SUNY Charter Schools Institute
The State University of New York

PROPOSAL SUMMARY AND TRANSMITTAL FORM

Proposed School Information			
Charter School Name:	Uncommon New York City Charter School #1		
Education Corp. Name:	Uncommon New York City Charter Schools		
Education Corp. Status:	Existing Education Corporation	Proposal Type:	Standard New School Proposal
School District (or NYC CSD):	NYC		
Opening Date:	8/1/2018		

Proposed Grades and Enrollment		
Charter Year	Grades	Enrollment
Year 1	K, 5	130
Year 2	K-1, 5-6	249
Year 3	K-2, 5-7	468
Year 4	K-3, 5-8	642
Year 5	K-9	814

Proposed Affiliations (if any)	
Charter Management Company ("CMO"):	Uncommon Schools, Inc.
CMO Public Contact Info (Name, Phone):	Tara Marlovits, 212-598-4076
Partner Organization:	n/a
Partner Public Contact Info (Name, Phone):	n/a

Lead Applicant Contact Information					
First Lead Applicant Name:	Tara Marlovits				
Applicant is a:	☐ Parent ☐ Teacher ☐ School Administrator ☐ District Resident ☒ Education Corp./Charter School				
Applicant Mailing Address:	[redacted]				
Primary Phone #:	[redacted]	Secondary Phone #:		Email:	[redacted]

Second Lead Applicant Name:					
Applicant is a:	☐ Parent ☐ Teacher ☐ School Administrator ☐ District Resident ☐ Education Corp./Charter School				
Applicant Mailing Address:					
Primary Phone #:		Secondary Phone #:		Email:	

List additional lead applicants in the "Other" section.	☒ Not Applicable ☐ Additional Applicants Listed in "Other"

Media/Public Contact Information (required)					
Name:	Barbara Martines	Phone #:	201-988-0059	Email:	bmartinez@uncommonschools.org

Lead Applicant Signature					
Signature:				Date:	3/29/2016
Digital Signatures accepted. If a handwritten signature is used, the Institute must receive the transmittal form, bearing an original signature, postmarked no later than the proposal submission deadline. By signing this Proposal Transmittal Form, the Lead Applicant certifies that the information contained in this proposal to establish a charter school pursuant to the New York Charter Schools Act (as amended) with the State University of New York Board of Trustees is true and accurate to the best of his or her knowledge.					Submit Completed Proposal to: Charter Schools Institute, State University of New York, 41 State St., Suite 700, Albany, New York 12207. Phone: (518) 445-4250 Fax: (518) 320-1572 Email: charters@suny.edu
OFFICIAL USE ONLY:	Received By:		Date:		

Program Design

MISSION STATEMENT

The mission of Uncommon New York City Charter School 1 is to prepare each student to enter, succeed in, and graduate from a 4-year college.

KEY DESIGN ELEMENTS

Uncommon New York City Charter Schools (Uncommon NYC or UNYC), including Uncommon New York City Charter School 1 (UNYC1), serve students with a wide range of abilities and from backgrounds that include: students below, at, and above grade-level; students with special needs; English language learners; and at-risk students. A majority of students enroll with skills below grade-level. Given this reality, Uncommon New York City Charter Schools' design rests upon three pillars to address the needs of all students:

1. We believe creativity flourishes within structured academic environments.

Good work cannot occur unless there is a safe and orderly environment in and out of the classroom.

2. We have high academic and behavioral expectations.

High expectations demand significant amounts of extra support before, during, and after school and on Saturdays.

3. We know that without great teachers, nothing else matters.

Teachers must have the time and professional tools and resources to do their jobs effectively.

Uncommon New York City Charter School 1 will use these pillars to guide decisions made at the school, enabling the school to develop and implement a strong academic program leading to high levels of student achievement.

Uncommon New York City Charter School 1 does not believe that there is a panacea that makes a school work. Fostering dramatic academic success for students and preparing them for the mantle of leadership demands constant attention to a multitude of details. In running a successful school, there are no 100% solutions. Rather, there is a series of 1% solutions that add up to success. However, there is a core set of approaches and practices, drawn from observations of high-performing schools that are central to Uncommon New York City Charter School 1's academic program and to meeting its mission of preparing students to succeed in high school, college, and beyond:

- Expect Excellence
- Recruit, Develop, and Retain Great Teachers
- Assess Early and Often to Inform Effective Instruction
- Focus on Literacy
- Employ Research-Proven Curricula
- Make More Time
- Help Students Until They Master It
- Provide Structure and Order
- Keep It Personal
- Develop Character

- Involve Families
- Help Students Envision a Bright Future Which Inspires Them To Achieve
- Prepare High School Students for College

Uncommon New York City Charter School 1 will create a structured learning environment, enabling students to spend more time on task. UNYC1 will offer an extended school day and extended school year, allowing the school to revisit skills that the students may be lacking, to spend more time on literacy and mathematics instruction, and to give students, including those at-risk of academic failure, the extra time they need to make significant academic gains. Teachers and school leaders at UNYC1 will assess students early and often to drive the instructional program, constantly reflecting on student performance and making necessary modifications to curriculum and pedagogy to ensure that all students succeed.

Uncommon New York City Charter School 1 will establish a school culture where all students, teachers, families, and administrators are invested in the goal of college graduation. The school will actively invest families in the school's college preparatory mission during the student recruitment and admissions period, family orientation, Families for Achievement/Family Involvement Committee events and through constant communication between family members and staff members regarding each student's academic performance. Uncommon New York City Charter School 1 students will enter high school prepared for a rigorous academic program and will graduate with a Regents or Advanced Regents degree and will be accepted to at least one 4-year college.

SCHEDULE			
Proposed Number of School Days per Year:	186	Proposed Daily Beginning and Ending of School Day:	8/27/18; 6/19/19
Additional Schedule Information (optional):			

ACADEMIC PROGRAM OVERVIEW

Uncommon New York City Charter Schools has in place a strong academic program that ensures the success of its students. While its academic program is solid, Uncommon NYC is committed to continuously improving and adapting.

Assessment

Uncommon NYC schools constantly monitor student performance, as measured by state assessments, nationally-normed assessments, internally developed interim assessments, and daily assessments given by teachers. The Board of Trustees, the school leadership team, teachers, and Uncommon School's team analyze assessment data to critique the school's instructional program, adjust instructional practices, identify students in need of academic intervention services, and track students' progress towards achieving the New York State/Common Core Learning Standards. Uncommon NYC provides professional development for teachers on how to appropriately use student data to drive instruction. In addition, student results are communicated with families through frequent phone calls, letters home, report cards, and required parent teacher conferences. State assessment results are communicated to the broader community through the issuance of the school's Annual Report, which is publicly available.

Curriculum

To accomplish the goals set forth in school Accountability Plans, Uncommon NYC has adopted the New York State Learning Standards (and, in 2012-2013, the Common Core Learning Standards), and has developed its own academic standards, called Uncommon NYC internal standards. These standards are based on the New York State standards in each subject area and in each grade level, and are in alignment with the Common Core Learning Standards.

At Uncommon NYC schools, Unit Plans (UPs) serve as the framework for instruction throughout the year, and internalizing and planning for Unit Plans is the primary focus of content-specific Professional Development before the start of each school year. During the 2015-16 summer professional development session, teachers spent time analyzing the curriculum for their subject and grade, specifically focusing on how the Common Core Standards continue to be integrated into their subject's scope and sequence. Teachers internalized lesson plans and learned how to plan to respond to their students' data to ensure all students are meeting benchmarks based on the Common Core Standards.

Frequent staff, grade-level, and department meetings will continue to focus on student performance and the effectiveness of the schools' curriculum. School leaders and teachers will continuously reflect on state test data, interim assessments, exit tickets, and class assignments and will be prepared to revise curriculum to reflect areas of strength and areas for growth.

Instructional Leadership

Student achievement is the primary goal. Instructional leadership teams, comprised of the Principals, Instructional Leads, and the Uncommon Schools Associate Managing Directors and Chief Schools Officer have consistently analyzed student assessment data to determine if schools are on track to meeting and exceeding their academic Accountability Plan goals. The instructional leadership team focuses on developing students' core academic skills with an emphasis on literacy and mathematics. If deficiencies in curricula, assessment models or instruction are discovered, the team uses its expertise to evaluate shortcomings and propose and implement changes.

Information gathered through frequent review of lesson plans and observation of teachers is used by the instructional leadership to develop and implement a comprehensive professional development plan that meets the needs of the school, each subject area, each grade level, and each teacher. Every teacher sets long and short term goals for himself or herself at the beginning of the year and checks in with an instructional leader weekly to monitor progress toward those goals.

The school calendar includes three weeks of professional development before the school year. Teachers attend workshops on topics such as curriculum development, classroom management, data analysis, and instructional planning. During this time, teachers also focus on content-specific curriculum and assessment planning and instructional practices. During the school year, Elementary and Middle academies have four half days of professional development and its high school has three full and one half day of professional development. In addition, students are dismissed early every Friday at the elementary academy and every Wednesday at the middle academy and high school so that teachers can participate in professional development. The leadership team uses these professional development sessions to address trends that they have seen during frequent lesson plan review and teacher observations, delivering professional development sessions on particular topics, or working with small groups of teachers who need additional instructional support. All staff members receive training in special education services during the summer professional development session and throughout the school year as necessary.

Pedagogy

Student achievement is the top priority, and, therefore, high quality instruction is imperative to meet and exceed academic Accountability Plan goals. The schools' standards-based curriculum is the basis for all lesson planning and implementation. Interim and other summative assessments help teachers track individual student progress. Teachers ensure that all students' needs are being met through a combination of direct instruction, small group instruction, and the allocation of individual learning tasks.

Teachers differentiate their instruction in a variety of ways, both to groups and individual students. In alignment with our college-prep mission, students across ability levels learn grade-level objectives in their classes. In planning, teachers scaffold their lessons by adding more real-world examples to their direct instruction, integrating manipulatives or visuals into guided practice, providing additional word study opportunities, and explicitly connecting material to students' prior knowledge. For instructional delivery, teachers work with their

Instructional Leader in order to tailor their practice for the students in their classes. Teachers submit their class work or assessments to the Special Education Team in order to receive feedback on the format, design, and accessibility of materials. Differentiation occurs in all of our classes through the targeted questioning that our teachers provide – even to the extent of scripting who they are going to call on with what questions in their lesson plans.

Uncommon NYC knows that without great teachers, little else matters. Staffing decisions are integral to the schools' pedagogical success. The Principals believe it is critically important to recruit a staff with a deep commitment to collaboration with their colleagues, a high degree of subject area competence, great skill in making instruction both rigorous and joyful, and alignment to the schools' mission of preparing students for college.

To ensure the academic success of each student, Uncommon NYC schools provide a safe and structured environment that promotes students' academic and social development. Schools have a code of conduct, included in the Family Handbook, that emphasizes a safe and orderly environment and establishes consequences for infractions. Students who fail to meet clearly defined standards for appropriate and acceptable conduct are not allowed to disrupt the education of others.

Clear consequences for infractions allow teachers to "sweat the small stuff," in the hopes that vigilance surrounding small misbehaviors will discourage larger ones. This idea underlines the expectation that 100% of students be on task 100% of the time. Schools use transparent, visual, grade-level-specific systems of rewards and consequences to manage behavior across its schools.

At-Risk Students

Uncommon NYC's strong commitment to ensuring that all of its students achieve at the highest levels is reflected in its schools' intervention program. All students with disabilities, all students whose first language is one other than English, and all students who enter the school several years behind grade level can and should achieve the school's goals.

Assessment data throughout the year is collected, monitored, and analyzed by classroom teachers and the Special Education Team. If a student is not making adequate growth on Interim Assessments, Reading Level Assessments, or in-class tasks and assignments, he/she is referred to the Student Study Team (SST) for consideration for additional accommodations, supports and services.

Uncommon NYC schools work with the Regional Committee on Special Education (CSE) of the school's location to provide required services in accordance with federal special education laws. The Special Education Teachers and the Special Education Coordinator are appropriately certified and provide services in accordance with each student's IEP. Additionally, all staff members receive training in special education services during the summer professional development session.

Uncommon NYC schools ensure that students with limited English proficiency (LEP) and English Language Learners (ELL) achieve proficiency in English. All such students can and should meet the school's academic standards. Schools use a structured immersion program to help LEP students achieve proficiency as quickly as possible.

School Management

MANAGEMENT STRUCTURE

UNYC1 will follow a dual leadership model with a Principal and Director of Operations sharing responsibility for the overall success of the school, reporting to the Board of Trustees or their designees and supported by an Associate Managing Director and Associate Chief Opearting Officer, respectively . In order to ensure proper governance, the Board of Trustees is provided: 1) status updates on the leaders' respective responsibilities, 2) updates regarding progress towards the goals set forth in the charter and in any forthcoming accountability plans, and 3) information regarding any issues or concerns on a timely basis.

ROLE OF CMO OR PARTNER(S)

Uncommon's Home Office provides schools with overwhelming value and an array of services. Home Office staff have the primary purpose of ensuring the delivery of the highest quality services to each school and supporting initiatives where benefits of scale enhance local efforts. These services provide solutions to key management challenges, thereby freeing capacity for school leaders to focus on and manage their instructional and school level operational priorities. Uncommon School, Inc. offers the following services to schools: Program Design and Development; School leader support, management, development; Facilitise Managementa nd Financin; School staff recrtuiemtn and training; budget/financial management/payroll/purchasing/HR/Public grants; Development; Technology; legal guidance; special education guidance; english language learner guidance; materials and best practices sharing; and marketing and avocacy; among other services.

Facility

SCHOOL FACILITY PLANS

Uncommon Schools, on behalf of Uncommon New York City Charter School 1, is currently in search of an appropriate facility for the school. While Uncommon Schools has not yet finalized a particular building, it is committed to securing a site that will allow Uncommon New York City Charter School 1 to pursue its programmatic mission, including its focus on providing a high-quality educational program for under-served students.

As part of this facility search, Uncommon Schools is working to pursue alternatives to conventional lease/purchase arrangements that include securing unused parochial school space, underutilized NYCDOE space, and partnerships with other school-facilities organizations such as Civic Builders. In all events, Uncommon will work to provide Uncommon New York City Charter School 1 with the lowest-possible cost facility option.

Uncommon Schools has been particularly successful in working with NYCDOE in identifying facility solutions for its partner schools, and 18 out of 21 of our schools are currently co-located with one or more New York City District of Education Schools. For example,

- Williamsburg Collegiate Charter School opened in 2005 and will permanently share space with PS 16 in Williamsburg, Brooklyn.

- Kings Collegiate Charter School opened in 2007 and will permanently share space with the Middle School of Art and Philosophy in the current IS 252 school building in East Flatbush/East New York.

- Uncommon Schools worked with NYCDOE on an innovative and cost-effective financing plan that allowed for the acquisition and renovation of a former public school building to house Excellence Charter School of Bedford Stuyvesant.

Based on Uncommon Schools' past facility experience and relevant regulations governing school facilities, Uncommon expects to secure a site that will accommodate approximately 85 square feet per student, with individual classrooms accommodating 30 students. Although Uncommon Schools has not finalized Uncommon New York City Charter School 1's school site, the facility will permit compliance with all applicable health codes including those for food service.

A primary criterion, along with cost, in determining the viability of each facility option is its compliance with all zoning, land use, and building code regulations extended to nonpublic schools, as well as the school's specific programmatic requirements.

In the event that a suitable public space is not available and Uncommon Schools is unable to secure an alternative low cost facility solution, Uncommon New York City Charter School 1 will delay opening until a suitable site is secured.

Board Member Names and Biographical Summaries

David Saltzman (Chair): Mr. Saltzman has served as the Executive Director of the Robin Hood Foundation since 1989. Since its inception in 1988, Robin Hood has distributed more than $250 million worth of grants, goods and services. Prior to joining Robin Hood, Mr. Saltzman served as the Special Assistant to the President of the Board of Education of the City of New York. Before working at the Board of Education, Mr. Saltzman ran AIDS education programs for the New York City Department of Health. Mr. Saltzman began his career in public service working with homeless families for the Human Resources Administration of the City of New York. Mr. Saltzman holds a Masters of Public Policy and Administration from Columbia University and a B.A. from Brown University. Mr. Saltzman serves on the Board of Directors of the Brazelton Foundation, Dr. T. Berry Brazelton's effort to improve the healthcare of children around the world, and the board of NPowerNY, a joint effort of Robin Hood, Microsoft, JPMorgan Chase and others to improve the effectiveness of non-profit organizations. Time magazine named Mr. Saltzman one of its 100 Innovators and Brown University awarded him its John Hope award for distinguished alumni.

Linton Mann III (Vice Chair): Mr. Mann is an Associate in the Litigation Department of Simpson Thacher & Bartlett LLP. His practice includes representing financial institutions and corporate clients in a wide variety of matters including antitrust, securities and general commercial litigation. Linton also has an active pro bono practice, which includes coordinating and providing legal services through Simpson Thacher's Housing Court Project and annual Legal Outreach Internship. Additionally, Mr. Mann is on the Board of Directors of Manhattan Legal Services, a program of Legal Services NYC, the largest provider of pro bono civil legal services in the country, and Secretary of the Board of Directors of DukeNY, a division of the Duke Alumni Association. Mr. Mann received two Bachelor of Arts degrees from the University of Georgia and a JD from the Duke University School of Law.

Tony Pasquariello (Vice Chair): Mr. Pasquariello is co-head of North American Equity Derivative Sales and head of Americas One Delta Shares Sales. Previously, he was head of Hedge Fund Sales in US Equity Derivatives. Mr. Pasquariello joined Goldman Sachs in 1999 as an analyst in Fixed Income Interest Rate Products and moved to the Equities Division in 2001. He was named managing director in 2007 and partner in 2012. Mr. Pasquariello is a member of the Board of Trustees of the Taft School and is an overseer of Colby College. He also serves on the Leadership Council of the Robin Hood Foundation. Tony earned a BA in English from Colby College in 1999.

Laura Blankfein: Ms. Blankfein is a Development Specialist at the Association to Benefit Children in New York. She is an Honorary Lifetime Trustee of the Ethical Cultural Fieldston School, where she served on the Board for 19 years, including a term as Co-Chair, and also serves on the board of the New York City School of the Arts. Previously, she worked as a litigator at two large New York City law firms and as an attorney for the New York City Corporation Counsel, where she was responsible for litigating social policy and revenue-generating actions on behalf of the City. Ms. Blankfein has previously served on the boards of the Medicare Rights Center, Prep for Prep, and Barnard College. Ms. Blankfein holds a B.A. in Economics and Urban Studies from Barnard College and a J.D. from Georgetown Law School.

Caroline Curry: Ms. Curry's career has included positions at Prudential (in their social investment program), Booz-Allen, Goldman Sachs, and the Clinton Whitehouse (working in Healthcare Policy). She is currently a Managing Director at Eagle Capital Management. She holds a B.A. from Swarthmore and an M.B.A from the Wharton School at the University of Pennsylvania.

St. Claire Gerald: St. Claire Gerald is the CEO and Principal Consultant of Harambee Logistics Solutions, a business consulting firm specializing in operations and supply chain management. With over 20 years of experience working with fast-paced, rapidly expanding companies in the Specialty Retail, Home Furnishings, and Consumer Goods industries, Mr. Gerald is a frequent speaker and instructor in a number of professional venues. Prior to founding Harambee Logistics Solutions, Mr. Gerald served as Director, Supply Chain Management for Foot Locker Inc., the world's leading retailer of athletic footwear and apparel with over $6B in sales. Mr. Gerald graduated from the College of Wooster with a degree in Business and Economics and he is also recognized as a Master Instructor and Certified Supply Chain Professional with APICS – The Association for Operations Management. In addition, he is also an adjunct faculty member of The Peter J. Tobin College of Business at St. John's University in New York City.

John Greenstein: Mr. Greenstein has 20 years of experience helping enterprises leverage technology to achieve business objectives. He is currently a Vice President at Qumu, Inc., a publicly traded software company that is the industry leader in the fast-growing field of streaming business video. Previously, he has worked for other prominent technology organizations such as Oracle Corporation, Rational Software, and IBM Software. Mr. Greenstein is a founding Collegiate Board member. Born and raised in NYC, he currently lives in Windsor Terrace, Brooklyn, and sends both of his children to Brooklyn public schools.

Michael Hall: Michael Hall is a tenured financial service professional with a long history of education, community, and service. Currently, Michael works with Becker Professional Education, a global leader in professional education and a subsidiary of DeVry Inc. (NYSE: DV). Michael is involved in leading the development and delivery of innovative professional education solutions to a diverse group of stakeholders. Specifically, he is responsible for identifying opportunities to enhance university's academic programs as well as corporate learning and development platforms as it relates to accounting and financial education. Previously, Michael was with TIAA-CREF, Inc., specialists in the asset management of nonprofit employees. While with TIAA-CREF, Michael worked directly with state governments to develop and implement product marketing and community education strategies for state-sponsored Qualified Tuition Savings Programs (529 college savings programs). Among his many accomplishments, Michael played a significant role working with stakeholders to deliver testimonies which proved crucial to maintaining tax exclusivity for the state's 529 plans. Prior to joining TIAA-CREF, Michael began his career in financial services in the Wealth Management division of Charles Schwab & Co., where he was selected to become one of the first spokespersons for the company's African-American Investment Initiative launched in 1999 in collaboration with Ariel Investment, LLC. In this role, Michael was responsible for investor education, marketing and client acquisition. He frequently represented the initiative through television, radio and print media including, CNN Money, CNBC, 1190 am WLIB, and the Amsterdam News. Michael resides in the Bedford Stuyvesant section of Brooklyn and has worked on several community education initiatives with the office of former councilman Al Vann. Likewise, he successfully campaigned to elect Robert Cornegy, Jr. the New York City Council member representing the 36th district, which covers Bed-Stuy and northern Crown Heights.

Shakima Jones: Ms. Jones owns and operates Love Movement, LLC, an accounting and business management firm with clients in the entertainment, education and non-profit world. She has been the sole Bookkeeper for the International Academy of Television Arts & Sciences (International Emmy Awards) for the past 7 years. Her prior experience includes Accountant and Benefits Administrator at New Destiny Housing, Office Manager, Tax Instructor, and Tax Preparer at H&R Block, and many other accounting positions. Ms. Jones holds a B.A. in Accounting from Baruch College and is the parent of a student at Excellence Boys Charter School.

John Kim: John Kim joined Kelso in 2014. He is focused on fundraising, investor relations and co-investment syndication. Prior to joining Kelso, he spent the preceding nine years as a Partner at Court Square Capital where he held a similar role. Previously, he worked at Capital Z Investments where he ran the Investor Relations and Marketing department. Prior to Capital Z, Mr. Kim was a senior fundraiser for J.P. Morgan's fund placement team where he raised capital for numerous private equity funds. Mr. Kim earned an M.B.A. from Harvard Business School in 1994 and received an A.B., magna cum laude, from Brown University in 1989. He is currently a Trustee of the Brooklyn Botanic Garden and the JW Foundation.

Arvind Krishnamurthy: Mr. Krishnamurthy serves as a Senior Advisor at Caxton Alternative Management. His previous professional experiences include serving as a Principal for Caxton Alternative Management, where he was responsible for private investments, Greenbriar Equity Group, Veritas Capital Management, Bain Capital, and Goldman Sachs. Mr. Krishnamurthy holds a A.B. magna cum laude in Social Studies from Harvard College and a M.B.A. from Harvard Business School.

Alison Mass: Ms. Mass is global co-head of the Financial Sponsors Group in the Investment Banking Division at Goldman Sachs. She is a member of the Partnership Committee and the IBD Operating Committee. She joined the firm and was named partner in 2001. Previously, Ms. Mass worked at Merrill Lynch where she held several senior management positions in the securities and investment banking areas. Prior to joining Merrill Lynch, Ms. Mass worked at Drexel Burnham. Ms. Mass is a member of the NYU Stern Board of Overseers. She holds a B.S. and an M.B.A. from New York University.

Ekwutozia Nwabuzor: Ms. Nwabuzor is a Vice President and Assistant General Counsel for J.P. Morgan Asset Management. Her practice focuses on the formation and operation of private investment funds, compliance matters for investment advisers and investment management matters. From 2007 to 2013, she was a Corporate Associate at Simpson Thacher & Bartlett. Ms. Nwabuzor has served as an Executive Officer of the Nigerian Lawyers' Association and currently serves as Treasurer of the Howard University School of Law Alumni Club of New York. She received her J.D. from Howard University School of Law in 2007, where she was a Dean's Fellow and Senior Articles Editor of the Howard Law Journal. Ms. Nwabuzor was also a recipient of the Olender Foundation's Earl H. Davis Scholarship in recognition of her leadership and public service. She authored The Cry of the Colossus: Discipio v. Ashcroft, Nonacquiescence, and Judicial Deference in Immigration Law, 50 How. L.J. 575 (2007). She received her Bachelor of Arts with honors from the College of the Holy Cross in 1996.

Brett Peiser (ex officio): Prior to becoming CEO of Uncommon Schools in July 2012, Brett Peiser served as founding Managing Director of Uncommon Schools New York City. As Managing Director, he oversaw a network of 14 schools in Brooklyn, serving over 3,000 elementary, middle, and high school students. Mr. Peiser is the Founder and former Principal and Executive Director of Boston Collegiate Charter School, one of Massachusetts' highest performing public schools. Over Mr. Peiser's last four years, Boston Collegiate was the only public school in Boston with 100% of 10th graders passing both the Math and English MCAS exams, a statewide graduation requirement. Mr. Peiser is a graduate of New York City Public Schools and a former History Teacher at Midwood High School in Brooklyn. Mr. Peiser received a BA from Brown University and a MPP degree from the John F. Kennedy School of Government at Harvard University and is a recipient of the Broad Fellowship for Education Leaders.

Ian Sacks: Mr. Sacks is a Managing Director at TowerBrook, where he focuses on healthcare and business services-related investments. Mr. Sacks was previously a Management Partner with Soros Private Equity. Prior to joining Soros, Mr. Sacks was Chairman and CEO of HelpCare, and before joining Soros, was a Partner at MESA Partners. Prior to joining MESA, he was a healthcare management consultant with APM. Mr. Sacks is currently is a director of the OI Foundation and Pat Tillman Foundation. He earned a BS from Tufts University.

Joseph Wayland: Mr. Wayland is General Counsel of ACE Limited, a position he has held since joining the company in July 2013. He also serves as secretary to the ACE Limited Board of Directors. Mr. Wayland was appointed Executive Vice President, ACE Group, in March 2014. Prior to joining ACE, Mr. Wayland was with Simpson Thacher & Bartlett, where he worked from 1988 and became a partner in 1994. From 2010 to 2012, he served in the United States Department of Justice, first as Deputy Assistant Attorney General responsible for litigation for the Antitrust Division, and was later appointed as the Acting Assistant Attorney General in charge of the division. Earlier in his career, Mr. Wayland served as a Captain in the United States Air Force. Mr. Wayland serves on the Board of The Allen-Stevenson School, National Council of the College of Arts and Sciences at Washington University, Lawyers' Committee for Civil Rights Under Law, and Brooklyn Legal Services Corporation. Mr. Wayland is a recipient of the John Dewey Award (United Federation of Teachers), the New York State Bar Association President's Pro Bono Award, and is a Coro Leadership New York Fellow. Mr. Wayland holds a B.A. in Political Science from Washington University, a J.D. from Columbia University Law School, and an L.L.M. from Georgetown Law School. Mr. Wayland is a Fellow of the American College of Trial Lawyers.

Jeff Wetzler: Jeff Wetzler is the Co-Founder of Transcend Education, a nonprofit organization that "leads innovation in school design in close partnership with visionary school operators around the country." Prior to this role, Jeff served a Teach For America's Executive Vice President of Strategy, Innovation, & Organizational Development. Jeff joined Teach For America in 2005 after working at Monitor Group, an international consulting firm, where he developed and led client engagements to advise executives on a range of strategic, organizational, and leadership issues. While at Monitor, Jeff also led new product development initiatives and managed global training in the area of interpersonal effectiveness. Jeff currently serves on the board of the New Classrooms Innovation Partners and the board of the National Academy of Advanced Teacher Education. He earned a doctorate in adult learning and leadership from Teachers College, Columbia University, and a B.A. in psychology from Brown University. While at Brown, he co-founded Providence Science Outreach, a nonprofit organization that equips university students to use hands-on projects to get kids in under-resourced schools excited about science.

Other

Uncommon New York City Charter School #1

	Proposal Request	A: Are you incoporating by reference? Yes	A: No	B: This response applies to: All Schools	B: Proposed School	B: N/A	C: Does the incorporated material require any revisions? Yes	C: No	C: N/A	D: Specific exhibit or document being incorporated by reference	E: Year of Source File
		Place an "X" in the appropriate column to indicate whether this response incorporates any documents by reference.		*Place an "X" in the appropriate column to indicate whether this response applies to all schools in the education corporation, or only the proposed school.*			*Place an "X" in the appropriate column to indicate whether the incorporated material requires any revisions. If yes, include revisions in proposal Response.*			*Provide the name, title, filename, etc. of materials that you are incorporating. If you are referencing a subsection of a document, please identify the section as specifically as possible.*	*List the most recent year material was approved or updated.*
	Sample Response	x		x				x		Renewal Application, Response D, Benchmark 1B, Assessment Data	2013
1(a)	Community Description and Need	*All applicants must provide a Response to this Request.*									
1(b)	Programmatic Impact	*All applicants must provide a Response to this Request.*									
1(c)	Fiscal Impact	*All applicants must provide a Response to this Request.*									
2(a)	Mission	X		X				X			2015
2(b)	Key Design Elements	X		X				X			2015
2(c)	5% Districts	*All applicants must provide a Response to this Request.*									
2(d)	Draft Accountability Plan	*All applicants must provide a Response to this Request.*									
3(a)	Applicant Information	*All applicants must provide a Response to this Request.*									
3(b)	Founders	*All applicants must provide a Response to this Request.*									
3(c)	Community Outreach	*All applicants must provide a Response to this Request.*									
3(d)	Withdrawn, Rejected and Concurrent Proposals (SUNY and/or other authorizers)	*All applicants must provide a Response to this Request.*									
3(e)	Letter of Justification for Previously Denied Applications	*All applicants must provide a Response to this Request.*									
3(f)	Founder Credentials	X		X				X			2015
3(g)	Outreach Evidence	*All applicants must provide a Response to this Request.*									
4	School Enrollment	*All applicants must provide a Response to this Request.*									
5(a)	Curriculum Selection and Processes		X	X					X		
5(b)	Assessment System		X	X					X		
5(c)	Instructional Methods		X	X					X		
5(d)	Course or Subject Overview		X	X					X		
5(e)	Promotion and Graduation Policy		X	X					X		
5(f)	Programmatic Audits		X	X					X		
6(a)	School Calendar	X		X				X		Exhibit D(1)(1) to the Leadership Prep Bedford Stuyvesant charter rene	2015
6(b)	Sample Student Schedule		X	X					X		
6(c)	Sample Teacher Schedule		X	X					X		
7(a)	Struggling Students	X		X				X		Response D(4)a.VI to the Leadership Prep Bedford Stuyvesant Charter	2015
7(b)	Students with Disabilities	X		X				X		Response D(4)a.VI to the Leadership Prep Bedford Stuyvesant Charter	2015
7(c)	English Language Learners	X		X				X		Response D(4)a.VI to the Leadership Prep Bedford Stuyvesant Charter	2015
7(d)	Gifted and Advanced Students		X						X		
8(a)	Instructional Leadership Roles	X		X				X		Response C(1) and Response D(4)a to the Leadership Prep Bedford St	2015
8(b)	Teacher Support and Supervision	X		X				X		Response C(1) and Response D(4)a to the Leadership Prep Bedford St	2015
8(c)	Professional Development	X		X				X		Response C(1) and Response D(4)a to the Leadership Prep Bedford St	2015
8(d)	Teacher Evaluation and Accountability	X		X				X		Response C(1) and Response D(4)a to the Leadership Prep Bedford St	2015
9(a)	Culture and Discipline	X						X		D(2)c(2)(2) - Handbook_Leadership Prep Bedford Stuyvesant_MA	2015

SUNY Charter Schools Institute Incorporation by Reference Checklist

Uncommon New York City Charter School #1

Proposal Request	A: Are you incoporating by reference? Yes	A: No	B: This response applies to: All Schools	B: Proposed School	B: N/A	C: Does the incorporated material require any revisions? Yes	C: No	C: N/A	D: Specific exhibit or document being incorporated by reference	E: Year of Source File
9(b) Discipline Policy	X						X		D(2)c(2)(2) - Handbook_Leadership Prep Bedford Stuyvesant_MA	2015
9(c) Special Education Policy	X						X		D(2)c(2)(2) - Handbook_Leadership Prep Bedford Stuyvesant_MA	2015
9(d) Dress Code		X	X					X		
10(a) Organizational Chart	*All applicants must provide a Response to this Request.*									
10(b) School Leadership and Management Structure	*All applicants must provide a Response to this Request.*									
11(a) Staffing Chart and Rationale	*All applicants must provide a Response to this Request.*									
11(b) Qualifications and Responsibilities		X	X				X			
11(c) Staff Recruitment and Retention		X	X				X			
11(d) Personnel Policies	X		X				X		D(2)c(3) - Employee Handbook to the Leadership Prep Bedford Stuyve	2015
12(a) Partner Information		X			X			X		
12(b) Partner Commitment	*All applicants must provide a Response to this Request.*									
13(a) EdCorp Board Roles & Responsibilities	X		X				X		Response D(4)b in Leadership Prep Bedford Stuyvesant Renewa	2015
13(b) Education Corporation Board Design	X		X				X		Response D(4)b in Leadership Prep Bedford Stuyvesant Renewa	2015
13(c) Stakeholder Participation	X		X				X		Response D(4)b in Leadership Prep Bedford Stuyvesant Renewa	2015
13(d) By-laws		X	X					X		2015
13(e) Code of Ethics	X		X				X		Exhibit I - Code of Ethics to the Leadership Prep Bedford Stuyvesan	2015
13(f) Complaint Policy		X	X					X		2015
14(a) District Relations	*All applicants must provide a Response to this Request.*									
14(b) Community Relations	*All applicants must provide a Response to this Request.*									
14(c) Evidence of Community Support	*All applicants must provide a Response to this Request.*									
15(a) General Student Population	*All applicants must provide a Response to this Request.*									
15(b) Target Population Enrollment	*All applicants must provide a Response to this Request.*									
15(c) Evidence of Demand	*All applicants must provide a Response to this Request.*									
15(d) Community Support	*All applicants must provide a Response to this Request.*									
15(e) Evidence of Community Support	*All applicants must provide a Response to this Request.*									
15(f) Admissions Policy		X	X					X		
16(a) Facility Needs	*All applicants must provide a Response to this Request.*									
16(b) Facility Selection	*All applicants must provide a Response to this Request.*									
16(c) Facility Related Conflicts of Interest	*All applicants must provide a Response to this Request.*									
16(d) Additional Facility Information	*All applicants must provide a Response to this Request.*									
17 Food Services		X			X			X		
18 Health Services		X			X			X		
19 Transportation		X			X			X		
20 Insurance		X			X			X		
21(a) Budget Narrative	*All applicants must provide a Response to this Request.*									
21(b) Financial Planning		X	X					X		
21 (c) Fiscal Audits		X	X					X		
21(d) Dissolution Procedures		X	X					X		
21(e) Budget Template	*All applicants must provide a Response to this Request.*									
21(f) Letters of Commitment	*All applicants must provide a Response to this Request.*									

SUNY Charter Schools Institute Incorporation by Reference Checklist

Uncommon New York City Charter School #1

	A		B			C			D	E
Proposal Request	Are you incoporating by reference?		This response applies to:			Does the incorporated material require any revisions?			Specific exhibit or document being incorporated by reference	Year of Source File
	Yes	No	All Schools	Proposed School	N/A	Yes	No	N/A		
21(g) Non-SUNY Financials	*All applicants must provide a Response to this Request.*									
22 Action Plan	Have you included an action plan?									
23(a) Supplemental Narrative	Have you included a supplemental narrative?									
23(b) Supplemental Attachments	Have you included supplemental information?									
Business Plan	*All replicating applicants must provide a Business Plan.*									

UNCOMMON NEW YORK CITY CHARTER SCHOOLS
MARCH 2015

R-01-Community Need and Proposed School Impact

a) Community Description and Need

- Provide an analysis of the community and target population for the school including:
  - A description of the community from which the proposed school intends to draw students;
  - Community demographics;
  - A description of the specific population of students the proposed school intends to serve;
  - The applicant's rationale for selecting the community;
  - Performance of local schools in meeting the need; and,
  - How the proposed school provides a needed alternative for the proposed community.

Uncommon New York City Charter Schools is proposing to open one new K-12 school, Uncommon New York City Charter School 1 (UNYC1), in one of the following Community School Districts: 13, 14, 16, 17, 18, 19 and 23. Uncommon NYC's decision to locate the school in one of these areas is driven largely by the persistent social, economic and educational challenges these communities face and the overwhelming demand for quality public school options in these areas, as illustrated by the community descriptions below[1]. Uncommon NYC is committed to ensuring that the children in these high need areas have access to a rigorous education that will fully prepare them for success in college.

Additionally, Uncommon NYC is deeply committed to serving all children and families in these communities, including English language learners and students with special needs. Uncommon NYC has developed strong relationships within these communities through years of outreach, collaboration and demonstrated success with 21 high-performing schools (6 elementary schools, 12 middle schools and 3 high schools) across six of the seven CSDs.

CSD 13

CSD 13 is comprised of several Brooklyn neighborhoods, including Clinton Hill, Fort Greene, DUMBO, and Vinegar Hill. The district also contains portions of Prospect Heights and Bedford-Stuyvesant. In the 2014-15 school year, 50% of students in CSD 13 identified as black, 16% identified as Hispanic, 19% identified as Asian, 13% identified as white and 3% identified as Other. English language learners and students with disabilities constituted 4% and 13% of the student population, respectively. 70% of the student population lived in poverty.

CSD 13 continues to struggle academically. In 2014-15, only 25.3% of students demonstrated mastery in English by scoring in the "proficient" or "advanced" categories on the New York State English Language Arts exam, while 26% of demonstrated mastery in math. Of the 2010 high school cohort, 77% graduated within 4 years, while 4% dropped out.

CSD 14

[1] Demographic and academic data for all CSDs was obtained from http://schools.nyc.gov/Accountability/data/default.htm

CSD 14 is comprised of the north Brooklyn neighborhoods of Williamsburg and Greenpoint, as well parts of Bushwick and Bedford-Stuyvesant. In the 2014-15 school year, 23% of students in CSD 14 identified as black, 59% identified as Hispanic, 4% identified as Asian, 13% identified as white and 2% identified as Other. English language learners and students with disabilities constituted 11% and 19% of the student population, respectively. 87% of the student population lived in poverty.

CSD 14 continues to struggle academically. In 2014-15, only 27% of students demonstrated mastery in English by scoring in the "proficient" or "advanced" categories on the New York State English Language Arts exam, while 28% demonstrated mastery in math. Of the 2010 high school cohort, 62% graduated within 4 years, while 12% dropped out.

CSD 16

CSD 16 is in the Bedford-Stuyvesant neighborhood. In the 2014-15 school year, 78% of students in CSD 16 identified as black, 18% identified as Hispanic, 2% identified as Asian, 1% identified as white and 1% identified as Other. English language learners and students with disabilities constituted 5% and 22% of the student population, respectively. 85% of the student population lived in poverty.

CSD 16 continues to struggle academically. In 2014-15, only 17% of students demonstrated mastery in English by scoring in the "proficient" or "advanced" categories on the New York State English Language Arts exam, while 17% demonstrated mastery in math. Of the 2010 high school cohort, a dismal 40% graduated within 4 years, while 16% dropped out.

CSD 17

CSD 17 is comprised of the central Brooklyn neighborhoods of Crown Heights and Lefferts Gardens. In the 2014-15 school year, 79% of students in CSD 17 identified as black, 14% identified as Hispanic, 2% identified as Asian, 3% identified as white and 2% identified as Other. English language learners and students with disabilities constituted 9% and 15% of the student population, respectively. 85% of the student population lived in poverty.

CSD 17 continues to struggle academically. In 2014-15, only 17% of students demonstrated mastery in English by scoring in the "proficient" or "advanced" categories on the New York State English Language Arts exam, while 24% of third graders demonstrated mastery in math. Of the 2010 high school cohort, 65% graduated within 4 years, while 7% dropped out.

CSD 18

CSD 18 is comprised of the central Brooklyn neighborhoods of Canarsie and East Flatbush, along with a portion of Brownsville. In the 2014-15 school year, 88% of students in CSD 18 identified as black, 7% identified as Hispanic, 1% identified as Asian, 2% identified as white and 2% identified as Other. English language learners and students with disabilities constituted 5% and 16% of the student population, respectively. 82% of the student population lived in poverty.

CSD 18 continues to struggle academically. In 2014-15, only 23% of students demonstrated mastery in English by scoring in the "proficient" or "advanced" categories on the New York State English Language Arts exam, while 23% demonstrated mastery in math. Of the 2010 high school cohort, only 54% graduated within 4 years, while 10% dropped out.

CSD 19

CSD 19 is comprised of the East New York neighborhood in Brooklyn. In the 2014-15 school year,

49% of students in CSD 19 identified as black, 42% identified as Hispanic, 7% identified as Asian, 2% identified as white and 1% identified as Other. English language learners and students with disabilities constituted 12% and 18% of the student population, respectively. 89% of the student population lived in poverty.

CSD 19 continues to struggle academically. In 2014-15, only 16% of students demonstrated mastery in English by scoring in the "proficient" or "advanced" categories on the New York State English Language Arts exam, while 18% demonstrated mastery in math. Of the 2010 high school cohort, only 52% graduated within 4 years, while 14% dropped out.

CSD 23

CSD 23 is comprised of the central Brooklyn neighborhoods of Brownsville and Ocean Hill. In the 2014-15 school year, 77% of students in CSD 23 identified as black, 20% identified as Hispanic, 1% identified as Asian, 1% identified as white and 1% identified as Other. English language learners and students with disabilities constituted 5% and 21% of the student population, respectively. 88% of the student population lived in poverty.

CSD 23 continues to struggle academically. In 2014-15, only 13% of students demonstrated mastery in English by scoring in the "proficient" or "advanced" categories on the New York State English Language Arts exam, while 13% demonstrated mastery in math. Of the 2010 high school cohort, only 36% graduated within 4 years, while 11% dropped out.

The data above shows that these communities contain predominantly low income, minority populations. Testing data and graduation rates indicate that much still needs to be done to provide these communities with better educational options. Uncommon NYC believes that UNYC1 can succeed at bringing students to academic mastery where other public schools have struggled. Every aspect of our schools' model, which UNYC1 will replicate, from teacher recruitment and training to curriculum and assessment creation to school culture, has been designed to provide our scholars with an academic foundation that will open doors to opportunities they otherwise could not have imagined possible.

Uncommon NYC's pedagogical approaches and practices have proven effective at our existing schools, as evidenced by the most recent State exams. In 2014-15, all five of our Uncommon NYC elementary schools with testing grades outperformed their respective districts in Math and ELA. Similarly, all twelve Uncommon NYC middle schools outperformed their districts in Math and ELA. 96% of our grade-level cohorts outperformed their local districts in Math, while 90% of our grade-level cohorts outperformed their local districts in ELA.

State tests don't tell the whole story though. Our high school graduates, most of whom enrolled with Uncommon in the 5th grade, are attending some of the most prestigious colleges in the country and succeeding. At Uncommon Charter High School, the only Uncommon NYC high school currently scaled to have alumni, 98% of students in the class of 2015 graduated. Of these graduates, 100% were accepted to a four-year college. As of April 2015, 93% of students from the class of 2014 remain in college. Both students who left school are planning to re-enroll in 2015. As of April 2015, 97% of students from the class of 2013 remain in college.

b) Programmatic Impact

- Describe the *programmatic* impact of the establishment of the proposed charter school on existing public and nonpublic schools in the same geographic area as the proposed school location. Responses should include:

- A table listing the existing educational options and grades served available to the target population including all district, charter and private schools;
- Information demonstrating a thorough analysis of existing educational options for the existing community and target population;
- Analysis of how the proposed school's enrollment plan will impact the enrollment and programmatic viability of the public and non-public schools; and,
- Analysis of the provision of novel or different programs or instructional approaches to those currently in place in the targeted community or population.

The need for quality school options in New York City, particular districts 13, 14, 16, 17, 18, 19, and 23 is great. As described in Response 01(a), these districts have high poverty rates, even for within New York City. In addition, the portion of residents who have never attended college (34%) is less than half of the rate for the most privileged districts in New York City (84%); similarly, the portion of residents who have failed to complete high school in these districts (20%), is five times more than the rate (4%) of the most privileged districts in New York City.[2] Despite this, the educational options in these districts are not sufficient to ensure successful futures for their students. In fact, only 66% of the 290 district schools within these communities are listed as having an accountability status of "In Good Standing" for 2015-16 school year[3]. That means there are nearly 100 focus or failing schools in these districts.

As is the trend in the rest of the state, low-income students in New York City are outperformed by their wealthier peers. For instance, on the 2015 math exam, the proficiency rate was 31% for students who were economically disadvantaged and 52% for students not economically disadvantaged in New York City. The existing school choice options in the community are clearly not sufficient to help students close this achievement gap. Private schools are out of reach for many Brooklyn children whose families cannot afford tuition payments. While many charter schools have opened in the city, these schools are not enough to serve the large number of children in need of quality educational options, as can be seen by the large number of students on charter school waitlists in NYC.

Despite serving a population of students deemed to be "at-risk" of academic failure, Uncommon NYC schools are succeeding. For example, Leadership Prep Ocean Hill Elementary Academy is the only non-selective school to have 100% of its students achieve proficiency the state math test in 2015. UNYC1 will bring a much needed education option to the families of CSD 13, 14, 16, 17, 18, 19, or 23 by providing a college preparatory K-8 school focus on providing an education experience that is rigorous and joyful, and that is committed to preparing all our students to enter and succeed in college.

As a result of its successful track record and strong school program, Uncommon NYC has experienced high student demand in each year since it opened. Currently there are over 37,000 students on the Uncommon NYC waitlists. With over 4,000 students the waiting list in each of kindergarten and 5th grade, Uncommon NYC can be sure that adding an additional school will be welcomed by the families in Brooklyn.

[2] Source: http://www1.nyc.gov/site/doh/data/data-publications/profiles.page

[3] Source: http://www.p12.nysed.gov/accountability/ESEADesignations.html

That said, Uncommon NYC is also committed to improving the education available to all families in the communities it serves, including those who do not choose to or are unable send their students to an Uncommon school. To that end, Uncommon has committed to partnering closely with surrounding districts for professional development and to share best practices. For more information on this partnership, please see Response 14 – District Relations.

For information on how the proposed school's enrollment plan will impact the enrollment and programmatic viability of the public and non-public schools, please see Response 01.C.

For a discussion of typical grade configurations in New York City District schools, please see Response 4.

A chart showing the available school options in each district is below, including the current enrollment and grades served.

Families apply to New York City district middle and elementary schools via a ranked application system. Certain of the schools offer preference in admission to students who are "zoned" to those schools based on their home address (the majority of elementary schools are "zoned" schools). Other districts, such as CSD 23, do not offer zoned schools for certain grade levels. Families are eligible to apply for schools within their district, schools that are limited to only students who live in Brooklyn, as well as schools to which any student in NYC can apply.

DBN	CSD	School Name[4]	Total Enrollment	Grades served	Type
13K003	13	P.S. 003 The Bedford Village	506	PK-5	District
13K008	13	P.S. 008 Robert Fulton	880	K-8	District
13K009	13	P.S. 009 Teunis G. Bergen	796	PK-5	District
13K011	13	P.S. 011 Purvis J. Behan	803	PK-5	District
13K020	13	P.S. 020 Clinton Hill	377	PK-5	District
13K044	13	P.S. 044 Marcus Garvey	261	PK-5	District
13K046	13	P.S. 046 Edward C. Blum	399	PK-5	District
13K054	13	P.S. 054 Samuel C. Barnes	248	PK-5	District
13K056	13	P.S. 056 Lewis H. Latimer	230	PK-5	District
13K067	13	P.S. 067 Charles A. Dorsey	234	PK-5	District
13K093	13	P.S. 093 William H. Prescott	306	PK-5	District
13K113	13	M.S. 113 Ronald Edmonds Learning Center	564	6-8	District

[4] Sources:

http://schools.nyc.gov/community/charters/information/directory.htm
http://schools.nyc.gov/Accountability/data/default.htm
Private school data is borrowed from the SACS January 2014 application, except for CSD 16; CSD 16 private school data is from http://nces.ed.gov/surveys/pss/privateschoolsearch/

DBN	CSD	School Name[4]	Total Enrollment	Grades served	Type
13K133	13	P.S. 133 William A. Butler	560	PK-5	District
13K256	13	P.S. 256 Benjamin Banneker	327	PK-5	District
13K265	13	Dr. Susan S. McKinney Secondary School of the Arts	421	6-12	District
13K266	13	M.S. K266 - Park Place Community Middle School	130	6-8	District
13K270	13	P.S. 270 Johann DeKalb	153	PK-5	District
13K282	13	P.S. 282 Park Slope	930	PK-8	District
13K287	13	P.S. 287 Bailey K. Ashford	199	PK-5	District
13K301	13	Satellite East Middle School	119	6-8	District
13K305	13	P.S. 305 Dr. Peter Ray	188	PK-5	District
13K307	13	P.S. 307 Daniel Hale Williams	413	PK-5	District
13K313	13	Satellite West Middle School	104	6-8	District
13K350	13	Urban Assembly High School of Music and Art	387	9-12	District
13K351	13	The Urban Assembly Unison School	188	6-8	District
13K412	13	Brooklyn Community High School of Communication, A	404	9-12	District
13K419	13	Science Skills Center High School for Science, Tec	528	9-12	District
13K430	13	Brooklyn Technical High School	5447	9-12	District
13K439	13	Brooklyn International High School	345	9-12	District
13K483	13	The Urban Assembly School for Law and Justice	448	9-12	District
13K492	13	Academy of Arts and Letters	494	K-8	District
13K499	13	ACORN Community High School	504	9-12	District
13K527	13	Urban Assembly Institute of Math and Science for Y	470	6-12	District
13K553	13	Brooklyn Academy High School	176	10-12	District
13K575	13	Bedford Stuyvesant Preparatory High School	143	10-12	District
13K595	13	Bedford Academy High School	364	9-12	District
13K596	13	MS 596 Peace Academy	47	6-8	District
13K605	13	George Westinghouse Career and Technical Education	634	9-12	District
13K616	13	Brooklyn High School for Leadership and Community	219	9-12	District
13K670	13	Benjamin Banneker Academy	916	9-12	District

DBN	CSD	School Name[4]	Total Enrollment	Grades served	Type
13K674	13	City Polytechnic High School of Engineering, Archi	458	9-12	District
13K691	13	Fort Greene Preparatory Academy	243	6-8	District
84K417	13	Urban Dove Charter School	229	9-11	Charter
84K508	13	Achievement First Endeavor Charter School	974	K-12	Charter
84K517	13	Leadership Prep Bedford Stuyvesant	698	K-8	Charter
84K536	13	Community Roots Charter School	453	K-8	Charter
84K702	13	Community Partnership Charter School	395	K-8	Charter
84K707	13	Brooklyn Prospect Charter School	771	K-11	Charter
84K752	13	Success Academy Fort Greene (Brooklyn 5)	204	K-2	Charter
84K757	13	Unity Prep Charter School	231	6-7	Charter
84K780	13	Brooklyn East Collegiate Charter School	339	5-9	Charter
84K789	13	Compass Charter School	108	K-1	Charter
84K803	13	Brooklyn LAB Charter School	126	6	Charter
Private	13	MT. PLEASANT CHRISTIAN ACADEMY		2-12	PRIVATE
Private	13	QUEEN OF ALL SAINTS		K-8	PRIVATE
Private	13	WALK IN LOVE CHRISTIAN ACADEMY		PK-12	PRIVATE
Private	13	ST. ANN'S SCHOOL PRE-K TO 12 PRIVATE		PK-12	PRIVATE
Private	13	BROOKLYN FRIENDS PRE-K TO 12 PRIVATE		PK-12	PRIVATE
Private	13	GREENE HILL SCHOOL		PK-3	PRIVATE
Private	13	LURIA ACADEMY OF BROOKLYN		PK-5	PRIVATE
Private	13	CLARA MUHAMMAD SCHOOL OF MASJID KHALIFAH		PK-5	PRIVATE
Private	13	BETHEL ELEMENTARY SCHOOL		PK-6	PRIVATE
Private	13	BROOKLYN WALDORF SCHOOL		PK-6	PRIVATE
Private	13	BNOS SQUARE OF WILLIAMSBURG		PK-7	PRIVATE
Private	13	TALMUD TORAH DNITRA		PK-7	PRIVATE
Private	13	PARK SLOPE CHRISTIAN ACADEMY		PK-8	PRIVATE
Private	13	GEORGE H. MURRAY CHRISTIAN ACADEMY		PK-8	PRIVATE
Private	13	GRACE CHURCH SCHOOL		PK-8	PRIVATE
Private	13	NELRAK CHILD DEVELOPMENT CENTER		PK-K	PRIVATE
Private	13	WILLIAM T. DILLON CHILD STUDY CENTER		PK-K	PRIVATE

DBN	CSD	School Name[4]	Total Enrollment	Grades served	Type
Private	13	PLYMOUTH CHURCH SCHOOL		PK-K	PRIVATE
14K016	14	P.S. 016 Leonard Dunkly	238	PK-5	District
14K017	14	P.S. 017 Henry D. Woodworth	311	PK-5	District
14K018	14	P.S. 018 Edward Bush	192	PK-5	District
14K019	14	P.S. 019 Roberto Clemente	58	5	District
14K023	14	P.S. 023 Carter G. Woodson	297	PK-5	District
14K031	14	P.S. 031 Samuel F. Dupont	623	PK-5	District
14K034	14	P.S. 034 Oliver H. Perry	512	PK-5	District
14K050	14	J.H.S. 050 John D. Wells	229	6-8	District
14K059	14	P.S. 059 William Floyd	325	PK-5	District
14K071	14	Juan Morel Campos Secondary School	692	6-12	District
14K084	14	P.S. 084 Jose De Diego	685	PK-6	District
14K110	14	P.S. 110 The Monitor	399	PK-5	District
14K120	14	P.S. 120 Carlos Tapia	470	PK-5	District
14K126	14	John Ericsson Middle School 126	318	6-8	District
14K132	14	P.S. 132 The Conselyea School	708	PK-5	District
14K147	14	P.S. 147 Isaac Remsen	287	PK-5	District
14K157	14	P.S./I.S. 157 The Benjamin Franklin Health & Scien	542	PK-8	District
14K196	14	P.S. 196 Ten Eyck	333	PK-5	District
14K250	14	P.S. 250 George H. Lindsay	714	PK-5	District
14K257	14	P.S. 257 John F. Hylan	679	PK-5	District
14K297	14	P.S. 297 Abraham Stockton	237	PK-5	District
14K318	14	I.S. 318 Eugenio Maria De Hostos	1607	6-8	District
14K319	14	P.S. 319	142	Pre-K	District
14K322	14	Foundations Academy	113	9-12	District
14K330	14	The School for the Urban Environment	57	6-8	District
14K380	14	P.S. 380 John Wayne Elementary	658	PK-5	District
14K414	14	Brooklyn Arbor Elementary School	436	PK-4	District
14K449	14	Brooklyn Latin School, The	676	9-12	District
14K454	14	Green School: An Academy for Environmental Careers	276	9-12	District
14K474	14	PROGRESS High School for Professional Careers	1098	9-12	District
14K477	14	School for Legal Studies	598	9-12	District
14K478	14	The High School for Enterprise, Business and Techn	1001	9-12	District
14K488	14	Brooklyn Preparatory High School	494	9-12	District

DBN	CSD	School Name[4]	Total Enrollment	Grades served	Type
14K558	14	Williamsburg High School for Architecture and Desi	595	9-12	District
14K561	14	Williamsburg Preparatory School	682	9-12	District
14K577	14	Conselyea Preparatory School	498	6-8	District
14K582	14	M.S. 582	243	6-8	District
14K586	14	Lyons Community School	520	6-12	District
14K610	14	Automotive High School	383	9-12	District
14K614	14	Young Women's Leadership School of Brooklyn	380	6-12	District
14K632	14	Frances Perkins Academy	142	9-12	District
14K685	14	El Puente Academy for Peace and Justice	245	9-12	District
84K037	14	Beginning with Children Charter School II	193	K-3	Charter
84K125	14	Success Academy Charter School - Bed-Stuy 2	301	K-3	Charter
84K182	14	Success Academy Charter School - Williamsburg	357	K-3	Charter
84K355	14	Williamsburg Collegiate Charter School	521	5-12	Charter
84K367	14	Success Academy Charter School - Bed-Stuy 1	434	K-4	Charter
84K473	14	Williamsburg Charter High School	968	9-12	Charter
84K689	14	Citizens of the World Charter School 1 Williamsbur	202	K-2	Charter
84K693	14	Northside Charter High School	380	9-12	Charter
84K701	14	Brooklyn Charter School	237	K-5	Charter
84K703	14	Beginning With Children Charter School	412	K-8	Charter
84K734	14	The Ethical Community Charter School (TECCS)	252	K-5	Charter
Private	14	YESHIVA BETH HILLEL OF WILLIAMSBURG		K-8	PRIVATE
Private	14	TALMUD TORAH TASHBAR		PK-10	PRIVATE
Private	14	TIFERES BNOS / CONG AHAVAZ SHULEM NADVERNA		PK-10	PRIVATE
Private	14	BAIS ROCHEL SCHOOL		PK-12	PRIVATE
Private	14	BAIS YAKOV OF KHAL ADAS YEREIM		PK-12	PRIVATE
Private	14	BETH CHANA SCHOOL		PK-12	PRIVATE
Private	14	BNEI SHIMON YISROEL		PK-12	PRIVATE
Private	14	BNOS CHAYIL		PK-12	PRIVATE

DBN	CSD	School Name[4]	Total Enrollment	Grades served	Type
Private	14	CENTRAL UTA		PK-12	PRIVATE
Private	14	TALMUD TORAH OF KASHO		PK-12	PRIVATE
Private	14	TALMUD TORAH TOLDOS YAKOV YOSEF		PK-12	PRIVATE
Private	14	UNITED TALMUDICAL ACADEMY		PK-12	PRIVATE
Private	14	WILLIAMSBURG NORTHSIDE SCHOOL		PK-2	PRIVATE
Private	14	BEIKVEI HATZION		PK-7	PRIVATE
Private	14	MOSDOS KRULA		PK-8	PRIVATE
Private	14	MOST HOLY TRINITY SCHOOL		PK-8	PRIVATE
Private	14	NORTHSIDE CATHOLIC ACADEMY		PK-8	PRIVATE
Private	14	QUEEN OF THE ROSARY CATHOLIC ACADEMY-ST NICHOLAS		PK-8	PRIVATE
Private	14	SS JOSEPH & DOMINIC ACADEMY		PK-8	PRIVATE
Private	14	ST JOHN THE EVANGELIST LUTHERAN SCHOOL		PK-8	PRIVATE
Private	14	ST STANISLAUS KOSTKA CATHOLIC ACADEMY		PK-8	PRIVATE
Private	14	YESHIVA BNOS AHAVAS ISRAEL		PK-9	PRIVATE
Private	14	CARRIG MONTESSORI SCHOOL		PK-K	PRIVATE
Private	14	VERNON AVENUE CHILDRENS SCHOOL		PK-K	PRIVATE
16K005	16	P.S. 005 Dr. Ronald Mcnair	268	PK-5	District
16K021	16	P.S. 021 Crispus Attucks	640	PK-5	District
16K025	16	P.S. 025 Eubie Blake School	177	PK-5	District
16K026	16	P.S. 026 Jesse Owens	250	PK-5	District
16K028	16	P.S. 028 The Warren Prep Academy	219	PK-5	District
16K035	16	M.S. 035 Stephen Decatur	185	6-8	District
16K040	16	P.S. 040 George W. Carver	314	PK-6	District
16K057	16	J.H.S. 057 Whitelaw Reid	179	6-8	District
16K081	16	P.S. 081 Thaddeus Stevens	324	PK-5	District
16K243	16	P.S. 243K- The Weeksville School	260	PK-5	District
16K262	16	P.S. 262 El Hajj Malik El Shabazz Elementary Schoo	467	PK-8	District
16K267	16	M.S. 267 Math, Science & Technology	227	6-8	District
16K308	16	P.S. 308 Clara Cardwell	434	PK-8	District
16K309	16	P.S. 309 The George E. Wibecan Preparatory Academy	261	PK-5	District
16K335	16	P.S. 335 Granville T. Woods	329	PK-5	District
16K385	16	School of Business, Finance and Entrepreneurship	82	6-8	District

DBN	CSD	School Name[4]	Total Enrollment	Grades served	Type
16K393	16	Frederick Douglass Academy IV Secondary School	92	9-12	District
16K455	16	Boys and Girls High School	648	9-12	District
16K498	16	Brooklyn High School for Law and Technology	596	9-12	District
16K534	16	Upper School @ P.S. 25	111	6-8	District
16K584	16	M.S. 584	104	6-8	District
16K594	16	Gotham Professional Arts Academy	226	9-12	District
16K627	16	Brighter Choice Community School	149	PK-5	District
16K628	16	Brooklyn Brownstone School	233	PK-5	District
16K636	16	Young Scholars' Academy for Discovery and Explorat	180	PK-5	District
16K669	16	Research and Service High School	209	9-12	District
16K681	16	Madiba Prep Middle School	208	6-8	District
16K688	16	The Brooklyn Academy of Global Finance	152	9-12	District
16K765	16	Nelson Mandela High School	124	9	District
84K360	16	LAUNCH EXPEDITIONARY LEARNING CHARTER SCHOOL	309	6-8	Charter
84K406	16	Teaching Firms of America-Professional Preparatory	321	K-4	Charter
84K593	16	Excellence Boys Charter School	724	K-11	Charter
84K648	16	Bedford Stuyvesant Collegiate	404	5-11	Charter
84K649	16	La Cima Charter School	428	K-5	Charter
84K712	16	Excellence Girls Charter School	604	K-6	Charter
84K731	16	Brooklyn Excelsior Charter School	714	K-8	Charter
84K782	16	Bedford Stuyvesant New Beginnings Charter School	521	K-7	Charter
Private	16	ARK CHRISTIAN ACADEMY		7	PRIVATE
Private	16	EDUCATIONAL INSTITUTE OHOLEI TORAH-OHOLEI MENACHEM	1,250	PK-12	PRIVATE
Private	16	STEPS ELEMENTARY INC.	77	PK-5	PRIVATE
Private	16	MT MORIAH CHRISTIAN ACADEMY	68	PK-6	PRIVATE
Private	16	ARISTA PREP NURSERY SCHOOL	91	PK-8	PRIVATE
Private	16	HEBRON SEVENTH-DAY AVENTIST BILINGUAL	146	PK-8	PRIVATE
Private	16	LITTLE FLOWER PREPARATORY	47	PK-8	PRIVATE
Private	16	MONTGOMERY ACADEMY	71	PK-8	PRIVATE
Private	16	ST MARK'S DAY SCHOOL	180	PK-8	PRIVATE

DBN	CSD	School Name[4]	Total Enrollment	Grades served	Type
Private	16	STARS & KNIGHTS DAY SCHOOL	124	PK-8	PRIVATE
Private	16	THE CATHEDRAL SCHOOL OF BROOKLYN	50	PK-8	PRIVATE
Private	16	CREAVTIVE MIND CENTER INCOPARATE	18	PK-K	PRIVATE
Private	16	KINGS HWY PREPARATORY	21	PK-K	PRIVATE
17K002	17	Parkside Preparatory Academy	478	6-8	District
17K006	17	P.S. 006	750	K-5	District
17K012	17	Dr. Jacqueline Peek-Davis School	215	PK-5	District
17K061	17	M.S. 061 Dr. Gladstone H. Atwell	802	6-8	District
17K091	17	P.S. 091 The Albany Avenue School	428	PK-5	District
17K092	17	P.S. 092 Adrian Hegeman	482	PK-5	District
17K122	17	Pathways in Technology Early College High School (	438	9-12	District
17K138	17	P.S. 138 Brooklyn	679	PK-8	District
17K161	17	P.S. 161 The Crown	433	PK-8	District
17K167	17	P.S. 167 The Parkway	104	4-5	District
17K181	17	P.S. 181 Brooklyn	985	PK-8	District
17K189	17	P.S. 189 The Bilingual Center	1092	K-8	District
17K191	17	P.S. 191 Paul Robeson	206	PK-5	District
17K221	17	P.S. 221 Toussaint L'Ouverture	424	PK-5	District
17K241	17	P.S. 241 Emma L. Johnston	603	PK-5	District
17K246	17	M.S. 246 Walt Whitman	573	6-8	District
17K249	17	P.S. 249 The Caton	901	PK-5	District
17K289	17	P.S. 289 George V. Brower	433	PK-5	District
17K316	17	P.S. 316 Elijah Stroud	360	PK-5	District
17K334	17	Middle School for Academic and Social Excellence	129	6-8	District
17K340	17	I.S. 340	200	6-8	District
17K352	17	Ebbets Field Middle School	233	6-8	District
17K353	17	Elijah Stroud Middle School	253	6-8	District
17K354	17	The School of Integrated Learning	226	6-8	District
17K375	17	P.S. 375 Jackie Robinson School	496	PK-5	District
17K382	17	Academy for College Preparation and Career Explora	505	6-12	District
17K394	17	M.S. K394	601	PK-8	District
17K397	17	P.S. 397 Foster-Laurie	314	PK-5	District
17K398	17	P.S. 398 Walter Weaver	415	PK-5	District

DBN	CSD	School Name[4]	Total Enrollment	Grades served	Type
17K399	17	P.S. 399 Stanley Eugene Clark	501	K-5	District
17K408	17	Academy of Hospitality and Tourism	285	9-12	District
17K484	17	Ronald Edmonds Learning Center II	152	6-8	District
17K489	17	W.E.B. Dubois Academic High School	126	9-12	District
17K524	17	International High School at Prospect Heights	414	9-12	District
17K528	17	The High School for Global Citizenship	246	9-12	District
17K531	17	School for Human Rights, The	424	6-12	District
17K532	17	New Bridges Elementary	345	PK-3	District
17K533	17	School for Democracy and Leadership	319	6-12	District
17K537	17	High School for Youth and Community Development at	384	9-12	District
17K539	17	High School for Service & Learning at Erasmus	445	9-12	District
17K543	17	Science, Technology and Research Early College Hig	516	6-12	District
17K544	17	International Arts Business School	12	12	District
17K546	17	High School for Public Service: Heroes of Tomorro	454	9-12	District
17K547	17	Brooklyn Academy of Science and the Environment	453	9-12	District
17K548	17	Brooklyn School for Music & Theatre	386	9-12	District
17K568	17	Brownsville Academy High School	197	10-12	District
17K590	17	Medgar Evers College Preparatory School	1271	6-12	District
17K600	17	Clara Barton High School	1499	9-12	District
17K705	17	Brooklyn Arts and Science Elementary School	340	PK-5	District
17K722	17	New Heights Middle School	324	6-8	District
17K745	17	Brooklyn Institute for Liberal Arts	253	9-11	District
17K751	17	Academy for Health Careers	373	9-12	District
17K770	17	P.S. 770 New American Academy	294	PK-5	District
84K333	17	Explore Exceed Charter School	369	K-5	Charter
84K356	17	Achievement First Crown Heights Charter School	979	K-12	Charter
84K357	17	KIPP AMP Charter School	841	K-12	Charter
84K358	17	Achievement First East New York Charter School	835	K-10	Charter

DBN	CSD	School Name[4]	Total Enrollment	Grades served	Type
84K538	17	Achievement First Bushwick Charter School	1027	K-12	Charter
84K652	17	Brooklyn Ascend Charter School	974	K-8	Charter
84K692	17	Citizens of the World Charter School New York 2 Cr	202	K-2	Charter
84K704	17	Explore Charter School	525	K-8	Charter
84K726	17	Fahari Academy Charter School	389	5-8	Charter
84K741	17	Success Academy Crown Heights (Brooklyn 7)	235	K-2	Charter
84K742	17	Explore Empower Charter School	469	K-7	Charter
84K756	17	Success Academy Prospect Heights (Brooklyn 6)	246	K-2	Charter
84K796	17	Lefferts Gardens Charter School	453	K-5	Charter
Private	17	DARCHAI MENACHEM SCHOOL Ð BOYS		3-11	PRIVATE
Private	17	BROOKLYN JESUIT PREP		6-8	PRIVATE
Private	17	BEIS CHAYA MUSHKA		K-12	PRIVATE
Private	17	RAINBOW CAMPUS		K-6	PRIVATE
Private	17	CARMEL CHRISTIAN SCHOOL		K-9	PRIVATE
Private	17	LEAGUE SCHOOL		K-9	PRIVATE
Private	17	BNOS MENACHEM		PK-12	PRIVATE
Private	17	THE EDUCATIONAL INSTITUTE OHOLEI TORAH -OHOLEI MENACHEM		PK-12	PRIVATE
Private	17	CYCLE EDUCATIONAL CENTER		PK-1	PRIVATE
Private	17	NEW GENERATION ELEMENTARY SCHOOL		PK-2	PRIVATE
Private	17	PRACTICAL LEARNING CENTER		PK-3	PRIVATE
Private	17	MARY BOB LEARNING ACADEMY		PK-3	PRIVATE
Private	17	GET SET KINDERGARTEN SCHOOL		PK-4	PRIVATE
Private	17	FIRST IMPRESSIONS NURSERY SCHOOL		PK-5	PRIVATE
Private	17	PHYL'S ACADEMY PREP		PK-5	PRIVATE
Private	17	FULL GOSPEL CHRISTIAN ACADEMY		PK-5	PRIVATE
Private	17	ELLA BAKER/CHARLES ROMAIN CHILD DEVELOPMENT CENTER		PK-5	PRIVATE
Private	17	MT MORIAH CHRISTIAN ACADEMY		PK-6	PRIVATE
Private	17	CONG OHR MENACHEM		PK-7	PRIVATE
Private	17	ST. GREGORY THE GREAT SCHOOL		PK-8	PRIVATE
Private	17	ST. FRANCIS DE SALES SCHOOL FOR THE DEAF		PK-8	PRIVATE
Private	17	EPIPHANY LUTHERAN		PK-8	PRIVATE

DBN	CSD	School Name[4]	Total Enrollment	Grades served	Type
Private	17	ST FRANCIS OF ASSIST SCHOOL		PK-8	PRIVATE
Private	17	STARS AND KNIGHTS DAY SCHOOL		PK-8	PRIVATE
Private	17	THE CATHEDRAL SCHOOL OF BROOKLYN		PK-8	PRIVATE
Private	17	ARISTA PREP ACADEMY AND NURSERY SCHOOL		PK-8	PRIVATE
Private	17	HEBRON SEVENTH-DAY AVENTIST BILINGUAL		PK-8	PRIVATE
Private	17	ST. MARK'S DAY SCHOOL		PK-8	PRIVATE
Private	17	MACADEMY		PK-8	PRIVATE
Private	17	CHILDREN'S CORNER OF BROOKLYN LTD		PK-K	PRIVATE
Private	17	PHEBEANA PRESCHOOL		PK-K	PRIVATE
Private	17	P B CHILDREN'S ACADEMY		PK-K	PRIVATE
Private	17	LITTLE ANGEL DAYCARE CENTER #3		PK-K	PRIVATE
Private	17	LEFFERTS GARDEN MONTESSORI		PK-K	PRIVATE
Private	17	MONTESSORI SCHOOL OF LEFFERTS GARDEN II		PK-K	PRIVATE
Private	17	LITTLE STARS DAYCARE CENTER		PK-K	PRIVATE
18K066	18	P.S. 66	815	PK-8	District
18K068	18	I.S. 068 Isaac Bildersee	547	6-8	District
18K114	18	P.S. 114 Ryder Elementary	600	PK-5	District
18K115	18	P.S. 115 Daniel Mucatel School	1160	PK-5	District
18K135	18	P.S. 135 Sheldon A. Brookner	668	PK-5	District
18K208	18	P.S. 208 Elsa Ebeling	459	PK-5	District
18K211	18	I.S. 211 John Wilson	624	6-8	District
18K219	18	P.S. 219 Kennedy-King	564	PK-5	District
18K233	18	P.S. 233 Langston Hughes	527	PK-5	District
18K235	18	P.S. 235 Lenox School	1274	PK-8	District
18K244	18	P.S. 244 Richard R. Green	652	PK-5	District
18K268	18	P.S. 268 Emma Lazarus	438	PK-5	District
18K272	18	P.S. 272 Curtis Estabrook	509	PK-5	District
18K276	18	P.S. 276 Louis Marshall	754	PK-5	District
18K279	18	P.S. 279 Herman Schreiber	515	PK-5	District
18K285	18	I.S. 285 Meyer Levin	807	6-8	District
18K366	18	THE SCIENCE AND MEDICINE MIDDLE SCHOOL	509	6-8	District
18K563	18	It Takes a Village Academy	566	9-12	District
18K566	18	Brooklyn Generation School	286	9-12	District

DBN	CSD	School Name[4]	Total Enrollment	Grades served	Type
18K567	18	Brooklyn Theatre Arts High School	395	9-12	District
18K569	18	Kurt Hahn Expeditionary Learning School	341	9-12	District
18K576	18	Victory Collegiate High School	331	9-12	District
18K578	18	Brooklyn Bridge Academy	176	9-12	District
18K581	18	East Flatbush Community Research School	182	6-8	District
18K588	18	Middle School for Art and Philosophy	251	6-8	District
18K589	18	Arts & Media Preparatory Academy	279	9-12	District
18K598	18	Middle School of Marketing and Legal Studies	238	6-8	District
18K617	18	High School for Innovation in Advertising and Medi	303	9-12	District
18K629	18	Cultural Academy for the Arts and Sciences	353	9-12	District
18K633	18	High School for Medical Professions	432	9-12	District
18K635	18	Olympus Academy	190	9-12	District
18K637	18	Academy for Conservation and the Environment	308	9-12	District
18K642	18	Urban Action Academy	309	9-12	District
18K673	18	East Brooklyn Community High School	191	9-12	District
18K763	18	Brooklyn Science and Engineering Academy	78	6	District
84K379	18	Explore Excel Charter School	423	K-6	Charter
84K608	18	Kings Collegiate Charter School	485	5-12	Charter
84K724	18	Leadership Prep Canarsie Charter School	248	K-6	Charter
84K736	18	New American Academy Charter School	192	K-2	Charter
84K759	18	CANARSIE ASCEND CHARTER SCHOOL	250	K-2	Charter
84K792	18	The Cultural Arts Academy at Spring Creek Charter	296	K-5	Charter
84K797	18	New Hope Academy Charter School	392	K-5	Charter
Private	18	YESHIVA ATERES YISROEL SCHOOL		1-8	PRIVATE
Private	18	EXCELSIOR ELEMENTARY SCHOOL		6-12	PRIVATE
Private	18	RAVEN'S ELEMENTARY SCHOOL		K-6	PRIVATE
Private	18	GREAT COMMISSION CHRISTIAN SCHOOL		K-7	PRIVATE
Private	18	GREAT OAKS ELEMENTARY SCHOOLS		K-8	PRIVATE

DBN	CSD	School Name[4]	Total Enrollment	Grades served	Type
Private	18	BIBLE SPEAK CHURCH ACADEMY		PK-12	PRIVATE
Private	18	HAPPY HOME DAY CARE		PK-4	PRIVATE
Private	18	BATTALION CHRISTIAN ACADEMY		PK-5	PRIVATE
Private	18	STEPS ELEMENTARY		PK-5	PRIVATE
Private	18	FLATBUSH SDA SCHOOL		PK-5	PRIVATE
Private	18	LITTLE FLOWER PREPARATORY		PK-7	PRIVATE
Private	18	PARKWAY ELEMENTARY SCHOOL		PK-8	PRIVATE
Private	18	EBENEZER PREPARATORY SCHOOL		PK-8	PRIVATE
Private	18	OUR LADY OF TRUST SCHOOL		PK-8	PRIVATE
Private	18	BRYANS EDUCATIONAL CENTER		PK-K	PRIVATE
Private	18	PRECIOUS CHILD EARLY ACADEMY		PK-K	PRIVATE
Private	18	KINGS HIGHWAY PREPARATORY		PK-K	PRIVATE
Private	18	BROOKLYN PREPARATORY SCHOOL		PK-K	PRIVATE
Private	18	FIRST CHOICE ACADEMY		PK-K	PRIVATE
Private	18	FACES OF THE FUTURE DAYCARE		PK-K	PRIVATE
19K007	19	P.S. 007 Abraham Lincoln	1037	PK-5	District
19K013	19	P.S. 013 Roberto Clemente	455	PK-5	District
19K065	19	P.S. 065	647	K-5	District
19K089	19	P.S. 089 Cypress Hills	454	PK-8	District
19K108	19	P.S. 108 Sal Abbracciamento	905	PK-5	District
19K149	19	P.S. 149 Danny Kaye	699	PK-5	District
19K158	19	P.S. 158 Warwick	583	PK-5	District
19K159	19	P.S. 159 Isaac Pitkin	827	K-6	District
19K166	19	J.H.S. 166 George Gershwin	105	7-8	District
19K171	19	I.S. 171 Abraham Lincoln	634	6-8	District
19K174	19	P.S. 174 Dumont	129	4-8	District
19K190	19	P.S. 190 Sheffield	175	PK-5	District
19K202	19	P.S. 202 Ernest S. Jenkyns	547	PK-8	District
19K213	19	P.S. 213 New Lots	396	PK-5	District
19K214	19	P.S. 214 Michael Friedsam	986	PK-5	District
19K218	19	J.H.S. 218 James P. Sinnott	462	6-8	District
19K224	19	P.S. 224 Hale A. Woodruff	520	PK-5	District
19K273	19	P.S. 273 Wortman	340	PK-5	District
19K290	19	P.S. 290 Juan Morel Campos	587	PK-5	District
19K292	19	J.H.S. 292 Margaret S. Douglas	694	6-8	District
19K302	19	J.H.S. 302 Rafael Cordero	268	7-8	District
19K306	19	P.S. 306 Ethan Allen	625	PK-8	District
19K311	19	Essence School	135	6-8	District

DBN	CSD	School Name[4]	Total Enrollment	Grades served	Type
19K325	19	The Fresh Creek School	249	PK-5	District
19K328	19	P.S. 328 Phyllis Wheatley	288	PK-5	District
19K345	19	P.S. 345 Patrolman Robert Bolden	634	PK-5	District
19K346	19	P.S. 346 Abe Stark	635	PK-5	District
19K364	19	I.S. 364 Gateway	346	6-8	District
19K404	19	Academy for Young Writers	547	6-12	District
19K409	19	East New York Family Academy	479	6-12	District
19K422	19	Spring Creek Community School	229	6-8	District
19K452	19	Frederick Douglass Academy VIII Middle School	289	6-8	District
19K502	19	FDNY High School for Fire and Life Safety	324	9-12	District
19K504	19	High School for Civil Rights	319	9-12	District
19K507	19	Performing Arts and Technology High School	406	9-12	District
19K510	19	World Academy for Total Community Health High Scho	284	9-12	District
19K557	19	Brooklyn Gardens Elementary School	228	PK-3	District
19K583	19	Multicultural High School	229	9-12	District
19K615	19	Transit Tech Career and Technical Education High S	1093	9-12	District
19K618	19	Academy of Innovative Technology	413	9-12	District
19K639	19	Brooklyn Lab School	334	9-12	District
19K654	19	Van Siclen Community Middle School	213	6-7	District
19K659	19	Cypress Hills Collegiate Preparatory School	330	9-12	District
19K660	19	W. H. Maxwell Career and Technical Education High	506	9-12	District
19K661	19	Vista Academy	225	6-7	District
19K662	19	Liberty Avenue Middle School	292	6-7	District
19K663	19	School of the Future Brooklyn	105	6-7	District
19K677	19	East New York Elementary School of Excellence	590	PK-5	District
19K678	19	East New York Middle School of Excellence	263	6-8	District
19K683	19	The School for Classics: An Academy of Thinkers, W	308	9-12	District
19K760	19	Highland Park Community School	115	6	District

DBN	CSD	School Name[4]	Total Enrollment	Grades served	Type
19K764	19	The Urban Assembly School for Collaborative Health	62	9	District
84K359	19	The Uft Charter School	957	K-12	Charter
84K386	19	Invictus Preparatory Charter School	304	5-8	Charter
84K680	19	Achievement First Aspire Charter School	241	K-2	Charter
84K740	19	Brooklyn Scholars Charter School	630	K-8	Charter
84K769	19	Hyde Leadership Charter School-Brooklyn	392	K-5	Charter
84K774	19	Achievement First Apollo Charter School	578	K-5	Charter
84K785	19	Imagine Me Leadership Charter School	227	K-5	Charter
84K788	19	Achievement First Linden Elementary School	187	K-1	Charter
23K041	23	P.S. 041 Francis White	528	K-8	District
23K073	23	P.S. 073 Thomas S. Boyland	108	4-8	District
23K137	23	P.S./I.S. 137 Rachel Jean Mitchell	303	PK-8	District
23K150	23	P.S. 150 Christopher	187	K-5	District
23K155	23	P.S./ I.S. 155 Nicholas Herkimer	525	PK-8	District
23K156	23	P.S. 156 Waverly	810	PK-5	District
23K165	23	P.S. 165 Ida Posner	454	PK-8	District
23K178	23	P.S. 178 Saint Clair Mckelway	400	PK-8	District
23K184	23	P.S. 184 Newport	560	PK-8	District
23K284	23	P.S. 284 Lew Wallace	560	PK-8	District
23K298	23	P.S. 298 Dr. Betty Shabazz	270	PK-5	District
23K323	23	P.S./I.S. 323	438	PK-8	District
23K327	23	P.S. 327 Dr. Rose B. English	598	PK-8	District
23K363	23	Brownsville Collaborative Middle School	146	6-8	District
23K392	23	I.S. 392	269	6-8	District
23K401	23	Christopher Avenue Community School	317	PK-5	District
23K446	23	Riverdale Avenue Community School	292	PK-4	District
23K493	23	Brooklyn Collegiate: A College Board School	353	9-12	District
23K514	23	Frederick Douglass Academy VII High School	319	9-12	District
23K518	23	Kappa V	194	6-8	District
23K522	23	Mott Hall IV	183	6-8	District

DBN	CSD	School Name[4]	Total Enrollment	Grades served	Type
23K599	23	Brooklyn Landmark Elementary School	192	PK-3	District
23K631	23	General D. Chappie James Elementary School of Scie	47	5	District
23K634	23	General D. Chappie James Middle School of Science	30	8	District
23K643	23	Brooklyn Democracy Academy	212	9-12	District
23K644	23	Eagle Academy for Young Men II	576	6-12	District
23K646	23	Aspirations Diploma Plus High School	242	9-12	District
23K647	23	Metropolitan Diploma Plus High School	192	9-12	District
23K664	23	Brooklyn Environmental Exploration School (BEES)	86	6-7	District
23K668	23	Riverdale Avenue Middle School	86	6-7	District
23K671	23	Mott Hall Bridges Academy	191	6-8	District
23K697	23	Teachers Preparatory High School	390	6-12	District
84K395	23	Roads Charter School I	190	9	Charter
84K626	23	Achievement First Brownsville Charter School	728	K-7	Charter
84K710	23	Brownsville Collegiate Charter School	402	5-11	Charter
84K711	23	Leadership Preparatory Brownsville Charter School	574	K-6	Charter
84K737	23	Brownsville Ascend Charter School	787	K-6	Charter
84K775	23	Leadership Preparatory Ocean Hill Charter School	603	K-6	Charter
84K777	23	Ocean Hill Collegiate Charter School	310	5-9	Charter
84K790	23	Central Brooklyn Ascend Charter School	169	K-1	Charter
Private	23	ARK CHRISTIAN ACADEMY		1-5	PRIVATE
Private	23	HANDS & HEARTS LEARNING CENTER		PK-5	PRIVATE
Private	23	PEOPLE'S ELEMENTARY SCHOOL		PK-8	PRIVATE
Private	23	STEP BY STEP EARLY CHILDHOOD CENTER		PK-K	PRIVATE

C) Complete the fiscal impact table in the budget template and include a copy of it with this response. Discuss the fiscal impact of the school on other public and non-public schools in the area including:

- **Enrollment expectations;**
- **Per Pupil Allocation assumptions;**

- **Dollar amount the proposed charter school anticipates receiving from each district in per pupil funding;**
- **Other projected revenue the proposed charter school anticipates receiving from the district (special education, grant, etc.);**
- **Projected budget for the school district of location (please note the source and year for this figure); and,**
- **Yearly projected impact as a percentage of each sending district's budget (for districts projected to send at least 10 students).**

As can be seen on the table below, the opening of this school will have a minimal impact on the budget of the New York City School district, as total funding to the school from the district will be less than one tenth of one percent of the district's funding.

Largest Enrollment District: NYC CHANCELLOR'S OFFICE							
Operational Year	Enrollment (Number of Students)	Per Pupil Rate	Per Pupil Aid	Other District Revenue (SPED Funding, Food Service, Grants, Etc.)	Total Funding to Charter School From District	* Total General Fund Operating Budget for NYC CHANCELLOR'S OFFICE School District	Projected Impact (% of District's Total Budget)
Year 1 (2018-19)	130	14,027	1,823,510	108,698	1,932,208	27,600,000,000	0.007%
Year 2 (2019-20)	249	14,027	3,492,723	208,199	3,700,922	27,600,000,000	0.013%
Year 3 (2020-21)	468	14,027	6,564,636	391,313	6,955,949	27,600,000,000	0.025%
Year 4 (2021-22)	642	14,027	9,005,334	536,802	9,542,136	27,600,000,000	0.035%
Year 5 (2022-23)	814	14,027	11,417,978	638,331	12,056,309	27,600,000,000	0.044%

DESCRIPTION OF SOURCE FOR PRIMARY DISTRICT'S OPERATING BUDGET:	"For the school year 2015-16, the Department of Edcuation's total budget is $27.6 billion." (http://schools.nyc.gov/AboutUs/funding/overview/default.htm)
OTHER NOTES:	

R-02a-c-Addressing Need

(a) Mission

If the proposed school is adopting the same mission as the replicating school, incorporate the missions by reference.

If the mission statement of the proposed school is different from the current mission statement of the replicating school, provide the mission statement and an explanation of why the mission is different. Additionally, if applicable, indicate if the proposed mission statement would apply to all schools in the education corporation.

The mission of Uncommon New York City Charter School 1 is to prepare each student to enter, succeed in, and graduate from a 4-year college.

(b) Key Design Elements

If the proposed school is adopting the replicating school's key design elements, incorporate the Key Design Elements by reference.

If the key design elements of the proposed school are different from the current key design element of the replicating school, provide the key design elements and an explanation of why they are different. Additionally, if applicable, indicate if the proposed key design elements would apply to all schools in the education corporation. This response should not exceed five pages in length.

UNYC1 expects to encounter a wide range of abilities and backgrounds that include students below, at, and above grade-level, special needs students, English language learners, and at-risk students. Neighborhood trends indicate, however, that a majority of students are likely to enroll with skills below grade-level. Given this, UNYC1's design rests upon three pillars to address the needs of all students:

1. We believe creativity flourishes within structured academic environments.
   Good work cannot occur unless there is a safe and orderly environment in and out of the classroom.
2. We have high academic and behavioral expectations.
   High expectations demand significant amounts of extra support before, during, and after school and on Saturdays.
3. We know that without great teachers, nothing else matters.
   Teachers must have the time and professional tools and resources to do their jobs effectively.

In running a successful school, there are no 100% solutions. Rather, there is a series of 1% solutions that add up to success. Fostering dramatic academic success for students and preparing

them for leadership demands constant attention to a multitude of details. However, there is a core set of approaches and practices, drawn from observations of high-performing schools that are central to UNYC1's academic program and to meeting its mission of preparing students to succeed in high school, college, and beyond:

- Expect Excellence
- Recruit, Develop, and Retain Great Teachers
- Assess Early and Often to Inform Effective Instruction
- Focus on Literacy
- Employ Research-Proven Curricula
- Make More Time
- Help Students Until They Master It
- Provide Structure and Order
- Keep It Personal
- Develop Character
- Involve Families
- Help Students Envision a Bright Future Which Inspires Them To Achieve
- Prepare High School Students for College

Expect Excellence

Schools that produce amazing results do so in large part because they expect amazing results from both staff and students. Research on high-performing, low-income schools has demonstrated again and again that a high bar, calling forth the best efforts of children and adults alike, is essential to producing high levels of academic mastery.

UNYC1 sets high standards, aligned with the New York State Performance Standards/Common Core Learning Standards and commensurate with a future of college prep high school and college for all students. The school expects students to perform well ahead of grade level in all subjects; by eighth grade, UNYC1 expects students to have all of the academic skills required to succeed at demanding high schools and to have mastered one year of high school algebra. The high school graduation requirements are rigorous and will prepare students to obtain an Advanced Regents diploma. UNYC1 standards for mastery are clearly defined: teachers, families, and students know what is expected and work toward a shared goal. The standards are also immutable: before progressing to the next level, students must demonstrate mastery on class assignments, comprehensive exams covering each school term, and year-end comprehensive exams.

UNYC1 recognizes that many of its students come from difficult home environments. While some schools and educators believe that such students must receive special allowances and dispensations, UNYC1 rejects this idea. UNYC1 staff believes that schools must challenge students to transcend difficult circumstances through diligence and hard work. As the principal of a high-performing elementary school in Detroit put it, "We teach the children that being smart is something earned through hard work. We don't ask the children, 'How bad off are you?' We say, 'Find out how good you can be.'" At the center of the academic program is a series of academic supports – described below – which ensure that all students, including those identified as having disabilities or as English Language Learners, and those "at-risk" of academic failure, find out "how good they can be" by meeting or exceeding the school's exacting standards.

Develop, and Retain Great Teachers

Research shows that teacher quality is the most significant indicator of a student's academic performance. In fact, one recent study found that students with teachers who rank in the top quartile in effectiveness make gains over the school year that nearly quadruple those of the students with the least effective 25% of teachers.[1]

High-quality teaching will be the hallmark of our school. We will recruit the brightest, most committed, most capable teachers, enticing them with the promise of an environment that welcomes their contributions and seeks their input in refining and perpetuating the school, as well as with tools to empower them in their work (classroom supplies, computers, and professional development). In addition to instructional excellence, key qualities that we seek in teachers are the willingness to have frequent and honest dialogue about which children are learning, which are not, and what can be done about it; and the ability to take action consistent with the insights that process yields. Our teachers, believing that all students can learn, must be willing to be relentlessly and productively self-critical when students are not reaching mastery.[2]

Teachers will be evaluated according to the academic results that they produce and by the progress they make towards pre-established professional development goals. At Uncommon, student academic outcomes are the bottom line; job security is based on those outcomes. Given this level of accountability, it is important that we support our teachers in honing their craft. We do so every day in a myriad of ways, including four important practices which were common to most of the high-performing schools we studied. First, we structure time for professional development to occur. We provide professional development before, during, and after the school year. Second, we provide abundant and on-going feedback to teachers. Teachers receive regular feedback based on informal observations by the school leaders and other teachers and bi-annual formal observations for evaluation purposes. Third, working groups work throughout the year to identify, codify, and disseminate teaching and curriculum best practices occurring in our schools to all teachers. Fourth, we supply teachers with tools to enhance preparation, presentation, and organization, including personal laptops, easy access to copying and printing, a/v equipment, and working and meeting space.

Assess Early and Often to Inform Effective Instruction

The most effective schools use assessment to diagnose student needs, measure instructional impact, and build a culture of continuous reflection and improvement. In addition to mandated state exams and the assessment and accountability provisions of *No Child Left Behind*, UNYC1 implements multiple school wide assessments and administers them consistently to determine students' progress towards each performance standard. Assessments include:

- In the Elementary Academy, students are assessed regularly using the University of Chicago created STEP (Strategic Teaching and Evaluation of Progress) reading assessments to determine their word recognition and comprehension skills.
- Students take a norm-referenced test in reading and math using a reliable instrument such as the Terra Nova.

[1] William L. Saunders and June C. Rivers, Cumulative and Residual Effects of Teachers on Future Student Academic Achievement, University of Tennessee Value-Added Research and Assessment Center, 1996, p. 6.

[2] This attitude was well expressed by a school leader at the highly successful North Star Academy in Newark, during a visit in 2004 with the Lead Founder of Leadership Prep: "If you are really going to be a quality school or quality teacher, you've always got to be looking for things you could do better."

- Students take pre- and post- comprehensive exams on the subject specific core knowledge areas.
- By the time students reach the third grade, they take the statewide reading and math tests in accordance with the No Child Left Behind law.
- Report cards, which are issued four times a year, three of which parents pick up at school, contain qualitative and quantitative comments, reflecting the mission and seriousness of the school.
- In high school, weekly academic progress reports, which include grades and completion rates for all core content classes, as well as weekly character reports, which track behavior strengths and weaknesses, as well as four report cards throughout the academic year, which are issued at the completion of every academic quarter;
- 1½ hours of nightly homework for middle school students and 2 hours of nightly homework for high school students;
- internally-developed Interim Assessments (IAs) aligned with Common Core Standards, administered approximately every seven weeks in ELA, Math, Science, and History in grades 3 through 8; and,
- in grades 9 through 12, Regents, AP, PSAT, SAT, and other standardized exams necessary for college matriculation.

UNYC1's Interim Assessments serve as the foundation for classroom instruction and lesson planning. The results provide teachers with ongoing feedback on their students' progress in meeting Common Core Standards so they know, at any moment, which students have mastered what topics and which students have not. Armed with this information, teachers are better prepared to target instruction and make significant content adjustments throughout the year, without waiting for an end-of-year assessment that shows a student in need.

Focus on Literacy

Literacy is the key academic skill on which all future skill and knowledge acquisition is based. Low-income children hear two-thirds fewer words in the home each hour than children of more affluent families. This means that between the ages of zero and three, a low-income child is exposed to some 30 million fewer words than a high-income child. This lack of exposure has the average low-income child arriving at the first day of Kindergarten with only one half the vocabulary of her more affluent peers.[3] Research has repeatedly demonstrated that success or failure in forming a foundation of basic literacy in the early grades is a strong indicator of later academic success. In fact, according to the National Research Council, "Academic success, as defined by high school graduation, can be predicted with reasonable accuracy by knowing someone's reading skill at the end of 3rd grade. A person who is not at least a modestly skilled reader by that time is unlikely to graduate from high school."[4]

It is therefore not surprising that schools in which low-income students reach mastery maintain a relentless focus on developing literacy skills. In fact, a recent review of existing schools serving low-income populations found that a laser focus on basic literacy in the early years of schools, as

[3] Betty Hart and Todd R. Risely, The Early Catastrophe: "The 30 Million Word Gap by Age 3," *American Educator*, (Spring 2003).

[4] National Research Council, 1998 (http://www.ed.gov/inits/americareads/ReadDiff/ accessed on 12/14/04). In addition, in his review of high-performing, high poverty schools, Samuel Casey Carter concludes that a laser focus on basic literacy and math in the early years of schools was a central commonality among high-performing elementary schools (Casey, Ibid., p. 28).

represented by many of the practices we employ, was a central commonality among high-performing elementary schools.[5] Practices of these high-performing schools, which closely reflect the findings of the National Reading Panel, include: dedicating significant time to teaching reading and writing, explicitly teaching phonics and comprehension strategies; and fostering fluency through extensive practice reading and writing and by inculcating a deep love of reading.

This strong focus on ensuring early literacy for all students assists students with disabilities, those with limited English language ability, and those "at-risk" of academic failure to build the foundation in literacy skills that will prevent them from falling behind later, as so many of their peers do, when the focus of schooling shifts to content acquisition.

Employ Research-Proven Curricula

Our academic program is rooted in research-proven curricula that have been shown to dramatically accelerate progress to mastery for low-income students, including those with disabilities and English-language deficits. In ELA, we employ Reading Mastery a phonics-based reading program to hone decoding skills and a teacher-developed reading comprehension program. We use a Read Aloud model based on the Text Talk Program designed by noted vocabulary guru Isabel Beck, to build vocabulary, fluency, and comprehension abilities. In math, we use Common-Core aligned materials created by Uncommon's own master teachers and math content experts that are based on the Investigations math curriculum. Investigations is a curriculum that allows scholars to deep dive into mathematical conceptual understanding. Through the use of cognitively guided instruction, children have the opportunity to explore using a variety of different strategies including base tens, pictures, and algorithms. The Investigations curriculum is designed to allow students to draw upon their own knowledge and understanding to experiment with strategies that further their mathematical conceptual understanding.

In social studies and science, we rely on the Scott Foresman series, a content-rich curriculum of basic subject-area and cultural knowledge. Students also receive instruction in the arts. Recent cognitive research indicates "that the ability to learn something new depends on the ability to accommodate the new thing to the already known." Low-income children, often not as fully exposed as their more affluent peers to a breadth and depth of topics, can enter school at a disadvantage: their weak knowledge of the general topics addressed in school leaves them less prepared to assimilate new information. A content-rich curriculum such as the one we envision provides the basic knowledge that makes low-income students more effective learners later in their academic careers.

African history and the Black Freedom struggle, important threads in an understanding of world and American history, are central to Uncommon students' understanding of themselves and where they come from. While these topics are addressed as part of the curriculum, each school also seeks to strengthen and enrich students' understanding of them by supplementing core material with outside sources, placing particular emphasis on the history and culture of their surrounding community.

Make More Time

Because it takes time, effort, and practice to meet the challenge of high academic standards, UNYC1's schedule is based on an extended school day (7:15 AM to 4:00 PM) and an extended school year (min. 185 days) for all students. This arrangement allows for 28% more instructional

[5]Casey, Ibid, p. 19.

time than provided by NYC district schools each year. A student who attends UNYC1 from Kindergarten to eighth grade will receive 2.5 years more learning time than students receive in the typical New York City district school. In addition, UNYC1 provides small-group tutoring for students who need extra help and attention in order to reach mastery. This tutoring program is structured each year based on students' needs. Past structures have ranged from 60 minutes of instruction from 4:00 PM until 5:00 PM one day per week over the course of the year to 90 minutes of instruction from 4:00 PM to 5:30 PM four days a week over a condensed time period. Under these programs, UNYC1 students most in need of extra help benefit from 54% more instructional time each year than they would receive in a typical district school. Between Kindergarten and eighth grade this amounts to an additional 4.9 years of schooling. All of the high-performing schools UNYC1 studied have an extended day: increased learning time is essential to enabling students who enter school with skills and knowledge deficiencies, those with disabilities, and those with limited English language proficiency to achieve at the highest levels.

Another way in which successful schools create additional learning time is by assigning a significant amount of nightly homework that allows students to review, practice, and solidify skills and knowledge they are learning in the classroom. Even as students leave for the day, the learning continues. Each student, including each Kindergarten student takes home at least 20 minutes of homework every evening. Parents/guardians review and sign each evening's assignment upon completion. Families and scholars are expected to read together for 20 minutes each night as well. In the Middle Academy, homework increases from one and a half hours in fifth grade to two hours by eighth grade.

Help Students Until They Master It

Students learn at varying rates. Schools that expect all students to meet high standards must be prepared to support students–regardless of the pace at or style in which they learn–until they reach mastery. At UNYC1, this learning support comes through multiple means:

- Clear, engaging, high-quality lessons in the classroom fostered by a low student to teacher ratio (especially in the lower grades, where it is no higher than 16:1);
- The increased learning time that is provided relative to district schools;
- Pull-out and push-in instruction by full-time Learning Support Specialists and related services such as counseling, speech, and occupational and physical therapy for student who require it; and
- After-school program tutoring for students who require additional individual and small-group attention.

All of these strategies and supports ensure that students with disabilities, students with limited English language proficiency, and students "at-risk" of academic failure meet the high standards that are set at UNYC1.

Provide Structure and Order

We believe that all students have a right to a safe and orderly school. Effective learning cannot occur in an atmosphere of chaos and disorder. Creating an environment of order and structure, in which teachers can focus on teaching and students can focus on learning, is essential to our ability to deliver on our mission. We therefore hold students to high, clear expectations for both academics and behavior, summarized in a Code of Conduct. The Code of Conduct is an agreement between families, students, and the school that is shared with students and families at multiple points

throughout the year to make sure it is understood and to ensure that it stays in the forefronts of their minds.

The Code is clear and detailed and includes consequences both positive and negative. Staff will enforce the Code uniformly–even provisions that may seem inconsequential, such as keeping shirts tucked in. The Director of the highly successful Roxbury Prep Charter School in Boston summed up that school's approach by saying, "We make a big deal, a HUGE deal, about small things so that big things never happen."[6] By focusing seriously on rules and behavioral standards in the early grades, we believe we can create an environment conducive to effective learning.

We also create structure and order by placing special emphasis on our daily, weekly, and annual rituals. We believe, as does Dr. Lorraine Monroe, the founder of the Frederick Douglass Academy, that such rituals serve the essential purpose of enabling students to "anticipate a routine within the charter school that is often lacking in their families and their communities."[7] Uniformity in practice cuts across our classrooms: students will know what to expect and how to succeed. They will see the same blackboard configurations, the same organizational structures around homework, and the same writing process in every grade and subject.[8]

Each year, schools review their code of conduct to ensure that it ensures the maintenance of an orderly environment that is conductive to learning while acknowledging the needs of students and families.

Keep it Personal

Feeling known, cared for, and respected is a prerequisite to the sense of personal value and well-being necessary for effective learning.[9] In order to maintain this "small feel," our elementary, middle and high schools ultimately operate as semi-independent "Academies" serving grades K-4, 5-8 and 9-12 and ensuring that every student is part of an intimate community. Because of this design, students will be known well by the teachers who work tirelessly to ensure that all students meet the high standards we have set. As students overcome the authentic challenges set by our high standards, and as they gain strong literacy and math skills, they will come to see that with enough hard work they can meet any challenge and surpass any obstacle. This, in turn, will enable

[6] A recent study by Public Agenda, a public policy research organization, concluded that strict enforcement of all rules, especially those pertaining to "small" infractions, is the best means of preventing more serious discipline issues. See *Teaching Interrupted: Do Discipline Policies in Today's Public Schools Foster the Common Good?* (www.publicagenda.org/research/pdfs/teaching_interrupted.pdf accessed on 5/12/04). In fact, the NYC DOE adopted this approach in 2004 with great success in its most troubled schools. One high DOE official described the strategy in this way: "If you concentrate on the small things, you will send an unequivocal message that order is the order of the day." (Susan Saulny, "City Adapts Policing Strategy to Violent Schools," *The New York Times*¸10/19/04)

[7] From *Transforming Children's Lives,* a talk that Dr. Monroe delivered at a Building Excellent Schools conference in Boston, MA, 2000.[8] This uniformity will be established by having the staff spend time in the summer working with school leaders through discussion and role-play to design standards and practices to which all can adhere.

[8] This uniformity will be established by having the staff spend time in the summer working with school leaders through discussion and role-play to design standards and practices to which all can adhere.

[9] Research has repeatedly indicated that small schools are highly effective in ensuring that urban students reach proficiency. A recent study by Bank Street College of Education found that "small schools established between 1990 and 1997 in the Chicago area found that students in these schools had lower dropout rates, completed more courses, made higher grades and showed some improvements in standardized test scores." Education Commission of the States(http://ecs.org/ecsmain.asp?page=/html/issuesK12.asp. accessed on 12/11/04).

them to tackle ever increasing magnitudes of challenge. They will see their education not as a waste of time or a path to more of the same mediocrity or failure but as the means of attaining a future full of choices and possibilities. This "small school" or individualized approach also best allows students with special needs or limited English language proficiency to progress academically within the regular education classroom.

Develop Character

For many students, who will be the first members of their families to attend college, the path to higher education will be a long and arduous climb. A school can encourage, cajole, and prepare a student academically, but ultimate success relies on a student's internal belief in and commitment to his or her own success. To get students through the long climb to college, UNYC1 works to inculcate perseverance and courage. In order to fulfill the long-term goal of having students become leaders in their communities, UNYC1 builds students' commitments to excellence, compassion, and achievement.

Because developing these personal qualities is inextricably linked to delivering on the mission, UNYC1's academic program is paired with a character education curriculum. UNYC1 schedules time to focus on character development through exploration of poems, fables, fairy tales, and other literature with morals or messages. In addition to classroom activities, the program includes weekly community meetings, periodic assemblies, outdoor education, service learning, internships, and extracurricular activities.

Involve Families

Active family involvement in school and learning is essential to meeting our mission of preparing students to succeed in high school and college.[10] We therefore foster family engagement in our students' learning and success through abundant and on-going communication between the parent and school, creating a dynamic in which we are partners with families in promoting their children's academic success. We build this relationship by:

- Conducting information sessions during the application process and for new families after the lottery
- Providing a Covenant of Commitment which lets families know what they can count on from the school and clarifies the school's expectations of students and families
- Sending home a monthly newsletter of classroom and school-wide news and information
- Meeting with families in person for at least three formal Report Card conferences each year to discuss their child's progress. The report cards are handed out in person during these conferences, rather than in advance, so that they are opportunities for question and discussion between families and school staff.
- Sending home daily behavioral updates for elementary students in the form of a behavior log, sent home in each child's homework folder, which must be signed and returned to school the next day

[10] In fact, one recent study found that students from families with above-median parental involvement showed success rates 30% higher than those from families with below-median parental involvement, as measured by GPAs, test scores in math, science, reading, and social studies, and retention rates. See Xitao Fan & Michael Chen, *Parental Involvement and Student's Academic Achievement: A Meta-Analysis*, National Science Foundation (1999). Another study found that benefits of increased parental involvement include higher test scores and grades, higher graduation rates, and higher enrollment rates in post-secondary education. See A. Henderson, *A New Generation of Evidence: The Family is Crucial to Student Achievement*, The National Committee for Citizens in Education, (1994).

- Having a dedicated Dean of Students for each Academy who works to build strong relationships with families
- Providing a summary of homework assignments for all upper elementary classes each night through a voice mail system and asking families in all grade levels to check and sign that their child has completed all homework each night
- Creating regular events in which families are invited into the school to celebrate student work
- Holding monthly meetings of "Families for Achievement" for parents to learn about how to help their students, to connect with and support each other, to support the school in reaching its goals, and to pursue a variety of other means for advancing the school-parent partnership
- Supporting high school families during the college application and financial aid process through hosting "College Night" and "financial aid nights" throughout their students' junior and senior years.

Help Students Envision a Bright Future Which Inspires Them to Achieve
Research indicates that children who have a clear and positive image of their futures are better able to overcome the hurdles that being born into low-income communities can place before them.[11] Beginning in Kindergarten, UNYC1 will continue to expose students to the world of high school and college with the implicit and explicit message that with hard work they have all the tools and ability necessary to succeed in these institutions. At UNYC1, this message is presented through:

- Homerooms named after the alma maters of students' Advisors
- Exposure to mentors and tutors from institutions of higher learning
- Field trips to museums, local and national parks, high schools, colleges, and adventure programs such as Outward Bound

All of these strategies and supports ensure that students with disabilities, students with limited English language proficiency, and students "at-risk" of academic failure meet the high standards that are set at UNYC1.

Prepare High School Students for College
In the 2022-23 school year, UNYC1 will have its first 9th graders attend an Uncommon high school. UNYC1 9th graders will attend a high school with other students from Uncommon Schools, which has developed a rigorous high school curriculum based on New York State/Common Core Learning standards that will enable students to meet the criteria of a Regents or Advanced Regents degree and will prepare students to enter college. A College Studies teacher will coach students throughout high school to ensure they explore their academic and extracurricular interests, successfully complete all testing and college application requirements, and pursue financial aid opportunities. In order to graduate from the high school, students will need to:

- Pass 4 years of Math, Science, History, and English and 3 years of Foreign Language;
- Complete additional course requirements and pass all required Regents exams;
- Complete one Advanced Placement class;
- Complete one college course at a local college;
- Receive at least one letter of acceptance from a four-year college or university; and

[11] See: E. Werner, "Resiliency in Development*," Current Directions in Psychological Science*, (June 1995), p. 81-85 and R. Brooks, "Children at risk: fostering resilience and hope," *American Journal of Orthopsychiatry*, (1997), p. 545-553.

- Successfully fulfill community service and internship program requirements.

The School is committed to cultivating in students the knowledge, skills, and character necessary to succeed academically, embrace responsibility, and become honorable citizens and courageous leaders of their communities, country, and world.

The school has developed a rigorous high school curriculum based on the New York State standards with a special emphasis on preparing students for admission into and success in college. The academic program is based on a traditional liberal arts curriculum – English Language Arts, History, Mathematics, and Science. The academic program includes Music, Art, Theater, Gym, Foreign Language classes and a College Preparatory course sequence. UNYC1 emphatically believes that students must demonstrate high-level mastery of basic and advanced skills and that curricular choices should follow a deep grounding in Mathematics, Language Arts, History, Science and Foreign Language. Therefore, the school insists upon a core curriculum for all students, with specific skills all students must master and tests they must pass. The school is structured so that students will meet the criteria for a Regents or Advanced Regents degree.

A College Placement Coordinator will coach students throughout high school to ensure that students explore their academic and extra-curricular interests, successfully complete all testing and college application requirements, and pursue financial aid opportunities. The high school grades will also focus on developing well-rounded individuals. Students will be encouraged to discover their passion in academics and in other areas. They will be given unique opportunities through electives and clubs to explore their interests in leadership, communication, social justice, music, sports, technology, media, or the arts. The school will support students to find summer internships in New York City and will also try to provide students with yearly opportunities to travel abroad. The scholars will enroll in programs on college campuses, taking courses in their areas of interest and meeting young people of all backgrounds. Finally, students will visit at least 2-5 local and state colleges per year. Students not only will attend information sessions and go on college tours but also will meet with current college students, attend classes and events, and visit dormitories to get a richer experience of what it means to attend a specific college. By the time they apply for college, students will have seen at least 10 colleges and have a solid foundation for critically comparing institutions.

Given the demands on many of today's parents, UNYC1 Charter School aims to ensure that students succeed even if families are unable to provide significant academic support.

The Key Design Elements of UNYC1 are nearly identical to those in place at all other Uncommon NYC schools, but have been updated slightly to reflect current best practices.

(c) 5% Districts

If the proposed charter school will be located in a district where more than five percent of students are enrolled in charter schools, either provide evidence that the school district of location approves of the establishment of the proposed charter school or explain how the proposed charter school would provide a "significant educational benefit" to its students. A complete list of 5% districts in addition to the New York City School District can be found in the accompanying Guidance Handbook.

UNYC1 will be located in New York City, in which over 5% of students are enrolled in charter schools. UNYC1 will provide significant educational benefit to its students through a rigorous and joy-filled curriculum that is aligned to the Common Core standards and will adequately prepare all students for college and for successful careers. 100% of Uncommon NYC's high school graduates have been accepted to college, and UNYC1will continue this tradition of rigorous college preparation. UNYC1 will provide the routine, discipline, rigor, and joy that scholars need to succeed academically, enlisting the key design elements explained above.

In order to address the surrounding need, Uncommon Schools NYC employs a student recruitment process and admissions policy that works to serve the surrounding community. There has been a historically high demand at all of Uncommon NYC's schools, as shown through the high number of children who do not receive a seat in an Uncommon School and must be placed on a waitlist.

Uncommon New York City Charter School 1 (UNYC1)

Accountability Plan
For the Accountability Period 2018 to 2022

Academic Goals

Goal I: English Language Arts

Goal: All students at Uncommon New York City Charter School 1 will be proficient readers and writers of the English language.

Absolute Measures

Elementary/Middle School

- Each year, 75 percent of 3-8 grade students who are enrolled in at least their second year will perform at proficiency on the New York State ELA examination.

- Each year, the school's aggregate Performance Level Index (PLI) on the State ELA exam will meet the Annual Measurable Objective set forth in the state's NCLB accountability system.

High School

- Each year, 65 percent of students in the high school Accountability Cohort will meet the college and career ready standard (currently scoring 75 on the New York State Regents English exam) by the completion of their fourth year in the cohort.

- Each year, 65 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8th grade ELA exam will meet the college and career ready standard (currently scoring 75 on the New York State Regents English exam) by completion of their fourth year in the cohort.

- Each year, the Accountability Performance Level (APL) on the Regents English exam of students completing their fourth year in the Accountability Cohort will meet the Annual Measurable Objective set forth in the state's NCLB accountability system.

Comparative Measures

Elementary/Middle School

- Each year, the percent of students of all students who are enrolled in at least their second year and performing at proficiency on the state ELA exam will be greater than that of students in the same tested grades in the local school district.

- Each year, the school will exceed its predicted level of performance on the State ELA exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.

High School

- Each year, students in the high school Total Cohort will exceed the predicted pass rate on the Regents English exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for economically disadvantaged students among all high schools in New York State.

- Each year, the Accountability Performance Level (APL) on the Regents English exam of students completing their fourth year in the Accountability Cohort will exceed the APL of comparable students from the local school district.

Growth Measures

Elementary/Middle School

- Each year, under the state's Growth Model the school's mean unadjusted growth percentile in English language arts for all tested students in grades 4-8 will be above the state's unadjusted median growth percentile.

High School

- Each year, under the state's high school Growth Model (under development) the relative growth of selected students will exceed the state's median growth.

Goal II: Mathematics

Goal: Students will demonstrate competency in the understanding and application of mathematical computation and problem solving.

Absolute Measures

Elementary/Middle School

- Each year, 75 percent of 3-8 grade students who are enrolled in at least their second year will perform at proficiency on the New York State mathematics examination for grades 3-8.

- Each year, the school's aggregate Performance Level Index (PLI) on the State mathematics exam will meet the Annual Measurable Objective set forth in the state's NCLB accountability system.

High School

- Each year, 65 percent of students in the high school Accountability Cohort will meet the college and career ready standard (currently scoring 80 on the New York State Regents math exam) by the completion of their fourth year in the cohort.

- Each year, 65 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8th grade math exam will meet the college and career ready standard (currently scoring 80 on the New York State Regents math exam) by completion of their fourth year in the cohort.

- Each year, the Accountability Performance Level (APL) on the Regents math exam of students completing their fourth year in the Accountability Cohort will meet the Annual Measurable Objective set forth in the state's NCLB accountability system.

Comparative Measures

Elementary/Middle School

- Each year, the percent of students of all students who are enrolled in at least their second year and performing at proficiency on the state math exam will be greater than that of students in the same tested grades in the local school district.

- Each year, the school will exceed its predicted level of performance on the State math exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.

High School

- Each year, students in the high school *Total Cohort* will exceed the predicted pass rate on the Regents math exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for economically disadvantaged students among all high schools in New York State.

- Each year, the Accountability Performance Level (APL) on the Regents mathematics exam of students completing their fourth year of their high school Accountability Cohort will exceed the APL of comparable students from the local school district.

Growth Measures

Elementary/Middle School

- Each year, under the state's Growth Model the school's mean unadjusted growth percentile in mathematics for all tested students in grades 4-8 will be above the state's unadjusted median growth percentile.

High School

- Each year, under the state's high school Growth Model (under development) the relative growth of selected students will exceed the state's median growth.

Goal III: Science

Goal: Students will demonstrate proficiency in the understanding and application of scientific principles.

Absolute Measures

Elementary/Middle School

- Each year, 75 percent of 3-8 grade students who are enrolled in at least their second year will perform at proficiency on the New York State science exam.

High School

- Each year, 75 percent of students in the high school Total Cohort will score at least a 65 on the New York State Regents science exam by the completion of their fourth year in the cohort.

Comparative Measures

Elementary/Middle School

- Each year, the percent of all tested students who are enrolled in at least their second year and performing at or above proficiency on the state science exam will be greater than that of students in the same tested grades in the local school district.

High School

- Each year, students in the high school *Total Cohort* passing a Regents science exam with a score of 65 or above after their fourth year will exceed that of the students in the high school Accountability Cohort from the local school district.

Goal IV: Social Studies

Goal: Students will demonstrate proficiency in the understanding and application of principles related to the social sciences.

Absolute Measures

High School

- Each year, 75 percent of students in the high school Total Cohort will score at least a 65 on the New York State Regents U.S. History exam by the completion of their fourth year in the cohort.

- Each year, 75 percent of students in the high school Total Cohort will score at least 65 on the New York State Regents Global History exam by the completion of their fourth year in the cohort.

Comparative Measures

High School

- Each year, students in the high school *Total Cohort* passing a Regents U.S. History exam with a score of 65 or above after their fourth year will exceed that of the students in the high school Total Cohort from the local school district.

- Each year, students in the high school *Total Cohort* passing a Regents Global History exam with a score of 65 or above after their fourth year will exceed that of the students in the high school Total Cohort from the local school district.

Goal V: NCLB

Goal: The school will make Adequate Yearly Progress.

Absolute Measure

- Under the state's NCLB accountability system, the school is in good standing: the state has not identified the school as a Focus School nor determined that it has met the criteria to be identified as a local assistance plan school.

Goal VI: High School Graduation

Goal: The school will make Adequate Yearly Progress.

Absolute Measure

- Each year, 75 percent of students in first and second year high school Total Graduation Cohorts will earn at least ten credits (if 44 needed for graduation) or five credits (if 22 needed for graduation) each year.

- Each year, 75 percent of students in the second year high school Total Graduation Cohort will score at proficient on at least three different New York State Regents exams required for graduation.

- Each year, 75 percent of students in the fourth year high school Total Graduation Cohort and 95 percent of students in the fifth year high school Total Graduation Cohort will graduate.

Comparative Measure

- Each year, the percent of students in the fourth year high school Total Graduation Cohort graduating will exceed that of the cohort from the local school district.

Goal VII: College Prep

Goal: Students will be prepared to succeed in college.

Measures

- Each year, the average performance of students in the 10th grade will exceed the state average on the PSAT tests in Critical Reading and Mathematics.

- Each year, the average performance of students in the 12th grade will exceed the state average on the SAT or ACT tests in reading and mathematics.

- The percent of graduating students that meets the state's aspirational performance measure (APM), currently defined as the percentage of students in a cohort who graduate with a score of 80 or better on a math Regents exam and 75 or better on the English Regents exam, will exceed the statewide average.

- The percent of graduating students will graduate with a Regents diploma with advanced designation will exceed the local district.

- Each year, 75 percent of graduating students will demonstrate their preparation for college by passing an Advanced Placement (AP) exam, a College Level Examination Program (CLEP) exam or a college level course.

- Each year, 75 percent of graduating students will matriculate in a college or university in the year after graduation.

R03ae-Proposal History

a) Applicant Information

- **If the proposal is to add a new school to an existing Education Corporation, simply include the name of the replicating Education Corporation in this response, and include the name of the board chair as the nominal applicant. No further information is required in this section.**

Education Corporation:	Uncommon New York City Charter Schools
Board Chair:	David Saltzman

b) Complete the following table for all members of the current/proposed education corporation board including any currently vacant seats that the board would fill by the end of the first year of operation (e.g., a seat for an *ex-officio* parent representative).

PROPOSED BOARD MEMBERS

TRUSTEE NAME	POSITION ON THE BOARD (OFFICER OR CONSTITUENT REPRESENTATIVE)	COMMITTEE AFFILIATIONS (IF ANY)	AREA OF EXPERTISE AND/OR ADDITIONAL ROLE AT SCHOOL (PARENT, STAFF, ETC.)	VOTING	*EX-OFFICIO*
• David Saltzman	Board Chair	Executive	Non-profit management, fundraising	Y	N
• Linton Mann III	Vice Chair	Executive, Academic	Litigation	Y	N
• Tony Pasquariello	Vice Chair	Executive	Finance	Y	N
• Laura Blankfein		Academic, Development & External Relations	Litigation	Y	N
• Caroline Curry		Audit (Chair)	Finance, Healthcare Policy	Y	N

PROPOSED BOARD MEMBERS

TRUSTEE NAME	POSITION ON THE BOARD (OFFICER OR CONSTITUENT REPRESENTATIVE)	COMMITTEE AFFILIATIONS (IF ANY)	AREA OF EXPERTISE AND/OR ADDITIONAL ROLE AT SCHOOL (PARENT, STAFF, ETC.)	VOTING	*EX-OFFICIO*
• St. Claire Gerald		Finance	Operations, Supply Chain Management, Former Uncommon NYC Parent	Y	N
• John Greenstein		Finance	Technology	Y	N
• Michael Hall		Development & External Relations, Audit	Professional Education Services	Y	N
• Shakima Jones		Academic	Accounting & Uncommon parent	Y	N
• John Kim		Academic	Finance	Y	N
• Arvind Krishnamurthy		Academic, Audit	Finance	Y	N
• Alison Mass		Development & External Relations, Finance	Finance	Y	N
• Ekwutozia Nwabuzor		Finance, Audit	Finance, Legal	Y	N
• Brett Peiser	Ex-officio	None	K-12 education, Uncommon Schools CEO	Y	Y
• Ian Sacks		Academic, Development & External Relations	Finance	Y	N
• Joseph Wayland	Treasurer	Executive, Finance (Chair)	Litigation	Y	N
• Jeff Wetzler		Academic	Teacher training	Y	N

PROPOSED BOARD MEMBERS					
TRUSTEE NAME	POSITION ON THE BOARD (OFFICER OR CONSTITUENT REPRESENTATIVE)	COMMITTEE AFFILIATIONS (IF ANY)	AREA OF EXPERTISE AND/OR ADDITIONAL ROLE AT SCHOOL (PARENT, STAFF, ETC.)	VOTING	*EX-OFFICIO*
• Chrystal Stokes Williams		Development & External Relations	Finance	Y	N

c) Community Outreach

Explain:

- The methods used to inform stakeholders in the intended community about the proposed charter school;
- The strategies used to solicit community input regarding the educational and programmatic needs of students and the plan to meet those needs;
- The form and nature of feedback received from community stakeholders and the process for incorporating that feedback into the submitted proposal; and,
- The extent to which, if at all, community input regarding the educational and programmatic needs of students was incorporated into the final proposal.

Uncommon Schools New York City has been committed to soliciting input from community leaders, families, and other key stakeholders in the communities where we are hoping to open to ensure they are informed about the potential opening of UNCY1 and to hear their feedback on our school model and planned growth.

We have informed these groups and sought their feedback via a variety of methods, which are outlined below. Feedback from the community and elected leaders has been mostly positive, with the primary questions and concerns from community members focused on issues of overcrowded schools and co-location, as summarized later in this section.

- On the Ground Canvassing: Knowing that the best way to reach members of a community to hear their honest feedback is through on-the-ground, in person conversations about Uncommon's planned growth, the majority of our outreach work has centered in-person canvassing and conversations. A group of current Uncommon Schools parents and high school students have spent more than **175 hours** combined during the months of February and March conducting in-person outreach and community conversations regarding UNYC1 in CSDs 13, 14, 16, 17, 18, 19, and 23. This in-person outreach has included flyering in high-traffic areas, asking for signatures on a petition in support of UNYC1, knocking on doors, speaking with local business owners, and other canvasing activities. Through this work, Uncommon has so passed out over 2,500 flyers in the neighborhoods where it plans to open, and has received over 1,750 signatures on its petition in support of its planned growth. The flyer that has been distributed and a table showing where this on-the-ground outreach has taken place thus far, are included in R03h – Outreach Evidence. Copies of the signatures and comments collected are included in R15e-Evidence of Support.

- **Website Announcement:** Uncommon Schools announced on its website in February 2016 that it will be applying to open a new public charter school in Brooklyn. The announcement indicated that an application will be submitted to the SUNY Trustees to open a new Uncommon school in August 2018, starting with K and growing to serve K-12 by the time the school is fully grown. The announcement includes information on the planned locations, proposed grades and enrollment, and about the Uncommon Schools NYC model. The website also included information about how the public could submit comments regarding Uncommon's planned growth. A screenshot showing this announcement is included in R03h – Outreach Evidence.

- **Social Media:** In an effort to ensure our announcement reached as many community members as possible, Uncommon Schools publicized this announcement and a request for feedback regarding the announcement on its social media platforms, which have an audience of over 14,000. A screenshot showing this social media post is included in R03h – Outreach Evidence.

- **Press Release:** Uncommon Schools simultaneously issued a press release to media outlets in New York City, Brooklyn, and New York State indicating an application will be submitted to the SUNY Trustees to open a new Uncommon school in August 2018, starting with K and growing to serve K-12 by the time the school is fully grown. The press release included information on the planned locations, proposed grades and enrollment, and the Uncommon Schools NYC model. The press release also included information about how the public could submit comments regarding Uncommon's planned growth. A list of media outlets to which the press release was circulated, as well as a copy of the press release, is included in R03h – Outreach Evidence.

- **Community and Elected Leader Outreach:** Uncommon Schools has reached out directly to over 50 community leaders, community based organizations, and elected officials throughout Brooklyn with information on Uncommon's plan to apply to SUNY for a new school, including the planned locations, proposed grades and enrollment, and the Uncommon Schools NYC model. In each case, we provided multiple ways to submit feedback to us regarding our proposed plan, including online surveys, email responses, and via in-person meetings.

  Samples of what this outreach has looked like, as well as the full list of community leaders, community organizations, and elected officials to whom we reached out and any responses received, are included in R03h – Outreach Evidence.

- **Meetings with community leaders and elected officials:** As a result of the community leader outreach above, Uncommon held meetings or school tours with leaders in the communities where we are hoping to open a school. During these meetings, Uncommon NYC provided community leaders with an overview of our planned growth, including the planned/potential locations in which we hope to open a new charter, proposed grades and enrollment, and with more details the Uncommon Schools NYC model. During each of these meetings, we had explicit conversations with community leaders regarding any feedback, thoughts, or concerns they may have regarding our planned growth and school model.

  A summary of the meetings held, the comments received from community leaders, as well as calendar invites showing these meetings, are included in R03h – Outreach Evidence.

- **Announcement & Conversations with current families**: Uncommon Schools has held conversations with our current families at all 21 of our existing schools regarding our plan to submit an application to SUNY for permission to open an additional school in person during school events including community meetings, report card conferences, and during school drop off. During these conversations, we have had told families about our planned growth and have asked them to provide us with any feedback on our school model or planned growth through petitions and comment cards. Through these conversations with current families, we have collected additional signatures on petitions showing support for growth, as well as many comments from parents in support of Uncommon's planned growth. These comments and petition signatures are included in R15e-Evidence of Support.

- **Information Sessions:** Uncommon held two information sessions specifically focused on our plan to open new schools, on March 17 at 4pm and on March 22nd at 5:30pm. We advertised the availability of these information sessions widely though in-person outreach and by posting flyers in high traffic areas. The flyer that was distributed to families letting them know about these information sessions is included in R03h – Outreach Evidence.

- **Community Resource Day:** Uncommon Schools hosted a Community Day and community resource celebration on March 19, 2016, and informed the public about our new and existing schools and planned growth during the day. Community Day took place in four locations in Bedford Stuyvesant, Brownsville, and Canarsie Brooklyn on Saturday, March 19, 2016. Uncommon Schools partnered with over 15 community organizations for the day including the Police Athletic League, the Coalition for Hispanic Family Services of NY, Medgar Evers College, NYPD, FDNY, Healthfirst, Centers for Medicare and Medicaid, New York Life, among other local organizations to provide the community access to needed resources.

  At each of the four locations, volunteers provided all attendees information regarding the new school including the planned locations, proposed grades and enrollment, and the Uncommon Schools NYC model. Volunteers answered any questions from community members and solicited public support and comments regarding UNCY1. This event was heavily advertised throughout central Brooklyn by posting flyers in high-traffic, through community walks and in-person outreach conducted by our schools in the neighborhoods surrounding their school, and also via in-person mailings targeted by zip code to the communities we serve or may plan to serve in the future. Included in R03h – Outreach Evidence are flyers showing more details about this event and photos taken during the event. Petition signatures received during the event are included in R15e-Evidence of Support.

The goal of our outreach has been to share our plans with the community and solicit feedback to ensure UNYC1 will meet the needs of these communities. The feedback received indicates that these communities would not only accept but would welcome a college preparatory school like UNYC1 into their neighborhoods.

Uncommon has received the following feedback during our community outreach work:

- Over 1,750 petitions and comments signed in support
- 19 comments received in hard copy or via email/survey, the majority of which are supportive of schools and some of which provided feedback that was incorporated into our proposal
- Uncommon has held 11 meetings with community leaders and stakeholders through which we have received feedback on our planned growth and school model.

While the response from the community in response to Uncommon's planned growth was overwhelmingly supportive, a number of community leaders did provide some helpful feedback that

we have incorporated into our proposal. The table below summarizes the feedback received and the method through which it has been incorporated into our proposal:

Feedback Received	How this is addressed in the proposal
Concern about co-location relationships and overcrowding in schools: community leaders identified this concern as the primary barrier to further growth of Uncommon Schools in Brooklyn. Certain leaders relayed their concern that co-location of charters in district schools often leads to over-crowding, and that as a result, students from both schools have less-than-ideal access to shared space including cafeteria, libraries, gyms, auditoriums, etc.	Uncommon Schools has a long history of establishing strong partnerships with our co-located schools built on collaboration and trust in order to ensure that all schools in the building are able to access space to meet their programmatic needs. The best practices for establishing these strong relationships have been identified and honed in our 18 co-located schools, and have been incorporated into this proposal.
Serving the most vulnerable students: community leaders wanted to ensure that Uncommon has plans to enroll and serve students with special needs, English language learners, and students in temporary housing.	Uncommon is committed to enrolling and serving the most at-risk students in our communities, and is constantly working to evaluate and improve our efforts to recruit and serve all students. Uncommon's efforts to ensure that we are enrolling and serving as many vulnerable students as possible is addressed in Response 15.b.
Concern that the growth of charter schools has prevented traditional public schools from improving/taken away the focus.	Uncommon has been a model of sharing best practices in partnership with other schools in our communities whether charter or district, in order to ensure that we are doing all we can to support the learning of all students and educators in Brooklyn. Please see Response 14 for more information about our collaboration with New York City districts focused on learning from one another and improve education for all students. As can be seen in Response 4, the opening of Further, UNCY1 should not have a significant effect on the overall enrollment of the New York City school district.

We were grateful to hear this feedback and support from the Brooklyn community regarding our planned growth, and feel that our proposal has been made stronger as a result of this feedback.

d) Withdrawn, Rejected and Concurrent Proposals

This request does not apply to Uncommon New York City Charter Schools.

g) Board Member and Founder Credentials

Board Members Request for Information Forms

- **For each proposed board member who is not currently on a SUNY approved charter school education corporation board (as identified with an asterisk (*) in the table above), submit a resume and complete, sign and attach a "Request for Information from Prospective Charter School Trustees" ("RFI") form available on the Institute's website at: www.newyorkcharters.org/operate/reporting-requirements/board-members-new.**

This request is not applicable to UNYC1.

Uncommon Schools | New York City

FOR IMMEDIATE RELEASE February 12, 2016

Barbara Martinez, Uncommon Schools: 201-988-0059

Uncommon NYC Charter Schools Applying to Open a New Public Charter School in Brooklyn

Proposed School is in Response to Tremendous Demand for Seats at Uncommon NYC Charter Schools

February 12, 2016 – BROOKLYN, N.Y. – Uncommon NYC Charter Schools is a network of free, public charter schools in Brooklyn that close the achievement gap and prepare low-income students to graduate from college. Currently, Uncommon NYC Charter Schools serves over 6,700 K-12 students across 21 schools in Brooklyn, including both single-sex and co-educational schools. Our scholars are 95% Black & Latino, and over 80% come from low-income households. Uncommon NYC Charter Schools plans to open one new school that would serve the communities in Brooklyn. The proposal is in response to the overwhelming demand for seats in its schools and for more high-quality, college-preparatory public school choices in Brooklyn.

There are over 30,000 students and families on our waiting list hoping for a seat at one of our schools. To serve as many of these families as we can, Uncommon NYC Charter Schools is working to fill every available seat in our elementary and middle schools. Unfortunately, even with our commitment to backfilling, giving as many students a chance to enroll in our schools as possible, many of the families on our waiting lists still will never be offered a chance to attend the school of their choice.

In response to this need, Uncommon NYC Charter Schools will submit a proposal for a new school to the State University of New York (SUNY) Charter Schools Institute. If approved, the proposed school will open in 2018 serving grades K and 5. The school will ultimately grow to serve children in grades K-12.

“Having served Brooklyn families for the past 11 years, Uncommon NYC Charter Schools welcomes this opportunity to respond to the strong parent demand for our schools by opening a new free, public charter school,” said Tara Marlovits, Chief Operating Officer for Uncommon NYC Charter Schools.

Uncommon NYC Charter Schools is committed to serving all students, including English Language Learners and students who require special education services. Uncommon NYC Charter Schools is invested in building strong community partnerships and engaging community members as it opens new schools. As we develop the proposal for the new school, the voices of the community are very important to us. We know from experience that every neighborhood has its own needs and resources, and that each student and community is unique. For this reason, Uncommon NYC Charter

Schools invites members of the community to meet with us and share feedback about the proposed expansion and provide input on how a new school can best serve your community: https://www.surveymonkey.com/r/USNYC.

About Uncommon Schools

Uncommon Schools, a non-profit 501(c)3 organization, currently operates 44 K-12 public charter schools in Brooklyn, Newark, Camden, Troy, Rochester and Boston. In Brooklyn, Uncommon Schools serves over 6,700 K-12 students across 21 schools, including both single-sex and co-educational schools. Our scholars are 95% Black & Latino, and over 80% come from low-income households.

We believe that all children, regardless of race or economic status, have the right to a great free, public education. Each of our schools shares in our mission to prepare all our students to enter, succeed in, and graduate from college. Students are randomly selected by public lottery in grades K and 5, and we maintain waiting lists through grade 8. We currently have schools in the Bedford Stuyvesant, Brownsville, Crown Heights, East Flatbush, Prospect Heights, Canarsie and Williamsburg neighborhoods within Brooklyn.

Uncommon Schools believes that in running a successful school, there are no 100% solutions. Rather, there is a series of 1% solutions that add up to success. Uncommon Schools uses a core set of approaches and practices, drawn from observations of high-performing schools to meet its mission of preparing students to succeed in high school, college, and beyond. Uncommon Schools has a demonstrated record of successful academic outcomes. At Uncommon Charter High School, each of the three graduating classes has earned a 100% college acceptance rate. In addition, 100% of Uncommon Schools' elementary schools in Brooklyn closed the achievement gap in Math on the 2015 NYS tests, and 83% closed the achievement gap in ELA.

As Uncommon Schools has grown and its schools have gotten better and better at closing the achievement gap for low-income students of color, its leaders have turned to the challenge of identifying and sharing the strategies that had proven most effective in classrooms. They have published seven books, delivered trainings to thousands of teachers and principals nationwide, and created online resources that are available free of charge. As part of Uncommon Schools' commitment to improving educational access and outcomes for all children across our city, we are partnering with the NYC DOE this year to train NYC Principals and Teachers from Districts 23 and 19.

###

Outlet	Coverage Area
Brooklyn Daily Eagle	Brooklyn
Brooklyn Downtown Star/Queens Ledger	Brooklyn
Brooklyn Paper	Brooklyn
Brooklyn's Progress	Brooklyn
Gotham Schools (Chalkbeat)	NYC
Hechinger Report	NYC
Inside Schools	NYC
The Daily Challenge	NYC
Afro American Times	NYC
Caribbean Life	NYC
Associated Press New York	NYC
Brooklyn Community Access Television (BCAT)	Brooklyn
Brooklyn News 12	Brooklyn
Daily News	NYC
DNAinfo	NYC
East Hampton Independent	NYC
El Diario	NYC
Impacto Latin News	NYC
Metro New York	NYC
NBC 4 (WNBC)	NYC
New York City News Service	NYC
New York Magazine	NYC
New York Post	NYC
NY1 News	NYC
NYC Public Radio Network	NYC
Reuters	NYC
Talking Points Memo	NYC
The Epoch Times	NYC
The Haitian Times	NYC
The Huffington Post	national
The New York Times	NYC
The Wall Street Journal	NYC
Time Out New York KIDS	NYC

WABC-TV	NYC
WINS-AM	NYC
am New York	NYC

uncommonschools.org
Trustees Law | NYSCharterSchools... | Front page | Uncom... | CharterAp | SurveyMonkey: Free... | District and Commu... | New York State Edu... | Tableau | Illuminate Education | Map Of Uncommon...

Watch Our Video

Uncommon Schools celebrates a decade together.

VIEW

See Our Impact

We're committed to sharing best practices with teachers and leaders from around the world.

READ



Expanding Our Impact

Uncommon NYC will submit a proposal for a new school to the State University of New York (SUNY) Charter Schools Institute.

READ

Uncommon Social Media

Tweets



Email or Phone

Password

Sign Up

Keep me logged in

Forgot your pa

Uncommon Schools

February 16 at 10:23am

Uncommon Schools is applying to open a new public charter school in Brooklyn. Read the press release here: http://bit.ly/1R6wMcA

We need your input on our planned growth. Please visit http://svy.mk/1TIRZRS to share your feedback with us!



Uncommon NYC Planned Growth Survey

Web survey powered by SurveyMonkey.com. Create your own online survey now with SurveyMonkey's expert certified FREE templates.

SURVEYMONKEY.COM

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Uncommon Schools | Change History.

SAVE THE DATE

COMMUNITY DAY 2016

Saturday, March 19th from 11am to 3pm

FREE BOOKS! Free health screenings, exercise classes, face painting, arts and crafts for children, community resources and services, performances & much more!

Breukelen Community Center
715 East 105th St.
Brooklyn, NY 11236

RAIN OR SHINE!

POLICE PAL ATHLETIC LEAGUE NYC

DYCD

Uncommon Schools | Change History.

SAVE THE DATE

COMMUNITY DAY 2016

Saturday, March 19th from 11am to 3pm

Free Books! Free health screenings, face painting, exercise classes, performances & much more!

4 Locations – RAIN OR SHINE!

Restoration Plaza
1368 Fulton Street
Brooklyn, NY 11216

Breukelen Community Center
715 East 105th Street
Brooklyn, NY 11236

Saratoga Village Community Center
940 Hancock Street
Brooklyn, NY 11233

Van Dyke Community Center
392 Blake Avenue
Brooklyn, NY 11212

UncommonSchools.org/EnrollNYC

R03-h-8









Photos of Uncommon Community Day – March 19, 2016













Date(s)	Locations Canvassed	Hours Spent	Approx. # Flyers Distribted
2/19/2016	CSD 13, Brooklyn Hospital	4	18
2/17/2016	CSD 13, Grand Army Plaza, Fulton Street, Barclays Center, Surrounding Neighborhood	5	51
3/21 and 3/22/2016	CSD 14, Grand Street near Broadway and surrounding businesses/streets	4	134
2/17/2016	CSD 14, CSD 23, and CSD 18 - Rockaway Parkway, Junius Street, and Lorimer Street L Train Stations	4	25
3/19/2016	CSD 16, 23, 18 Uncommon Community Day	4	52
2/17/2016	CSD 16, CSD 23 A/C trains at Kingston Throop and Broadway Junction MTA Station	2	17
3/20/2016	CSD 16, Fulton and March Avenues	1.25	16
2/24/2016	CSD 16, Fulton Avenue & Kingston Street and surrounding businesses/streets	2	20
3/15/2016	CSD 16, Fulton Street between Utica and Nostrand Ave	1	10
2/22/2016, 2/25, 2/26	CSD 16, Gates Avenue and Broadway and Surrounding businesses/streets	18.5	202
2/17/2016	CSD 16, Interfaith Medical Center & Surrounding Streets	1	13
2/24/2016	CSD 16, Intersection of Quincy and Marcus Garvey and Surrounding Neighborhood	8	50
2/26/2016	CSD 16, the intersection of Halsey St. and Broadway and srurounding streets/businesses	2.5	50
3/2/2016	CSD 16, the Intersection of Quincy & Marcus Garvey	2	70
2/17/2016	CSD 16, Utica Avenue Train Station at Fulton Street and surrounding neighborhood	6	20
2/23 and 2/24	CSD 17, Nostrand Avenue & surrounding businesses/neighborhoods	3	45
2/17/2016, 3/15, 3/16, and 3/23/16	CSD 17, Utica Avenue Train Station on Eastern Parkway	10.5	319
2/18/2016	CSD 18, Brooklyn Public Library on Rockaway Parkway and surrounding businesses/neighborhoods	4	67
2/19/2016	CSD 18, Church Avenue and Kings Highway and surrounging neighborhood	3	11
2/18/2016	CSD 18, CSD 23 - MTA stations between Rocakway Avenue and Broadway Junction and surrounding businesses/neighborhoods	1	20
2/17/2016	CSD 18, East New York Houses	1	10
2/18, 2/22, and 2/24	CSD 18, Rockaway Parkway L Train Station in Canarsie (during rush hour)	10	115
3/25/2016	CSD 18, Seaview Park Canarsie, surrouning area	3	30
2/20 and 2/22	CSD 19 and CSD 23, Junius Street MTA station	13	95
2/19/2016	CSD 19 and CSD 23, MTA 3 train station in Brownsville and surroundign streets/neighborhoods	6.5	70
3/15/2016	CSD 19, Broadway Junction MTA Stop	1.5	14
3/3/2016	CSD 19, Pitkin Avenue	2.25	100
2/20/2016	CSD 19, Pitkin Avenue in East New York	5	33
2/18/2016	CSD 19, Sutter Avenue and surrounding streets/neighborhoods in ENY	1.5	2
2/29/2016	CSD 19, the intersection of Dumont Avenue and Pennsylvania Avenue and surrounding businesses/streets	7	77
3/1/2016	CSD 19, the intersection of Linden Avenue and Pennsylvania Avenue and surrounding businesses/streets	2.5	120

3/8/2016	CSD 19, the intersection of Pennsyvlania & Blake and surrounding businesses, streets	2	75
3/9, 3/10, and 3/13/16	CSD 19, the intersection of Pennsyvlania & Flatlands and surrounding businesses, streets	7.75	199
3/9/2016	CSD 19, the intersection of Pennsyvlania & Wortman and surrounding businesses, streets	3.5	73
3/4, 3/7	CSD 23, NYCHA Development at Rockaway & Blake	4.5	246
2/17, 2/18, 2/19, and 2/23	CSD 23, NYCHA Housing Development in Brownsville	12.5	56
2/25/2016	CSD 23, Rockaway and Hegeman Avenue/MTA stops and surrounding streets	4	40
3/20/2016	CSD 23, the intersection of Blake & Mother Gaston and surrounding NYCHA housing, including surrounding businesses, streets	0.75	11
3/13/2016	CSD 23, the intersection of Dumont & Mother Gaston and surrounding NYCHA housing, including surrounding businesses, streets	3	71
3/11 and 3/17/16	CSD 23, the intersection of Pitkin & Mother Gaston and surrounding NYCHA housing, including surrounding businesses, streets	5	205
	Total	**183**	**2852**

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Uncommon New York City Charter Schools is Growing!

Uncommon New York City Charter Schools ("Uncommon NYC") is a network of free, public charter schools in Brooklyn that close the achievement gap and prepare low-income students to graduate from college. Currently, Uncommon NYC serves over **6,700 K-12 students** across **21** schools in Brooklyn, including both single-sex and co-educational schools.

Uncommon NYC has a demonstrated record of successful academic outcomes, with **100% of our graduating high school seniors accepted to college**. This success has translated into tremendous demand, with more than 33,000 students currently on our waiting list.

In response to this overwhelming demand for free, high quality school options in Brooklyn, **Uncommon NYC is applying for permission to open a new K-12 free public charter school.** If approved, the proposed school will open in 2018 serving grades K and 5. The school will ultimately grow to serve children in grades K-12.The location of the school has not yet been determined, but will be may be located in Brownsville or East New York.

We Need your Input!

As we plan to serve more families in Brooklyn, the voices of the community are very important to us, since we know from experience that every neighborhood has its own needs and resources, and that each student and community are unique.

Please join us at the dates and time below to learn more about our planned growth and to share your input with us at one of the information sessions below. If you cannot attend, please share your questions or feedback us via the survey found at this link: https://www.surveymonkey.com/r/usnyc

Thursday, March 17, 2016
4:00 PM
Brownsville Collegiate Charter School
364 Sackman Street, 4th Floor
Brooklyn, NY 11212

Tuesday, March 22, 2016
5:30 PM
Uncommon Charter High School
1485 Pacific Street, Room 306
Brooklyn, NY 11216

Uncommon Schools | New York City

Uncommon New York City Charter Schools is Growing!

Uncommon New York City Charter Schools ("Uncommon NYC") is a network of free, public charter schools in Brooklyn that close the achievement gap and prepare low-income students to graduate from college. Currently, Uncommon NYC serves over **6,700 K-12 students** across **21** schools in Brooklyn, including both single-sex and co-educational schools.

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In response to this overwhelming demand for free, high quality school options in Brooklyn, **Uncommon NYC is applying for permission to open a new K-12 free public charter school.** If approved, the proposed school will open in 2018 serving grades K and 5. The school will ultimately grow to serve children in grades K-12.The location of the school has not yet been determined, but will be in either CSD 13, 14, 16, 17, 18, 19, or 23.

We Need your Feedback!

As we plan to serve more families in Brooklyn, the voices of the community are very important to us.

We know from experience that every neighborhood has its own needs and resources, and that each student and community are unique. **For this reason, we are asking you to provide input on how a new school can best serve your community.**

Please visit us at https://www.surveymonkey.com/r/usnyc to share any feedback you have on our plans to open an additional school.

Emma G eason

From: Natasha Cherry-Perez
Sent: Friday, December 11, 2015 10:10 AM
To: Emma Gleason
Subject: FW: Uncommon wants to come visit you!

From: Natasha Cherry-Perez
Sent: Tuesday, December 01, 2015 11:33 AM
To: 'Frank Shea'
Subject: RE: Uncommon wants to come visit you!

Sounds great. See you then. Thanks.

From: Frank Shea [redacted]
Sent: Tuesday, December 01, 2015 8:52 AM
To: Natasha Cherry-Perez
Subject: RE: Uncommon wants to come visit you!

2pm?

From: Natasha Cherry-Perez [redacted]
Sent: Monday, November 30, 2015 5:10 PM
To: Frank Shea
Subject: RE: Uncommon wants to come visit you!

Hello Frank,

Sounds great what time?

Natasha

From: Frank Shea [redacted]
Sent: Monday, November 30, 2015 10:04 AM
To: Natasha Cherry-Perez
Subject: RE: Uncommon wants to come visit you!

Hi Natasha, would the afternoon of Weds 12/16 work out for this visit? –Frank

From: Natasha Cherry-Perez [redacted]
Sent: Wednesday, November 18, 2015 6:14 PM
To: [redacted] Vivienne I. Bent; [redacted]
Subject: Uncommon wants to come visit you!

Dear Assemblyman Perry,

Good evening from Uncommon Schools. We have 3 schools (Kings Collegiate, Leadership Prep Canarsie Elementary and Middle Academies) in your district which serves close to 800 scholars. We would love to come visit your office with some of our parents before you head up to Albany in January. Please let me know when you have time for us to visit with you.

Additionally, if you are holding any upcoming community events that our students, teachers or families could participate in, please let us know.

We are looking forward to hearing from you soon.

Thank you and have a wonderful Thanksgiving holiday.

Natasha Cherry-Perez
Community Engagement Coordinator
Uncommon Schools NYC
[redacted]

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Emma G eason

From: Emma Gleason
Sent: Thursday, February 18, 2016 7:56 PM
To: [redacted]
Subject: Uncommon Schools New York City Update
Attachments: Uncommon New York City Charter Schools Overview.pdf

Good evening Mr. Armstrong,

I hope this email finds you well.

I am reaching out to let you know that Uncommon Schools New York City ("Uncommon NYC") is planning to apply to open new public charter schools serving Brooklyn, and to ask for Uprose's input on our planned growth.

As you may know, Uncommon NYC is a network of free, public charter schools in Brooklyn that close the achievement gap and prepare low-income students to graduate from college. Currently, Uncommon NYC serves over 5,900 K-12 students across 21 schools in Brooklyn, including both single-sex and co-educational schools. Uncommon NYC has a demonstrated record of successful academic outcomes, with 100% of our graduating high school seniors accepted to college. This success has translated into tremendous demand, with more than 33,000 students currently on our waiting list. You can find some additional background information regarding Uncommon New York City attached here.

In response to this overwhelming demand for free, high quality school options in Brooklyn, Uncommon NYC is in the process of submitting a proposal to the State University of New York (SUNY) Charter Schools Institute for permission to potentially open a new K-12 public charter school in East New York. If approved, the proposed school will open in 2018 serving grades K and 5. The school will ultimately grow to serve children in grades K-12.The location of the school has not yet been determined, but it may be in Brownsville or East New York, among other neighborhoods. If approved, the proposed school will open in 2018 serving grades K and 5. The school will ultimately grow to serve children in grades K- 12.

As we grow in Brooklyn, we are very eager to partner with like-minded organizations to learn about how we can work together to serve our communities. If you're interested, we would love to find a time meet in person to learn more about your work; to give you some more details about Uncommon NYC, our program, and our plans for the future; and to identify opportunities for us to work together in service to the community.

Please let us know if a member of your team is available to meet with us. We are eager to hear your thoughts and are happy to work around your schedule.

If you are not available to meet with us, we would really appreciate it if you could please take 5 minutes to share your thoughts with us via one of these two methods:

1. Providing your feedback and input on our proposals through this online survey. (https://www.surveymonkey.com/r/USNYC)
2. Sharing your response to the questionnaire below, which you can return directly via a response email.

Thank you so much for your input.

Sincerely,
Emma Gleason

Request for Feedback:

Directions: Please read through the description of Uncommon New York City's program below, then answer the questions in the table below to provide feedback to Uncommon Schools New York City on its plan to open an additional school in Brooklyn. Thank you very much for your valuable feedback!

Program Description
Uncommon New York City believes that in running a successful school, there are no 100% solutions. Rather, there is a series of 1% solutions that add up to success. Uncommon uses a core set of approaches and practices, drawn from observations of high-performing schools to meeting its mission of preparing students to succeed in high school, college, and beyond. Some of the solutions and practices around which our schools are structured are: (i) Expect Excellence; (ii) Recruit, Develop, and Retain Great Teachers; (iii) Assess Early and Often to Inform Effective Instruction; (iv) Focus on Literacy; (v) Employ Research-Proven Curricula; (vi) Make More Time; (vii) Help Students Until They Master It; (viii) Provide Structure and Order; (ix) Keep It Personal; (x) Develop Character; (xi) Involve Families; (xii) Help Students Envision a Bright Future Which Inspires Them To Achieve; and (xiii) Prepare High School Students for College.

Questions

Question	Response
Based on the description of Uncommon New York City's program described above, what feedback do you have on Uncommon's program?	
What else do you think this community needs educationally, and how could Uncommon NYC help meet that need?	
Based on what we've told you about Uncommon NYC's approach, do you have any questions, concerns, or other suggestions?	

Emma Gleason
Associate Director of Strategic Initiatives
Uncommon Schools | New York City
C: 203.644.4638

[redacted]
Brooklyn, NY 11216
[redacted]

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Emma Gleason
Associate Director of Strategic Initiatives
Uncommon Schools | New York City
C: 203.644.4638

[redacted]
Brooklyn, NY 11216
[redacted]

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Emma G eason

From: Emma Gleason
Sent: Thursday, February 18, 2016 7:51 PM
To: [redacted]
Subject: Uncommon Schools New York City Update
Attachments: Uncommon New York City Charter Schools Overview.pdf

Good evening Ms. Green,

I hope that this email finds you well, and that you are having a great week.

I am reaching out to let you know that Uncommon Schools New York City ("Uncommon NYC") is planning to apply to open new public charter schools serving Brooklyn, and to ask for the Coalition for the Improvement of Bedford Stuyvesant's input on our planned growth.

As you may know, Uncommon NYC is a network of free, public charter schools in Brooklyn that close the achievement gap and prepare low-income students to graduate from college. Currently, Uncommon NYC serves over 5,900 K-12 students across 21 schools in Brooklyn, including both single-sex and co-educational schools. Uncommon NYC has a demonstrated record of successful academic outcomes, with 100% of our graduating high school seniors accepted to college. This success has translated into tremendous demand, with more than 33,000 students currently on our waiting list. You can find some additional background information regarding Uncommon New York City attached here.

In response to this overwhelming demand for free, high quality school options in Brooklyn, Uncommon NYC is in the process of submitting a proposal for a new K-12 public charter school to the State University of New York Charter Schools Institute. If approved, the proposed school will open in 2018 serving grades K and 5. The school will ultimately grow to serve children in grades K-12.The location of the school has not yet been determined, but it may be in Bedford Stuyvesant, among other neighborhoods. If approved, the proposed school will open in 2018 serving grades K and 5. The school will ultimately grow to serve children in grades K- 12.

As we grow in Brooklyn, we are very eager to partner with like-minded organizations to learn about how we can work together to serve our communities. If you're interested, we would love to find a time meet in person to learn more about your work; to give you some more details about Uncommon NYC, our program, and our plans for the future; and to identify opportunities for us to work together in service to the community.

Please let us know if a member of your team is available to meet with us. We are eager to hear your thoughts and are happy to work around your schedule.

If you are not available to meet with us, we would really appreciate it if you could please take 5 minutes to share your thoughts with us via one of these two methods:

1. Providing your feedback and input on our proposals through this online survey. (https://www.surveymonkey.com/r/USNYC)
2. Sharing your response to the questionnaire below, which you can return directly via a response email.

Thank you so much for your input.

Sincerely,
Emma Gleason

Request for Feedback:

Directions: Please read through the description of Uncommon New York City's program below, then answer the questions in the table below to provide feedback to Uncommon Schools New York City on its plan to open an additional school in Brooklyn. Thank you very much for your valuable feedback!

Program Description

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Questions

Question	Response
Based on the description of Uncommon New York City's program described above, what feedback do you have on Uncommon's program?	
What else do you think this community needs educationally, and how could Uncommon NYC help meet that need?	
Based on what we've told you about Uncommon NYC's approach, do you have any questions, concerns, or other suggestions?	

Emma Gleason
Associate Director of Strategic Initiatives
Uncommon Schools | New York City
[redacted]

[redacted]
Brooklyn, NY 11216
[redacted]

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Emma G eason

From: Emma Gleason
Sent: Friday, February 19, 2016 9:30 PM
To: [redacted]
Cc: Natasha Cherry-Perez; [redacted]
Subject: Uncommon Schools New York City Update
Attachments: Uncommon New York City Charter Schools Overview.pdf

Dear Borough President Adams,

I am reaching out to let you know that Uncommon Schools New York City ("Uncommon NYC") is planning to apply to open new public charter schools serving Brooklyn, and to ask for your input on our planned growth.

As you may know, Uncommon NYC is a network of free, public charter schools in Brooklyn that close the achievement gap and prepare low-income students to graduate from college. Currently, Uncommon NYC serves over 5,900 K-12 students across 21 schools in Brooklyn, including both single-sex and co-educational schools. Uncommon NYC has a demonstrated record of successful academic outcomes, with 100% of our graduating high school seniors accepted to college. This success has translated into tremendous demand, with more than 33,000 students currently on our waiting list. You can find some additional background information regarding Uncommon New York City attached here.

In response to this overwhelming demand for free, high quality school options in Brooklyn, Uncommon New York City Charter Schools is submitting a proposal for permission to open a new K-12 public charter school to the State University of New York (SUNY) Charter Schools Institute. If approved, the proposed school will open in 2018 serving grades K and 5. The school will ultimately grow to serve children in grades K-12.The location of the school has not yet been determined, but will be in either Community School District 13, 14, 16, 17, 18, 19, or 23.

In addition, Uncommon has also been granted permission from SUNY to open 6 additional elementary schools over the next three school years. The schools will open with K and will grow to serve K-4. These schools are extensions of the six Uncommon Collegiate Middle schools, and will eventually grow to feed into those collegiate schools, which currently serve only grades 5-8.

As we plan to serve more families in Brooklyn, the voices of community leaders are very important to us, since we know from experience that every neighborhood has its own needs, and that each student and community are unique.

We would welcome the opportunity to share more with you about our plans to grow and would like to make it as easy as possible for you to share your thoughts and feedback with us. Please let us know if you or a member of your organization would be available to meet with us in person or via phone to discuss and share your feedback regarding Uncommon's planned growth.

If you or a member of your team is not available for a meeting or call with us, we would be very grateful if you could please take 5 minutes to share your thoughts with us via one of these two methods:

1. Providing your feedback and input on our proposals through this online survey. (https://www.surveymonkey.com/r/USNYC)
2. Sharing your response to the questionnaire below, which you can return directly via a response email.

Thank you so much for your input.

Sincerely,
Emma Gleason

Request for Feedback:

Directions: Please read through the description of Uncommon New York City's program below, then answer the questions in the table below to provide feedback to Uncommon Schools New York City on its plan to open an additional school in Brooklyn. Thank you very much for your valuable feedback!

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Questions

Question	Response
Based on the description of Uncommon New York City's program described above, what feedback do you have on Uncommon's program?	
What else do you think this community needs educationally, and how could Uncommon NYC help meet that need?	
Based on what we've told you about Uncommon NYC's approach, do you have any questions, concerns, or other suggestions?	

Emma Gleason
Associate Director of Strategic Initiatives
Uncommon Schools | New York City
[redacted]

[redacted]
Brooklyn, NY 11216
[redacted]

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Emma G eason

From: Emma Gleason
Sent: Friday, February 19, 2016 10:46 PM
To: 'Erika McSwain'
Cc: James Brodick; Julie Taylor; Erica Mateo; Deron Johnston
Subject: RE: Uncommon Schools New York City Update

Good evening Erika,

Thank you so much for the speedy reply, and for your interest! I have reached out to our community engagement team, whom I would like to include in our meeting, to find the windows that work well for them over the coming weeks.

I am out of the office until next Thursday, but I will plan to reach out to you Thursday with the windows that work for us so that we can set up a time for the group to meet.

We look forward to learning more about your work and how we can work together!

Thank you again, and have a great weekend!

Best,
Emma

Emma Gleason
Associate Director of Strategic Initiatives
Uncommon Schools | New York City
[redacted]

From: Erika McSwain [mailto[redacted]]
Sent: Friday, February 19, 2016 11:05 AM
To: Emma Gleason
Cc: James Brodick; Julie Taylor; Erica Mateo; Deron Johnston
Subject: RE: Uncommon Schools New York City Update

Good Morning Emma,

Thank you so much for reaching out to us! We would love to sit down and discuss all of the programs we offer here at the Brownsville Community Justice Center as well as see where possible collaboration can happen. I've cc'd some of the team on this response. James Brodick the Director of Brooklyn Justice Centers and oversees BCJC, Erica Mateo is our Director of Community Initiatives, Julie Taylor is our Clinical Director, and Deron Johnston is our Associate Director of Community Initiatives. I think it would be great for all of us to sit down and see how we can help each other. Please let us know when you are available to come out and visit our site and we will set something up. Looking forward to speaking with you soon.

Have a great day!

Erika McSwain
Operations Manager
[redacted]

From: Emma Gleason [mailto[redacted]]
Sent: Thursday, February 18, 2016 7:49 PM
To: Erika McSwain
Subject: Uncommon Schools New York City Update

Good evening Ms. McSwain,

I hope this email finds you well.

I am reaching out to let you know that Uncommon Schools New York City ("Uncommon NYC") is planning to apply to open new public charter schools serving Brooklyn, and to ask for the Brownsville Community Justice Center's input on our planned growth.

As you may know, Uncommon NYC is a network of free, public charter schools in Brooklyn that close the achievement gap and prepare low-income students to graduate from college. Currently, Uncommon NYC serves over 5,900 K-12 students across 21 schools in Brooklyn, including both single-sex and co-educational schools. Uncommon NYC has a demonstrated record of successful academic outcomes, with 100% of our graduating high school seniors accepted to college. This success has translated into tremendous demand, with more than 33,000 students currently on our waiting list. You can find some additional background information regarding Uncommon New York City attached here. Several Uncommon Schools are located in Brownsville, including Leadership Prep Brownsville and Brownsville Collegiate Charter School.

In response to this overwhelming demand for free, high quality school options in Brooklyn, Uncommon NYC is in the process of submitting a proposal to the State University of New York (SUNY) Charter Schools Institute for permission to open up to three additional schools in Brownsville and surrounding neighborhoods, including elementary schools that will be tied to Brownsville Collegiate Charter School ("BVC") in Community School District 23 (projected opening in 17-18), as well as Kings Collegiate Charter School ("KCCS") in CSD 18 (projected opening in 16-17). The schools would open with K, eventually growing to serve grades K-4. Once students reach the 5th grade, they will be able to attend BVC or KCCS, which serve grades 5-8. Once students reach 9th grade, they will be offered a seat at an Uncommon high school.

In addition, we are submitting a proposal for a new K-12 public charter school to SUNY. If approved, the proposed school will open in 2018 serving grades K and 5. The school will ultimately grow to serve children in grades K-12.The location of the school has not yet been determined, but it may be in Brownsville or East New York. If approved, the proposed school will open in 2018 serving grades K and 5. The school will ultimately grow to serve children in grades K- 12.

As we grow in Brooklyn, we are very eager to partner with like-minded organizations to learn about how we can work together to serve our communities. If you're interested, we would love to find a time meet in person to learn more about your work; to give you some more details about Uncommon NYC, our program, and our plans for the future; and to identify opportunities for us to work together in service to the community.

Please let us know if a member of your team is available to meet with us. We are eager to hear your thoughts and are happy to work around your schedule.

If you are not available to meet with us, we would really appreciate it if you could please take 5 minutes to share your thoughts with us via one of these two methods:

1. Providing your feedback and input on our proposals through this online survey. (https://www.surveymonkey.com/r/USNYC)
2. Sharing your response to the questionnaire below, which you can return directly via a response email.

Thank you so much for your input.

Sincerely,
Emma Gleason

Request for Feedback:

Directions: Please read through the description of Uncommon New York City's program below, then answer the questions in the table below to provide feedback to Uncommon Schools New York City on its plan to open an additional school in Brooklyn. Thank you very much for your valuable feedback!

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Questions

Question	Response
Based on the description of Uncommon New York City's program described above, what feedback do you have on Uncommon's program?	
What else do you think this community needs educationally, and how could Uncommon NYC help meet that need?	
Based on what we've told you about Uncommon NYC's approach, do you have any questions, concerns, or other suggestions?	

Emma Gleason
Associate Director of Strategic Initiatives
Uncommon Schools | New York City
[redacted]

[redacted]
Brooklyn, NY 11216
[redacted]

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Emma G eason

From: Emma Gleason
Sent: Thursday, February 18, 2016 7:40 PM
To: [redacted]
Subject: Uncommon Schools New York City Update
Attachments: Uncommon New York City Charter Schools Overview.pdf

Good evening, Ms. Kennedy

I hope that this email finds you well, and that you are having a great week.

I am reaching out to let you know that Uncommon Schools New York City ("Uncommon NYC") is planning to apply to open new public charter schools serving Brooklyn, and to ask for the Brownsville Partnership's input on our planned growth.

As you may know, Uncommon NYC is a network of free, public charter schools in Brooklyn that close the achievement gap and prepare low-income students to graduate from college. Currently, Uncommon NYC serves over 5,900 K-12 students across 21 schools in Brooklyn, including both single-sex and co-educational schools. Uncommon NYC has a demonstrated record of successful academic outcomes, with 100% of our graduating high school seniors accepted to college. This success has translated into tremendous demand, with more than 33,000 students currently on our waiting list. You can find some additional background information regarding Uncommon New York City attached here. Several Uncommon Schools are located in Brownsville, including Leadership Prep Brownsville and Brownsville Collegiate Charter School.

In response to this overwhelming demand for free, high quality school options in Brooklyn, Uncommon NYC is in the process of submitting a proposal to the State University of New York (SUNY) Charter Schools Institute for permission to open up to three additional schools in Brownsville and surrounding neighborhoods, including elementary schools that will be tied to Brownsville Collegiate Charter School ("BVC") in Community School District 23 (projected opening in 17-18), as well as Kings Collegiate Charter School ("KCCS") in CSD 18 (projected opening in 16-17). The schools would open with K, eventually growing to serve grades K-4. Once students reach the 5th grade, they will be able to attend BVC or KCCS, which serve grades 5-8. Once students reach 9th grade, they will be offered a seat at an Uncommon high school.

In addition, we are submitting a proposal for a new K-12 public charter school to SUNY. If approved, the proposed school will open in 2018 serving grades K and 5. The school will ultimately grow to serve children in grades K-12.The location of the school has not yet been determined, but it may be in Brownsville. If approved, the proposed school will open in 2018 serving grades K and 5. The school will ultimately grow to serve children in grades K- 12.

As we grow in Brooklyn, we are very eager to partner with like-minded organizations to learn about how we can work together to serve our communities. If you're interested, we would love to find a time meet in person to learn more about your work; to give you some more details about Uncommon NYC, our program, and our plans for the future; and to identify opportunities for us to work together in service to the community.

Please let us know if a member of your team is available to meet with us. We are eager to hear your thoughts and are happy to work around your schedule.

If you are not available to meet with us, we would really appreciate it if you could please take 5 minutes to share your thoughts with us via one of these two methods:

1. Providing your feedback and input on our proposals through this online survey. (https://www.surveymonkey.com/r/USNYC)
2. Sharing your response to the questionnaire below, which you can return directly via a response email.

Thank you so much for your input.

Sincerely,
Emma Gleason

Request for Feedback:

Directions: Please read through the description of Uncommon New York City's program below, then answer the questions in the table below to provide feedback to Uncommon Schools New York City on its plan to open an additional school in Brooklyn. Thank you very much for your valuable feedback!

Program Description
Uncommon New York City believes that in running a successful school, there are no 100% solutions. Rather, there is a series of 1% solutions that add up to success. Uncommon uses a core set of approaches and practices, drawn from observations of high-performing schools to meeting its mission of preparing students to succeed in high school, college, and beyond. Some of the solutions and practices around which our schools are structured are: (i) Expect Excellence; (ii) Recruit, Develop, and Retain Great Teachers; (iii) Assess Early and Often to Inform Effective Instruction; (iv) Focus on Literacy; (v) Employ Research-Proven Curricula; (vi) Make More Time; (vii) Help Students Until They Master It; (viii) Provide Structure and Order; (ix) Keep It Personal; (x) Develop Character; (xi) Involve Families; (xii) Help Students Envision a Bright Future Which Inspires Them To Achieve; and (xiii) Prepare High School Students for College.

Questions

Question	Response
Based on the description of Uncommon New York City's program described above, what feedback do you have on Uncommon's program?	
What else do you think this community needs educationally, and how could Uncommon NYC help meet that need?	
Based on what we've told you about Uncommon NYC's approach, do you have any questions, concerns, or other suggestions?	

Emma Gleason
Associate Director of Strategic Initiatives
Uncommon Schools | New York City
[redacted]

[redacted]
Brooklyn, NY 11216
[redacted]

Uncommon Schools | Change History.
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Emma G eason

From: Emma Gleason
Sent: Thursday, February 18, 2016 7:38 PM
To: [redacted]
Subject: Uncommon Schools New York City Update
Attachments: Uncommon New York City Charter Schools Overview.pdf

Good evening,

I hope that this email finds you well, and that you are having a great week.

I am reaching out to let you know that Uncommon Schools New York City ("Uncommon NYC") is planning to apply to open new public charter schools serving Brooklyn, and to ask for your input on our planned growth.

As you may know, Uncommon NYC is a network of free, public charter schools in Brooklyn that close the achievement gap and prepare low-income students to graduate from college. Currently, Uncommon NYC serves over 5,900 K-12 students across 21 schools in Brooklyn, including both single-sex and co-educational schools. Uncommon NYC has a demonstrated record of successful academic outcomes, with 100% of our graduating high school seniors accepted to college. This success has translated into tremendous demand, with more than 33,000 students currently on our waiting list. You can find some additional background information regarding Uncommon New York City attached here.

In response to this overwhelming demand for free, high quality school options in Brooklyn, Uncommon NYC is in the process of submitting a proposal to the State University of New York (SUNY) Charter Schools Institute for permission to open up to three additional schools in Brownsville and surrounding neighborhoods, including elementary schools that will be tied to Brownsville Collegiate Charter School ("BVC") in Community School District 23 (projected opening in 17-18), as well as Kings Collegiate Charter School ("KCCS") in CSD 18 (projected opening in 16-17). The schools would open with K, eventually growing to serve grades K-4. Once students reach the 5th grade, they will be able to attend BVC or KCCS, which serve grades 5-8. Once students reach 9th grade, they will be offered a seat at an Uncommon high school.

In addition, we are submitting a proposal for a new K-12 public charter school to SUNY. If approved, the proposed school will open in 2018 serving grades K and 5. The school will ultimately grow to serve children in grades K-12.The location of the school has not yet been determined, but it may be in Brownsville. If approved, the proposed school will open in 2018 serving grades K and 5. The school will ultimately grow to serve children in grades K- 12.

As we grow in Brooklyn, we are very eager to partner with like-minded organizations to learn about how we can work together to serve our communities. If you're interested, we would love to find a time meet in person to learn more about your work; to give you some more details about Uncommon NYC, our program, and our plans for the future; and to identify opportunities for us to work together in service to the community.

Please let us know if a member of your team is available to meet with us. We are eager to hear your thoughts and are happy to work around your schedule.

If you are not available to meet with us, we would really appreciate it if you could please take 5 minutes to share your thoughts with us via one of these two methods:

1. Providing your feedback and input on our proposals through this online survey. (https://www.surveymonkey.com/r/USNYC)
2. Sharing your response to the questionnaire below, which you can return directly via a response email.

Thank you so much for your input.

Sincerely,
Emma Gleason

Request for Feedback:

Directions: Please read through the description of Uncommon New York City's program below, then answer the questions in the table below to provide feedback to Uncommon Schools New York City on its plan to open an additional school in Brooklyn. Thank you very much for your valuable feedback!

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Questions

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Based on what we've told you about Uncommon NYC's approach, do you have any questions, concerns, or other suggestions?	

Emma Gleason
Associate Director of Strategic Initiatives
Uncommon Schools | New York City
[redacted]

[redacted]
Brooklyn, NY 11216
[redacted]

Uncommon Schools | Change History.
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Emma G eason

From: Emma Gleason
Sent: Thursday, February 18, 2016 7:46 PM
To: [redacted]
Subject: Uncommon Schools New York City Update
Attachments: Uncommon New York City Charter Schools Overview.pdf

Good evening,

I am reaching out to let you know that Uncommon Schools New York City ("Uncommon NYC") is planning to apply to open new public charter schools serving Brooklyn, and to ask for the Brownsville Recreation's input on our planned growth.

As you may know, Uncommon NYC is a network of free, public charter schools in Brooklyn that close the achievement gap and prepare low-income students to graduate from college. Currently, Uncommon NYC serves over 5,900 K-12 students across 21 schools in Brooklyn, including both single-sex and co-educational schools. Uncommon NYC has a demonstrated record of successful academic outcomes, with 100% of our graduating high school seniors accepted to college. This success has translated into tremendous demand, with more than 33,000 students currently on our waiting list. You can find some additional background information regarding Uncommon New York City attached here. Several Uncommon Schools are located in Brownsville, including Leadership Prep Brownsville and Brownsville Collegiate Charter School.

In response to this overwhelming demand for free, high quality school options in Brooklyn, Uncommon NYC is in the process of submitting a proposal to the State University of New York (SUNY) Charter Schools Institute for permission to open up to three additional schools in Brownsville and surrounding neighborhoods, including elementary schools that will be tied to Brownsville Collegiate Charter School ("BVC") in Community School District 23 (projected opening in 17-18), as well as Kings Collegiate Charter School ("KCCS") in CSD 18 (projected opening in 16-17). The schools would open with K, eventually growing to serve grades K-4. Once students reach the 5th grade, they will be able to attend BVC or KCCS, which serve grades 5-8. Once students reach 9th grade, they will be offered a seat at an Uncommon high school.

In addition, we are submitting a proposal for a new K-12 public charter school to SUNY. If approved, the proposed school will open in 2018 serving grades K and 5. The school will ultimately grow to serve children in grades K-12.The location of the school has not yet been determined, but it may be in Brownsville. If approved, the proposed school will open in 2018 serving grades K and 5. The school will ultimately grow to serve children in grades K- 12.

As we grow in Brooklyn, we are very eager to partner with like-minded organizations to learn about how we can work together to serve our communities. If you're interested, we would love to find a time meet in person to learn more about your work; to give you some more details about Uncommon NYC, our program, and our plans for the future; and to identify opportunities for us to work together in service to the community.

Please let us know if a member of your team is available to meet with us. We are eager to hear your thoughts and are happy to work around your schedule.

If you are not available to meet with us, we would really appreciate it if you could please take 5 minutes to share your thoughts with us via one of these two methods:

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Thank you so much for your input.

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Emma Gleason

Request for Feedback:

Directions: Please read through the description of Uncommon New York City's program below, then answer the questions in the table below to provide feedback to Uncommon Schools New York City on its plan to open an additional school in Brooklyn. Thank you very much for your valuable feedback!

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Questions

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Based on what we've told you about Uncommon NYC's approach, do you have any questions, concerns, or other suggestions?	

Emma Gleason
Associate Director of Strategic Initiatives
Uncommon Schools | New York City
[redacted]

[redacted]
Brooklyn, NY 11216
[redacted]

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Emma G eason

From: Emma Gleason
Sent: Friday, February 19, 2016 9:45 PM
To: [redacted]
Subject: Uncommon Schools New York City Update
Attachments: Uncommon New York City Charter Schools Overview.pdf

Good evening Brooklyn Community Board 1,

I hope that this email finds you well.

I am reaching out to let you know that Uncommon Schools New York City ("Uncommon NYC") is planning to apply to open new public charter schools potentially serving Community District 1, and to ask for your input on our planned growth.

As you may know, Uncommon NYC is a network of free, public charter schools in Brooklyn that close the achievement gap and prepare low-income students to graduate from college. Currently, Uncommon NYC serves over 5,900 K-12 students across 21 schools in Brooklyn, including both single-sex and co-educational schools. Uncommon NYC has a demonstrated record of successful academic outcomes, with 100% of our graduating high school seniors accepted to college. This success has translated into tremendous demand, with more than 33,000 students currently on our waiting list. You can find some additional background information regarding Uncommon New York City attached here. Williamsburg Collegiate Charter School, an Uncommon school, is located in Community District 1.

In response to this overwhelming demand for free, high quality school options in Brooklyn, Uncommon NYC is in the process of submitting a proposal to the State University of New York (SUNY) Charter Schools Institute for permission to open up to two additional schools in Community District 1, including an elementary school that will eventually feed into to Williamsburg Collegiate Charter School, which would open in 2018.

In addition, we are submitting a proposal for a new K-12 public charter school to SUNY. If approved, the proposed school will open in 2018 serving grades K and 5. The school will ultimately grow to serve children in grades K-12.The location of the school has not yet been determined, but it may be in Community District 1. If approved, the proposed school will open in 2018 serving grades K and 5. The school will ultimately grow to serve children in grades K- 12.

As we plan to serve more families in Community District 1, the voices of community leaders are very important to us, since we know from experience that every neighborhood has its own needs, and that each student and community are unique. For this reason we are reaching out now to explain our approach, and to get your input on how a new school can best serve your community.

We would be extremely grateful if a member of Community Board 1 could please take 5 minutes to share your thoughts with us via one of these two methods:

1. Providing your feedback and input on our proposals through this online survey. (https://www.surveymonkey.com/r/USNYC)
2. Sharing your response to the questionnaire below, which you can return directly via a response email.

Thank you so much for your input.

Sincerely,
Emma Gleason

Request for Feedback:

Directions: Please read through the description of Uncommon New York City's program below, then answer the questions in the table below to provide feedback to Uncommon Schools New York City on its plan to open an additional school in Brooklyn. Thank you very much for your valuable feedback!

Program Description

Uncommon New York City believes that in running a successful school, there are no 100% solutions. Rather, there is a series of 1% solutions that add up to success. Uncommon uses a core set of approaches and practices, drawn from observations of high-performing schools to meeting its mission of preparing students to succeed in high school, college, and beyond. Some of the solutions and practices around which our schools are structured are: (i) Expect Excellence; (ii) Recruit, Develop, and Retain Great Teachers; (iii) Assess Early and Often to Inform Effective Instruction; (iv) Focus on Literacy; (v) Employ Research-Proven Curricula; (vi) Make More Time; (vii) Help Students Until They Master It; (viii) Provide Structure and Order; (ix) Keep It Personal; (x) Develop Character; (xi) Involve Families; (xii) Help Students Envision a Bright Future Which Inspires Them To Achieve; and (xiii) Prepare High School Students for College.

Questions

Question	Response
Based on the description of Uncommon New York City's program described above, what feedback do you have on Uncommon's program?	
What else do you think this community needs educationally, and how could Uncommon NYC help meet that need?	
Based on what we've told you about Uncommon NYC's approach, do you have any questions, concerns, or other suggestions?	

Emma Gleason
Associate Director of Strategic Initiatives
Uncommon Schools | New York City
[redacted]

[redacted]
Brooklyn, NY 11216
[redacted]

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Emma G eason

From: Emma Gleason
Sent: Friday, February 19, 2016 9:36 PM
To: [redacted]
Subject: Uncommon Schools New York City Update
Attachments: Uncommon New York City Charter Schools Overview.pdf

Good evening Brooklyn Community Board 16,

I hope that this email finds you well.

I am reaching out to let you know that Uncommon Schools New York City ("Uncommon NYC") is planning to apply to open new public charter schools potentially serving Community District 16, and to ask for your input on our planned growth.

As you may know, Uncommon NYC is a network of free, public charter schools in Brooklyn that close the achievement gap and prepare low-income students to graduate from college. Currently, Uncommon NYC serves over 5,900 K-12 students across 21 schools in Brooklyn, including both single-sex and co-educational schools. Uncommon NYC has a demonstrated record of successful academic outcomes, with 100% of our graduating high school seniors accepted to college. This success has translated into tremendous demand, with more than 33,000 students currently on our waiting list. You can find some additional background information regarding Uncommon New York City attached here. Several Uncommon Schools are located in Community District 16, including Leadership Prep Brownsville, Leadership Prep Ocean Hill, Ocean Hill Collegiate, and Brownsville Collegiate Charter School.

In response to this overwhelming demand for free, high quality school options in Brooklyn, Uncommon NYC is in the process of submitting a proposal to the State University of New York (SUNY) Charter Schools Institute for permission to open up to three additional schools in Brownsville and surrounding neighborhoods, including elementary schools that will eventually feed into to Brownsville Collegiate Charter School ("BVC") and Ocean Hill Collegiate Charter Schools in Community School District 23..

In addition, we are submitting a proposal for a new K-12 public charter school to SUNY. If approved, the proposed school will open in 2018 serving grades K and 5. The school will ultimately grow to serve children in grades K-12.The location of the school has not yet been determined, but it may be in Community District 16. If approved, the proposed school will open in 2018 serving grades K and 5. The school will ultimately grow to serve children in grades K- 12.

As we plan to serve more families in Community District 16, the voices of community education leaders are very important to us, since we know from experience that every neighborhood has its own needs, and that each student and community are unique. For this reason we are reaching out now to explain our approach, and to get your input on how a new school can best serve your community.

We would be extremely grateful if a member of Community Board 16 could please take 5 minutes to share your thoughts with us via one of these two methods:

1. Providing your feedback and input on our proposals through this online survey. (https://www.surveymonkey.com/r/USNYC)
2. Sharing your response to the questionnaire below, which you can return directly via a response email.

Thank you so much for your input.

Sincerely,
Emma Gleason

Request for Feedback:

Directions: Please read through the description of Uncommon New York City's program below, then answer the questions in the table below to provide feedback to Uncommon Schools New York City on its plan to open an additional school in Brooklyn. Thank you very much for your valuable feedback!

Program Description
Uncommon New York City believes that in running a successful school, there are no 100% solutions. Rather, there is a series of 1% solutions that add up to success. Uncommon uses a core set of approaches and practices, drawn from observations of high-performing schools to meeting its mission of preparing students to succeed in high school, college, and beyond. Some of the solutions and practices around which our schools are structured are: (i) Expect Excellence; (ii) Recruit, Develop, and Retain Great Teachers; (iii) Assess Early and Often to Inform Effective Instruction; (iv) Focus on Literacy; (v) Employ Research-Proven Curricula; (vi) Make More Time; (vii) Help Students Until They Master It; (viii) Provide Structure and Order; (ix) Keep It Personal; (x) Develop Character; (xi) Involve Families; (xii) Help Students Envision a Bright Future Which Inspires Them To Achieve; and (xiii) Prepare High School Students for College.

Questions

Question	Response
Based on the description of Uncommon New York City's program described above, what feedback do you have on Uncommon's program?	
What else do you think this community needs educationally, and how could Uncommon NYC help meet that need?	
Based on what we've told you about Uncommon NYC's approach, do you have any questions, concerns, or other suggestions?	

Emma Gleason
Associate Director of Strategic Initiatives
Uncommon Schools | New York City
[redacted]

[redacted]
Brooklyn, NY 11216
[redacted]

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Emma G eason

From: Emma Gleason
Sent: Friday, February 19, 2016 10:02 PM
To: [redacted]
Subject: Uncommon Schools New York City Update
Attachments: Uncommon New York City Charter Schools Overview.pdf

Good evening Brooklyn Community Board 5,

I hope that this email finds you well.

I am reaching out to let you know that Uncommon Schools New York City ("Uncommon NYC") is planning to apply to open a new public charter school potentially serving Community District 5, and to ask for your input on our planned growth.

As you may know, Uncommon NYC is a network of free, public charter schools in Brooklyn that close the achievement gap and prepare low-income students to graduate from college. Currently, Uncommon NYC serves over 5,900 K-12 students across 21 schools in Brooklyn, including both single-sex and co-educational schools. Uncommon NYC has a demonstrated record of successful academic outcomes, with 100% of our graduating high school seniors accepted to college. This success has translated into tremendous demand, with more than 33,000 students currently on our waiting list. You can find some additional background information regarding Uncommon New York City attached here.

In response to this overwhelming demand for free, high quality school options in Brooklyn, Uncommon NYC is in the process of submitting a proposal to the State University of New York (SUNY) Charter Schools Institute for permission to open a new K-12 public charter school. If approved, the proposed school will open in 2018 serving grades K and 5. The school will ultimately grow to serve children in grades K-12.The location of the school has not yet been determined, but it may be in Community District 5. If approved, the proposed school will open in 2018 serving grades K and 5. The school will ultimately grow to serve children in grades K- 12.

As we plan to potentially serve families in Community District 5, the voices of community education leaders are very important to us, since we know from experience that every neighborhood has its own needs, and that each student and community are unique. For this reason we are reaching out now to explain our approach, and to get your input on how a new school can best serve your community.

We would be extremely grateful if a member of Community Board 5 could please take a few minutes to share your thoughts with us via one of these two methods:

1. Providing your feedback and input on our proposals through this online survey. (https://www.surveymonkey.com/r/USNYC)
2. Sharing your response to the questionnaire below, which you can return directly via a response email.

Thank you so much for your input.

Sincerely,
Emma Gleason

Request for Feedback:

Directions: Please read through the description of Uncommon New York City's program below, then answer the questions in the table below to provide feedback to Uncommon Schools New York City on its plan to open an additional school in Brooklyn. Thank you very much for your valuable feedback!

Program Description

Uncommon New York City believes that in running a successful school, there are no 100% solutions. Rather, there is a series of 1% solutions that add up to success. Uncommon uses a core set of approaches and practices, drawn from observations of high-performing schools to meeting its mission of preparing students to succeed in high school, college, and beyond. Some of the solutions and practices around which our schools are structured are: (i) Expect Excellence; (ii) Recruit, Develop, and Retain Great Teachers; (iii) Assess Early and Often to Inform Effective Instruction; (iv) Focus on Literacy; (v) Employ Research-Proven Curricula; (vi) Make More Time; (vii) Help Students Until They Master It; (viii) Provide Structure and Order; (ix) Keep It Personal; (x) Develop Character; (xi) Involve Families; (xii) Help Students Envision a Bright Future Which Inspires Them To Achieve; and (xiii) Prepare High School Students for College.

Questions

Question	Response
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What else do you think this community needs educationally, and how could Uncommon NYC help meet that need?	
Based on what we've told you about Uncommon NYC's approach, do you have any questions, concerns, or other suggestions?	

Emma Gleason
Associate Director of Strategic Initiatives
Uncommon Schools | New York City
[redacted]

[redacted]
Brooklyn, NY 11216
[redacted]

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Emma G eason

From: Emma Gleason
Sent: Friday, February 19, 2016 9:54 PM
To: [redacted]
Subject: Uncommon Schools New York City Update
Attachments: Uncommon New York City Charter Schools Overview.pdf

Good evening Chairman Granville and members of Brooklyn Community Board 8,

I hope that this email finds you well.

I am reaching out to let you know that Uncommon Schools New York City ("Uncommon NYC") is planning to apply to open new public charter schools potentially serving Community District 8, and to ask for your input on our planned growth.

As you may know, Uncommon NYC is a network of free, public charter schools in Brooklyn that close the achievement gap and prepare low-income students to graduate from college. Currently, Uncommon NYC serves over 5,900 K-12 students across 21 schools in Brooklyn, including both single-sex and co-educational schools. Uncommon NYC has a demonstrated record of successful academic outcomes, with 100% of our graduating high school seniors accepted to college. This success has translated into tremendous demand, with more than 33,000 students currently on our waiting list. You can find some additional background information regarding Uncommon New York City attached here. Several Uncommon Schools are located in Community District 8, including Leadership Prep Bedford Stuyvesant, Brooklyn East Collegiate, Excellence Girls Charter Schools, Uncommon Charter High School, and Uncommon Collegiate Charter High School.

In response to this overwhelming demand for free, high quality school options in Brooklyn, Uncommon NYC is in the process of submitting a proposal to the State University of New York (SUNY) Charter Schools Institute for permission to open up to two additional schools in Community District 8, including an elementary school that will eventually feed into to Brooklyn East Collegiate Charter School ("BEC").

In addition, we are submitting a proposal for a new K-12 public charter school to SUNY. If approved, the proposed school will open in 2018 serving grades K and 5. The school will ultimately grow to serve children in grades K-12.The location of the school has not yet been determined, but it may be in Community District 8. If approved, the proposed school will open in 2018 serving grades K and 5. The school will ultimately grow to serve children in grades K- 12.

As we plan to serve more families in Community District 8, the voices of community education leaders are very important to us, since we know from experience that every neighborhood has its own needs, and that each student and community are unique. For this reason we are reaching out now to explain our approach, and to get your input on how a new school can best serve your community.

We would be extremely grateful if a member of Community Board 8 could please take 5 minutes to share your thoughts with us via one of these two methods:

1. Providing your feedback and input on our proposals through this online survey. (https://www.surveymonkey.com/r/USNYC)
2. Sharing your response to the questionnaire below, which you can return directly via a response email.

Thank you so much for your input.

Sincerely,
Emma Gleason

Request for Feedback:

Directions: Please read through the description of Uncommon New York City's program below, then answer the questions in the table below to provide feedback to Uncommon Schools New York City on its plan to open an additional school in Brooklyn. Thank you very much for your valuable feedback!

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Based on what we've told you about Uncommon NYC's approach, do you have any questions, concerns, or other suggestions?	

Emma Gleason
Associate Director of Strategic Initiatives
Uncommon Schools | New York City
[redacted]

[redacted]
Brooklyn, NY 11216
[redacted]

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Emma G eason

From: Emma Gleason
Sent: Friday, February 19, 2016 10:06 PM
To: [redacted]'
Cc: Natasha Cherry-Perez
Subject: Uncommon Schools New York City Update
Attachments: Uncommon New York City Charter Schools Overview.pdf

Good evening Ms. Gordon,

I hope this email finds you well.

I am reaching out to let you know that Uncommon Schools New York City ("Uncommon NYC") is planning to apply to open new public charter schools serving Brooklyn, and to ask for the Community Coalition of East New York's input on our planned growth.

As you may know, Uncommon NYC is a network of free, public charter schools in Brooklyn that close the achievement gap and prepare low-income students to graduate from college. Currently, Uncommon NYC serves over 5,900 K-12 students across 21 schools in Brooklyn, including both single-sex and co-educational schools. Uncommon NYC has a demonstrated record of successful academic outcomes, with 100% of our graduating high school seniors accepted to college. This success has translated into tremendous demand, with more than 33,000 students currently on our waiting list. You can find some additional background information regarding Uncommon New York City attached here.

In response to this overwhelming demand for free, high quality school options in Brooklyn, Uncommon NYC is in the process of submitting a proposal to the State University of New York (SUNY) Charter Schools Institute for permission to open a new K-12 public charter school. If approved, the proposed school will open in 2018 serving grades K and 5. The school will ultimately grow to serve children in grades K-12.The location of the school has not yet been determined, but it may be in East New York. If approved, the proposed school will open in 2018 serving grades K and 5. The school will ultimately grow to serve children in grades K- 12.

As we grow in Brooklyn, we are very eager to partner with like-minded organizations to learn about how we can work together to serve our communities. If you're interested, we would love to find a time meet in person to learn more about your work; to give you some more details about Uncommon NYC, our program, and our plans for the future; and to identify opportunities for us to work together in service to the community.

Please let us know if a member of your team is available to meet with us. We are eager to hear your thoughts and are happy to work around your schedule.

If you are not available to meet with us, we would really appreciate it if you could please take 5 minutes to share your thoughts with us via one of these two methods:

1. Providing your feedback and input on our proposals through this online survey. (https://www.surveymonkey.com/r/USNYC)
2. Sharing your response to the questionnaire below, which you can return directly via a response email.

Thank you so much for your input.

Sincerely,
Emma Gleason

Request for Feedback:

Directions: Please read through the description of Uncommon New York City's program below, then answer the questions in the table below to provide feedback to Uncommon Schools New York City on its plan to open an additional school in Brooklyn. Thank you very much for your valuable feedback!

Program Description
Uncommon New York City believes that in running a successful school, there are no 100% solutions. Rather, there is a series of 1% solutions that add up to success. Uncommon uses a core set of approaches and practices, drawn from observations of high-performing schools to meeting its mission of preparing students to succeed in high school, college, and beyond. Some of the solutions and practices around which our schools are structured are: (i) Expect Excellence; (ii) Recruit, Develop, and Retain Great Teachers; (iii) Assess Early and Often to Inform Effective Instruction; (iv) Focus on Literacy; (v) Employ Research-Proven Curricula; (vi) Make More Time; (vii) Help Students Until They Master It; (viii) Provide Structure and Order; (ix) Keep It Personal; (x) Develop Character; (xi) Involve Families; (xii) Help Students Envision a Bright Future Which Inspires Them To Achieve; and (xiii) Prepare High School Students for College.

Questions

Question	Response
Based on the description of Uncommon New York City's program described above, what feedback do you have on Uncommon's program?	
What else do you think this community needs educationally, and how could Uncommon NYC help meet that need?	
Based on what we've told you about Uncommon NYC's approach, do you have any questions, concerns, or other suggestions?	

Emma Gleason
Associate Director of Strategic Initiatives
Uncommon Schools | New York City
[redacted]

[redacted]
Brooklyn, NY 11216
[redacted]

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Emma G eason

From: Emma Gleason
Sent: Thursday, February 18, 2016 5:11 PM
To: [redacted]
Cc: Natasha Cherry-Perez
Subject: Uncommon Schools New York City Update
Attachments: Uncommon New York City Charter Schools Overview.pdf

Dear Community Education Council President Goldsmith,

I hope that this email finds you well, and that you are having a great week.

I am reaching out to let you know that Uncommon Schools New York City ("Uncommon NYC") is planning to apply to open new public charter schools serving Community School District 13, and to ask for your input on our planned growth.

As you may know, Uncommon NYC is a network of free, public charter schools in Brooklyn that close the achievement gap and prepare low-income students to graduate from college. Currently, Uncommon NYC serves over 5,900 K-12 students across 21 schools in Brooklyn, including both single-sex and co-educational schools. Uncommon NYC has a demonstrated record of successful academic outcomes, with 100% of our graduating high school seniors accepted to college. This success has translated into tremendous demand, with more than 33,000 students currently on our waiting list. You can find some additional background information regarding Uncommon New York City attached here.

In response to this overwhelming demand for free, high quality school options in Brooklyn, Uncommon New York City Charter Schools has applied to the State University of New York (SUNY) Charter Schools Institute for permission to open an elementary school that will be tied to Brooklyn East Collegiate Charter School ("BEC") in CSD 13. This elementary school would open in 2018-19 with K, eventually growing to serve grades K-4. Once students reach the 5th grade, they will be able to attend the existing Brooklyn East Collegiate Middle School, which serves grades 5-8. Once students reach 9th grade, they will be offered a seat at an Uncommon high school.

In addition, we are submitting a proposal for a new K-12 public charter school to SUNY. If approved, the proposed school will open in 2018 serving grades K and 5. The school will ultimately grow to serve children in grades K-12.The location of the school has not yet been determined, but will be in either CSD 13, 14, 16, 17, 18, 19, or 23.

As we plan to serve more families in CSD 13, the voices of community education leaders are very important to us, since we know from experience that every neighborhood has its own needs, and that each student and community are unique. For this reason we are reaching out now to explain our approach, and to get your input on how a new school can best serve your community.

We would be extremely grateful if you or another member of CEC 13 could please take 5 minutes to share your thoughts with us via one of these two methods:

1. Providing your feedback and input on our proposals through this online survey. (https://www.surveymonkey.com/r/Uncommon Schools NYC)
2. Sharing your response to the questionnaire below, which you can return directly via a response email.

Thank you so much for your input.

Sincerely,
Emma Gleason

Request for Feedback:

Directions: Please read through the description of Uncommon New York City's program below, then answer the questions in the table below to provide feedback to Uncommon Schools New York City on its plan to open an additional school in Brooklyn. Thank you very much for your valuable feedback!

Program Description
Uncommon New York City believes that in running a successful school, there are no 100% solutions. Rather, there is a series of 1% solutions that add up to success. Uncommon uses a core set of approaches and practices, drawn from observations of high-performing schools to meeting its mission of preparing students to succeed in high school, college, and beyond. Some of the solutions and practices around which our schools are structured are: (i) Expect Excellence; (ii) Recruit, Develop, and Retain Great Teachers; (iii) Assess Early and Often to Inform Effective Instruction; (iv) Focus on Literacy; (v) Employ Research-Proven Curricula; (vi) Make More Time; (vii) Help Students Until They Master It; (viii) Provide Structure and Order; (ix) Keep It Personal; (x) Develop Character; (xi) Involve Families; (xii) Help Students Envision a Bright Future Which Inspires Them To Achieve; and (xiii) Prepare High School Students for College.

Questions

Question	Response
Based on the description of Uncommon New York City's program described above, what feedback do you have on Uncommon's program?	
What else do you think this community needs educationally, and how could Uncommon NYC help meet that need?	
Based on what we've told you about Uncommon NYC's approach, do you have any questions, concerns, or other suggestions?	

Emma Gleason
Associate Director of Strategic Initiatives
Uncommon Schools | New York City
[redacted]

[redacted]
Brooklyn, NY 11216
[redacted]

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Emma G eason

From: Emma Gleason
Sent: Thursday, February 18, 2016 5:14 PM
To: [redacted]
Cc: Natasha Cherry-Perez
Subject: Uncommon Schools New York City Update
Attachments: Uncommon New York City Charter Schools Overview.pdf

Dear President Farley and Members of Community Education Council 14,

I hope that this email finds you well, and that you are having a great week.

I am reaching out to let you know that Uncommon Schools New York City ("Uncommon NYC") is planning to apply to open new public charter schools serving Community School District 14, and to ask for your input on our planned growth.

As you may know, Uncommon NYC is a network of free, public charter schools in Brooklyn that close the achievement gap and prepare low-income students to graduate from college. Currently, Uncommon NYC serves over 5,900 K-12 students across 21 schools in Brooklyn, including both single-sex and co-educational schools. Uncommon NYC has a demonstrated record of successful academic outcomes, with 100% of our graduating high school seniors accepted to college. This success has translated into tremendous demand, with more than 33,000 students currently on our waiting list. You can find some additional background information regarding Uncommon New York City attached here.

In response to this overwhelming demand for free, high quality school options in Brooklyn, Uncommon New York City Charter Schools has applied to the State University of New York (SUNY) Charter Schools Institute for permission to open an elementary school that will be tied to Williamsburg Collegiate Charter School ("WCCS") in CSD 14. This elementary school would open in 2018-19 with K, eventually growing to serve grades K-4. Once students reach the 5th grade, they will be able to attend the Williamsburg Collegiate Middle School, which serves grades 5-8. Once students reach 9th grade, they will be offered a seat at an Uncommon high school.

In addition, we are submitting a proposal for a new K-12 public charter school to SUNY. If approved, the proposed school will open in 2018 serving grades K and 5. The school will ultimately grow to serve children in grades K-12.The location of the school has not yet been determined, but will be in either CSD 13, 14, 16, 17, 18, 19, or 23.

As we plan to serve more families in CSD 14, the voices of community education leaders are very important to us, since we know from experience that every neighborhood has its own needs, and that each student and community are unique. For this reason we are reaching out now to explain our approach, and to get your input on how a new school can best serve your community.

We would be extremely grateful if a member of CEC 14 could please take 5 minutes to share your thoughts with us via one of these two methods:

1. Providing your feedback and input on our proposals through this online survey. (https://www.surveymonkey.com/r/Uncommon Schools NYC)
2. Sharing your response to the questionnaire below, which you can return directly via a response email.

Thank you so much for your input.

Sincerely,
Emma Gleason

Request for Feedback:

Directions: Please read through the description of Uncommon New York City's program below, then answer the questions in the table below to provide feedback to Uncommon Schools New York City on its plan to open an additional school in Brooklyn. Thank you very much for your valuable feedback!

Program Description
Uncommon New York City believes that in running a successful school, there are no 100% solutions. Rather, there is a series of 1% solutions that add up to success. Uncommon uses a core set of approaches and practices, drawn from observations of high-performing schools to meeting its mission of preparing students to succeed in high school, college, and beyond. Some of the solutions and practices around which our schools are structured are: (i) Expect Excellence; (ii) Recruit, Develop, and Retain Great Teachers; (iii) Assess Early and Often to Inform Effective Instruction; (iv) Focus on Literacy; (v) Employ Research-Proven Curricula; (vi) Make More Time; (vii) Help Students Until They Master It; (viii) Provide Structure and Order; (ix) Keep It Personal; (x) Develop Character; (xi) Involve Families; (xii) Help Students Envision a Bright Future Which Inspires Them To Achieve; and (xiii) Prepare High School Students for College.

Questions

Question	Response
Based on the description of Uncommon New York City's program described above, what feedback do you have on Uncommon's program?	
What else do you think this community needs educationally, and how could Uncommon NYC help meet that need?	
Based on what we've told you about Uncommon NYC's approach, do you have any questions, concerns, or other suggestions?	

Emma Gleason
Associate Director of Strategic Initiatives
Uncommon Schools | New York City
[redacted]

[redacted]
Brooklyn, NY 11216
[redacted]

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Emma G eason

From: Emma Gleason
Sent: Thursday, February 18, 2016 5:59 PM
To: [redacted]'
Cc: Natasha Cherry-Perez
Subject: Uncommon Schools New York City Update
Attachments: Uncommon New York City Charter Schools Overview.pdf

Dear President McLean and Members of Community Education Council 16,

I hope that this email finds you well, and that you are having a great week.

I am reaching out to let you know that Uncommon Schools New York City ("Uncommon NYC") is planning to apply to open new public charter schools serving Community School District 16, and to ask for your input on our planned growth.

As you may know, Uncommon NYC is a network of free, public charter schools in Brooklyn that close the achievement gap and prepare low-income students to graduate from college. Currently, Uncommon NYC serves over 5,900 K-12 students across 21 schools in Brooklyn, including both single-sex and co-educational schools. Uncommon NYC has a demonstrated record of successful academic outcomes, with 100% of our graduating high school seniors accepted to college. This success has translated into tremendous demand, with more than 33,000 students currently on our waiting list. You can find some additional background information regarding Uncommon New York City attached here.

In response to this overwhelming demand for free, high quality school options in Brooklyn, Uncommon New York City Charter Schools has applied to the State University of New York (SUNY) Charter Schools Institute for permission to open an elementary school that will be tied to the Bedford Stuyvesant Collegiate Charter School ("BSC") in CSD 16. This elementary school would open in 2017-18 with K, eventually growing to serve grades K-4. Once students reach the 5th grade, they will be able to attend Bedford Stuyvesant Collegiate Middle School, which serves grades 5-8. Once students reach 9th grade, they will be offered a seat at an Uncommon high school.

In addition, we are submitting a proposal for a new K-12 public charter school to SUNY. If approved, the proposed school will open in 2018 serving grades K and 5. The school will ultimately grow to serve children in grades K-12.The location of the school has not yet been determined, but will be in either CSD 13, 14, 16, 17, 18, 19, or 23.

As we plan to serve more families in CSD 16, the voices of community education leaders are very important to us, since we know from experience that every neighborhood has its own needs, and that each student and community are unique. For this reason we are reaching out now to explain our approach, and to get your input on how a new school can best serve your community.

We would be extremely grateful if a member of CEC 16 could please take 5 minutes to share your thoughts with us via one of these two methods:

1. Providing your feedback and input on our proposals through this online survey. (https://www.surveymonkey.com/r/Uncommon Schools NYC)
2. Sharing your response to the questionnaire below, which you can return directly via a response email.

Thank you so much for your input.

Sincerely,
Emma Gleason

Request for Feedback:

Directions: Please read through the description of Uncommon New York City's program below, then answer the questions in the table below to provide feedback to Uncommon Schools New York City on its plan to open an additional school in Brooklyn. Thank you very much for your valuable feedback!

Program Description
Uncommon New York City believes that in running a successful school, there are no 100% solutions. Rather, there is a series of 1% solutions that add up to success. Uncommon uses a core set of approaches and practices, drawn from observations of high-performing schools to meeting its mission of preparing students to succeed in high school, college, and beyond. Some of the solutions and practices around which our schools are structured are: (i) Expect Excellence; (ii) Recruit, Develop, and Retain Great Teachers; (iii) Assess Early and Often to Inform Effective Instruction; (iv) Focus on Literacy; (v) Employ Research-Proven Curricula; (vi) Make More Time; (vii) Help Students Until They Master It; (viii) Provide Structure and Order; (ix) Keep It Personal; (x) Develop Character; (xi) Involve Families; (xii) Help Students Envision a Bright Future Which Inspires Them To Achieve; and (xiii) Prepare High School Students for College.

Questions

Question	Response
Based on the description of Uncommon New York City's program described above, what feedback do you have on Uncommon's program?	
What else do you think this community needs educationally, and how could Uncommon NYC help meet that need?	
Based on what we've told you about Uncommon NYC's approach, do you have any questions, concerns, or other suggestions?	

Emma Gleason
Associate Director of Strategic Initiatives
Uncommon Schools | New York City
[redacted]

[redacted]
Brooklyn, NY 11216
[redacted]

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Emma G eason

From: Emma Gleason
Sent: Thursday, February 18, 2016 6:02 PM
To: [redacted]
Cc: Natasha Cherry-Perez
Subject: Uncommon Schools New York City Update
Attachments: Uncommon New York City Charter Schools Overview.pdf

Dear President Job and Members of Community Education Council 17,

I hope that this email finds you well, and that you are having a great week.

I am reaching out to let you know that Uncommon Schools New York City ("Uncommon NYC") is planning to apply to open new public charter schools that may serve Community School District 17, and to ask for your input on our planned growth.

As you may know, Uncommon NYC is a network of free, public charter schools in Brooklyn that close the achievement gap and prepare low-income students to graduate from college. Currently, Uncommon NYC serves over 5,900 K-12 students across 21 schools in Brooklyn, including both single-sex and co-educational schools. Uncommon NYC has a demonstrated record of successful academic outcomes, with 100% of our graduating high school seniors accepted to college. This success has translated into tremendous demand, with more than 33,000 students currently on our waiting list. You can find some additional background information regarding Uncommon New York City attached here.

In response to this overwhelming demand for free, high quality school options in Brooklyn, Uncommon New York City Charter Schools is submitting a proposal for permission to open a new K-12 public charter school to the State University of New York (SUNY) Charter Schools Institute. If approved, the proposed school will open in 2018 serving grades K and 5. The school will ultimately grow to serve children in grades K-12.The location of the school has not yet been determined, but will be in either Community School District 13, 14, 16, 17, 18, 19, or 23.

As we plan to serve more families in CSD 17, the voices of community education leaders are very important to us, since we know from experience that every neighborhood has its own needs, and that each student and community are unique. For this reason we are reaching out now to explain our approach, and to get your input on how a new school can best serve your community.

We would be extremely grateful if a member of CEC 17 could please take 5 minutes to share your thoughts with us via one of these two methods:

1. Providing your feedback and input on our proposals through this online survey. (https://www.surveymonkey.com/r/USNYC)
2. Sharing your response to the questionnaire below, which you can return directly via a response email.

Thank you so much for your input.

Sincerely,
Emma Gleason

Request for Feedback:

Directions: Please read through the description of Uncommon New York City's program below, then answer the questions in the table below to provide feedback to Uncommon Schools New York City on its plan to open an additional school in Brooklyn. Thank you very much for your valuable feedback!

Program Description

Uncommon New York City believes that in running a successful school, there are no 100% solutions. Rather, there is a series of 1% solutions that add up to success. Uncommon uses a core set of approaches and practices, drawn from observations of high-performing schools to meeting its mission of preparing students to succeed in high school, college, and beyond. Some of the solutions and practices around which our schools are structured are: (i) Expect Excellence; (ii) Recruit, Develop, and Retain Great Teachers; (iii) Assess Early and Often to Inform Effective Instruction; (iv) Focus on Literacy; (v) Employ Research-Proven Curricula; (vi) Make More Time; (vii) Help Students Until They Master It; (viii) Provide Structure and Order; (ix) Keep It Personal; (x) Develop Character; (xi) Involve Families; (xii) Help Students Envision a Bright Future Which Inspires Them To Achieve; and (xiii) Prepare High School Students for College.

Questions

Question	Response
Based on the description of Uncommon New York City's program described above, what feedback do you have on Uncommon's program?	
What else do you think this community needs educationally, and how could Uncommon NYC help meet that need?	
Based on what we've told you about Uncommon NYC's approach, do you have any questions, concerns, or other suggestions?	

Emma Gleason
Associate Director of Strategic Initiatives
Uncommon Schools | New York City
[redacted]

[redacted]
Brooklyn, NY 11216
[redacted]

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Emma G eason

From: Emma Gleason
Sent: Thursday, February 18, 2016 6:07 PM
To: [redacted]
Cc: Natasha Cherry-Perez
Subject: Uncommon New York City Charter Schools Update
Attachments: Uncommon New York City Charter Schools Overview.pdf

Dear Community Education Council President Dandridge and members of Community Education Council 18,

I hope that this email finds you well, and that you are having a great week.

I am reaching out to let you know that Uncommon Schools New York City ("Uncommon NYC") is planning to apply to open new public charter schools serving Community School District 18, and to ask for your input on our planned growth.

As you may know, Uncommon NYC is a network of free, public charter schools in Brooklyn that close the achievement gap and prepare low-income students to graduate from college. Currently, Uncommon NYC serves over 5,900 K-12 students across 21 schools in Brooklyn, including both single-sex and co-educational schools. Uncommon NYC has a demonstrated record of successful academic outcomes, with 100% of our graduating high school seniors accepted to college. This success has translated into tremendous demand, with more than 33,000 students currently on our waiting list, over 7,000 of whom reside in CSD 18. You can find some additional background information regarding Uncommon New York City attached here.

In response to this overwhelming demand for free, high quality school options in Brooklyn, Uncommon New York City Charter Schools has applied to the State University of New York (SUNY) Charter Schools Institute for permission to open an elementary school that will be tied to the Kings Collegiate Charter School ("Kings") in CSD 18. The elementary school would ideally open in 2016-17 with K, eventually growing to serve grades K-4. Once students reach the 5th grade, they will be able to attend the Kings Collegiate Charter School middle school, which serves grades 5-8. Once students reach 9th grade, they will be offered a seat at an Uncommon high school.

In addition, we are submitting a proposal for a new K-12 public charter school to SUNY. If approved, the proposed school will open in 2018 serving grades K and 5. The school will ultimately grow to serve children in grades K-12.The location of the school has not yet been determined, but will be in either CSD 13, 14, 16, 17, 18, 19, or 23.

As we plan to serve more families in CSD 18, the voices of community leaders are very important to us, since we know from experience that every neighborhood has its own needs, and that each student and community are unique.

We would welcome the opportunity to share more with you about our plans to grow and would like to make it as easy as possible for you to share your thoughts and feedback with us. Please let us know if you or a member of your organization would be available to meet with us in person or via phone, ideally before March 18 so that we can incorporate any feedback into our growth plan. During this meeting, we would share more about Uncommon Schools NYC and our plan to open additional schools, and would ask for your feedback on the plan. We would also welcome the opportunity to learn more about your work.

If you or a member of your team is not available for a meeting or call with us, please take 5 minutes to share your thoughts with us via one of these two methods:

1. Providing your feedback and input on our proposals through this online survey. (https://www.surveymonkey.com/r/Uncommon Schools NYC)
2. Sharing your response to the questionnaire below, which you can return directly via a response email.

Thank you so much for your input.

Sincerely,
Emma Gleason

Request for Feedback:

Directions: Please read through the description of Uncommon New York City's program below, then answer the questions in the table below to provide feedback to Uncommon Schools New York City on its plan to open an additional school in Brooklyn. Thank you very much for your valuable feedback!

Program Description
Uncommon New York City believes that in running a successful school, there are no 100% solutions. Rather, there is a series of 1% solutions that add up to success. Uncommon uses a core set of approaches and practices, drawn from observations of high-performing schools to meeting its mission of preparing students to succeed in high school, college, and beyond. Some of the solutions and practices around which our schools are structured are: (i) Expect Excellence; (ii) Recruit, Develop, and Retain Great Teachers; (iii) Assess Early and Often to Inform Effective Instruction; (iv) Focus on Literacy; (v) Employ Research-Proven Curricula; (vi) Make More Time; (vii) Help Students Until They Master It; (viii) Provide Structure and Order; (ix) Keep It Personal; (x) Develop Character; (xi) Involve Families; (xii) Help Students Envision a Bright Future Which Inspires Them To Achieve; and (xiii) Prepare High School Students for College.

Questions

Question	Response
Based on the description of Uncommon New York City's program described above, what feedback do you have on Uncommon's program?	
What else do you think this community needs educationally, and how could Uncommon NYC help meet that need?	
Based on what we've told you about Uncommon NYC's approach, do you have any questions, concerns, or other suggestions?	

Emma Gleason
Associate Director of Strategic Initiatives
Uncommon Schools | New York City
[redacted]

[redacted]
Brooklyn, NY 11216
[redacted]

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Emma G eason

From: Emma Gleason
Sent: Thursday, February 18, 2016 6:10 PM
To: [redacted]
Cc: Natasha Cherry-Perez
Subject: Uncommon Schools New York City Update
Attachments: Uncommon New York City Charter Schools Overview.pdf

Dear Community Education Council President French and Members of Community Education Council 19,

I hope that this email finds you well, and that you are having a great week.

I am reaching out to let you know that Uncommon Schools New York City ("Uncommon NYC") is planning to apply to open new public charter schools that may serve Community School District 19, and to ask for your input on our planned growth.

As you may know, Uncommon NYC is a network of free, public charter schools in Brooklyn that close the achievement gap and prepare low-income students to graduate from college. Currently, Uncommon NYC serves over 5,900 K-12 students across 21 schools in Brooklyn, including both single-sex and co-educational schools. Uncommon NYC has a demonstrated record of successful academic outcomes, with 100% of our graduating high school seniors accepted to college. This success has translated into tremendous demand, with more than 33,000 students currently on our waiting list. You can find some additional background information regarding Uncommon New York City attached here.

In response to this overwhelming demand for free, high quality school options in Brooklyn, Uncommon New York City Charter Schools is submitting a proposal for permission to open a new K-12 public charter school to the State University of New York (SUNY) Charter Schools Institute. If approved, the proposed school will open in 2018 serving grades K and 5. The school will ultimately grow to serve children in grades K-12.The location of the school has not yet been determined, but will be in either Community School District 13, 14, 16, 17, 18, 19, or 23.

As we plan to serve families in CSD 19, the voices of community education leaders are very important to us, since we know from experience that every neighborhood has its own needs, and that each student and community are unique. For this reason we are reaching out now to explain our approach, and to get your input on how a new school can best serve your community.

We would be extremely grateful if a member of CEC 19 could please take 5 minutes to share your thoughts with us via one of these two methods:

1. Providing your feedback and input on our proposals through this online survey. (https://www.surveymonkey.com/r/USNYC)
2. Sharing your response to the questionnaire below, which you can return directly via a response email.

Thank you so much for your input.

Sincerely,
Emma Gleason

Request for Feedback:

Directions: Please read through the description of Uncommon New York City's program below, then answer the questions in the table below to provide feedback to Uncommon Schools New York City on its plan to open an additional school in Brooklyn. Thank you very much for your valuable feedback!

Program Description

Uncommon New York City believes that in running a successful school, there are no 100% solutions. Rather, there is a series of 1% solutions that add up to success. Uncommon uses a core set of approaches and practices, drawn from observations of high-performing schools to meeting its mission of preparing students to succeed in high school, college, and beyond. Some of the solutions and practices around which our schools are structured are: (i) Expect Excellence; (ii) Recruit, Develop, and Retain Great Teachers; (iii) Assess Early and Often to Inform Effective Instruction; (iv) Focus on Literacy; (v) Employ Research-Proven Curricula; (vi) Make More Time; (vii) Help Students Until They Master It; (viii) Provide Structure and Order; (ix) Keep It Personal; (x) Develop Character; (xi) Involve Families; (xii) Help Students Envision a Bright Future Which Inspires Them To Achieve; and (xiii) Prepare High School Students for College.

Questions

Question	Response
Based on the description of Uncommon New York City's program described above, what feedback do you have on Uncommon's program?	
What else do you think this community needs educationally, and how could Uncommon NYC help meet that need?	
Based on what we've told you about Uncommon NYC's approach, do you have any questions, concerns, or other suggestions?	

Emma Gleason
Associate Director of Strategic Initiatives
Uncommon Schools | New York City
[redacted]

[redacted]
Brooklyn, NY 11216
[redacted]

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From: Emma Gleason
Sent: Thursday, February 18, 2016 7:17 PM
To: [redacted]
Cc: Natasha Cherry-Perez; [redacted]
Subject: Uncommon Schools New York City Update
Attachments: Uncommon New York City Charter Schools Overview.pdf

Dear Council Member Cumbo,

I hope that this email finds you well, and that you are having a great week.

I am reaching out to let you know that Uncommon Schools New York City ("Uncommon NYC") is planning to apply to open new public charter schools serving District 35, and to ask for your input on our planned growth.

As you may know, Uncommon NYC is a network of free, public charter schools in Brooklyn that close the achievement gap and prepare low-income students to graduate from college. Currently, Uncommon NYC serves over 5,900 K-12 students across 21 schools in Brooklyn, including both single-sex and co-educational schools. Uncommon NYC has a demonstrated record of successful academic outcomes, with 100% of our graduating high school seniors accepted to college. This success has translated into tremendous demand, with more than 33,000 students currently on our waiting list. You can find some additional background information regarding Uncommon New York City attached here.

In response to this overwhelming demand for free, high quality school options in Brooklyn, Uncommon New York City Charter Schools has applied to the State University of New York (SUNY) Charter Schools Institute for permission to open an elementary school that will be tied to Brooklyn East Collegiate Charter School ("BEC") in District 35. This elementary school would open in 2018-19 with K, eventually growing to serve grades K-4. Once students reach the 5th grade, they will be able to attend the Brooklyn East Collegiate Middle School, which serves grades 5-8. Once students reach 9th grade, they will be offered a seat at an Uncommon high school.

In addition, we are submitting a proposal for a new K-12 public charter school to SUNY. If approved, the proposed school will open in 2018 serving grades K and 5. The school will ultimately grow to serve children in grades K-12.The location of the school has not yet been determined, but will be in either Community School Distirct 13, 14, 16, 17, 18, 19, or 23.

As we plan to serve more families in District 35, the voices of community leaders are very important to us, since we know from experience that every neighborhood has its own needs, and that each student and community are unique.

We would welcome the opportunity to share more with you about our plans to grow and would like to make it as easy as possible for you to share your thoughts and feedback with us. Please let us know if you or a member of your organization would be available to meet with us in person or via phone to discuss and share your feedback regarding Uncommon's planned growth.

If you or a member of your team is not available for a meeting or call with us, we would be very grateful if you could please take 5 minutes to share your thoughts with us via one of these two methods:

1. Providing your feedback and input on our proposals through this online survey. (https://www.surveymonkey.com/r/USNYC)
2. Sharing your response to the questionnaire below, which you can return directly via a response email.

Thank you so much for your input.

Sincerely,

Request for Feedback:

Directions: Please read through the description of Uncommon New York City's program below, then answer the questions in the table below to provide feedback to Uncommon Schools New York City on its plan to open an additional school in Brooklyn. Thank you very much for your valuable feedback!

Program Description
Uncommon New York City believes that in running a successful school, there are no 100% solutions. Rather, there is a series of 1% solutions that add up to success. Uncommon uses a core set of approaches and practices, drawn from observations of high-performing schools to meeting its mission of preparing students to succeed in high school, college, and beyond. Some of the solutions and practices around which our schools are structured are: (i) Expect Excellence; (ii) Recruit, Develop, and Retain Great Teachers; (iii) Assess Early and Often to Inform Effective Instruction; (iv) Focus on Literacy; (v) Employ Research-Proven Curricula; (vi) Make More Time; (vii) Help Students Until They Master It; (viii) Provide Structure and Order; (ix) Keep It Personal; (x) Develop Character; (xi) Involve Families; (xii) Help Students Envision a Bright Future Which Inspires Them To Achieve; and (xiii) Prepare High School Students for College.

Questions

Question	Response
Based on the description of Uncommon New York City's program described above, what feedback do you have on Uncommon's program?	
What else do you think this community needs educationally, and how could Uncommon NYC help meet that need?	
Based on what we've told you about Uncommon NYC's approach, do you have any questions, concerns, or other suggestions?	

Emma Gleason
Associate Director of Strategic Initiatives
Uncommon Schools | New York City
[redacted]

[redacted]
Brooklyn, NY 11216
[redacted]

Uncommon Schools | Change History.
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Emma G eason

From: Emma Gleason
Sent: Thursday, February 18, 2016 8:12 PM
To: [redacted]
Subject: Uncommon Schools New York City Update
Attachments: Uncommon New York City Charter Schools Overview.pdf

Good evening President Key,

I hope this email finds you well.

I am reaching out to let you know that Uncommon Schools New York City ("Uncommon NYC") is planning to apply to open new public charter schools serving Brooklyn, and to ask for East New York Urban Youth Corps' input on our planned growth.

As you may know, Uncommon NYC is a network of free, public charter schools in Brooklyn that close the achievement gap and prepare low-income students to graduate from college. Currently, Uncommon NYC serves over 5,900 K-12 students across 21 schools in Brooklyn, including both single-sex and co-educational schools. Uncommon NYC has a demonstrated record of successful academic outcomes, with 100% of our graduating high school seniors accepted to college. This success has translated into tremendous demand, with more than 33,000 students currently on our waiting list. You can find some additional background information regarding Uncommon New York City attached here. Several Uncommon Schools are located in Brownsville including Leadership Prep Brownsville, Brownsville Collegiate Charter School. We do not yet have any schools in East New York.

In response to this overwhelming demand for free, high quality school options in Brooklyn, Uncommon NYC is in the process of submitting a proposal to the State University of New York (SUNY) Charter Schools Institute for permission to open up to three additional schools in Brownsville, East New York, and surrounding neighborhoods, including elementary schools that will be tied to Brownsville Collegiate Charter School ("BVC") in Community School District 23 (projected opening in 17-18), as well as Kings Collegiate Charter School ("KCCS") in CSD 18 (projected opening in 16-17). The schools would open with K, eventually growing to serve grades K-4. Once students reach the 5th grade, they will be able to attend BVC or KCCS, which serve grades 5-8. Once students reach 9th grade, they will be offered a seat at an Uncommon high school.

In addition, we are submitting a proposal for a new K-12 public charter school to SUNY. If approved, the proposed school will open in 2018 serving grades K and 5. The school will ultimately grow to serve children in grades K-12.The location of the school has not yet been determined, but it may be in Brownsville, Canarsie, Flatbush, or East New York, among other neighborhoods. If approved, the proposed school will open in 2018 serving grades K and 5. The school will ultimately grow to serve children in grades K- 12.

As we grow in Brooklyn, we are very eager to partner with like-minded organizations to learn about how we can work together to serve our communities. If you're interested, we would love to find a time meet in person to learn more about your work; to give you some more details about Uncommon NYC, our program, and our plans for the future; and to identify opportunities for us to work together in service to the community.

Please let us know if a member of your team is available to meet with us. We are eager to hear your thoughts and are happy to work around your schedule.

If you are not available to meet with us, we would really appreciate it if you could please take 5 minutes to share your thoughts with us via one of these two methods:

1. Providing your feedback and input on our proposals through this online survey. (https://www.surveymonkey.com/r/USNYC)
2. Sharing your response to the questionnaire below, which you can return directly via a response email.

Thank you so much for your input.

Sincerely,
Emma Gleason

Request for Feedback:

Directions: Please read through the description of Uncommon New York City's program below, then answer the questions in the table below to provide feedback to Uncommon Schools New York City on its plan to open an additional school in Brooklyn. Thank you very much for your valuable feedback!

Program Description
Uncommon New York City believes that in running a successful school, there are no 100% solutions. Rather, there is a series of 1% solutions that add up to success. Uncommon uses a core set of approaches and practices, drawn from observations of high-performing schools to meeting its mission of preparing students to succeed in high school, college, and beyond. Some of the solutions and practices around which our schools are structured are: (i) Expect Excellence; (ii) Recruit, Develop, and Retain Great Teachers; (iii) Assess Early and Often to Inform Effective Instruction; (iv) Focus on Literacy; (v) Employ Research-Proven Curricula; (vi) Make More Time; (vii) Help Students Until They Master It; (viii) Provide Structure and Order; (ix) Keep It Personal; (x) Develop Character; (xi) Involve Families; (xii) Help Students Envision a Bright Future Which Inspires Them To Achieve; and (xiii) Prepare High School Students for College.

Questions

Question	Response
Based on the description of Uncommon New York City's program described above, what feedback do you have on Uncommon's program?	
What else do you think this community needs educationally, and how could Uncommon NYC help meet that need?	
Based on what we've told you about Uncommon NYC's approach, do you have any questions, concerns, or other suggestions?	

Emma Gleason
Associate Director of Strategic Initiatives
Uncommon Schools | New York City
[redacted]

[redacted]
Brooklyn, NY 11216
[redacted]

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Emma G eason

From: Emma Gleason
Sent: Friday, February 19, 2016 4:41 PM
To: [redacted]
Subject: Uncommon Schools New York City Update
Attachments: Uncommon New York City Charter Schools Overview.pdf

Dear Community Board Chair Needle and Members of Community Board 18,

I hope that this email finds you well, and that you are having a great week.

I am reaching out to let you know that Uncommon Schools New York City ("Uncommon NYC") is planning to apply to open new public charter schools serving Community School District 18, and to ask for your input on our planned growth.

As you may know, Uncommon NYC is a network of free, public charter schools in Brooklyn that close the achievement gap and prepare low-income students to graduate from college. Currently, Uncommon NYC serves over 5,900 K-12 students across 21 schools in Brooklyn, including both single-sex and co-educational schools. Uncommon NYC has a demonstrated record of successful academic outcomes, with 100% of our graduating high school seniors accepted to college. This success has translated into tremendous demand, with more than 33,000 students currently on our waiting list, over 7,000 of whom reside in CSD 18. You can find some additional background information regarding Uncommon New York City attached here.

In response to this overwhelming demand for free, high quality school options in Brooklyn, Uncommon New York City Charter Schools is submitting a proposal for permission to open a new K-12 public charter school to the State University of New York (SUNY) Charter Schools Institute. If approved, the proposed school will open in 2018 serving grades K and 5. The school will ultimately grow to serve children in grades K-12.The location of the school has not yet been determined, but will be in either Community School District 13, 14, 16, 17, 18, 19, or 23.

As we plan to serve more families in the Canarsie area, the voices of community leaders are very important to us, since we know from experience that every neighborhood has its own needs, and that each student and community are unique.

We would welcome the opportunity to share more with you about our plans to grow and would like to make it as easy as possible for you to share your thoughts and feedback with us. Please let us know if a member of Community Board 18 would be available to meet with us in person or via phone to discuss and share your feedback regarding Uncommon's planned growth.

If a member of CB 18 is not available for a meeting or call with us, we would be very grateful if you could please take 5 minutes to share your thoughts with us via one of these two methods:

1. Providing your feedback and input on our proposals through this online survey. (https://www.surveymonkey.com/r/USNYC)
2. Sharing your response to the questionnaire below, which you can return directly via a response email.

Thank you so much for your input.

Sincerely,
Emma Gleason

Request for Feedback:

Directions: Please read through the description of Uncommon New York City's program below, then answer the questions in the table below to provide feedback to Uncommon Schools New York City on its plan to open an additional school in Brooklyn. Thank you very much for your valuable feedback!

Program Description
Uncommon New York City believes that in running a successful school, there are no 100% solutions. Rather, there is a series of 1% solutions that add up to success. Uncommon uses a core set of approaches and practices, drawn from observations of high-performing schools to meeting its mission of preparing students to succeed in high school, college, and beyond. Some of the solutions and practices around which our schools are structured are: (i) Expect Excellence; (ii) Recruit, Develop, and Retain Great Teachers; (iii) Assess Early and Often to Inform Effective Instruction; (iv) Focus on Literacy; (v) Employ Research-Proven Curricula; (vi) Make More Time; (vii) Help Students Until They Master It; (viii) Provide Structure and Order; (ix) Keep It Personal; (x) Develop Character; (xi) Involve Families; (xii) Help Students Envision a Bright Future Which Inspires Them To Achieve; and (xiii) Prepare High School Students for College.

Questions

Question	Response
Based on the description of Uncommon New York City's program described above, what feedback do you have on Uncommon's program?	
What else do you think this community needs educationally, and how could Uncommon NYC help meet that need?	
Based on what we've told you about Uncommon NYC's approach, do you have any questions, concerns, or other suggestions?	

Emma Gleason
Associate Director of Strategic Initiatives
Uncommon Schools | New York City
[redacted]

[redacted]
Brooklyn, NY 11216
[redacted]

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Emma G eason

From: Emma Gleason
Sent: Friday, February 19, 2016 4:29 PM
To: [redacted]
Cc: Natasha Cherry-Perez
Subject: Uncommon Schools New York City Update - Draft email to Cornegy
Attachments: Uncommon New York City Charter Schools Overview.pdf

Dear Council Member Cornegy,

I hope that this email finds you well, and that you are having a great week.

I am reaching out to let you know that Uncommon Schools New York City ("Uncommon NYC") is planning to apply to open new public charter schools serving the 36th District, and to ask for your input on our planned growth.

As you may know, Uncommon NYC is a network of free, public charter schools in Brooklyn that close the achievement gap and prepare low-income students to graduate from college. Currently, Uncommon NYC serves over 5,900 K-12 students across 21 schools in Brooklyn, including both single-sex and co-educational schools. Uncommon NYC has a demonstrated record of successful academic outcomes, with 100% of our graduating high school seniors accepted to college. This success has translated into tremendous demand, with more than 33,000 students currently on our waiting list. You can find some additional background information regarding Uncommon New York City attached here.

In response to this overwhelming demand for free, high quality school options in Brooklyn, Uncommon New York City Charter Schools has applied to the State University of New York (SUNY) Charter Schools Institute for permission to open an elementary school that will be tied to the Bedford Stuyvesant Collegiate Charter School ("BSC") in CSD 16. This elementary school would open in 2017-18 with K, eventually growing to serve grades K-4. Once students reach the 5th grade, they will be able to attend Bedford Stuyvesant Collegiate Middle School, which serves grades 5-8. Once students reach 9th grade, they will be offered a seat at an Uncommon high school.

In addition, we are submitting a proposal for a new K-12 public charter school to SUNY. If approved, the proposed school will open in 2018 serving grades K and 5. The school will ultimately grow to serve children in grades K-12.The location of the school has not yet been determined, but will be in either CSD 13, 14, 16, 17, 18, 19, or 23.

As we plan to serve more families in the 36th District, the voices of community leaders are very important to us, since we know from experience that every neighborhood has its own needs, and that each student and community are unique.

We would welcome the opportunity to share more with you about our plans to grow and would like to make it as easy as possible for you to share your thoughts and feedback with us. Please let us know if you or a member of your organization would be available to meet with us in person or via phone, ideally before March 18 so that we can incorporate any feedback into our growth plan. During this meeting, we would share more about Uncommon Schools NYC and our plan to open additional schools, and would ask for your feedback on the plan. We would also welcome the opportunity to learn more about your work.

If you or a member of your team is not available for a meeting or call with us, please take 5 minutes to share your thoughts with us via one of these two methods:

1. Providing your feedback and input on our proposals through this online survey. (https://www.surveymonkey.com/r/USNYC)
2. Sharing your response to the questionnaire below, which you can return directly via a response email.

Thank you so much for your input.

Sincerely,
Emma Gleason

Request for Feedback:

Directions: Please read through the description of Uncommon New York City's program below, then answer the questions in the table below to provide feedback to Uncommon Schools New York City on its plan to open an additional school in Brooklyn. Thank you very much for your valuable feedback!

Program Description
Uncommon New York City believes that in running a successful school, there are no 100% solutions. Rather, there is a series of 1% solutions that add up to success. Uncommon uses a core set of approaches and practices, drawn from observations of high-performing schools to meeting its mission of preparing students to succeed in high school, college, and beyond. Some of the solutions and practices around which our schools are structured are: (i) Expect Excellence; (ii) Recruit, Develop, and Retain Great Teachers; (iii) Assess Early and Often to Inform Effective Instruction; (iv) Focus on Literacy; (v) Employ Research-Proven Curricula; (vi) Make More Time; (vii) Help Students Until They Master It; (viii) Provide Structure and Order; (ix) Keep It Personal; (x) Develop Character; (xi) Involve Families; (xii) Help Students Envision a Bright Future Which Inspires Them To Achieve; and (xiii) Prepare High School Students for College.

Questions

Question	Response
Based on the description of Uncommon New York City's program described above, what feedback do you have on Uncommon's program?	
What else do you think this community needs educationally, and how could Uncommon NYC help meet that need?	
Based on what we've told you about Uncommon NYC's approach, do you have any questions, concerns, or other suggestions?	

Emma Gleason
Associate Director of Strategic Initiatives
Uncommon Schools | New York City
[redacted]

[redacted]
Brooklyn, NY 11216
[redacted]

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Emma G eason

From: Emma Gleason
Sent: Friday, February 19, 2016 4:28 PM
To: [redacted]
Cc: Natasha Cherry-Perez
Subject: Uncommon Schools New York City Update - Espinal
Attachments: Uncommon New York City Charter Schools Overview.pdf

Dear Council Member Espinal,

I hope that this email finds you well.

I am reaching out to let you know that Uncommon Schools New York City ("Uncommon NYC") is planning to apply to open new public charter schools serving the 37th District, and to ask for your input on our planned growth.

As you may know, Uncommon NYC is a network of free, public charter schools in Brooklyn that close the achievement gap and prepare low-income students to graduate from college. Currently, Uncommon NYC serves over 5,900 K-12 students across 21 schools in Brooklyn, including both single-sex and co-educational schools. Uncommon NYC has a demonstrated record of successful academic outcomes, with 100% of our graduating high school seniors accepted to college. This success has translated into tremendous demand, with more than 33,000 students currently on our waiting list. You can find some additional background information regarding Uncommon New York City attached here.

In response to this overwhelming demand for free, high quality school options in Brooklyn, Uncommon New York City Charter Schools is submitting a proposal for permission to open a new K-12 public charter school to the State University of New York (SUNY) Charter Schools Institute. If approved, the proposed school will open in 2018 serving grades K and 5. The school will ultimately grow to serve children in grades K-12.The location of the school has not yet been determined, but will be in either Community School District 13, 14, 16, 17, 18, 19, or 23.

As we plan to serve more families in the 37th District, the voices of community leaders are very important to us, since we know from experience that every neighborhood has its own needs, and that each student and community are unique.

We would welcome the opportunity to share more with you about our plans to grow and would like to make it as easy as possible for you to share your thoughts and feedback with us. Please let us know if you or a member of your organization would be available to meet with us in person or via phone, ideally before March 18 so that we can incorporate any feedback into our growth plan. During this meeting, we would share more about Uncommon Schools NYC and our plan to open additional schools, and would ask for your feedback on the plan. We would also welcome the opportunity to learn more about your work.

If you or a member of your team is not available for a meeting or call with us, please take 5 minutes to share your thoughts with us via one of these two methods:

1. Providing your feedback and input on our proposals through this online survey. (https://www.surveymonkey.com/r/USNYC)
2. Sharing your response to the questionnaire below, which you can return directly via a response email.

Thank you so much for your input.

Sincerely,
Emma Gleason

Request for Feedback:

Directions: Please read through the description of Uncommon New York City's program below, then answer the questions in the table below to provide feedback to Uncommon Schools New York City on its plan to open an additional school in Brooklyn. Thank you very much for your valuable feedback!

Program Description
Uncommon New York City believes that in running a successful school, there are no 100% solutions. Rather, there is a series of 1% solutions that add up to success. Uncommon uses a core set of approaches and practices, drawn from observations of high-performing schools to meeting its mission of preparing students to succeed in high school, college, and beyond. Some of the solutions and practices around which our schools are structured are: (i) Expect Excellence; (ii) Recruit, Develop, and Retain Great Teachers; (iii) Assess Early and Often to Inform Effective Instruction; (iv) Focus on Literacy; (v) Employ Research-Proven Curricula; (vi) Make More Time; (vii) Help Students Until They Master It; (viii) Provide Structure and Order; (ix) Keep It Personal; (x) Develop Character; (xi) Involve Families; (xii) Help Students Envision a Bright Future Which Inspires Them To Achieve; and (xiii) Prepare High School Students for College.

Questions

Question	Response
Based on the description of Uncommon New York City's program described above, what feedback do you have on Uncommon's program?	
What else do you think this community needs educationally, and how could Uncommon NYC help meet that need?	
Based on what we've told you about Uncommon NYC's approach, do you have any questions, concerns, or other suggestions?	

Emma Gleason
Associate Director of Strategic Initiatives
Uncommon Schools | New York City
[redacted]

[redacted]
Brooklyn, NY 11216
[redacted]

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Emma G eason

From: Emma Gleason
Sent: Friday, February 19, 2016 4:34 PM
To: [redacted]
Cc: Natasha Cherry-Perez; [redacted]
Subject: Uncommon Schools New York City Update
Attachments: Uncommon New York City Charter Schools Overview.pdf

Dear Senator Hamilton,

I hope that this email finds you well, and that you are having a great week.

I am reaching out to let you know that Uncommon Schools New York City ("Uncommon NYC") is planning to apply to open new public charter schools serving the 20th Senatorial District, and to ask for your input on our planned growth.

As you know, Uncommon NYC is a network of free, public charter schools in Brooklyn that close the achievement gap and prepare low-income students to graduate from college. Currently, Uncommon NYC serves over 5,900 K-12 students across 21 schools in Brooklyn, including both single-sex and co-educational schools. Uncommon NYC has a demonstrated record of successful academic outcomes, with 100% of our graduating high school seniors accepted to college. This success has translated into tremendous demand, with more than 33,000 students currently on our waiting list. You can find some additional background information regarding Uncommon New York City attached here.

In response to this overwhelming demand for free, high quality school options in Brooklyn, Uncommon New York City Charter Schools has applied to the State University of New York (SUNY) Charter Schools Institute for permission to open elementary schools that will be tied to Brownsville Collegiate Charter School ("BVC") in CSD 23, which would open in 2017-18, as well as Kings Collegiate Charter School ("KCCS") in CSD 18, which would open in 2016-17. The schools would open with K, eventually growing to serve grades K-4. Once students reach the 5th grade, they will be able to attend BVC, or KCCS, which serve grades 5-8. Once students reach 9th grade, they will be offered a seat at an Uncommon high school.

In addition, we are submitting a proposal for a new K-12 public charter school to SUNY. If approved, the proposed school will open in 2018 serving grades K and 5. The school will ultimately grow to serve children in grades K-12.The location of the school has not yet been determined, but will be in either CSD 13, 14, 16, 17, 18, 19, or 23.

As we plan to serve more families in the 20th Senatorial District, the voices of community leaders are very important to us, since we know from experience that every neighborhood has its own needs, and that each student and community are unique.

We would welcome the opportunity to share more with you about our plans to grow and would like to make it as easy as possible for you to share your thoughts and feedback with us. Please let us know if you or a member of your organization would be available to meet with us in person or via phone to discuss and share your feedback regarding Uncommon's planned growth.

If you or a member of your team is not available for a meeting or call with us, we would be very grateful if you could please take 5 minutes to share your thoughts with us via one of these two methods:

1. Providing your feedback and input on our proposals through this online survey. (https://www.surveymonkey.com/r/USNYC)
2. Sharing your response to the questionnaire below, which you can return directly via a response email.

Thank you so much for your input.

Sincerely,

Request for Feedback:

Directions: Please read through the description of Uncommon New York City's program below, then answer the questions in the table below to provide feedback to Uncommon Schools New York City on its plan to open an additional school in Brooklyn. Thank you very much for your valuable feedback!

Program Description
Uncommon New York City believes that in running a successful school, there are no 100% solutions. Rather, there is a series of 1% solutions that add up to success. Uncommon uses a core set of approaches and practices, drawn from observations of high-performing schools to meeting its mission of preparing students to succeed in high school, college, and beyond. Some of the solutions and practices around which our schools are structured are: (i) Expect Excellence; (ii) Recruit, Develop, and Retain Great Teachers; (iii) Assess Early and Often to Inform Effective Instruction; (iv) Focus on Literacy; (v) Employ Research-Proven Curricula; (vi) Make More Time; (vii) Help Students Until They Master It; (viii) Provide Structure and Order; (ix) Keep It Personal; (x) Develop Character; (xi) Involve Families; (xii) Help Students Envision a Bright Future Which Inspires Them To Achieve; and (xiii) Prepare High School Students for College.

Questions

Question	Response
Based on the description of Uncommon New York City's program described above, what feedback do you have on Uncommon's program?	
What else do you think this community needs educationally, and how could Uncommon NYC help meet that need?	
Based on what we've told you about Uncommon NYC's approach, do you have any questions, concerns, or other suggestions?	

Emma Gleason
Associate Director of Strategic Initiatives
Uncommon Schools | New York City
[redacted]

[redacted]
Brooklyn, NY 11216
[redacted]

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Emma G eason

From: Emma Gleason
Sent: Thursday, February 18, 2016 8:11 PM
To: [redacted]
Subject: Uncommon Schools New York City Update
Attachments: Uncommon New York City Charter Schools Overview.pdf

Good evening Ms. Perkins,

I hope this email finds you well.

I am reaching out to let you know that Uncommon Schools New York City ("Uncommon NYC") is planning to apply to open new public charter schools serving Brooklyn, and to ask for East New York Restoration LDC's input on our planned growth.

As you may know, Uncommon NYC is a network of free, public charter schools in Brooklyn that close the achievement gap and prepare low-income students to graduate from college. Currently, Uncommon NYC serves over 5,900 K-12 students across 21 schools in Brooklyn, including both single-sex and co-educational schools. Uncommon NYC has a demonstrated record of successful academic outcomes, with 100% of our graduating high school seniors accepted to college. This success has translated into tremendous demand, with more than 33,000 students currently on our waiting list. You can find some additional background information regarding Uncommon New York City attached here. Several Uncommon Schools are located in Brownsville including Leadership Prep Brownsville, Brownsville Collegiate Charter School. We do not yet have any schools in East New York.

In response to this overwhelming demand for free, high quality school options in Brooklyn, Uncommon NYC is in the process of submitting a proposal to the State University of New York (SUNY) Charter Schools Institute for permission to open up to three additional schools in Brownsville, East New York, and surrounding neighborhoods, including elementary schools that will be tied to Brownsville Collegiate Charter School ("BVC") in Community School District 23 (projected opening in 17-18), as well as Kings Collegiate Charter School ("KCCS") in CSD 18 (projected opening in 16-17). The schools would open with K, eventually growing to serve grades K-4. Once students reach the 5th grade, they will be able to attend BVC or KCCS, which serve grades 5-8. Once students reach 9th grade, they will be offered a seat at an Uncommon high school.

In addition, we are submitting a proposal for a new K-12 public charter school to SUNY. If approved, the proposed school will open in 2018 serving grades K and 5. The school will ultimately grow to serve children in grades K-12.The location of the school has not yet been determined, but it may be in Brownsville, Canarsie, Flatbush, or East New York, among other neighborhoods. If approved, the proposed school will open in 2018 serving grades K and 5. The school will ultimately grow to serve children in grades K- 12.

As we grow in Brooklyn, we are very eager to partner with like-minded organizations to learn about how we can work together to serve our communities. If you're interested, we would love to find a time meet in person to learn more about your work; to give you some more details about Uncommon NYC, our program, and our plans for the future; and to identify opportunities for us to work together in service to the community.

Please let us know if a member of your team is available to meet with us. We are eager to hear your thoughts and are happy to work around your schedule.

If you are not available to meet with us, we would really appreciate it if you could please take 5 minutes to share your thoughts with us via one of these two methods:

1. Providing your feedback and input on our proposals through this online survey. (https://www.surveymonkey.com/r/USNYC)
2. Sharing your response to the questionnaire below, which you can return directly via a response email.

Thank you so much for your input.

Sincerely,
Emma Gleason

Request for Feedback:

Directions: Please read through the description of Uncommon New York City's program below, then answer the questions in the table below to provide feedback to Uncommon Schools New York City on its plan to open an additional school in Brooklyn. Thank you very much for your valuable feedback!

Program Description
Uncommon New York City believes that in running a successful school, there are no 100% solutions. Rather, there is a series of 1% solutions that add up to success. Uncommon uses a core set of approaches and practices, drawn from observations of high-performing schools to meeting its mission of preparing students to succeed in high school, college, and beyond. Some of the solutions and practices around which our schools are structured are: (i) Expect Excellence; (ii) Recruit, Develop, and Retain Great Teachers; (iii) Assess Early and Often to Inform Effective Instruction; (iv) Focus on Literacy; (v) Employ Research-Proven Curricula; (vi) Make More Time; (vii) Help Students Until They Master It; (viii) Provide Structure and Order; (ix) Keep It Personal; (x) Develop Character; (xi) Involve Families; (xii) Help Students Envision a Bright Future Which Inspires Them To Achieve; and (xiii) Prepare High School Students for College.

Questions

Question	Response
Based on the description of Uncommon New York City's program described above, what feedback do you have on Uncommon's program?	
What else do you think this community needs educationally, and how could Uncommon NYC help meet that need?	
Based on what we've told you about Uncommon NYC's approach, do you have any questions, concerns, or other suggestions?	

Emma Gleason
Associate Director of Strategic Initiatives
Uncommon Schools | New York City
[redacted]

[redacted]
Brooklyn, NY 11216
[redacted]

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Website | Facebook | Twitter | LinkedIn | Apply Now

Emma Gleason
Associate Director of Strategic Initiatives
Uncommon Schools | New York City
[redacted]

[redacted]
Brooklyn, NY 11216
[redacted]

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Emma G eason

From: Emma Gleason
Sent: Thursday, February 18, 2016 8:09 PM
To: [redacted]
Subject: Uncommon Schools New York City Update
Attachments: Uncommon New York City Charter Schools Overview.pdf

Good evening Mr. Guilford,

I hope this email finds you well.

I am reaching out to let you know that Uncommon Schools New York City ("Uncommon NYC") is planning to apply to open new public charter schools serving Brooklyn, and to ask for Flatbush Development Corporation's input on our planned growth.

As you may know, Uncommon NYC is a network of free, public charter schools in Brooklyn that close the achievement gap and prepare low-income students to graduate from college. Currently, Uncommon NYC serves over 5,900 K-12 students across 21 schools in Brooklyn, including both single-sex and co-educational schools. Uncommon NYC has a demonstrated record of successful academic outcomes, with 100% of our graduating high school seniors accepted to college. This success has translated into tremendous demand, with more than 33,000 students currently on our waiting list. You can find some additional background information regarding Uncommon New York City attached here. . Several Uncommon Schools are located in Brownsville and Canarsie, including Leadership Prep Brownsville, Brownsville Collegiate Charter School, Kings Collegiate, and Leadership Prep Canarsie.

In response to this overwhelming demand for free, high quality school options in Brooklyn, Uncommon NYC is in the process of submitting a proposal to the State University of New York (SUNY) Charter Schools Institute for permission to open up to three additional schools in Brownsville, Canarsie surrounding neighborhoods, including elementary schools that will be tied to Brownsville Collegiate Charter School ("BVC") in Community School District 23 (projected opening in 17-18), as well as Kings Collegiate Charter School ("KCCS") in CSD 18 (projected opening in 16-17). The schools would open with K, eventually growing to serve grades K-4. Once students reach the 5th grade, they will be able to attend BVC or KCCS, which serve grades 5-8. Once students reach 9th grade, they will be offered a seat at an Uncommon high school.

In addition, we are submitting a proposal for a new K-12 public charter school to SUNY. If approved, the proposed school will open in 2018 serving grades K and 5. The school will ultimately grow to serve children in grades K-12.The location of the school has not yet been determined, but it may be in Brownsville, Canarsie, Flatbush, or East New York, among other neighborhoods. If approved, the proposed school will open in 2018 serving grades K and 5. The school will ultimately grow to serve children in grades K- 12.

As we grow in Brooklyn, we are very eager to partner with like-minded organizations to learn about how we can work together to serve our communities. If you're interested, we would love to find a time meet in person to learn more about your work; to give you some more details about Uncommon NYC, our program, and our plans for the future; and to identify opportunities for us to work together in service to the community.

Please let us know if a member of your team is available to meet with us. We are eager to hear your thoughts and are happy to work around your schedule.

If you are not available to meet with us, we would really appreciate it if you could please take 5 minutes to share your thoughts with us via one of these two methods:

1. Providing your feedback and input on our proposals through this online survey. (https://www.surveymonkey.com/r/USNYC)
2. Sharing your response to the questionnaire below, which you can return directly via a response email.

Thank you so much for your input.

Sincerely,
Emma Gleason

Request for Feedback:

Directions: Please read through the description of Uncommon New York City's program below, then answer the questions in the table below to provide feedback to Uncommon Schools New York City on its plan to open an additional school in Brooklyn. Thank you very much for your valuable feedback!

Program Description
Uncommon New York City believes that in running a successful school, there are no 100% solutions. Rather, there is a series of 1% solutions that add up to success. Uncommon uses a core set of approaches and practices, drawn from observations of high-performing schools to meeting its mission of preparing students to succeed in high school, college, and beyond. Some of the solutions and practices around which our schools are structured are: (i) Expect Excellence; (ii) Recruit, Develop, and Retain Great Teachers; (iii) Assess Early and Often to Inform Effective Instruction; (iv) Focus on Literacy; (v) Employ Research-Proven Curricula; (vi) Make More Time; (vii) Help Students Until They Master It; (viii) Provide Structure and Order; (ix) Keep It Personal; (x) Develop Character; (xi) Involve Families; (xii) Help Students Envision a Bright Future Which Inspires Them To Achieve; and (xiii) Prepare High School Students for College.

Questions

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What else do you think this community needs educationally, and how could Uncommon NYC help meet that need?	
Based on what we've told you about Uncommon NYC's approach, do you have any questions, concerns, or other suggestions?	

Emma Gleason
Associate Director of Strategic Initiatives
Uncommon Schools | New York City
[redacted]

[redacted]
Brooklyn, NY 11216
[redacted]

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Emma Gleason
Associate Director of Strategic Initiatives

Uncommon Schools | New York City
[redacted]

[redacted]
Brooklyn, NY 11216
[redacted]

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Emma G eason

From: Emma Gleason
Sent: Thursday, February 18, 2016 7:44 PM
To: [redacted]
Subject: Uncommon Schools New York City Update
Attachments: Uncommon New York City Charter Schools Overview.pdf

Good evening, Ms. Moore,

I hope that this email finds you well, and that you are having a great week.

I am reaching out to let you know that Uncommon Schools New York City ("Uncommon NYC") is planning to apply to open new public charter schools serving Brooklyn, and to ask for Impacct Brooklyn's input on our planned growth.

As you may know, Uncommon NYC is a network of free, public charter schools in Brooklyn that close the achievement gap and prepare low-income students to graduate from college. Currently, Uncommon NYC serves over 5,900 K-12 students across 21 schools in Brooklyn, including both single-sex and co-educational schools. Uncommon NYC has a demonstrated record of successful academic outcomes, with 100% of our graduating high school seniors accepted to college. This success has translated into tremendous demand, with more than 33,000 students currently on our waiting list. You can find some additional background information regarding Uncommon New York City attached here.

In response to this overwhelming demand for free, high quality school options in Brooklyn, Uncommon NYC is in the process of submitting a proposal for a new K-12 public charter school to the State University of New York Charter Schools Institute. If approved, the proposed school will open in 2018 serving grades K and 5. The school will ultimately grow to serve children in grades K-12.The location of the school has not yet been determined, but it may be in Crown Heights, Bed Stuy, or Clinton Hill, among other neighborhoods. If approved, the proposed school will open in 2018 serving grades K and 5. The school will ultimately grow to serve children in grades K- 12.

As we grow in Brooklyn, we are very eager to partner with like-minded organizations to learn about how we can work together to serve our communities. If you're interested, we would love to find a time meet in person to learn more about your work; to give you some more details about Uncommon NYC, our program, and our plans for the future; and to identify opportunities for us to work together in service to the community.

Please let us know if a member of your team is available to meet with us. We are eager to hear your thoughts and are happy to work around your schedule.

If you are not available to meet with us, we would really appreciate it if you could please take 5 minutes to share your thoughts with us via one of these two methods:

1. Providing your feedback and input on our proposals through this online survey. (https://www.surveymonkey.com/r/USNYC)
2. Sharing your response to the questionnaire below, which you can return directly via a response email.

Thank you so much for your input.

Sincerely,
Emma Gleason

Request for Feedback:

Directions: Please read through the description of Uncommon New York City's program below, then answer the questions in the table below to provide feedback to Uncommon Schools New York City on its plan to open an additional school in Brooklyn. Thank you very much for your valuable feedback!

Program Description

Uncommon New York City believes that in running a successful school, there are no 100% solutions. Rather, there is a series of 1% solutions that add up to success. Uncommon uses a core set of approaches and practices, drawn from observations of high-performing schools to meeting its mission of preparing students to succeed in high school, college, and beyond. Some of the solutions and practices around which our schools are structured are: (i) Expect Excellence; (ii) Recruit, Develop, and Retain Great Teachers; (iii) Assess Early and Often to Inform Effective Instruction; (iv) Focus on Literacy; (v) Employ Research-Proven Curricula; (vi) Make More Time; (vii) Help Students Until They Master It; (viii) Provide Structure and Order; (ix) Keep It Personal; (x) Develop Character; (xi) Involve Families; (xii) Help Students Envision a Bright Future Which Inspires Them To Achieve; and (xiii) Prepare High School Students for College.

Questions

Question	Response
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What else do you think this community needs educationally, and how could Uncommon NYC help meet that need?	
Based on what we've told you about Uncommon NYC's approach, do you have any questions, concerns, or other suggestions?	

Emma Gleason
Associate Director of Strategic Initiatives
Uncommon Schools | New York City
[redacted]

[redacted]
Brooklyn, NY 11216
[redacted]

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Website | Facebook | Twitter | LinkedIn | Apply Now

Emma Gleason
Associate Director of Strategic Initiatives
Uncommon Schools | New York City
[redacted]

[redacted]
Brooklyn, NY 11216
[redacted]

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Emma G eason

From: Emma Gleason
Sent: Friday, January 08, 2016 5:42 PM
To: [redacted]
Cc: Natasha Cherry-Perez
Subject: Uncommon Schools New York City Update
Attachments: Uncommon New York City Charter Schools Overview.pdf

Dear Assemblyman Lentol,

I hope that this email finds you well, and that you had a happy new year.

I am reaching out to let you know that Uncommon Schools New York City ("Uncommon NYC") is planning to apply to open new public charter schools serving Community School District 14, and to ask for your input on our planned growth.

As you may know, Uncommon NYC is a network of free, public charter schools in Brooklyn that close the achievement gap and prepare low-income students to graduate from college. Currently, Uncommon NYC serves over 5,900 K-12 students across 21 schools in Brooklyn, including both single-sex and co-educational schools. Uncommon NYC has a demonstrated record of successful academic outcomes, with **100% of our graduating high school seniors accepted to college**. This success has translated into tremendous demand, with more than 33,000 students currently on our waiting list. You can find some additional background information regarding Uncommon New York City attached here.

In response to this overwhelming demand for free, high quality school options in Brooklyn, Uncommon New York City Charter Schools has applied to the State University of New York (SUNY) Charter Schools Institute for permission to open an elementary school that will be tied to Williamsburg Collegiate Charter School ("WCCS") in CSD 14. This elementary school would open in 2018-19 with K, eventually growing to serve grades K-4. Once students reach the 5th grade, they will be able to attend the Williamsburg Collegiate Middle School, which serves grades 5-8. Once students reach 9th grade, they will be offered a seat at an Uncommon high school.

In addition, we are submitting a proposal for a new K-12 public charter school to SUNY. If approved, the proposed school will open in 2017 or 2018 serving grades K and 5. The school will ultimately grow to serve children in grades K-12.The location of the school has not yet been determined, but will be in either CSD 13, 14, 16, 17, 18, 19, or 23.

As we plan to serve more families in CSD 14, the voices of community leaders are very important to us, since we know from experience that every neighborhood has its own needs, and that each student and community are unique.

We know that you are meeting with Uncommon New York City's Community Engagement Coordinator Natasha Cherry-Perez next week, and we are hopeful that you will be able to share your input on this proposed growth, as well **as how our schools can best serve CSD 14, during this meeting.** We are very eager to get your feedback.

Thank you very much in advance for your time and for sharing your thoughts.

Sincerely,
Emma Gleason

Emma Gleason
Associate Director of Strategic Initiatives
Uncommon [redacted]
C: 203.644.4638

[redacted]
Brooklyn, NY 11216
[redacted]

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Emma G eason

From: Emma Gleason
Sent: Thursday, February 18, 2016 7:09 PM
To: [redacted]
Cc: Natasha Cherry-Perez; [redacted]
Subject: Uncommon Schools New York City Update
Attachments: Uncommon New York City Charter Schools Overview.pdf

Dear Council Member Levin,

I hope that this email finds you well, and that you are having a great week.

I am reaching out to let you know that Uncommon Schools New York City ("Uncommon NYC") is planning to apply to open new public charter schools serving Community School District 14, and to ask for your input on our planned growth.

As you may know, Uncommon NYC is a network of free, public charter schools in Brooklyn that close the achievement gap and prepare low-income students to graduate from college. Currently, Uncommon NYC serves over 5,900 K-12 students across 21 schools in Brooklyn, including both single-sex and co-educational schools. Uncommon NYC has a demonstrated record of successful academic outcomes, with 100% of our graduating high school seniors accepted to college. This success has translated into tremendous demand, with more than 33,000 students currently on our waiting list. You can find some additional background information regarding Uncommon New York City attached here.

In response to this overwhelming demand for free, high quality school options in Brooklyn, Uncommon New York City Charter Schools has applied to the State University of New York (SUNY) Charter Schools Institute for permission to open an elementary school that will be tied to Williamsburg Collegiate Charter School ("WCCS") in CSD 14. This elementary school would open in 2018-19 with K, eventually growing to serve grades K-4. Once students reach the 5th grade, they will be able to attend the Williamsburg Collegiate Middle School, which serves grades 5-8. Once students reach 9th grade, they will be offered a seat at an Uncommon high school.

In addition, we are submitting a proposal for a new K-12 public charter school to SUNY. If approved, the proposed school will open in 2018 serving grades K and 5. The school will ultimately grow to serve children in grades K-12.The location of the school has not yet been determined, but will be in either CSD 13, 14, 16, 17, 18, 19, or 23.

As we plan to serve more families in CSD 14, the voices of community leaders are very important to us, since we know from experience that every neighborhood has its own needs, and that each student and community are unique.

We would welcome the opportunity to share more with you about our plans to grow and would like to make it as easy as possible for you to share your thoughts and feedback with us. Please let us know if you or a member of your organization would be available to meet with us in person or via phone to discuss and share your feedback regarding Uncommon's planned growth.

If you or a member of your team is not available for a meeting or call with us, we would be very grateful if you could please take 5 minutes to share your thoughts with us via one of these two methods:

1. Providing your feedback and input on our proposals through this online survey. (https://www.surveymonkey.com/r/USNYC)
2. Sharing your response to the questionnaire below, which you can return directly via a response email.

Thank you so much for your input.

Sincerely,

Request for Feedback:

Directions: Please read through the description of Uncommon New York City's program below, then answer the questions in the table below to provide feedback to Uncommon Schools New York City on its plan to open an additional school in Brooklyn. Thank you very much for your valuable feedback!

Program Description
Uncommon New York City believes that in running a successful school, there are no 100% solutions. Rather, there is a series of 1% solutions that add up to success. Uncommon uses a core set of approaches and practices, drawn from observations of high-performing schools to meeting its mission of preparing students to succeed in high school, college, and beyond. Some of the solutions and practices around which our schools are structured are: (i) Expect Excellence; (ii) Recruit, Develop, and Retain Great Teachers; (iii) Assess Early and Often to Inform Effective Instruction; (iv) Focus on Literacy; (v) Employ Research-Proven Curricula; (vi) Make More Time; (vii) Help Students Until They Master It; (viii) Provide Structure and Order; (ix) Keep It Personal; (x) Develop Character; (xi) Involve Families; (xii) Help Students Envision a Bright Future Which Inspires Them To Achieve; and (xiii) Prepare High School Students for College.

Questions

Question	Response
Based on the description of Uncommon New York City's program described above, what feedback do you have on Uncommon's program?	
What else do you think this community needs educationally, and how could Uncommon NYC help meet that need?	
Based on what we've told you about Uncommon NYC's approach, do you have any questions, concerns, or other suggestions?	

Emma Gleason
Associate Director of Strategic Initiatives
Uncommon Schools | New York City
[redacted]

[redacted]
Brooklyn, NY 11216
[redacted]

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Emma G eason

From: Emma Gleason
Sent: Monday, February 01, 2016 5:44 PM
To: [redacted]
Cc: Natasha Cherry-Perez
Subject: Uncommon Schools New York City Update
Attachments: Uncommon New York City Charter Schools Overview.pdf

Dear Councilman Maisel,

I hope that this email finds you well.

I am reaching out to let you know that Uncommon Schools New York City ("Uncommon NYC") is planning to apply to open new public charter schools serving Community School District 18, and to ask for your input on our planned growth.

As you may know, Uncommon NYC is a network of free, public charter schools in Brooklyn that close the achievement gap and prepare low-income students to graduate from college. Currently, Uncommon NYC serves over 5,900 K-12 students across 21 schools in Brooklyn, including both single-sex and co-educational schools. Uncommon NYC has a demonstrated record of successful academic outcomes, with 100% of our graduating high school seniors accepted to college. This success has translated into tremendous demand, with more than 33,000 students currently on our waiting list, over 7,000 of whom reside in CSD 18. You can find some additional background information regarding Uncommon New York City attached here.

In response to this overwhelming demand for free, high quality school options in Brooklyn, Uncommon New York City Charter Schools has applied to the State University of New York (SUNY) Charter Schools Institute for permission to open an elementary school that will be tied to the Kings Collegiate Charter School ("Kings") in CSD 18. The elementary school would ideally open in 2016-17 with K, eventually growing to serve grades K-4. Once students reach the 5th grade, they will be able to attend the Kings Collegiate Charter School middle school, which serves grades 5-8. Once students reach 9th grade, they will be offered a seat at an Uncommon high school.

In addition, we are submitting a proposal for a new K-12 public charter school to SUNY. If approved, the proposed school will open in 2018 serving grades K and 5. The school will ultimately grow to serve children in grades K-12.The location of the school has not yet been determined, but will be in either CSD 13, 14, 16, 17, 18, 19, or 23.

As we plan to serve more families in CSD 18, the voices of community leaders are very important to us, since we know from experience that every neighborhood has its own needs, and that each student and community are unique. In particular, we would welcome your unique insight and feedback as a former Assistant Principal and teacher.

We would welcome the opportunity to share more with you about our plans to grow and would like to make it as easy as possible for you to share your thoughts and feedback with us. Please let us know if you or a member of your organization would be available to meet with us in person or via phone, ideally before March 18 so that we can incorporate any feedback into our growth plan. During this meeting, we would share more about Uncommon Schools NYC and our plan to open additional schools, and would ask for your feedback on the plan. We would also welcome the opportunity to learn more about your work.

If you or a member of your team is not available for a meeting or call with us, please take 5-10 minutes to share your thoughts with us via one of these two methods:

1. Providing your feedback and input on our proposals through this online survey. (https://www.surveymonkey.com/r/Uncommon Schools NYC)
2. Sharing your response to the questionnaire below, which you can return directly via a response email.

Thank you very much in advance for your time and for sharing your thoughts.

Sincerely,
Emma Gleason

Request for Feedback:

Directions: Please read through the description of Uncommon New York City's program below, then answer the questions in the table below to provide feedback to Uncommon Schools New York City on its plan to open an additional school in Brooklyn. Thank you very much for your valuable feedback!

Program Description
Uncommon New York City believes that in running a successful school, there are no 100% solutions. Rather, there is a series of 1% solutions that add up to success. Uncommon uses a core set of approaches and practices, drawn from observations of high-performing schools to meeting its mission of preparing students to succeed in high school, college, and beyond. Some of the solutions and practices around which our schools are structured are: (i) Expect Excellence; (ii) Recruit, Develop, and Retain Great Teachers; (iii) Assess Early and Often to Inform Effective Instruction; (iv) Focus on Literacy; (v) Employ Research-Proven Curricula; (vi) Make More Time; (vii) Help Students Until They Master It; (viii) Provide Structure and Order; (ix) Keep It Personal; (x) Develop Character; (xi) Involve Families; (xii) Help Students Envision a Bright Future Which Inspires Them To Achieve; and (xiii) Prepare High School Students for College.

Questions

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Based on the description of Uncommon New York City's program described above, what feedback do you have on Uncommon's program?	
What else do you think this community needs educationally, and how could Uncommon NYC help meet that need?	
Based on what we've told you about Uncommon NYC's approach, do you have any questions, concerns, or other suggestions?	

Emma Gleason
Associate Director of Strategic Initiatives
Uncommon Schools | New York City
[redacted]

[redacted]
Brooklyn, NY 11216
[redacted]

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Emma G eason

From: Emma Gleason
Sent: Thursday, February 18, 2016 7:21 PM
To: [redacted]
Cc: Natasha Cherry-Perez; [redacted]
Subject: Uncommon Schools New York City Update
Attachments: Uncommon New York City Charter Schools Overview.pdf

Dear Council Member Mealy,

I hope that this email finds you well, and that you are having a great week.

I am reaching out to let you know that Uncommon Schools New York City ("Uncommon NYC") is planning to apply to open new public charter schools serving the 41st District, and to ask for your input on our planned growth.

As you may know, Uncommon NYC is a network of free, public charter schools in Brooklyn that close the achievement gap and prepare low-income students to graduate from college. Currently, Uncommon NYC serves over 5,900 K-12 students across 21 schools in Brooklyn, including both single-sex and co-educational schools. Uncommon NYC has a demonstrated record of successful academic outcomes, with 100% of our graduating high school seniors accepted to college. This success has translated into tremendous demand, with more than 33,000 students currently on our waiting list. You can find some additional background information regarding Uncommon New York City attached here.

In response to this overwhelming demand for free, high quality school options in Brooklyn, Uncommon New York City Charter Schools has applied to the State University of New York (SUNY) Charter Schools Institute for permission to open elementary schools that will be tied to Ocean Hill Collegiate Charter School ("OHC") and Brownsville Collegiate Charter School ("BVC") in Community School District 23 (projected opening in 17-18), as well as Kings Collegiate Charter School ("KCCS") in CSD 18 (projected opening in 16-17). The schools would open with K, eventually growing to serve grades K-4. Once students reach the 5th grade, they will be able to attend OHC, BVC, or KCCS, which serve grades 5-8. Once students reach 9th grade, they will be offered a seat at an Uncommon high school.

In addition, we are submitting a proposal for a new K-12 public charter school to SUNY. If approved, the proposed school will open in 2018 serving grades K and 5. The school will ultimately grow to serve children in grades K-12.The location of the school has not yet been determined, but will be in either CSD 13, 14, 16, 17, 18, 19, or 23.

As we plan to serve more families in the 41st District, the voices of community leaders are very important to us, since we know from experience that every neighborhood has its own needs, and that each student and community are unique.

We would welcome the opportunity to share more with you about our plans to grow and would like to make it as easy as possible for you to share your thoughts and feedback with us. Please let us know if you or a member of your organization would be available to meet with us in person or via phone to discuss and share your feedback regarding Uncommon's planned growth.

If you or a member of your team is not available for a meeting or call with us, please take 5 minutes to share your thoughts with us via one of these two methods:

1. Providing your feedback and input on our proposals through this online survey. (https://www.surveymonkey.com/r/USNYC)
2. Sharing your response to the questionnaire below, which you can return directly via a response email.

Thank you so much for your input.

Sincerely,

Request for Feedback:

Directions: Please read through the description of Uncommon New York City's program below, then answer the questions in the table below to provide feedback to Uncommon Schools New York City on its plan to open an additional school in Brooklyn. Thank you very much for your valuable feedback!

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Based on what we've told you about Uncommon NYC's approach, do you have any questions, concerns, or other suggestions?	

Emma Gleason
Associate Director of Strategic Initiatives
Uncommon Schools | New York City
[redacted]

[redacted]
Brooklyn, NY 11216
[redacted]

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Emma G eason

From: Emma Gleason
Sent: Thursday, February 18, 2016 7:04 PM
To: [redacted]
Cc: Natasha Cherry-Perez; [redacted]
Subject: Uncommon Schools New York City Update
Attachments: Uncommon New York City Charter Schools Overview.pdf

Dear Senator Montgomery,

I hope that this email finds you well, and that you are having a great week.

I am reaching out to let you know that Uncommon Schools New York City ("Uncommon NYC") is planning to apply to open new public charter schools serving the 25th Senatorial District, and to ask for your input on our planned growth.

As you may know, Uncommon NYC is a network of free, public charter schools in Brooklyn that close the achievement gap and prepare low-income students to graduate from college. Currently, Uncommon NYC serves over 5,900 K-12 students across 21 schools in Brooklyn, including both single-sex and co-educational schools. Uncommon NYC has a demonstrated record of successful academic outcomes, with 100% of our graduating high school seniors accepted to college. This success has translated into tremendous demand, with more than 33,000 students currently on our waiting list. You can find some additional background information regarding Uncommon New York City attached here.

In response to this overwhelming demand for free, high quality school options in Brooklyn, Uncommon New York City Charter Schools has applied to the State University of New York (SUNY) Charter Schools Institute for permission to open elementary schools that will be tied to Ocean Hill Collegiate Charter School ("OHC") in CSD 23, Bedford Stuyvesant Collegiate Charter School ("BSC") in CSD 16, and Brooklyn East Collegiate Charter School ("BEC") in CSD 13. We anticipate opening these schools in SY 17-18 or 18-19. The schools would open with K, eventually growing to serve grades K-4. Once students reach the 5th grade, they will be able to attend OHC, BSC, or BEC, which serve grades 5-8. Once students reach 9th grade, they will be offered a seat at an Uncommon high school.

In addition, we are submitting a proposal for a new K-12 public charter school to SUNY. If approved, the proposed school will open in 2018 serving grades K and 5. The school will ultimately grow to serve children in grades K-12.The location of the school has not yet been determined, but will be in either CSD 13, 14, 16, 17, 18, 19, or 23.

As we plan to serve more families in the 25th Senatorial District, the voices of community leaders are very important to us, since we know from experience that every neighborhood has its own needs, and that each student and community are unique.

We would welcome the opportunity to share more with you about our plans to grow and would like to make it as easy as possible for you to share your thoughts and feedback with us. Please let us know if you or a member of your organization would be available to meet with us in person or via phone. During this meeting, we would share more about Uncommon Schools NYC and our plan to open additional schools, and would ask for your feedback on the plan. We would also welcome the opportunity to learn more about your work.

If you or a member of your team is not available for a meeting or call with us, please take 5 minutes to share your thoughts with us via one of these two methods:

1. Providing your feedback and input on our proposals through this online survey. (https://www.surveymonkey.com/r/USNYC)
2. Sharing your response to the questionnaire below, which you can return directly via a response email.

Thank you so much for your input.

Sincerely,
Emma Gleason

Request for Feedback:

Directions: Please read through the description of Uncommon New York City's program below, then answer the questions in the table below to provide feedback to Uncommon Schools New York City on its plan to open an additional school in Brooklyn. Thank you very much for your valuable feedback!

Program Description
Uncommon New York City believes that in running a successful school, there are no 100% solutions. Rather, there is a series of 1% solutions that add up to success. Uncommon uses a core set of approaches and practices, drawn from observations of high-performing schools to meeting its mission of preparing students to succeed in high school, college, and beyond. Some of the solutions and practices around which our schools are structured are: (i) Expect Excellence; (ii) Recruit, Develop, and Retain Great Teachers; (iii) Assess Early and Often to Inform Effective Instruction; (iv) Focus on Literacy; (v) Employ Research-Proven Curricula; (vi) Make More Time; (vii) Help Students Until They Master It; (viii) Provide Structure and Order; (ix) Keep It Personal; (x) Develop Character; (xi) Involve Families; (xii) Help Students Envision a Bright Future Which Inspires Them To Achieve; and (xiii) Prepare High School Students for College.

Questions

Question	Response
Based on the description of Uncommon New York City's program described above, what feedback do you have on Uncommon's program?	
What else do you think this community needs educationally, and how could Uncommon NYC help meet that need?	
Based on what we've told you about Uncommon NYC's approach, do you have any questions, concerns, or other suggestions?	

Emma Gleason
Associate Director of Strategic Initiatives
Uncommon Schools | New York City
[redacted]

[redacted]
Brooklyn, NY 11216
[redacted]

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Emma G eason

From: Emma Gleason
Sent: Thursday, February 18, 2016 10:07 PM
To: [redacted]
Cc: Natasha Cherry-Perez; [redacted]
Subject: RE: Uncommon Schools New York City Update

Dear Assemblyman Mosley,

I hope that this email finds you well.

I am reaching out to make sure you received my email below regarding Uncommon New York City's plan to open additional schools in Brooklyn.

I know that you are meeting with Uncommon New York City's Community Engagement Coordinator Natasha Cherry-Perez on Tuesday, 2/23, and we are hopeful that you will be able to share your input on this proposed growth, as well as how our schools can best serve CSD 14, during this meeting. We also welcome you to share any thoughts by filling out our survey linked here. We are very eager to hear your feedback.

Thank you very much in advance for your time and for sharing your thoughts.

Sincerely,
Emma Gleason

Emma Gleason
Associate Director of Strategic Initiatives
Uncommon Schools | New York City
[redacted]

From: Emma Gleason
Sent: Monday, February 01, 2016 5:24 PM
To: [redacted]
Cc: Natasha Cherry-Perez; [redacted]
Subject: Uncommon Schools New York City Update

Dear Assemblyman Mosley,

I hope that this email finds you well, and that you are having a great start to the week.

I am reaching out to let you know that Uncommon Schools New York City ("Uncommon NYC") is planning to apply to open new public charter schools serving Community School District 13, and to ask for your input on our planned growth.

As you may know, Uncommon NYC is a network of free, public charter schools in Brooklyn that close the achievement gap and prepare low-income students to graduate from college. Currently, Uncommon NYC serves over 5,900 K-12 students across 21 schools in Brooklyn, including both single-sex and co-educational schools. Uncommon NYC has a demonstrated record of successful academic outcomes, with 100% of our graduating high school seniors accepted to college. This success has translated into tremendous demand, with more than 33,000 students currently on our waiting list. You can find some additional background information regarding Uncommon New York City attached here.

In response to this overwhelming demand for free, high quality school options in Brooklyn, Uncommon New York City Charter Schools has applied to the State University of New York (SUNY) Charter Schools Institute for permission to

open an elementary school that will be tied to Brooklyn East Collegiate Charter School ("BEC") in CSD 13. This elementary school would open in 2018-19 with K, eventually growing to serve grades K-4. Once students reach the 5th grade, they will be able to attend the existing Brooklyn East Collegiate Middle School, which serves grades 5-8. Once students reach 9th grade, they will be offered a seat at an Uncommon high school.

In addition, we are submitting a proposal for a new K-12 public charter school to SUNY. If approved, the proposed school will open in 2018 serving grades K and 5. The school will ultimately grow to serve children in grades K-12.The location of the school has not yet been determined, but will be in either CSD 13, 14, 16, 17, 18, 19, or 23.

As we plan to serve more families in CSD 13, the voices of community leaders are very important to us, since we know from experience that every neighborhood has its own needs, and that each student and community are unique.

We would welcome the opportunity to share more with you about our plans to grow and would like to make it as easy as possible for you to share your thoughts and feedback with us. Please let us know if you or a member of your organization would be available to meet with us in person or via phone before March 18. During this meeting, we would share more about Uncommon Schools NYC and our plan to open additional schools, and would ask for your feedback on the plan. We would also welcome the opportunity to learn more about your work.

If you or a member of your team is not available for a meeting or call with us, please take 5-10 minutes to share your thoughts with us via one of these two methods:

1. Providing your feedback and input on our proposals through this online survey. (https://www.surveymonkey.com/r/Uncommon Schools NYC)
2. Sharing your response to the questionnaire below, which you can return directly via a response email.

Thank you very much in advance for your time and for sharing your thoughts.

Sincerely,
Emma Gleason

Request for Feedback:

Directions: Please read through the description of Uncommon New York City's program below, then answer the questions in the table below to provide feedback to Uncommon Schools New York City on its plan to open an additional school in Brooklyn. Thank you very much for your valuable feedback!

Program Description
Uncommon New York City believes that in running a successful school, there are no 100% solutions. Rather, there is a series of 1% solutions that add up to success. Uncommon uses a core set of approaches and practices, drawn from observations of high-performing schools to meeting its mission of preparing students to succeed in high school, college, and beyond. Some of the solutions and practices around which our schools are structured are: (i) Expect Excellence; (ii) Recruit, Develop, and Retain Great Teachers; (iii) Assess Early and Often to Inform Effective Instruction; (iv) Focus on Literacy; (v) Employ Research-Proven Curricula; (vi) Make More Time; (vii) Help Students Until They Master It; (viii) Provide Structure and Order; (ix) Keep It Personal; (x) Develop Character; (xi) Involve Families; (xii) Help Students Envision a Bright Future Which Inspires Them To Achieve; and (xiii) Prepare High School Students for College.

Questions

Question	Response
Based on the description of Uncommon New York City's program described above, what feedback do you have on Uncommon's program?	
What else do you think this community needs educationally, and how could Uncommon NYC	

help meet that need?	
Based on what we've told you about Uncommon NYC's approach, do you have any questions, concerns, or other suggestions?	

Emma Gleason
Associate Director of Strategic Initiatives
Uncommon Schools | New York City
[redacted]

[redacted]
Brooklyn, NY 11216
[redacted]

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Emma G eason

From: Emma Gleason
Sent: Wednesday, December 16, 2015 9:19 AM
To: [redacted]
Cc: Natasha Cherry-Perez; [redacted]
Subject: Uncommon Schools New York City Update
Attachments: Uncommon New York City Charter Schools Overview.pdf

Dear Assemblyman Perry,

I hope that this email finds you well.

I am reaching out to let you know that Uncommon Schools New York City ("Uncommon NYC") is planning to apply to open new public charter schools serving Community School District 18, and to ask for your input on our planned growth.

As you may know, Uncommon NYC is a network of free, public charter schools in Brooklyn that close the achievement gap and prepare low-income students to graduate from college. Currently, Uncommon NYC serves over 5,900 K-12 students across 21 schools in Brooklyn, including both single-sex and co-educational schools. Uncommon NYC has a demonstrated record of successful academic outcomes, with **100% of our graduating high school seniors accepted to college**. This success has translated into tremendous demand, with more than 33,000 students currently on our waiting list, over 7,000 of whom reside in CSD 18. You can find some additional background information regarding Uncommon New York City attached here.

In response to this overwhelming demand for free, high quality school options in Brooklyn, Uncommon New York City Charter Schools has applied to the State University of New York (SUNY) Charter Schools Institute for permission to open an elementary school that will be tied to the Kings Collegiate Charter School ("Kings") in CSD 18. The elementary school would open in 2016-17 with K, eventually growing to serve grades K-4. Once students reach the 5th grade, they will be able to attend the Kings Collegiate Charter School middle school, which serves grades 5-8. Once students reach 9th grade, they will be offered a seat at an Uncommon high school.

In addition, we are submitting a proposal for a new K-12 public charter school to SUNY. If approved, the proposed school will open in 2017 or 2018 serving grades K and 5. The school will ultimately grow to serve children in grades K-12.The location of the school has not yet been determined, but will be in either CSD 13, 14, 16, 17, 18, 19, or 23.

As we plan to serve more families in CSD 18, the voices of community leaders are very important to us, since we know from experience that every neighborhood has its own needs, and that each student and community are unique.

We know that you are meeting with Uncommon New York City's Community Engagement Coordinator Natasha Cherry-Perez today, and we **are hopeful that you will be able to share your input on this proposed growth, as well as how our schools can best serve CSD 18, during this meeting.** We are very eager to get your feedback.

Thank you very much in advance for your time and for sharing your thoughts.

Sincerely,
Emma Gleason

Emma Gleason
Associate Director of Strategic Initiatives
Uncommon Schools | New York City
[redacted]

[redacted]
Brooklyn, NY 11216
[redacted]

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Emma G eason

From: Emma Gleason
Sent: Thursday, February 18, 2016 7:35 PM
To: [redacted]
Subject: Uncommon Schools New York City Update
Attachments: Uncommon New York City Charter Schools Overview.pdf

Dear Executive Director Murphy,

I hope that this email finds you well, and that you are having a great week.

I am reaching out to let you know that Uncommon Schools New York City ("Uncommon NYC") is planning to apply to open new public charter schools serving Brooklyn, and to ask for your input on our planned growth.

As you may know, Uncommon NYC is a network of free, public charter schools in Brooklyn that close the achievement gap and prepare low-income students to graduate from college. Currently, Uncommon NYC serves over 5,900 K-12 students across 21 schools in Brooklyn, including both single-sex and co-educational schools. Uncommon NYC has a demonstrated record of successful academic outcomes, with 100% of our graduating high school seniors accepted to college. This success has translated into tremendous demand, with more than 33,000 students currently on our waiting list. You can find some additional background information regarding Uncommon New York City attached here.

In response to this overwhelming demand for free, high quality school options in Brooklyn, Uncommon NYC is in the process of submitting a proposal to the State University of New York (SUNY) Charter Schools Institute for permission to open up to three additional schools in the Brownsville neighborhood, including elementary schools that will be tied to Brownsville Collegiate Charter School ("BVC") in Community School District 23 (projected opening in 17-18), as well as Kings Collegiate Charter School ("KCCS") in CSD 18 (projected opening in 16-17). The schools would open with K, eventually growing to serve grades K-4. Once students reach the 5th grade, they will be able to attend BVC or KCCS, which serve grades 5-8. Once students reach 9th grade, they will be offered a seat at an Uncommon high school.

In addition, we are submitting a proposal for a new K-12 public charter school to SUNY. If approved, the proposed school will open in 2018 serving grades K and 5. The school will ultimately grow to serve children in grades K-12.The location of the school has not yet been determined, but there is a chance it will be in Brownsville. If approved, the proposed schools will open in 2018 serving grades K and 5. The school will ultimately grow to serve children in grades K- 12.

As we grow in Brooklyn, we are very eager to partner with like-minded organizations to learn about how we can work together to serve our communities. If you're interested, we would love to find a time meet in person to learn more about your work; to give you some more details about Uncommon NYC, our program, and our plans for the future; and to identify opportunities for us to work together in service to the community.

Please let us know if you or a member of your team are available to meet with us. We are eager to hear your thoughts and are happy to work around your schedule.

If you or a member of your team is not available for a meeting or call with us, we would really appreciate it if you could please take 5 minutes to share your thoughts with us via one of these two methods:

1. Providing your feedback and input on our proposals through this online survey. (https://www.surveymonkey.com/r/USNYC)
2. Sharing your response to the questionnaire below, which you can return directly via a response email.

Thank you so much for your input.

Sincerely,

Request for Feedback:

Directions: Please read through the description of Uncommon New York City's program below, then answer the questions in the table below to provide feedback to Uncommon Schools New York City on its plan to open an additional school in Brooklyn. Thank you very much for your valuable feedback!

Program Description
Uncommon New York City believes that in running a successful school, there are no 100% solutions. Rather, there is a series of 1% solutions that add up to success. Uncommon uses a core set of approaches and practices, drawn from observations of high-performing schools to meeting its mission of preparing students to succeed in high school, college, and beyond. Some of the solutions and practices around which our schools are structured are: (i) Expect Excellence; (ii) Recruit, Develop, and Retain Great Teachers; (iii) Assess Early and Often to Inform Effective Instruction; (iv) Focus on Literacy; (v) Employ Research-Proven Curricula; (vi) Make More Time; (vii) Help Students Until They Master It; (viii) Provide Structure and Order; (ix) Keep It Personal; (x) Develop Character; (xi) Involve Families; (xii) Help Students Envision a Bright Future Which Inspires Them To Achieve; and (xiii) Prepare High School Students for College.

Questions

Question	Response
Based on the description of Uncommon New York City's program described above, what feedback do you have on Uncommon's program?	
What else do you think this community needs educationally, and how could Uncommon NYC help meet that need?	
Based on what we've told you about Uncommon NYC's approach, do you have any questions, concerns, or other suggestions?	

Emma Gleason
Associate Director of Strategic Initiatives
Uncommon Schools | New York City
[redacted]

[redacted]
Brooklyn, NY 11216
[redacted]

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Emma G eason

From: Emma Gleason
Sent: Thursday, February 18, 2016 7:53 PM
To: [redacted]
Subject: Uncommon Schools New York City Requests Your Feedback
Attachments: Uncommon New York City Charter Schools Overview.pdf

Good evening Executive Director Staley,

I hope this email finds you well.

I am reaching out to let you know that Uncommon Schools New York City ("Uncommon NYC") is planning to apply to open new public charter schools serving Brooklyn, and to ask for Project East New York's input on our planned growth.

As you may know, Uncommon NYC is a network of free, public charter schools in Brooklyn that close the achievement gap and prepare low-income students to graduate from college. Currently, Uncommon NYC serves over 5,900 K-12 students across 21 schools in Brooklyn, including both single-sex and co-educational schools. Uncommon NYC has a demonstrated record of successful academic outcomes, with 100% of our graduating high school seniors accepted to college. This success has translated into tremendous demand, with more than 33,000 students currently on our waiting list. You can find some additional background information regarding Uncommon New York City attached here. Several Uncommon Schools are located in Brownsville, including Leadership Prep Brownsville and Brownsville Collegiate Charter School.

In response to this overwhelming demand for free, high quality school options in Brooklyn, Uncommon NYC is in the process of submitting a proposal to the State University of New York (SUNY) Charter Schools Institute for permission to open up to three additional schools in Brownsville or East New York, including elementary schools that will be tied to Brownsville Collegiate Charter School ("BVC") in Community School District 23 (projected opening in 17-18), as well as Kings Collegiate Charter School ("KCCS") in CSD 18 (projected opening in 16-17). The schools would open with K, eventually growing to serve grades K-4. Once students reach the 5th grade, they will be able to attend BVC or KCCS, which serve grades 5-8. Once students reach 9th grade, they will be offered a seat at an Uncommon high school.

In addition, we are submitting a proposal for a new K-12 public charter school to SUNY. If approved, the proposed school will open in 2018 serving grades K and 5. The school will ultimately grow to serve children in grades K-12.The location of the school has not yet been determined, but it may be in Brownsville or East New York. If approved, the proposed school will open in 2018 serving grades K and 5. The school will ultimately grow to serve children in grades K- 12.

As we grow in Brooklyn, we are very eager to partner with like-minded organizations to learn about how we can work together to serve our communities. If you're interested, we would love to find a time meet in person to learn more about your work; to give you some more details about Uncommon NYC, our program, and our plans for the future; and to identify opportunities for us to work together in service to the community.

Please let us know if a member of your team is available to meet with us. We are eager to hear your thoughts and are happy to work around your schedule.

If you are not available to meet with us, we would really appreciate it if you could please take 5 minutes to share your thoughts with us via one of these two methods:

1. Providing your feedback and input on our proposals through this online survey. (https://www.surveymonkey.com/r/USNYC)
2. Sharing your response to the questionnaire below, which you can return directly via a response email.

Thank you so much for your input.

Sincerely,
Emma Gleason

Request for Feedback:

Directions: Please read through the description of Uncommon New York City's program below, then answer the questions in the table below to provide feedback to Uncommon Schools New York City on its plan to open an additional school in Brooklyn. Thank you very much for your valuable feedback!

Program Description
Uncommon New York City believes that in running a successful school, there are no 100% solutions. Rather, there is a series of 1% solutions that add up to success. Uncommon uses a core set of approaches and practices, drawn from observations of high-performing schools to meeting its mission of preparing students to succeed in high school, college, and beyond. Some of the solutions and practices around which our schools are structured are: (i) Expect Excellence; (ii) Recruit, Develop, and Retain Great Teachers; (iii) Assess Early and Often to Inform Effective Instruction; (iv) Focus on Literacy; (v) Employ Research-Proven Curricula; (vi) Make More Time; (vii) Help Students Until They Master It; (viii) Provide Structure and Order; (ix) Keep It Personal; (x) Develop Character; (xi) Involve Families; (xii) Help Students Envision a Bright Future Which Inspires Them To Achieve; and (xiii) Prepare High School Students for College.

Questions

Question	Response
Based on the description of Uncommon New York City's program described above, what feedback do you have on Uncommon's program?	
What else do you think this community needs educationally, and how could Uncommon NYC help meet that need?	
Based on what we've told you about Uncommon NYC's approach, do you have any questions, concerns, or other suggestions?	

Emma Gleason
Associate Director of Strategic Initiatives
Uncommon Schools | New York City
[redacted]

[redacted]
Brooklyn, NY 11216
[redacted]

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Emma G eason

From: Emma Gleason
Sent: Friday, January 08, 2016 5:42 PM
To: [redacted]
Cc: Natasha Cherry-Perez; [redacted]
Subject: Uncommon Schools New York City Update
Attachments: Uncommon New York City Charter Schools Overview.pdf

Dear Assemblywoman Robinson,

I hope that this email finds you well, and that you had a happy new year.

I am reaching out to let you know that Uncommon Schools New York City ("Uncommon NYC") is planning to apply to open new public charter schools serving Community School Districts 13, 16, or 17, and to ask for your input on our planned growth.

As you may know, Uncommon NYC is a network of free, public charter schools in Brooklyn that close the achievement gap and prepare low-income students to graduate from college. Currently, Uncommon NYC serves over 5,900 K-12 students across 21 schools in Brooklyn, including both single-sex and co-educational schools. Uncommon NYC has a demonstrated record of successful academic outcomes, with **100% of our graduating high school seniors accepted to college**. This success has translated into tremendous demand, with more than 33,000 students currently on our waiting list. You can find some additional background information regarding Uncommon New York City attached here.

In response to this overwhelming demand for free, high quality school options in Brooklyn, Uncommon New York City Charter Schools has applied to the State University of New York (SUNY) Charter Schools Institute for permission to open an elementary school that will be tied to the Bedford Stuyvesant Collegiate Charter School ("BSC") in CSD 16. This elementary school would open in 2017-18 with K, eventually growing to serve grades K-4. Once students reach the 5th grade, they will be able to attend Bedford Stuyvesant Collegiate Middle School, which serves grades 5-8. Once students reach 9th grade, they will be offered a seat at an Uncommon high school.

In addition, we are submitting a proposal for a new K-12 public charter school to SUNY. If approved, the proposed school will open in 2017 or 2018 serving grades K and 5. The school will ultimately grow to serve children in grades K-12.The location of the school has not yet been determined, but will be in either CSD 13, 14, 16, 17, 18, 19, or 23.

As we plan to serve more families in CSDs 13, 16, or 17, the voices of community leaders are very important to us, since we know from experience that every neighborhood has its own needs, and that each student and community are unique.

We know that you are meeting with Uncommon New York City's Community Engagement Coordinator Natasha Cherry-Perez next week, and we are hopeful that you will be able to share your input on this proposed growth, as well **as how our schools can best serve CSDs 13, 16 and 17, during this meeting.** We are very eager to get your feedback.

Thank you very much in advance for your time and for sharing your thoughts.

Sincerely,
Emma Gleason

Emma Gleason
Associate Director of Strategic Initiatives
Uncommon Schools | New York City
[redacted]

[redacted]
Brooklyn, NY 11216
[redacted]

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Emma G eason

From: Emma Gleason
Sent: Thursday, February 18, 2016 3:15 PM
To: [redacted]
Cc: Natasha Cherry-Perez
Subject: Uncommon Schools New York City Update
Attachments: Uncommon New York City Charter Schools Overview.pdf

Dear Senator Persaud,

I hope that this email finds you well, and that you are having a great week!

I am reaching out to let you know that Uncommon Schools New York City ("Uncommon NYC") is planning to apply to open new public charter schools serving the 19th Senatorial District and to ask for your input on our planned growth.

As you may know, Uncommon NYC is a network of free, public charter schools in Brooklyn that close the achievement gap and prepare low-income students to graduate from college. Currently, Uncommon NYC serves over 5,900 K-12 students across 21 schools in Brooklyn, including both single-sex and co-educational schools. Uncommon NYC has a demonstrated record of successful academic outcomes, with 100% of our graduating high school seniors accepted to college. This success has translated into tremendous demand, with more than 33,000 students currently on our waiting list. You can find some additional background information regarding Uncommon New York City attached here.

In response to this overwhelming demand for free, high quality school options in Brooklyn, Uncommon New York City Charter Schools is submitting a proposal for a new K-12 public charter school to the State University of New York (SUNY) Charter Schools Institute. If approved, the proposed school will open in 2018 serving grades K and 5. The school will ultimately grow to serve children in grades K-12.The location of the school has not yet been determined, but will be in either Community School District 13, 14, 16, 17, 18, 19, or 23.

As we plan to serve more families in the 19th Senatorial District, the voices of community leaders are very important to us, since we know from experience that every neighborhood has its own needs, and that each student and community are unique.

We know that you are visiting Uncommon Preparatory Charter High School on Monday, 2/22 alongside Uncommon New York City's Community Engagement Coordinator Natasha Cherry-Perez, and we are hopeful that you will be able to share your input on this proposed growth, as well as how our schools can best serve the 19th Senatorial District, during your visit. We also welcome you to share any thoughts by filling out our survey linked here. We are very eager to hear your feedback.

Thank you very much in advance for your time and for sharing your thoughts.

Sincerely,
Emma Gleason

Emma Gleason
Associate Director of Strategic Initiatives
Uncommon Schools | New York City
[redacted]

[redacted]
Brooklyn, NY 11216
[redacted]

Uncommon Schools | Change History.
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Emma G eason

From: Emma Gleason
Sent: Monday, February 01, 2016 3:07 PM
To: [redacted]
Cc: Natasha Cherry-Perez; [redacted]
Subject: Uncommon Schools New York City Update
Attachments: Uncommon New York City Charter Schools Overview.pdf

Dear Senator Squadron,

I hope that this email finds you well, and that you are having a great start to the week.

I am reaching out to let you know that Uncommon Schools New York City ("Uncommon NYC") is planning to apply to open new public charter schools serving Community School District 14, and to ask for your input on our planned growth.

As you may know, Uncommon NYC is a network of free, public charter schools in Brooklyn that close the achievement gap and prepare low-income students to graduate from college. Currently, Uncommon NYC serves over 5,900 K-12 students across 21 schools in Brooklyn, including both single-sex and co-educational schools. Uncommon NYC has a demonstrated record of successful academic outcomes, with 100% of our graduating high school seniors accepted to college. This success has translated into tremendous demand, with more than 33,000 students currently on our waiting list. You can find some additional background information regarding Uncommon New York City attached here.

In response to this overwhelming demand for free, high quality school options in Brooklyn, Uncommon New York City Charter Schools has applied to the State University of New York (SUNY) Charter Schools Institute for permission to open an elementary school that will be tied to Williamsburg Collegiate Charter School ("WCCS") in CSD 14. This elementary school would open in 2018-19 with K, eventually growing to serve grades K-4. Once students reach the 5th grade, they will be able to attend the Williamsburg Collegiate Middle School, which serves grades 5-8. Once students reach 9th grade, they will be offered a seat at an Uncommon high school.

In addition, we are submitting a proposal for a new K-12 public charter school to SUNY. If approved, the proposed school will open in 2018 serving grades K and 5. The school will ultimately grow to serve children in grades K-12.The location of the school has not yet been determined, but will be in either CSD 13, 14, 16, 17, 18, 19, or 23.

As we plan to serve more families in CSD 14, the voices of community leaders are very important to us, since we know from experience that every neighborhood has its own needs, and that each student and community are unique.

We know that you are meeting with Uncommon New York City's Community Engagement Coordinator Natasha Cherry-Perez this Wednesday, and we are hopeful that you will be able to share your input on this proposed growth, as well as how our schools can best serve CSD 14, during this meeting. We also welcome you to share any thoughts by filling out our survey linked here. We are very eager to hear your feedback.

Thank you very much in advance for your time and for sharing your thoughts.

Sincerely,
Emma Gleason

Emma Gleason
Associate Director of Strategic Initiatives
Uncommon Schools | New York City
[redacted]

Emma G eason

From: Emma Gleason
Sent: Thursday, February 04, 2016 11:04 AM
To: [redacted]
Cc: Natasha Cherry-Perez
Subject: Uncommon Schools New York City Update
Attachments: Uncommon New York City Charter Schools Overview.pdf

Dear Superintendent Amon,

I hope that this email finds you well, and that you are having a great week.

I am reaching out to let you know that Uncommon Schools New York City ("Uncommon NYC") is planning to apply to open new public charter schools serving Community School District 16, and to ask for your input on our planned growth.

As you may know, Uncommon NYC is a network of free, public charter schools in Brooklyn that close the achievement gap and prepare low-income students to graduate from college. Currently, Uncommon NYC serves over 5,900 K-12 students across 21 schools in Brooklyn, including both single-sex and co-educational schools. Uncommon NYC has a demonstrated record of successful academic outcomes, with 100% of our graduating high school seniors accepted to college. This success has translated into tremendous demand, with more than 33,000 students currently on our waiting list. You can find some additional background information regarding Uncommon New York City attached here.

In response to this overwhelming demand for free, high quality school options in Brooklyn, Uncommon New York City Charter Schools has applied to the State University of New York (SUNY) Charter Schools Institute for permission to open an elementary school that will be tied to Bedford Stuyvesant Collegiate Charter School ("BSC") in CSD 16. This elementary school would likely open in 2017-18 with K, eventually growing to serve grades K-4. Once students reach the 5th grade, they will be able to attend the Bedford Stuyvesant Collegiate Middle School, which serves grades 5-8. Once students reach 9th grade, they will be offered a seat at an Uncommon high school.

In addition, we are submitting a proposal for a new K-12 public charter school to SUNY. If approved, the proposed school will open in 2018 serving grades K and 5. The school will ultimately grow to serve children in grades K-12.The location of the school has not yet been determined, but will be in either CSD 13, 14, 16, 17, 18, 19, or 23.

As we plan to serve more families in CSD 16, the voices of community education leaders are very important to us, since we know from experience that every neighborhood has its own needs, and that each student and community are unique.

We would welcome the opportunity to share more with you about our plans to grow and would like to make it as easy as possible for you to share your thoughts and feedback with us. Please let us know if you or a member of your team would be available to meet with us in person or via phone before March 18. During this meeting, we would share more about Uncommon Schools NYC and our plan to open additional schools, and would ask for your feedback on the plan. We would also welcome the opportunity to learn more about your work.

If you or a member of your team is not available for a meeting or call with us, please take 5-10 minutes to share your thoughts with us via one of these two methods:

1. Providing your feedback and input on our proposals through this online survey. (https://www.surveymonkey.com/r/Uncommon Schools NYC)
2. Sharing your response to the questionnaire below, which you can return directly via a response email.

Thank you very much in advance for your time and for sharing your thoughts.

Sincerely,
Emma Gleason

Request for Feedback:

Directions: Please read through the description of Uncommon New York City's program below, then answer the questions in the table below to provide feedback to Uncommon Schools New York City on its plan to open an additional school in Brooklyn. Thank you very much for your valuable feedback!

Program Description
Uncommon New York City believes that in running a successful school, there are no 100% solutions. Rather, there is a series of 1% solutions that add up to success. Uncommon uses a core set of approaches and practices, drawn from observations of high-performing schools to meeting its mission of preparing students to succeed in high school, college, and beyond. Some of the solutions and practices around which our schools are structured are: (i) Expect Excellence; (ii) Recruit, Develop, and Retain Great Teachers; (iii) Assess Early and Often to Inform Effective Instruction; (iv) Focus on Literacy; (v) Employ Research-Proven Curricula; (vi) Make More Time; (vii) Help Students Until They Master It; (viii) Provide Structure and Order; (ix) Keep It Personal; (x) Develop Character; (xi) Involve Families; (xii) Help Students Envision a Bright Future Which Inspires Them To Achieve; and (xiii) Prepare High School Students for College.

Questions

Question	Response
Based on the description of Uncommon New York City's program described above, what feedback do you have on Uncommon's program?	
What else do you think this community needs educationally, and how could Uncommon NYC help meet that need?	
Based on what we've told you about Uncommon NYC's approach, do you have any questions, concerns, or other suggestions?	

Emma Gleason
Associate Director of Strategic Initiatives
Uncommon Schools | New York City
[redacted]

[redacted]
Brooklyn, NY 11216
[redacted]

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Emma G eason

From: Emma Gleason
Sent: Thursday, February 18, 2016 4:57 PM
To: [redacted]
Subject: Uncommon Schools New York City Update
Attachments: Uncommon New York City Charter Schools Overview.pdf

Dear Superintendent Ellis,

I hope that this email finds you well, and that you are having a great week!

I am reaching out to let you know that Uncommon Schools New York City ("Uncommon NYC") is planning to apply to open a new public charter school in Brooklyn, potentially in CSD 17, and to ask for your input on our planned growth.

As you may know, Uncommon NYC is a network of free, public charter schools in Brooklyn that close the achievement gap and prepare low-income students to graduate from college. Currently, Uncommon NYC serves over 5,900 K-12 students across 21 schools in Brooklyn, including both single-sex and co-educational schools. Uncommon NYC has a demonstrated record of successful academic outcomes, with 100% of our graduating high school seniors accepted to college. This success has translated into tremendous demand, with more than 33,000 students currently on our waiting list. You can find some additional background information regarding Uncommon New York City attached here.

In response to this overwhelming demand for free, high quality school options in Brooklyn, Uncommon New York City Charter Schools is submitting a proposal for permission to open a new K-12 public charter school to the State University of New York (SUNY) Charter Schools Institute. If approved, the proposed school will open in 2018 serving grades K and 5. The school will ultimately grow to serve children in grades K-12.The location of the school has not yet been determined, but will be in either Community School District 13, 14, 16, 17, 18, 19, or 23.

As we plan to potentially serve more families in CSD 17, the voices of community leaders are very important to us, since we know from experience that every neighborhood has its own needs, and that each student and community are unique.

We would welcome the opportunity to share more with you about our plans to grow and would like to make it as easy as possible for you to share your thoughts and feedback with us. Please let us know if you or a member of your team would be available to meet with us in person or via phone before March 18. During this meeting, we would share more about Uncommon Schools NYC and our plan to open additional schools, and would ask for your feedback on the plan. We would also welcome the opportunity to learn more about your work.

If you or a member of your team is not available for a meeting or call with us, please take 5-10 minutes to share your thoughts with us via one of these two methods:

1. Providing your feedback and input on our proposals through this online survey. (https://www.surveymonkey.com/r/Uncommon Schools NYC)
2. Sharing your response to the questionnaire below, which you can return directly via a response email.

Thank you very much in advance for your time and for sharing your thoughts.

Sincerely,
Emma Gleason

<u>Request for Feedback:</u>

Directions: Please read through the description of Uncommon New York City's program below, then answer the questions in the table below to provide feedback to Uncommon Schools New York City on its plan to open an additional school in Brooklyn. Thank you very much for your valuable feedback!

Program Description

Uncommon New York City believes that in running a successful school, there are no 100% solutions. Rather, there is a series of 1% solutions that add up to success. Uncommon uses a core set of approaches and practices, drawn from observations of high-performing schools to meeting its mission of preparing students to succeed in high school, college, and beyond. Some of the solutions and practices around which our schools are structured are: (i) Expect Excellence; (ii) Recruit, Develop, and Retain Great Teachers; (iii) Assess Early and Often to Inform Effective Instruction; (iv) Focus on Literacy; (v) Employ Research-Proven Curricula; (vi) Make More Time; (vii) Help Students Until They Master It; (viii) Provide Structure and Order; (ix) Keep It Personal; (x) Develop Character; (xi) Involve Families; (xii) Help Students Envision a Bright Future Which Inspires Them To Achieve; and (xiii) Prepare High School Students for College.

Questions

Question	Response
Based on the description of Uncommon New York City's program described above, what feedback do you have on Uncommon's program?	
What else do you think this community needs educationally, and how could Uncommon NYC help meet that need?	
Based on what we've told you about Uncommon NYC's approach, do you have any questions, concerns, or other suggestions?	

Emma Gleason
Associate Director of Strategic Initiatives
Uncommon Schools | New York City
[redacted]

[redacted]
Brooklyn, NY 11216
[redacted]

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Emma G eason

From: Emma Gleason
Sent: Monday, February 01, 2016 5:27 PM
To: [redacted]
Cc: Natasha Cherry-Perez
Subject: Uncommon Schools New York City Update
Attachments: Uncommon New York City Charter Schools Overview.pdf

Dear Superintendent Freeman,

I hope that this email finds you well, and that you are having a great start to the week.

I am reaching out to let you know that Uncommon Schools New York City ("Uncommon NYC") is planning to apply to open new public charter schools serving Community School District 13, and to ask for your input on our planned growth.

As you may know, Uncommon NYC is a network of free, public charter schools in Brooklyn that close the achievement gap and prepare low-income students to graduate from college. Currently, Uncommon NYC serves over 5,900 K-12 students across 21 schools in Brooklyn, including both single-sex and co-educational schools. Uncommon NYC has a demonstrated record of successful academic outcomes, with 100% of our graduating high school seniors accepted to college. This success has translated into tremendous demand, with more than 33,000 students currently on our waiting list. You can find some additional background information regarding Uncommon New York City attached here.

In response to this overwhelming demand for free, high quality school options in Brooklyn, Uncommon New York City Charter Schools has applied to the State University of New York (SUNY) Charter Schools Institute for permission to open an elementary school that will be tied to Brooklyn East Collegiate Charter School ("BEC") in CSD 13. This elementary school would open in 2018-19 with K, eventually growing to serve grades K-4. Once students reach the 5th grade, they will be able to attend the existing Brooklyn East Collegiate Middle School, which serves grades 5-8. Once students reach 9th grade, they will be offered a seat at an Uncommon high school.

In addition, we are submitting a proposal for a new K-12 public charter school to SUNY. If approved, the proposed school will open in 2018 serving grades K and 5. The school will ultimately grow to serve children in grades K-12.The location of the school has not yet been determined, but will be in either CSD 13, 14, 16, 17, 18, 19, or 23.

As we plan to serve more families in CSD 13, the voices of community education leaders are very important to us, since we know from experience that every neighborhood has its own needs, and that each student and community are unique.

We would welcome the opportunity to share more with you about our plans to grow and would like to make it as easy as possible for you to share your thoughts and feedback with us. Please let us know if you or a member of your organization would be available to meet with us in person or via phone before March 18. During this meeting, we would share more about Uncommon Schools NYC and our plan to open additional schools, and would ask for your feedback on the plan. We would also welcome the opportunity to learn more about your work.

If you or a member of your team is not available for a meeting or call with us, please take 5-10 minutes to share your thoughts with us via one of these two methods:

1. Providing your feedback and input on our proposals through this online survey. (https://www.surveymonkey.com/r/Uncommon Schools NYC)
2. Sharing your response to the questionnaire below, which you can return directly via a response email.

Thank you very much in advance for your time and for sharing your thoughts.

Sincerely,
Emma Gleason

Request for Feedback:

Directions: Please read through the description of Uncommon New York City's program below, then answer the questions in the table below to provide feedback to Uncommon Schools New York City on its plan to open an additional school in Brooklyn. Thank you very much for your valuable feedback!

Program Description
Uncommon New York City believes that in running a successful school, there are no 100% solutions. Rather, there is a series of 1% solutions that add up to success. Uncommon uses a core set of approaches and practices, drawn from observations of high-performing schools to meeting its mission of preparing students to succeed in high school, college, and beyond. Some of the solutions and practices around which our schools are structured are: (i) Expect Excellence; (ii) Recruit, Develop, and Retain Great Teachers; (iii) Assess Early and Often to Inform Effective Instruction; (iv) Focus on Literacy; (v) Employ Research-Proven Curricula; (vi) Make More Time; (vii) Help Students Until They Master It; (viii) Provide Structure and Order; (ix) Keep It Personal; (x) Develop Character; (xi) Involve Families; (xii) Help Students Envision a Bright Future Which Inspires Them To Achieve; and (xiii) Prepare High School Students for College.

Questions

Question	Response
Based on the description of Uncommon New York City's program described above, what feedback do you have on Uncommon's program?	
What else do you think this community needs educationally, and how could Uncommon NYC help meet that need?	
Based on what we've told you about Uncommon NYC's approach, do you have any questions, concerns, or other suggestions?	

Emma Gleason
Associate Director of Strategic Initiatives
Uncommon Schools | New York City
[redacted]

[redacted]
Brooklyn, NY 11216
[redacted]

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Emma G eason

From: Emma Gleason
Sent: Monday, February 01, 2016 5:36 PM
To: [redacted]
Cc: Natasha Cherry-Perez
Subject: Uncommon Schools New York City Update
Attachments: Uncommon New York City Charter Schools Overview.pdf

Dear Superintendent Wilkins,

I hope that this email finds you well.

I am reaching out to let you know that Uncommon Schools New York City ("Uncommon NYC") is planning to apply to open new public charter schools serving Community School District 18, and to ask for your input on our planned growth.

As you may know, Uncommon NYC is a network of free, public charter schools in Brooklyn that close the achievement gap and prepare low-income students to graduate from college. Currently, Uncommon NYC serves over 5,900 K-12 students across 21 schools in Brooklyn, including both single-sex and co-educational schools. Uncommon NYC has a demonstrated record of successful academic outcomes, with 100% of our graduating high school seniors accepted to college. This success has translated into tremendous demand, with more than 33,000 students currently on our waiting list, over 7,000 of whom reside in CSD 18. You can find some additional background information regarding Uncommon New York City attached here.

In response to this overwhelming demand for free, high quality school options in Brooklyn, Uncommon New York City Charter Schools has applied to the State University of New York (SUNY) Charter Schools Institute for permission to open an elementary school that will be tied to the Kings Collegiate Charter School ("Kings") in CSD 18. The elementary school would ideally open in 2016-17 with K, eventually growing to serve grades K-4. Once students reach the 5th grade, they will be able to attend the Kings Collegiate Charter School middle school, which serves grades 5-8. Once students reach 9th grade, they will be offered a seat at an Uncommon high school.

In addition, we are submitting a proposal for a new K-12 public charter school to SUNY. If approved, the proposed school will open in 2018 serving grades K and 5. The school will ultimately grow to serve children in grades K-12.The location of the school has not yet been determined, but will be in either CSD 13, 14, 16, 17, 18, 19, or 23.

As we plan to serve more families in CSD 18, the voices of community leaders are very important to us, since we know from experience that every neighborhood has its own needs, and that each student and community are unique.

We would welcome the opportunity to share more with you about our plans to grow and would like to make it as easy as possible for you to share your thoughts and feedback with us. Please let us know if you or a member of your organization would be available to meet with us in person or via phone before March 18. During this meeting, we would share more about Uncommon Schools NYC and our plan to open additional schools, and would ask for your feedback on the plan. We would also welcome the opportunity to learn more about your work.

If you or a member of your team is not available for a meeting or call with us, please take 5-10 minutes to share your thoughts with us via one of these two methods:

1. Providing your feedback and input on our proposals through this online survey. (https://www.surveymonkey.com/r/Uncommon Schools NYC)
2. Sharing your response to the questionnaire below, which you can return directly via a response email.

Thank you very much in advance for your time and for sharing your thoughts.

Sincerely,
Emma Gleason

Request for Feedback:

Directions: Please read through the description of Uncommon New York City's program below, then answer the questions in the table below to provide feedback to Uncommon Schools New York City on its plan to open an additional school in Brooklyn. Thank you very much for your valuable feedback!

Program Description
Uncommon New York City believes that in running a successful school, there are no 100% solutions. Rather, there is a series of 1% solutions that add up to success. Uncommon uses a core set of approaches and practices, drawn from observations of high-performing schools to meeting its mission of preparing students to succeed in high school, college, and beyond. Some of the solutions and practices around which our schools are structured are: (i) Expect Excellence; (ii) Recruit, Develop, and Retain Great Teachers; (iii) Assess Early and Often to Inform Effective Instruction; (iv) Focus on Literacy; (v) Employ Research-Proven Curricula; (vi) Make More Time; (vii) Help Students Until They Master It; (viii) Provide Structure and Order; (ix) Keep It Personal; (x) Develop Character; (xi) Involve Families; (xii) Help Students Envision a Bright Future Which Inspires Them To Achieve; and (xiii) Prepare High School Students for College.

Questions

Question	Response
Based on the description of Uncommon New York City's program described above, what feedback do you have on Uncommon's program?	
What else do you think this community needs educationally, and how could Uncommon NYC help meet that need?	
Based on what we've told you about Uncommon NYC's approach, do you have any questions, concerns, or other suggestions?	

Emma Gleason
Associate Director of Strategic Initiatives
Uncommon Schools | New York City
[redacted]

[redacted]
Brooklyn, NY 11216
[redacted]

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Emma G eason

From: Emma Gleason
Sent: Thursday, February 04, 2016 10:51 AM
To: [redacted]
Cc: Natasha Cherry-Perez
Subject: Uncommon Schools New York City Update
Attachments: Uncommon New York City Charter Schools Overview.pdf

Dear Superintendent Winnicki,

I hope that this email finds you well, and that you are having a great week.

I am reaching out to let you know that Uncommon Schools New York City ("Uncommon NYC") is planning to apply to open new public charter schools serving Community School District 14, and to ask for your input on our planned growth.

As you may know, Uncommon NYC is a network of free, public charter schools in Brooklyn that close the achievement gap and prepare low-income students to graduate from college. Currently, Uncommon NYC serves over 5,900 K-12 students across 21 schools in Brooklyn, including both single-sex and co-educational schools. Uncommon NYC has a demonstrated record of successful academic outcomes, with 100% of our graduating high school seniors accepted to college. This success has translated into tremendous demand, with more than 33,000 students currently on our waiting list. You can find some additional background information regarding Uncommon New York City attached here.

In response to this overwhelming demand for free, high quality school options in Brooklyn, Uncommon New York City Charter Schools has applied to the State University of New York (SUNY) Charter Schools Institute for permission to open an elementary school that will be tied to Williamsburg Collegiate Charter School ("WCCS") in CSD 14. This elementary school would open in 2018-19 with K, eventually growing to serve grades K-4. Once students reach the 5th grade, they will be able to attend the Williamsburg Collegiate Middle School, which serves grades 5-8. Once students reach 9th grade, they will be offered a seat at an Uncommon high school.

In addition, we are submitting a proposal for a new K-12 public charter school to SUNY. If approved, the proposed school will open in 2018 serving grades K and 5. The school will ultimately grow to serve children in grades K-12.The location of the school has not yet been determined, but will be in either CSD 13, 14, 16, 17, 18, 19, or 23.

As we plan to serve more families in CSD 14, the voices of community education leaders are very important to us, since we know from experience that every neighborhood has its own needs, and that each student and community are unique.

We would welcome the opportunity to share more with you about our plans to grow and would like to make it as easy as possible for you to share your thoughts and feedback with us. Please let us know if you or a member of your team would be available to meet with us in person or via phone before March 18. During this meeting, we would share more about Uncommon Schools NYC and our plan to open additional schools, and would ask for your feedback on the plan. We would also welcome the opportunity to learn more about your work.

If you or a member of your team is not available for a meeting or call with us, please take 5-10 minutes to share your thoughts with us via one of these two methods:

1. Providing your feedback and input on our proposals through this online survey. (https://www.surveymonkey.com/r/Uncommon Schools NYC)
2. Sharing your response to the questionnaire below, which you can return directly via a response email.

Thank you very much in advance for your time and for sharing your thoughts.

Sincerely,
Emma Gleason

Request for Feedback:

Directions: Please read through the description of Uncommon New York City's program below, then answer the questions in the table below to provide feedback to Uncommon Schools New York City on its plan to open an additional school in Brooklyn. Thank you very much for your valuable feedback!

Program Description
Uncommon New York City believes that in running a successful school, there are no 100% solutions. Rather, there is a series of 1% solutions that add up to success. Uncommon uses a core set of approaches and practices, drawn from observations of high-performing schools to meeting its mission of preparing students to succeed in high school, college, and beyond. Some of the solutions and practices around which our schools are structured are: (i) Expect Excellence; (ii) Recruit, Develop, and Retain Great Teachers; (iii) Assess Early and Often to Inform Effective Instruction; (iv) Focus on Literacy; (v) Employ Research-Proven Curricula; (vi) Make More Time; (vii) Help Students Until They Master It; (viii) Provide Structure and Order; (ix) Keep It Personal; (x) Develop Character; (xi) Involve Families; (xii) Help Students Envision a Bright Future Which Inspires Them To Achieve; and (xiii) Prepare High School Students for College.

Questions

Question	Response
Based on the description of Uncommon New York City's program described above, what feedback do you have on Uncommon's program?	
What else do you think this community needs educationally, and how could Uncommon NYC help meet that need?	
Based on what we've told you about Uncommon NYC's approach, do you have any questions, concerns, or other suggestions?	

Emma Gleason
Associate Director of Strategic Initiatives
Uncommon Schools | New York City
[redacted]

[redacted]
Brooklyn, NY 11216
[redacted]

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Emma G eason

From: Emma Gleason
Sent: Friday, January 08, 2016 5:42 PM
To: [redacted]
Cc: Natasha Cherry-Perez
Subject: Uncommon Schools New York City Update
Attachments: Uncommon New York City Charter Schools Overview.pdf

Dear Assemblywoman Walker,

I hope that this email finds you well, and that you had a happy new year.

I am reaching out to let you know that Uncommon Schools New York City ("Uncommon NYC") is planning to apply to open new public charter schools serving Community School Districts 17, 19 or 23, and to ask for your input on our planned growth.

As you may know, Uncommon NYC is a network of free, public charter schools in Brooklyn that close the achievement gap and prepare low-income students to graduate from college. Currently, Uncommon NYC serves over 5,900 K-12 students across 21 schools in Brooklyn, including both single-sex and co-educational schools. Uncommon NYC has a demonstrated record of successful academic outcomes, with 100% of our graduating high school seniors accepted to college. This success has translated into tremendous demand, with more than 33,000 students currently on our waiting list. You can find some additional background information regarding Uncommon New York City attached here.

In response to this overwhelming demand for free, high quality school options in Brooklyn, Uncommon New York City Charter Schools has applied to the State University of New York (SUNY) Charter Schools Institute for permission to open elementary schools that will be tied to Ocean Hill Collegiate Charter School ("OHC") and Brownsville Collegiate Charter School ("BVC") in CSD 23. These elementary schools would open in 2016-17 and 2017-18, respectively. The schools would open with K, eventually growing to serve grades K-4. Once students reach the 5th grade, they will be able to attend Ocean Hill Collegiate Middle School or Brownsville Collegiate Middle School, which serve grades 5-8. Once students reach 9th grade, they will be offered a seat at an Uncommon high school.

In addition, we are submitting a proposal for a new K-12 public charter school to SUNY. If approved, the proposed school will open in 2017 or 2018 serving grades K and 5. The school will ultimately grow to serve children in grades K-12.The location of the school has not yet been determined, but will be in either CSD 13, 14, 16, 17, 18, 19, or 23.

As we plan to serve more families in CSD 17 or 19 and 23, the voices of community leaders are very important to us, since we know from experience that every neighborhood has its own needs, and that each student and community are unique.

We know that you are meeting with Uncommon New York City's Community Engagement Coordinator Natasha Cherry-Perez next week, and we are hopeful that you will be able to share your input on this proposed growth, as well as how our schools can best serve CSD 17, 19 and 23, during this meeting. We are very eager to get your feedback.

Thank you very much in advance for your time and for sharing your thoughts.

Sincerely,
Emma Gleason

Emma Gleason
Associate Director of Strategic Initiatives
Uncommon Schools | New York City
[redacted]

Emma G eason

From: Emma Gleason
Sent: Thursday, February 18, 2016 8:03 PM
To: [redacted]
Subject: Uncommon Schools New York City Contact Request
Attachments: Uncommon New York City Charter Schools Overview.pdf

Good evening Ms. Hoffer,

I am reaching out on behalf of Uncommon Schools New York City ("Uncommon NYC") because we are planning on applying to open new public charter schools serving Brooklyn, and we are hoping to speak with someone at the YMCA who can provide input on our planned growth.

As we are applying to open schools in either Brownsville, Canarsie, East New York, or Flatbush, it would be ideal if we could speak with staff from the North Brooklyn or Flatbush YMCAs who work with youth and education in the community. An email providing some more information about Uncommon and how we are growing and why we are asking for feedback is below.

Please let me know the best person(s) to get in touch with at the Flatbush or North Brooklyn YMCAs regarding this matter.

Thanks so much!
Emma

Uncommon NYC is a network of free, public charter schools in Brooklyn that close the achievement gap and prepare low-income students to graduate from college. Currently, Uncommon NYC serves over 5,900 K-12 students across 21 schools in Brooklyn, including both single-sex and co-educational schools. Uncommon NYC has a demonstrated record of successful academic outcomes, with 100% of our graduating high school seniors accepted to college. This success has translated into tremendous demand, with more than 33,000 students currently on our waiting list. You can find some additional background information regarding Uncommon New York City attached here.

In response to this overwhelming demand for free, high quality school options in Brooklyn, Uncommon NYC is in the process of submitting a proposal to the State University of New York (SUNY) Charter Schools Institute for permission to potentially open a new K-12 public charter school in Brooklyn. If approved, the proposed school will open in 2018 serving grades K and 5. The school will ultimately grow to serve children in grades K-12.The location of the school has not yet been determined, but it may be in Canarsie, Brownsville or East New York, among other neighborhoods. If approved, the proposed school will open in 2018 serving grades K and 5. The school will ultimately grow to serve children in grades K- 12.

As we grow in Brooklyn, we are very eager to partner with like-minded organizations to learn about how we can work together to serve our communities. We would love to find a time meet in person with someone from the YMCA to learn more about your work; to give you some more details about Uncommon NYC, our program, and our plans for the future; and to identify opportunities for us to work together in service to the community.

If no one from the YMCA is available to meet with us, we would really appreciate it if the person working in youth and community development there could please take 5 minutes to share your thoughts with us via one of these two methods:

1. Providing your feedback and input on our proposals through this online survey. (https://www.surveymonkey.com/r/USNYC)
2. Sharing your response to the questionnaire below, which you can return directly via a response email.

Thank you so much for your input.

Sincerely,
Emma Gleason

Request for Feedback:

Directions: Please read through the description of Uncommon New York City's program below, then answer the questions in the table below to provide feedback to Uncommon Schools New York City on its plan to open an additional school in Brooklyn. Thank you very much for your valuable feedback!

Program Description
Uncommon New York City believes that in running a successful school, there are no 100% solutions. Rather, there is a series of 1% solutions that add up to success. Uncommon uses a core set of approaches and practices, drawn from observations of high-performing schools to meeting its mission of preparing students to succeed in high school, college, and beyond. Some of the solutions and practices around which our schools are structured are: (i) Expect Excellence; (ii) Recruit, Develop, and Retain Great Teachers; (iii) Assess Early and Often to Inform Effective Instruction; (iv) Focus on Literacy; (v) Employ Research-Proven Curricula; (vi) Make More Time; (vii) Help Students Until They Master It; (viii) Provide Structure and Order; (ix) Keep It Personal; (x) Develop Character; (xi) Involve Families; (xii) Help Students Envision a Bright Future Which Inspires Them To Achieve; and (xiii) Prepare High School Students for College.

Questions

Question	Response
Based on the description of Uncommon New York City's program described above, what feedback do you have on Uncommon's program?	
What else do you think this community needs educationally, and how could Uncommon NYC help meet that need?	
Based on what we've told you about Uncommon NYC's approach, do you have any questions, concerns, or other suggestions?	

Emma Gleason
Associate Director of Strategic Initiatives
Uncommon Schools | New York City
[redacted]

[redacted]
Brooklyn, NY 11216
[redacted]

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From: Emma Gleason
Sent: Tuesday, March 22, 2016 12:46 PM
To: [redacted]
Subject: RE: Uncommon Schools New York City Update

Dear Ms. Green,

I am reaching out to follow up on my email below.

As Uncommon Schools plans to serve more families in Brooklyn the voices of community organizations are very important to us, since we know from experience that every neighborhood has its own needs, and that each student and community are unique.

We would greatly appreciate it if you or a member of your team could please take 5 minutes to share your thoughts regarding our planned growth with us via one of these two methods:

1. Providing your feedback and input on our proposals through this online survey. (https://www.surveymonkey.com/r/USNYC)
2. Sharing your response to the questionnaire below, which you can return directly via a response email.

Thank you so much for your input.

Sincerely,
Emma Gleason

Request for Feedback:

Directions: Please read through the description of Uncommon New York City's program below, then answer the questions in the table below to provide feedback to Uncommon Schools New York City on its plan to open an additional school in Brooklyn. Thank you very much for your valuable feedback!

Program Description
Uncommon New York City believes that in running a successful school, there are no 100% solutions. Rather, there is a series of 1% solutions that add up to success. Uncommon uses a core set of approaches and practices, drawn from observations of high-performing schools to meeting its mission of preparing students to succeed in high school, college, and beyond. Some of the solutions and practices around which our schools are structured are: (i) Expect Excellence; (ii) Recruit, Develop, and Retain Great Teachers; (iii) Assess Early and Often to Inform Effective Instruction; (iv) Focus on Literacy; (v) Employ Research-Proven Curricula; (vi) Make More Time; (vii) Help Students Until They Master It; (viii) Provide Structure and Order; (ix) Keep It Personal; (x) Develop Character; (xi) Involve Families; (xii) Help Students Envision a Bright Future Which Inspires Them To Achieve; and (xiii) Prepare High School Students for College.

Questions

Question	Response
Based on the description of Uncommon New York City's program described above, what feedback do you have on Uncommon's program?	
What else do you think this community needs educationally, and how could Uncommon NYC help meet that need?	
Based on what we've told you about Uncommon	

NYC's approach, do you have any questions, concerns, or other suggestions?	

Emma Gleason
Associate Director of Strategic Initiatives
Uncommon Schools | New York City
[redacted]

From: Emma Gleason
Sent: Thursday, February 18, 2016 7:51 PM
To: [redacted]
Subject: Uncommon Schools New York City Update

Good evening Ms. Green,

I hope that this email finds you well, and that you are having a great week.

I am reaching out to let you know that Uncommon Schools New York City ("Uncommon NYC") is planning to apply to open new public charter schools serving Brooklyn, and to ask for the Coalition for the Improvement of Bedford Stuyvesant's input on our planned growth.

As you may know, Uncommon NYC is a network of free, public charter schools in Brooklyn that close the achievement gap and prepare low-income students to graduate from college. Currently, Uncommon NYC serves over 5,900 K-12 students across 21 schools in Brooklyn, including both single-sex and co-educational schools. Uncommon NYC has a demonstrated record of successful academic outcomes, with 100% of our graduating high school seniors accepted to college. This success has translated into tremendous demand, with more than 33,000 students currently on our waiting list. You can find some additional background information regarding Uncommon New York City attached here.

In response to this overwhelming demand for free, high quality school options in Brooklyn, Uncommon NYC is in the process of submitting a proposal for a new K-12 public charter school to the State University of New York Charter Schools Institute. If approved, the proposed school will open in 2018 serving grades K and 5. The school will ultimately grow to serve children in grades K-12.The location of the school has not yet been determined, but it may be in Bedford Stuyvesant, among other neighborhoods. If approved, the proposed school will open in 2018 serving grades K and 5. The school will ultimately grow to serve children in grades K- 12.

As we grow in Brooklyn, we are very eager to partner with like-minded organizations to learn about how we can work together to serve our communities. If you're interested, we would love to find a time meet in person to learn more about your work; to give you some more details about Uncommon NYC, our program, and our plans for the future; and to identify opportunities for us to work together in service to the community.

Please let us know if a member of your team is available to meet with us. We are eager to hear your thoughts and are happy to work around your schedule.

If you are not available to meet with us, we would really appreciate it if you could please take 5 minutes to share your thoughts with us via one of these two methods:

1. Providing your feedback and input on our proposals through this online survey. (https://www.surveymonkey.com/r/USNYC)
2. Sharing your response to the questionnaire below, which you can return directly via a response email.

Thank you so much for your input.

Sincerely,

Request for Feedback:

Directions: Please read through the description of Uncommon New York City's program below, then answer the questions in the table below to provide feedback to Uncommon Schools New York City on its plan to open an additional school in Brooklyn. Thank you very much for your valuable feedback!

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Questions

Question	Response
Based on the description of Uncommon New York City's program described above, what feedback do you have on Uncommon's program?	
What else do you think this community needs educationally, and how could Uncommon NYC help meet that need?	
Based on what we've told you about Uncommon NYC's approach, do you have any questions, concerns, or other suggestions?	

Emma Gleason
Associate Director of Strategic Initiatives
Uncommon Schools | New York City
[redacted]

[redacted]
Brooklyn, NY 11216
[redacted]

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From: Emma Gleason
Sent: Tuesday, March 22, 2016 12:45 PM
To: [redacted]
Subject: RE: Uncommon Schools New York City Update

Good afternoon,

I am reaching out to follow up on my email below.

As Uncommon Schools plans to serve more families in Brooklyn the voices of community organizations are very important to us, since we know from experience that every neighborhood has its own needs, and that each student and community are unique.

We would greatly appreciate it if you or a member of your team could please take 5 minutes to share your thoughts regarding our planned growth with us via one of these two methods:

1. Providing your feedback and input on our proposals through this online survey. (https://www.surveymonkey.com/r/USNYC)
2. Sharing your response to the questionnaire below, which you can return directly via a response email.

Thank you so much for your input.

Sincerely,
Emma Gleason

Request for Feedback:

Directions: Please read through the description of Uncommon New York City's program below, then answer the questions in the table below to provide feedback to Uncommon Schools New York City on its plan to open an additional school in Brooklyn. Thank you very much for your valuable feedback!

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Questions

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What else do you think this community needs educationally, and how could Uncommon NYC help meet that need?	
Based on what we've told you about Uncommon	

NYC's approach, do you have any questions, concerns, or other suggestions?	

Emma Gleason
Associate Director of Strategic Initiatives
Uncommon Schools | New York City
[redacted]

From: Emma Gleason
Sent: Thursday, February 18, 2016 7:46 PM
To: [redacted]
Subject: Uncommon Schools New York City Update

Good evening,

I am reaching out to let you know that Uncommon Schools New York City ("Uncommon NYC") is planning to apply to open new public charter schools serving Brooklyn, and to ask for the Brownsville Recreation's input on our planned growth.

As you may know, Uncommon NYC is a network of free, public charter schools in Brooklyn that close the achievement gap and prepare low-income students to graduate from college. Currently, Uncommon NYC serves over 5,900 K-12 students across 21 schools in Brooklyn, including both single-sex and co-educational schools. Uncommon NYC has a demonstrated record of successful academic outcomes, with 100% of our graduating high school seniors accepted to college. This success has translated into tremendous demand, with more than 33,000 students currently on our waiting list. You can find some additional background information regarding Uncommon New York City attached here. Several Uncommon Schools are located in Brownsville, including Leadership Prep Brownsville and Brownsville Collegiate Charter School.

In response to this overwhelming demand for free, high quality school options in Brooklyn, Uncommon NYC is in the process of submitting a proposal to the State University of New York (SUNY) Charter Schools Institute for permission to open up to three additional schools in Brownsville and surrounding neighborhoods, including elementary schools that will be tied to Brownsville Collegiate Charter School ("BVC") in Community School District 23 (projected opening in 17-18), as well as Kings Collegiate Charter School ("KCCS") in CSD 18 (projected opening in 16-17). The schools would open with K, eventually growing to serve grades K-4. Once students reach the 5th grade, they will be able to attend BVC or KCCS, which serve grades 5-8. Once students reach 9th grade, they will be offered a seat at an Uncommon high school.

In addition, we are submitting a proposal for a new K-12 public charter school to SUNY. If approved, the proposed school will open in 2018 serving grades K and 5. The school will ultimately grow to serve children in grades K-12.The location of the school has not yet been determined, but it may be in Brownsville. If approved, the proposed school will open in 2018 serving grades K and 5. The school will ultimately grow to serve children in grades K- 12.

As we grow in Brooklyn, we are very eager to partner with like-minded organizations to learn about how we can work together to serve our communities. If you're interested, we would love to find a time meet in person to learn more about your work; to give you some more details about Uncommon NYC, our program, and our plans for the future; and to identify opportunities for us to work together in service to the community.

Please let us know if a member of your team is available to meet with us. We are eager to hear your thoughts and are happy to work around your schedule.

If you are not available to meet with us, we would really appreciate it if you could please take 5 minutes to share your thoughts with us via one of these two methods:

1. Providing your feedback and input on our proposals through this online survey. (https://www.surveymonkey.com/r/USNYC)
2. Sharing your response to the questionnaire below, which you can return directly via a response email.

Thank you so much for your input.

Sincerely,
Emma Gleason

Request for Feedback:

Directions: Please read through the description of Uncommon New York City's program below, then answer the questions in the table below to provide feedback to Uncommon Schools New York City on its plan to open an additional school in Brooklyn. Thank you very much for your valuable feedback!

Program Description
Uncommon New York City believes that in running a successful school, there are no 100% solutions. Rather, there is a series of 1% solutions that add up to success. Uncommon uses a core set of approaches and practices, drawn from observations of high-performing schools to meeting its mission of preparing students to succeed in high school, college, and beyond. Some of the solutions and practices around which our schools are structured are: (i) Expect Excellence; (ii) Recruit, Develop, and Retain Great Teachers; (iii) Assess Early and Often to Inform Effective Instruction; (iv) Focus on Literacy; (v) Employ Research-Proven Curricula; (vi) Make More Time; (vii) Help Students Until They Master It; (viii) Provide Structure and Order; (ix) Keep It Personal; (x) Develop Character; (xi) Involve Families; (xii) Help Students Envision a Bright Future Which Inspires Them To Achieve; and (xiii) Prepare High School Students for College.

Questions

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Based on the description of Uncommon New York City's program described above, what feedback do you have on Uncommon's program?	
What else do you think this community needs educationally, and how could Uncommon NYC help meet that need?	
Based on what we've told you about Uncommon NYC's approach, do you have any questions, concerns, or other suggestions?	

Emma Gleason
Associate Director of Strategic Initiatives
Uncommon Schools | New York City
[redacted]

[redacted]
Brooklyn, NY 11216
[redacted]

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From: Emma Gleason
Sent: Tuesday, March 22, 2016 12:44 PM
To: [redacted]
Subject: RE: Uncommon Schools New York City Update

Dear Ms. Kennedy,

I am reaching out to follow up on my email below.

As Uncommon Schools plans to serve more families in Brooklyn the voices of community organizations are very important to us, since we know from experience that every neighborhood has its own needs, and that each student and community are unique.

We would greatly appreciate it if you or a member of your team could please take 5 minutes to share your thoughts regarding our planned growth with us via one of these two methods:

1. Providing your feedback and input on our proposals through this online survey. (https://www.surveymonkey.com/r/USNYC)
2. Sharing your response to the questionnaire below, which you can return directly via a response email.

Thank you so much for your input.

Sincerely,
Emma Gleason

Request for Feedback:

Directions: Please read through the description of Uncommon New York City's program below, then answer the questions in the table below to provide feedback to Uncommon Schools New York City on its plan to open an additional school in Brooklyn. Thank you very much for your valuable feedback!

Program Description
Uncommon New York City believes that in running a successful school, there are no 100% solutions. Rather, there is a series of 1% solutions that add up to success. Uncommon uses a core set of approaches and practices, drawn from observations of high-performing schools to meeting its mission of preparing students to succeed in high school, college, and beyond. Some of the solutions and practices around which our schools are structured are: (i) Expect Excellence; (ii) Recruit, Develop, and Retain Great Teachers; (iii) Assess Early and Often to Inform Effective Instruction; (iv) Focus on Literacy; (v) Employ Research-Proven Curricula; (vi) Make More Time; (vii) Help Students Until They Master It; (viii) Provide Structure and Order; (ix) Keep It Personal; (x) Develop Character; (xi) Involve Families; (xii) Help Students Envision a Bright Future Which Inspires Them To Achieve; and (xiii) Prepare High School Students for College.

Questions

Question	Response
Based on the description of Uncommon New York City's program described above, what feedback do you have on Uncommon's program?	
What else do you think this community needs educationally, and how could Uncommon NYC help meet that need?	
Based on what we've told you about Uncommon	

NYC's approach, do you have any questions, concerns, or other suggestions?	

Emma Gleason
Associate Director of Strategic Initiatives
Uncommon Schools | New York City
[redacted]

From: Emma Gleason
Sent: Thursday, February 18, 2016 7:40 PM
To: [redacted]
Subject: Uncommon Schools New York City Update

Good evening, Ms. Kennedy

I hope that this email finds you well, and that you are having a great week.

I am reaching out to let you know that Uncommon Schools New York City ("Uncommon NYC") is planning to apply to open new public charter schools serving Brooklyn, and to ask for the Brownsville Partnership's input on our planned growth.

As you may know, Uncommon NYC is a network of free, public charter schools in Brooklyn that close the achievement gap and prepare low-income students to graduate from college. Currently, Uncommon NYC serves over 5,900 K-12 students across 21 schools in Brooklyn, including both single-sex and co-educational schools. Uncommon NYC has a demonstrated record of successful academic outcomes, with 100% of our graduating high school seniors accepted to college. This success has translated into tremendous demand, with more than 33,000 students currently on our waiting list. You can find some additional background information regarding Uncommon New York City attached here. Several Uncommon Schools are located in Brownsville, including Leadership Prep Brownsville and Brownsville Collegiate Charter School.

In response to this overwhelming demand for free, high quality school options in Brooklyn, Uncommon NYC is in the process of submitting a proposal to the State University of New York (SUNY) Charter Schools Institute for permission to open up to three additional schools in Brownsville and surrounding neighborhoods, including elementary schools that will be tied to Brownsville Collegiate Charter School ("BVC") in Community School District 23 (projected opening in 17-18), as well as Kings Collegiate Charter School ("KCCS") in CSD 18 (projected opening in 16-17). The schools would open with K, eventually growing to serve grades K-4. Once students reach the 5th grade, they will be able to attend BVC or KCCS, which serve grades 5-8. Once students reach 9th grade, they will be offered a seat at an Uncommon high school.

In addition, we are submitting a proposal for a new K-12 public charter school to SUNY. If approved, the proposed school will open in 2018 serving grades K and 5. The school will ultimately grow to serve children in grades K-12.The location of the school has not yet been determined, but it may be in Brownsville. If approved, the proposed school will open in 2018 serving grades K and 5. The school will ultimately grow to serve children in grades K- 12.

As we grow in Brooklyn, we are very eager to partner with like-minded organizations to learn about how we can work together to serve our communities. If you're interested, we would love to find a time meet in person to learn more about your work; to give you some more details about Uncommon NYC, our program, and our plans for the future; and to identify opportunities for us to work together in service to the community.

Please let us know if a member of your team is available to meet with us. We are eager to hear your thoughts and are happy to work around your schedule.

If you are not available to meet with us, we would really appreciate it if you could please take 5 minutes to share your thoughts with us via one of these two methods:

1. Providing your feedback and input on our proposals through this online survey. (https://www.surveymonkey.com/r/USNYC)
2. Sharing your response to the questionnaire below, which you can return directly via a response email.

Thank you so much for your input.

Sincerely,
Emma Gleason

Request for Feedback:

Directions: Please read through the description of Uncommon New York City's program below, then answer the questions in the table below to provide feedback to Uncommon Schools New York City on its plan to open an additional school in Brooklyn. Thank you very much for your valuable feedback!

Program Description
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Questions

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Based on what we've told you about Uncommon NYC's approach, do you have any questions, concerns, or other suggestions?	

Emma Gleason
Associate Director of Strategic Initiatives
Uncommon Schools | New York City
[redacted]

[redacted]
Brooklyn, NY 11216
[redacted]

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From: Emma Gleason
Sent: Tuesday, March 22, 2016 12:47 PM
To: [redacted]
Subject: RE: Uncommon Schools New York City Update

Dear Mr. Guilford,

I am reaching out to follow up on my email below.

As Uncommon Schools plans to serve more families in Brooklyn the voices of community organizations are very important to us, since we know from experience that every neighborhood has its own needs, and that each student and community are unique.

We would greatly appreciate it if you or a member of your team could please take 5 minutes to share your thoughts regarding our planned growth with us via one of these two methods:

1. Providing your feedback and input on our proposals through this online survey. (https://www.surveymonkey.com/r/USNYC)
2. Sharing your response to the questionnaire below, which you can return directly via a response email.

Thank you so much for your input.

Sincerely,
Emma Gleason

Request for Feedback:

Directions: Please read through the description of Uncommon New York City's program below, then answer the questions in the table below to provide feedback to Uncommon Schools New York City on its plan to open an additional school in Brooklyn. Thank you very much for your valuable feedback!

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Questions

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What else do you think this community needs educationally, and how could Uncommon NYC help meet that need?	
Based on what we've told you about Uncommon	

NYC's approach, do you have any questions, concerns, or other suggestions?	

Emma Gleason
Associate Director of Strategic Initiatives
Uncommon Schools | New York City
[redacted]

From: Emma Gleason
Sent: Thursday, February 18, 2016 8:09 PM
To: [redacted]'
Subject: Uncommon Schools New York City Update

Good evening Mr. Guilford,

I hope this email finds you well.

I am reaching out to let you know that Uncommon Schools New York City ("Uncommon NYC") is planning to apply to open new public charter schools serving Brooklyn, and to ask for Flatbush Development Corporation's input on our planned growth.

As you may know, Uncommon NYC is a network of free, public charter schools in Brooklyn that close the achievement gap and prepare low-income students to graduate from college. Currently, Uncommon NYC serves over 5,900 K-12 students across 21 schools in Brooklyn, including both single-sex and co-educational schools. Uncommon NYC has a demonstrated record of successful academic outcomes, with 100% of our graduating high school seniors accepted to college. This success has translated into tremendous demand, with more than 33,000 students currently on our waiting list. You can find some additional background information regarding Uncommon New York City attached here. . Several Uncommon Schools are located in Brownsville and Canarsie, including Leadership Prep Brownsville, Brownsville Collegiate Charter School, Kings Collegiate, and Leadership Prep Canarsie.

In response to this overwhelming demand for free, high quality school options in Brooklyn, Uncommon NYC is in the process of submitting a proposal to the State University of New York (SUNY) Charter Schools Institute for permission to open up to three additional schools in Brownsville, Canarsie surrounding neighborhoods, including elementary schools that will be tied to Brownsville Collegiate Charter School ("BVC") in Community School District 23 (projected opening in 17-18), as well as Kings Collegiate Charter School ("KCCS") in CSD 18 (projected opening in 16-17). The schools would open with K, eventually growing to serve grades K-4. Once students reach the 5th grade, they will be able to attend BVC or KCCS, which serve grades 5-8. Once students reach 9th grade, they will be offered a seat at an Uncommon high school.

In addition, we are submitting a proposal for a new K-12 public charter school to SUNY. If approved, the proposed school will open in 2018 serving grades K and 5. The school will ultimately grow to serve children in grades K-12.The location of the school has not yet been determined, but it may be in Brownsville, Canarsie, Flatbush, or East New York, among other neighborhoods. If approved, the proposed school will open in 2018 serving grades K and 5. The school will ultimately grow to serve children in grades K- 12.

As we grow in Brooklyn, we are very eager to partner with like-minded organizations to learn about how we can work together to serve our communities. If you're interested, we would love to find a time meet in person to learn more about your work; to give you some more details about Uncommon NYC, our program, and our plans for the future; and to identify opportunities for us to work together in service to the community.

Please let us know if a member of your team is available to meet with us. We are eager to hear your thoughts and are happy to work around your schedule.

If you are not available to meet with us, we would really appreciate it if you could please take 5 minutes to share your thoughts with us via one of these two methods:

1. Providing your feedback and input on our proposals through this online survey. (https://www.surveymonkey.com/r/USNYC)
2. Sharing your response to the questionnaire below, which you can return directly via a response email.

Thank you so much for your input.

Sincerely,
Emma Gleason

Request for Feedback:

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Based on what we've told you about Uncommon NYC's approach, do you have any questions, concerns, or other suggestions?	

Emma Gleason
Associate Director of Strategic Initiatives
Uncommon Schools | New York City
[redacted]

[redacted]
Brooklyn, NY 11216
[redacted]

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From: Emma Gleason
Sent: Tuesday, March 22, 2016 12:47 PM
To: [redacted]
Subject: RE: Uncommon Schools New York City Update

Good afternoon President Key,

I am reaching out to follow up on my email below.

As Uncommon Schools plans to serve more families in Brooklyn the voices of community organizations are very important to us, since we know from experience that every neighborhood has its own needs, and that each student and community are unique.

We would greatly appreciate it if you or a member of your team could please take 5 minutes to share your thoughts regarding our planned growth with us via one of these two methods:

1. Providing your feedback and input on our proposals through this online survey. (https://www.surveymonkey.com/r/USNYC)
2. Sharing your response to the questionnaire below, which you can return directly via a response email.

Thank you so much for your input.

Sincerely,
Emma Gleason

Request for Feedback:

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Based on what we've told you about Uncommon	

NYC's approach, do you have any questions, concerns, or other suggestions?	

Emma Gleason
Associate Director of Strategic Initiatives
Uncommon Schools | New York City
[redacted]

From: Emma Gleason
Sent: Thursday, February 18, 2016 8:12 PM
To: [redacted]
Subject: Uncommon Schools New York City Update

Good evening President Key,

I hope this email finds you well.

I am reaching out to let you know that Uncommon Schools New York City ("Uncommon NYC") is planning to apply to open new public charter schools serving Brooklyn, and to ask for East New York Urban Youth Corps' input on our planned growth.

As you may know, Uncommon NYC is a network of free, public charter schools in Brooklyn that close the achievement gap and prepare low-income students to graduate from college. Currently, Uncommon NYC serves over 5,900 K-12 students across 21 schools in Brooklyn, including both single-sex and co-educational schools. Uncommon NYC has a demonstrated record of successful academic outcomes, with 100% of our graduating high school seniors accepted to college. This success has translated into tremendous demand, with more than 33,000 students currently on our waiting list. You can find some additional background information regarding Uncommon New York City attached here. Several Uncommon Schools are located in Brownsville including Leadership Prep Brownsville, Brownsville Collegiate Charter School. We do not yet have any schools in East New York.

In response to this overwhelming demand for free, high quality school options in Brooklyn, Uncommon NYC is in the process of submitting a proposal to the State University of New York (SUNY) Charter Schools Institute for permission to open up to three additional schools in Brownsville, East New York, and surrounding neighborhoods, including elementary schools that will be tied to Brownsville Collegiate Charter School ("BVC") in Community School District 23 (projected opening in 17-18), as well as Kings Collegiate Charter School ("KCCS") in CSD 18 (projected opening in 16-17). The schools would open with K, eventually growing to serve grades K-4. Once students reach the 5th grade, they will be able to attend BVC or KCCS, which serve grades 5-8. Once students reach 9th grade, they will be offered a seat at an Uncommon high school.

In addition, we are submitting a proposal for a new K-12 public charter school to SUNY. If approved, the proposed school will open in 2018 serving grades K and 5. The school will ultimately grow to serve children in grades K-12.The location of the school has not yet been determined, but it may be in Brownsville, Canarsie, Flatbush, or East New York, among other neighborhoods. If approved, the proposed school will open in 2018 serving grades K and 5. The school will ultimately grow to serve children in grades K- 12.

As we grow in Brooklyn, we are very eager to partner with like-minded organizations to learn about how we can work together to serve our communities. If you're interested, we would love to find a time meet in person to learn more about your work; to give you some more details about Uncommon NYC, our program, and our plans for the future; and to identify opportunities for us to work together in service to the community.

Please let us know if a member of your team is available to meet with us. We are eager to hear your thoughts and are happy to work around your schedule.

If you are not available to meet with us, we would really appreciate it if you could please take 5 minutes to share your thoughts with us via one of these two methods:

1. Providing your feedback and input on our proposals through this online survey. (https://www.surveymonkey.com/r/USNYC)
2. Sharing your response to the questionnaire below, which you can return directly via a response email.

Thank you so much for your input.

Sincerely,
Emma Gleason

Request for Feedback:

Directions: Please read through the description of Uncommon New York City's program below, then answer the questions in the table below to provide feedback to Uncommon Schools New York City on its plan to open an additional school in Brooklyn. Thank you very much for your valuable feedback!

Program Description
Uncommon New York City believes that in running a successful school, there are no 100% solutions. Rather, there is a series of 1% solutions that add up to success. Uncommon uses a core set of approaches and practices, drawn from observations of high-performing schools to meeting its mission of preparing students to succeed in high school, college, and beyond. Some of the solutions and practices around which our schools are structured are: (i) Expect Excellence; (ii) Recruit, Develop, and Retain Great Teachers; (iii) Assess Early and Often to Inform Effective Instruction; (iv) Focus on Literacy; (v) Employ Research-Proven Curricula; (vi) Make More Time; (vii) Help Students Until They Master It; (viii) Provide Structure and Order; (ix) Keep It Personal; (x) Develop Character; (xi) Involve Families; (xii) Help Students Envision a Bright Future Which Inspires Them To Achieve; and (xiii) Prepare High School Students for College.

Questions

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What else do you think this community needs educationally, and how could Uncommon NYC help meet that need?	
Based on what we've told you about Uncommon NYC's approach, do you have any questions, concerns, or other suggestions?	

Emma Gleason
Associate Director of Strategic Initiatives
Uncommon Schools | New York City
[redacted]

[redacted]
Brooklyn, NY 11216
[redacted]

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From: Emma Gleason
Sent: Tuesday, March 22, 2016 12:47 PM
To: [redacted]
Subject: RE: Uncommon Schools New York City Update

Good afternoon Ms. Perkins

I am reaching out to follow up on my email below.

As Uncommon Schools plans to serve more families in Brooklyn the voices of community organizations are very important to us, since we know from experience that every neighborhood has its own needs, and that each student and community are unique.

We would greatly appreciate it if you or a member of your team could please take 5 minutes to share your thoughts regarding our planned growth with us via one of these two methods:

1. Providing your feedback and input on our proposals through this online survey. (https://www.surveymonkey.com/r/USNYC)
2. Sharing your response to the questionnaire below, which you can return directly via a response email.

Thank you so much for your input.

Sincerely,
Emma Gleason

Request for Feedback:

Directions: Please read through the description of Uncommon New York City's program below, then answer the questions in the table below to provide feedback to Uncommon Schools New York City on its plan to open an additional school in Brooklyn. Thank you very much for your valuable feedback!

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Based on what we've told you about Uncommon	

NYC's approach, do you have any questions, concerns, or other suggestions?	

Emma Gleason
Associate Director of Strategic Initiatives
Uncommon Schools | New York City
[redacted]

From: Emma Gleason
Sent: Thursday, February 18, 2016 8:11 PM
To: [redacted]
Subject: Uncommon Schools New York City Update

Good evening Ms. Perkins,

I hope this email finds you well.

I am reaching out to let you know that Uncommon Schools New York City ("Uncommon NYC") is planning to apply to open new public charter schools serving Brooklyn, and to ask for East New York Restoration LDC's input on our planned growth.

As you may know, Uncommon NYC is a network of free, public charter schools in Brooklyn that close the achievement gap and prepare low-income students to graduate from college. Currently, Uncommon NYC serves over 5,900 K-12 students across 21 schools in Brooklyn, including both single-sex and co-educational schools. Uncommon NYC has a demonstrated record of successful academic outcomes, with 100% of our graduating high school seniors accepted to college. This success has translated into tremendous demand, with more than 33,000 students currently on our waiting list. You can find some additional background information regarding Uncommon New York City attached here. Several Uncommon Schools are located in Brownsville including Leadership Prep Brownsville, Brownsville Collegiate Charter School. We do not yet have any schools in East New York.

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In addition, we are submitting a proposal for a new K-12 public charter school to SUNY. If approved, the proposed school will open in 2018 serving grades K and 5. The school will ultimately grow to serve children in grades K-12.The location of the school has not yet been determined, but it may be in Brownsville, Canarsie, Flatbush, or East New York, among other neighborhoods. If approved, the proposed school will open in 2018 serving grades K and 5. The school will ultimately grow to serve children in grades K- 12.

As we grow in Brooklyn, we are very eager to partner with like-minded organizations to learn about how we can work together to serve our communities. If you're interested, we would love to find a time meet in person to learn more about your work; to give you some more details about Uncommon NYC, our program, and our plans for the future; and to identify opportunities for us to work together in service to the community.

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Thank you so much for your input.

Sincerely,
Emma Gleason

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Emma Gleason
Associate Director of Strategic Initiatives
Uncommon Schools | New York City
[redacted]

[redacted]
Brooklyn, NY 11216
[redacted]g

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Emma Gleason
Associate Director of Strategic Initiatives
Uncommon Schools | New York City
[redacted]

[redacted]
Brooklyn, NY 11216
[redacted]

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From: Emma Gleason
Sent: Tuesday, March 22, 2016 12:44 PM
To: [redacted]
Subject: RE: Uncommon Schools New York City Update

Dear Executive Director Murphy,

I am reaching out to follow up on my email below.

As Uncommon Schools plans to serve more families in Brooklyn the voices of community organizations are very important to us, since we know from experience that every neighborhood has its own needs, and that each student and community are unique.

We would greatly appreciate it if you or a member of your team could please take 5 minutes to share your thoughts regarding our planned growth with us via one of these two methods:

1. Providing your feedback and input on our proposals through this online survey. (https://www.surveymonkey.com/r/USNYC)
2. Sharing your response to the questionnaire below, which you can return directly via a response email.

Thank you so much for your input.

Sincerely,
Emma Gleason

Request for Feedback:

Directions: Please read through the description of Uncommon New York City's program below, then answer the questions in the table below to provide feedback to Uncommon Schools New York City on its plan to open an additional school in Brooklyn. Thank you very much for your valuable feedback!

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Emma Gleason
Associate Director of Strategic Initiatives
Uncommon Schools | New York City
[redacted]

From: Emma Gleason
Sent: Thursday, February 18, 2016 7:35 PM
To: [redacted]
Subject: Uncommon Schools New York City Update

Dear Executive Director Murphy,

I hope that this email finds you well, and that you are having a great week.

I am reaching out to let you know that Uncommon Schools New York City ("Uncommon NYC") is planning to apply to open new public charter schools serving Brooklyn, and to ask for your input on our planned growth.

As you may know, Uncommon NYC is a network of free, public charter schools in Brooklyn that close the achievement gap and prepare low-income students to graduate from college. Currently, Uncommon NYC serves over 5,900 K-12 students across 21 schools in Brooklyn, including both single-sex and co-educational schools. Uncommon NYC has a demonstrated record of successful academic outcomes, with 100% of our graduating high school seniors accepted to college. This success has translated into tremendous demand, with more than 33,000 students currently on our waiting list. You can find some additional background information regarding Uncommon New York City attached here.

In response to this overwhelming demand for free, high quality school options in Brooklyn, Uncommon NYC is in the process of submitting a proposal to the State University of New York (SUNY) Charter Schools Institute for permission to open up to three additional schools in the Brownsville neighborhood, including elementary schools that will be tied to Brownsville Collegiate Charter School ("BVC") in Community School District 23 (projected opening in 17-18), as well as Kings Collegiate Charter School ("KCCS") in CSD 18 (projected opening in 16-17). The schools would open with K, eventually growing to serve grades K-4. Once students reach the 5th grade, they will be able to attend BVC or KCCS, which serve grades 5-8. Once students reach 9th grade, they will be offered a seat at an Uncommon high school.

In addition, we are submitting a proposal for a new K-12 public charter school to SUNY. If approved, the proposed school will open in 2018 serving grades K and 5. The school will ultimately grow to serve children in grades K-12.The location of the school has not yet been determined, but there is a chance it will be in Brownsville. If approved, the proposed schools will open in 2018 serving grades K and 5. The school will ultimately grow to serve children in grades K- 12.

As we grow in Brooklyn, we are very eager to partner with like-minded organizations to learn about how we can work together to serve our communities. If you're interested, we would love to find a time meet in person to learn more about your work; to give you some more details about Uncommon NYC, our program, and our plans for the future; and to identify opportunities for us to work together in service to the community.

Please let us know if you or a member of your team are available to meet with us. We are eager to hear your thoughts and are happy to work around your schedule.

If you or a member of your team is not available for a meeting or call with us, we would really appreciate it if you could please take 5 minutes to share your thoughts with us via one of these two methods:

1. Providing your feedback and input on our proposals through this online survey. (https://www.surveymonkey.com/r/USNYC)

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Thank you so much for your input.

Sincerely,
Emma Gleason

Request for Feedback:

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Based on what we've told you about Uncommon NYC's approach, do you have any questions, concerns, or other suggestions?	

Emma Gleason
Associate Director of Strategic Initiatives
Uncommon Schools | New York City
[redacted]

[redacted]
Brooklyn, NY 11216
[redacted]

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From: Emma Gleason
Sent: Tuesday, March 22, 2016 12:45 PM
To: [redacted]
Subject: RE: Uncommon Schools New York City Update

Dear Ms. Moore

I am reaching out to follow up on my email below.

As Uncommon Schools plans to serve more families in Brooklyn the voices of community organizations are very important to us, since we know from experience that every neighborhood has its own needs, and that each student and community are unique.

We would greatly appreciate it if you or a member of your team could please take 5 minutes to share your thoughts regarding our planned growth with us via one of these two methods:

1. Providing your feedback and input on our proposals through this online survey. (https://www.surveymonkey.com/r/USNYC)
2. Sharing your response to the questionnaire below, which you can return directly via a response email.

Thank you so much for your input.

Sincerely,
Emma Gleason

Request for Feedback:

Directions: Please read through the description of Uncommon New York City's program below, then answer the questions in the table below to provide feedback to Uncommon Schools New York City on its plan to open an additional school in Brooklyn. Thank you very much for your valuable feedback!

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Based on what we've told you about Uncommon	

NYC's approach, do you have any questions, concerns, or other suggestions?	

Emma Gleason
Associate Director of Strategic Initiatives
Uncommon Schools | New York City
[redacted]

From: Emma Gleason
Sent: Thursday, February 18, 2016 7:44 PM
To: [redacted]'
Subject: Uncommon Schools New York City Update

Good evening, Ms. Moore,

I hope that this email finds you well, and that you are having a great week.

I am reaching out to let you know that Uncommon Schools New York City ("Uncommon NYC") is planning to apply to open new public charter schools serving Brooklyn, and to ask for Impacct Brooklyn's input on our planned growth.

As you may know, Uncommon NYC is a network of free, public charter schools in Brooklyn that close the achievement gap and prepare low-income students to graduate from college. Currently, Uncommon NYC serves over 5,900 K-12 students across 21 schools in Brooklyn, including both single-sex and co-educational schools. Uncommon NYC has a demonstrated record of successful academic outcomes, with 100% of our graduating high school seniors accepted to college. This success has translated into tremendous demand, with more than 33,000 students currently on our waiting list. You can find some additional background information regarding Uncommon New York City attached here.

In response to this overwhelming demand for free, high quality school options in Brooklyn, Uncommon NYC is in the process of submitting a proposal for a new K-12 public charter school to the State University of New York Charter Schools Institute. If approved, the proposed school will open in 2018 serving grades K and 5. The school will ultimately grow to serve children in grades K-12.The location of the school has not yet been determined, but it may be in Crown Heights, Bed Stuy, or Clinton Hill, among other neighborhoods. If approved, the proposed school will open in 2018 serving grades K and 5. The school will ultimately grow to serve children in grades K- 12.

As we grow in Brooklyn, we are very eager to partner with like-minded organizations to learn about how we can work together to serve our communities. If you're interested, we would love to find a time meet in person to learn more about your work; to give you some more details about Uncommon NYC, our program, and our plans for the future; and to identify opportunities for us to work together in service to the community.

Please let us know if a member of your team is available to meet with us. We are eager to hear your thoughts and are happy to work around your schedule.

If you are not available to meet with us, we would really appreciate it if you could please take 5 minutes to share your thoughts with us via one of these two methods:

1. Providing your feedback and input on our proposals through this online survey. (https://www.surveymonkey.com/r/USNYC)
2. Sharing your response to the questionnaire below, which you can return directly via a response email.

Thank you so much for your input.

Sincerely,
Emma Gleason

Request for Feedback:

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Emma Gleason
Associate Director of Strategic Initiatives
Uncommon Schools | New York City
[redacted]

[redacted]
Brooklyn, NY 11216
[redacted]

Uncommon Schools | Change History.
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Emma Gleason
Associate Director of Strategic Initiatives
Uncommon Schools | New York City
[redacted]

[redacted]

Brooklyn, NY 11216
[redacted]

Uncommon Schools | Change History.
Website | Facebook | Twitter | LinkedIn | Apply Now

From: Emma Gleason
Sent: Tuesday, March 22, 2016 12:46 PM
To: [redacted]
Subject: RE: Uncommon Schools New York City Requests Your Feedback

Dear Executive Director Staley,

I am reaching out to follow up on my email below.

As Uncommon Schools plans to serve more families in Brooklyn the voices of community organizations are very important to us, since we know from experience that every neighborhood has its own needs, and that each student and community are unique.

We would greatly appreciate it if you or a member of your team could please take 5 minutes to share your thoughts regarding our planned growth with us via one of these two methods:

1. Providing your feedback and input on our proposals through this online survey. (https://www.surveymonkey.com/r/USNYC)
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Emma Gleason

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Emma Gleason
Associate Director of Strategic Initiatives
Uncommon Schools | New York City
[redacted]

From: Emma Gleason
Sent: Thursday, February 18, 2016 7:53 PM
To: [redacted]'
Subject: Uncommon Schools New York City Requests Your Feedback

Good evening Executive Director Staley,

I hope this email finds you well.

I am reaching out to let you know that Uncommon Schools New York City ("Uncommon NYC") is planning to apply to open new public charter schools serving Brooklyn, and to ask for Project East New York's input on our planned growth.

As you may know, Uncommon NYC is a network of free, public charter schools in Brooklyn that close the achievement gap and prepare low-income students to graduate from college. Currently, Uncommon NYC serves over 5,900 K-12 students across 21 schools in Brooklyn, including both single-sex and co-educational schools. Uncommon NYC has a demonstrated record of successful academic outcomes, with 100% of our graduating high school seniors accepted to college. This success has translated into tremendous demand, with more than 33,000 students currently on our waiting list. You can find some additional background information regarding Uncommon New York City attached here. Several Uncommon Schools are located in Brownsville, including Leadership Prep Brownsville and Brownsville Collegiate Charter School.

In response to this overwhelming demand for free, high quality school options in Brooklyn, Uncommon NYC is in the process of submitting a proposal to the State University of New York (SUNY) Charter Schools Institute for permission to open up to three additional schools in Brownsville or East New York, including elementary schools that will be tied to Brownsville Collegiate Charter School ("BVC") in Community School District 23 (projected opening in 17-18), as well as Kings Collegiate Charter School ("KCCS") in CSD 18 (projected opening in 16-17). The schools would open with K, eventually growing to serve grades K-4. Once students reach the 5th grade, they will be able to attend BVC or KCCS, which serve grades 5-8. Once students reach 9th grade, they will be offered a seat at an Uncommon high school.

In addition, we are submitting a proposal for a new K-12 public charter school to SUNY. If approved, the proposed school will open in 2018 serving grades K and 5. The school will ultimately grow to serve children in grades K-12.The location of the school has not yet been determined, but it may be in Brownsville or East New York. If approved, the proposed school will open in 2018 serving grades K and 5. The school will ultimately grow to serve children in grades K- 12.

As we grow in Brooklyn, we are very eager to partner with like-minded organizations to learn about how we can work together to serve our communities. If you're interested, we would love to find a time meet in person to learn more about your work; to give you some more details about Uncommon NYC, our program, and our plans for the future; and to identify opportunities for us to work together in service to the community.

Please let us know if a member of your team is available to meet with us. We are eager to hear your thoughts and are happy to work around your schedule.

If you are not available to meet with us, we would really appreciate it if you could please take 5 minutes to share your thoughts with us via one of these two methods:

1. Providing your feedback and input on our proposals through this online survey. (https://www.surveymonkey.com/r/USNYC)
2. Sharing your response to the questionnaire below, which you can return directly via a response email.

Thank you so much for your input.

Sincerely,
Emma Gleason

Request for Feedback:

Directions: Please read through the description of Uncommon New York City's program below, then answer the questions in the table below to provide feedback to Uncommon Schools New York City on its plan to open an additional school in Brooklyn. Thank you very much for your valuable feedback!

Program Description
Uncommon New York City believes that in running a successful school, there are no 100% solutions. Rather, there is a series of 1% solutions that add up to success. Uncommon uses a core set of approaches and practices, drawn from observations of high-performing schools to meeting its mission of preparing students to succeed in high school, college, and beyond. Some of the solutions and practices around which our schools are structured are: (i) Expect Excellence; (ii) Recruit, Develop, and Retain Great Teachers; (iii) Assess Early and Often to Inform Effective Instruction; (iv) Focus on Literacy; (v) Employ Research-Proven Curricula; (vi) Make More Time; (vii) Help Students Until They Master It; (viii) Provide Structure and Order; (ix) Keep It Personal; (x) Develop Character; (xi) Involve Families; (xii) Help Students Envision a Bright Future Which Inspires Them To Achieve; and (xiii) Prepare High School Students for College.

Questions

Question	Response
Based on the description of Uncommon New York City's program described above, what feedback do you have on Uncommon's program?	
What else do you think this community needs educationally, and how could Uncommon NYC help meet that need?	
Based on what we've told you about Uncommon NYC's approach, do you have any questions, concerns, or other suggestions?	

Emma Gleason
Associate Director of Strategic Initiatives
Uncommon Schools | New York City
[redacted]

[redacted]
Brooklyn, NY 11216
[redacted]

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From: Emma Gleason
Sent: Tuesday, March 22, 2016 12:46 PM
To: [redacted]
Subject: RE: Uncommon Schools New York City Update

Dear Mr. Armstrong,

I am reaching out to follow up on my email below.

As Uncommon Schools plans to serve more families in Brooklyn the voices of community organizations are very important to us, since we know from experience that every neighborhood has its own needs, and that each student and community are unique.

We would greatly appreciate it if you or a member of your team could please take 5 minutes to share your thoughts regarding our planned growth with us via one of these two methods:

1. Providing your feedback and input on our proposals through this online survey. (https://www.surveymonkey.com/r/USNYC)
2. Sharing your response to the questionnaire below, which you can return directly via a response email.

Thank you so much for your input.

Sincerely,
Emma Gleason

Request for Feedback:

Directions: Please read through the description of Uncommon New York City's program below, then answer the questions in the table below to provide feedback to Uncommon Schools New York City on its plan to open an additional school in Brooklyn. Thank you very much for your valuable feedback!

Program Description
Uncommon New York City believes that in running a successful school, there are no 100% solutions. Rather, there is a series of 1% solutions that add up to success. Uncommon uses a core set of approaches and practices, drawn from observations of high-performing schools to meeting its mission of preparing students to succeed in high school, college, and beyond. Some of the solutions and practices around which our schools are structured are: (i) Expect Excellence; (ii) Recruit, Develop, and Retain Great Teachers; (iii) Assess Early and Often to Inform Effective Instruction; (iv) Focus on Literacy; (v) Employ Research-Proven Curricula; (vi) Make More Time; (vii) Help Students Until They Master It; (viii) Provide Structure and Order; (ix) Keep It Personal; (x) Develop Character; (xi) Involve Families; (xii) Help Students Envision a Bright Future Which Inspires Them To Achieve; and (xiii) Prepare High School Students for College.

Questions

Question	Response
Based on the description of Uncommon New York City's program described above, what feedback do you have on Uncommon's program?	
What else do you think this community needs educationally, and how could Uncommon NYC help meet that need?	
Based on what we've told you about Uncommon	

NYC's approach, do you have any questions, concerns, or other suggestions?	

Emma Gleason
Associate Director of Strategic Initiatives
Uncommon Schools | New York City
[redacted]

From: Emma Gleason
Sent: Thursday, February 18, 2016 7:56 PM
To: [redacted]'
Subject: Uncommon Schools New York City Update

Good evening Mr. Armstrong,

I hope this email finds you well.

I am reaching out to let you know that Uncommon Schools New York City ("Uncommon NYC") is planning to apply to open new public charter schools serving Brooklyn, and to ask for Uprose's input on our planned growth.

As you may know, Uncommon NYC is a network of free, public charter schools in Brooklyn that close the achievement gap and prepare low-income students to graduate from college. Currently, Uncommon NYC serves over 5,900 K-12 students across 21 schools in Brooklyn, including both single-sex and co-educational schools. Uncommon NYC has a demonstrated record of successful academic outcomes, with 100% of our graduating high school seniors accepted to college. This success has translated into tremendous demand, with more than 33,000 students currently on our waiting list. You can find some additional background information regarding Uncommon New York City attached here.

In response to this overwhelming demand for free, high quality school options in Brooklyn, Uncommon NYC is in the process of submitting a proposal to the State University of New York (SUNY) Charter Schools Institute for permission to potentially open a new K-12 public charter school in East New York. If approved, the proposed school will open in 2018 serving grades K and 5. The school will ultimately grow to serve children in grades K-12.The location of the school has not yet been determined, but it may be in Brownsville or East New York, among other neighborhoods. If approved, the proposed school will open in 2018 serving grades K and 5. The school will ultimately grow to serve children in grades K- 12.

As we grow in Brooklyn, we are very eager to partner with like-minded organizations to learn about how we can work together to serve our communities. If you're interested, we would love to find a time meet in person to learn more about your work; to give you some more details about Uncommon NYC, our program, and our plans for the future; and to identify opportunities for us to work together in service to the community.

Please let us know if a member of your team is available to meet with us. We are eager to hear your thoughts and are happy to work around your schedule.

If you are not available to meet with us, we would really appreciate it if you could please take 5 minutes to share your thoughts with us via one of these two methods:

1. Providing your feedback and input on our proposals through this online survey. (https://www.surveymonkey.com/r/USNYC)
2. Sharing your response to the questionnaire below, which you can return directly via a response email.

Thank you so much for your input.

Sincerely,
Emma Gleason

Request for Feedback:

Directions: Please read through the description of Uncommon New York City's program below, then answer the questions in the table below to provide feedback to Uncommon Schools New York City on its plan to open an additional school in Brooklyn. Thank you very much for your valuable feedback!

Program Description
Uncommon New York City believes that in running a successful school, there are no 100% solutions. Rather, there is a series of 1% solutions that add up to success. Uncommon uses a core set of approaches and practices, drawn from observations of high-performing schools to meeting its mission of preparing students to succeed in high school, college, and beyond. Some of the solutions and practices around which our schools are structured are: (i) Expect Excellence; (ii) Recruit, Develop, and Retain Great Teachers; (iii) Assess Early and Often to Inform Effective Instruction; (iv) Focus on Literacy; (v) Employ Research-Proven Curricula; (vi) Make More Time; (vii) Help Students Until They Master It; (viii) Provide Structure and Order; (ix) Keep It Personal; (x) Develop Character; (xi) Involve Families; (xii) Help Students Envision a Bright Future Which Inspires Them To Achieve; and (xiii) Prepare High School Students for College.

Questions

Question	Response
Based on the description of Uncommon New York City's program described above, what feedback do you have on Uncommon's program?	
What else do you think this community needs educationally, and how could Uncommon NYC help meet that need?	
Based on what we've told you about Uncommon NYC's approach, do you have any questions, concerns, or other suggestions?	

Emma Gleason
Associate Director of Strategic Initiatives
Uncommon Schools | New York City
[redacted]

[redacted]
Brooklyn, NY 11216
[redacted]

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Emma Gleason
Associate Director of Strategic Initiatives
Uncommon Schools | New York City
[redacted]

[redacted]
Brooklyn, NY 11216
[redacted]

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Emma G eason

From: Emma Gleason
Sent: Wednesday, March 16, 2016 6:46 PM
To: [redacted]
Cc: Natasha Cherry-Perez
Subject: Uncommon Schools New York City Update
Attachments: Uncommon New York City Charter Schools Overview.pdf

Dear Senator Parker,

I hope that this email finds you well.

I am reaching out to let you know that Uncommon Schools New York City ("Uncommon NYC") is planning to apply to open new public charter schools serving Community School District 18, and to ask for your input on our planned growth.

As you may know, Uncommon NYC is a network of free, public charter schools in Brooklyn that close the achievement gap and prepare low-income students to graduate from college. Currently, Uncommon NYC serves over 5,900 K-12 students across 21 schools in Brooklyn, including both single-sex and co-educational schools. Uncommon NYC has a demonstrated record of successful academic outcomes, with 100% of our graduating high school seniors accepted to college. This success has translated into tremendous demand, with more than 33,000 students currently on our waiting list, over 7,000 of whom reside in CSD 18. You can find some additional background information regarding Uncommon New York City attached here.

In response to this overwhelming demand for free, high quality school options in Brooklyn, Uncommon New York City Charter Schools has applied to the State University of New York (SUNY) Charter Schools Institute for permission to open an elementary school that will be tied to the Kings Collegiate Charter School ("Kings") in CSD 18. As you may know, the New York City DOE has proposed a site for this school at K285 in East Flatbush, and we hope to open the school next year with K, eventually growing to serve grades K-4. Once students reach the 5th grade, they will be able to attend the Kings Collegiate Charter School middle school, which serves grades 5-8. Once students reach 9th grade, they will be offered a seat at an Uncommon high school.

In addition, we are submitting a proposal for a new K-12 public charter school to SUNY. If approved, the proposed school will open in 2018 serving grades K and 5. The school will ultimately grow to serve children in grades K-12.The location of the school has not yet been determined, but will be in either CSD 13, 14, 16, 17, 18, 19, or 23.

As we plan to serve more families in CSD 18, the voices of community leaders are very important to us, since we know from experience that every neighborhood has its own needs, and that each student and community are unique.

We would welcome the opportunity to share more with you about our plans to grow and would like to make it as easy as possible for you to share your thoughts and feedback with us. Please let us know if you or a member of your organization would be available to meet with us in person or via phone. During this meeting, we would share more about Uncommon Schools NYC and our plan to open additional schools, and would ask for your feedback on the plan. We would also welcome the opportunity to learn more about your work.

If you or a member of your team is not available for a meeting or call with us, please take 5-10 minutes to share your thoughts with us via one of these two methods:

1. Providing your feedback and input on our proposals through this online survey. (https://www.surveymonkey.com/r/Uncommon Schools NYC)
2. Sharing your response to the questionnaire below, which you can return directly via a response email.

Thank you very much in advance for your time and for sharing your thoughts.

Sincerely,
Emma Gleason

Request for Feedback:

Directions: Please read through the description of Uncommon New York City's program below, then answer the questions in the table below to provide feedback to Uncommon Schools New York City on its plan to open an additional school in Brooklyn. Thank you very much for your valuable feedback!

Program Description
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Questions

Question	Response
Based on the description of Uncommon New York City's program described above, what feedback do you have on Uncommon's program?	
What else do you think this community needs educationally, and how could Uncommon NYC help meet that need?	
Based on what we've told you about Uncommon NYC's approach, do you have any questions, concerns, or other suggestions?	

Emma Gleason
Associate Director of Strategic Initiatives
Uncommon Schools | New York City
[redacted]

[redacted]
Brooklyn, NY 11216
[redacted]

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Emma G eason

From: Emma Gleason
Sent: Wednesday, March 16, 2016 6:42 PM
To: [redacted]
Cc: Natasha Cherry-Perez
Subject: Uncommon Schools New York City Update
Attachments: Uncommon New York City Charter Schools Overview.pdf

Dear Council Member Williams,

I hope that this email finds you well.

I am reaching out to let you know that Uncommon Schools New York City ("Uncommon NYC") is planning to apply to open new public charter schools serving Community School District 18, and to ask for your input on our planned growth.

As you may know, Uncommon NYC is a network of free, public charter schools in Brooklyn that close the achievement gap and prepare low-income students to graduate from college. Currently, Uncommon NYC serves over 5,900 K-12 students across 21 schools in Brooklyn, including both single-sex and co-educational schools. Uncommon NYC has a demonstrated record of successful academic outcomes, with 100% of our graduating high school seniors accepted to college. This success has translated into tremendous demand, with more than 33,000 students currently on our waiting list, over 7,000 of whom reside in CSD 18. You can find some additional background information regarding Uncommon New York City attached here.

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In addition, we are submitting a proposal for a new K-12 public charter school to SUNY. If approved, the proposed school will open in 2018 serving grades K and 5. The school will ultimately grow to serve children in grades K-12.The location of the school has not yet been determined, but will be in either CSD 13, 14, 16, 17, 18, 19, or 23.

As we plan to serve more families in CSD 18, the voices of community leaders are very important to us, since we know from experience that every neighborhood has its own needs, and that each student and community are unique.

We would welcome the opportunity to share more with you about our plans to grow and would like to make it as easy as possible for you to share your thoughts and feedback with us. Please let us know if you or a member of your organization would be available to meet with us in person or via phone. During this meeting, we would share more about Uncommon Schools NYC and our plan to open additional schools, and would ask for your feedback on the plan. We would also welcome the opportunity to learn more about your work.

If you or a member of your team is not available for a meeting or call with us, please take 5-10 minutes to share your thoughts with us via one of these two methods:

1. Providing your feedback and input on our proposals through this online survey. (https://www.surveymonkey.com/r/Uncommon Schools NYC)
2. Sharing your response to the questionnaire below, which you can return directly via a response email.

Thank you very much in advance for your time and for sharing your thoughts.

Sincerely,
Emma Gleason

Request for Feedback:

Directions: Please read through the description of Uncommon New York City's program below, then answer the questions in the table below to provide feedback to Uncommon Schools New York City on its plan to open an additional school in Brooklyn. Thank you very much for your valuable feedback!

Program Description
Uncommon New York City believes that in running a successful school, there are no 100% solutions. Rather, there is a series of 1% solutions that add up to success. Uncommon uses a core set of approaches and practices, drawn from observations of high-performing schools to meeting its mission of preparing students to succeed in high school, college, and beyond. Some of the solutions and practices around which our schools are structured are: (i) Expect Excellence; (ii) Recruit, Develop, and Retain Great Teachers; (iii) Assess Early and Often to Inform Effective Instruction; (iv) Focus on Literacy; (v) Employ Research-Proven Curricula; (vi) Make More Time; (vii) Help Students Until They Master It; (viii) Provide Structure and Order; (ix) Keep It Personal; (x) Develop Character; (xi) Involve Families; (xii) Help Students Envision a Bright Future Which Inspires Them To Achieve; and (xiii) Prepare High School Students for College.

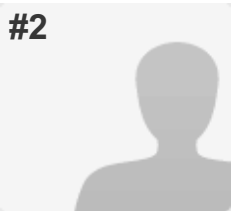
Questions

Question	Response
Based on the description of Uncommon New York City's program described above, what feedback do you have on Uncommon's program?	
What else do you think this community needs educationally, and how could Uncommon NYC help meet that need?	
Based on what we've told you about Uncommon NYC's approach, do you have any questions, concerns, or other suggestions?	

Emma Gleason
Associate Director of Strategic Initiatives
Uncommon Schools | New York City
[redacted]

[redacted]
Brooklyn, NY 11216
[redacted]

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COMPLETE

Collector: Web L nk 1 (Web L nk)
Started: Thursday, February 18, 2016 9:51:31 PM
Last Modified: Thursday, February 18, 2016 10:04:12 PM
Time Spent: 00:12:40
IP Address: 74.88.83.128

PAGE 1

Q1: What is your name?

First Name	David
Last Name	Goldsmith

Q2: In what neighborhood do you live?

Neighborhood	Bedford Stuyvesant

Q3: Do you have any school-aged children? No

Q4: Do you support Uncommon's plan to open an additional free, high-quality, public charter school in Brooklyn? No

Q5: Based on the description of Uncommon New York City's program described at the top of this page, what feedback do you have on Uncommon's program?

Apparently Uncommon's NYC program is based on the best practices firmly established in some of NYC's best district public schools. In D 13 schools like PS 8, PS 11, PS 307 and indeed in PS 9 (the school co located with your Uncommon Middle school)

Q6: What else do you think this community needs educationally, and how could this proposal help meet that need?

Unfortunately I have little faith in the parallel school universe created by the establishment of Charters. Not your fault. Charters seemed to become necessary when the collective will to provide quality for ALL children was lost. Charters were presented as a false lifeline to parents. The real fight was and remains to force the "collective political will" to fully provide the quality education that so many overcrowded, in high demand district public schools already provide to far too many students. It's not that we don't know how to provide high quality education in district schools with unionized teachers....We do! the problem is the "collective powers that be" CHOOSES not to!

Q7: Based on what we've told you about Uncommon New York City's approach, do you have any questions, concerns, or other suggestions?

nuff said!

#4

COMPLETE

Collector: Web L nk 1 (Web L nk)
Started: Saturday, March 26, 2016 5:14:16 PM
Last Modified: Saturday, March 26, 2016 5:20:48 PM
Time Spent: 00:06:32
IP Address: 174.44.234.156

PAGE 1

Q1: What is your name?

First Name	Melanie
Last Name	Mendonca

Q2: In what neighborhood do you live?

Neighborhood	District 23 Ocean hill Brownsville/Brownsville

Q3: Do you have any school-aged children?

No

Q4: Do you support Uncommon's plan to open an additional free, high-quality, public charter school in Brooklyn?

Unsure (please explain)
I don't support this organization especially when this community has 800 plus students living in temporary housing and when they suffer with social and emotional needs.

Q5: Based on the description of Uncommon New York City's program described at the top of this page, what feedback do you have on Uncommon's program?

Not a right setting for Special Needs Children or Children with Social and Emotional Needs

Q6: What else do you think this community needs educationally, and how could this proposal help meet that need?

More support from the community and resources for our public schools. Don't need charters to co-locate in our schools to take up space that is needed for our children.

Q7: Based on what we've told you about Uncommon New York City's approach, do you have any questions, concerns, or other suggestions?

When your organization finds a way to teach our children in a playful, educated, way then in a slave mentality way then I might consider your schools in my community

Emma G eason

Subject: FW: Councilman Espinal Tours LPOH
Location: LPOHEA

Start: Fri 12/11/2015 8:00 AM
End: Fri 12/11/2015 9:00 AM
Show Time As: Tentative

Recurrence: (none)

Meeting Status: Not yet responded

Organizer: Ashley Renick

-----Original Appointment-----
From: Ashley Renick
Sent: Thursday, November 12, 2015 4:00 PM
To: Ashley Renick; Natasha Cherry-Perez; Barbara Martinez; Rachel Cooperberg
Subject: Councilman Espinal Tours LPOH
When: Friday, December 11, 2015 8:00 AM-9:00 AM (UTC-05:00) Eastern Time (US & Canada).
Where: LPOHEA

Parents will arrive at 8am, and we will meet with Councilman from 8:30 -9am

Emma G eason

Subject: FW: Senator Hamilton Visits LPBVMA
Location: 213 Osborn Street

Start: Tue 12/8/2015 9:30 AM
End: Tue 12/8/2015 10:30 AM
Show Time As: Tentative

Recurrence: (none)

Meeting Status: Not yet responded

Organizer: Natasha Cherry-Perez

-----Original Appointment-----
From: Natasha Cherry-Perez
Sent: Tuesday, December 01, 2015 11:48 AM
To: Natasha Cherry-Perez; Jason Shaad; Frances Leighton; Ashley Renick; Barbara Martinez
Cc: Mark Stulberg; Rachel Cooperberg
Subject: Senator Hamilton Visits LPBVMA
When: Tuesday, December 08, 2015 9:30 AM-10:30 AM (UTC-05:00) Eastern Time (US & Canada).
Where: 213 Osborn Street

Emma G eason

Subject:	Office visit with Assemblyman Lentol
Location:	619 Lorimer Street
Start:	Fri 1/15/2016 2:00 PM
End:	Fri 1/15/2016 3:00 PM
Show Time As:	Tentative
Recurrence:	(none)
Meeting Status:	Not yet responded
Organizer:	Natasha Cherry-Perez
Required Attendees:	Jasmin Morillo; Barbara Martinez; Ashley Renick; Lamont Sadler; Lamont Sadler; Angel Saldivar [redacted] Emma Gleason

Emma G eason

Subject: FW: Office visit with Assemblyman Mosley
Location: [redacted]. Brooklyn NY 11217

Start: Tue 2/23/2016 1:00 PM
End: Tue 2/23/2016 2:00 PM
Show Time As: Tentative

Recurrence: (none)

Meeting Status: Not yet responded

Organizer: Natasha Cherry-Perez

-----Original Appointment-----
From: Natasha Cherry-Perez
Sent: Monday, December 21, 2015 6:51 PM
To: Natasha Cherry-Perez; Rachel Cooperberg; Samantha Tweedy; Barbara Martinez; Ashley Renick
Subject: Office visit with Assemblyman Mosley
When: Tuesday, February 23, 2016 1:00 PM-2:00 PM (UTC-05:00) Eastern Time (US & Canada).
Where: 55 Hanson Place Suite 328. Brooklyn NY 11217

Emma G eason

Subject: FW: Assemblyman Nick Perry Office Visit
Location: [redacted]

Start: Wed 12/16/2015 2:00 PM
End: Wed 12/16/2015 3:00 PM
Show Time As: Tentative

Recurrence: (none)

Meeting Status: Not yet responded

Organizer: Natasha Cherry-Perez

-----Original Appointment-----
From: Natasha Cherry-Perez
Sent: Wednesday, December 09, 2015 10:35 AM
To: Natasha Cherry-Perez; Ashley Renick; Barbara Martinez
Subject: Assemblyman Nick Perry Office Visit
When: Wednesday, December 16, 2015 2:00 PM-3:00 PM (UTC-05:00) Eastern Time (US & Canada).
Where: 903 Utica Ave

Emma G eason

Subject: FW: Senator Persaud visits UPC
Location: Uncommon Preparatory High School

Start: Mon 2/22/2016 10:00 AM
End: Mon 2/22/2016 11:00 AM
Show Time As: Tentative

Recurrence: (none)

Meeting Status: Not yet responded

Organizer: Natasha Cherry-Perez

-----Original Appointment-----
From: Natasha Cherry-Perez
Sent: Monday, January 25, 2016 6:17 PM
To: Natasha Cherry-Perez; Ashley Renick; Samantha Tweedy; Barbara Martinez
Subject: Senator Persaud visits UPC
When: Monday, February 22, 2016 10:00 AM-11:00 AM (UTC-05:00) Eastern Time (US & Canada).
Where: Uncommon Preparatory High School

Emma G eason

From: Natasha Cherry-Perez
Sent: Friday, February 19, 2016 3:29 PM
To: Emma Gleason
Subject: FW: Uncommon Schools Wants to Visit You!

From: Janee Markowicz [mailto:[redacted]
Sent: Wednesday, January 13, 2016 10:51 AM
To: Natasha Cherry-Perez
Subject: RE: Uncommon Schools Wants to Visit You!

Good Morning:

Unfortunately Ms. Robinson will be out of the office on the 15th and she will be in Albany on the 19th.

Janée Markowicz, Esq.
Community Liaison & Constituent Services Manager
New York State Assemblymember Annette M. Robinson
1360 Fulton Street, Room 417
Brooklyn, NY 11216
[redacted]
p.718.399.7630
f.718.399.7690

From: Natasha Cherry-Perez [redacted]
Sent: Tuesday, January 12, 2016 5:05 PM
To: Janee Markowicz
Subject: RE: Uncommon Schools Wants to Visit You!

Good evening,

Sorry to hear that give the Assemblywoman my condolences. We would love to have our alumni meet with her before they head back to college. Can she meet on Friday, 1/15 or Tuesday, 1/19 before they all head back?

Thanks.

From: Janee Markowicz [redacted]
Sent: Tuesday, January 12, 2016 3:46 PM
To: Natasha Cherry-Perez
Subject: RE: Uncommon Schools Wants to Visit You!

Hi Ms. Cherry-Perez:

Unfortunately Assemblymember Robinson will not be available to meet on Thursday. Ms. Robinson apologizes for having to cancel at the last minute; sadly she has to attend a funeral. Please let me know if you would like to meet with Michael Smith instead or if you would rather reschedule.

Thank you,

Janée

Janée Markowicz, Esq.
Community Liaison & Constituent Services Manager
New York State Assemblymember Annette M. Robinson
1360 Fulton Street, Room 417
Brooklyn, NY 11216
[redacted]
p.718.399.7630
f.718.399.7690

From: Natasha Cherry-Perez [redacted]
Sent: Tuesday, January 12, 2016 3:08 PM
To: Janee Markowicz
Subject: RE: Uncommon Schools Wants to Visit You!

Good afternoon,

Just confirming our meeting for Thursday @ 1pm.

Thanks.

From: Janee Markowicz [redacted]
Sent: Tuesday, January 05, 2016 12:06 PM
To: Natasha Cherry-Perez
Subject: RE: Uncommon Schools Wants to Visit You!

Hi Ms. Cherry-Perez:

Assemblymember Robinson is available at 1PM on January 14th.

Janée

Janée Markowicz, Esq.
Community Liaison & Constituent Services Manager
New York State Assemblymember Annette M. Robinson
1360 Fulton Street, Room 417
Brooklyn, NY 11216
[redacted]

p.718.399.7630
f.718.399.7690

From: Natasha Cherry-Perez [redacted]
Sent: Wednesday, December 23, 2015 5:57 PM
To: [redacted]
Cc: Janee Markowicz
Subject: FW: Uncommon Schools Wants to Visit You!

Hello sir,

Would it be possible to move the meeting down 1hour and start at 1pm?

Thanks and enjoy the holidays.

From: Natasha Cherry-Perez
Sent: Wednesday, December 23, 2015 2:50 PM
To: [redacted]
Subject: Re: Uncommon Schools Wants to Visit You!

Good afternoon,

I have a meeting that is ending at 10am but it may be a little late. You think we can push back 1 hour?

From: Janee Markowicz [redacted]
Sent: Wednesday, December 23, 2015 01:51 PM
To: Natasha Cherry-Perez
Subject: RE: Uncommon Schools Wants to Visit You!

Hi Ms. Cherry- Perez:

Please disregard my last email. Assemblymember Robinson would like to meet on January 14th at 12. Please let me know if that works for you.

Thank you,

Janée Markowicz, Esq.
Community Liaison & Constituent Services Manager
New York State Assemblymember Annette M. Robinson
1360 Fulton Street, Room 417
Brooklyn, NY 11216
[redacted]
p.718.399.7630
f.718.399.7690

From: Natasha Cherry-Perez [redacted]
Sent: Tuesday, December 22, 2015 10:53 AM
To: Janee Markowicz; [redacted]
Subject: RE: Uncommon Schools Wants to Visit You!

Good morning,

We also have alumni that are home for break that would love the opportunity to come for an office visit before they head back to college on January 18th. They are available various days between Jan. 4th and Jan. 17th. Would we be able to come to the Assemblywoman's office in Brooklyn for a meeting anytime during this period of time?

Thanks and Happy Holidays!

Natasha

From: Natasha Cherry-Perez
Sent: Thursday, December 17, 2015 9:27 AM
To: 'Janee Markowicz'; '[redacted]'
Subject: RE: Uncommon Schools Wants to Visit You!

Good morning,

Just following up on this email. We are about to go on break and I know the Assemblywoman is headed to Albany in January, with that said we would like to have parents come to her office for a meeting sometime in January. Please contact me so that we can schedule time for this meeting.

Thank you for your time and attention.

Happy Holidays ☺!

From: Natasha Cherry-Perez
Sent: Wednesday, November 18, 2015 6:25 PM
To: [redacted]'; 'Janee Markowicz'; '[redacted]'
Subject: Uncommon Schools Wants to Visit You!

Dear Assemblywoman Robinson,

Good evening from Uncommon Schools. We have 8 schools in your district which serves close to 3,000 scholars. We would love to come visit your office with some of our parents before you head up to Albany in January. Please let me know when you have time for us to visit with you.

Additionally, if you are holding any upcoming community events that our students, teachers or families could participate in, please let us know.

We are looking forward to hearing from you soon.

Thank you and have a wonderful Thanksgiving holiday.

Natasha Cherry-Perez
Community Engagement Coordinator
Uncommon Schools NYC
[redacted]

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Uncommon Schools | New York City | Change History.

Emma G eason

Subject: FW: Meeting @ Daniel Squadron's Office
Location: [redacted], [redacted]

Start: Wed 2/3/2016 12:00 PM
End: Wed 2/3/2016 1:00 PM
Show Time As: Tentative

Recurrence: (none)

Meeting Status: Not yet responded

Organizer: Natasha Cherry-Perez

-----Original Appointment-----
From: Natasha Cherry-Perez
Sent: Friday, January 22, 2016 8:10 PM
To: Natasha Cherry-Perez; Ashley Renick; Samantha Tweedy
Subject: Meeting @ Daniel Squadron's Office
When: Wednesday, February 03, 2016 12:00 PM-1:00 PM (UTC-05:00) Eastern Time (US & Canada).
Where: 209 Joralemon Street, Suite #300

Subject:	Meet with D23 Superintendent & D19 Superintendent to discuss new charter application
Location:	UCHS
Start:	Sat 2/27/2016 12:00 PM
End:	Sat 2/27/2016 12:30 PM
Show Time As:	Tentative
Recurrence:	(none)
Meeting Status:	Not yet responded
Organizer:	Samantha Tweedy
Required Attendees:	Emma Gleason

Emma G eason

Subject: FW: Assemblywoman Walker Tours LPOHMA
Location: LPOHMA

Start: Thu 1/14/2016 9:00 AM
End: Thu 1/14/2016 11:00 AM
Show Time As: Tentative

Recurrence: (none)

Meeting Status: Not yet responded

Organizer: Natasha Cherry-Perez

-----Original Appointment-----
From: Natasha Cherry-Perez
Sent: Thursday, December 03, 2015 6:11 PM
To: Natasha Cherry-Perez; Lamont Sadler; Lamont Sadler; Ashley Renick; Taamiti Bankole; Rachel Cooperberg; Barbara Martinez
Subject: Assemblywoman Walker Tours LPOHMA
When: Thursday, January 14, 2016 9:00 AM-11:00 AM (UTC-05:00) Eastern Time (US & Canada).
Where: LPOHMA

List of Outreach to Community Leaders for New Charter Application

Name/Title	Organization	CSD(s)	Meeting/Feedback Status
Superintendent Beverly Wilkins	New York City Department of Education	18	Meeting held on 3/22/16 See summary of comments received.
Superintendent Mauricia de Govia	New York City Department of Education	23	Meeting held on 2/27/16 See summary of comments received.
Superintendent Barbara Freeman	New York City Department of Education	13	Requested
Superintendent Alicja Winnicki	New York City Department of Education	14	Requested
Superintendent Rahesha Amon	New York City Department of Education	16	Requested
Superintendent Clarence Ellis	New York City Department of Education	17	Requested
Superintendent Joyce Stallings-Harte	New York City Department of Education	19	Meeting held on 2/27/16 See summary of comments received.
President David Goldsmith	Community Education Council	13	Feedback received. Included in online survey responses.
President Maria Farley	Community Education Council	14	Requested
President Nequan McLean	Community Education Council	16	Requested
President Nicole Job	Community Education Council	17	Requested
President James Dandridge	Community Education Council	18	Requested
President Joyce French	Community Education Council	19	Requested
President Melanie Mendonca	Community Education Council	23	Feedback received. Included in online survey responses.
Chairperson, Saul Needle	Community Board 18	18	Requested
Chairperson, Bettie M. Kollock-Wallace	Community Board CB 16	23	Requested
Chairperson, Dealice Fuller	Community Board 1	14	Requested
Chairperson, Nizjoni Granville	Community Board 8	17, 13	Requested
Chairperson, Nathan Bradley	Community Board 5	19	Requested
State Assembly Member N. Nick Perry	New York State Assembly	18	Meeting held on 12/16/15 See summary of comments received.
State Assembly Member Latrice Walker	New York State Assembly	17, 18, 23	Meeting and school visit held on 1/14/16. See summary of comments received.
State Assembly Member Annette Robinson	New York State Assembly	13, 16, 17	Meeting and school visit had been scheduled for 1/14/16; currently in the process of being rescheduled.

List of Outreach to Community Leaders for New Charter Application

Name/Title	Organization	CSD(s)	Meeting/Feedback Status
State Assembly Member Joseph R. Lentol	New York State Assembly	14	Meeting held on 1/15/16. See summary of comments received.
State Assembly Member Walter Mosley III	New York State Assembly	13	Meeting held on 2/23/16. See summary of comments received.
State Senator Jesse Hamilton	New York State Senate	18, 23	Requested
State Senator Velmanette Montgomery	New York State Senate	16, 13, 17, 23	Requested
State Senator Roxanne Persaud	New York State Senate	23, 18	School visit on 2/22. See summary of comments received.
State Senator Daniel Squadron	New York State Senate	14	Meeting held on 2/3/16. See summary of comments received.
State Senator Kevin Parker	New York State Senate	18, 19	Requested
Council Member Alan Maisel	City Council Member	18	Requested
Council Member Robert Cornegy	City Council Member	13, 17	Meeting held on 3/17/16 See summary of comments received.
Council Member Jumanee Williams	City Council Member	18	Requested
Council Member Raphael Espinal	City Council Member	23	Requested
Council Member Stephen Levin	City Council Member	14	Requested
Council Member Darlene Mealy	City Council Member	16,17, 23, 18	Requested
Council Member Laurie Cumbo	City Council Member	13, 16, 17	Requested
Borough President Eric Adams	Brooklyn Borough President	All	Requested
Daniel Murphy, Executive Director	President, Pitkin Avenue Business Improvement District	18, 23, 19	Requested
Eva Gordon, LMSW, CPP Coordinator	Community Coalition of East New York/CPP of East New York	19	Requested
Director	Brownsville Heritage House	23	Requested
Jacqueline Kennedy, Manager, Strategic Community Engagement and Mobilization	Brownsville Partnership	23	Requested
Naila Moore, Program and Policy Manager	Impacct Brooklyn	All	Feedback received via online survey. Working to schedule meeting.
Mr. Jerry Childs, Manager	Director, Brownsville Recreation		Requested
Erica McSwain, Operations Manager	Brownsville Community Justice Center	23, 19	Working to schedule meeting for early April.
Laryssa Green, Program Manager	Coalition for the Improvement of Bedford Stuyvesant	13, 16	Requested
Andrew Smith III, PAL	Breukelen Community Center	18	Met several times over the course of March regarding community partners. Discussed growth on

List of Outreach to Community Leaders for New Charter Application

Name/Title	Organization	CSD(s)	Meeting/Feedback Status
			3/29/16
Winchester Key, President/CEO	East New York Urban Youth Corps	18, 19, 23	Requested
Melinda Perkins, Executive Director	East New York Restoration LDC	18, 19, 23	Requested
Anthony Guilford, Director of Youth Services	Flatbush Development Corporation	18, 19, 23	Requested
Executive Director	Flatbush YMCA and North Brooklyn YMCA	18, 19, 23	Requested
Luwana Staley, Founder and Executive Director	Project East New York	18, 19, 23	Requested
Shaun Armstrong	Uprose	19	Requested

Uncommon Schools | New York City

Comments received during meetings with community stakeholders regarding UNYC1.

Meeting w/ Whom	Date Meeting Held	Summary of Comments Received
State Assembly Member Nick Perry	12/16/15	• Supportive of school choice, • Familiar with Uncommon and supportive of the model, • Does not support co-location, particularly mixing grade levels • Thinks good working relationships between schools in the same building very important. • Wants to be kept abreast of growth plan, particularly relating to potential co locations. • Would be open to helping/supporting, based on where we are trying to open.
State Assembly Member Walker	1/14/16	• Supports choice, • Supports the Uncommon educational model, • Concerned about space – wants to make sure kids have all the resources they need at schools. • Would love to see new private developments in CSD 23 including schools.
State Assembly Member Lentol	1/15/16	• Supportive, • Believes in choice, thinks we need more choice for parents. • Thinks Uncommon should have the opportunity to grow.
State Senator Squadron	2/3/16	• Supportive of another successful Uncommon school in his district, provided it is in the right location. • Concerned about co-location and the DOE process for co-location. • Since we aren't opening until 2018, wants to be kept in the loop about our plans as they develop.
State Senator Persaud	2/22/16	• Supportive, • Believes in choice, thinks we need more choice for parents. • Thinks Uncommon should have the opportunity to grow.

Assemblyman Mosley	2/23/16	• Supportive of school choice. • Wants to ensure that charter schools are serving SPED and ELL students, as well as students in temporary housing. • Familiar with Uncommon and supportive of the model. • Potentially concerned about co-location, depending on building citing. • Supportive of Uncommon's partnership with DOE schools (Uncommon Impact).
Superintendent De Govia, CSD 23	2/27/16	• Support our potentially opening another school. • Support Uncommon's work in the communities Uncommon serves. • Glad to be participating in Uncommon's partnership with DOE schools (Uncommon Impact)
Superintendent Stallings-Harte, CSD 19	2/27/16	• Support our potentially opening another school. • Support Uncommon's work in the communities Uncommon serves. • Glad to be participating in Uncommon's partnership with DOE schools (Uncommon Impact).
Council Member Cornegy	3/17/16	• Supportive, • Believes in choice, thinks we need more choice for parents. • Thinks Uncommon should have the opportunity to grow.
Superintendent Wilkins, CSD 18	3/22/16	• Familiar Uncommon's partnership with DOE schools (Uncommon Impact) • Would be interested in potential opportunities to partner in the future

Breukelen Community Center, Andrew Smith III	3/29/16	• Believes in more school option for families and thinks that the competition between schools raises the bar for everyone • Supportive of Uncommon's opening more locations, as long as they continue to have strong results • Found that partnering with Uncommon on Community Day on 3/19 was successful, believes Uncommon should work to have more events like this in the future • Thinks that Uncommon can improve outreach by attending the monthly NYCHA housing meetings, where we can learn about more opportunities to partner with the community and can tell more families about our schools in the neighborhood.

R-04- School Enrollment

In a narrative response, describe the following aspects of the school's enrollment plan:

- **The extent to which the proposed charter school's grade configuration aligns with the school district of location and how any misalignment may impact the school;**
- **Any differences in eligible or minimum age in the same grades between schools;**
- **The pattern of growth over the charter term including anticipated student attrition, the rationale for the attrition rate, and plans to replace or limit the intake of students;**
- **Whether the presented education corporation enrollment would require any revisions to currently chartered enrollment (if applicable);**
- **A statement about any growth that the applicants may seek in a future charter period if the school is renewed; and,**
- **If the intent is for a proposed school to offer any grades not already offered by a school within the replicating education corporation, please provide the rationale for the enrollment plan.**

Uncommon Schools New York City #1 (UNYC1) plans to open in 2018-19 serving students in grades K and 5, in an elementary school that will grow to serve grades K-4 and a middle school that will grow to serve grades 5-8. The school will plan to add two additional grades each year (i.e. in year 2 we will serve K-1 and 5-6), and will serve students in Grades K-9 by the final year of the charter term. Once elementary school students reach grade 5, they will be offered a seat in the middle school. Students will be offered a seat at an Uncommon high school when they reach grade 9.

Both UNYC1 and the New York City school district begin elementary school with Kindergarten. The USNYC 1 middle school will serve grades 5-8, while NYC DOE middle schools typically serve grades 6-8. Both Uncommon New York City and NYC school district high schools serve students in grades 9-12. UNYC1 and the NYC school district have the same minimum age requirement for enrollment: students must have turned 5 years old by December 31 of the matriculation year to be eligible to enroll in Kindergarten. As reflected in Response R15f – Admissions Policy, USNYC1 will plan to enroll students via lottery in grades K and 5.

The misalignment between the grades served by the middle school of UNYC1 and NYC School District middle schools will mean that UNYC1 will have to ensure that families who attend a traditional NYC DOE elementary school are aware of the opportunity to submit an application for

the 5th grade lottery. We are confident that this will not have a negative impact on the school for the following reasons:

1. Uncommon New York City Charter Schools has a comprehensive and effective plan for recruiting and enrolling students via its K and 5th grade lotteries. Please see Response 15(b) for detailed information regarding our student recruitment efforts.
2. There is precedent for robust enrollment in Uncommon NYC middle schools: all 12 of the middle schools currently part of the Uncommon NYC Education Corporation have been able to maintain robust enrollment numbers throughout their charter terms.
3. There is tremendous demand for seats in all grades in our schools, including 5th grade: currently, there are over 4,100 students waiting for a 5th grade seat at one of our schools.

We anticipate that UNYC1 will experience approximately 5% student attrition each year, which is in line with historical attrition trends at Uncommon NYC schools across Brooklyn. UNYC1 will plan to fill all seats that become available through attrition in grades K-8 as they become available throughout the school year, in order to offer as many students a chance to attend our schools as possible.

The USNYC Education Corporation enrollment chart shown in R21e-2 does not reflect any revisions to the current chartered enrollment of the education corporation, except that it includes the addition of UNYC1 to the chartered enrollment.

If UNYC1 is renewed, we anticipate that we will apply to serve grades 9-12 by the time we are fully grown.

The Uncommon New York City Charter Schools Education Corporation already serves students in all proposed grades K-12 across our schools.

Complete the student enrollment table provided in the budget template and include a copy of it here.

UNYC1:

CHARTER ENROLLMENT BY GRADE							
GRADES	**AGES**	**LEVEL**	**2018-19**	**2019-20**	**2020-21**	**2021-22**	**2022-23**
Kindergarten	4-7	Elementary School	55	55	87	87	87
1st Grade	5-8	Elementary School		55	87	87	87
2nd Grade	6-9	Elementary School		-	55	87	87
3rd Grade	7-10	Elementary School		-		55	87
4th Grade	8-11	Elementary School		-			55
5th Grade	9-12	*Middle School*	75	74	87	87	87
6th Grade	10-13	Middle School		65	87	87	87
7th Grade	11-14	Middle School			65	87	87
8th Grade	12-15	Middle School				65	87
9th Grade	13-16	High School	-	-	-	-	63
10th Grade	14-17	High School	-	-	-	-	-
11th Grade	15-18	High School	-	-	-	-	-
12th Grade	16-20	High School	-	-	-	-	-
TOTAL			130	249	468	642	814

Uncommon New York City Charter Schools:

CHARTER ENROLLMENT BY GRADE							
GRADES	**AGES**	**LEVEL**	**2018-19**	**2019-20**	**2020-21**	**2021-22**	**2022-23**
Kindergarten	4-7	Elementary School	1,087	1,087	1,119	1,119	1,119
1st Grade	5-8	Elementary School	860	1,087	1,119	1,119	1,119
2nd Grade	6-9	Elementary School	602	860	1,087	1,119	1,119
3rd Grade	7-10	Elementary School	498	581	830	1,051	1,083
4th Grade	8-11	Elementary School	498	498	581	830	1,051
5th Grade	9-12	*Middle School*	1,083	1,082	1,095	1,095	1,095
6th Grade	10-13	Middle School	1,008	1,073	1,095	1,095	1,095
7th Grade	11-14	Middle School	900	900	965	987	987
8th Grade	12-15	Middle School	828	828	828	893	915
9th Grade	13-16	High School	600	600	600	600	663
10th Grade	14-17	High School	569	570	570	570	570
11th Grade	15-18	High School	352	541	542	542	542
12th Grade	16-20	High School	266	334	514	515	515
TOTAL			9,152	10,042	10,945	11,535	11,873

For existing charter school education corporations seeking authority to operate additional school(s), complete the Statistical Overview – Existing Schools chart included below.

Statistical Overview – Existing Schools

Requested Data	2013-14	2014-15	2015-16
Enrollment[1]			
Total Enrollment	4,946	5,840	6,818
Number of Students with Disabilities	550	724	806
Number of English Language Learners	73	99	125
Number of Economically Disadvantaged Students	4,073	4,799	5,562
Retention[2]			
Total Number of Students **Eligible** to Return from Previous Year[3]	3,682	4,294	5,279
Total Number of Eligible Students Who Returned from Previous Year	3,306	3,820	4,705
Number of Students with Disabilities Eligible to Return from Previous Year[4]	371	503	677
Number of Students with Disabilities Who Returned from Previous Year	331	443	573
Number of English Language Learners Eligible to Return from Previous Year[5]	55	70	95
Number of English Language Learners Who Returned from Previous Year	54	65	84
Number of Economically Disadvantaged Students Eligible to Return from Previous Year	2,986	3,549	4,398
Number of Economically Disadvantaged Students Who Returned from Previous Year	2,693	3,163	3,926
Number of Out of School Suspensions (Occurrences)	400	415	307
Number of Out of School Suspensions (Individual Students)	31	285	84
Number of Expulsions	-	-	-

[1] All enrollment data should reflect BEDS day information.
[2] All retention data should reflect students enrolled in school on previous BEDS day who remained in the school the following BEDS day.
[3] An eligible student is one who has not completed the school's terminal grade, aged out of the program, or been expelled.
[4] All students who received mandated services at some point of enrollment in the school should be included in this count even if no longer receiving services.
[5] Any student identified as an English language learner at any point of enrollment in the school should be included in this count regardless of current English language proficiency status.

(a) Curriculum Selection and Processes

Summarize the school's curriculum, by subject, and the rationale for curriculum decisions including:

- Research-based evidence of effectiveness, particularly in meeting the needs of the school's target population;
- Discussion of how the school's curriculum is aligned to New York State standards;
- An explanation of how the curriculum furthers the school's specific mission and unique themes, if applicable;
- How teachers will know what to teach and when to teach it including the curriculum resources that will support instructional planning (e.g., curriculum maps, scope and sequences, pacing guides, etc.) and who will be responsible for creating or selecting these resources; and,
- The processes and procedures the school will use to review, evaluate, and revise the curriculum to ensure its effectiveness for all students, alignment to state standards and alignment from grade to grade including who will be responsible for these processes and how teachers will be involved.

The classrooms of Uncommon NYC Charter School 1 will provide students with a combination of joy, rigor, and hard work every day. Students will be taught that hard work is a pre-requisite for success.

At each grade level, the daily schedule will be structured to ensure that students are spending their time most effectively to ensure a foundation for academic success and mastery. Specifically:

Elementary School
UNYC1 students at the elementary level will receive 3 hours of literacy instruction, 75 minutes of math instruction, 45 minutes of instruction in social studies or science, 10 minutes of grammar instruction, 45 minutes of writing instruction every day; along with 45 minutes of instruction in character development and structured choice time, and 45 minutes of instruction in music and performing arts.

Middle School
UNYC1 students at the middle school level receive 60 minutes of science, history and writing instruction, daily. The receive 90 minutes of math instruction 4 days a week, and 60 minutes of math instruction one day a week. They receive intensive ELA instruction with 60 minutes of reading and 30 minutes of small group literacy instruction through our guided reading program.

High School
UNYC1's 9th graders will attend a high school with other students from Uncommon Schools, which has developed a rigorous high school curriculum based on New York State/Common Core Learning

standards that will enable students to meet the criteria of a Regents or Advanced Regents degree and will prepare students to enter college. A College Prep teacher will coach students throughout high school to ensure they explore their academic and extracurricular interests, successfully complete all testing and college application requirements, and pursue financial aid opportunities. In order to graduate from the high school, students will need to:

- Pass 4 years of Math, Science, History, and English and 3 years of Foreign Language;
- Complete additional course requirements and pass all required Regents exams;
- Complete one Advanced Placement class;
- Complete one college course at a local college;
- Receive at least one letter of acceptance from a four-year college or university; and
- Successfully fulfill community service and internship program requirements.

Literacy

Uncommon Schools' academic program focuses on literacy instruction because we understand that literacy is the key to unlocking all future information, understanding and knowledge. In the early grades, scholars have nearly 3 hours of reading instruction each day, which includes a systematic decoding program (Reading Mastery), a teacher-designed reading comprehension curriculum, and daily read alouds. In the key literacy-building years of K-4th grade, classrooms are staffed with two teachers in order to ensure that the student-to-teacher ratio never exceeds 15:1. Students write in every class, and use the Writer's Workshop method to cultivate creativity and voice.

Literacy is the key academic skill upon which all future skills and knowledge acquisition are based. UNYC1 is dedicated to providing its students with a solid foundation for success:

- Provide three hours of literacy instruction every day in Kindergarten through third grade, and 120 minutes per day thereafter.
- Employ a research-proven, balanced-literacy program which includes a significant focus on phonics and reading comprehension.
- In the key literacy-building years of Kindergarten through fourth grade, UNYC1 classrooms will be staffed with two teachers, in order to ensure a low student-to-teacher ratio that never exceeds 15:1, allowing for more one-on-one and small-group instruction, as well as a deeper understanding of each child's needs on the part of teachers.
- Uncommon Schools imparts the reading "habit" by requiring students to read 25 grade-level-appropriate books on their own over the course of each school year; requiring independent reading as part of homework each night for all students; providing a well-stocked lending library; including in each day a 30 minute Drop Everything And Read period, beginning in fourth grade, and encouraging students to read at every spare moment during the school day (for example, when they finish an in-class assignment before their peers).
- UNYC1 will build familiarity with and increasing proficiency in writing by practicing writing in and using the same write/revise/edit/proofread process in every class.

In our Middle Academy we also offer:

- Two hours of daily literacy instruction in grade 5
- At least 20 minutes of required independent reading each night; and
- Graded, written work.

This strong focus on ensuring early literacy for all students assists students with disabilities, those with limited English language ability, and those "at-risk" of academic failure to build the foundation

in literacy skills that will prevent them from falling behind later, as so many of their peers do, when the focus of schooling shifts to content acquisition.

Uncommon Schools' academic program is rooted in research-proven curricula that have been shown to dramatically accelerate progress to mastery for low-income students, including those with disabilities and English-language deficits. In ELA, Uncommon Schools employs a phonics-based reading program, such as SRA/Reading Mastery to hone decoding skills; a guided reading program to build fluency and comprehension abilities; and a vocabulary building program.

Math
We employ a math curriculum that is designed to ensure that our student master both math procedures and problem-solving skills. Our math curriculum uses various methodologies and approaches to move students towards competency in the understanding and application of mathematical computation and problem solving. UNYC1 implements teacher created math lessons which utilize the Investigations math curriculum, which assures rigor of instruction and incorporates the Common Core learning standards.

In math, Uncommon Schools uses a systematic approach to basic math facts and computational skills, coupled with a teacher-created curriculum that develops higher-level problem-solving skills.

Science
Uncommon Schools Science curriculum is aligned to the Common Core standards, and includes the use of both authentic text such as articles, or passages from non-fiction texts, and the use of text books in class to ensure that students are reading to learn new material presented.

Aligning the science curriculum to Common Core has increased the amount of reading done by students and reduced the amount of reading aloud completed solely by the teacher. In addition, all core teachers are receiving professional development around best practices in strategies to use in reading, understanding and comprehending informational texts that can be used both in reading and in science.

Social Studies
African history and the Black Freedom struggle, important threads in an understanding of world and American history, are central to Uncommon Schools understanding of themselves and where they come from. While these topics are addressed as part of the curriculum, Uncommon Schools also seeks to strengthen and enrich students' understanding of them by supplementing core material with outside sources, placing particular emphasis on the history and culture of Brooklyn.

While the foundation of Uncommon NYC's curriculum in the four above subjects was based on research-proven curriculum methods (see Response 02b for the specific research on which the key design elements of the Uncommon NYC curriculum is founded), Uncommon Schools itself has subsequently conducted rigorous analysis of our own curriculum, and has spent the years since our founding assessing both our curriculum and instructional practices to help us to identify, codify, and disseminate best practices. For an assessment of the proven academic success that has resulted from these curricula and methodologies, please see "Business Plan – Uncommon Schools, Inc. Section III.1). For detailed curriculum plans for the four above subjects, please see section R05d.

Curriculum Resources
UNYC1 will employ curriculum guidance from the Uncommon Schools network, including common core aligned scope and sequence documents for each grade and subject, as well as unit plans.

Uncommon Schools has developed curriculum directly from the New York State and Common Core Learning Standards at the network level by creating:

- Scope and sequence for each subject in each grade;
- Detailed syllabi for each course listing the skills and concepts to be mastered; and
- A database of unit and daily lesson plans.

All unit plans include days for re-teaching standards on which students are struggling, allowing the scope and sequence to be adjusted by each teacher to fit the needs of his or her individual students. These plans are created by classroom teachers who double as lead lesson planners and are reviewed and discussed at the regional level to ensure effectiveness for all students.

Homework

Learning does not stop after the school day comes to a close. Each scholar, including each Kindergarten scholar, takes home at least 20 minutes of homework, which we call Life's Work, as well as 15-30 minutes of independent reading every evening – including weekends and holidays. Parents/guardians review and sign each evening's assignment upon completion.

(b) Assessment System

Describe the diagnostic, formative, and summative assessments the school will use to evaluate student knowledge and skills. This response should:

- Describe each assessment's purpose, design, format, and rationale for its selection;
- Describe key considerations in the selection or creation of any assessments not yet identified;
- Describe how the school will collect and analyze assessment results;
- Explain how the school will ensure assessment results are valid and reliable;
- Describe who will be responsible for administering assessments and collecting and analyzing the results;
- Explain how school leaders and teachers will ensure student work products resulting from instruction indicate student preparation for success on state assessments;
- Explain how the following stakeholders will have access to and be able to use assessment results:
  - Teachers;
  - School leaders;
  - The education corporation's board of trustees; and,
  - Students and parents;

- **Describe how the school will inform parents and students about academic achievement and progress including the timing, frequency and nature of the feedback.**

Uncommon NYC Charter School 1 will utilize student assessment data to drive instruction. UNYC1 students are expected to meet or exceed New York State Learning Standards, and students are now expected to meet or exceed the Common Core State Standards (CCSS) that are incorporated into the ELA, Math, and History scope and sequence documents and the New York State Learning Standards in ELA, Math, History, and Science. As Uncommon NYC Charter School 1 grows its middle school and adds a high school during the initial charter period, it will continue to hold students to the same standards.

To measure student progress toward these standards, the school will administer all required assessments for actively served grades, including the New York State (NYS) Assessments, Regents tests, and Interim Assessments. The School and will report the results to both the Board of Regents and the Charter School Institute.

In addition to mandated state and city exams, Uncommon NYC will continue to implement multiple, externally and internally developed schoolwide assessments and administer them consistently to determine students' progress toward school performance standards.

Specifically, UNYC1 will administer quarterly interim assessments ("IAs"), which provide actionable data for instructional staff. These assessments are aligned to Common Core standards for English and Math, and are aligned to state standards for History and Science and are created by regional content experts. IAs provide data that is aligned to the New York state exams. The school will use a consistent norming process to grade assessments and to effectively analyze assessment data to make instructional adjustments in classrooms. Teachers and leaders will have access to student assessment data through an online database, and the school will communicate student achievement to parents through bi-weekly progress reports (at the Elementary Level) and more formal report cards four times a year at all grade levels. School-wide New York State Exam data is sent home to parents in a letter at the start of the year. IA results are provided to the Academic Committee of the Board of Trustees in advance of the board meeting immediately following the Interim Assessment. The Academic Committee then presents the data to the full board at the next board meeting.

Data Analysis:
IAs will occur four times per year for grades 3-8, and data from these exams will be analyzed by network content experts, as well as principals and deans of curriculum and instruction across Uncommon Schools NYC, and then analyzed at a full staff and then by grade level and subject matter. Teachers are able to compare their scholars' performance to the rest of the Uncommon Schools in NYC, New York State, and in other regions in order to identify areas where re-teach lessons and other interventions are necessary to ensure student mastery.

Though IAs provide valuable data points for school leaders and staff, UNYC1 will also collect data daily so teachers can immediately respond to any skill set that is not fully understood. At the end of each class, students are asked to complete an "exit ticket" which assesses content or a skill learned during class that day. This provides teachers with a daily pulse on their students' comprehension. Teachers are also constantly monitoring student comprehension, checking student work throughout class and "cold calling" students to ensure that they are fully grasping the material. These daily assessments provide valuable checkpoints for teachers, as well as principals who, along with the Dean of Curriculum, observe each classroom once a week.

This data is not only analyzed individually by teachers, it is discussed in grade span team meetings and department team meetings, which both occur weekly. During these meetings, teachers enlist data protocol to examine a specific task from that week where students struggled and determine which content areas need to be re-taught. If a sub-set of the class does not comprehend a concept, they are instructed in smaller "pull-out" or "push-in" groups.

At various points throughout the year, hour long after-school tutoring sessions are also provided in small groups to students who are behind or require special attention. In preparation for all assessments, Uncommon uses data-driven instruction to maximize teaching time and to ensure that no scholar falls behind, and attributes the high scoring performances on state exams to this practice.

Development of Interim Assessments:
To measure cohort progress and value-added achievement, Uncommon Schools NYC Charter School 1 IAs in Reading and Math will be created using a reliable instrument such as the Terra Nova published by CTB/McGraw-Hill which demonstrates a high degree of alignment with New York State standards. The Terra Nova also incorporates the same open response-type questions UNYC1 will use as part of its daily, in-class assessments. Uncommon Schools NYC Charter School 1 will administer the Terra Nova in Reading and Math each fall for new students, and each spring for returning students in grades K-2. All K-2 students then will be subsequently tested each spring to demonstrate their progress over the course of one academic year, and to compare relative performance versus students in similar cohorts.

To measure cohort progress and value-added achievement at the Middle Academy, UNYC1 IAs in Reading and Math will be created using a reliable instrument such as the MAP Assessment which demonstrates a high degree of alignment with Common Core standards. UNYC1 8th grade students may also take the Regents exams in the areas of Living Environment and Common Core Algebra I.

In grades 9 through 12, UNYC expects to administer the Regents, AP, PSAT, SAT I, SAT II, and other standardized exams necessary for college matriculation. The Regents exams will be given at the conclusion of a course's administration. The first will be in grade 9 when we expect to offer Physics as the students' Science course. All 9th grade students will be required to take (and be expected to pass) the New York State Regents Test in Physics.

Starting in 8th grade, students will take the PSAT. Students will take the SAT at least once during the spring of 11th grade and will then be expected to retake the SAT again in the fall of 12th grade. Student improvement from the first administration of the PSAT to a student's best performance on the SAT will be an important tool to measure the progress of UNYC1's high school students.'

Family and Student Access to Assessment Results
UNYC1 will keep students and parents informed of assessment data by doing the following:

- Meeting with families in person for at least three formal Report Card conferences each year to discuss their child's progress. The report cards are handed out in person during these conferences, rather than in advance, so that they are opportunities for question and discussion between families and school staff.
- Sending home daily behavioral updates for elementary students in the form of a behavior log, sent home in each child's homework folder, which must be signed and returned to school the next day
- Providing a summary of homework assignments for all upper elementary classes each night through a voice mail system and asking families in all grade levels to check and sign that their child has completed all homework each night
- Creating regular events in which families are invited into the school to celebrate student work
- Holding monthly meetings of "Families for Achievement" for parents to learn about how to help their students, to connect with and support each other, to support the school in

reaching its goals, and to pursue a variety of other means for advancing the school-parent partnership

(c) Instructional Methods

Describe the pedagogical approach the school will use to implement its curriculum including:

- **The instructional methods or techniques to be employed in the proposed school including any specific requirements for implementing this pedagogical approach, e.g., co-teaching or aides, technology, physical space, approaches to classroom management, approach to checks for understanding, etc.;**
- **Research or existing models that support the use of these instructional methods, especially considering the school's target population; and,**
- **How these instructional methods will achieve the school's mission and support implementation of any unique elements of the school's design.**

UNYC1's instructional approach is structured around the belief that without great teaching, little else matters. For that reason, instructional methods are centered around giving teachers the support and skills they need to focus on strong, targeted instruction for all scholars. School leaders have high expectations for teacher and student performance. Teachers are cognizant of the expectations, which include effective use of assessment data, adaptation of instruction to student needs, regular communication with families, and the application of constructive feedback in daily practices. To ensure that all teachers are adequately prepared to carry out the school's instructional methods, instructional leaders have established a clear and effective teacher evaluation system. These mid-year evaluations, which consist of a self-assessment and a written component followed by a formal meeting, target areas of strength and areas for continued improvement.

Teachers differentiate their instruction in a variety of ways, both to groups and individual students. Teachers ensure that all students' needs are being met through a combination of direct instruction, small group instruction, and the allocation of individual learning tasks. In alignment with our college-prep mission, students across ability levels learn grade-level objectives in their classes. In planning, teachers scaffold their lessons by adding more real-world examples to their direct instruction, integrating manipulatives or visuals into guided practice, providing additional word study opportunities, and explicitly connecting material to students' prior knowledge. For instructional delivery, teachers work with their Instructional Leader in order to tailor their practice for the students in their classes. Teachers submit their class work or assessments to the instructional leader in order to receive feedback on the format, design, and accessibility of materials. Differentiation occurs in all of our classes through the targeted questioning that our teachers provide – even to the extent of scripting who they are going to call on with what questions in their lesson plans.

Instructional methods employed in Uncommon Schools classrooms are outlined below.

Teach Like a Champion
All UNYC1's teachers will be trained in the "Teach Like a Champion" teaching philosophy, both prior to beginning teaching at August Professional Development and during PD throughout the year. Teach Like a Champion provides methods to keep students engaged and on task, build a classroom culture

that maximizes student achievement, and minimize disruptions due to discipline, and provide motivating techniques for students.

Help Students Until They Master It
Students learn at varying rates. Schools that expect all students to meet high standards must be prepared to support students–regardless of the pace at or style in which they learn–until they reach mastery. At UNYC1, this learning support comes through multiple means:

- Clear, engaging, high-quality lessons in the classroom fostered by a low student to teacher ratio (especially in the lower grades, where it is no higher than 16:1);
- The increased learning time that is provided relative to district schools;
- Pull-out and push-in instruction by full-time Learning Support Specialists and related services such as counseling, speech, and occupational and physical therapy for student who require it; and
- After-school program tutoring for students who require additional individual and small-group attention.

All of these strategies and supports ensure that students with disabilities, students with limited English language proficiency, and students "at-risk" of academic failure meet the high standards that are set at UNYC1.

Provide Structure and Order
We believe that all students have a right to a safe and orderly school. Effective learning cannot occur in an atmosphere of chaos and disorder. Creating an environment of order and structure, in which teachers can focus on teaching and students can focus on learning, is essential to our ability to deliver on our mission. We therefore hold students to high, clear expectations for both academics and behavior, summarized in a Code of Conduct. The Code of Conduct is an agreement between families, students, and the school that is shared with students and families at multiple points throughout the year to make sure it is understood and to ensure that it stays in the forefronts of their minds.

The Code is clear and detailed and includes consequences both positive and negative. Staff will enforce the Code uniformly–even provisions that may seem inconsequential, such as keeping shirts tucked in. The Director of the highly successful Roxbury Prep Charter School in Boston summed up that school's approach by saying, "We make a big deal, a HUGE deal, about small things so that big things never happen."[1] By focusing seriously on rules and behavioral standards in the early grades, we believe we can create an environment conducive to effective learning.

We also create structure and order by placing special emphasis on our daily, weekly, and annual rituals. We believe, as does Dr. Lorraine Monroe, the founder of the Frederick Douglass Academy, that such rituals serve the essential purpose of enabling students to "anticipate a routine within the charter school that is often lacking in their families and their communities."[2] Uniformity in practice cuts across our classrooms: students will know what to expect and how to succeed. They will see the

[1] A recent study by Public Agenda, a public policy research organization, concluded that strict enforcement of all rules, especially those pertaining to "small" infractions, is the best means of preventing more serious discipline issues. See *Teaching Interrupted: Do Discipline Policies in Today's Public Schools Foster the Common Good?* (www.publicagenda.org/research/pdfs/teaching_interrupted.pdf accessed on 5/12/04). In fact, the NYC DOE adopted this approach in 2004 with great success in its most troubled schools. One high DOE official described the strategy in this way: "If you concentrate on the small things, you will send an unequivocal message that order is the order of the day." (Susan Saulny, "City Adapts Policing Strategy to Violent Schools," *The New York Times*¸ 10/19/04)
[2] From *Transforming Children's Lives,* a talk that Dr. Monroe delivered at a Building Excellent Schools conference in Boston, MA, 2000.[3] This uniformity will be established by having the staff spend time in the summer working with school leaders through discussion and role-play to design standards and practices to which all can adhere.

same blackboard configurations, the same organizational structures around homework, and the same writing process in every grade and subject.[3]

Each year, schools review their code of conduct to ensure that it ensures the maintenance of an orderly environment that is conductive to learning while acknowledging the needs of students and families.

Keep it Personal
Feeling known, cared for, and respected is a prerequisite to the sense of personal value and well-being necessary for effective learning. In order to maintain this "small feel," Uncommon New York City Charter School 1 will operate as three semi-independent "Academies" (Elementary Academy – K-4; Middle Academy – 5-8; and a high school – 9-12), ensuring that every student is part of an intimate community of fewer than 450 students in elementary and middle school and fewer than 600 in high school. Because of this design, students are well known by the teachers who work tirelessly to ensure that all students meet the high standards they have set. As students overcome the challenges set by the school's high standards, and as they gain strong literacy and math skills, they come to see that with enough hard work they can meet any challenge and surpass any obstacle. This, in turn, enables them to tackle ever increasing magnitudes of challenge. They learn to see their education but as the means of attaining a future full of choices and possibilities. This "small school" or individualized approach also best allows students with special needs or limited English language proficiency to progress academically within the regular education classroom.

Develop Character
For many students, who will be the first members of their families to attend college, the path to higher education will be a long and arduous climb. A school can encourage, cajole, and prepare a student academically, but ultimate success relies on a student's internal belief in and commitment to his or her own success. To get students through the long climb to college, UNYC1 will work to inculcate perseverance and courage. In order to fulfill the long-term goal of having students become leaders in their communities, UNYC1 will build students' commitments to excellence, compassion, and achievement.

Because developing these personal qualities is inextricably linked to delivering on the mission, Uncommon Schools NYC 1's academic program is paired with a character education curriculum. UNYC1 will schedule time to focus on character development through exploration of poems, fables, fairy tales, and other literature with morals or messages. In addition to classroom activities, the program includes weekly community meetings, periodic assemblies, outdoor education, service learning, internships, and extracurricular activities.

Help Students Envision a Bright Future Which Inspires Them to Achieve
Research indicates that children who have a clear and positive image of their futures are better able to overcome the hurdles that being born into low-income communities can place before them.[4] Beginning in Kindergarten, UNYC1 will continue to expose students to the world of high school and college with the implicit and explicit message that with hard work they have all the tools and ability necessary to succeed in these institutions. At UNYC1, this message is presented through:

- Homerooms named after the alma maters of students' Advisors
- Exposure to mentors and tutors from institutions of higher learning

[3] This uniformity will be established by having the staff spend time in the summer working with school leaders through discussion and role-play to design standards and practices to which all can adhere.

[4] See: E. Werner, "Resiliency in Development*," Current Directions in Psychological Science*, (June 1995), p. 81-85 and R. Brooks, "Children at risk: fostering resilience and hope," *American Journal of Orthopsychiatry*, (1997), p. 545-553.

- Field trips to museums, local and national parks, high schools, colleges, and adventure programs such as Outward Bound

All of these strategies and supports ensure that students with disabilities, students with limited English language proficiency, and students "at-risk" of academic failure meet the high standards that are set at UNYC1.

Prepare High School Students for College
In the 2022-23 school year, UNYC1 will have its first 9th graders attend an Uncommon high school. UNYC1 9th graders will attend a high school with other students from Uncommon Schools, which has developed a rigorous high school curriculum based on New York State/Common Core Learning standards that will enable students to meet the criteria of a Regents or Advanced Regents degree and will prepare students to enter college. A College Studies teacher will coach students throughout high school to ensure they explore their academic and extracurricular interests, successfully complete all testing and college application requirements, and pursue financial aid opportunities. In order to graduate from the high school, students will need to:

- Pass 4 years of Math, Science, History, and English and 3 years of Foreign Language;
- Complete additional course requirements and pass all required Regents exams;
- Complete one Advanced Placement class;
- Complete one college course at a local college;
- Receive at least one letter of acceptance from a four-year college or university; and
- Successfully fulfill community service and internship program requirements.

The School is committed to cultivating in students the knowledge, skills, and character necessary to succeed academically, embrace responsibility, and become honorable citizens and courageous leaders of their communities, country, and world.

The school has developed a rigorous high school curriculum based on the New York State standards with a special emphasis on preparing students for admission into and success in college. The academic program is based on a traditional liberal arts curriculum – English Language Arts, History, Mathematics, and Science. The academic program includes Music, Art, Theater, Gym, Foreign Language classes and a College Preparatory course sequence. UNYC1 emphatically believes that students must demonstrate high-level mastery of basic and advanced skills and that curricular choices should follow a deep grounding in Mathematics, Language Arts, History, Science and Foreign Language. Therefore, the school insists upon a core curriculum for all students, with specific skills all students must master and tests they must pass. The school is structured so that students will meet the criteria for a Regents or Advanced Regents degree.

A College Placement Coordinator will coach students throughout high school to ensure that students explore their academic and extra-curricular interests, successfully complete all testing and college application requirements, and pursue financial aid opportunities. The high school grades will also focus on developing well-rounded individuals. Students will be encouraged to discover their passion in academics and in other areas. They will be given unique opportunities through electives and clubs to explore their interests in leadership, communication, social justice, music, sports, technology, media, or the arts. The school will support students to find summer internships in New York City and will also try to provide students with yearly opportunities to travel abroad. The scholars will enroll in programs on college campuses, taking courses in their areas of interest and meeting young people of all backgrounds. Finally, students will visit at least 2-5 local and state colleges per year. Students not only will attend information sessions and go on college tours but also will meet with current college students, attend classes and events, and visit dormitories to get a richer experience of what

it means to attend a specific college. By the time they apply for college, students will have seen at least 10 colleges and have a solid foundation for critically comparing institutions.

Given the demands on many of today's parents, UNYC1 Charter School aims to ensure that students succeed even if families are unable to provide significant academic support.

(d) Course or Subject Overview

Provide course descriptions by subject for each grade level the school would serve within the initial five years of operation, accounting for both core and non-core subject areas. This should include, at minimum, a general description of the content and skills that would be addressed in the course; if known, the curricular programs (e.g., Singapore Math, FOSS, etc.) that would be used in each course; essential course specific assessments (e.g., the state's 3-8 assessments/Regents exams, end of course portfolios or performances, etc.), and, if serving students in 12th grade, provide an outline of course sequences leading to graduation.

Scope and sequence documents for Math, ELA, and Social Studies, and Science for grades K-9 have been provided in separate documents. Please note that for grades K-4, Science and Social Studies curriculum plans are combined into one "core" document. These documents have been prepared by lead lesson planners in each grade in New York with the guidance of the Uncommon Schools Chief Schools Officer and Network Curriculum and Assessment team. They are used by each teacher in the grade level. They include pacing, content, and skills gained at each grade level. Please see the key below to access these supplemental documents.

In addition to the below subjects, students in grades K-4 will receive two periods of physical fitness per week as well as two periods of arts education per week. Curriculum for these classes will be determined by the teacher in conjunction with school leadership. Students in middle school will have one enrichment period per week. Enrichment classes offered will be determined by the school community. In the past, enrichment at Uncommon Schools has included theatre, art, crochet, a track club which culminates in a 5k race, step team, book club, spoken word, and technology club. Character development is also interwoven throughout the below curriculum plans as well as throughout the school culture.

The assessments used are acknowledged, but detailed information regarding Interim Assessments can be found in section R05c.

Grade		Curriculum	Format	Document Title
Kindergarden		Math	Excel	R05d-01-Supplemental Docs
Kindergarden		ELA	Word	R05d-02-Supplemental Docs
Kindergarden		Core (Social Studies and Science)	Word	R05d-03-Supplemental Docs
	1	Math	Word	R05d-04-Supplemental Docs
	1	ELA	Word	R05d-05-Supplemental Docs
	1	Core (Social Studies and Science)	Word	R05d-06-Supplemental Docs
	2	Math	Word	R05d-07-Supplemental Docs
	2	ELA	Word	R05d-08-Supplemental Docs
	2	Core (Social Studies and Science)	Word	R05d-09-Supplemental Docs

3	Math	Word	R05d-10-Supplemental Docs
3	ELA	Word	R05d-11-Supplemental Docs
3	Core (Social Studies and Science)	Word	R05d-12-Supplemental Docs
4	Math	Word	R05d-13-Supplemental Docs
4	ELA	Word	R05d-14-Supplemental Docs
4	Core (Social Studies and Science)	Word	R05d-15-Supplemental Docs
5	Math	Word	R05d-16-Supplemental Docs
5	ELA	Word	R05d-17-Supplemental Docs
5	History	Excel	R05d-18-Supplemental Docs
5	Science	Word	R05d-19-Supplemental Docs
6	Math	Excel	R05d-20-Supplemental Docs
6	ELA	Word	R05d-21-Supplemental Docs
6	History	Excel	R05d-22-Supplemental Docs
6	Science	Word	R05d-23-Supplemental Docs
7	Math	Excel	R05d-24-Supplemental Docs
7	ELA	Word	R05d-25-Supplemental Docs
7	History	Excel	R05d-26-Supplemental Docs
7	Science	Excel	R05d-27-Supplemental Docs
8	Math	Excel	R05d-28-Supplemental Docs
8	ELA	Word	R05d-29-Supplemental Docs
8	History	Excel	R05d-30-Supplemental Docs
8	Science	Excel	R05d-31-Supplemental Docs
9	Math	Excel	R05d-32-Supplemental Docs
9	ELA	Excel	R05d-33-Supplemental Docs
9	History	Word	R05d-34-Supplemental Docs
9	Science	Excel	R05d-35-Supplemental Docs

(e) Promotion and Graduation Policy

Explain the school's policies for promoting students from one grade to the next including any early promotion. Include any provisions related to retention of students for a specified number of absences including any equating of tardies to absences. Address when and how the school will inform students and parents about promotion and graduation policies and decisions.

If the school would offer high school grades within the proposed charter term:

- Describe the types of diplomas the school will offer along with the credit and other requirements for each;
- Explain how students will meet the requirements set forth by New York State for the granting of each relevant type of diploma; and,

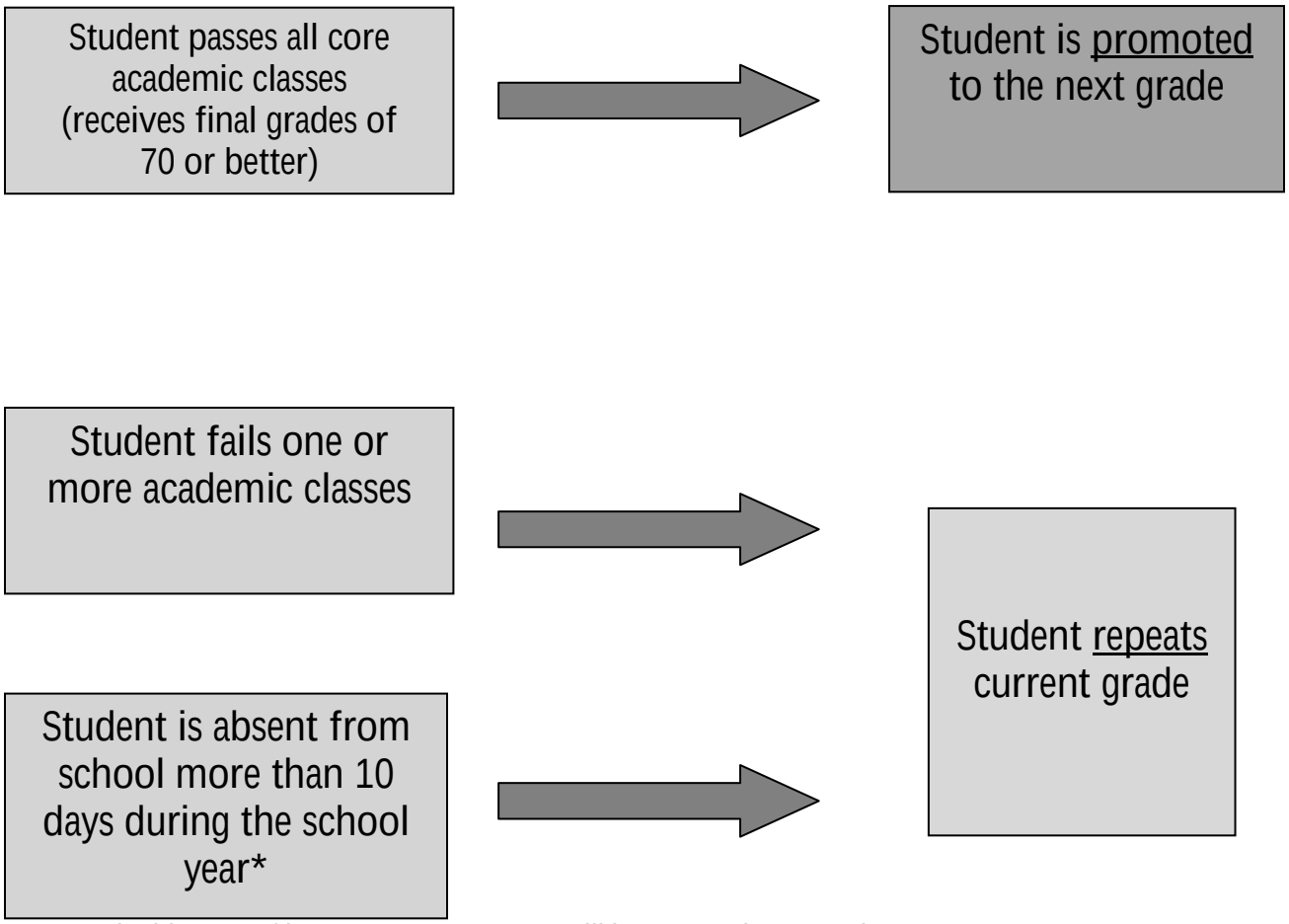
- **Include any additional specific graduation requirements and the rationale for their selection.**

Uncommon NYC Charter School 1's promotion policies are outlines in the below diagram. Please note, Uncommon Schools does not run summer school. In order to be promoted to the next grade level, students must pass all six academic courses by earning at least a 70 in each of their classes. (Any grades below 70 will not be rounded up.)

If a student's results are not earning at least a 70 in each of their classes, the school will begin initial conversations with the student's parents about grade promotion in January. Frequent communication between teachers and families continues after each subsequent interim assessment, ensuring that students and parents remain part of the school community even if they are retained. Part of the parent agreement, which is signed at the start of each school year, communicates this plan to parents so they know to expect communication from schools regarding their child's promotion status.

UNYC1 will not offer high school grades beyond grade 9 during this proposed charter term, so high school graduation requirements are not applicable.

PROMOTION POLICY



*every 3 incidences of lateness per semester will be counted as one absence.

Unit.Day	Title	Lesson Type	Reference	Big Ideas	Objectives/ Vocabulary	Activity/Assessment	Materials	Story Problem	Math Mtg	Common Core Standards
Begin Unit 1: Routines and Materials										
K.CC.1: Count 100 by 1's and by 10's.										
1.1	**Introduction to Attendance**	**Procedures with Connections**	Unit 1, Lessons 1.1.1, 1.2.1, 1.1.2	• One-to-one matching • Cardinality • Developing language to describe shapes, position and quantity	• SWBAT count the total number of students in their class. • SWBAT use the physical attributes of objects to describe their positions in space Vocabulary: • Attendance • Tools • Pattern block • Geoblock • Cube	SW count around the rug to determine how many people are in the class (attendance) and how many people are absent. SW explore math tools.	• Sign reading: There are 29 people in our class. X are here today. Y are absent. • Math Tools Poster • Math Mats • Teacher Toolbox • Observation Sheet • Name Cards • Counting Worksheet	None	NA	K.CC.1-K.CC.5
1. 2	**Exploring Math Tools**	**Procedures with Connections**	Unit 1: Lessons 1.1.2 and 1.5.2	• Describing the attributes of objects	• SWBAT describe objects according to their attributes and position in space. Vocabulary: • Pattern block • Geoblock • Cube	SW explore pattern blocks, geoblocks, and cubes. / TW circulate, noting how students interact with the tools	• Teacher Toolbox • Math Tools Rules poster • Baggies of geoblocks and pattern blocks • 1 10-stick per student • Math Mats • Observation Sheet • Pattern Block Puzzle Sheets • Geoblock Match-up Sheet	None	NA	K.CC.1-K.CC.5
1.3	**Introduction to the Attendance Stick**	**Procedures with Connections**	Unit 1: Lessons 1.6.1 - 1.6.3 and 2.2.3	• One-to-one correspondence between 2 equal groups (attendance stick and class) • Developing language to describe shapes, position and quantity.	• SWBAT describe objects according to their attributes and position in space. • SWBAT identify the attendance stick. • SWBAT define the use of a stick. Vocabulary: • Attendance stick	SW count around the class to determine the attendance. Then, SW each student will get one cube. As the class takes attendance, the cubes are put together. At the end, the stick is measured against the attenance stick. SW determine how many people are absent. SW explore attribute blocks, tiles, and buttons/Assessment: TW circulate, noting how students interact w/ the tools	• Math Tools Poster • Attendance stick • Individual baggies of square tiles (10), attribute blocks (10) and buttons (20) • Observation sheet	None	NA	K.CC.1-K.CC.5
1.4	**Introduction to Counting Jar and Button Match-Up**	**Procedures with Connections** **Mini-Lesson: Inquiry**	Unit 1: Lesson 2.1.1 (CJ) and Lessons 2.3.1 - 2.3.3 (Button)	• One-to-one matching • Equivalence • Developing and applying language to describe shape, position and quantity.	Objectives: • SWBAT one-to-one match spoken numbers to objects. • SWBAT practice making equivalent sets. • SWBAT apply their developing language around attributes. Vocabulary: • Amount • Equivalent • Pair	SW complete the steps of Counting Jar/ Assessment: TW circulate and assess the students counting (accurate, organized, one-to-one?) using a tracker SW discuss/brainstorm button attributes (not yet comparing or matching the buttons)	• Counting Jar Poster • Counting jars, each with 12 tiles in them • Cubes (2-3 10-sticks per student) • Baggies with approx. 20 buttons in them • Observation Sheet	None	NA	K.CC.1-K.CC.5
1.5	**Counting Jar and Button Match-Up**	**Procedures with Connections** **Mini-Lesson: Inquiry**	Unit 1: Lesson 2.1.1 (CJ) and Lessons 2.3.1 - 2.3.3 (Button)	• One-to-one matching • Equivalence • Developing and applying language to describe shape, position and quantity.	Objectives: • SWBAT one-to-one match spoken numbers to objects. • SWBAT practice making equivalent sets. • SWBAT apply their developing language around attributes. Vocabulary: • Amount • Equivalent • Pair	SW complete the steps of Counting Jar/ Assessment: TW circulate and assess the students counting (accurate, organized, one-to-one?) using a tracker SW recap the discussion of buttons from the previous lesson and discuss different ways to match buttons. Then, SW independently match their buttons based on different attributes/Assessment: Are students able to find buttons that share an attribute? Can they explain how their buttons are the same? What language do they use? Do students focus exclusively on one attribute or do they match buttons according to various attributes?	• Counting Jars, each with 12 tiles inside • Cubes (2-3 10-sticks per student) • Bag with buttons for teacher demo • Baggies of buttons (12) for each student • Partner Work poster • Observation Sheet	None	N/A	K.CC.1-K.CC.5
1.6	**Attribute Block Match-Up**	**Inquiry**	Unit 1: Lessons 2.2.3 and 2.3.2 2A (button); 2.4.1 - 2.4.2 2A (attribute); 2.5.3 (closing)	• Individual objects can be identified by a variety of attributes.	Objectives: • SWBAT apply and further develop their language around attributes. Vocabulary: • Attribute	SW recap the discussion of buttons from the previous lesson and discuss different ways to match buttons. Then, SW independently match their buttons based on different attributes /Assessment: Are students able to find attribute block matches that share an attribute? Can they explain how their attribute blocks are the same? What language do they use? Do students focus exclusively on one attribute or do they match blocks according to various attributes?	• Baggies of attribute blocks (as large a set as possible for each student) • Partner Work Rules	None	N/A	K.G.1, K.MD.1
1.7	**Sorting Attribute Blocks**	**Inquiry**	Unit 1: Lessons 3.3.1, 3.4.1 - 3.4.2 2A, 3.5.1	• Representing quantities with pictures, numbers, objects and/or words. • Using attributes to sort a group of objects.	Objectives: • SWBAT use their knowledge of attributes to sort objects into groups. • SWBAT form (as a group) a representation of a counted set that maintains equivalence with the physical set. Vocabulary: • Sort • Record • Representation	SW sort attribute blocks into groups according to the attribute cards/ Assessment: Can students tell what attribute is on the card? Can they find blocks with that attribute? Are students more confident with some attributes than with others (e.g., colors over shapes)? How clearly can students communicate about the attributes and the blocks under consideration? What words do they use? Do students try to find all of the blocks that fit a given attribute?	• Attribute cards- Also big set for teacher demo (M12) • Attribute blocks- one set per student • Teacher's counting jar with 15 tiles in it. • 10-sticks • Attribute Observation sheet	None	N/A	K.G.1, K.MD.1
1.8	**Counting Books**	**Procedures with Connections**	Unit 2: Lesson 1.1.1 - 1.1.4	• Every number is a simple representation of a specific quantity. • When counting consecutively upward, each new number represents a greater quantity than the numbers before it.	Objectives: • SWBAT match quantities to written numbers. • SWBAT accurately represent a pre-determined quanitity. Vocabulary: • Represent	After listening to a counting book, SW create their own counting books/ Assessment: (by student) knows names of the numbers in order, counts each object once and only once, has a system for keeping track, double-checks, creates a correct equivalent set?	• Pencils and crayons • Counting Books (modified in 10-stick format) • Counting Book (i.e. Ten Black Dots) • Blown-Up Version- Counting Book pages 1-5 • Counting Book Observation sheet	None	N/A	K.CC.1-K.CC.5
Begin Unit 2: Measurement and the Number System										
K.CC.1: Count 100 by 1's and by 10's.										

Unit.Day	Title	Lesson Type	Reference	Big Ideas	Objectives/ Vocabulary	Activity/Assessment	Materials	Story Problem	Math Mtg	Common Core Standards
2.1	**Grab and Count**	**Inquiry**	Unit 2: Lesson 1.2.1 - 1.2.3 and 1.4.1 - 1.4.2	• Numbers represent quantities. • The importance of keeping track and accurate representation	Objectives: • Grab and Count o SWBAT hone strategies for counting and keeping track of quantities up to 12 o SWBAT represent quantities up to 12 with pictures, words and numbers Vocabulary: • Represent • Amount	SW grab cubes out of their bag, count them and then represent/Assessment: How do students count their handfuls? Do they count accurately, count each item one by one and only once? Do they double- check? Do students count the items in a random configuration or do they organize them in some way? Do they touch or move each item as they count? How do students represent their handfuls? Do they draw each item? Do they use numbers or the name of the item? Do they use groups or tallies?	o Brown bags with 20 cubes in them for each scholar o Chart Paper version of recording sheet o Double-sided recording sheets (Student Activity Book, page 5)	None	N/A	K.CC.1-K.CC.5
2.2	**Roll and Record**	**Inquiry**	Unit 2: Lesson 1.4.1, 1.5.1 - 1.5.2, 1.2.1, 1.6.2	• Numbers represent quantities. • The importance of keeping track and accurate representation	Objectives: o SW develop visual images for quantities up to 6 (subitizing) o SWBAT connect number words, numerals and quantities Vocabulary: • Record • Amount	SW role a die, determine the number on the die and record the number on the recording sheet /Assessment: Are students accurately identifying the number? How- are they counting, subitizing? Are they recording the number in the correct column? Are they writing the number correctly?	o Roll and Record recording sheet (Student Activity Book, pg 6) o One die for each student o Die cards o Observation Sheet	None	N/A	K.CC.1-K.CC.5
2.3	**Introduction to Story Problem**	**Procedures with Connections**	Unit 2: 1.2.3	• Story Problem lays the foundation for base 10 understanding, greater than and less than knowledge, conservation, algebra and any standard arithmetic algorithms they might encounter in higher grades. This is the avenue by which our students will build a great deal of their number sense.	Objectives: • SWBAT follow the stated steps to solving a story problem. Vocabulary: • Solve • Retell • Represent	SW complete the steps to complete a story problem/Assessment: Teachers will circulate with a Story Problem checklist. TW note whether or not S solved successfully.	• Story Problem Steps Poster • SP Representation Sheets (Class Specific) • SP Chart Paper Version (Class Specific) • Cubes • Math Mats • Story Problem Checklist	JRU: [Student] had 2 stickers. [S] mom gave [S] 4 more stickers. How many stickers does [S] have now? **** Collect for Assessment**	Subitizing with Die Cards	K.OA.1 &2
2.4	**Grab and Count**	**Inquiry**	Unit 2: Lesson 1.2.1 - 1.2.3	• Number sense • Keeping track	Objectives: • SWBAT follow the stated steps to solving a story problem. • SWBAT accurately represent quantities of objects. • SWBAT keep track of quantities up to 12. Vocabulary: • Represent • Object • Solve • Retell	SW grab cubes out of their bag, count them and then represent/Assessment: How do students count their handfuls? Do they count accurately, count each item one by one and only once? Do they double- check? Do students count the items in a random configuration or do they organize them in some way? Do they touch or move each item as they count? How do students represent their handfuls? Do they draw each item? Do they use numbers or the name of the item? Do they use groups or tallies?	Materials: • Chart paper • Story Problem steps poster • Representation sheets • Grab and Count sheets • Baggies with 20 bears in them.	JRU: [S] had 5 cupcakes. [T]gave him 2 more cupcakes. How many cupcakes does [S] have now?	N/A	K.OA.1 &2, K.CC.1-5
2.5	**Build It**	**Inquiry**	Unit 2: Lesson 1.7.1 - 1.7.2	• Story Problem Foundation • Subitizing – developing visual images for quantities up to 10 • Connecting number words, numerals and quantities • Number sense of greater and less than.	Objectives: • SWBAT follow the steps to solving a story problem. • SWBAT connect a quantity of objects (counters) to a written number (primary number card).	SW draw a Primary Number Card out of the bag and use counters to build it that number on their 10-frame/Assessment: How do students figure out the number on the card? Do they recognize the number? Do they make a set that matches the number? Do they count their counters first before putting them on the ten-frame? How do the students arrange their counters on the ten-frame?	• Chart paper • Steps poster • Cubes • Representation sheets • Math mats • Decks of Primary Number Cards in baggies • Ten-frames • Counters	JRU: [S] had 3 chocolate chip cookies. She got 5 more of them at lunch. How many chocolate chip cookies does [S] have now?	N/A	K.OA.1, K.CC.1-5
2.6	**Counting Jar**	**Inquiry**	Unit 1: Lesson 2.1.1 (CJ) and Sumemr PD	• One-to-one matching • Equivalence • Accurately representing a quantity of objects • Represent their process and thinking. • Explain their mathematical reasoning.	Objectives: • SWBAT one-to-one match spoken numbers to objects. • SWBAT practice making equivalent sets. • SWBAT represent their counting jars Vocabulary: • Amount • Equivalent • Represent	SW complete the steps of Counting Jar/ Assessment: TW circulate and assess the students counting (accurate, organized, one-to-one?) using a tracker	• Counting jars (amounts and objects should be differentiated according to students' performance in the most recent counting jar session) • Counting Jar observation sheet and totals tracker • Cubes (2-3 10-sticks per student) • Counting Jar poster • Math mats • Story Problem representation sheets • Story Problem steps poster	JRU: [S] has 6 coloring books. His brother gave him 7 more coloring books. How many coloring books does [S] have now?	N/A	K.CC.1-K.CC.5
2.7	**Inventory Bags**	**Inquiry**	Unit 2: Lesson 1.9.1 - 1.9.3	• Story Problem Foundation • Students are continuing to develop strategies for accurately counting, keeping track of and representing quantities. • The necessity of organization	Objectives: • SWBAT accurately count a set of objects. • SWBAT represent the objects and quantities in their bags with pictures, numbers or words. Vocabulary: • Inventory (counting to find out how many of an object you have)	SW take an inventory of the objects in their bag and record/Assessment: How do students count the objects in the bag? Do they organize them in any way? Do they double-check? Do students keep track of the objects they have already counted? How do students record their work?	• Demo brown bag Z with 8 tiles inside • Brown Bags labeled to differentiate: "A" (L) will include color tiles (8-12). "B" (H) will include bear counters and tiles (13-18) • Inventory Representation Sheet • Inventory Representation Sheet- Chart Paper Version	JRU: [S] planted 8 flowers. Then [S] planted 4 more flowers. How many flowers did [S] plant?	N/A	K.CC.1-K.CC.5, K.MD.3
2.8	**Inventory Bags II**	**Inquiry**	Unit 2: Lesson 1.9.1 - 1.9.4	• Story Problem Foundation • Students are continuing to develop strategies for accurately counting, keeping track of and representing quantities. • The necessity of organization	Objectives: • SWBAT accurately count a set of objects. • SWBAT represent the objects and quantities in their bags with pictures, numbers or words. Vocabulary: • Inventory	*Focus is on representation* SW take an inventory of the objects in their bag and record/Assessment: How do students count the objects in the bag? Do they organize them in any way? Do they double-check? Do students keep track of the objects they have already counted? How do students record their work?	• Demo brown bag Z with 8 tiles inside • Brown Bags labeled to differentiate: "A" (L) will include color tiles (8-12). "B" (H) will include bear counters and tiles (13-18) • Inventory Representation Sheet • Inventory Representation Sheet- Chart Paper Version	SRU: [S] had 8 cookies. He gave 3 of them to [T]. How many cookies does [S] have now?	N/A	K.CC.1-K.CC.5, K.MD.3

Unit.Day	Title	Lesson Type	Reference	Big Ideas	Objectives/ Vocabulary	Activity/Assessment	Materials	Story Problem	Math Mtg	Common Core Standards
2.9	**Towers to Compare**	**Procedures with Connections**	Unit 2: Lessons 2.1.1 - 2.1.4	• Story Problem lays the foundation for base 10 understanding, greater than and less than knowledge, conservation, algebra and any standard arithmetic algorithms they might encounter in higher grades. This is the avenue by which our students will build a great deal of their number sense. • Measurement is a hugely important skill in Kindergarten. Students generally do not have great difficulty determining longer and shorter and so this is a section during which it is very important to guide discussion toward standard ways to measure the length of an object (as opposed to the width). Students need to understand that when we measure the length of an object we are measuring its longest side.	Objectives: • SWBAT directly compare objects to determine which is longer. • SWBAT sort objects into two categories according to their length. Vocabulary: • Longer: stretching higher or further from a common starting point • Shorter: not stretching as far from a common starting point • Length: how long an object is • Measure: comparing to see how much o In this unit the "how much" is in terms of length and height, i.e. how far an object stretches as compared to another object. • Compare: observing objects together to see how they are the same and how they are different	SW use 10-sticks to measure various objects to determine if the object is longer or shorter than a 10-stick. SW sort the objects on different sides of their mat - left (shorter), right (longer)/ Assessment: How do students compare the objects to a tower of 10 cubes? Do they stand them next to each other, do they lay them side by side? How do students sort the objects? How do students explain their reasoning for a given object?	• Chart paper • Steps poster • Cubes • Representation sheets • Math mats • Brown bags with objects to be measured inside • SAB p.10/M25 • One 10-stick for each student to measure against	JRU: [S] had 10 crayons. Then [T] gave him/her 4 more crayons. How many crayons does [S] have now?	NA	K.MD.1-K.MD.3
2. 10	**Measuring "Table"**	**Inquiry**	Unit 2: Lessons 2.2.1 1A, 2.1.3 3A, 2.2.2 (discussion)	• Story Problem foundation. • Measurement is a hugely important skill in Kindergarten. Students generally do not have great difficulty determining longer and shorter and so this is a section during which it is very important to guide discussion toward standard ways to measure the length of an object (as opposed to the width). Students need to understand that when we measure the length of an object we are measuring its longest side.	Objectives: • SWBAT directly compare objects to determine which is longer. • SWBAT sort objects into two categories according to their length. Vocabulary: • Longer: stretching higher or further from a common starting point • Shorter: not stretching as far from a common starting point • Length: how long an object is • Measure: comparing to see how much o In this unit the "how much" is in terms of length and height, i.e. how far an object stretches as compared to another object. • Compare: observing objects together to see how they are the same and how they are different	SW use 10-sticks to measure various objects to determine if the object is longer or shorter than a 10-stick. SW record which objects are longer and shoter than the 10-stick on the recording sheet/Assessment: How do students compare the objects to a tower of 10 cubes? Do they stand them next to each other, do they lay them side by side? How do students sort the objects? How do students explain their reasoning for a given object?	• •Brown bags with Measurement Materials • One 10-stick for each student to measure against • Measuring Table Worksheet (Unit 2, pg. 10) for each student • Terra Nova Practice Sheet	JRU: [S] found 6 pencils. Then, he/she found 3 more pencils. How many pencils does [S] have now?	Counting Backwards; Mini-Lesson	K.MD.1-K.MD.3
2.11	**Grab and Count: Compare**	**Inquiry**	Unit 2: Lessons 2.4.1 - 2.4.2 2A	• Story Problem lays the foundation for base 10 understanding, greater than and less than knowledge, conservation, algebra and any standard arithmetic algorithms they might encounter in higher grades. This is the avenue by which our students will build a great deal of their number sense. • Numbers are representations of quantities. As we count aloud, the quantities that correspond to each numeral increase.	Objectives: • SWBAT count and keep track of quantities up to 12. • SWBAT compare two quantities to determine which is greater. Vocabulary: • Greater: More, a higher amount • Less: Smaller, not as great an amount • Fewer: see less	SW grab a handful of cubes out of their bag and make a tower. Then, SW count and record. Then, SW repeat with another handful. When both handfuls are recorded, SW circle the number that is greater/Assessment: How do students count their handfuls? Do they count accurately, counting each cube just once? Do they double-check? How do students compare? Do they compare them visually? Put them side-by-side to compare directly? Do they count the number of cubes in each tower? Can they tell which has more and which has fewer? Do they recognize when the towers are of equal height?	• Chart paper • Story Problem Steps poster • Cubes • Story Problem Representation sheets • Math mats • Baggies with broken unifix cubes in them and a crayon (3-4 sticks per bag, all one color) • Grab and Count: Compare worksheet (made by RD) • Assessment checklist	SRU: [S] had 11 rocks in his pocket. Then, 6 rocks fell out. How many rocks are still in [S]'s pocket?	N/A	K.CC.1 - K.CC.7
2.12	**Grab and Count: Compare II**	**Inquiry**	Unit 2: Lessons 2.4.1 - 2.4.2 2A	• Story Problem lays the foundation for base 10 understanding, greater than and less than knowledge, conservation, algebra and any standard arithmetic algorithms they might encounter in higher grades. This is the avenue by which our students will build a great deal of their number sense. • Numbers are representations of quantities. As we count aloud, the quantities that correspond to each numeral increase.	Objectives: • SWBAT count and keep track of quantities up to 12. • SWBAT compare two quantities to determine which is greater. Vocabulary: • Greater: More, a higher amount • Less: Smaller, not as great an amount • Fewer: see less	SW grab a handful of cubes out of their bag and make a tower. Then, SW count and record. Then, SW repeat with another handful. When both handfuls are recorded, SW circle the number that is greater/Assessment: How do students count their handfuls? Do they count accurately, counting each cube just once? Do they double-check? How do students compare? Do they compare them visually? Put them side-by-side to compare directly? Do they count the number of cubes in each tower? Can they tell which has more and which has fewer? Do they recognize when the towers are of equal height?	• Chart paper • Story Problem Steps poster • Cubes • Story Problem Representation sheets • Math mats • Baggies with broken unifix cubes in them and a crayon (3-4 sticks per bag, all one color) • Grab and Count: Compare worksheet (made by RD) • Assessment checklist	SRU: [S] had 11 skittles in his hand. He dropped 3 skittles. How many skittles does [S] still have?	Counting Worksheet	K.CC.1 - K.CC.7

Unit.Day	Title	Lesson Type	Reference	Big Ideas	Objectives/ Vocabulary	Activity/Assessment	Materials	Story Problem	Math Mtg	Common Core Standards
2.13	**Compare**	**Inquiry**	Unit 2: Lessons 2.5.1, 2.4.2	• Story Problem lays the foundation for base 10 understanding, greater than and less than knowledge, conservation, algebra and any standard arithmetic algorithms they might encounter in higher grades. This is the avenue by which our students will build a great deal of their number sense. • Numbers are representations of quantities. As we count aloud, the quantities that correspond to each numeral increase.	Objectives: • SWBAT count and keep track of quantities up to 12. • SWBAT compare two quantities to determine which is greater. • SWBAT develop language for comparing quantities (more, greater, less, fewer, most, least, fewest, same and equal to). Vocabulary: • Greater: More, a higher amount • Less: Smaller, not as great an amount • Fewer: see less	SW work in partners. Each partner will pull a Primary Number Card. Then, SW record their number and their partner's number and circle which one is greater/ Assessement: • Can students read and interpret the numerals on the cards, or do they count the objects on the cards to figure out the number? Can students count the objects on the card accurately? • What strategies do students have for determining which number is greater? Do they just know? Do they count the objects on the card? Do they need Unifix cubes?	• Chart paper • Story Problem Steps poster • Cubes • Story Problem Representation sheets • Math mats • Primary Number Cards (one deck per student)	JRU: [S] tied her shoes 5 times in the morning. In the afternoon, she tied them 7 more times. How many times did [S] tie her shoes?	N/A	K.CC.1 - K.CC.7
2.14	**Compare: Day 2**	**Inquiry**	Unit 2: Lessons 2.5.1, 2.4.2	• Story Problem lays the foundation for base 10 understanding, greater than and less than knowledge, conservation, algebra and any standard arithmetic algorithms they might encounter in higher grades. This is the avenue by which our students will build a great deal of their number sense. • Numbers are representations of quantities. As we count aloud, the quantities that correspond to each numeral increase.	Objectives: • SWBAT count and keep track of quantities up to 12. • SWBAT compare two quantities to determine which is greater. • SWBAT develop language for comparing quantities (more, greater, less, fewer, most, least, fewest, same and equal to). Vocabulary: • Greater: More, a higher amount • Less: Smaller, not as great an amount • Fewer: see less	SW work in partners. Each partner will pull a Primary Number Card. Then, SW record their number and their partner's number and circle which one is greater/ Assessement: • Can students read and interpret the numerals on the cards, or do they count the objects on the cards to figure out the number? Can students count the objects on the card accurately? • What strategies do students have for determining which number is greater? Do they just know? Do they count the objects on the card? Do they need Unifix cubes?	• Chart paper • Story Problem Steps poster • Cubes • Story Problem Representation sheets • Math mats • Primary Number Cards (one deck per student)	JRU [S] had 9 canndy bars. Then, S lost 4 candy bars. How many candy bars does S have now?	N/A	K.CC.1 - K.CC.7
2.15	**Name Towers**	**Inquiry**	Unit 2, Lessons 2.7.1 - 2.7.3 3A	• One-to-one matching is essential when building an equivalent set. • When comparing objects composed of the same unit, more units will always result in a longer or taller object.	Objectives: • SW build a set equivalent to the total number of letters in their name. • SW compare two lengths to decide which is longer or has more. • SW count accurately and keep track of a quantity equivalent to the number of letters in their names. Vocabulary: • Longer: stretching higher or further from a common starting point • Shorter: not stretching as far from a common starting point • Length: how long an object is • Measure: comparing to see how much o In this unit the "how much" is in terms of length and height, i.e. how far an object stretches as compared to another object. • Compare: observing objects together to see how they are the same and how they are different	SW make name towers for their first name using one sticker for each letter in their name/Assessment: How do students figure out how many letters are in their names? How do students build their name tower? Do they count out the total number of cubes? Do they take one cube for each letter as they spell it or match cubes to each letter on their name card? Do they assemble the tower and then add the stickers? Do they do the reverse? Do students realize that the number of letters in their name should be the same as the number of cubes and the number of dot stickers they need?	• Chart paper • Story Problem Steps poster • Cubes • Story Problem Representation sheets • Sticker labels (each student needs enough to write their first name) • Index cards with the students' names on them	SRU: [S] had 10 seashells. 4 shells broke. How many shells does [S] have now?	N/A	K.MD.1-K.MD.3
2.16	**Comparing Name Towers**	**Inquiry**	Unit 2, Lessons 2.9.1 - 2.9.2	• When comparing objects composed of the same unit, more units always results in a longer or taller object.	Objectives: • SW build a set equivalent to the total number of letters in their name. • SW compare two lengths to decide which is longer or has more. • SW record their results. Vocabulary: • Longer: stretching higher or further from a common starting point • Shorter: not stretching as far from a common starting point • Same: an identical amount • Length: how long an object is • Measure: comparing to see how much o In this unit the "how much" is in terms of length and height, i.e. how far an object stretches as compared to another object. • Compare: observing objects together to see how they are the same and how they are different	SW compare their name towers with those of the others in the class (using name towers made from card stock) SW recognize if the name is shorter, the same, or longer than theirs and record on the recording sheet/Assessement: How do students compare two towers? Do they compare them directly? Do they count the letters or cubes in the towers and compare the totals? Are there any towers they can place without needing to actually compare them? What language and reasoning do students use to explain how they are comparing names? How do they explain why they chose to place a name or tower in a particular column?	• Chart paper • Story Problem Steps poster • Cubes • Story Problem Representation sheets • Students' name towers • Student Activity Book page 12	SRU: [S] had 9 markers. Then, [S] gave 4 markers to [another S]. How many markers does [S] have now?	N/A	K.MD.1-K.MD.3

Unit.Day	Title	Lesson Type	Reference	Big Ideas	Objectives/ Vocabulary	Activity/Assessment	Materials	Story Problem	Math Mtg	Common Core Standards
2.17	**Grab and Count: Ordering Day 1**	**Inquiry**	Unit 2, Lessons 2.10.1 - 2.10.3	• When comparing objects composed of the same unit, more units always results in a longer or taller object. • Similarly, when comparing objects composed of the same unit, the longer object is a bigger number.	Objectives: • SW apply their knowledge of comparative measurement to determine which objects are composed of the greatest number of units. • SW order a set of towers from fewest to most (shortest to longest). • SW accurately record the number of cubes in a cube tower. Vocabulary: • Most: largest quantity • Fewest: smallest quantity • Same: an identical quantity • Length: how long an object is • Compare: observing objects together to see how they are the same and how they are different • Order (as in to order numbers): to arrange in a line	SW grab a handful of cubes and build a tower. They will repeat 3 more times. Then, SW put the towers in order and record./Assessement: Do students put the cubes in correct order? Do students need to count the cubes to put them in order? What do the students do if two cube towers are the same size?	• Chart paper • Story Problem Steps poster • Cubes • Story Problem Representation sheets • Brown bags with approximately 40 cubes inside • Cube strips Modification needed to the recording sheet - students may grab more than 10 (possibly make the sheet horizontal and the cube towers will not be the real size of the towers - this way, there can be 15-20 squares to fill in, rather than just 10)	JRU: [S] picked 8 apples. Then, [S] picked 10 apples. How many apples did [S] pick altogether?	N/A	K.MD.1-K.MD.3, 1.MD.1
2.18	**Grab and Count: Ordering Day 2**	**Inquiry**	Unit 2, Lessons 2.10.1 - 2.10.3	• When comparing objects composed of the same unit, more units always results in a longer or taller object. • Similarly, when comparing objects composed of the same unit, the longer object is a bigger number.	Objectives: • SW apply their knowledge of comparative measurement to determine which objects are composed of the greatest number of units. • SW order a set of towers from fewest to most (shortest to longest). • SW accurately record the number of cubes in a cube tower. Vocabulary: • Most: largest quantity • Fewest: smallest quantity • Same: an identical quantity • Length: how long an object is • Compare: observing objects together to see how they are the same and how they are different • Order (as in to order numbers): to arrange in a line	SW grab a handful of cubes and build a tower. They will repeat 3 more times. Then, SW put the towers in order and record./Assessement: Do students put the cubes in correct order? Do students need to count the cubes to put them in order? What do the students do if two cube towers are the same size?	• Chart paper • Story Problem Steps poster • Cubes • Story Problem Representation sheets • Brown bags with approximately 40 cubes inside • Cube strips representation sheet (need extra - make double sided) Modification needed to the recording sheet - students may grab more than 10 (possibly make the sheet horizontal and the cube towers will not be the real size of the towers - this way, there can be 15-20 squares to fill in, rather than just 10) Also, since this day is scaffolded, there may need to be two different sheets.	SRU: [S] bought 8 stickers. Then [S] gave 5 stickers away. How many stickers does [S] have now? ***SP Collected For Assessment Binder***	N/A	K.MD.1-K.MD.3, 1.MD.1
2.19	**Counting Jar**	**Inquiry**	N/A	• One-to-one matching • Equivalence • Accurately representing a quantity of objects • Represent their process and thinking. • Explain their mathematical reasoning.	Objectives: • SWBAT one-to-one match spoken numbers to objects. • SWBAT practice making equivalent sets. • SWBAT represent their counting jars Vocabulary: • Amount • Equivalent • Represent	SW complete the steps of Counting Jar/ Assessment: TW circulate and assess the students counting (accurate, organized, one-to-one?) using a tracker	• Counting jars (amounts and objects should be differentiated according to students' performance in the most recent counting jar session) • Counting Jar observation sheet and totals tracker • Cubes (1-2 more 10-sticks than needed per student) • Counting Jar poster • Math mats • Story Problem representation sheets • Story Problem steps poster	JRU: Keziah had 13 pencils. Her mother gave her 6 more pencils. How many pencils does Keziah have now?	Equivalence Mini Lesson	K.CC.1-K.CC.5
2. 20	**Ordering Cards**	**Inquiry**	Unit 2, Lessons 2.12.1 - 2.12.3	• When comparing objects composed of the same unit, more units always results in a longer or taller object. • Similarly, when comparing objects composed of the same unit, the longer object is a bigger number.	Objectives: • SW apply their knowledge of numerical comparison to determine the smallest number in a group. • SW order a set of numbers from smallest to largest. • SW accurately record the order of the numbers. Vocabulary: • Most: largest quantity • Fewest: smallest quantity • Same: an identical quantity • Length: how long an object is • Compare: observing objects together to see how they are the same and how they are different • Order (as in to order numbers): to arrange in a line	First, scholars pull out a Primary Number Card. Then, they build a cube tower to match. They repeat this 3 more times. Then, they order the cards/towers from least to greatest and record/Assessment: • How do students decide how to order the numbers? Do they use the written numbers? Count the objects on the cards? Use classroom tools such as the number line? Do they build cube towers and order them by comparing their length/height? • Are they accurate in their work? • How do students handle repeat numbers?	••Primary Number Cards (2 decks per student)] • Pocket Chart for Demonstration • Blown-Up Primary Number Cards for Demonstration	SRU: [S] picked 11 pumpkins. She dropped 3 of them. How many pumpkins does [S] have now?	N/A	K.CC.1-K.CC.7
2.21	**Ordering Cards II**	**Inquiry**	Unit 2, Lessons 2.12.1 - 2.12.3	• When comparing objects composed of the same unit, more units always results in a longer or taller object. • Similarly, when comparing objects composed of the same unit, the longer object is a bigger number.	Objectives: • SW apply their knowledge of numerical comparison to determine the smallest number in a group. • SW order a set of numbers from smallest to largest. • SW accurately record the order of the numbers. Vocabulary: • Most: largest quantity • Fewest: smallest quantity • Same: an identical quantity • Length: how long an object is • Compare: observing objects together to see how they are the same and how they are different • Order (as in to order numbers): to arrange in a line	First, scholars pull out a Primary Number Card. Then, they build a cube tower to match. They repeat this 3 more times. Then, they order the cards/towers from least to greatest and record/Assessment: • How do students decide how to order the numbers? Do they use the written numbers? Count the objects on the cards? Use classroom tools such as the number line? Do they build cube towers and order them by comparing their length/height? • Are they accurate in their work? • How do students handle repeat numbers? • How do students record their work?	• Primary Number Cards (2 decks per student)] • Pocket Chart for Demonstration • Blown-Up Primary Number Cards for Demonstration • Student Recording Sheet, (SAB p16, double-sided) • Chart Paper Version of Recording Sheet • Equivalency Extension Worksheet	SRU: [S] had a bag of 12 skittles. She ate 4 of them. How many skittles are still in the bag?		K.CC.1-K.CC.7
Begin Unit 3: Patterns and Functions										
K.CC.1: Count 100 by 1's and by 10's.										

Unit.Day	Title	Lesson Type	Reference	Big Ideas	Objectives/ Vocabulary	Activity/Assessment	Materials	Story Problem	Math Mtg	Common Core Standards
3.1	**Cube Trains**	**Inquiry**	Unit 3, Lesson 1.4.1 - 1.4.3	• Story Problem lays the foundation for base 10 understanding, greater than and less than knowledge, conservation, algebra and any standard arithmetic algorithms they might encounter in higher grades. This is the avenue by which our students will build a great deal of their number sense. • A pattern is anything that repeats – it does not need to be in objects or on paper. • Important to note: Naming a pattern with letters of the alphabet is just that – a system for naming. We will discuss this system for naming on Wednesday. Refrain from using letters as patterns in and of themselves for now.	Objectives: • SW replicate a repeating pattern. • SW determine what comes next in a repeated pattern. • SW sort a set of cube trains: those that repeat and those that do not repeat. Vocabulary: • Pattern: (any repeated sequence) something that happens over and over again	SW make trains with exactly eight cubes and to try to make a pattern with the cubes for each train/Assessment: Can students make a train with exactly eight cubes? Do students make repeating or non-repeating arrangements? What language do they use to describe them? What language do they use to compare them to other trains?	• Chart paper • Steps poster • Cubes (students should have 4 sticks, each a different color) o Cubes are for story problem and for the patterning activity. • Representation sheets • Math mats • Cube train of 8 assorted colors (not a pattern): ABBCDAEF • Cube train (8 cubes) of two colors (AB pattern)	SRU: There were 19 leaves on a tree. 6 leaves fell off. How many leaves are on the tree now?	N/A	TN Standards: Patterns
3.2	**Cube Train Patterns**	**Inquiry**	Unit 3, Lesson 1.5.2 - 1.5.4	• A pattern is anything that continually repeats – it does not need to be in objects or on paper.	Objectives: • SW construct repeating patterns. • SW determine what comes next in a pattern. • SW compare repeating patterns. Vocabulary: • Pattern: (any repeated sequence) something that happens over and over again	SW make a cube train with 8, 9, or 10 cubes. The focus is on making a pattern/ Assessment: Are students able to make a cube train with the correct amount of cubes? Are students making a pattern? Are students able to determine what would come next in the pattern?	• Chart paper • Steps poster • Cubes (students should have 4 sticks, each a different color) o Cubes are for story problem and for the patterning activity. • Representation sheets • Math mats • Resource Masters Unit 3 pp M3: pattern assessment checklist	PPW: There are 5 girls and 7 boys in karate. How many scholars are in karate?	N/A	TN Standards: Patterns
3.3	**Pattern Block Patterns**	**Inquiry**	Unit 3, Lessons 1.5.1 and 2.1.2 2.1.3	• A pattern is anything that continually repeats – it does not need to be in objects or on paper.	Objectives: • SW construct repeating patterns. • SW determine what comes next in a pattern. • SW compare repeating patterns. Vocabulary: • Pattern: (any repeated sequence) something that happens over and over again	SW make patterns using pattern blocks/ Assessment: Are students able to make a pattern? What types of patterns do they make? Do any make non-AB patterns? What language do students use to describe their patterns? Do they focus on the color of the blocks? The number in each part? The total number?	• Chart paper • Steps poster • Cubes (students should have 4 sticks, each a different color) • Representation sheets • Math mats • Pattern Paths: Resource Masters M4 (modification for students struggling to get organized) • Baggies of pattern blocks (as many of each shape as possible, preferably 6 or more – students who have had big struggles should only have 3 different shapes)	JRU: Ms. Noel's dog ate 9 bones. Then her dog ate 11 more bones. How many bones did Ms. Noel's dog eat?	N/A	TN Standards: Patterns
3.4	**Counting Jar**	**Procedures with Connections**	Unit 1: Lesson 2.1.1 (CJ) and summer professional development	• One-to-one matching • Equivalence • Accurately representing a quantity of objects • Represent their process and thinking.	Objectives: • SWBAT one-to-one match spoken numbers to objects. • SWBAT practice making equivalent sets. • SWBAT represent their counting jars Vocabulary: • Equivalent: the same number • Represent: showing your work on paper	SW complete the steps of Counting Jar/ Assessment: TW circulate and assess the students counting (accurate, organized, one-to-one?) using a tracker	• Counting jars (amounts and objects should be differentiated according to students' performance in the most recent counting jar session) • Counting Jar observation sheet and totals tracker • Cubes (1-2 more 10-sticks than needed per student) • Counting Jar poster • Counting Profile and totals tracker for each teacher • Folder with 100s charts inside (all of the 10s and 1s filled in – 1, 10, 11, 20, 21, etc.) for extension • Math mats • Story Problem representation sheets • Story Problem steps poster • Baggies of centimeter cubes in a bin at the front of the room with blank sheets for representation (for extension)	PPW: There are 8 red socks and 12 blue in [S]'s drawer. How many socks are in [S]'s drawer?	N/A	K.CC.1-K.CC.5
3.5	**Two-Color Counter Patterns**	**Inquiry**	Unit 3, Lessons 2.2.1 - 2.2.2	• A pattern is anything that continually repeats – it does not need to be in objects or on paper.	Objectives: • SW construct repeating patterns. • SW determine what comes next in a pattern. Vocabulary: • Pattern: (any repeated sequence) something that happens over and over again	Students make patterns using red/yellow counters/Assessment: Are students able to make a pattern? What types of patterns do they make? Do they make non-AB patterns?	• Chart paper • Steps poster • Cubes (students should have 4 sticks, each a different color) • Representation sheets • Math mats • Pattern Paths: Resource Masters M4 (modification for students struggling to get organized) • Baggies of 2-color counters (10 each) • Question Mark Cards (Resource Masters M5) • Index cards with pattern names on them (AAB, ABB, AABB, AAAB, ABBB, ABBA). Make 5-8 of each name.	SRU [S] baked 18 cookies. 7 of the cookies burned. How many cookies does [S] have left?	N/A	TN Standards: Patterns
3.6	**Recording Two-Color Counter Patterns**	**Inquiry**	Unit 3, 2.7.1 - 2.7.3	• A pattern is anything that continually repeats. • Patterns are named using letters – the letters are not themselves the pattern.	Objectives: • SW construct repeating patterns. • SW determine what comes next in a pattern. • SW accurately record their own patterns. Vocabulary: • Pattern: (any repeated sequence) something that happens over and over again	Students make patterns using red/yellow counters. Then, students record the pattern/Assessment: Are students able to make a pattern with two-color counters? What kinds of patterns do they make? How do students record their patterns? Does what they record match their pattern? Do they double-check?	• Chart paper • Steps poster • Cubes (students should have 4 sticks, each a different color) • Representation sheets • Math mats • Baggies of counters (at least 12 per bag) • Worksheet M14 • Red and yellow crayons	SRU [S] had 23 beads in her hair. 10 beads fell out. How many beads are left in [S] hair?	Conservation and Equivlance Mini-Lesson	TN Standards: Patterns

Unit.Day	Title	Lesson Type	Reference	Big Ideas	Objectives/ Vocabulary	Activity/Assessment	Materials	Story Problem	Math Mtg	Common Core Standards
3.7	**Recording Cube Patterns**	**Inquiry**	Unit 3, Lessons 2.3.1 - 2.3.4	• A pattern is anything that continually repeats – it does not need to be in objects or on paper. • Patterns are named using letters – the letters are not themselves the pattern.	Objectives: • SW construct repeating patterns. • SW determine what comes next in a pattern. • SW accurately record patterns of their own design. Vocabulary: • Pattern: (any repeated sequence) something that happens over and over again	Studnets make patterns using cubes and record on cube strips/Assessment: Are students able to make a pattern with cubes? What types of patterns do they make? Which students struggle to make non-AB patterns? How do students record the cube train patterns? Does their cube strip match their cube train? Do they double-check?	Materials: • Chart paper • Steps poster • Cubes (students should have 4 sticks, each a different color) • Representation sheets • Math mats • Worksheet with 2 cube strips (M6, have extra available) • Question Mark Cards (Resource Masters M5) • Crayons	SRU [S] had 10 cubes. 3 fell on the floor. How many cubes does [S] have now?	N/A	TN Standards: Patterns
3.8	**Square Tile Patterns**	**Inquiry**	Unit 3, Lessons 2.2.1 - 2.2.2	• A pattern is anything that continually repeats – it does not need to be in objects or on paper. • Patterns are named using letters – the letters are not themselves the pattern.	Objectives: • SW construct repeating patterns. • SW determine what comes next in a pattern. Vocabulary: • Pattern: (any repeated sequence) something that happens over and over again	Students make patterns with colored tiles. Students struggling to make orignial patterns receive a card with a pattern name/Assessement: Are students able to make a pattern? What types of patterns do they make? Can L students make non-AB patterns?	• Chart paper • Steps poster • Cubes (students should have 4 sticks, each a different color) • Representation sheets • Math mats • Pattern Paths: Resource Masters M4 (modification for students struggling to get organized) • Baggies of square tiles (at least 5 of each color per bag) o Note that the colors in the old tiles are not exactly the same as the new ones – this may confuse some students and make them think that there are 5 elements when really there are 4. The greens are especially different) o See differentiation section for modified bags. • Question Mark Cards (Resource Masters M5) • Baggies for H students with pattern names inside them (Each baggie should include ABCD, ABBCD, ABCCD, AABBCD, AABCD, ABCDD, AABCCD, ABBC, ABCC, AABC). Also have loose cards on hand so that other students can try patterns with cards when they are ready.	PPW There are 12 students dressed as Batman and 12 students dressed as Spiderman. How many students are dressed as a superhero?	N/A	TN Standards: Patterns
3.9	**One-Two Patterns**	**Inquiry**	Unit 3, 2.5.1 - 2.5.3	• A pattern is anything that continually repeats. Patterns can involve quantities in an arrangement, rather than colors or shapes. • Patterns are named using letters – the letters are not themselves the pattern.	Objectives: • SW construct repeating patterns. • SW determine what comes next in a pattern. Vocabulary: • Pattern: (any repeated sequence) something that happens over and over again	Students use square tiles to make patterns using 1/2 tiles/Assessment: Are students able to make one-two patterns? What types of patterns do they make? Which students struggle to make non-AB patterns? How do students record their one-two patterns? Do they refer to size? Shape? Orientation? Number?	• Chart paper • Steps poster • Cubes (students should have 4 sticks, each a different color) • Representation sheets • Math mats • Baggies of tiles (at least 12 per bag)	SRU: [S] had 20 candies in his bag. He gave 11 candies to his friends. How many candies does [S] have now?	N/A	TN Standards: Patterns
3.1	**Add On**	**Inquiry - Game**	Unit 3, Lessons 2.9.1 - 2.9.3	• Patterns continually repeat a unit made up of any number of elements.	Objectives: • SW extend a pattern by one or two elements. • SW recognize and build patterns. Vocabulary: • Pattern: (any repeated sequence) something that happens over and over again	Students receive a unit of a pattern. Working in pairs, they roll a 1-2 die and add on to the pattern using unifix cubes until they have 12 cubes in their pattern/ Assessment: Are students able to make and extend an AB/ABB pattern? Are they comfortable adding on, no matter what the color of the last cube is? How do students figure out what comes next? Do they say the colors in the pattern aloud from the first cube? Do they look only at the last one or two cubes? Do they just know that after [blue] comes [yellow]? Do students recognize when a mistake has been made? Can they fix it?	• Chart paper • Steps poster • Cubes • Representation sheets • Math mats • Baggies with 4 broken 10 sticks in them (2 colors – one baggie per pair of students) o With the cubes, there should be one unit of an ABB pattern created and given to each pair along with the baggie.	JRU [S] wrote 12 stories. Then [S] wrote 14 more stories. How many stories did [S] write ?	N/A	TN Standards: Patterns
3.11	**Halloween Math (Inventory Bags)**	**Inquiry**	Unit 2, Lesson 1.9.1 - 1.9.3	• Students are continuing to develop strategies for accurately counting, keeping track of and representing quantities. • The necessity of organization and keeping track.	Objectives: • SWBAT accurately count a set of objects. • SWBAT represent the objects and quantities in their bags with pictures, numbers or words. Vocabulary: • Inventory (counting to find out how many of an object you have)	SW take an inventory of the objects in their bag and record/Assessment: How do students count the objects in the bag? Do they organize them in any way? Do they double-check? Do students keep track of the objects they have already counted? How do students record their work?	• Chart paper • Steps poster • Cubes • Representation sheets • Math mats • Demo treat bag • Treat bags with varying amounts of 4 different candies	JRU [S] ate 11 pieces of candy. Then [S] ate 13 more pieces of candy. How many pieces of	N/A	K.CC.1-K.CC.5, K.MD.3
3.12	**Break the Train**	**Inquiry - Game**	Unit 3, Lessons 3.1.1 - 3.1.2	• A pattern is made of one unit, repeated continually. A unit can be made up of any number of elements.	Objectives: • SW extend a repeating pattern. • SW break a repeating pattern into its units. Vocabulary: • Pattern: (any repeated sequence) something that happens over and over again • Unit: the part of the pattern that repeats itself • Repeat: To happen again	Students construct cube train patterns that are 12 cubes long using two colors and then break down their partner's train into cars. After they have checked each other's work, they put the trains back together again/Assessment: Are students able to identify the unit of the pattern? Are they able to break apart the pattern into units? Can students reconstruct the pattern train once they have broken it apart?	• Chart paper • Steps poster • Cubes • Representation sheets • Math mats • For patterning, students keep or use 2 10-sticks, each a different color. • Assessment Checklist: M17	SRU: [S] had 18 pencils. She lost 8 of them. How many pencils does [S] have now?	N/A	TN Standards: Patterns
3.13	**Break the Train: Recording**	**Inquiry - Game**	Unit 3, Lessons 3.1.3 and 3.2.2	• A pattern is made of one unit, repeated continually. A unit can be made up of any number of elements.	Objectives: • SW extend a repeating pattern. • SW break a repeating pattern into its units. • SW record their pattern and its units. Vocabulary: • Pattern: (any repeated sequence) something that happens over and over again • Unit: the part of the pattern that repeats itself • Repeat: To happen again	Students construct cube train patterns using two colors and record the pattern. They then record the pattern on a cube strip. After recording, they use pencil or black crayon to draw lines between each unit of their pattern./ Assessment: Are students able to construct and record their pattern? Can they break the pattern into units? Are they able to identify and count the number of units in their pattern?	• Chart paper • Steps poster • Cubes • Representation sheets • Math mats • Student Activity Book page 22 (one per student) • Pattern from page 118 on chart paper (do not draw lines to divide until the lesson)	PPW: Mrs. Graham made 16 blue ponchos for the celebration. Then, Mrs. Graham made 10 green ponchos. How many	N/A	TN Standards: Patterns

Unit.Day	Title	Lesson Type	Reference	Big Ideas	Objectives/ Vocabulary	Activity/Assessment	Materials	Story Problem	Math Mtg	Common Core Standards
3.14	**How Many Cars?**	**Inquiry - Game**	Unit 3, Lessons 3.3.1 - 3.3.3	• A pattern is made up of a series of identical units and so can be broken down into these units. If the units are not identical, it is not a pattern.	Objectives: • SW identify the unit of repeating pattern. • SW extend a repeating pattern by adding on units. Vocabulary: • Pattern: (any repeated sequence) something that happens over and over again • Unit: the part of the pattern that repeats itself	Scholars will play How Many Cars? In which they build cube train patterns from known units. They pick a Car Card, which shows the color of the cars in their train; roll a number cube, which tells the number of cars in their train; and then construct their cube train pattern./ Assessment: Can students construct a pattern, given the unit and the number of units? (Students who cannot are major concerns) How do students construct the pattern? Do they construct the units first, count them and then snap them together? Do they add on to the train until they have the number of units indicated?	• Chart paper • Steps poster • Cubes • Representation sheets • Math mats • Car Cards • 3 10-sticks per student (colors to match the car cards – remember that there are 2 shades of blue and that maroon can be used as either red or brown) • 1 standard (1-6) die per student	SRU: [S] had 19 balloons. 5 of the balloons popped. How many balloons does [S] have now?	N/A	TN Standards: Patterns
3.15	**Break the Train with other materials**	**Inquiry - Game**	Unit 3, Lessons 3.4.1 - 3.4.2 2A	• A pattern is made up of a series of identical units and so can be broken down into these units. If the units are not identical, it is not a pattern.	Objectives: • SW identify the unit of repeating pattern. • SW extend a repeating pattern by adding on units. Vocabulary: • Pattern: (any repeated sequence) something that happens over and over again •Unit: the part of the pattern that repeats itself	Students construct patterns using pattern blocks. They will then break the pattern into units or cars by placing popsicle sticks at the end of each unit./ Assessment: What type of are students constructing (AB, AAB, ABBA)? Are students able to identify the unit of the pattern? Are they able to break the pattern into units? Can the students reconstruct their pattern once they have broken it apart?	• Chart paper • Steps poster • Cubes • Representation sheets • Math mats • Pattern blocks (at least 6 of a each shape – if supply makes this difficult, students do not need to have every shape in their bag) • Popsicle sticks • Pattern cards available for students who only construct AB patterns.	JRU: [S] had 11 pennies. He found 14 more pennies. How many pennies does [S] have now?	Ordinal Numbers Mini Lesosn	TN Standards: Patterns
3.16	**Twelve Chips (End of Pattern Unit)**	**Inquiry - Game**	Unit 3, Lessons 3.5.1 - 3.5.3	• A pattern is made up of a series of identical units and so can be broken down into these units. If the units are not identical, it is not a pattern.	Objectives: • SW identify the unit of repeating pattern. • SW extend a repeating pattern by adding on units. Vocabulary: • Pattern: (any repeated sequence) something that happens over and over again • Unit: the part of the pattern that repeats itself	Students make patterns with two-color counters. They will record their pattern, break it into units and count the number of units in their patterns./Assessment: Are students able to make a variety of patterns (ABB, AAB, AABB, AAAB) with two-color counters, or do they make only AB patterns? Are students able to record their patterns accurately? Are they able to identify the unit in each pattern? Do they accurately count the units? Do students use their recording sheet to compare different patterns made with two colors?	• Chart paper • Steps poster • Cubes • Representation sheets • Math mats • Red and yellow counters (12 per student) • Crayons • SAB pp24	Eating JRU: [S] ate 9 marshmallows. Then [S] ate 13 marshmallows. How many marshmallows did [S] eat?		TN Standards: Patterns
3.17	**Number Sense Mini-Lesson; Pattern Review**	**Procedures with Connections**	TN standards	• As we count, each new number represents a larger quantity than each number that came before it.	Objectives: • SW identify the numbers 1-10. • SW observe that each number represents one more object than the number preceding it. • SW define most as being the largest number or quantity. • SW extend a repeating pattern. Vocabulary: • Most: largest quantity (represented by biggest number)	T conducts oral drill (i.e. How do you write 11, 16, 23, 24? Which number is greater 4 or 9? etc.); Then T dramatically unveils 4 clear jars- one with 11 cotton balls, one with 9 glue sticks, one with 13 finger puppets, and one with 6 tennis balls. TW pose the question: "Which do you think has more? Why?" Students will discuss their reasoning. TW ask: "How can we find out?" (Count the objects) "How can we remember how much is in this jar" (Write the number.) Continue until all jars are counted/recorded. "Which jar has the greatest number of objects?" / Assessment: Students complete a worksheet with equivalency/conservation questions.	• Chart paper • Steps poster • TN-style representation sheets (no tools!) • Math mats • 4 large jars, each with a blank index card taped on one side, covered in cloth to make them mysterious o 1 jar containing 6 tennis balls o 1 jar containing 11 cotton balls or large pom-poms o 1 jar containing 9 glue sticks o 1 jar containing 13 finger puppets • Pennies • Pocket chart • TN-style counting and pattern sheet	SRU **(no tools):** Coach Rolek moved into a new house last week. There were 9 boxes outside Coach Rolek's house. He carried 5 of them inside. How many boxes were left	N/A	K.CC.1-K.CC.7
3.18	**Counting Jar**	**Procedures with Connections**	Unit 1: Lesson 2.1.1 (CJ) and Summer PD	Big Math Concepts: • One-to-one matching • Equivalence • Accurately representing a quantity of objects • Represent their process and thinking. • Explain their mathematical reasoning.	Objectives: • SWBAT one-to-one match spoken numbers to objects. • SWBAT practice making equivalent sets. • SWBAT represent their counting jars Vocabulary: • Equivalent: the same number • Represent: showing your work on paper	SW complete the steps of Counting Jar/ Assessment: TW circulate and assess the students counting (accurate, organized, one-to-one?) using a tracker	• Counting jars (amounts and objects should be differentiated according to students' performance in the most recent counting jar session) • Counting Jar observation sheet and totals tracker • Cubes (1-2 more 10-sticks than needed per student) • Counting Jar poster • Math mats • Story Problem representation sheets • Story Problem steps poster • Baggies of centimeter cubes in a bin at the front of the room with blank sheets for representation (for extension) • Folder with 100s charts inside (all of the 10s and 1s filled in – 1, 10, 11, 20, 21, etc.) for extension	SRU: There were 21 leaves on a tree. Then, 12 of the leaves fell to the ground. How many leaves are still on the tree?	N/A	K.CC.1-K.CC.5
Begin Unit 4: Measurement II										
K.CC.1: Count 100 by 1's and by 10's.										
4.1	**Measuring Shoes**		Unit 4, Lessons 1.2.1 - 1.2.3	• To measure the length of an object, you must measure in a straight line along the longest dimension.	Objectives: • SW define length. • SW identify the longest dimension of an object. Vocabulary: • Length: how long an object is • Measure: comparing to see how long	TW tell students to use their cubes to measure the length of their shoe outlines and record the length on a recording sheet./Assessment: Recording sheet. Are students able to successfully measure the shoe outlines? Are they lining the cubes up correctly? Are they measuring the correct dimension (longest part)?	• Chart paper • Steps poster • Cubes • Representation sheets • Math mats • Copies of students' shoe tracings (a packet of about 10 per student so that they have extra) • SAB p.26 • Chart paper version of SAB p.26	SRU: [S] had 19 balloons. Then, 8 of the balloons popped. How many balloons does [S] have now?	N/A	K.MD.1-K.MD.3

Unit.Day	Title	Lesson Type	Reference	Big Ideas	Objectives/ Vocabulary	Activity/Assessment	Materials	Story Problem	Math Mtg	Common Core Standards
4.2	**Comparing Lengths of Shoes**		Unit 4, Lessons 1.4.1 - 1.4.2 and 1.3.1	• To measure the length of an object, you must measure in a straight line along the longest dimension. • The largest number is the longest object.	Objectives: • SW define length. • SW identify the longest dimension of an object. Vocabulary: • Longer: stretching higher or further from a common starting point • Shorter: not stretching as far from a common starting point • Same: an identical amount • Length: how long an object is • Measure: comparing to see how long	TW display shoe tracings on the board. SW use their recording sheets from the day before to put the shoe tracings in order from shortest to longest. The class will then discuss measuring with popsicle sticks.	• Chart paper • Steps poster • Cubes • Representation sheets • Math mats • Students' shoe outlines made last week • SAB p.26 filled out last week • Baggies of popsicle sticks • 3 objects to measure for each student: pencil, pipe cleaner, ruler • Chart paper version of SAB p.27 • Demonstration sentence strip A	JRU: Ms. Jackson had 12 pieces of chocolate cake. Ms. Graham gave her 7 pieces of cake. How many pieces of cake does Ms. Jackson have now?	Estimation Mini-Lesson	K.MD.1-K.MD.3
~~**4.3**~~	~~**Story Problem Blitz**~~		~~N/A~~	~~• Story Problem lays the foundation for base 10 understanding, greater than and less than knowledge, conservation, algebra and any standard arithmetic algorithms they might encounter in higher grades. This is the avenue by which our students will build a great deal of their number sense.~~	~~Objectives: • SW solve three story problems. Vocabulary: • Represent: Show how you did your work • Solve: Find the answer to a problem~~	~~Students complete a packet of story problems. If students complete independently, M students with one teacher, and L students with the other teacher. / Assessment: Completed SP packet. Are students able to complete the story problems successfully? How much assistance do they need? Which problems are the most difficult?~~	~~• Chart paper • Steps poster • Cubes (only for JRU) • Representation sheets (test format for Eating JRU and SRU, regular format for JRU)~~	~~Variety of JRU, SRU, and PPW problems.~~	~~N/A~~	~~K.OA.1&2~~
4.3	**Measuring with Sticks**		Unit 4, Lessons 1.3.1 - 1.3.2 2A	• To measure the length of an object, you must measure in a straight line along the longest dimension.	Objectives: • SW define length. • SW identify the longest dimension of an object. Vocabulary: • Length: how long an object is • Measure: comparing to see how long	TW tell students to use popsicle sticks to measure the length of sentence strips and record the length on a recording sheet./Assessment: Recording sheet. Are students able to successfully measure the strips? Are they lining the popsicle sticks up correctly? Are they measuring the correct dimension (longest part)?	• Chart paper (should mirror the test format representation sheet) • Steps poster • Representation sheets • Math mats • Set of color coordinated sentence strips for each student (labeled B, C, and D – the strips will be a predetermined length and should not be thicker than approx. an inch) • Worksheet page 27 from the Student Activity Book • Popsicle sticks for students to measure with (10 sticks in a Ziploc bag, with the strips inside) • Chart paper version of SAB p.27 • Demonstration sentence strip A	SRU: Ms. Graham had 14 cupcakes. She gave 7 away. How many cupcakes does Ms. Graham have?	N/A	K.MD.1-K.MD.3
4.4	**Measuring with Sticks II**		Unit 4, Lessons 1.3.1 - 1.3.2 2A	• To measure the length of an object, you must measure in a straight line along the longest dimension.	Objectives: • SW define length. • SW identify the longest dimension of an object. • SW accurately measure the longest dimension of an object. Vocabulary: • Longer: stretching higher or further from a common starting point • Shorter: not stretching as far from a common starting point • Same: an identical amount • Length: how long an object is • Measure: comparing to see how long	TW tell students to use popsicle sticks to measure the length of sentence strips and record the length on a recording sheet./Assessment: Recording sheet. Are students able to successfully measure the strips? Are they lining the popsicle sticks up correctly? Are they measuring the correct dimension (longest part)?	• Chart paper • Steps poster • Cubes • Representation sheets • Math mats • Baggies of popsicle sticks • Sentence strip A (for demo - 3 sticks long) • Paper strips B (2 sticks long), C (4 sticks long), D (4.5 sticks long) and E (5 sticks long) to measure o Label with letters on both sides. • SAB p27	Eating JRU: Ms. Noel ate 5 pretzels. Then Ms. Noel ate 11 pretzels. How many pretzels did Ms. Noel eat?	N/A	K.MD.1-K.MD.3
4.5	**Measuring Ourselves**		Unit 6, Lessons 2.2.1 - 2.2.1 2A	• To measure the length of an object, you must measure in a straight line along the longest dimension. • Use pictures, numbers and words to represent a quantity or measurement.	Objectives: • SW define length. • SW identify the longest dimension of an object. • SW accurately measure the longest dimension of an object. • SW record their work. Vocabulary: • Longer: stretching higher or further from a common starting point • Shorter: not stretching as far from a common starting point • Same: an identical amount • Length: how long an object is • Height: the length of a vertical object • Measure: comparing to see how long	SW use popsicle sticks to measure the length of a sentence strip cut to their height and record their height on a recording sheet./Assessment: Recording sheet. Are students able to successfully measure the strip? Are they lining the popsicle sticks up correctly? Are they measuring the correct dimension (longest part)?	• Chart paper • Steps poster • Cubes • Representation sheets • Math mats • Baggies of popsicle sticks • A piece of yarn for each student, cut to their height (it must be yarn - lanyard curls up) • SAB p.57 (double-sided so that students can measure with sticks and with cubes) Add a doll for the demo.	PPW: Mr. Baker baked 7 apple pies. Then, Mr. Baker baked 12 pumpkin pies. How many pies did Mr. Baker bake?	N/A	K.MD.1-K.MD.3
4.6	**Comparing Lengths of Ourselves**		Unit 4, Lessons 1.4.2	• To measure the length of an object, you must measure in a straight line along the longest dimension. • When your unit is large, measurements will be less exact.	Objectives: • SW define length. • SW identify the longest dimension of an object. Vocabulary: • Longer: stretching higher or further from a common starting point • Shorter: not stretching as far from a common starting point • Same: an identical amount • Length: how long an object is • Measure: comparing to see how long	TW put 4 sample student height strips on the board. TW ask students to put the strips in order from shortest to longest	• Chart paper • Steps poster • Cubes • Representation sheets • Math mats • SAB p.57 filled out previous day (sticks side) • Compare length worksheet (Houghton Mifflin p. 205) • Order by length worksheet (Houghton Mifflin p. 207)	SRU: There were 15 books in our book bin. 10 of them got lost. How many books are in our book bin now?	N/A	K.MD.1-K.MD.3

Unit.Day	Title	Lesson Type	Reference	Big Ideas	Objectives/ Vocabulary	Activity/Assessment	Materials	Story Problem	Math Mtg	Common Core Standards
4.7	**Measurement Review**		N/A	• To measure the length of an object, you must measure in a straight line along the longest dimension.	Objectives: • SW define length. • SW identify the longest dimension of an object. Vocabulary: • Longer: stretching higher or further from a common starting point • Shorter: not stretching as far from a common starting point • Same: an identical amount • Length: how long an object is • Measure: comparing to see how long	SW use their cubes to measure different objects (book, straw, pencil). SW then complete a measurement review worksheet/Assessment: End of unit review worksheet.	• Chart paper • Steps poster • Cubes • Representation sheets • Math mats • 2 objects to measure for each student: book, straw • Recording sheet • Teacher copy of recording sheet	JRU: There were 6 fish inside the fish bowl. Then the pet owner added 8 more fish to the fish bowl. How many fish were in the fish bowl now?	N/A	K.MD.1-K.MD.3
4.8	**Counting Jar ** Collect For Assessment Binder ****		Unit 1: Lesson 2.1.1 (CJ) and summer professional development	• One-to-one matching • Equivalence • Accurately representing a quantity of objects • Represent their process and thinking. • Explain their mathematical reasoning.	Objectives: • SWBAT one-to-one match spoken numbers to objects. • SWBAT practice making equivalent sets. • SWBAT represent their counting jars Vocabulary: • Equivalent: the same number • Represent: showing your work on paper	SW complete the steps of Counting Jar/ Assessment: TW circulate and assess the students counting (accurate, organized, one-to-one?) using a tracker	• Counting jars (amounts and objects should be differentiated according to students' performance in the most recent counting jar session) • Counting Jar observation sheet and totals tracker • Cubes (1-2 more 10-sticks than needed per student) • Counting Jar poster • Math mats • Roll and Record 2 materials for extension • Story Problem representation sheets • Story Problem steps poster	SRU:Ms. Jackson had 14 books. She gave 9 books away to students. How many books does Ms. Jackson have now?	N/A	K.CC.1-K.CC.5
					Begin Unit 5: The Number System II					
K.CC.1: Count 100 by 1's and by 10's.										
5.1	**Addition Number Sentences**	**Procedures with Connections**	N/A	• The two sides of a number sentence are equivalent sets. • Equals does not mean "here comes the answer," but rather that the operation detailed creates a set equivalent to the solution.	Objectives: • Students will tell a story problem to match a number sentence. • Students will write a number sentence to correspond to a given story or picture. • Students will connect strategies to story problem types. Vocabulary: • Addition: joining quantities • Plus: add more • Equals: equivalent to; is the same number as	SW complete a number sentence worksheet. Scholars draw pictures for number sentences and then use pictures to write the number sentences./ Assessment: Number sentence worksheet	• Chart paper • Steps poster • Cubes • Representation sheets • Math mats • Number sentences on large paper (see body of lesson, addition and subtraction) • Pictures to use for number sentence practice (see body of lesson, addition • Houghton-Mifflin pages 247 and 250 (double-sided)	none	N/A	K.OA.1-K.OA.5
5.2	**Grab and Count: Two Handfuls**	**Inquiry - Game**	Unit 4, Lessons 2.1.1 - 2.1.2 3B	• Addition is the combination of two separate quantities.	Objectives: • Students will combine two amounts. • Students will represent physical quantities. • Students will write number sentences to express their combinations. Vocabulary: • Addition: joining quantities • Plus: add more • Equals: equivalent to; is the same number as	SW grab a handful of cubes. They will count the handful as they put into a tower. Then they will record. They will repeat with a second handful. SW then determine how many cubes they grabbed altogether and record the number sentence./Assessment: How do students count their handfuls? Do they count accurately? Do they double-check? How do students find the total? Do they count them all from one? Do they count on from one quantity? Do they simply know the number relationship? How do students represent their handfuls? Can they accurately record the numbers? Do they draw one picture to represent one cube?	• Chart paper • Steps poster • Cubes • Representation sheets • Math mats • Brown bags with at least 2 ten-sticks broken inside. • SAB p.30, modified by RD (also on chart paper)	SRU: There were 19 snowflakes on the ground. 11 of them melted. How many snowflakes are on the ground now?	N/A	K.OA.1-K.OA.5
5.3	**Build It**	**Inquiry - Game**	Unit 4, Lessons 1.7.1 - 1.7.2 2A	• Subitizing – developing visual images for quantities up to 10 • Connecting number words, numerals and quantities • This activity also begins building a sense of greater and less than. • Arithmetic relationships o 6 is one whole row (5) plus 1. 4 is one less than 5, etc.	Objectives: • SW represent process and thinking. • SW build a set of objects corresponding to numerals. Vocabulary: • There is no new vocabulary in this lesson.	SW turn over a primary number card. They will use pennies to build the number on their 10-frame./Assessment: Are there students who do not properly identify the numbers or who need to count the pictures? Are students accurate? Do they count them first and then place? Do they count as they place?	• Chart paper • Steps poster • Test-format representation sheets • Math mats • Decks of Primary Number Cards in baggies • Ten-frames • Baggies of pennies (10)	Eating JRU: [S] ate 11 goldfish crackers. Then she ate 4 more goldfish crackers. How many goldfish crackers did [S] eat?	N/A	K.CC.1-K.CC.5
5.4	**Collect 10 Together**	**Inquiy - Game**	Unit 4: Lessons 2.2.1 - 2.2.3	• Students are exploring the concept of addition hands on. This way, they will have a visual sense of exactly what happens during addition. This will aid in students' ability to accurately solve story problem and in their sense of greater/less and number combinations.	Objectives: • Students will keep track of a growing set of objects. • Students will find totals after small amounts are added to a set. • Students will develop a sense of quantitative comparison. o i.e. "Two more will make it ten, so ten is two more than eight." Vocabulary: • Collect: to gather together • Add: to put more • Total: to combine or put it all together	Students roll a 1-2-3 die and collect the corresponding number of pennies. They continue until their total either meets or exceeds 10./Assessment: Do students need to count the dots to see how many pennies to take? Do they take the same number of pennies as dots on the die? How do students find the total number of pennies after new ones have been added? Do they count from 1? Count on from the total at the end of the previous turn? Do they "just know" some combinations that are 1, 2 or 3 more? Do students know how many more pennies they need to make 10? Do they recognize when they have 10? When they have more than 10?	• Chart paper • Steps poster • Cubes • Representation sheets • Math mats • 1-2-3 dice • Baggies of at least 12 pennies • Small plates for students to collect their pennies in	PPW: Ms. Kappes drew 8 squares and 11 rectangles on her paper. How many shapes did Ms. Kappes draw?	N/A	K.OA.1-K.OA.5

Unit.Day	Title	Lesson Type	Reference	Big Ideas	Objectives/ Vocabulary	Activity/Assessment	Materials	Story Problem	Math Mtg	Common Core Standards
5.5	**Build On**	**Inquiry - Game**	Unit 4: Lessons 2.3.1, 2.2.2, 2.5.1	• Students will execute simple addition and begin to apply number sentences to their work. This will create a visual of the operation in their minds, which will aid in problem solving and solving equations. • Students are also developing visual images of quantities up to 12, which will further develop their number sense and ability to determine the greatest (and fewest) of several quantities.	Objectives: • Students will count and create an equivalent set. • Students will find totals after small amounts are added to a set. Vocabulary: • Add: to put more • Total: to combine or put it all together	Player 1 pulls a Primary Number Card and uses pennies to build it on a 10-frame. Player 2 will then roll a die and add on that number of pennies on the 10-frame. SW then determine their total/Assessment: Are students accurate in their counting? How do students arrange the pennies on the ten-frame? How do students find the total after adding 1, 2 or 3? Do they count all of the pennies? Count on? Use number combinations that they know? Use the structure of the ten-frame?	• Chart paper • Steps poster • Cubes • Representation sheets • Math mats • Ten-frames • Bags of pennies • Primary Number Cards • 1-3 dice (1-6 for H students) • Number sentence recording sheets for H students • Quick Images cards (4, 3, 6, 8)	SRU: [S] had 17 tree ornaments. 9 of them broke. How many ornaments does [S] have now?	N/A	K.OA.1-K.OA.5
5.6	**Build On with Number Sentences**	**Inquiry - Game**	Unit 4: Lessons 2.3.1, 2.2.2, 2.5.1 plus the earlier lesson on addition number sentences.	• Students will execute simple addition and begin to apply number sentences to their work. This will create a visual of the operation in their minds, which will aid in problem solving and solving equations. • Students are also developing visual images of quantities up to 12, which will further develop their number sense and ability to determine the greatest (and fewest) of several quantities.	Objectives: • Students will count and create an equivalent set. • Students will find totals after small amounts are added to a set. • Students will write number sentences to represent their work. Vocabulary: • Add: to put more • Total: to combine or put it all together	Player 1 pulls a Primary Number Card and uses pennies to build it on a 10-frame. Player 2 will then roll a die and add on that number of pennies on the 10-frame. SW then determine their total and write a number sentence./Assessment: Are students accurate in their counting? How do students arrange the pennies on the ten-frame? How do students find the total after adding 1, 2 or 3? Do they count all of the pennies? Count on? Use number combinations that they know? Use the structure of the ten-frame? Are students able to write a matching number sentence?	• Chart paper • Steps poster • Cubes • Representation sheets • Math mats • Ten-frames • Bags of pennies • Primary Number Cards • 1-3 dice (1-6 for H students) • Number sentence recording sheets for all students • Quick Images cards (5, 9, 2, 7)	JRU: [S] ate 7 candy canes. Then, [S] ate 10 more candy canes. How many candy canes did [S] eat?	Composing and Decoming Numbers	K.OA.1-K.OA.5
5.7	**Roll and Record 2**	**Inquiry - Game**	Unit 4: Lessons 2.4.1 - 2.4.3	• Students will execute simple addition and begin to apply number sentences to their work. This will create a visual of the operation in their minds, which will aid in problem solving and solving equations. • Students are also developing visual images of quantities up to 9, which will further develop their number sense and ability to determine the greatest (and fewest) of several quantities.	Objectives: • Students will count and create an equivalent set. • Students will find totals after small amounts are added to a set. Vocabulary: • Add: to put more • Total: to combine or put it all together	Students roll 2 die (one standard, one 1-2-3) and determine the total. They will then record the total on the recording sheet./ Assessment: How do students figure out the total of their roll? Do they count all of the dots? Count on? Subitize? How do students figure out where to write their total? Can they write the numbers accurately?	• Chart paper • Steps poster • Cubes • Representation sheets • Math mats • A 1-3 die and a 1-6 die for each student • Roll and Record 2 sheets, double-sided (and poster)	PPW – WU: There were 12 cats in the park, and 8 dogs in the park. How many animals were in the park altogether?	N/A	K.OA.1-K.OA.5
5.8	**Racing Bears**	**Inquiry - Game**	Unit 4: Lesson 3.1.1 Racing Bears	• Strategy: To be most efficient, students will have to think strategically about which bear to move so that all are within a "winning" distance from the coin. • Probability: With a standard die, there is equal probability of landing on any number. Students will begin to see that the bear does not need to be as close to the coin as possible, but rather within a certain number of spaces.	• Students will think strategically about moving pieces on a game-board. • Students will apply number sense to split their rolls.	Students roll a die to determine how many spaces to move one of their bears up the board. Each bear needs to move up 10 spaces in order to collect the penny./ Assessment: Do students recognize the patterns on the dice, or do they have to count the dots to figure out how many spaces to move? Do they move the correct number of spaces? How do students choose which bear to move? Do they strategize? Review their options? How do they figure out what they need to roll to get a bear to ten? How do students handle rolls that take them past 10?	• Chart paper • Steps poster • Cubes • Representation sheets • Math mats • Cardstock game-boards: SAB p.34 or M18 • 4 bears per student • Baggie of at least 10 pennies or counters • One standard die per student	Eating JRU: [S] ate 9 Doritos. Then he ate 12 more Doritos. How many Doritos did [S] eat?	N/A	K.OA.1-K.OA.5
5.9	**Collect 15+**	**Inquiry - Game**	Unit 4: Lesson Collect 10	• Students are exploring the concept of addition hands on. This way, they will have a visual sense of exactly what happens during addition. This will aid in students' ability to accurately solve story problem and in their sense of greater/less and number combinations. • Students are also seeing that a given number is made up of other numbers. o i.e. There is a 10 in 12. This is something that, once grasped, can dramatically increase efficiency during problem solving. This is a building block toward incrementing and compensating strategies.	Objectives: • Students will keep track of a growing set of objects. • Students will find totals after small amounts are added to a set. • Students will develop a sense of quantitative comparison. o i.e. "Two more will make it ten, so ten is two more than eight." Vocabulary: • Collect: to gather together • Add: to put more • Total: to combine or put it all together	Students roll a die and collect the corresponding number of pennies. They continue until their total either meets or exceeds 10, 15, or 20 (depending on differenciation)./Assessment: Do students need to count the dots to see how many pennies to take? Do they take the same number of pennies as dots on the die? How do students find the total number of pennies after new ones have been added? Do they count from 1? Count on from the total at the end of the previous turn? Do they "just know" some combinations that are 1, 2 or 3 more? Do students know how many more pennies they need to make 10, 15, 20?	• Chart paper • Steps poster • Cubes • Representation sheets • Math mats • Index cards/post-its inside penny baggies indicating the total students are collecting to (10, 15, 20) • 1-6 dice o For students who may still need to collect 10, a 1-2-3 die will be needed • Baggies of at least 18 pennies (red and yellow counters if not enough pennies) o Students collecting 20 will need at least 24 pennies • Small plates for students to collect their pennies in • Differentiation: have 10 and 15-frames available for students who find them a necessary tool	SRU (test format): There were 17 boxes outside the house. Coach Rolek carried 13 of them inside. Fill in the circle next to the number of boxes still outside the house.	N/A	K.OA.1-K.OA.5

Unit.Day	Title	Lesson Type	Reference	Big Ideas	Objectives/ Vocabulary	Activity/Assessment	Materials	Story Problem	Math Mtg	Common Core Standards
5.1	**One More, One Fewer**	**Inquiry - Game**	Unit 4: Lesson 3.3.1 Introduction to One More, One Fewer	• As we count by ones, we are adding one object to the group already established. As we count backwards, we take one away. • Number sentences detail these actions in a succinct way.	Objectives: • SW determine the total when one is added or subtracted from a quantity. • SW model the action of combining (addition) and separating (subtraction) operations. Vocabulary: On sentence strip and posted after instruction • More: getting bigger; representing a larger/bigger number of objects • Fewer: getting smaller; representing a smaller number of objects • Total: Putting together	Students pull a Primary Number Card and build that amount on a 10 frame. They then roll a +1/-1 die and add/remove pennies as needed./Assessment: How do students build the number given? Do they accurately place that number of counters on their fifteen-frame? Note the names of any students who still do not recognize their primary numbers. How do students determine the total after adding or subtracting one? Do they count from 1? Count on? Count back?	• Chart paper • Steps poster • Cubes • Representation sheets • Math mats • Primary Number cards • +/-1 dice • Ten-frames • Baggies of counters or pennies (12 per bag – students in pairs) • SAB p35 (with chart paper version)	SRU: [S] had 26 pennies in her pocket. 6 of the pennies fell out. How many pennies does [S] have left?	N/A	K.OA.1-K.OA.5
5.11	**One More, One Fewer: Day 2**	**Inquiry - Game**	Unit 4: Lesson 3.3.1 Introduction to One More, One Fewer	• As we count by ones, we are adding one object to the group already established. As we count backwards, we take one away. • Number sentences detail these actions in a succinct way.	Objectives: • SW determine the total when one is added or subtracted from a quantity. • SW model the action of combining (addition) and separating (subtraction) operations. Vocabulary: On sentence strip and posted after instruction • More: getting bigger; representing a larger/bigger number of objects • Fewer: getting smaller; representing a smaller number of objects • Total: Putting together	Students pull a Primary Number Card and build that amount on a 10 frame. They then roll a +1/-1 die and add/remove pennies as needed./Assessment: How do students build the number given? Do they accurately place that number of counters on their fifteen-frame? Note the names of any students who still do not recognize their primary numbers. How do students determine the total after adding or subtracting one? Do they count from 1? Count on? Count back?	• Chart paper • Steps poster • Cubes • Representation sheets • Math mats • Primary Number cards • +/-1 dice • Ten-frames • Baggies of counters or pennies (12 per bag – students in pairs) • SAB p35 (with chart paper version)	Eating JRU: Ms. Marin ate 7 gummy worms. Then, she ate 3 more gummy worms. How many gummy worms did she eat?	N/A	K.OA.1-K.OA.5
5.12	**Build It Change It**	**Inquiry**	Unit 4: Lesson 3.6.1 Introduction to Build It/Change It	• Numbers said earlier in the sequence of number names represent smaller quantities. Thus, to go from a later number to an earlier, some number must be removed.	Objectives: • SW add or subtract from a given quantity to make another. • SW compare two quantities to determine which is more. Vocabulary: • More/greater: getting bigger; representing a larger/bigger number of objects • Fewer: getting smaller; representing a smaller number of objects	The first scholar chooses one card and builds that number on the ten-frame. The second scholar chooses a card and they have to change the counters on the ten-frame to match the new number./ Assessment: How do students determine the number on the card? Do students place the correct quantity on the ten-frame? How do they create a set that is equivalent to a new card? Do they clear it and count from 1? If so, work with these students as per the Differentiation detailed above. If the number is greater, do they count the counters and add more? If it is less, do they count and take the extra pennies away?	• Chart paper version of SP (displayed afterwards – answer choices most important) • Steps poster • Representation sheets • Math mats • Primary Number cards • Ten-frames • Baggies of counters or pennies (12 per bag – students in pairs)	Eating JRU (no tools): [S] ate 7 skittles. [S] ate 4 more skittles.	N/A	K.OA.1-K.OA.5
5.13	**Build It Change It with Number Sentences**	**Inquiry**	Unit 4: Lesson 3.6.1 Introduction to Build It/Change It	• Numbers said earlier in the sequence of number names represent smaller quantities. Thus, to go from a later number to an earlier, some number must be removed. • Number sentences are simply shorthand for these operations.	Objectives: • SW add or subtract from a given quantity to make another. • SW compare two quantities to determine which is more. • SW write number sentences to represent their work. Vocabulary: • More/greater: getting bigger; representing a larger/bigger number of objects • Fewer: getting smaller; representing a smaller number of objects • Add: to put more • Subtract: to take away • Equals: is equivalent to	The first scholar chooses one card and builds that number on the ten-frame. The second scholar chooses a card and they have to change the counters on the ten-frame to match the new number. During the process, scholars will record a number sentence to match their actions. / Assessment: Do students place the correct quantity on the ten-frame? How do they create a set that is equivalent to a new card? Do they clear it and count from 1? If so, work with these students as per the Differentiation detailed above. If the number is greater, do they count the counters and add more? If it is less, do they count and take the extra pennies away?	• Chart paper version of SP • Steps poster • Representation sheets • Math mats • Primary Number cards • Ten-frames • Baggies of counters or pennies (12 per bag – students in pairs) • Number sentence recording sheet (RD) with a version on chart paper	Measurement Division: Mr. Sparling has 27 cupcakes. He needs to put them into 3 boxes, with the same number of cupcakes in each box. How many cupcakes will go in each box?	N/A	K.OA.1-K.OA.5
5.14	**Compare**	**Inquiry**	Unit 2: Lessons 2.5.1, 2.4.2	• Story Problem lays the foundation for base 10 understanding, greater than and less than knowledge, conservation, algebra and any standard arithmetic algorithms they might encounter in higher grades. This is the avenue by which our students will build a great deal of their number sense. • Numbers are representations of quantities. As we count aloud, the quantities that correspond to each numeral increase.	Objectives: • SWBAT count and keep track of quantities up to 12. • SWBAT compare two quantities to determine which is greater. • SWBAT develop language for comparing quantities (more, greater, less, fewer, most, least, fewest, same and equal to). Vocabulary: • Greater: More, a higher amount • Less: Smaller, not as great an amount • Fewer: see less	SW work in partners. Each partner will pull a Primary Number Card. Then, SW record their number and their partner's number and circle which one is greater/ Assessement: • Can students read and interpret the numerals on the cards, or do they count the objects on the cards to figure out the number? Can students count the objects on the card accurately? • What strategies do students have for determining which number is greater? Do they just know? Do they count the objects on the card? Do they need Unifix cubes?	• Chart paper • Story Problem Steps poster • Cubes • Story Problem Representation sheets • Math mats • Primary Number Cards (one deck per student)	CDU: Ms. Noel has 10 cookies Ms. Somerville has 7 cookies. [Who has more? Right. Ms. Noel has more.] How many more cookies does Ms. Noel have? [Repeat the problem without	Shape ID Mini-Lesson	K.CC.1-K.CC.5
5.15	**Double Compare**	**Inquiry - Game**	Unit 4: Lesson 3.4.1 Introduction to Double Compare	• When combining numbers, we are creating larger and larger sets.	Objectives: • SW find the total of two numbers. • SW determine the larger of two totals. Vocabulary: On strip and posted after instruction • Total • Larger • More	SW work in partners. Each partner will pull two Primary Number Cards. Then, SW record their total and their partner's total and circle which one is greater/ Assessement: • Can students read and interpret the numerals on the cards, or do they count the objects on the cards to figure out the number? Can students count the objects on the card accurately? • What strategies do students have for determining which total is greater? Do they just know? Do they count the objects on the card? Do they need Unifix cubes?	• Chart paper • Steps poster • Cubes • Representation sheets • Math mats • Primary Number cards	CDU: Ayesha has 14 books. Alyssa has 18 books. How many more books does Alyssa have than Ayesha?	N/A	K.CC.1-K.CC.5

Unit.Day	Title	Lesson Type	Reference	Big Ideas	Objectives/ Vocabulary	Activity/Assessment	Materials	Story Problem	Math Mtg	Common Core Standards
5.16	**Double Compare with Number Sentences**	**Inquiry - Game**	Unit 4: Lesson 3.4.1 Introduction to Double Compare	• When combining numbers, we are creating larger and larger sets.	Objectives: • SW find the total of two numbers. • SW determine the larger of two totals. • SW write number sentences to detail their steps. Vocabulary: On strip and posted after instruction • Total • Larger • More	SW work in partners. Each partner will pull two Primary Number Cards. Then, SW record their total and their partner's total and circle which one is greater. They will write number sentences to match their actions. / Assessement • Can students read and interpret the numerals on the cards, or do they count the objects on the cards to figure out the number? Can students count the objects on the card accurately? • What strategies do students have for determining which total is greater? Do they just know? Do they count the objects on the card? Do they need Unifix cubes?	• Representation sheets • Math mats • Primary Number cards • Number sentence recording sheets (same as 1.16.09)	SRU: Coach Bucanon had 21 books. He gave 11 of them to his brother. How many books does Coach Bucanon have now?	NA	K.CC.1-K.CC.5. K.OA.1-K.OA.5
5.17	**Counting Jar ** ****	**Procedures with Connections**		• Counting Jar gives students the opportunity to practice their one-to-one correspondence, organization and keeping track skills. Students are also learning how to follow directions in a multi-step process. • Group objects and skip-count, organize	Objectives: • SWBAT one-to-one match spoken numbers to objects. • SWBAT practice making equivalent sets. • SWBAT represent their counting jars. Vocabulary: • Equivalent: the same number • Represent: showing your work on paper	SW complete the steps of Counting Jar/ Assessment: TW circulate and assess the students counting (accurate, organized, one-to-one?) using a tracker	• Counting jars (amounts and objects should be differentiated according to students' performance in the most recent counting jar session, though should not total lower than 41) • Counting Jar observation sheet and totals tracker • Cubes (1-2 more 10-sticks than needed per student) • Blank post-it on each jar • Counting Jar poster • Math mats • Worksheet packet for extension • Story Problem representation sheets • Story Problem steps poster	SRU: Pamela drew 19 squares on her paper. She erased 12 of them. How many squares are left on Pamela's paper?	N/A	K.CC.1-K.CC.5
5.17	**Subtraction Number Sentences**	**Inquiry**	N/A	• The two sides of a number sentence are equivalent sets. Equals does not mean "here comes the answer," but rather that the operation detailed creates a set equivalent to the solution.	Objectives: • Students will tell a story problem to match a number sentence. • Students will write a number sentence to correspond to a given story or picture. Vocabulary: • Subtraction: separating one quantity from another • Minus: take away • Equals: equivalent to; is the same number as	SW complete a number sentence worksheet. Scholars draw pictures for number sentences and then use pictures to write the number sentences./ Assessment: Number sentence worksheet	• Chart paper • Steps poster • Cubes • Representation sheets • Math mats • Number sentences on large paper (see body of lesson, addition and subtraction) • Pictures to use for addition and subtraction number sentence practice (see body of lesson, addition and subtraction) • Houghton-Mifflin pages 265-6 (double-sided) and 271-2 (double-sided)	SRU: [S] had 24 stickers. She gave 9 of them away. How many stickers does [S] have now?	N/A	K.OA.1-K.OA.5
5.18	**Tiles in All**	**Inquiry - Game**	Unit 4: Six Tiles in All	• Numbers are made from combinations of other, smaller numbers	Objectives: • Students will develop and analyze visual images for quantities up to 12. • Students will decompose numbers in a variety of ways. • Students will model the actions of addition and subtraction situations. Vocabulary: On sentence strip • Arrange: to place in an organized way	Students will make arrangements of six tiles on grid paper. They will then record their arrangments using crayons/Assessment: As you observe, note how students are counting arranging, visualizing, and recording the tiles. Ask them to explain how they know they have X and to think of ways to name or describe their arrangements. Write students' responses on post-its and stick them to the arrangements.	• Steps poster • Cubes • Chart paper and representation sheets • Math mats • Baggies of square tiles (any color) o Amounts range from 6-12, depending on students' skill levels o Index card or post-it inside the bag with the student's name on it – NOT THE AMOUNT (students will determine and record this on their own) • Magnetic tape to stick the tiles to the board during demo • Double-sided Inch Grid Paper, SAB p37 or Resource Masters Unit 4 M23 o Teacher will need own copy of this sheet (not enlarged) to demo recording • Post-its available to record notable student responses while working • Crayons **Note: There is an alternate way to structure this. Students can have cut squares of paper to match the grid paper. They can use the paper squares for their arrangements and glue them down. This would require that the cards say a total and would alter the intro. Parent volunteers could help with this much-increased prep time.	CDU: In Boston College there are 19 girls and 8 boys. How many more girls than boys are there in Boston College? ** **Collect for Assessment Binder** **	NA	K.OA.1-K.OA.5
5.19	**Arrangements**	**Inquiry - Game**	Unit 4: Lesson 4.3.1 Introduction to Arrangements of …	• Numbers are made from combinations of other, smaller numbers	Objectives: • Students will develop and analyze visual images for quantities up to 12. • Students will decompose numbers in a variety of ways. • Students will model the actions of addition and subtraction situations. Vocabulary: On sentence strip • Arrange: to place in an organized way	Students count and record the number of tiles in their bags. After making an arrangement of the tiles in which each tile touches at least one other tile, students record their arrangement on paper. Students record their arrangements, find and circle groupings and then write number sentences to express them./ Assessment: Do students' arrangements have the correct number of tiles? Does each tile touch the tile next to it? Do students find more than one solution? On their own? How do students name and describe their arrangements? Do they focus on the overall image? The colors of the tiles? The number of tiles? Can students accurately record arrangement?	• Steps poster • Cubes • Chart paper and representation sheets • Math mats • Baggies of square tiles (any color) o Amounts range from 8-15, depending on students' skill levels o Index card or post-it inside the bag with the student's name on it – NOT THE AMOUNT (students will determine and record this on their own) • Magnetic tape to stick the tiles to the board during demo • Double-sided Inch Grid Paper, SAB p37 or Resource Masters Unit 4 M23 o Teacher will need own copy of this sheet (not enlarged) to demo recording • Crayons	Eating JRU: [S] ate 21 pretzels. Then she ate 8 more pretzels. How many pretzels did [S] eat?	N/A	K.OA.1-K.OA.5

Unit.Day	Title	Lesson Type	Reference	Big Ideas	Objectives/ Vocabulary	Activity/Assessment	Materials	Story Problem	Math Mtg	Common Core Standards
5.2	**Toss the Chips**	**Inquiry - Game**	Unit 4: Lesson 4.4.1 Introduction to Toss the Chips	• Numbers are made from combinations of other, smaller numbers	Objectives: • Students will develop and analyze visual images for quantities up to 12. • Students will decompose numbers in a variety of ways. • Students will model the actions of addition and subtraction situations. Vocabulary: On sentence strip • There is no new vocabulary in this lesson.	Students toss chips into a shoe box. They count how many landed on red and how many landed on yellow. Then, create a matching number sentence/Assessment: How do students figure out the number of red and yellow? Can they just see how many of each there are? Do they count? Use one about to find the other? Do students recognize combinations that repeat? Do students understand that the total number of counters is equivalent to the number of red counters and the number of yellow counters?	• Chart paper • Steps poster • Cubes • Representation sheets • Math mats • Gallon-size Ziplock bags with 6-12 counters in them (depending on student) • SAB p. 39 with chart paper version	JCU: Alicia had 6 marbles. Anton gave her some more. Now Alicia has 12 marbles. How many marbles did Anton give to Alicia?	N/A	K.OA.1-K.OA.5
5.21	**Unit 4 Review and Fact Practice**	**Procedures with Connections**	All Unit 4	• Efficiency will eventually be a necessity in arithmetic.	Objectives: • SW apply their understanding of arithmetic operations. Vocabulary: On sentence strip and posted after instruction • There is no new vocabulary in this lesson	Students will complete a review packet (addition/subtraction number sentences, measurement, number sense questions)	• Chart paper • Steps poster • Cubes • Representation sheets • Math mats • Fact worksheets • Review packet (RD)	SRU (no tools): Autumn made 14 smoothies. She drank 6 of them.	N/A	K.OA.1-K.OA.5
					Begin Unit 6: Geometry					
K.CC.1: Count 100 by 1's and by 10's.										
6.1	**Shapes Discussion**	**Procedures with Connections**	Unit 5	• Verbally describing shapes helps students become more familiar with their characteristics and helps them begin to recognize how various shapes are the same and different.	Objectives: • Students will describe the attributes of circles, triangles, rectangles and squares. • Students will compare and contrast shapes with common attributes. Vocabulary: On sentence strip and posted after instruction • Round: flat with no straight sides • Vertex (plural: vertices): point at which two or more sides of a geometric figure meet • Geometric Shapes o Circle: a shape with no corners, all points equidistant from the center o Triangle: a shape with three straight sides, meeting at three vertices	After describing attributes of a **circle and a triangle** students will complete a sheet with 4 questions, modeled after TN questions/Assessment: Worksheet	• Story Problem o Chart paper o Steps poster o Cubes o Representation sheets o Math mats • Activity o 2 poster boards, one for each shape o Attribute blocks (as many as possible – bagged for each student – thickness does not matter) o Examples of each shape (different sizes and oriented differently – these can be made on cardstock and cut out) o One oval o One drawing of a 3 sided figure with only 2 sides meeting.	CDU: In Boston College there are 15 girls and 5 boys. How many more girls than boys are in Boston College?		K.G.1-K.G.6
6.2	**Shapes Discussion Day 2**	**Procedures with Connections**	Unit 5	• Verbally describing shapes helps students become more familiar with their characteristics and helps them begin to recognize how various shapes are the same and different. • A square is a rectangle.	Objectives: • Students will describe the attributes of circles, triangles, rectangles and squares. • Students will compare and contrast shapes with common attributes. Vocabulary: On sentence strip and posted after instruction • Round: flat with no straight sides • Vertex (plural: vertices): point at which two or more sides of a geometric figure meet • Geometric Shapes o Circle: a shape with no corners, all points equidistant from the center o Triangle: a shape with three straight sides, meeting at three vertices o Rectangle: a shape with 4 straight sides and 4 right angles (opposite sides are equal and parallel; adjacent sides are perpendicular) o Square: a rectangle in which all four sides are equal	After describing attributes of a **rectangle, square and rhombus,** students will complete a sheet with 4 questions, modeled after TN questions/Assessment: Worksheet	Materials: • Story Problem o Chart paper o Steps poster o Cubes o Representation sheets o Math mats • Activity o 2 poster boards, one for each shape o Attribute blocks (as many as possible – bagged for each student – thickness does not matter) o Examples of each shape (different sizes and oriented differently – these can be made on cardstock and cut out)	PPW - PU: There were 17 scholars standing in the bus line. 8 of them were boys. How many of them were girls?	Magic Shape Box	K.G.1-K.G.6
6.3	**Shapes Discussion Day 3**	**Procedures with Connections**	Unit 5	• Verbally describing shapes helps students become more familiar with their characteristics and helps them begin to recognize how various shapes are the same and different. • A square is a rectangle.	Objectives: • Students will describe the attributes of circles, triangles, rectangles and squares. • Students will compare and contrast shapes with common attributes. Vocabulary: On sentence strip and posted after instruction • Round: flat with no straight sides • Vertex (plural: vertices): point at which two or more sides of a geometric figure meet • Geometric Shapes o Circle: a shape with no corners, all points equidistant from the center o Triangle: a shape with three straight sides, meeting at three vertices o Rectangle: a shape with 4 straight sides and 4 right angles (opposite sides are equal and parallel; adjacent sides are perpendicular) o Square: a rectangle in which all four sides are equal	After describing attributes of a **hexagon and a trapezoid**students will complete a sheet with 4 questions, modeled after TN questions/Assessment: Worksheet	• Story Problem o Chart paper o Steps poster o Cubes o Representation sheets o Math mats • Activity o 2 poster boards, one for each shape o Attribute blocks (as many as possible – bagged for each student – thickness does not matter) o Examples of each shape (different sizes and oriented differently – these can be made on cardstock and cut out) o One oval o One drawing of a 3 sided figure with only 2 sides meeting.	PPW - PU: There were 18 fruits in the bowl. 11 of them were oranges and the rest are apples. How many of them are apples?	Magic Shape Box	K.G.1-K.G.6

Unit.Day	Title	Lesson Type	Reference	Big Ideas	Objectives/ Vocabulary	Activity/Assessment	Materials	Story Problem	Math Mtg	Common Core Standards
6.4	**Shapes on the Geoboard**	**Inquiry**	Unit 5, Lessons 1.5.1 - 1.5.3 3A	• Geometric shapes have many common attributes and can be linked in a multitude of ways.	Objectives: • Students will construct 2-D shapes. • Students will develop language to describe and compare 2-D shapes and their attributes. Vocabulary: On sentence strip and posted after instruction • Round: flat with no straight sides • Vertex (plural: vertices): point at which two or more sides of a geometric figure meet • Geometric Shapes o Circle: a shape with no corners, all points equidistant from the center o Triangle: a shape with three straight sides, meeting at three vertices o Rectangle: a shape with 4 straight sides and 4 right angles (opposite sides are equal and parallel; adjacent sides are perpendicular) o Square: a parallelogram with 4 congruent sides and 4 right angles (a square is a rectangle) o Hexagon: a shape with 6 sides and 6 vertices o Rhombus: a parallelogram with all 4 sides congruent		• Story Problem o Chart paper o Steps poster o Cubes o Representation sheets o Math mats • Activity o Geoboards (one per student) o Shapes cards (Resource Masters M11-M13) o Rubber bands	PPW - PU There are 27 scholars in [Class]. 7 of them are girls. How many of them are boys?	Magic Shapes Box	K.G.1-K.G.6
6.5	**Pattern Block Puzzles**	**Inquiry**	Unit 5, Lessons 2.2.1 - 2.2.3 3A	• Fill: there are a variety of shape combinations that can fill a given area.	Objectives: • Students will construct 2-D shapes. • Students will develop language to describe and compare 2-D shapes and their attributes. Vocabulary: On sentence strip and posted after instruction • Round: flat with no straight sides • Vertex (plural: vertices): point at which two or more sides of a geometric figure meet • Geometric Shapes o Circle: a shape with no corners, all points equidistant from the center o Triangle: a shape with three straight sides, meeting at three vertices o Rectangle: a shape with 4 straight sides and 4 right angles (opposite sides are equal and parallel; adjacent sides are perpendicular) o Square: a parallelogram with 4 congruent sides and 4 right angles (a square is a rectangle) o Hexagon: a shape with 6 sides and 6 vertices o Rhombus: a parallelogram with all 4 sides congruent		• Story Problem o Chart paper o Steps poster o Cubes o Representation sheets o Math mats • Activity o Checklist M30 for observations o Teacher version of Puzzle number 1 for demo purposes. o Packets of Pattern Block Puzzles for each student (M20-M29) o Baggies of Pattern Blocks for each student (as many as possible – don't give more than 2 hexagons and try to give lots of the other shapes.)	CDU There were 13 pretezels in the bag and 8 pretezels on the plate. How many more pretezels were in the bag than on the plate?	Magic Shapes Box	K.G.1-K.G.6
6.6	**Pattern Block Puzzles with Recording**	**Inquiry**	Unit 5, Lessons 2.4.1 - 2.4.2 2C	• Fill: there are a variety of shape combinations that can fill a given area.	Objectives: • Students will construct 2-D shapes. • Students will develop language to describe and compare 2-D shapes and their attributes. Vocabulary: On sentence strip and posted after instruction • Round: flat with no straight sides • Vertex (plural: vertices): point at which two or more sides of a geometric figure meet • Geometric Shapes o Circle: a shape with no corners, all points equidistant from the center o Triangle: a shape with three straight sides, meeting at three vertices o Rectangle: a shape with 4 straight sides and 4 right angles (opposite sides are equal and parallel; adjacent sides are perpendicular) o Square: a parallelogram with 4 congruent sides and 4 right angles (a square is a rectangle) o Hexagon: a shape with 6 sides and 6 vertices o Rhombus: a parallelogram with all 4 sides congruent		• Story Problem o Chart paper o Steps poster o Cubes o Representation sheets o Math mats • Activity o Baggies of pattern blocks for each student o Resource Masters M33-M42	CDU 9=3+6	Magic Shapes Box	K.G.1-K.G.6
~~**6.7**~~	~~**Individual Class**~~		~~N/A~~	~~BNA~~	~~NA~~	~~NA~~	~~NA~~	~~NA~~	~~NA~~	~~NA~~
6.7	**100th Day of School Projects**	**Procedures with Connections**		• One-to-one matching • Equivalence • Accurately representing a quantity of objects • Represent their process and thinking. • Explain their mathematical reasoning.	Objectives: • Students will count 100 objects by ones. • Students will make groups of 10 and count 100 objects by 10s. • Students will create a representation of group counting. • Extension: Students will count a set of objects, create an equivalent set and record. Vocabulary: On sentence strip and posted after instruction • Equivalent: the same number • Double-check: do it again to make sure • Represent: show your work on paper	Students use 100 objects to create projects for the 100th day of school. T encourage students to use grouping and order to show their 100 objects.	• 100 objects o Students' object sets o Math mats o Counting Jar representation sheet o Project materials • Extension o Students' Counting Jars – filled with an attainable total for each student, not a challenge total o Cubes o Counting Jar sheets	none	N/A	K.CC.1-K.CC.5

Unit.Day	Title	Lesson Type	Reference	Big Ideas	Objectives/ Vocabulary	Activity/Assessment	Materials	Story Problem	Math Mtg	Common Core Standards
6.8	**Three Ways to Fill**	**Inquiry**	First Grade Investigations Unit 2, Lessons 1.5.1 - 1.5.2	• Larger objects take up more space, so you can fill an area with fewer large shapes. • Composition and decomposition	Objectives: • Students will construct 2-D shapes. • Students will develop language to describe and compare 2-D shapes and their attributes. Vocabulary: On sentence strip and posted after instruction • Round: flat with no straight sides • Vertex (plural: vertices): point at which two or more sides of a geometric figure meet • Geometric Shapes o Circle: a shape with no corners, all points equidistant from the center o Triangle: a shape with three straight sides, meeting at three vertices o Rectangle: a shape with 4 straight sides and 4 right angles (opposite sides are equal and parallel; adjacent sides are perpendicular) o Square: a parallelogram with 4 congruent sides and 4 right angles (a square is a rectangle) o Hexagon: a shape with 6 sides and 6 vertices o Rhombus: a parallelogram with all 4 sides congruent		• Story Problem o Chart paper o Steps poster o Cubes o Representation sheets o Math mats • Activity o First Grade SAB pp18-19 o Pattern blocks for all students	CDU 11=3+8	NA	K.G.1-K.G.6
6.9	**Counting Jar (collect and put in assessment binders)**	**Procedures with Connections**		• Counting Jar gives students the opportunity to practice their one-to-one correspondence, organization and keeping track skills. Students are also learning how to follow directions in a multi-step process. • Group objects and skip-count, organize	Objectives: • SWBAT one-to-one match spoken numbers to objects. • SWBAT practice making equivalent sets. • SWBAT represent their counting jars. Vocabulary: • Equivalent: the same number • Represent: showing your work on paper	SW complete the steps of Counting Jar/ Assessment: TW circulate and assess the students counting (accurate, organized, one-to-one?) using a tracker	• Counting jars (amounts and objects should be differentiated according to students' performance in the most recent counting jar session, though should not total lower than 41) • Counting Jar observation sheet and totals tracker • Cubes (1-2 more 10-sticks than needed per student) • Blank post-it on each jar • Counting Jar poster • Math mats • Worksheet packet for extension • Story Problem representation sheets • Story Problem steps poster	SRU:[S] drew 22 squares on her paper. She erased 11 of them. How many squares are left on [S] paper?	N/A	K.CC.1-K.CC.5
6.1	**Filling with More and Fewer**	**Inquiry**	First Grade Investigations Unit 2, Lessons 1.6.1 - 1.6.3 3A	• Larger objects take up more space, so you can fill an area with fewer large shapes. • Composition and decomposition	Objectives: • Students will find different combinations of shapes that fill a given area. • Students will develop language to describe 2-D shapes and their attributes. • Students will alter designs to use more or fewer pieces to cover the same space. Vocabulary: On sentence strip and posted after instruction • Total: in all, altogether • Shapes o Circle: a shape with no corners, all points equidistant from the center o Triangle: a shape with three straight sides, meeting at three vertices o Rectangle: a shape with 4 straight sides and 4 right angles (opposite sides are equal and parallel; adjacent sides are perpendicular) o Square: a parallelogram with 4 congruent sides and 4 right angles (a square is a rectangle) o Hexagon: a shape with 6 sides and 6 vertices o Rhombus: a parallelogram with all 4 sides congruent		• Story Problem o Chart paper o Steps poster o Cubes o Representation sheets o Math mats • Activity o Bags of pattern blocks (one per student) o First Grade SAB pp21-23 o Teacher copies of worksheets o One Fill the Hexagons sheet (for teacher intro)	SRU 19-13	NA	K.G.1-K.G.6
6.11	**Fill the Hexagons**	**Inquiry**	Unit 5, Lessons 2.3.1 - 2.3.2	• Composition and decomposition • Fit (not out of boundaries) vs. Fill (no empty space) • Fractions – parts of a whole	• Composition and decomposition • Fit (not out of boundaries) vs. Fill (no empty space) • Fractions – parts of a whole	Students use different pattern blocks to fill hexagons on a worksheet./Assessment: How do students place pattern blocks? How do students describe pattern blocks? Do students see and use relationships among the shapes to decide how to place their blocks? For example, do they realize a space the size of a trapezoid can be filled with one red trapezoid, three green triangles or a blue rhombus with a green triangle?	• Story Problem o Chart paper o Steps poster o Cubes o Representation sheets o Math mats • Activity o Pattern Block dice, M31 o SAB p43 (Have cardstock copy for teacher) o Bags of pattern blocks (no tan rhombuses or squares; students should not have more than 2 hexagons)	SRU (no tools) There were 15 desks in the classroom. Mr. Baker carried 4 of the desks outside. How many desks are still in the classroom?	NA	K.G.1-K.G.6
6.12	**Fill the Hexagons Day 2**	**Inquiry**	Unit 5, Lessons 2.3.1 - 2.3.2	• Composition and decomposition • Fit (not out of boundaries) vs. Fill (no empty space) • Fractions – parts of a whole	• Composition and decomposition • Fit (not out of boundaries) vs. Fill (no empty space) • Fractions – parts of a whole	Students use different pattern blocks to fill hexagons on a worksheet. / Assessment: How do students place pattern blocks? How do students describe pattern blocks? Do students see and use relationships among the shapes to decide how to place their blocks? For example, do they realize a space the size of a trapezoid can be filled with one red trapezoid, three green triangles or a blue rhombus with a green triangle?	• Story Problem o Chart paper o Steps poster o Cubes o Representation sheets o Math mats • Activity o Pattern Block dice, M31 o SAB p43 (Have cardstock copy for teacher) o Bags of pattern blocks (no tan rhombuses or squares; students should not have more than 2 hexagons)	SRU: [S] had 22 pencils on her desk. 10 pencils fell. How many pencils are on [S] desk now?	Shape Position Mini-Lesson	K.G.1-K.G.6

Unit.Day	Title	Lesson Type	Reference	Big Ideas	Objectives/ Vocabulary	Activity/Assessment	Materials	Story Problem	Math Mtg	Common Core Standards
6.13	**Equal Parts: Day 1**	**Procedures with Connections**	NA	• A whole can be divided into equal parts. • Two halves can be combined to make a whole.	Objectives: • SWBAT identify a whole object. • SWBAT compose a whole from two equal parts. • SWBAT use the language of "whole" and "half" to label or describe what they are referring to. Vocabulary: • Whole: Entire object of amount • Half: One of two equal parts • Equal: the same number as or the same amount as	SW discuss the concept of "whole". Teacher will chart conceptions. TW show pictures of various whole objects. SW discuss how to cut each whole into 2 equal parts./Assessment: • SW complete a worksheet where they will have to: o Draw a line to cut an object in half; then draw another line on another picture of the same object to show half another way o Color in a whole object o Color in half of a whole o Select two halves that make up a designated whole (This question will be an extension question that can serve as a pre-assessment for the next day's lesson.)	o Pictures of a sandwich, cookie, and pizza (3 of each) o Worksheet (created by JM)	N/A	NA	1.G.3
6.14	**Equal Parts: Day 2**		NA	• A whole can be divided into equal parts. • Two halves can be combined to make a whole.	Objectives: • SWBAT identify a whole object. • SWBAT compose a whole from two equal parts. • SWBAT use the language of "whole" and "half" to label or describe what they are referring to. Vocabulary: • Whole: Entire object of amount • Half: One of two equal parts • Equal: the same number as or the same amount as	SW use pattern block shapes to split a "hexagon cookie" into 2 equal parts./Assessment: Are students able to split the cookie into equal parts? SW complete an exit ticket.	o Pictures of an apple and a cookie o Baggies of pattern blocks o Modified Fill the Hexagons Worksheet (created by JM) o Worksheet (created by JM)	SRU: [S] had 21 lollipops. The, [S] gave 12 lollipops away. How many lollipops does [S] have now?	NA	1.G.3
6.15	**What is a Half?**		NA	• A whole can be divided into equal parts. • Two halves can be combined to make a whole. • A half is one of two equal parts • A half can be one equal part of a set of objects or a single object	• SWBAT use the term "one half" and the notation ½. • SWBAT find equal parts of a whole or a group and name it with a fraction (specifically ½ is one of two equal parts). • SWBAT find one half of a set. • SWBAT show one half of an object. Vocabulary • Whole - one entire object or amount- a complete set or a total… • Half- one of two equal parts; either of a single object or a group of objects	•SW divide objects and sets of objects in half while thinking about how could each person get an equal amount of the object or objects.	o Pictures of an pizza, a tray of 6 cupcakes. o Baggies of color-counters o IP Worksheet o I	none	NA	1.G.3
6.16	**What is a Half? II**		NA	• A whole can be divided into equal parts. • Two halves can be combined to make a whole. • A half is one of two equal parts • A half can be one equal part of a set of objects or a single object	• SWBAT use the term "one half" and the notation ½. • SWBAT find equal parts of a whole or a group and name it with a fraction (specifically ½ is one of two equal parts). • SWBAT find one half of a set. • SWBAT show one half of an object.	• SW divide objects and sets of objects in half while thinking about how could each person get an equal amount of the object or objects.	o Pictures of an pizza, a tray of 6 cupcakes. o Baggies of color-counters o IP Worksheet o Exit Ticket	CDU: [S] has 15 race cars. His brother has 12 race cars. How many more race cars does [S] have than	NA	1.G.3
6.17	**3D Shapes**		N/A	• 3-D shapes are based in 2-D shapes.	Objectives: • Students will define three-dimensional. • Students will name three-dimensional shapes: cube, sphere, cylinder, and cone. • Students will identify 2-D faces/footprints of 3-D shapes (including all prisms). Vocabulary: On sentence strip and posted after instruction • Two-dimensional: flat • Three-dimensional: pops out, you can go around it • Face: the flat sides of 3-D objects. Faces leave two-dimensional footprints. • Prism: a 3-D shape that has two identical faces on either side, connected by rectangles • Pyramid: a 3-D shape with a polygonal base and triangular sides that meet at a point o A cone is not a pyramid	After describing attributes of different 3-D shapes, students will complete a sheet with 4 questions, modeled after TN questions/Assessment: Worksheet	• Story Problem o Chart paper o Steps poster o Cubes o Representation sheets o Math mats • Activity o 8 3-D shapes: the 6 shapes in the set of geometric solids and Geoblocks J and K (see page 93 in Investigations Unit 5) ☐ These are for teacher display. o Chart paper modeled after SAB p. 45 (small spaces for each shape) displaying the sphere, cone, cylinder, cube, prism and pyramid. o RD modified SAB pp45-46	PPW - PU : Ms. D had 21 pencils in her cup. 12 of them were blue, the rest were red. How many of them were red?	NA	K.G.1-K.G.6
6.18	**3D Shapes**		N/A	• 3-D shapes are based in 2-D shapes.	Objectives: • Students will define three-dimensional. • Students will name three-dimensional shapes: cube, sphere, cylinder, and cone. • Students will identify 2-D faces/footprints of 3-D shapes (including all prisms). Vocabulary: On sentence strip and posted after instruction • Two-dimensional: flat • Three-dimensional: pops out, you can go around it • Face: the flat sides of 3-D objects. Faces leave two-dimensional footprints. • Prism: a 3-D shape that has two identical faces on either side, connected by rectangles • Pyramid: a 3-D shape with a polygonal base and triangular sides that meet at a point o A cone is not a pyramid	After describing attributes of different 3-D shapes, students will complete a sheet with 4 questions, modeled after TN questions/Assessment: Worksheet	• Story Problem o Chart paper o Steps poster o Cubes o Representation sheets o Math mats • Activity o 8 3-D shapes: the 6 shapes in the set of geometric solids and Geoblocks J and K (see page 93 in Investigations Unit 5) ☐ These are for teacher display. o Chart paper modeled after SAB p. 45 (small spaces for each shape) displaying the sphere, cone, cylinder, cube, prism and pyramid. o RD modified SAB pp45-46	Partitive Division: Ms. D has 20 pencils. She wants to give them to 4 scholars so that each scholar gets the same number of pencils. How many pencils does each scholar get?	NA	K.G.1-K.G.6

Unit.Day	Title	Lesson Type	Reference	Big Ideas	Objectives/ Vocabulary	Activity/Assessment	Materials	Story Problem	Math Mtg	Common Core Standards
6.19	**Geoblock Match-Up**		Unit 5, Lessons 3.5.1 - 3.5.2 2A	• 3-D shapes are based in 2-D shapes.	Objectives: • Students will define three-dimensional. • Students will name three-dimensional shapes: cube, sphere, cylinder, and cone. • Students will identify 2-D faces/footprints of 3-D shapes (including all prisms). Vocabulary: On sentence strip and posted after instruction • Two-dimensional: flat • Three-dimensional: pops out, you can go around it • Face: the flat sides of 3-D objects. Faces leave two-dimensional footprints. • Prism: a 3-D shape that has two identical faces on either side, connected by rectangles • Pyramid: a 3-D shape with a polygonal base and triangular sides that meet at a point o A cone is not a pyramid	After describing attributes of different 3-D shapes, students will complete a worksheet where they must match a 3-D shape to a 2-D tracing./Assessment: Worksheet	• Story Problem o Chart paper o Steps poster o Cubes o Representation sheets o Math mats • Activity o Chart made during previous lesson o Geoblocks baggies for each student (use all available blocks) o Geoblock Match-Up sheets (M45-50)	Eating JRU: [S] ate 10 cookies. Then, [S] ate 17 more cookies. How many cookies did [S] eat?	NA	K.G.1-K.G.6
6.2	**Units 1-5 Review**		CC standards addressed thus far	• Patterns • Greater/less than • Counting • Shapes (greatest emphasis)	Objectives: • Students will complete a test-format assessment reviewing topics covered in units 1-5. Vocabulary: On sentence strip and posted after instruction • N/A for this lesson	SW complete "Make a Shape" dot paper based on the following direction, making and naming specific shapes./Assessment North Star Review assessment for Units 1-5	Assessment	none	N/A	CC Standards addressed thus far
6.21	**Counting Jar (collect and put in assessment binders)**			• Counting Jar gives students the opportunity to practice their one-to-one correspondence, organization and keeping track skills. Students are also learning how to follow directions in a multi-step process. • Group objects and skip-count, organize	Objectives: • SWBAT one-to-one match spoken numbers to objects. • SWBAT practice making equivalent sets. • SWBAT represent their counting jars. Vocabulary: • Equivalent: the same number • Represent: showing your work on paper	SW complete the steps of Counting Jar/ Assessment: TW circulate and assess the students counting (accurate, organized, one-to-one?) using a tracker	• Counting jars (amounts and objects should be differentiated according to students' performance in the most recent counting jar session, though should not total lower than 41) • Counting Jar observation sheet and totals tracker • Cubes (1-2 more 10-sticks than needed per student) • Blank post-it on each jar • Counting Jar poster • Math mats • Worksheet packet for extension • Story Problem representation sheets • Story Problem steps poster		N/A	K.CC.1-K.CC.5
Begin Unit 7: Graphing										
1.MD.4: Organize, represent, and interpret data with up to 3 categories; ask and answer questions about the totoal number of data points, how many in each category, how many more or less are in each category.										
7.1	**Representing Data**	**Procedures with Connections**	TN 10C and 11C graphing standards	• A graph is an organized way to present information.	• SWBAT create a representation of a set of data • SWBAT articulate the 1 to 1 correspondence between a set of data and a representation of the data	SW collect data by completing question of the day; SW then discusse different ways that they could represent the data/Assessment: SW create their own representations of the Question of the Day survey	• Review assessment Story Problem o Chart paper o Steps poster o Cubes o Representation sheets o Math mats • Activity o Question of the Day chart o Cubes o Representation sheets o Chart paper	Mr. Baker ate 13 Starbursts. Then, Mr. Baker ate 16 more Starbursts. How many Starbursts did Mr. Baker eat?		1.MD.4 K.MD.3
7.2	**Surveys & Representation**	**Inquiry**	TN 10C and 11C graphing standards	• A graph is an organized way to present information.	• SWBAT collect a set of data • SWBAT analyze a set of data • SWBAT create a representation of a set of data • SWBAT articulate the 1 to 1 correspondence between a set of data and a representation of the data	SW complete a survey. TW chart responses on the board. SW discuss ways to represent the data/Assessment: SW create their own representations of the data. SW answer questions about the data.	• Review assessment Story Problem o Chart paper o Steps poster o Cubes o Representation sheets o Math mats • Activity o Question of the Day chart o Cubes o Representation sheets o Chart paper	PPW - PU: [T] had 16 red M&Ms and some green M&Ms. Altogether, [T] had 37 M&Ms. How many M&Ms were green?	Question of the Day	1.MD.4 K.MD.3
7.3	**Pictographs**	**Inquiry**	TN 10C and 11C graphing standards	• A graph is an organized way to present and compare information on a given subject.	Objectives: • Students will read a pictograph. • Students will define a graph as giving information or telling a story. Vocabulary: On sentence strip and posted after instruction • Graph: a chart that gives information with pictures • Title: tells us what the graph is about • Data: the information used to make the graph	TW present a pictograph for the students and students will read the graph to extrapolate data./Assessment: SW complete a graphing worksheet.	• Story Problem o Chart paper o Steps poster o Cubes o Representation sheets o Math mats • Activity o Axes with numbers on chart paper ☐ Be ready to fill it out into a graph if the story told at the beginning of the lesson. o Pictograph independent practice *with short answer questions)*	CDU: [S] has 24 jellybeans. [S2] has 15 jellybeans. How many more jellybeans does [S] have than [S2]?	Question of the Day	1.MD.4 K.MD.3

Unit.Day	Title	Lesson Type	Reference	Big Ideas	Objectives/ Vocabulary	Activity/Assessment	Materials	Story Problem	Math Mtg	Common Core Standards
7.4	**Vertical Bar Graph**	**Procedures with Connections**	TN 10C and 11C graphing standards	• A graph is an organized way to present and compare information on a given subject.	Objectives: • Students will read a vertical bar graph. • Students will define a graph as giving information or telling a story. Vocabulary: On sentence strip and posted after instruction • Graph: a chart that gives information with pictures • Title: tells us what the graph is about • Data: the information used to make the graph	TW take a survey of the class. TW then use a vertical bar graph to display the survey information. TW then ask students questions about the data./ Assessment: SW read a vertical bar graph and answer questions about the data.	• Story Problem o Chart paper o Steps poster o Cubes o Representation sheets o Math mats • Activity o Axes with numbers on chart paper ☐ Be ready to fill it out into a graph if the story told at the beginning of the lesson. o Vertical bar graph independent practice *(add short answer questions)*	CDU: Rutgers University took a survey about pets. The survey showed that 12 scholars have cats and 15 scholars have dogs. How many more scholars have dogs	Question of the Day	1.MD.4 K.MD.3
7.5	**Horizontal Bar Graph**	**Procedures with Connections**	TN 10C and 11C graphing standards	• A graph is an organized way to present and compare information on a given subject.	Objectives: • Students will read a horizontal bar graph. • Students will define a graph as giving information or telling a story. • Students will use a survey to create a graph. Vocabulary: On sentence strip and posted after instruction • Graph: a chart that gives information with pictures • Title: tells us what the graph is about • Survey: gathering information used to make the graph; asking a question and collecting information	TW take a survey of the class. TW then use a horizontal bar graph to display the survey information. TW then ask students questions about the data./ Assessment: SW read a horizontal bar graph and answer questions about the data.	• Story Problem o Chart paper o Steps poster o Cubes o Representation sheets o Math mats • Activity o Survey sentences o Axes with numbers on chart paper ☐ The numbers this time should be on the x-axis ☐ Be ready to fill it out into a graph if the story told at the beginning of the lesson. o Horizontal bar graph independent practice (not double-sided so that students can more easily refer the graph for the second page)	PPW - PU: Mrs. Graham has 32 ribbons. 12 of them are blue ribbons and the rest are green. How may of her ribbons are green?	Question of the Day	1.MD.4 K.MD.3
7.6	**Tally Marks**		TN 10C and 11C graphing standards	• A graph is an organized way to present and compare information on a given subject.	Objectives: • Students will transfer information into a table • Students will define a graph as giving information or telling a story. • Students will use a survey to create tables Vocabulary: On sentence strip and posted after instruction • Graph: a chart that gives information with pictures o Table • Title: tells us what the graph is about • Survey: gathering information used to make the graph; asking a question and collecting information	TW do a brief review of counting and writing tally marks; Then TW show cards with tally marks on them. SW have to write the number represented on white boards. After that round, TW show a number and SW write the tally marks on the white board./Assessment: SW complete a tally mark exit ticket	o White boards, markers, and erasers for every student. o Flashcards with tally marks and numbers written on them (see body of lesson for details) o Worksheet (created by JM)	CDU: There were 13 apples in the fruit bowl and 19 bananas in the fruit bowl. How many more bananas were in the fruit bowl?	Question of the Day	1.MD.4 K.MD.3
7.7	**Table**		TN 10C and 11C graphing standards	• A graph is an organized way to present and compare information on a given subject.	Objectives: • Students will transfer information into a table • Students will define a graph as giving information or telling a story. • Students will use a survey to create tables Vocabulary: On sentence strip and posted after instruction • Graph: a chart that gives information with pictures o Table • Title: tells us what the graph is about • Survey: gathering information used to make the graph; asking a question and collecting information	SW create a graph using tally marks and answer questions about the data/Assessment: SW complete a TN-style graphing assessment.	• Story Problem o Chart paper o Steps poster o Cubes o Representation sheets o Math mats • Activity o Survey sentences o Table ☐ 4x4 square chart. Side squares labeled with class names (Boston College Rutgers University, University of Chicago, Syracuse), top squares labeled with pictures of the characters (see 11C for reference) o Table independent practice (not double-sided so that students can more easily refer the graph for the second page) • Closing o SAB p77	Eating JRU: Mr. Sparling ate 24 carrots. Then Mr. Sparling ate 12 more carrots. How many carrots did Mr. Sparling eat?	Question of the Day	1.MD.4 K.MD.3
7.8	**Table to Graph**		TN 10C and 11C graphing standards	• A graph is an organized way to present and compare information on a given subject.	• SWBAT read a table • SWBAT transfer data from a table to a graph • SWBAT analyze a set of data • SWBAT create a representation of a set of data • SWBAT articulate the 1 to 1 correspondence between a set of data and a representation of the data	SW read a table graph and determine the totals for each category. Then, SW help teacher build a vertical bar graph using the data from the table./Assessment: SW create a bar graph based on a table chart.	• Story Problem o Chart paper o Steps poster o Cubes o Representation sheets o Math mats • Activity o Table chart for each scholar (with chart paper version for I Do and GP) o Vertical graph worksheet (with chart paper version for I Do and GP)	CDU: [T1] has 21 bananas. [T2] has 15 bananas. How many more bananas does [T1] have than [T2]?	Question of the Day	1.MD.4 K.MD.3
7.9	**Counting Jar ** Collect For Assessment Binder ****		Unit 1: Lesson 2.1.1 (CJ) and summer professional development	• One-to-one matching • Equivalence • Accurately representing a quantity of objects • Represent their process and thinking. • Explain their mathematical reasoning	Objectives: • SWBAT one-to-one match spoken numbers to objects. • SWBAT practice making equivalent sets. • SWBAT represent their counting jars. Vocabulary: • Equivalent: the same number • Represent: showing your work on paper	SW complete the steps of Counting Jar/ Assessment: TW circulate and assess the students counting (accurate, organized, one-to-one?) using a tracker	• Counting jars (amounts and objects should be differentiated according to students' performance in the most recent counting jar session, no less than 41) • Counting Profiles observation sheet and totals tracker • Cubes (1-2 more 10-sticks than needed per student) • Blank post-it on each jar • Counting Jar poster • Math mats • Worksheet packet for extension • Story Problem representation sheets • Story Problem steps poster	SRU: [S] drew 29 triangles on his paper. He erased 14 of them. How many triangles are left on [S] paper?	N/A	K.CC.1-K.CC.5

Unit.Day	Title	Lesson Type	Reference	Big Ideas	Objectives/ Vocabulary	Activity/Assessment	Materials	Story Problem	Math Mtg	Common Core Standards
7.1	**Build a Graph**		TN 10C and 11C graphing standards	• A graph is an organized way to present and compare information on a given subject.	Objectives: • Students will total survey results. • Students will create a bar graph using their results. • Students will analyze the information recorded in their graphs. Vocabulary: On sentence strip and posted after instruction • Graph: a chart that gives information with pictures • Title: tells us what the graph is about • Survey: gathering information used to make the graph; asking a question and collecting information	SW receive survey information and create a vertical bar graph to accurately show the data./Assessment: Are students able to accurately represent the data in the bar graph?	• Story Problem o Chart paper o Steps poster o Cubes o Representation sheets o Math mats • Activity o Completed class survey sheets (modeled after the "Do you like…?" survey sheets; students names typed in) o Poster for individual graph procedure o Vertical bar graph worksheet ☐ Axes with numbers on y-axis ☐ Open-ended questions o Extra page of double-sided fact practice for students who finish early o Baggies with 4 colors inside (colored pencils or crayons – whichever are in better condition)	SRU: Ms. Kappes had 27 books. She lost 11 of them. How many books does Ms. Kappes have now?		1.MD.4 K.MD.3
7.11	**Build A Graph: Skittles**		TN 10C and 11C graphing standards	• A graph is an organized way to present and compare information on a given subject.	Objectives: • Students will total survey results. • Students will create a bar graph using their results. • Students will analyze the information recorded in their graphs. Vocabulary: On sentence strip and posted after instruction • Graph: a chart that gives information with pictures • Title: tells us what the graph is about • Survey: gathering information used to make the graph; asking a question and collecting information	SW receive survey information and create a vertical bar graph to accurately show the data./Assessment: Are students able to accurately represent the data in the bar graph?	• Story Problem o Chart paper o Steps poster o Cubes o Representation sheets o Math mats • Activity o Poster for individual graph procedure o Vertical bar graph worksheet ☐ Axes with numbers on y-axis ☐ Open-ended questions o Extra page of double-sided fact practice for students who finish early o Baggies with of skittles.	SRU: Ms. Somerville baked 17 pies. Then Ms. Somerville ate 6 pies. How many pies does Ms. Somerville have now?		1.MD.4 K.MD.3
7.12	**Unit 6 Review**		TN 10C and 11C graphing standards	• A graph is an organized way to present and compare information on a given subject.	Objectives: • Students will read a horizontal bar graph, vertical bar graph, pictograph and a table. • Students will define a graph as giving information or telling a story. • Students will use a survey to create a graph. Vocabulary: On sentence strip and posted after instruction • Graph: a chart that gives information with pictures • Title: tells us what the graph is about • Survey: gathering information used to make the graph; asking a question and collecting information	SW complete a graphing review packet, including all the dfifferent kinds of graphs we've learned about.	Review Packet	none		1.MD.4 K.MD.3
Begin Unit 8: Addition, Subtraction, Number System										
K.CC.1: Count 100 by 1's and by 10's.										
8.1	**Arrangements of 6-16 Tiles**	**Inquiry - Game**	Unit 6, Lessons 1.3.1 - 1.3.2 2A	• Numbers are made from combinations of other, smaller numbers	Objectives: • Students will develop and analyze visual images for quantities up to 16. • Students will decompose numbers in a variety of ways. • Students will model the actions of addition and subtraction situations. Vocabulary: On sentence strip • Arrange: to place in an organized way	SW make arrangments with tiles and then record their arrangement on paper. Students record their arrangements, find and circle groupings./ Assessment: Do students' arrangements have the correct number of tiles? Does each tile touch the tile next to it? Do students find more than one solution? On their own? How do students name and describe their arrangements? Do they focus on the overall image? The colors of the tiles? The number of tiles? Can students accurately record arrangement?	• Story Problem o Steps poster o Cubes o Chart paper and representation sheets o Math mats • Activity o Baggies of square tiles (all one color) ☐ Amounts range from 6-16, depending on students' skill levels ☐ Index card or post-it inside the bag with the student's name on it –NOT THE AMOUNT (students will determine and record this on their own) o Magnetic tape to stick the tiles to the board during demo o Double-sided Inch Grid Paper, SAB p37 or Resource Masters Unit 4 M23 ☐ Add a line at the bottom for the number sentence to be recorded on. This should be one straight line. ☐ Teacher will need own copy of this sheet (not enlarged) to demo recording o Crayons **Note: this recording process should be the same as the one chosen for Day 79. If that was changed, this plan will require some revision as well.	Measurement Division: Coach Rolek had 28 books in the treasure chest. He gave them to 7 scholars. Each scholar got the same number of books. How many books did each scholar get?	N/A	K.CC.1-K.CC.5, K.OA.1-K.OA.5

Unit.Day	Title	Lesson Type	Reference	Big Ideas	Objectives/ Vocabulary	Activity/Assessment	Materials	Story Problem	Math Mtg	Common Core Standards
8.2	**Arrangements of 10-20 (with Number Sentences)**	**Inquiry - Game**	Unit 6, Lessons 1.3.1 - 1.3.2 2A	• Numbers are made from combinations of other, smaller numbers	Objectives: • Students will develop and analyze visual images for quantities up to 16. • Students will decompose numbers in a variety of ways. • Students will model the actions of addition and subtraction situations. • Students will write number sentences to model their arrangments. Vocabulary: On sentence strip • Arrange: to place in an organized way	SW make arrangments with tiles and then record their arrangement on paper. Students record their arrangements, find and circle groupings. Then, they will make number sentences ot match their arragements/ Assessment: Do students' arrangements have the correct number of tiles? Does each tile touch the tile next to it? Do students find more than one solution? On their own? How do students name and describe their arrangements? Do they focus on the overall image? The colors of the tiles? The number of tiles? Can students accurately record arrangement?	• Story Problem o Steps poster o Cubes o Chart paper and representation sheets o Math mats • Activity o Baggies of square tiles (all one color) ☐ Amounts range from 10-20, depending on students' skill levels ☐ Index card or post-it inside the bag with the student's name on it –NOT THE AMOUNT (students will determine and record this on their own) o Magnetic tape to stick the tiles to the board during demo o Math mats o Arrangement recording sheet (RD)	CDU: Ms. Noel has 9 pairs of shoes. Ms Somerville has 14 pairs of shoes. (Who has more?) How many more shoes does Ms. Somerville have than Ms. Noel?	N/A	K.CC.1-K.CC.5, K.OA.1-K.OA.5, 1.OA.1
8.3	**Racing Bears**	**Inquiry - Game**	Unit 6, Lessons 1.5.1 - 1.5.2 and 3.1.3	• All numbers can be decomposed into a variety of groups.	Objectives: • Students will decompose the numbers 1-10 in different ways. • Students will think strategically about moving spaces. Vocabulary: On sentence strip and posted after instruction • Strategy: (Having a plan to obtain a goal) "Making smart choices to get to the end."	Students roll a die to determine how many spaces to move one of their bears up the board. Each bear needs to move up 10 spaces in order to collect the penny./ Assessment: Do students recognize the patterns on the dice, or do they have to count the dots to figure out how many spaces to move? Do they move the correct number of spaces? How do students choose which bear to move? Do they strategize? Review their options? How do they figure out what they need to roll to get a bear to ten? How do students handle rolls that take them past 10?	• Story Problem o Chart paper o Steps poster o Cubes o Representation sheets o Math mats • Activity o One Racing Bears game-board per student (SAB p54/Resource Masters M8) o 4 Bears per student o 10 pennies, counters or buttons per student (any one of these) o "piggy banks" (cups or other receptacle)	MD: [S] had 48 pieces of gum. They were split into 6 different packs. Each pack of gum had the same number of pieces. How many pieces of gum were in each pack?	N/A	K.CC.1-K.CC.5, K.OA.1-K.OA.5
8.4	**Inventory Bags**	**Inquiry - Game**	Unit 6, Lessons 2.2.1 - 2.2.2 2A	• Totals are made up of different subsets. • Number sentences are simply shorthand for this process of totaling.	Objectives: • Students will sort a collection into subsets. • Students will use subsets to count a full set of objects. • Students will use numbers, pictures and/or words to represent a quantity. • Students will write a number sentence to represent their combination of objects. Vocabulary: On sentence strip and posted after instruction • Inventory: a list of what you have and how many • Total: altogether	SW take an inventory of the objects in their bag and record/Assessment: How do students count the objects in the bag? Do they organize them in any way? Do they double-check? Do students keep track of the objects they have already counted? How do students record their work?	• Story Problem o Chart paper o Steps poster o Cubes o Representation sheets o Math mats • Activity o Brown bags labeled with numbers (H students). These bags contain three sets: square tiles, bears, and pennies or counters (math tools) totaling between 18 and 23. o Brown bags labeled with letters (L students). These bags contain the same three sets: square tiles, bears, and pennies or counters (math tools), but totaling between 12 and 17. o SAB p56/Resource Masters M10 (double-sided) ☐ Draw a line so that there is a small rectangular space left for a number sentence.	(Test Format) JRU: Ms. Jackson ate 6 strawberries. Ms. Jackson ate 7 more strawberries. SRU: There were 12 puzzles on the rug. Mahassin put 9 away.	N/A	K.CC.1-K.CC.5, K.MD.3
~~**8.5**~~	~~**Inventory Bags II**~~		~~Unit 6, Lessons 2.2.1 - 2.2.2 2A~~	~~• Totals are made up of different subsets.~~ ~~• Number sentences are simply shorthand for this process of totaling.~~	~~Objectives:~~ ~~• Students will sort a collection into subsets.~~ ~~• Students will use subsets to count a full set of objects.~~ ~~• Students will use numbers, pictures and/or words to represent a quantity.~~ ~~• Students will write a number sentence to represent their combination of objects.~~ ~~• Student will sort the categories by count.~~ ~~Vocabulary: On sentence strip and posted after instruction~~ ~~• Inventory: a list of what you have and how many~~ ~~• Total: altogether~~	~~SW take an inventory of the objects in their bag and record/Assessment:~~ ~~How do students count the objects in the bag? Do they organize them in any way? Do they double-check? Do students keep track of the objects they have already counted? How do students record their work?~~ ~~H student will be required to sort their categories by count.~~	~~• Story Problem~~ ~~o Chart paper~~ ~~o Steps poster~~ ~~o Cubes~~ ~~o Representation sheets~~ ~~o Math mats~~ ~~• Activity~~ ~~o White or plastic bags labeled with letters (H students – very capable counters). These bags contain pennies (5-10), nickels (4-7) and dimes (3-5).~~ ~~☐ For especially high students, you can also include quarters. Bags with quarters will likely total past $1, so choose only students who comfortably count past 100 in their counting jars.~~ ~~o Brown bags labeled with numbers (M students). These bags contain three sets: square tiles, bears, and pennies or counters (math tools) totaling between 20 and 25.~~ ~~o Brown bags labeled with letters (L students). These bags contain the same three sets: square tiles, bears, and pennies or counters (math tools), but totaling between 15 and 20.~~ ~~o SAB p56/Resource Masters M10 (double-sided)~~ ~~☐ Draw a line so that there is a small rectangular space left for a number sentence.~~	~~PPW: Ms. Jackson's inventory bag had 13 tiles and 15 counters in it. How many objects did Ms. Jackson have?~~	~~Number Pattern Mini Lesson~~	~~K.CC.1-K.CC.5, K.MD.3~~

Unit.Day	Title	Lesson Type	Reference	Big Ideas	Objectives/ Vocabulary	Activity/Assessment	Materials	Story Problem	Math Mtg	Common Core Standards
8.5	**A Story of Many Groups**	**Inquiry - Game**	First Grade, Unit 1, 3.7.1, pg. 138	•Finding the total of more than two quantities • Developing a stronger number sense of how quantities in the counting sequence are related (each number is one more or one less than the number before or after it) • Recording solutions that represent a strategy • Accurately total more than two quantities • Record their strategy using a clear and accurate method	• SWBAT represent the number of animals in each group. • SWBAT find the total number of animals. • SWBAT record their solution strategy.	SW complete a packet of JRU story problems with increasing number sizes. TW will give students 5 minutes to complete each problem and circulate to check in with students. TW stop to debrief the story problem.	• Book (attached) • Sentence strip saying "How many [animals, things] were there altogether? • Representation sheets(attached) • Manipulatives (cubes, chips)	none	N/A	1.OA.1- 1.OA.7
8.6	**Collect Together**	**Inquiry - Game**	Unit 6, Lessons 2.1.1 - 2.1.2 2A and Discussion 2.4.1	• Different quantities can be extracted from larger quantities.	Objectives: • Students will accurately count and keep track of a steadily increasing set (up to 25). • Students will determine whether a number is greater or less than 20. Vocabulary: On sentence strip and posted after instruction • Collect: put together • Greater: more (bigger) • Less: not as many (smaller)	Students roll a die and collect the corresponding number of pennies. They continue until their total either meets or exceeds 15/20/Assessment: Do students need to count the dots to see how many pennies to take? Do they take the same number of pennies as dots on the die? How do students find the total number of pennies after new ones have been added? Do they count from 1? Count on from the total at the end of the previous turn? Do they "just know" some combinations that are 1, 2 or 3 more? Do students know how many more pennies they need to make 15/20? Do they recognize when they have 15/20? When they have more than 15/20?	• Story Problem o Chart paper o Steps poster o Cubes o Representation sheets o Math mats • Activity o Bags of pennies (card inside telling students what they are collecting to) ☐ At least 27 per pair of students collecting 20 ☐ At least 20 per pair of students collecting 15 o One standard die per pair of students collecting 20 o One 1-2-3 die per pair of students collecting 15 o Paper plates for collecting the pennies o Pairs can have an index card – every time they get to their number they get a stamp.	SRU [S] had 17 soccer balls. She gave 10 to her sister. How many soccer balls does [S] have now?	N/A	K.OA.1-K.OA.4, 1.OA.1 -1.OA.7
8.7	**Counting Jar ** Collect For Assessment Binder ****	**Procedures with Connections**	Unit 1: Lesson 2.1.1 (CJ) and summer professional development	• One-to-one matching • Equivalence • Accurately representing a quantity of objects • Represent their process and thinking. • Explain their mathematical reasoning	Objectives: • SWBAT one-to-one match spoken numbers to objects. • SWBAT practice making equivalent sets. • SWBAT represent their counting jars. Vocabulary: • Equivalent: the same number • Represent: showing your work on paper	SW complete the steps of Counting Jar/ Assessment: TW circulate and assess the students counting (accurate, organized, one-to-one?) using a tracker	• Counting jars (amounts and objects should be differentiated according to students' performance in the most recent counting jar session, no less than 41) • Counting Profiles observation sheet and totals tracker • Cubes (1-2 more 10-sticks than needed per student) • Blank post-it on each jar • Counting Jar poster • Math mats • Worksheet packet for extension • Story Problem representation sheets • Story Problem steps poster	JRU: There were 15 children playing in the park. 5 more children came to play. How many children are playing in the park now?		
8.8	**Double Compare with Number Sentences**	**Inquiry - Game**	Unit 6, Lessons 3.2.1 - 3.2.2 2A	• As you move in the sequence of number names, the totals represented increase.	Objectives: • Students will total two numbers. • Students will write number sentences to correspond to their total. • Students will determine which of two totals is greater. Vocabulary: On sentence strip and posted after instruction • Total: altogether • Greater: more (bigger) • Less: not as many (smaller)	SW work in partners. Each partner will pull two Primary Number Cards. Then, SW record their total and their partner's total and circle which one is greater. They will write number sentences to match their actions. / Assessement: • Can students read and interpret the numerals on the cards, or do they count the objects on the cards to figure out the number? Can students count the objects on the card accurately? • What strategies do students have for determining which total is greater? Do they just know? Do they count the objects on the card? Do they need Unifix cubes?	• Story Problem o Chart paper o Steps poster o Cubes o Representation sheets o Math mats • Activity o Primary Number cards for L/ML students o Deck of higher number cards for MH/H students o Double Compare recording sheet (RD)	CDU: Coach Rolek has 12 stickers. His sister has 8 stickers. How many more stickers does Coach Rolek have than his sister?	N/A	K.CC.1-K.CC.7, K.OA.1-K.OA.5
8.9	**Double Compare with Number Sentences**	**Inquiry - Game**	Unit 6, Lessons 3.2.1 - 3.2.2 2A	• As you move in the sequence of number names, the totals represented increase.	Objectives: • Students will total two numbers. • Students will write number sentences to correspond to their total. • Students will determine which of two totals is greater. Vocabulary: On sentence strip and posted after instruction • Total: altogether • Greater: more (bigger) • Less: not as many (smaller)	SW work in partners. Each partner will pull two Primary Number Cards. Then, SW record their total and their partner's total and circle which one is greater. They will write number sentences to match their actions. / Assessement: • Can students read and interpret the numerals on the cards, or do they count the objects on the cards to figure out the number? Can students count the objects on the card accurately? • What strategies do students have for determining which total is greater? Do they just know? Do they count the objects on the card? Do they need Unifix cubes?	• Story Problem o Chart paper o Steps poster o Cubes o Representation sheets o Math mats • Activity o Primary Number cards for L/ML students o Deck of higher number cards for MH/H students o Double Compare recording sheet (RD)	CDU: [S] has 15 books at home. Ms. Noel has 9 books. How many more books does [S] have than Ms. Noel?	N/A	K.CC.1-K.CC.7, K.OA.1-K.OA.5
8.1	**Comparison Symbols**	**Procedures with Connections**	Saxon Lesson: 1.108; 2.81; 3.47	• Identify which of two numbers is greater. • Use comparison symbols to show which amount is greater or less or to show when two amounts are equal.	• SWBAT define greater than and less than with words/visuals. • SWBAT be able to identify a number within a given range of numbers. • SWBAT use the comparison symbols to demonstrate relationships between numbers.	☐ SW use their number sense to complete greater than/less than riddles and represent their work. ☐ SW use comparison symbols to represent greater than, less than, and equal to relationships.. ☐ SW complete an independent practice sheet. ☐ SW complete an exit ticket.	Comparison symbols recording sheet Exit ticket of greater than/less than problems Student bags of ten sticks Ten stick for demonstration Bag of 20 counters for each pair Chart paper to model question and strategy Pre made chart of comparison symbols	JRU: Ms. Clemens had 20 cookies for her friends birthday. Then she bought 5 more. How many does she		1.NBT.3

Unit.Day	Title	Lesson Type	Reference	Big Ideas	Objectives/ Vocabulary	Activity/Assessment	Materials	Story Problem	Math Mtg	Common Core Standards
8.11	**Build and Remove with Recording**		Unit 6, Lessons 3.4.1 - 3.4.2	• Modeling take away • Create scenarios to match the subtraction that has taken place, thus building students' ability to process subtraction story problems.	Objectives: • Students will find the total after 1, 2 or 3 is subtracted from a set. [Low] • Students will find the total after 1, 2, 3, 4, 5 or 6 is subtracted from a set. [High] • Students will write number sentences to represent their process. Vocabulary: On sentence strip and posted after instruction • Subtract: take away • Remove: take away • Minus: take away	SW pull a Primary Number Card and build that number with pennies on a 10/15/20 frame. SW then roll a die and remove that number of pennies. SW record a number sentence to match their actions./Assessment: Are students accurate in their counting? How do they arrange the counters on the 10 frame? How do students find the total after 1, 2, or 3 has been subtracted? Do they count all? Use the structure of the Ten-Frame? Count back from the original total? Pose and solve a subtraction problem? Do any just know the answer when one is removed? Are their number sentences/recordings accurate?	• Story Problem o Chart paper o Steps poster o Cubes o Representation sheets o Math mats • Activity o Number cards for every student ☐ Use the same bags that were made for Double Compare (you can take the second set of numbers out and make a second bag) o H students will need a 20-frame, L students a 10-frame (both can be found in Resource Masters) o 1-3 die for every student using an L bag; a standard die for students using H bags o Bags of pennies or counters for every student (11 for L number bags; 17 for H number bags) o Double-sided SAB p.62/Resource Masters M21 for L students o RD Build and Remove sheet for higher students (just like the Double Compare sheet)	SRU: Mr. Sparling filled 23 cups with milk. Then 11 cups spilled. How many cups of milk does Mr. Sparling have now?	N/A	K.CC.1-K.CC.7, K.OA.1-K.OA.5
8.12	**Build and Remove with Recording Day 2**		Unit 6, Lessons 3.4.1 - 3.4.2	• Modeling take away • Create scenarios to match the subtraction that has taken place, thus building students' ability to process subtraction story problems.	Objectives: • Students will find the total after 1, 2 or 3 is subtracted from a set. [Low] • Students will find the total after 1, 2, 3, 4, 5 or 6 is subtracted from a set. [High] • Students will write number sentences to represent their process. Vocabulary: On sentence strip and posted after instruction • Subtract: take away • Remove: take away • Minus: take away	SW pull a Primary Number Card and build that number with pennies on a 10/15/20 frame. SW then roll a die and remove that number of pennies. SW record a number sentence to match their actions./Assessment: Are students accurate in their counting? How do they arrange the counters on the 10 frame? How do students find the total after 1, 2, or 3 has been subtracted? Do they count all? Use the structure of the Ten-Frame? Count back from the original total? Pose and solve a subtraction problem? Do any just know the answer when one is removed? Are their number sentences/recordings accurate?	• Story Problem o Chart paper o Steps poster o Cubes o Representation sheets o Math mats • Activity o Number cards for every student ☐ Use the same bags that were made for Double Compare (you can take the second set of numbers out and make a second bag) o H students will need a 20-frame, L students a 10-frame (both can be found in Resource Masters) o 1-3 die for every student using an L bag; a standard die for students using H bags o Bags of pennies or counters for every student (11 for L number bags; 17 for H number bags) o Double-sided SAB p.62/Resource Masters M21 for L students o RD Build and Remove sheet for higher students (just like the Double Compare sheet)	SRU: [S] baked 30 cupcakes for his birthday. He dropped 15 cupcakes. How many cupcakes did [S] still have?	Money Song	K.CC.1-K.CC.7, K.OA.1-K.OA.5
8.13	**Crayons in All**		Unit 6	• Composition and decomposition of numbers	Objectives: • Students will find all of the number combinations that create a given total. • Students will use numbers, pictures, words and/or number sentences to represent their combinations. Vocabulary: On sentence strip and posted after instruction • Combination: putting things together	SW use blue and red cubes (representing crayons) to formulate different combinations of red and blue to make 5/10 total crayons. SW record their combinations and write number sentences to match./Assessment: Do they randomly assemble a group of five objects? Do they use a more systematic approach, adjusting one solution to find another? Do they use any knowledge of number combinations? How do students record their solutions? Do their representations accurately convey their solutions?	• Story Problem o Chart paper o Steps poster o Cubes o Representation sheets o Math mats • Activity o Red/maroon and blue/light blue cubes for every student (one 10-stick of each) o SAB p66 (double-sided and many extra copies) o A blue and a red/pink colored pencil or crayon for each student. o Index card indicating a number to each student ☐ Day 1: Students work with 5 or 10. Chart with three columns for closing discussion (see pp182-3)	MD: [Teacher] had 5 goody bags. She had 10 pieces of candy to put into the goody bags, and made sure to put the same amount of candy in each goody bag. How many pieces of candy were in	Intoducti on to the Penny	K.CC.1-K.CC.7, K.OA.1-K.OA.5
8.14	**Total of…**		Unit 6	• Composition and decomposition of numbers	Objectives: • Students will find all of the number combinations that create a given total. • Students will write number sentences to correspond to the operation that are performing. Vocabulary: On sentence strip and posted after instruction • Total: all together • Combination: putting things together	SW find different combinations of Primary Number Cards to total 6./ Assessment: What strategies do students use as they play? Do they work randomly, choosing a number to start with and combining it with different numbers to find a way to make six? Do they look for particular combinations? Do they know how many more they need to make six given one card? Given two cards? How do students figure out the total amounts?	• Story Problem o Chart paper o Steps poster o Cubes o Representation sheets o Math mats • Activity o Tower of 6/10 cubes (all the same colors) or 2 10-sticks o Primary number cards ☐ Total of 10: 0-10 ☐ Total of 15 or 20: 0-15 ☐ Challenge: For high students, give a total of 10 or 15, but have numbers to 20 in their bag. This way, they have to decide whether to add or subtract. o Blank index card inside the baggie with the total written on it o Recording sheet (modeled after Double Compare sheet) o Note: The game board has been removed from the list of materials as scripted in Investigations	Partitive Division: Mrs. Jackson has 56 stickers. She needs to give them to 7 scholars. Each scholar gets the same number of ribbons. How many ribbons does each scholar get?	Intodcutio n to the Nickel	K.CC.1-K.CC.7, K.OA.1-K.OA.5

Unit.Day	Title	Lesson Type	Reference	Big Ideas	Objectives/ Vocabulary	Activity/Assessment	Materials	Story Problem	Math Mtg	Common Core Standards
8.15	**Total of…**		Unit 6	• Composition and decomposition of numbers	Objectives: • Students will find all of the number combinations that create a given total. • Students will write number sentences to correspond to the operation that are performing. Vocabulary: On sentence strip and posted after instruction • Total: all together • Combination: putting things together	SW find different combinations of Primary Number Cards to total 6./ Assessment: What strategies do students use as they play? Do they work randomly, choosing a number to start with and combining it with different numbers to find a way to make six? Do they look for particular combinations? Do they know how many more they need to make six given one card? Given two cards? How do students figure out the total amounts?	• Story Problem o Chart paper o Steps poster o Cubes o Representation sheets o Math mats • Activity o Tower of 6/10 cubes (all the same colors) or 2 10-sticks o Primary number cards ☐ Total of 10: 0-10 ☐ Total of 15 or 20: 0-15 ☐ Challenge: For high students, give a total of 10 or 15, but have numbers to 20 in their bag. This way, they have to decide whether to add or subtract. o Blank index card inside the baggie with the total written on it o Recording sheet (modeled after Double Compare sheet) o Note: The game board has been removed from the list of materials as scripted in Investigations	PPW Whole Unknown: [S] had 11 apple slices and 13 orange slices for snack. How many pieces of fruit does [S] have for snack?	Intoductio n to the Dime	K.CC.1-K.CC.7, K.OA.1-K.OA.5
8.16	**Roll and Record**		Unit 6:	• Composition and decomposition of numbers	Objectives: • Students will find all of the number combinations that create a given total. • Students will write number sentences to correspond to their combinations. Vocabulary: On sentence strip and posted after instruction • Total: all together	SW roll 2 0-5 die and determine the total. They will then record the appropriate number sentence on the Roll & Record board./Assessment: How do students determine the total number of dots? Do they count them all, count on or use a number combination that they know? How do students figure out what number to write and where to write it? Do they just know? Do they count up on a number line? Can they write the numbers accurately and legibly? Which numbers are most problematic?	• Story Problem o Chart paper o Steps poster o Cubes o Representation sheets o Math mats • Activity o 52 regulation dice with the 6 replaced by 0 (put a blank sticker over 6) o SAB p59/Resource Masters M13 (double-sided) ☐ If the spaces seem too small for writing number sentences, Ms. D will create a similar sheet for legal-sized paper with bigger spaces. Do not print your worksheets until this is determined. o chart paper version of worksheet	SRU: There were 27 boxes outside of the house. Olivia carried 17 of them inside. How many boxes are still outside?	Coin Review	K.CC.1-K.CC.7, K.OA.1-K.OA.5
8.17	**Roll and Record II**		NA	• Composition and decomposition of numbers	Objectives: • Students will find all of the number combinations that create a given total. • Students will write number sentences to correspond to their combinations. Vocabulary: On sentence strip and posted after instruction • Total: all together	SW roll 2 0-5 die and determine the total. They will then record the appropriate number sentence on the Roll & Record board./Assessment: How do students determine the total number of dots? Do they count them all, count on or use a number combination that they know? How do students figure out what number to write and where to write it? Do they just know? Do they count up on a number line? Can they write the numbers accurately and legibly? Which numbers are most problematic?	• Story Problem o Chart paper o Steps poster o Cubes o Representation sheets o Math mats • Activity o 52 regulation dice with the 6 replaced by 0 (put a blank sticker over 6) o SAB p59/Resource Masters M13 (double-sided) ☐ If the spaces seem too small for writing number sentences, Ms. D will create a similar sheet for legal-sized paper with bigger spaces. Do not print your worksheets until this is determined. o chart paper version of worksheet	None	Coiin Revie	K.CC.1-K.CC.7, K.OA.1-K.OA.5
8.18	**Counting Jar**		Unit 1: Lesson 2.1.1 (CJ) and summer professional development	• One-to-one matching • Equivalence • Accurately representing a quantity of objects • Represent their process and thinking. • Explain their mathematical reasoning	Objectives: • SWBAT one-to-one match spoken numbers to objects. • SWBAT practice making equivalent sets. • SWBAT represent their counting jars. Vocabulary: • Equivalent: the same number • Represent: showing your work on paper	SW complete the steps of Counting Jar/ Assessment: TW circulate and assess the students counting (accurate, organized, one-to-one?) using a tracker	• Counting jars (amounts and objects should be differentiated according to students' performance in the most recent counting jar session, no less than 41) • Counting Profiles observation sheet and totals tracker • Cubes (1-2 more 10-sticks than needed per student) • Blank post-it on each jar • Counting Jar poster • Math mats • Worksheet packet for extension • Story Problem representation sheets • Story Problem steps poster	JRU: Mr. Baker sharpened 19 pencils. Then Mr. Baker sharpened 12 more pencils. How many pencils did Mr. Baker sharpen?	N/A	K.CC.1-K.CC.5
					Unit 9:Money					
2.MD.8 Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using $ and cents symbols appropriately.										
9.1	**Into to Coins (Pennies, Nickels, and Dimes)**		N/A	• A nickel, though one object, is equivalent in value to five pennies. Having five pennies is the same as having one nickel. • A dime, though one small object, is equivalent in value to ten pennies (and two nickels). Have ten dimes (or two nickels) is the same as having one dime.	Objectives: • Students will define the values of a penny and a nickel, respectively. • Students will identify that five pennies are equivalent in value to a nickel. • Students will identify that ten pennies are equivalent in value to a dime. o (High) Students will identify that two nickels are also equivalent in value to a dime. Vocabulary: On sentence strip and posted after instruction • Value: how much/the amount of money it is worth • Coin: round, hard, metal money	TW lead S through a discussion about the value of pennies and nickles. SW calculate the value of different combinations of pennies and nickles. Then, SW complete a worksheet./Assessment: Are students able to accurately calculate the value of different combinations of coins?	• Activity o Large paper coins for teacher o Money poster (only pictrues on it) o Baggies of coins: pennies, nickels (approx. 5 of each coin) ☐ Though students have the baggies, they will not use them much during this lesson. They are mainly there in case lower students need to have the actual coin when counting. o Worksheets • Story Problem o Chart paper o Steps poster o Cubes o Representation sheets o Math mats	(End) SRU: Ms. Noel had 37 pennies. Then she used 25 pennies to buy a soda. How many pennies does Ms. Noel have now? (BONUS: How much money does Ms. Noel have?)	Coin Counting	2.MD.8

Unit.Day	Title	Lesson Type	Reference	Big Ideas	Objectives/ Vocabulary	Activity/Assessment	Materials	Story Problem	Math Mtg	Common Core Standards
9.2	**Counting Money (pennies, nickels and dimes)**		N/A	• A nickel, though one object, is equivalent in value to five pennies. Having five pennies is the same as having one nickel. • A dime, though one small object, is equivalent in value to ten pennies (and two nickels). Have ten dimes (or two nickels) is the same as having one dime.	Objectives: • Students will define the values of a penny and a nickel, respectively. • Students will identify that five pennies are equivalent in value to a nickel. • Students will identify that ten pennies are equivalent in value to a dime. o (High) Students will identify that two nickels are also equivalent in value to a dime. Vocabulary: On sentence strip and posted after instruction • Value: how much/the amount of money it is worth • Coin: round, hard, metal money	SW calculate the value of different combinations of pennies, nickles, and dimes. Then, SW complete a worksheet./Assessment: Are students able to accurately calculate the value of different combinations of coins?	• Activity o Large paper coins for teacher o Money poster (made during coin exchange lessons) o Baggies of coins: pennies, nickels and dimes (approx. 5 of each coin) ☐ Though students have the baggies, they will not use them much during this lesson. They are mainly there in case lower students need to have the actual coin when counting. o Worksheets • Story Problem o Chart paper o Steps poster o Cubes o Representation sheets o Math mats	SRU: [S] had 31 dimes. Then, he bought an ice cream sundae for 22 dimes. How many dimes does [S] have now? (BONUS- How much money does he have left?)	Coin Counting	2.MD.8
9.3	**Penny/Nickel Exchange**		N/A	• A nickel, though one object, is equivalent in value to five pennies. Having five pennies is the same as having one nickel.	Objectives: • Students will define the values of a penny and a nickel, respectively. • Students will identify that five pennies are equivalent in value to a nickel. • Students will create and exchange equivalent sets of money. Vocabulary: On sentence strip and posted after instruction • Value: how much/the amount of money it is worth • Coin: round, hard, metal money	Students work in groups of 2-3. One student will be the designated banker. Scholars take turns rolling the 1-2-3 die. The banker gives the roller the 1, 2, or 3 pennies. When the rollers get at least 5 pennies, they can exchange with the banker for a nickle./Assessment: Are students able to swap pennies for nickles without prompting from the teacher? As students learn the game, do they begin to swap on their own once they get to or past 5, or 10, rather than waiting for the banker to run out of pennies?	• Activity o Paper pennies and nickels (for demo) o Pocket chart o Money poster: [3 columns labeled coin (a picture – to scale as best as possible), value and how do I count?, respectively] o Pocket chart o Baggies of coins ☐ Bankers: 9 pennies for every scholar they are grouped with and many nickels. ☐ Players: a 1-2-3 die and a piggy bank o "Piggy banks" (bowls, cups) for students to keep their money contained o Card or post-it (preferably different colors) to indicate student roles • Worksheets (from the red K/1 workbooks – RD)	none	Coin Counting	2.MD.8
9.4	**Penny/Nickel Exchange: Day 2**		N/A	• A nickel, though one object, is equivalent in value to five pennies. Having five pennies is the same as having one nickel.	Objectives: • Students will define the values of a penny and a nickel, respectively. • Students will identify that five pennies are equivalent in value to a nickel. • Students will create and exchange equivalent sets of money. Vocabulary: On sentence strip and posted after instruction • Value: how much/the amount of money it is worth • Coin: round, hard, metal money	Students work in groups of 2-3. One student will be the designated banker. Scholars take turns rolling the 1-2-3 die. The banker gives the roller the 1, 2, or 3 pennies. When the rollers get at least 5 pennies, they can exchange with the banker for a nickle./Assessment: Are students able to swap pennies for nickles without prompting from the teacher? As students learn the game, do they begin to swap on their own once they get to or past 5, or 10, rather than waiting for the banker to run out of pennies?	• Activity o Paper pennies and nickels (for demo) o Pocket chart o Money poster: [3 columns labeled coin (a picture – to scale as best as possible), value and how do I count?, respectively] o Pocket chart o Baggies of coins ☐ Bankers: 9 pennies for every scholar they are grouped with and many nickels. ☐ Players: a 1-2-3 die and a piggy bank o "Piggy banks" (bowls, cups) for students to keep their money contained o Card or post-it (preferably different colors) to indicate student roles • Worksheets (from the red K/1 workbooks – RD)	JRU: [S] had 26 nickles in his piggy bank. Then, [S] took 13 nickles out. How many nickles does [S] have now? (BONUS- How much money does he have?)	Coin Counting	2.MD.8
9.5	**Shopping I - Pretend**		N/A	• A nickel, though one object, is equivalent in value to five pennies. Having five pennies is the same as having one nickel. • A dime, though one small object, is equivalent in value to ten pennies (and two nickels). Have ten dimes (or two nickels) is the same as having one dime. • There are many combinations of coins that can total to a given value.	Objectives: • Students will define the values of a penny and a nickel, respectively. • Students will total groups of dimes, nickels and pennies. • Students will create combinations of dimes, nickels and pennies to match a given value. Vocabulary: On sentence strip and posted after instruction • Value: how much/the amount of money it is worth • Coin: round, hard, metal money • Cost: amount of money needed to buy an object	After a review of coins and their value, the class will look at several items with price tags and determine different combinations of coins that could be used to buy the item. Then, SW complete a worksheet where they have to shade in the correct coins in order to buy different items./Assessment: Worksheet; Are students able to correctly combine coins reach the correct total?	• Activity o Large paper coins for teacher o Demo objects for purchase (puppets, globe, etc.) with price tags on them o Money poster (made during coin exchange lessons) o Baggies of coins: pennies, nickels and dimes (approx. 15 pennies, 8 nickels and 6 dimes) o Chart paper set up like worksheets: picture or name of the item with the price at the top. You will record the combinations on these charts so that students get familiar. o Worksheets ☐ The worksheets will be scaffolded for H, M and L. The items will be the same, but the prices will vary. Teachers decide which sheet a given student should work on. • Story Problem o Chart paper o Steps poster o Cubes o Representation sheets o Math mats	Money JCU: [S] had 19¢. She spent 11¢ on a princess doll. How much money does [S] have now? (Bonus after solving and sharing: How can she make that 8 ¢?)	Coin Counting	2.MD.8
9.6	**Shopping II**		N/A	• A nickel, though one object, is equivalent in value to five pennies. Having five pennies is the same as having one nickel. • A dime, though one small object, is equivalent in value to ten pennies (and two nickels). Have ten dimes (or two nickels) is the same as having one dime. • There are many combinations of coins that can total to a given value.	Objectives: • Students will define the values of a penny and a nickel, respectively. • Students will total groups of dimes, nickels and pennies. • Students will create combinations of dimes, nickels and pennies to match a given value. Vocabulary: On sentence strip and posted after instruction • Value: how much/the amount of money it is worth • Coin: round, hard, metal money • Cost: amount of money needed to buy an object	After a review of coins and their value, the class will look at several items with price tags and determine different combinations of coins that could be used to buy the item. Then, SW complete a worksheet where they have to shade in the correct coins in order to buy different items. While working independently on the sheet, SW be called up individually to purchase different items./Assessment: Worksheet; Are students able to correctly combine coins reach the correct total?	• Activity o Large paper coins for teacher o Demo objects for purchase (puppets, globe, etc.) with price tags on them o Money poster (made during coin exchange lessons) o Baggies of coins: pennies, nickels and dimes (approx. 15 pennies, 8 nickels and 6 dimes) o Assortment of extra treasure chest items o Price tags L, M, H o Teacher at the "store" with one of the toy cash registers. Money worksheet packet	none	Coin Counting	2.MD.8

Unit.Day	Title	Lesson Type	Reference	Big Ideas	Objectives/ Vocabulary	Activity/Assessment	Materials	Story Problem	Math Mtg	Common Core Standards
9.7	**Shopping II**		N/A	• A nickel, though one object, is equivalent in value to five pennies. Having five pennies is the same as having one nickel. • A dime, though one small object, is equivalent in value to ten pennies (and two nickels). Have ten dimes (or two nickels) is the same as having one dime. • There are many combinations of coins that can total to a given value.	Objectives: • Students will define the values of a penny and a nickel, respectively. • Students will total groups of dimes, nickels and pennies. • Students will create combinations of dimes, nickels and pennies to match a given value. Vocabulary: On sentence strip and posted after instruction • Value: how much/the amount of money it is worth • Coin: round, hard, metal money • Cost: amount of money needed to buy an object	After a review of coins and their value, the class will look at several items with price tags and determine different combinations of coins that could be used to buy the item. Then, SW complete a worksheet where they have to shade in the correct coins in order to buy different items. While working independently on the sheet, SW be called up individually to purchase different items./Assessment: Worksheet; Are students able to correctly combine coins reach the correct total?	• Activity o Large paper coins for teacher o Demo objects for purchase (puppets, globe, etc.) with price tags on them o Money poster (made during coin exchange lessons) o Baggies of coins: pennies, nickels and dimes (approx. 15 pennies, 8 nickels and 6 dimes) o Assortment of extra treasure chest items o Price tags L, M, H o Teacher at the "store" with one of the toy cash registers. Money worksheet packet	none	Coin Counting	2.MD.8
~~**9.6**~~	~~**Individual Class**~~		~~NA~~	~~NA~~	~~NA~~	~~NA~~	~~NA~~	~~NA~~	~~Time~~	~~NA~~
					Unit 10: Time					
1.MD.3: Tell and write time in hours and hald-hours using analog and digital clocks										
10.1	**Time to the Hour Day 1**		NA	• Measuring/Telling Time • Sense of time: one minute is a small period of time, whereas an hour is substantial.	Objectives: • SW define clocks as tools that measure time. • SW identify hours and minutes as the units of measure for time. • SW define the small hand as telling the hour and the big hand as telling the minutes on an analog clock. • SW identify a double zero on a digital clock and the big hand on the 12 as reading, "o'clock." • SW accurately tell/record the time to the hour on analog and digital clocks. Vocabulary: On sentence strip and posted after instruction • Analog • Digital	TW explain that clocks measure time and that we use analog and digital clocks to measure time. After practicing telling time as a class, SW pull one digital clock car and find the analog one that matches it./ Assessment: Clock face worksheets (questions students fill in independently); Houghton-Mifflin extension/exit ticket worksheets pp 176, 178, 179-80	• Activity o Digital clock (real) for teacher demonstration o Chart paper digital clock face for teacher o Digital clock worksheet o Analog clocks for teacher demonstration (can use the clocks on the wall in the classroom as well as Lakeshore Teacher clock) o Analog clock worksheet o Chart paper analog clock face for teacher o The Grouchy Ladybug by Eric Carle o Time matching worksheet	none	Time Review	1.MD.3
10.2	**Time to the Hour Day 2**		NA	• Measuring/Telling Time • Sense of time: one minute is a small period of time, whereas an hour is substantial.	Objectives: • SW define clocks as tools that measure time. • SW identify hours and minutes as the units of measure for time. • SW define the small hand as telling the hour and the big hand as telling the minutes on an analog clock. • SW identify a double zero on a digital clock and the big hand on the 12 as reading, "o'clock." • SW accurately tell/record the time to the hour on analog and digital clocks. Vocabulary: On sentence strip and posted after instruction • Analog • Digital	TW explain that clocks measure time and that we use analog and digital clocks to measure time. After practicing telling time as a class, SW pull one digital clock car and find the analog one that matches it./ Assessment: Clock face worksheets (questions students fill in independently); Houghton-Mifflin extension/exit ticket worksheets pp 176, 178, 179-80	• Activity o Digital clock (real) for teacher demonstration o Chart paper digital clock face for teacher o Digital clock worksheet o Analog clocks for teacher demonstration (can use the clocks on the wall in the classroom) o Student analog clocks o Cards for matching game: 9 analog clock faces with times and 9 digital clock faces with the same times oTime matching extension worksheet	Eating JRU (if time permits): [S] ate 7 pieces of birthday cake. Then [S] ate 13 pieces of birthday cake. How many pieces of birthday cake did [S] eat?	Time Review	1.MD.3
10.3	**Time to the Hour - elapsed time**		NA	•Measuring/Telling Time • Sense of time: one minute is a small period of time, whereas an hour is substantial.	Objectives: • SW define clocks as tools that measure time. • SW identify hours and minutes as the units of measure for time. • SW define the small hand as telling the hour and the big hand as telling the minutes on an analog clock. • SW accurately tell/record the time to the hour on analog. • SW adjust their recording of time according to number of hours passed Vocabulary: Words on sentence strip and posted after instruction • Analog • Later (after, more times passed)	As the teacher reads the Grouchy Lady Bug, SW adjust their own analog clocks to show the new time. SW independently complete an elapsed time worksheet./Assessment: Are students able to accurately keep track of the elapsed time?	• Activity o Analog clocks for teacher demonstration (can use the clocks on the wall in the classroom) o Analog clock worksheet (TBC) o Mini-clocks o The Grouchy Ladybug by Eric Carle o Independent Practice (RD)	none	Time Review	1.MD.3
10.4	**Time to the Half-Hour Day 1**		NA	•Measuring/Telling Time • Sense of time: one minute is a small period of time, whereas an hour is substantial.	Objectives: • SW define clocks as tools that measure time. • SW identify hours and minutes as the units of measure for time. • SW define the small hand as telling the hour and the big hand as telling the minutes on an analog clock. • SW identify a 30 on a digital clock and the big hand on the 6 as reading, "thirty." • SW accurately tell/record the time to the half-hour on analog and digital clocks. Vocabulary: On sentence strip and posted after instruction • Analog • Digital	TW introduce time to the half-hour on both digital and analog clocks. TW then tell a story and students will have to set their analog clocks to the correct time. SW then match digital and analog clock cards to the half-hour./Assessment: Are students able to accurately set their analog clocks to the half-hour? Are they able to match the clock cards?	• Activity o Digital clock (real) for teacher demonstration o Chart paper digital clock face for teacher o Digital clock worksheet (TBC) o Analog clocks for teacher demonstration (can use the clocks on the wall in the classroom) o Analog clock worksheet (TBC) o Chart paper analog clock face for teacher o Story (in plan) o Cards for new matching game: 9 analog clock faces with times and 9 digital clock faces with the same times o Houghton-Mifflin worksheets as extension for students who complete the matching game early pp176, 178, 179-80	none	Time Review	1.MD.3

Unit.Day	Title	Lesson Type	Reference	Big Ideas	Objectives/ Vocabulary	Activity/Assessment	Materials	Story Problem	Math Mtg	Common Core Standards
10.5	**Time to the Half-Hour Day 2**		NA	• Measuring/Telling Time • Sense of time: one minute is a small period of time, whereas an hour is substantial.	Objectives: • SW define clocks as tools that measure time. • SW identify hours and minutes as the units of measure for time. • SW define the small hand as telling the hour and the big hand as telling the minutes on an analog clock. • SW identify a 30 on a digital clock and the big hand on the 6 as reading, "thirty." • SW accurately tell/record the time to the half-hour on analog and digital clocks. Vocabulary: On sentence strip and posted after instruction • Analog • Digital	TW introduce time to the half-hour on both digital and analog clocks. TW then tell a story and students will have to set their analog clocks to the correct time. SW then match digital and analog clock cards to the half-hour./Assessment: Can students accurately match clocks to the half-hour on the worksheet?	• Activity o Analog clocks for teacher demonstration (can use the clocks on the wall in the classroom) o Analog clock worksheet (TBC) o Mini-clocks o Story o Worksheets for independent practice/assessment	none	Time Review	1.MD.3
~~10~~	~~**Shopping III**~~		~~N/A~~	~~• A nickel, though one object, is equivalent in value to five pennies. Having five pennies is the same as having one nickel.~~ ~~• A dime, though one small object, is equivalent in value to ten pennies (and two nickels). Have ten dimes (or two nickels) is the same as having one dime.~~ ~~• There are many combinations of coins that can total to a given value.~~	~~Objectives:~~ ~~• Students will define the values of a penny and a nickel, respectively.~~ ~~• Students will total groups of dimes, nickels and pennies.~~ ~~• Students will create combinations of dimes, nickels and pennies to match a given value.~~ ~~Vocabulary: On sentence strip and posted after instruction~~ ~~• Value: how much/the amount of money it is worth~~ ~~• Coin: round, hard, metal money~~ ~~• Cost: amount of money needed to buy an object~~	~~After a review of coins and their value, the class will look at several items with price tags and determine different combinations of coins that could be used to buy the item. Then, SW complete a worksheet where they have to shade in the correct coins in order to buy different items. While working independently on the sheet, SW be called up individually to purchase different items./Assessment: Worksheet; Are students able to correctly combine coins reach the correct total?~~ ~~**IF TIME PERMITS, TW INTRODUCE QUARTER**~~	~~o Money poster (made during coin exchange lessons)~~ ~~o Baggies of coins: pennies, nickels and dimes (approx. 15 pennies, 8 nickels and 6 dimes)~~ ~~o Assortment of extra treasure chest items~~ ~~o Price tags I, M, H~~ ~~o Teacher at the "store" with one of the toy cash registers.~~ ~~Money worksheet packet~~	~~none~~	~~Coin Counting~~	~~2.MD.8~~
10.6	**Counting Jar (Collect for Assessment Binders)**		Unit 1: Lesson 2.1.1 (CJ) and summer professional development	• One-to-one matching • Equivalence • Accurately representing a quantity of objects • Represent their process and thinking. • Explain their mathematical reasoning	Objectives: • SWBAT one-to-one match spoken numbers to objects. • SWBAT practice making equivalent sets. • SWBAT represent their counting jars. Vocabulary: • Equivalent: the same number • Represent: showing your work on paper	SW complete the steps of Counting Jar/ Assessment: TW circulate and assess the students counting (accurate, organized, one-to-one?) using a tracker	• Counting jars (amounts and objects should be differentiated according to students' performance in the most recent counting jar session, no less than 41) • Counting Profiles observation sheet and totals tracker • Cubes (1-2 more 10-sticks than needed per student) • Blank post-it on each jar • Counting Jar poster • Math mats • Worksheet packet for extension • Story Problem representation sheets • Story Problem steps poster	PPW: [S] has 19 Harry Potter books and 21 Dr. Seus books. How many books does [S] have?	Coin Counting	K.CC.1-K.CC.5
					Begin Unit 11: Test Prep					
K.CC.1: Count 100 by 1's and by 10's.										
11.1	**Measurement**		NSAVES	• Represent and explain mathematical reasoning, Measurement, Compare Lengths	Objectives: • SWBAT measure objects using their cubes. • SWBAT compare objects to determine which is longer or shorter. Vocabulary: • There is no new vocabulary being introduced.	☐ SW use their cubes to measure various objects. ☐ SW record the how many cubes long each object is in their measurement bag. ☐ SW determine which object in their bag is the longest and the shortest.	☐ Brown bags with 6 Measurement Materials o Should contain materials that are longer or shorter than a 10-stick ☐ Two 10-sticks (same color) for each student to measure with ☐ Measuring Worksheet ☐ Shortest/ Longest Review Sheet	NA	NA	K.CC.1-K.CC.5, K.OA.1-K.OA.5
11.2	**Money**		NSAVES	• ☐ Counting m ☐ Equivalency ☐ Joining amounts	Objectives: ☐ SWBAT define the values of a penny, nickel, and quarter respectively. ☐ SWBAT identify that the values of coins have different equivalencies. ☐ SWBAT identify what information they need to have in order to make a purchase when shopping. ☐ SWBAT combine quantities of different amounts of coins. Vocabulary: • ☐ Value: how much/the a ☐ Coin: round, hard, metal money ☐ Penny: 1 cent ☐ Nickel: 5 cents ☐ Dime: 10 cents ☐ Quarter: 25 cents	☐ SW determine the total cost of two different items and then use their coins to create the total amount.	• ☐ Large Paper ☐ Money Poster: (From Money Unit) ☐ Baggies of Coins: pennies, nickels, dimes and quarters (approx. 5 of each coin) ☐ Coin Worksheet ☐ Candies for Scholars who Purchase Accurately ☐ Large Candies with Price Tag, Ruler, Thermometer for Demo ☐ Cubes for Group Counting	NA	NA	K.CC.1-K.CC.5, K.OA.1-K.OA.5
11.3	**Time**		NSAVES	☐ Represent/ tell time on an analog and digital clock. ☐ Identify hours and minutes as the units of measure for time	Objectives: • ☐ SWBAT define clocks as ☐ SWBAT identify that a group of 60 minutes is equivalent to 1 hour. ☐ SWBAT identify the hour and minute hands on an analog clock. ☐ SWBAT identify the long hand at the 12 on an analog clock as reading, "o'clock." ☐ SWBAT accurately tell/ record the time to the hour on analog clock. Vocabulary: On sentence strip and posted after instruction • ☐ Analog Clock: Has m ☐ Digital Clock: Uses numbers to show the time	☐ SW pull a digital clock card and find the analog clock that matches it. ☐ SW complete a worksheet matching digital and analog clock times.	☐ Digital Clock Poster ☐ Analog Clock: for Demo ☐ Flashcards with digital clock times ☐ Analog Clocks for each student ☐ Cards For Matching Game: 9 analog clock faces with times and 9 digital clock faces with the same times printed on Cardstock ☐ Clock Worksheet	NA	NA	K.CC.1-K.CC.5, K.OA.1-K.OA.5

Unit.Day	Title	Lesson Type	Reference	Big Ideas	Objectives/ Vocabulary	Activity/Assessment	Materials	Story Problem	Math Mtg	Common Core Standards
11.4	**Data Analysis**		NSAVES	o Data Analysis and Graphs	Objectives: o SWBAT read a table. o SWBAT analyze a set of data. o SWBAT create a representation of a set of data. o SWBAT articulate the 1 to 1 correspondence between a set of data and a representation of the data. Vocabulary: On sentence strip and posted after instruction ☐ Data: Information ☐ Survey: Gathering information used to make the graph; asking a question and collecting information ☐ Graph: A chart that shows mathematical information o Vertical Bar Graph: A graph with data that is represented by vertical bars. ☐ Title: Tells us what the graph is about ☐ Table Chart: a chart that gives information using tally marks	o SW create a table using the number of bears collected in the class and answer questions about their data. o SW look at a vertical bar graph and answer questions about the data.	• Activity o Chart Paper Version of the Table Chart of Demo (modeled after IP but blank) o Chart Paper Version of Vertical Bar Graph for Demo (Modeled after IP but blank: Make sure scale goes to at least 13) o 1 Bag of Racing Bears for scholars to choose from: ☐ 7 Blue ☐ 9 Red ☐ 13 Yellow ☐ 11 Green o Independent Practice Worksheet	NA	NA	K.CC.1-K.CC.5, K.OA.1-K.OA.5
11.5	**Number Patterns**		NSAVES	Patterns	Objectives: • ☐ SWBAT const ☐ SWBAT determine what comes next in a pattern. ☐ SWBAT define a number pattern based on a repeating pattern. Vocabulary: On sentence strip and posted after instruction • and over again.	☐ SW use counters to make patterns that correspond to number patterns. ☐ SW complete an exit ticket to determine the number for each given pattern	• ☐ Baggies o H's can receive baggies of coins as an extension – At least 8 of each coin ☐ Pattern Blocks for Demo with sentence strips ☐ Number Pattern Cards ☐ Exit Ticket Story Problem o Chart paper o Steps poster o Cubes o Representation sheets o Math mats • Activity o Independent+G177	NA	NA	K.CC.1-K.CC.5, K.OA.1-K.OA.5
11.6	**Calendar**		NSAVES	☐ Calendar Measurement	Objectives: ☐ SWBAT accurately use a calendar to answer questions about corresponding events. ☐ SWBAT identify the days of the week at the top of the calendar. ☐ SWBAT create their own calendar planning events on certain days Vocabulary: On sentence strip and posted after instruction • ☐ Calendar: A tool used to	☐ SW navigate their own calendar to schedule certain events in the month. ☐ SW answer questions about the data collected in their calendar.	• ☐ Calendar Poster ☐ Calendar Pictures for scheduling on Poster ☐ Calendar Worksheet ☐ Chart Paper Version of Calendar Worksheets	NA	NA	K.CC.1-K.CC.5, K.OA.1-K.OA.5
11.7	**Geometry**		NSAVES	☐ Geometry	• ☐ S rectangles, squares and rhombi. ☐ SW compare and contrast shapes with common attributes.	☐ SW describe where they can find 2D shapes in the real world ☐ SW match pairs of shapes according to different attributes. ☐ SW complete an assessment worksheet identifying each shape and its real word counterpart.	• ☐ 2D Shape Object Pictures ☐ 2-D Shape Explorers Poster ☐ Baggies of Attribute Blocks for each student (at least 2 of each shape, color, size and width) ☐ Same/ Different Attribute Cards (Created by JL): Cards should be on red or blue t	NA	NA	K.CC.1-K.CC.5, K.OA.1-K.OA.5
11.8	**Number Sense**		NSAVES	☐ Story Problem ☐ Counting Objects ☐ Greater Than/ Less Than	Objectives: ☐ SWBAT solve a JRU and SRU story problem. ☐ SWBAT accurately count a set of objects ☐ SWBAT compare quantities to determine which is more than, less than or equal to certain numbers. ☐ SWBAT use language for comparing quantities (more, greater, less, fewer, most, least, fewest, same and equal to). ☐ SWBAT combine two numbers to create a total. Vocabulary: On sentence strip and posted after instruction • ☐ More/ Greater: larger ar ☐ Less/ Fewer: smaller amount than a given number ☐ Equal: same number/ same amount ☐ Total: all of a quantity or amount	☐ SW complete story problem and counting extension worksheet. ☐ SW roll a die to identify a certain number. SW then pull a card to determine if they need to find more, less or the same number. SW then select a primary number card that matches the constraint. ☐ SW complete an exit ticket selecting groups that are more, less or the same number as a certain group.	☐ Story Problem Worksheet with Counting Extension ☐ 1 die per student (2 dice for H's) ☐ More than/ Less Than/ Equal To Cards – 1 set for each student (Created by JL) ☐ Total of Gameboard RM ☐ Primary Number Cards - 1 set per student with numbers 0-10, 2 of each card (H's should have 0-15, 2 of each card) ☐ More Than, Less Than, Equal To Worksheet	NA	NA	K.CC.1-K.CC.5, K.OA.1-K.OA.5
11.9	**Number Patterns II**		NSAVES	Patterns	Objectives: • ☐ SWB ☐ SWBAT determine what comes next in a pattern. ☐ SWBAT define a number pattern based on a constant rate of change. ☐ SWBAT switch count by 2's, 5's, 10's, 25's Vocabulary: On sentence strip and posted after instruction •\ ☐ P over, and over again.	☐ SW use white board to find the mystery number in a set of number patterns. ☐ SW complete a number pattern blitz packet.	• Pattern Blitz Packet ☐ White Boards, Markers and Erasers for each scholar ☐ Number Patterns Written on Chart Paper (See lesson for patterns)	NA	NA	K.CC.1-K.CC.5, K.OA.1-K.OA.5

Unit.Day	Title	Lesson Type	Reference	Big Ideas	Objectives/ Vocabulary	Activity/Assessment	Materials	Story Problem	Math Mtg	Common Core Standards
11.1	**Geometry II**		NSAVES	☐ Geometry ☐ 3D shapes are based in 2D shapes	Objectives: • ☐ SWBAT desc ☐ SWBAT compare and contrast shapes with common attributes. ☐ SWBAT identify half of an object as two equal parts that match exactly. Vocabulary: On sentence strip and posted after instruction • ☐ Attribute: Words tha ☐ Width: How thick something is ☐ Round: flat with no straight sides ☐ Vertex (plural: vertices): point at which two or more sides of a geometric figure meet	☐ SW identify 3D shapes that can roll, be stacked, or slide. ☐ SW match 2D shapes with common attributes. ☐ SW find the two equal halves of a whole shape.	• 2D Shapes ☐ Picture of a Pizza & Cracker ☐ 2-D Shape Explorers Poster (From previous Lesson) ☐ 3-D Shape Poster ☐ Baggies of 3-D Shapes for each student ☐ Shape Matching Worksheet ☐ 3D Shape Worksheet	NA	NA	K.CC.1-K.CC.5, K.OA.1-K.OA.5
11.11	**Number Sense II**		Unit 6, Lessons 3.2.1 - 3.2.2 2A	• ☐ Story Proble ☐ Counting Objects ☐ Patterns ☐ Ordinal Numbers	Objectives: • ☐ SWBAT solve a JRU and SE ☐ SWBAT accurately count a set of objects ☐ SWBAT identity objects by their ordinal number in a set. ☐ SWBAT determine what comes next in a pattern. ☐ SWBAT define a number pattern based on a repeating pattern Vocabulary: On sentence strip and posted after instruction • ☐ More/ Greater: larger ar ☐ Less/ Fewer: smaller amount than a given number ☐ Equal: same number/ same amount ☐ Total: all of a quantity or amount ☐ Pattern: (any repeated sequence) something that repeats itself over, and over, and over again.	☐ SW have 3 groups and rotate through a series of activities ☐ SW complete story problem and counting worksheet independently. ☐ SW line up and identify themselves based off their ordinal number. SW complete a worksheet identifying ordinal numbers. ☐ SW complete a pattern blitz packet identifying what comes next in a series of patterns.	• ☐ Ordinal Numbers Worksheet ☐ Independent Blitz Packet ☐ Pattern Worksheet	NA	N/A	K.CC.1-K.CC.5, K.OA.1-K.OA.5
10.12	**Money II**		NSAVES	• A nickel, though one object, is equivalent in value to five pennies. Having five pennies is the same as having one nickel. ☐ A dime, though one object, is equivalent in value to ten pennies (and two nickels). Have ten dimes (or two nickels) is the same as having one dime. ☐ Quarters are counted by 25's (25, 50, 75, $1).	Objectives: • ☐ SWI ☐ SWBAT identify that the value of five pennies is equivalent to the value of one nickel. ☐ SWBAT identify that the value of 10 pennies is equivalent to the value of one dime. ☐ SWBAT identify that two nickels are also equivalent in value to a dime. ☐ SWBAT identify that 4 quarters is equal to 1$. ☐ SWBAT combine different coins to make a specified amount. Vocabulary: • ☐ Value: how much/ the a ☐ Coin: round, hard, metal money	☐ SW calculate the value of different combinations of pennies, nickels, dimes and quarters. ☐ SW will look at several items with price tags and determine different combinations of coins that could be used to buy the item. ☐ SW use their own coin baggies to create the amount with their actual coins. ☐ SW complete a worksheet where they have to select the correct amount that objects are worth.	• ☐ ☐ Money Poster: From Money Unit ☐ Baggies of Coins: pennies, nickels, dimes and quarters (approx. 5 of each coin) ☐ Demo Objects with Price Tags for Purchase ☐ Coin Worksheet	NA	NA	K.CC.1-K.CC.5, K.MD.3
11.12	**Counting Jar**		NSAVES	☐ Grouping objects and organizing one's objects when counting leads to greater efficiency and accuracy. ☐ Counting Jar gives students the opportunity to practice their one-to-one correspondence, organization and keeping track skills. Students are also learning how to follow directions in a multi-step process.	Objectives: • ☐ SWBAT one-to-one ☐ SWBAT practice making equivalent sets. ☐ SWBAT represent their counting jars. Vocabulary: On sentence strip and posted after instruction • ☐ Equivalent: the same number ☐ Represent: showing your work on paper	☐ SW complete the steps of counting jar.	• Counting Jars o Guiding Numbers: Note: Teacher should use most recent assessment to gauge appropriate numbers for each scholar. o HH: 127 Counters o HL: 117 Counters or Tiles o MH: 97 o ML: 78 o LH: 67 o LL: 57 • Counting Profiles observation sheet and totals tracker • Cubes (1-2 more 10-sticks than needed per student) • Counting Jar Poster • Counting Jar Representation Sheets	NA	NA	K.CC.1-K.CC.5, K.OA.1-K.OA.5

Unit.Day	Title	Lesson Type	Reference	Big Ideas	Objectives/ Vocabulary	Activity/Assessment	Materials	Story Problem	Math Mtg	Common Core Standards
Begin Unit 12: Place Value										
K.NBT.1: Compose and decompose number from 11 to 19 into ten ones and some further ones, and record each compostion and decomposition by a drawing or equation; understand that these numbers are composed of ten ones and 1, 2, 3, 4, 5, 6, 7, 8 or 9 ones.										
12.1	**Place Value Day 1: Tens and Ones**		N/A	• The digits in numbers greater than 9 represent groups of ten and one	Objectives: • SWBAT identify two of the three different place values—tens, and ones. • SWBAT name the place value of a digit in a given number. • SWBAT explain what a digit represents in a given number based on its place value. Vocabulary: Word on sentence strip and posted after instruction • Tens: groups of ten in a given number • Ones: the remainder that does not make a whole ten • Place value: the value of a digit based on its position in a number • Digit: The names given to the individual numbers that make a numeral greater than 9	Using the clip collection as an example, TW lead students into breaking numbers down into 10s and 1s. TW continue this, breaking down different 2-digit numbers and asking students the value of each digit./Assessment: SW complete a short exit ticket. This data will inform instruction and students to target the next lesson.	• Activity o Place value chart (3 columns: number, tens, ones) o Clip collection (for reference) o Markers o Cube strips (for teacher demo) ☐ Made from colored cardstock ☐ Have about 10 strips of 10 and also have some cut into ones o Student worksheet (version of chart) o Unifix cubes for students • Story Problem (end) o Chart paper o Steps poster o Cubes o Representation sheets o Math mats	JRU: Ms. Renz read 12 books. Then, Ms. Renz read 17 books. How many books has Ms. Renz read? (if someone combines tens and ones, make sure they share)	No math meeting	K.NBT.1, 1.NBT.1-1.NBT.3
12.2	**Place Value Day 2: Tens and Ones**		N/A	Numbers are assembled in groups of tens and ones. There is a pattern in the naming of these numbers.	Students will re-assemble a number given its components in tens and ones.	TW lead students into breaking numbers down into 10s and 1s and asking students the value of each digit./Assessment: SW complete a worksheet where they have to break down a 2-digit number into 10s and 1s	• Activity o Place value chart (3 columns: number, tens, ones) o Clip collection (for reference) o Markers o Cube strips (for teacher demo) ☐ Made from colored cardstock ☐ Have about 10 strips of 10 and also have some cut into ones o Student worksheet (version of chart) o Unifix cubes for students • Story Problem (end) o Chart paper o Steps poster o Cubes o Representation sheets o Math mats	Partitive Division: Ms. Jackon had 42 pieces of candy. She wanted to put the candy in 6 goodie bags so that each goodie bag has the same number of candies. How many pieces of candy are in each goodie	No math meeting	K.NBT.1, 1.NBT.1-1.NBT.3
12.3	**Place Value Day 3: Combining Tens and Ones**			• The digits in numbers greater than 9 represent groups of ten and one	Objectives: • SWBAT identify two of the three different place values—tens, and ones. • SWBAT name the place value of a digit in a given number. • SWBAT explain what a digit represents in a given number based on its place value. • SWBAT use place value to combine tens and ones during double-digit addition. Vocabulary: Word on sentence strip and posted after instruction • Tens: groups of ten in a given number • Ones: the remainder that does not make a whole ten • Place value: the value of a digit based on its position in a number • Digit: The names given to the individual numbers that make a numeral greater than 9	TW do a rapid fire: "The number is XX. Which digit is in 10s place? What is the value? Which digit is in the 1s place? What is the value? TW then give students a quantity of 10s and 1s. (i.e. I am a number made up of 2 tens and 7 ones. What am I?) They will have to write the number on individual white boards/Assessment: SW complete a worksheet where they have to combine 10s and 1s to make a 2-digit number	• Activity o Chart (3 colums: blank, tens, ones) ☐ Unifix cubes for teacher to model the combination o Student worksheet (TBD) o Unifix cubes for students ☐ 2 sticks each of one color for the ones ☐ 6 sticks of another color for the tens (adjust numbers as necessary given the class's cubes supply – also check in with other classes who may have more cubes) o Do Now on tens and ones (RD) o Student chart (RD) o Double-digit addition worksheets (Saxon)	none	Combining Tens and Ones	K.NBT.1, 1.NBT.1-1.NBT.3
12.4	**Place Value Day 4: Combining Tens and Ones (repeat for mastery)**			• The digits in numbers greater than 9 represent groups of ten and one	Objectives: • SWBAT identify two of the three different place values—tens, and ones. • SWBAT name the place value of a digit in a given number. • SWBAT explain what a digit represents in a given number based on its place value. • SWBAT use place value to combine tens and ones during double-digit addition. Vocabulary: Word on sentence strip and posted after instruction • Tens: groups of ten in a given number • Ones: the remainder that does not make a whole ten • Place value: the value of a digit based on its position in a number • Digit: The names given to the individual numbers that make a numeral greater than 9	TW do a rapid fire: "The number is XX. Which digit is in 10s place? What is the value? Which digit is in the 1s place? What is the value? TW then give students a quantity of 10s and 1s. (i.e. I am a number made up of 2 tens and 7 ones. What am I?) They will have to write the number on individual white boards/Assessment: SW complete a worksheet where they have to combine 10s and 1s to make a 2-digit number	• Activity o Chart (3 colums: blank, tens, ones) ☐ Unifix cubes for teacher to model the combination o Student worksheet (TBD) o Unifix cubes for students ☐ 2 sticks each of one color for the ones ☐ 6 sticks of another color for the tens (adjust numbers as necessary given the class's cubes supply – also check in with other classes who may have more cubes) o Do Now on tens and ones (RD) o Student chart (RD) o Double-digit addition worksheets (Saxon)	none	Combining Tens and Ones	K.NBT.1, 1.NBT.1-1.NBT.3

Unit.Day	Title	Lesson Type	Reference	Big Ideas	Objectives/ Vocabulary	Activity/Assessment	Materials	Story Problem	Math Mtg	Common Core Standards
12.5	**Place Value: 37 Stickers**		Unit 1, 1.8, pg. 77	☐ SW identify the place value of each digit in a 2- digit number. ☐ SW indentify different equivalent combinations of tensand ones for a number (i.e. 3 tens and 7 ones equals 2 tens and 17 ones, or 37 ones). ☐ SW record their different equivalent combinations of tens and ones with equations using their understanding of one 10 is equivalent to ten 1s. ☐ SW complete an exit ticket assessing the objectives.	☐ SWBAT identify the place value of each digit in a 2-digit number. ☐ SWBAT find different equivalent combinations of tens and ones for a number (i.e. 3 tens and 7 ones equals 2 tens and 17 ones, or 37 ones). ☐ SWBAT identify the equivalence of one 10 to ten 1s. ☐ SWBAT record their different equivalent combinations of tens and ones with equations. Vocabulary Equation Rod Cube	Worksheet ☐ Number at top, picture of rods and cubes, tens and ones breakdown, equation (ATTACHED) Observation Students find ways to represent double digit numbers with 10s and 1s. ☐ Do students' solutions demonstrate knowledge that ten singles are equivalent to one strip? ☐ Are students able to generate multiple combinations of strips and singles that total the final amount? o Do they	☐ Rod and cube reference ☐ WS- Number at top, picture of rods and cubes, tens and ones breakdown, equation (ATTACHED) ☐ Rods and cubes for each S • Exit ticket	NA	Combining Tens and Ones	K.NBT.1, 1.NBT.1-1.NBT.3
12.6	**Place Value Day 5: Review**			• The digits in numbers greater than 9 represent groups of ten and remainders	Objectives: • SWBAT identify two of the three different place values—tens, and ones. • SWBAT name the place value of a digit in a given number. • SWBAT explain what a digit represents in a given number based on its place value. • SWBAT use place value to combine tens and ones during double-digit addition. • SW create a notation for carrying when the ones places total to a double-digit number Vocabulary: Word on sentence strip and posted after instruction • Tens: groups of ten in a given number • Ones: the remainder that does not make a whole ten • Place value: the value of a digit based on its position in a number • Digit: The names given to the individual numbers that make a numeral greater than 9	TW do a rapid fire: "The number is XX. Which digit is in 10s place? What is the value? Which digit is in the 1s place? What is the value? TW then give students a quantity of 10s and 1s. (i.e. I am a number made up of 2 tens and 7 ones. What am I?) They will have to write the number on individual white boards/Assessment: SW complete a review packet indpendently	• Activity o Chart paper ☐ Unifix cubes for teacher to model the combinations o Student worksheet (TBD) o Unifix cubes for students ☐ 8 sticks, all one color, per student o Do Now on combining tens and ones (RD; half-sheets) o Double-digit addition worksheets (RD)	none	Combining Tens and Ones	K.NBT.1, 1.NBT.1-1.NBT.3
12.7	**Place Value Day 6: Review**			• The digits in numbers greater than 9 represent groups of ten and remainders	Objectives: • SWBAT identify two of the three different place values—tens, and ones. • SWBAT name the place value of a digit in a given number. • SWBAT explain what a digit represents in a given number based on its place value. • SWBAT use place value to combine tens and ones during double-digit addition. • SW create a notation for carrying when the ones places total to a double-digit number Vocabulary: Word on sentence strip and posted after instruction • Tens: groups of ten in a given number • Ones: the remainder that does not make a whole ten • Place value: the value of a digit based on its position in a number • Digit: The names given to the individual numbers that make a numeral greater than 9	TW do a rapid fire: "The number is XX. Which digit is in 10s place? What is the value? Which digit is in the 1s place? What is the value? TW then give students a quantity of 10s and 1s. (i.e. I am a number made up of 2 tens and 7 ones. What am I?) They will have to write the number on individual white boards/Assessment: SW complete a review packet indpendently	• Activity o Chart paper ☐ Unifix cubes for teacher to model the combinations o Student worksheet (TBD) o Unifix cubes for students ☐ 8 sticks, all one color, per student o Do Now on combining tens and ones (RD; half-sheets) o Double-digit addition worksheets (RD)	none	Combining Tens and Ones	K.NBT.1, 1.NBT.1-1.NBT.3

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Kindergarten Writing Curriculum Plan
2015-2016

Day	National Common Core State Standards	Handwriting / Grammar Objective Students will be able to…	Handwriting Wkbk Pages / Materials	Shared/Interactive Writing Objective Students will be able to…	Writing Topics	Materials
Unit 1: Elements of Kid Writing (Days 1-30)						
1	• **W.K.1.** Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., *My favorite book is…*). • **W.K.2**. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.	**Objectives:** -SWBAT use correct pencil grip (tripod) -SWBAT recognize the 3 fingers used to hold a pencil (thumb, pointer and tall man) -SWBAT repeat the process of how to pick up their pencil with their pointer and thumb, 'claw' and use the pointer from the opposite hand to rest the pencil on 'tall man' -SWBAT identify step 4 of the Writer's Ready Chant; 'Hold and Rest'	n/a	**Objectives:** -SWBAT recognize how to "hold and rest" their pencil during shared writing (teacher modeling). -SWBAT apply the strategy of crossing out when mistakes are made.	Teacher Topic: Draw a picture of yourself. Student Topic: Draw a picture of yourself.	Pencil Grip Poster Writer's Ready Poster Writing Paper
2	• **W.K.1.** Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., *My favorite book is…*). • **W.K.2**. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.	**Objectives:** -SWBAT recognize and practice steps 3 and 5 in the writing process Paper Ready! Helping Hand Ready! **Reinforced Objectives** -SWBAT use correct pencil grip (tripod) -SWBAT recognize the 3 fingers used to hold a pencil (thumb, pointer and tall man) -SWBAT repeat the process of how to pick up their pencil with their pointer and	n/a	**Objectives:** -SWBAT apply how to "hold and rest" their pencil during shared writing (teacher modeling). -SWBAT practice how to get a paper ready for writing by slanting it -SWBAT practice how to position their "helping hand" (left hand is located on the left side of the paper to the far end) so that their paper does not move.	Teacher Topic: Draw a picture of your family. Student Topic: Draw a picture of your family.	Pencil Grip Poster Writer's Ready Poster Writing Paper

		thumb, 'claw' and use the pointer from the opposite hand to rest the pencil on 'tall man' -SWBAT identify step 4 of the Writer's Ready Chant; 'Hold and Rest'				
3	• **W.K.1.** Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., *My favorite book is…*). • **W.K.2**. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. • **W.K.3.** Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.	**Objectives:** -SWBAT demonstrate the process of how to pick up their pencil with their pointer and thumb, referred to as a "claw" and use the pointer from the opposite hand to rest the pencil on "tall man". -SWBAT demonstrate step 4 of the writing process: Hold and Rest your pencil and correctly practice the step. -SWBAT memorize Writer's Ready Chant & positions 1-5 **Reinforced Objectives:** -SWBAT review and practice steps 3 & 5 in the writing process.	n/a	**Objectives:** -SWBAT practice how to "hold and rest" their pencil during shared writing (teacher modeling). -SWBAT practice how to get a paper ready for writing by slanting it -SWBAT practice how to position their "helping hand" (left hand is located on the left side of the paper to the far end) so that their paper does not move	Teacher Topic: Tell about your favorite food. Student Topic: Tell about your favorite food.	Pencil Grip Poster Writer's Ready Poster Writing Paper Student Worksheets Chart Paper/Markers
4	• **W.K.1.** Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., *My favorite*	**Objectives:** -SWBAT memorize Writer's Ready Chant & positions 1-5 -SWBAT demonstrate the process of how to pick up their pencil with their pointer and thumb, referred to as a	n/a	**Objectives:** -SWBAT recognize different strokes that may be similar to letter formation. (teacher will model four different ways students may be familiar with when writing, build student confidence by ensuring students that they are all writers)	If time permits: Student Topic: Tell about your favorite animal.	Pencil Grip Poster Writer's Ready Poster Writing Paper Student Worksheets Chart Paper/Markers

	book is...). • **W.K.2**. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. • **W.K.3.** Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened. • **L.K.1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. o Print many upper- and lowercase letters.	"claw" and use the pointer from the opposite hand to rest the pencil on "tall man". -SWBAT demonstrate step 4 of the writing process: Hold and Rest your pencil and correctly practice the step.		-SWBAT build confidence through assurance that there are different ways of writing and that we are all writers. **Reinforced Objectives:** -SWBAT practice how to "hold and rest" their pencil during shared writing (teacher modeling). -SWBAT practice how to get a paper ready for writing by slanting it -SWBAT practice how to position their "helping hand" (left hand is located on the left side of the paper to the far end) so that their paper does not move		
5	• **W.K.1.** Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., *My favorite book is...*). • **W.K.2**. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. • **W.K.3.** Use a combination of drawing, dictating, and writing to narrate a single event or	**Objectives:** -SWBAT recognize how to use their handwriting book. -SWBAT identify their left and right hand.	ZB S12-13	**Objectives:** -SWBAT recognize all the steps of Writers' Ready -SWBAT demonstrate how to "think and draw" -SWBAT identify and discuss different feelings.	Teacher Topic: Tell about how you feel about your new school. Student Topic: Tell about how you feel about your new school.	Pencil Grip Poster Writers' Ready Poster Writing Paper Left Hand/Right Hand poster

	several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened. • **L.K.1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. o Print many upper- and lowercase letters.					
6	• **W.K.1.** Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., *My favorite book is...*). • **W.K.2**. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. • **W.K.3.** Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened. • **L.K.1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. o Print many upper- and lowercase letters.	**Objectives:** - SWBAT name the lines of the handwriting book (headline, midline, baseline). -SWBAT recognize what the green dot and red dot mean in the handwriting book.	ZB S16	**Objectives:** - SWBAT identify the steps in the writing process (Think, Draw, Think, Write) ***TW model how to write a representation for each sound heard in a message	Teacher Topic: What are you thinking about today? Student Topic: What are you thinking about today?	Writing process chart Writer's Ready Poster Left Hand/Right Hand Poster

7	• **W.K.1.** Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., *My favorite book is…*). • **W.K.2**. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. • **W.K.3.** Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened. • **L.K.1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Print many upper- and lowercase letters.	**Objectives:** -SWBAT recognize and reproduce vertical lines.	ZB S17-18	**Objectives:** -SWBAT recognize how to Think, Draw, and Write -SWBAT be guided through the writing process (direct instruction) -SWBAT write a representation for each sound heard in a message	Teacher Topic: Tell about a friend. Student Topic: Tell about a friend.	Writing process chart (Think, Draw, Think, Write) Writer's Ready Poster Basic Strokes Poster
8	• **W.K.1.** Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., *My favorite book is…*). • **W.K.2**. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in	**Objectives:** -SWBAT practice writing vertical lines.	ZB S18-19	**Objectives:** -SWBAT identify the steps in the writing process -SWBAT be guided through the writing process (direct instruction) -SWBAT write a representation for each sound heard in a message	Teacher Topic: Tell about a pet. Student Topic: Tell about a pet (if they don't have a pet they can write about themselves)	Writing process chart (Think, Draw, Think, Write) Writer's Ready Poster Basic Strokes Poster

	which they name what they are writing about and supply some information about the topic. • **W.K.3.** Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened. • **L.K.1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. o Print many upper- and lowercase letters.					
9	• **W.K.1.** Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., *My favorite book is…*). • **W.K.2**. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. • **W.K.3.** Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened. • **L.K.1.** Demonstrate command of the conventions of standard	No Handwriting Practice Today	n/a	**Objectives:** -SWBAT use the procedure for their writing journals/folders -SWBAT locate the date stamp on the page in their writing journals -SWBAT recognize how to Think, Draw, Think, Write	Teacher Topic: If time permits-Tell about what you like to play in your house. Student Topic: If time permits-Tell about what you like to play in your house.	September Writing Journals-date stamped (gift wrapped?) Writers Ready Poster

	English grammar and usage when writing or speaking. o Print many upper- and lowercase letters.					
10	• **W.K.1.** Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., *My favorite book is…*). • **W.K.2**. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. • **W.K.3.** Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened. • **L.K.1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Print many upper- and lowercase letters.	**Objectives:** -SWBAT recognize and reproduce horizontal lines (T18-19) -use tri-pod pencil grip -SWBAT write using the headline, midline, and baseline -SWBAT use tri-pod pencil grip.	ZB S21-22	**Objectives:** -SWBAT recall and practice think, draw, think, write. -SWBAT know what to do when finished writing (add detail to picture) -SWBAT start at the top of the page -SWBAT use left to right directionality when writing **Reinforced Objectives:** -SWBAT use the procedure for their writing journals/folders -SWBAT locate the date stamp on the page in their writing journals	Teacher Topic: Tell about what you did this past weekend. Student Topic: Tell about what you did this past weekend.	**"What to do when finished" poster** 1. Add detail to your picture Writer's Ready Poster Basic Strokes Poster Kid writing Poster Journal Chart Paper/Markers
11	• **W.K.1.** Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., *My favorite book is…*).	**Objectives:** -SWBAT practice writing horizontal lines (T20-21) -SWBAT use tri-pod pencil grip -SWBAT write using the headline, midline, and baseline	ZB S23-24	**Objectives:** -SWBAT start at the top of the page -SWBAT use left to right directionality when writing -SWBAT know what to do when finished writing (add detail to their picture) **Reinforced Objectives:**	Teacher Topic: Tell about when you were little. Student Topic: Tell about when you were little.	**"What to do when finished" poster** 1. Add detail to your picture Writer's Ready Poster Journal Chart Paper/Markers

	• **W.K.2**. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. • **W.K.3.** Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened. • **L.K.1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Print many upper- and lowercase letters.			-SWBAT use the procedure for their writing journals/folders -SWBAT locate the date stamp on the page in their writing journals		
12	• **W.K.1.** Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., *My favorite book is...*). • **W.K.2**. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. • **W.K.3.** Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and	**Objectives:** -SWBAT recognize and reproduce backward circle lines (T22-23) -SWBAT use tri-pod pencil grip -SWBAT write using the headline, midline, and baseline	ZB S25-26	**Objectives:** -SWBAT practice using "return sweep" -SWBAT use spaghetti and meatball spacing between letters and words. -SWBAT know what to do when they finished their writing (add to their message/story) **Reinforced Objectives:** -SWBAT start at the top of the page -SWBAT use left to right directionality when writing -SWBAT know what to do when finished writing (add detail to picture)	Teacher Topic: Tell about something you can do. Student Topic: Tell about something you can do.	Writers Ready Poster Basic Strokes Poster Writing Process Poster Date stamped paper for writing topic to be collected Chart – "On Top of Spaghetti" Pipe Cleaner/ Wicky Stick/ Meatball Pointer Chart Paper/Markers

	provide a reaction to what happened. • **L.K.1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Print many upper- and lowercase letters.					
13	• **W.K.1.** Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., *My favorite book is…*). • **W.K.2**. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. • **W.K.3.** Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened. • **L.K.1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Print many upper- and lowercase letters.	**Objectives:** -SWBAT practice writing backward circle lines (T24-25) -SWBAT use tri-pod pencil grip -SWBAT write using the headline, midline, and baseline	ZB S27-28	**Objectives:** -SWBAT use spaghetti and meatball spacing between letters and words. -SWBAT return sweep at the end of the line **Reinforced Objectives:** -SWBAT start at the top of the page -SWBAT use left to right directionality when writing -SWBAT know what to do when finished writing (add detail to picture)	Teacher Topic: No Shared Writing/ Assessment Student Topic: Tell about what you like to play at home..	Writers Ready Poster Basic Strokes PosterWriting Process Poster **"What to do when finished" poster** 1. Add detail to your picture 2. Add on to your message Chart – "On Top of Spaghetti" Pipe Cleaner/ Wicky Stick/ Meatball Pointer Journal Chart Paper/Markers
14	• **W.K.1.** Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they	**Objectives:** -SWBAT recognize and reproduce slant lines (T26-27) -SWBAT use the basic	ZB S29-30	**Objectives:** -SWBAT display proper - behavior while music is playing during writing time **Reinforced Objectives:**	Teacher Topic: Tell about your favorite place to go.	Writers Ready Poster Basic Strokes PosterWriting Process Poster

	are writing about and state an opinion or preference about the topic or book (e.g., *My favorite book is...*). • **W.K.2**. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. • **W.K.3.** Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened. • **L.K.1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Print many upper- and lowercase letters.	stroke 'slant line' when they write letters. -SWBAT use tri-pod pencil grip -SWBAT write using the headline, midline, and baseline		-SWBAT start at the top of the page -SWBAT use left to right directionality when writing -SWBAT use spaghetti and meatball spacing between letters and words. -SWBAT return sweep at the end of the line. -SWBAT to know what to do when finished. (add detail to pic/message)	Student Topic: Tell about your favorite place to go.	**"What to do when finished" poster** 1. Add detail to your picture 2. Add on to your message Journal Chart Paper/Markers
15	• **W.K.1.** Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., *My favorite book is...*). • **W.K.2**. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. • **W.K.3.** Use a combination of drawing, dictating, and writing	**Objectives:** -SWBAT practice writing slant lines (T28-29) -SWBAT use the base stroke 'slant line' when they write letters. -SWBAT use the basic strokes 'slant left, slant right, slant up' -SWBAT identify the basic stroke 'slant line' in letters and in the classroom (signage) **Reinforced Objectives:** -SWBAT use tri-pod	ZB S31-32	**Objectives:** -SWBAT know the third option to do when you are finished your work (practice writing your name) -SWBAT describe different feelings (sad, happy, angry, tired, surprised) - **Reinforced Objectives:** -SWBAT start at the top of the page -SWBAT use left to right directionality when writing -SWBAT use spaghetti and meatball spacing between letters and words. -SWBAT return sweep at the end of the line	Teacher Topic: Tell about a time when you were sad. Student Topic: Tell about a time you were sad.	Writers Ready Poster Basic Strokes Poster Writing Process Poster **What to do when finished poster** 1. Add detail to your picture 2. Add on to your message 3. **Practice Writing your name** Journal Chart Paper/Markers

	to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened. • **L.K.1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Print many upper- and lowercase letters.	pencil grip -SWBAT write using the headline, midline, and baseline		-SWBAT know what to do when finished writing (add detail to picture) - SWBAT demonstrate proper behavior while music is playing during writer's workshop.		
16	• **W.K.1.** Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., *My favorite book is…*). • **W.K.2**. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. • **W.K.3.** Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened. • **L.K.1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Print many upper- and lowercase letters.	**Objectives:** -SWBAT recognize and reproduce forward circle lines (T30-31) -SWBAT use the basic stroke 'forward circle line' when they write letters. -SWBAT identify the basic stroke 'forward circle line' in letters and in the classroom. **Reinforced Objectives:** -SWBAT use tri-pod pencil grip -SWBAT write using the headline, midline, and baseline	ZB S33-34	**Objectives:** -SWBAT know the third option to do when you are finished your work (practice writing your name) -SWBAT describe different feelings (sad, happy, angry, tired, surprised) -TW make a feelings chart for the students, giving an example of how to draw each emotion. This will be a working chart throughout the week. **Reinforced Objectives:** -SWBAT start at the top of the page -SWBAT use left to right directionality when writing -SWBAT use spaghetti and meatball spacing between letters and words. -SWBAT return sweep at the end of the line -SWBAT know what to do when finished writing (add detail to picture)	Teacher Topic: Tell about a time when you were happy. Student Topic: Tell about a time when you were happy.	Writers Ready Poster Basic Strokes Poster Writing Process Poster **What to do when finished poster** 1. Add detail to your picture 2. Add on to your message 3. **Practice Writing your name** **Feelings Chart** Journal Chart Paper/Markers

17	• **W.K.1.** Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., *My favorite book is…*). • **W.K.2**. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. • **W.K.3.** Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened. • **L.K.1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Print many upper- and lowercase letters.	**Objectives:** -SWBAT practice writing forward circle lines (T32-33) -SWBAT use the basic stroke 'forward circle line' when they write letters. -SWBAT identify the basic stroke 'forward circle line' in letters and in the classroom. **Reinforced Objectives:** -SWBAT use tri-pod pencil grip -SWBAT write using the headline, midline, and baseline	ZB 35-36	**Objective:** - SWBAT write a representation for each sound - SWBAT recognize and practice using return sweep - SWBAT identify and choose what to do when they are finished writing **Reinforced Objectives:** -SWBAT start at the top of the page -SWBAT use left to right directionality when writing -SWBAT use spaghetti and meatball spacing between letters and words.	Teacher Topic: Tell about a time when you were angry. Student Topic: Tell about a time when you were angry.	Writers Ready Poster Basic Strokes Poster Writing Process Poster What to do when finished poster Feelings Chart Journal Chart Paper/Markers
18	• **W.K.1.** Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., *My favorite book is…*). • **W.K.2**. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in	**Objectives:** -SWBAT identify the 4 basic strokes (types of lines) -SWBAT practice writing the 4 basic strokes	ZB 37-38	**Objectives:** - SWBAT write a representation for each sound - SWBAT use top to bottom, left to right directionality when writing. **Reinforced Objectives:** -SWBAT start at the top of the page -SWBAT use left to right directionality when writing -SWBAT use spaghetti and	Teacher Topic: Tell about a time when you were surprised. Student Topic: Tell about a time when you were surprised.	Writers Ready Poster Basic Strokes Poster Writing Process Poster What to do when finished poster Feelings Chart Journal Chart Paper/Markers

	which they name what they are writing about and supply some information about the topic. • **W.K.3.** Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened. • **L.K.1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Print many upper- and lowercase letters.			meatball spacing between letters and words. -SWBAT return sweep at the end of the line SWBAT know what to do when finished writing (add detail to picture)		
19	• **W.K.1.** Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., *My favorite book is…*). • **W.K.2**. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. • **W.K.3.** Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened. • **L.K.1.** Demonstrate command of the conventions of standard	**Objectives:** -SWBAT identify the 4 basic strokes (types of lines) -SWBAT practice writing the 4 basic strokes	Teacher made worksheet	**Objective:** - SWBAT write a representation for each sound - SWBAT use top to bottom, left to right directionality - SWBAT demonstrate return sweep **Reinforced Objectives:** -SWBAT start at the top of the page -SWBAT recognize how to use spaghetti and meatball spacing between letters and words. -SWBAT know what to do when finished writing (add detail to picture)	Teacher Topic: Tell about a time when you felt tired. Student Topic: Tell about a time when you felt tired.	Writers Ready Poster Basic Strokes Poster Writing Process Poster What to do when finished poster Feelings Chart

	English grammar and usage when writing or speaking. Print many upper- and lowercase letters.					
20	• **W.K.1.** Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., *My favorite book is…*). • **W.K.2**. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. • **W.K.3.** Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened. • **L.K.1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Print many upper- and lowercase letters.	**Objectives:** -SWBAT recognize and reproduce the uppercase L (T36) **Reinforced Objectives:** -SWBAT use tri-pod pencil grip -SWBAT write using the headline, midline, and baseline -SWBAT use handwriting procedures -SWBAT recall writers ready chant	ZB S41	**Objectives:** -SWBAT write a representation for each sound - SWBAT use top to bottom, left to right directionality - SWBAT demonstrate return sweep **Reinforced Objectives:** -SWBAT write a representation for each sound -SWBAT start at the top of the page -SWBAT use left to right directionality when writing -SWBAT use spaghetti and meatball spacing between letters and words. -SWBAT return sweep at the end of the line -SWBAT make characters in their picture show emotion -SWBAT use sight words in their story. -SWBAT know what to do when finished writing (add detail to picture)	Teacher Topic: Tell about a time when you were excited. Student Topic: Tell about a time when you were excited.	Basic Strokes Poster Writing Process Poster Writer's Ready Poster Feelings Chart Chart Paper/Markers Journals
21	• **W.K.1.** Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., *My favorite book is…*).	**Objectives:** -SWBAT recognize and reproduce the uppercase L (T36) **Reinforced Objectives:** -SWBAT use tri-pod pencil grip	Practice Masters Worksheet	**Objectives:** -SWBAT describe how a character would look showing emotion -SWBAT sketch a character showing emotion. **Reinforced Objectives:** -SWBAT write a representation	Teacher Topic: Tell about a time you were afraid. Student Topic: Tell about a time you were afraid.	Writers Ready Poster Basic Strokes Poster Writing Process Poster Feelings Chart Chart Paper/Markers Journals

	• **W.K.2**. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. • **W.K.3.** Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened. • **L.K.1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Print many upper- and lowercase letters.	-SWBAT write using the headline, midline, and baseline -SWBAT use handwriting procedures -SWBAT recall writers ready chant		for each sound -SWBAT start at the top of the page -SWBAT use left to right directionality when writing -SWBAT use spaghetti and meatball spacing between letters and words. -SWBAT return sweep at the end of the line -SWBAT make characters in their picture show emotion -SWBAT use sight words in their story. -SWBAT know what to do when finished writing (add detail to picture)		
22	• **W.K.1.** Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., *My favorite book is…*). • **W.K.2**. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. • **W.K.3.** Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and	**Objectives:** -SWBAT recognize and reproduce the Lowercase l (T37) **Reinforced Objectives:** -SWBAT use tri-pod pencil grip -SWBAT write using the headline, midline, and baseline -SWBAT use handwriting procedures -SWBAT recall writers ready chant	ZB page 42	**Objectives:** -SWBAT demonstrate saying story 5 times before writing it down -SWBAT practice using the writing process **Reinforced Objectives:** -SWBAT write a representation for each sound -SWBAT start at the top of the page -SWBAT use left to right directionality when writing -SWBAT use spaghetti and meatball spacing between letters and words. -SWBAT return sweep at the end of the line -SWBAT know what to do when finished writing.	Teacher Topic: Tell about what you wear in the fall. Student Topic: Tell about what you wear in the fall.	Writers Ready Poster Basic Strokes Poster Writing Process Poster Chart Paper/Markers Journals

	provide a reaction to what happened. • **L.K.1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Print many upper- and lowercase letters.					
23	• **W.K.1.** Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., *My favorite book is…*). • **W.K.2**. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. • **W.K.3.** Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened. • **L.K.1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Print many upper- and lowercase letters.	**Objectives:** -SWBAT recognize and reproduce the Lowercase l (T37) **Reinforced Objectives:** -SWBAT use tri-pod pencil grip -SWBAT write using the headline, midline, and baseline -SWBAT use handwriting procedures -SWBAT recall writers ready chant	Practice Masters Worksheets	**Objective:** -SWBAT demonstrate saying story 5 times before writing it down **Reinforced Objectives:** -SWBAT start at the top of the page -SWBAT use left to right directionality when writing -SWBAT use spaghetti and meatball spacing between letters and words. -SWBAT return sweep at the end of the line -SWBAT know what to do when finished writing (add detail to picture)	Teacher Topic: Tell about what you did this past weekend. Student Topic: Tell about what you did this past weekend.	Writers Ready Poster Basic Strokes Poster Writing Process Poster Chart Paper Markers Student Journals
24	• **W.K.1.** Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they	**Objectives:** -SWBAT recognize and reproduce Uppercase I (T38)	ZB S43	**Objective:** -SWBAT demonstrate saying story 5 times before writing it down -SWBAT use sight word wall to	Teacher Topic: Tell about a new friend you made this month.	Writers Ready Poster Basic Strokes Poster

	are writing about and state an opinion or preference about the topic or book (e.g., *My favorite book is...*). • **W.K.2**. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. • **W.K.3.** Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened. • **L.K.1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Print many upper- and lowercase letters.	**Reinforced Objectives:** -SWBAT use tri-pod pencil grip -SWBAT write using the headline, midline, and baseline -SWBAT use handwriting procedures -SWBAT recall writers ready chant		help in writing words. **Reinforced Objectives:** -SWBAT start at the top of the page -SWBAT use left to right directionality when writing -SWBAT use spaghetti and meatball spacing between letters and words. -SWBAT return sweep at the end of the line -SWBAT know what to do when finished writing (add detail to picture)	Student Topic: Tell about a new friend you made this month.	Writing Process Poster Chart Paper Markers Student Journals
25	• **W.K.1.** Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., *My favorite book is...*). • **W.K.2**. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. • **W.K.3.** Use a combination of drawing, dictating, and writing	**Objectives:** -SWBAT recognize and reproduce Uppercase I (T38) **Reinforced Objectives:** -SWBAT use tri-pod pencil grip -SWBAT write using the headline, midline, and baseline -SWBAT use handwriting procedures -SWBAT recall writers ready chant	Practice Masters Worksheets	**Objectives:** -SWBAT recite their sentence 5 times before writing it. -SWBAT use sight words in their writing. -SWBAT add to their story when finished. **Reinforced Objectives:** -SWBAT write a representation for each sound -SWBAT start at the top of the page -SWBAT use left to right directionality when writing -SWBAT use spaghetti and meatball spacing between letters and words. -SWBAT return sweep at the	Teacher Topic: Tell about your favorite part of the field trip to Orchard Farm. Student Topic: Tell about your favorite part of the field trip to Orchard Farm.	Writers Ready Poster Basic Strokes Poster Writing Process Poster Chart Paper Markers Student Journals

	to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened. • **L.K.1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Print many upper- and lowercase letters.			end of the line -SWBAT make characters in their picture show emotion -SWBAT know what to do when finished writing		
26	• **W.K.1.** Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., *My favorite book is…*). • **W.K.2**. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. • **W.K.3.** Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened. • **L.K.1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Print many upper- and lowercase letters.	**Objectives:** -SWBAT recognize and reproduce the lowercase i (T38) **Reinforced Objectives:** -SWBAT use tri-pod pencil grip -SWBAT write using the headline, midline, and baseline -SWBAT use handwriting procedures -SWBAT recall writers ready chant	ZB page 44	**Objectives:** -SWBAT add to their story. -SWBAT recite their sentence 5 times before writing it. -SWBAT use sight words in their writing **Reinforced Objectives:** -SWBAT write a representation for each sound -SWBAT start at the top of the page -SWBAT use left to right directionality when writing -SWBAT use spaghetti and meatball spacing between letters and words. -SWBAT return sweep at the end of the line -SWBAT make characters in their picture show emotion -SWBAT know what to do when finished writing.	Teacher Topic: Tell about a game you like to play. Student Topic: Tell about a game you like to play.	Writers Ready Poster Basic Strokes Poster Writing Process Poster Chart Paper Journals

27	• **W.K.1.** Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., *My favorite book is…*). • **W.K.2**. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. • **W.K.3.** Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened. • **L.K.1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Print many upper- and lowercase letters.	**Objectives:** -SWBAT recognize and reproduce the lowercase i (T38) **Reinforced Objectives:** -SWBAT use tri-pod pencil grip -SWBAT write using the headline, midline, and baseline -SWBAT use handwriting procedures -SWBAT recall writers ready chant	Practice Masters Worksheets	**Objectives:** -SWBAT add to their story. -SWBAT recite their sentence 5 times before writing it. -SWBAT use sight words in their writing **Reinforced Objectives:** -SWBAT write a representation for each sound -SWBAT start at the top of the page -SWBAT use left to right directionality when writing -SWBAT use spaghetti and meatball spacing between letters and words. -SWBAT return sweep at the end of the line -SWBAT know what to do when finished writing.	Teacher Topic: Tell about a time when you were happy. Student Topic: Tell about a time when you were happy.	Writers Ready Poster Basic Strokes Poster Writing Process Poster Journals
28	• **W.K.1.** Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., *My favorite book is…*). • **W.K.2**. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in	**Objectives:** -SWBAT recognize and reproduce the uppercase T (T40) **Reinforced Objectives:** -SWBAT use tri-pod pencil grip -SWBAT write using the headline, midline, and baseline -SWBAT use	ZB S45	**Objectives:** -SWBAT add to their story. -SWBAT recite their sentence 5 times before writing it. -SWBAT use sight words in their writing **Reinforced Objectives:** -SWBAT write a representation for each sound -SWBAT start at the top of the page -SWBAT use left to right	Teacher Topic: Tell about a time when you were sad. Student Topic: Tell about a time when you were sad.	Writers Ready Poster Basic Strokes Poster Writing Process Poster Chart Paper/Markers Journals

	which they name what they are writing about and supply some information about the topic. • **W.K.3.** Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened. • **L.K.1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Print many upper- and lowercase letters.	handwriting procedures -SWBAT recall writers ready chant		directionality when writing -SWBAT use spaghetti and meatball spacing between letters and words. -SWBAT return sweep at the end of the line -SWBAT know what to do when finished writing. when finished writing (add detail to picture)		
29	• **W.K.1.** Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., *My favorite book is…*). • **W.K.2**. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. • **W.K.3.** Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened. • **L.K.1.** Demonstrate command of the conventions of standard	**Objectives:** -SWBAT recognize and reproduce the uppercase T (T40) **Reinforced Objectives:** -SWBAT use tri-pod pencil grip -SWBAT write using the headline, midline, and baseline -SWBAT use handwriting procedures -SWBAT recall writers ready chant	Practice Master Pages	**Objective:** -SWBAT complete monthly writing assessment. **Reinforced Objectives:** -SWBAT write a representation for each sound -SWBAT start at the top of the page -SWBAT use left to right directionality when writing -SWBAT use spaghetti and meatball spacing between letters and words. -SWBAT return sweep at the end of the line -SWBAT use sight words in their story. -SWBAT know what to do when finished writing (add detail to picture)	Teacher Topic: No Shared Writing Student Topic: Tell about someone on your family.	Writers Ready Poster Basic Strokes Poster Writing Process Poster Assessment and Rubrics

	English grammar and usage when writing or speaking. Print many upper- and lowercase letters.					
30	• **W.K.1.** Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., *My favorite book is…*). • **W.K.2**. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. • **W.K.3.** Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened. • **L.K.1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Print many upper- and lowercase letters.	**Objectives:** -SWBAT recognize and reproduce the lowercase t (T40) **Reinforced Objectives:** -SWBAT use tri-pod pencil grip -SWBAT write using the headline, midline, and baseline -SWBAT use handwriting procedures -SWBAT recall writers ready chant	ZB page 46	**Objectives:** -SWBAT add to their story. -SWBAT recite their sentence 5 times before writing it. -SWBAT use sight words in their writing **Reinforced Objectives:** -SWBAT write a representation for each sound -SWBAT start at the top of the page -SWBAT use left to right directionality when writing -SWBAT use spaghetti and meatball spacing between letters and words. -SWBAT return sweep at the end of the line -SWBAT know what to do when finished writing.	Teacher Topic: Tell about something you see a lot. Student Topic: Tell about something you see a lot.	Writers Ready Poster Basic Strokes Poster Writing Process Poster Chart Paper/Markers Journals
Unit 2:Environmental Print (Days 31-40)						
31	• **W.K.1**. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an	**Objectives:** -SWBAT review and practice writing the letters Ll, Ii, and Tt. **Reinforced Objectives:**	ZB S47-48	**Objectives:** -SWBAT use sight words in their writing (This will be a direct instruction model, where TW tell student to find a word on their sight word list, and then record that word	Teacher Topic: Tell about bugs. Student Topic: Tell about bugs.	Sight Words visibly posted around the room Laminated Sight Word lists for each student Feelings Chart

	opinion or preference about the topic or book (e.g., *My favorite book is...*). • **W.K.2.** Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. • **W.K.3.** Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened. • **L.K.1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. o Print many upper- and lowercase letters. • **L.K.2.** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. o Spell simple words phonetically, drawing on knowledge of sound-letter relationships.**L.K.2.** Demonstrate command of the conventions of standard English	-SWBAT use tri-pod pencil grip -SWBAT write using the headline, midline, and baseline -SWBAT use handwriting procedures -SWBAT recall writers ready chant		on a piece of paper) **<u>Reinforced Objectives:</u>** -SWBAT write a representation for each sound -SWBAT start at the top of the page -SWBAT use left to right directionality when writing -SWBAT use spaghetti and meatball spacing between letters and words. -SWBAT return sweep at the end of the line -SWBAT know what to do when finished writing (add detail to picture)		Chart Paper/Markers Journals Writers Ready Poster Basic Strokes Poster Writing Process Poster

	capitalization, punctuation, and spelling when writing. o Spell simple words phonetically, drawing on knowledge of sound-letter relationships.					
32	• **W.K.1**. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., *My favorite book is…*). • **W.K.2.** Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. • **W.K.3.** Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened. • **L.K.1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. o Print many upper- and	**Objectives:** -SWBAT recognize and reproduce the uppercase O (T44) **Reinforced Objectives:** -SWBAT use tri-pod pencil grip -SWBAT write using the headline, midline, and baseline -SWBAT use handwriting procedures -SWBAT recall writers ready chant	ZB S49	**Objectives:** -SWBAT use sight words in their writing (This will be a direct instruction model, where TW tell student to find a word on the sight word list posted in the class, and then record that word on a piece of paper) **Reinforced Objectives:** -SWBAT write a representation for each sound -SWBAT start at the top of the page -SWBAT use left to right directionality when writing -SWBAT use spaghetti and meatball spacing between letters and words. -SWBAT return sweep at the end of the line -SWBAT make characters in their picture show emotion -SWBAT know what to do when finished writing.	Teacher Topic: Tell about a time when you fell. Student Topic: Tell about a time when you fell.	Sight Words visibly posted around the room Laminated Sight Word lists for each student Feelings Chart Chart Paper/Markers Journals Writers Ready Poster Basic Strokes Poster Writing Process Poster

	lowercase letters. • **L.K.2.** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. o Spell simple words phonetically, drawing on knowledge of sound-letter relationships.					
33	• **W.K.1**. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., *My favorite book is…*). • **W.K.2.** Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. • **W.K.3.** Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened. • **L.K.1.** Demonstrate command	**Objectives:** -SWBAT recognize and reproduce the uppercase O (T44) **Reinforced Objectives:** -SWBAT use tri-pod pencil grip -SWBAT write using the headline, midline, and baseline -SWBAT use handwriting procedures -SWBAT recall writers ready chant	Practice Master Pages	**Objectives** -SWBAT identify environmental print around the classroom -SWBAT use environmental print from around the classroom in their writing **Reinforced Objectives:** -SWBAT write a representation for each sound -SWBAT start at the top of the page -SWBAT use left to right directionality when writing -SWBAT use spaghetti and meatball spacing between letters and words. -SWBAT return sweep at the end of the line -SWBAT make characters in their picture show emotion -SWBAT use sight words in their story. -SWBAT know what to do when finished writing (add detail to picture)	Teacher Topic: Tell about a new friend you made at school. Student Topic: Tell about a new friend you made at school.	Class Name chart Charts from around the room (days of the week, months of the year, reading charts, etc..) Chart Paper/Markers Journals Writers Ready Poster Basic Strokes Poster Writing Process Poster

	of the conventions of standard English grammar and usage when writing or speaking. o Print many upper- and lowercase letters. • **L.K.2.** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. o Spell simple words phonetically, drawing on knowledge of sound-letter relationships.					
34	• **W.K.1**. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., *My favorite book is…*). • **W.K.2.** Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. • **W.K.3.** Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what	**Objectives:** -SWBAT recognize and reproduce the lowercase o (T40) **Reinforced Objectives:** -SWBAT use tri-pod pencil grip -SWBAT write using the headline, midline, and baseline -SWBAT use handwriting procedures -SWBAT recall writers ready chant	ZB page 50	**Objectives** -SWBAT identify environmental print around the classroom -SWBAT use environmental print from around the classroom in their writing **Reinforced Objectives:** -SWBAT write a representation for each sound -SWBAT start at the top of the page -SWBAT use left to right directionality when writing -SWBAT use spaghetti and meatball spacing between letters and words. -SWBAT return sweep at the end of the line -SWBAT make characters in their picture show emotion -SWBAT use sight words in their story. -SWBAT know what to do when finished writing	Teacher Topic: Tell about your birthday month. Student Topic: Tell about your birthday month.	Class Name chart Charts from around the room (days of the week, months of the year, reading charts, etc..) Feelings Chart Journals Chart Paper/Markers Writers Ready Poster Basic Strokes Poster Writing Process Poster

	happened. • **L.K.1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. o Print many upper- and lowercase letters. • **L.K.2.** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. o Spell simple words phonetically, drawing on knowledge of sound-letter relationships.					
35	• **W.K.1**. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., *My favorite book is…*). • **W.K.2.** Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. • **W.K.3.** Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell	**Objectives:** -SWBAT recognize and reproduce the lowercase o (T40) **Reinforced Objectives:** -SWBAT use tri-pod pencil grip -SWBAT write using the headline, midline, and baseline -SWBAT use handwriting procedures -SWBAT recall writers ready chant	Practice Master Pages	**Objectives** -SWBAT identify environmental print around the classroom -SWBAT use environmental print from around the classroom in their writing **Reinforced Objectives:** -SWBAT say story 5 times before writing -SWBAT use sight words in writing -SWBAT make characters in your picture show emotion. -SWBAT recognize and identify "spaghetti" spacing between letters and "meatball" spacing in between words -SWBAT describe a character.	Teacher Topic: Tell about your favorite day of the week. Student Topic: Tell about your favorite day of the week.	Class Name chart Charts from around the room (days of the week, months of the year, reading charts, etc..) Feelings Chart Journals Chart Paper/Markers Writers Ready Poster Basic Strokes Poster Writing Process Poster

	about the events in the order in which they occurred, and provide a reaction to what happened. • **L.K.1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. o Print many upper- and lowercase letters. • **L.K.2.** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. o Spell simple words phonetically, drawing on knowledge of sound-letter relationships.					
36	• **W.K.1**. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., *My favorite book is…*). • **W.K.2.** Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.	**Objectives:** -SWBAT recognize and reproduce the uppercase letter A. **Reinforced Objectives:** -SWBAT use tri-pod pencil grip -SWBAT write using the headline, midline, and baseline -SWBAT use handwriting procedures -SWBAT recall writers ready chant	ZB 51	**Objectives** -SWBAT identify environmental print around the classroom -SWBAT use environmental print from around the classroom in their writing **Reinforced Objectives:** --SWBAT say story 5 times before writing -SWBAT use sight words in writing -SWBAT make characters in your picture show emotion. -SWBAT recognize and identify "spaghetti" spacing between letters and "meatball" spacing in between words -SWBAT describe a character.	Teacher Topic: Tell about your favorite book. Student Topic: Tell about your favorite book.	Class Name chart Charts from around the room (days of the week, months of the year, reading charts, etc..) Feelings Chart Journals Chart Paper/Markers Writers Ready Poster Basic Strokes Poster Writing Process Poster

	• **W.K.3.** Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened. • **L.K.1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. o Print many upper- and lowercase letters. • **L.K.2.** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. o Spell simple words phonetically, drawing on knowledge of sound-letter relationships.					
37	• **W.K.1**. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., *My favorite book is…*). • **W.K.2.** Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in	**Objectives:** -SWBAT recognize and reproduce the uppercase letter A. **Reinforced Objectives:** -SWBAT use tri-pod pencil grip -SWBAT write using the headline, midline, and baseline -SWBAT use handwriting	Practice Master Pages	**Objectives** -SWBAT identify environmental print around the classroom -SWBAT use environmental print from around the classroom in their writing **Reinforced Objectives:** -SWBAT say story 5 times before writing -SWBAT use sight words in writing -SWBAT make characters in your picture show emotion. -SWBAT recognize and identify	Teacher Topic: Tell about a time you were shy. Student Topic: Tell about a time you were shy.	Class Name chart Charts from around the room (days of the week, months of the year, reading charts, etc..) Writers Ready Poster Basic Strokes Poster Writing Process Poster Feelings Chart Journals Teacher Markers

	which they name what they are writing about and supply some information about the topic. • **W.K.3.** Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened. • **L.K.1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. o Print many upper- and lowercase letters. • **L.K.2.** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. o Spell simple words phonetically, drawing on knowledge of sound-letter relationships.	procedures -SWBAT recall writers ready chant		"spaghetti" spacing between letters and "meatball" spacing in between words -SWBAT describe a character.		
38	• **W.K.1**. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., *My favorite book is…*). • **W.K.2.** Use a combination of	**Objectives:** -SWBAT recognize and reproduce the lowercase a (T46) **Reinforced Objectives:** -SWBAT use tri-pod pencil grip -SWBAT write using the headline, midline, and baseline	ZB S52	**Reinforced Objectives:** -SWBAT select what to do when finished writing -SWBAT use "spaghetti" spacing between letters and "meatball" spacing in between words -SWBAT demonstrate saying story 5 times before writing -SWBAT use sight words and environmental print in writing -SWBAT illustrate character emotions in an illustration	Teacher Topic: Tell about your favorite food. Student Topic: Tell about your favorite candy.	Class Name chart Charts from around the room (days of the week, months of the year, reading charts, etc..) Writers Ready Poster Basic Strokes Poster Writing Process Poster Feelings Chart

	drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. • **W.K.3.** Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened. • **L.K.1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. o Print many upper- and lowercase letters. • **L.K.2.** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. o Spell simple words phonetically, drawing on knowledge of sound-letter relationships.	-SWBAT use handwriting procedures -SWBAT recall writers ready chant				Journals Teacher Markers
39	• **W.K.1**. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., *My favorite*	**Objectives:** -SWBAT recognize and reproduce the lowercase a (T46) **Reinforced Objectives:** -SWBAT use tri-pod	Practice Master Pages	**Reinforced Objectives:** -SWBAT select what to do when finished writing -SWBAT use "spaghetti" spacing between letters and "meatball" spacing in between words -SWBAT demonstrate saying story 5 times before writing	Teacher Topic: Tell about a game we like to play. Student Topic: Tell about a time when you used your imagination.	Class Name chart Charts from around the room (days of the week, months of the year, reading charts, etc.)

	book is…). • **W.K.2.** Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. • **W.K.3.** Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened. • **L.K.1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. o Print many upper- and lowercase letters. • **L.K.2.** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. o Spell simple words phonetically, drawing on knowledge of sound-letter relationships.	pencil grip -SWBAT write using the headline, midline, and baseline -SWBAT use handwriting procedures -SWBAT recall writers ready chant		-SWBAT use sight words and environmental print in writing -SWBAT illustrate character emotions in an illustration		Feelings Chart Journals Teacher Markers Writers Ready Poster Basic Strokes Poster Writing Process Poster
40	• **W.K.1**. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic	**Objectives:** -SWBAT recognize and reproduce the uppercase D (T48)	ZB 553	**Reinforced Objectives:** -SWBAT select what to do when finished writing -SWBAT use "spaghetti" spacing	Teacher Topic: Tell about a time you used your imagination.	Class Name chart Charts from around the room (days of the week, months of the year, reading

	or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., *My favorite book is...*). • **W.K.2.** Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. • **W.K.3.** Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened. • **L.K.1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. o Print many upper- and lowercase letters. • **L.K.2.** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. o Spell simple words phonetically, drawing on knowledge of sound-letter relationships.	**Reinforced Objectives:** -SWBAT use tri-pod pencil grip -SWBAT write using the headline, midline, and baseline -SWBAT use handwriting procedures -SWBAT recall writers ready chant		between letters and "meatball" spacing in between words -SWBAT demonstrate saying story 5 times before writing -SWBAT use sight words and environmental print in writing -SWBAT illustrate character emotions in an illustration	Student Topic: Tell about a time you played dress up.	charts, etc.) Feelings Chart Journals Chart Paper/Markers Writers Ready Poster Basic Strokes Poster Writing Process Poster

Unit 3: Stretch It Out (Days 41-70)						
41	• **W.K.1**. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., *My favorite book is…*). • **W.K.2.** Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. • **W.K.3.** Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened. • **L.K.1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. o Print many upper- and lowercase letters. • **L.K.2.** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when	**Objectives:** -SWBAT recognize and reproduce the uppercase D (T48) **Reinforced Objectives:** -SWBAT use tri-pod pencil grip -SWBAT write using the headline, midline, and baseline -SWBAT use handwriting procedures -SWBAT recall writers ready chant	Practice Master Pages	**Objectives:** -SWBAT listen for the beginning sound of a word -SWBAT write the beginning sound of a word. -SWBAT complete work dependent on skill level (beg, mid, and end sounds for H and M students) **Reinforced Objectives:-** -select what to do when finished writing -use "spaghetti" spacing between letters and "meatball" spacing in between words -demonstrate saying story 5 times before writing -use sight words and environmental print in writing -illustrate character emotions in an illustration	Teacher Topic: No Shared Student Topic: No independent writing Students will complete beginning sounds worksheet	Beginning, Middle, and End sounds worksheet (differentiated for L, M, H) Anchor Chart for the Beginning of the word Writers Ready Poster Basic Strokes Poster Writing Process Poster

	writing. o Spell simple words phonetically, drawing on knowledge of sound-letter relationships.					
42	• **W.K.1**. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., *My favorite book is…*). • **W.K.2.** Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. • **W.K.3.** Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened. • **L.K.1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. o Print many upper- and lowercase letters. • **L.K.2.** Demonstrate command	**Objectives:** -SWBAT recognize and reproduce the lowercase d (T48) **Reinforced Objectives:** -SWBAT use tri-pod pencil grip -SWBAT write using the headline, midline, and baseline -SWBAT use handwriting procedures -SWBAT recall writers ready chant	ZB 54	**Objectives:** -SWBAT listen for the beginning sound of a word -SWBAT write the beginning sound of a word. **Reinforced Objectives:-** -SWBAT select what to do when finished writing -SWBAT use "spaghetti" spacing between letters and "meatball" spacing in between words -SWBAT demonstrate saying story 5 times before writing -SWBAT use sight words and environmental print in writing - SWBAT illustrate character emotions in an illustration	Teacher Topic: Tell about a time you gave a gift. Student Topic: Tell about a time you shared something.	Anchor Chart for the Beginning of the word Writers Ready Poster Basic Strokes Poster Writing Process Poster

	of the conventions of standard English capitalization, punctuation, and spelling when writing. o Spell simple words phonetically, drawing on knowledge of sound-letter relationships.					
43	• **W.K.1**. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., *My favorite book is…*). • **W.K.2.** Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. • **W.K.3.** Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened. • **L.K.1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	**Objectives:** -SWBAT recognize and reproduce the lowercase d (T48) **Reinforced Objectives:** -SWBAT use tri-pod pencil grip -SWBAT write using the headline, midline, and baseline -SWBAT use handwriting procedures -SWBAT recall writers ready chant	Practice Master Pages	**Objectives:** -SWBAT listen for the beginning sound of a word -SWBAT write the beginning sound of a word. **Reinforced Objectives:-** -SWBAT select what to do when finished writing -SWBAT use "spaghetti" spacing between letters and "meatball" spacing in between words -SWBAT demonstrate saying story 5 times before writing -SWBAT use sight words and environmental print in writing - SWBAT illustrate character emotions in an illustration	Teacher Topic: Tell about a time you shared something. Student Topic: Tell about a time you helped another person.	Anchor Chart for the Beginning of the word Writers Ready Poster Basic Strokes Poster Writing Process Poster

	○ Print many upper- and lowercase letters. • **L.K.2.** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. ○ Spell simple words phonetically, drawing on knowledge of sound-letter relationships.					
44	• **W.K.1**. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., *My favorite book is…*). • **W.K.2.** Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. • **W.K.3.** Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened. • **L.K.1.** Demonstrate command	**Objectives:** -SWBAT review and practice writing the letters Oo, Aa, and Dd. **Reinforced Objectives:** -SWBAT use tri-pod pencil grip -SWBAT write using the headline, midline, and baseline -SWBAT use handwriting procedures -SWBAT recall writers ready chant	ZB pages 55-56	**Objectives:** -SWBAT listen for the beginning sound of a word -SWBAT write the beginning sound of a word. **Reinforced Objectives:-** -SWBAT select what to do when finished writing -SWBAT use "spaghetti" spacing between letters and "meatball" spacing in between words -SWBAT demonstrate saying story 5 times before writing -SWBAT use sight words and environmental print in writing - SWBAT illustrate character emotions in an illustration	Teacher Story: Tell about a tried something new. Student Story: Tell about a time you were delighted.	Anchor Chart for the Beginning of the word Writers Ready Poster Basic Strokes Poster Writing Process Poster

	of the conventions of standard English grammar and usage when writing or speaking. o Print many upper- and lowercase letters. • **L.K.2.** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. o Spell simple words phonetically, drawing on knowledge of sound-letter relationships.					
45	• **W.K.1**. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., *My favorite book is…*). • **W.K.2.** Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. • **W.K.3.** Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what	**Objectives:** -SWBAT review and practice writing the letters Oo, Aa, and Dd. **Reinforced Objectives:** -SWBAT use tri-pod pencil grip -SWBAT write using the headline, midline, and baseline -SWBAT use handwriting procedures -SWBAT recall writers ready chant	Practice Master Pages	**Objectives:** -SWBAT listen for the beginning sound of a word -SWBAT write the beginning sound of a word. **Reinforced Objectives:-** -SWBAT select what to do when finished writing -SWBAT use "spaghetti" spacing between letters and "meatball" spacing in between words -SWBAT demonstrate saying story 5 times before writing -SWBAT use sight words and environmental print in writing - SWBAT illustrate character emotions in an illustration	Teacher Story: Tell about a time you had a big family dinner. Student Story: Tell about what you like to do on your birthday.	Anchor Chart for the Beginning of the word Writers Ready Poster Basic Strokes Poster Writing Process Poster

	happened. • **L.K.1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. o Print many upper- and lowercase letters. • **L.K.2.** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. o Spell simple words phonetically, drawing on knowledge of sound-letter relationships.					
46	• **W.K.1**. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., *My favorite book is…*). • **W.K.2.** Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. • **W.K.3.** Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell	**Objectives:** -SWBAT recognize and write the uppercase letter C (T52) **Reinforced Objectives:** -SWBAT use tri-pod pencil grip -SWBAT write using the headline, midline, and baseline -SWBAT use handwriting procedures -SWBAT recall writers ready chant	ZB page 57	**Objectives:** -SWBAT listen for the ending sound of a word. -SWBAT write the ending sound of a word. -SWBAT complete work dependent on skill level (beginning, middle and end for H and M students) **Reinforced Objectives:** -SWBAT listen for the beginning sound of a word -SWBAT write the beginning sound of a word. -SWBAT select what to do when finished writing. -SWBAT use “spaghetti” spacing between letters and “meatball” spacing in between words. -SWBAT demonstrate saying story 5 times before writing. -SWBAT use sight words and	Teacher Topic: No Shared Writing Student Topic: Independent Practice	Anchor Chart for the End of the word Differentiated Word Work for H,M,L

	about the events in the order in which they occurred, and provide a reaction to what happened. • **L.K.1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. o Print many upper- and lowercase letters. • **L.K.2.** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. o Spell simple words phonetically, drawing on knowledge of sound-letter relationships.			environmental print in writing. - SWBAT illustrate character emotions in an illustration.		
47	• **W.K.1**. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., *My favorite book is…*). • **W.K.2.** Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. • **W.K.3.** Use a combination of	**Objectives:** -SWBAT recognize and write the uppercase letter C (T52) **Reinforced Objectives:** -SWBAT use tri-pod pencil grip -SWBAT write using the headline, midline, and baseline -SWBAT use handwriting procedures -SWBAT recall writers ready chant	Practice Master Pages	**Objectives:** -SWBAT listen for the ending sound of a word. -SWBAT write the ending sound of a word. **Reinforced Objectives:** -SWBAT listen for the beginning sound of a word -SWBAT write the beginning sound of a word. -SWBAT select what to do when finished writing. - SWBAT use "spaghetti" spacing between letters and "meatball" spacing in between words. -SWBAT demonstrate saying story 5 times before writing. -SWBAT use sight words and	Teacher Topic: Tell about a time you had a great day. Student Topic: Tell about a time you had a bad day.	Anchor Chart for the End of the word Writing Process Poster

	drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened. • **L.K.1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. o Print many upper- and lowercase letters. • **L.K.2.** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. o Spell simple words phonetically, drawing on knowledge of sound-letter relationships.			environmental print in writing. - SWBAT illustrate character emotions in an illustration.		
48	• **W.K.1**. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., *My favorite book is…*). • **W.K.2.** Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some	**Objectives:** -SWBAT recognize and reproduce the lowercase c (T52) **Reinforced Objectives:** -SWBAT use tri-pod pencil grip -SWBAT write using the headline, midline, and baseline -SWBAT use handwriting procedures -SWBAT recall writers ready chant	ZB S58	**Objectives:** -SWBAT listen for the ending sound of a word. -SWBAT write the ending sound of a word. **Reinforced Objectives:** -SWBAT listen for the beginning sound of a word -SWBAT write the beginning sound of a word. -SWBAT select what to do when finished writing. - SWBAT use "spaghetti" spacing between letters and "meatball" spacing in between words.	Teacher Story: Tell about a time you had a sleepover. Student Story: Tell about your favorite part of the day.	Anchor Chart for the End of the word Writing Process Poster

	information about the topic. • **W.K.3.** Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened. • **L.K.1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. o Print many upper- and lowercase letters. • **L.K.2.** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. o Spell simple words phonetically, drawing on knowledge of sound-letter relationships.			-SWBAT demonstrate saying story 5 times before writing. -SWBAT use sight words and environmental print in writing. - SWBAT illustrate character emotions in an illustration.		
49	• **W.K.1**. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., *My favorite book is…*). • **W.K.2.** Use a combination of drawing, dictating, and writing to compose	**Objectives:** -SWBAT recognize and reproduce the lowercase c (T52) **Reinforced Objectives:** -SWBAT use tri-pod pencil grip -SWBAT write using the headline, midline, and baseline -SWBAT use handwriting	Practice Master Pages	**Objectives:** -SWBAT listen for the ending sound of a word. -SWBAT write the ending sound of a word. **Reinforced Objectives:** -SWBAT listen for the beginning sound of a word -SWBAT write the beginning sound of a word. -SWBAT select what to do when finished writing. - SWBAT use "spaghetti"	Teacher Story: Tell about your favorite part of the day. Student Story: Tell about a time you got a new toy.	Anchor Chart for the End of the word Writing Process Poster

	informative/explanatory texts in which they name what they are writing about and supply some information about the topic. • **W.K.3.** Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened. • **L.K.1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. o Print many upper- and lowercase letters. • **L.K.2.** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. o Spell simple words phonetically, drawing on knowledge of sound-letter relationships.	procedures -SWBAT recall writers ready chant		spacing between letters and "meatball" spacing in between words. -SWBAT demonstrate saying story 5 times before writing. -SWBAT use sight words and environmental print in writing. - SWBAT illustrate character emotions in an illustration.		
50	• **W.K.1**. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., *My favorite book is...*).	**Objectives:** -SWBAT recognize and reproduce the uppercase letter E. (T54) **Reinforced Objectives:** -SWBAT use tri-pod pencil grip	ZB page 59	**Objectives:** -SWBAT listen for the ending sound of a word. -SWBAT write the ending sound of a word. **Reinforced Objectives:** -SWBAT listen for the beginning sound of a word -SWBAT write the beginning	Teacher Topic: Tell about a time you were sick. Student Topic: Tell about someone you are grateful for.	Anchor Chart for the End of the word Writing Process Poster

	• **W.K.2.** Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. • **W.K.3.** Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened. • **L.K.1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. o Print many upper- and lowercase letters. • **L.K.2.** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. o Spell simple words phonetically, drawing on knowledge of sound-letter relationships.	-SWBAT write using the headline, midline, and baseline -SWBAT use handwriting procedures -SWBAT recall writers ready chant		sound of a word. -SWBAT select what to do when finished writing. - SWBAT use "spaghetti" spacing between letters and "meatball" spacing in between words. -SWBAT demonstrate saying story 5 times before writing. -SWBAT use sight words and environmental print in writing. - SWBAT illustrate character emotions in an illustration.		
51	• **W.K.1**. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the	**Objectives:** -SWBAT recognize and reproduce the uppercase letter E. (T54) **Reinforced**	Practice Master Pages	**Objectives:** -SWBAT complete monthly writing assessment. **Reinforced Objectives:** -SWBAT listen for the beginning sound of a word	Teacher Topic: No Shared/Assessment Student Topic: Tell about a time you had a big dinner.	Assessment/Rubric

	topic or book (e.g., *My favorite book is...*). • **W.K.2.** Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. • **W.K.3.** Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened. • **L.K.1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. o Print many upper- and lowercase letters. • **L.K.2.** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. o Spell simple words phonetically, drawing on knowledge of sound-letter relationships.	**Objectives:** -SWBAT use tri-pod pencil grip -SWBAT write using the headline, midline, and baseline -SWBAT use handwriting procedures -SWBAT recall writers ready chant		-SWBAT write the beginning sound of a word. -SWBAT select what to do when finished writing. - SWBAT use "spaghetti" spacing between letters and "meatball" spacing in between words. -SWBAT demonstrate saying story 5 times before writing. -SWBAT use sight words and environmental print in writing. - SWBAT illustrate character emotions in an illustration.		
52	• **W.K.1**. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic	**Objectives:** -SWBAT recognize and reproduce the lowercase e (T54)	ZB S60	**Objectives:** -SWBAT listen for the beginning and ending sound of a word -SWBAT write the beginning	Teacher Topic: No Shared Writing.	Chart paper Markers Student Journals

	or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., *My favorite book is...*). • **W.K.2.** Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. • **W.K.3.** Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened. • **L.K.1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. o Print many upper- and lowercase letters. • **L.K.2.** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. o Spell simple words phonetically, drawing on knowledge of sound-letter relationships.	**Reinforced Objectives:** -SWBAT use tri-pod pencil grip -SWBAT write using the headline, midline, and baseline -SWBAT use handwriting procedures -SWBAT recall writers ready chant		and ending sound of a word. -SWBAT complete work dependent on skill level (CVC words for H and M students) **Reinforced Objectives:** -SWBAT select what to do when finished writing. - SWBAT use "spaghetti" spacing between letters and "meatball" spacing in between words. -SWBAT demonstrate saying story 5 times before writing. -SWBAT use sight words and environmental print from the classroom in their writing. - SWBAT illustrate character emotions in an illustration.	Student Topic: Independent Practice	Differentiated Worksheets for H, M and L students. Anchor Chart for the Beginning and End of the word Writing Process Poster

53	• **W.K.1**. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., *My favorite book is…*). • **W.K.2.** Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. • **W.K.3.** Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened. • **L.K.1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. o Print many upper- and lowercase letters. • **L.K.2.** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. o Spell simple words phonetically, drawing on knowledge of	**Objectives:** -SWBAT recognize and reproduce the lowercase e (T54) **Reinforced Objectives:** -SWBAT use tri-pod pencil grip -SWBAT write using the headline, midline, and baseline -SWBAT use handwriting procedures -SWBAT recall writers ready chant	Practice Master Pages	**Objectives:** -SWBAT listen for the beginning and ending sound of a word -SWBAT write the beginning and ending sound of a word. **Reinforced Objectives:** -SWBAT select what to do when finished writing. - SWBAT use "spaghetti" spacing between letters and "meatball" spacing in between words. -SWBAT demonstrate saying story 5 times before writing. -SWBAT use sight words and environmental print from the classroom in their writing. - SWBAT illustrate character emotions in an illustration.	Teacher Story: Tell about a time you showed caring. Student Story: Tell about a time you felt brave.	Chart paper Markers Student Journals Anchor Chart for the Beginning and End of the word Writing Process Poster

	sound-letter relationships.					
54	• **W.K.1**. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., *My favorite book is…*). • **W.K.2.** Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. • **W.K.3.** Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened. • **L.K.1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. o Print many upper- and lowercase letters. • **L.K.2.** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	**Objectives:** -SWBAT recognize and reproduce uppercase letter F (T56). **Reinforced Objectives:** -SWBAT use tri-pod pencil grip -SWBAT write using the headline, midline, and baseline -SWBAT use handwriting procedures -SWBAT recall writers ready chant	ZB S61	**Objectives:** -SWBAT listen for the beginning and ending sound of a word -SWBAT write the beginning and ending sound of a word. **Reinforced Objectives:** -SWBAT select what to do when finished writing. - SWBAT use "spaghetti" spacing between letters and "meatball" spacing in between words. -SWBAT demonstrate saying story 5 times before writing. -SWBAT use sight words and environmental print from the classroom in their writing. - SWBAT illustrate character emotions in an illustration.	Teacher Story: Tell about a time you felt brave. Student Story: Tell about what you like to do when it is too cold to go outside.	Chart paper Markers Student Journals Anchor Chart for the Beginning and End of the word Writing Process Poster

	○ Spell simple words phonetically, drawing on knowledge of sound-letter relationships.					
55	• **W.K.1**. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., *My favorite book is…*). • **W.K.2.** Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. • **W.K.3.** Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened. • **L.K.1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. ○ Print many upper- and lowercase letters. • **L.K.2.** Demonstrate command of the conventions of standard English capitalization,	**Objectives:** -SWBAT recognize and reproduce uppercase letter F (T56). **Reinforced Objectives:** -SWBAT use tri-pod pencil grip -SWBAT write using the headline, midline, and baseline -SWBAT use handwriting procedures -SWBAT recall writers ready chant	Practice Master Pages	**Objectives:** -SWBAT listen for the beginning and ending sound of a word -SWBAT write the beginning and ending sound of a word. **Reinforced Objectives:** -SWBAT select what to do when finished writing. - SWBAT use "spaghetti" spacing between letters and "meatball" spacing in between words. -SWBAT demonstrate saying story 5 times before writing. -SWBAT use sight words and environmental print from the classroom in their writing. - SWBAT illustrate character emotions in an illustration.	Teacher Story: Tell about what you like to do when it is too cold to go outside. Student Story: Tell about a time when you used someone else's things.	Chart paper Markers Student Journals Anchor Chart for the Beginning and End of the word Writing Process Poster

	punctuation, and spelling when writing. o Spell simple words phonetically, drawing on knowledge of sound-letter relationships.					
56	• **W.K.1**. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., *My favorite book is…*). • **W.K.2.** Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. • **W.K.3.** Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened. • **L.K.1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. o Print many upper- and lowercase letters.	**Objectives:** -SWBAT recognize and reproduce the lowercase letter f (T56) **Reinforced Objectives:** -SWBAT use tri-pod pencil grip -SWBAT write using the headline, midline, and baseline -SWBAT use handwriting procedures -SWBAT recall writers ready chant	ZB page 62	**Objectives:** -SWBAT listen for the beginning and ending sound of a word -SWBAT write the beginning and ending sound of a word. **Reinforced Objectives:** -SWBAT select what to do when finished writing. - SWBAT use "spaghetti" spacing between letters and "meatball" spacing in between words. -SWBAT demonstrate saying story 5 times before writing. -SWBAT use sight words and environmental print from the classroom in their writing. -SWBAT illustrate character emotions in an illustration.	Teacher Story: Tell about a time when you used someone else's things. Student Story: Tell about a time you went to a birthday party.	Chart paper Markers Student Journals Anchor Chart for the Beginning and End of the word Writing Process Poster

	• **L.K.2.** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. o Spell simple words phonetically, drawing on knowledge of sound-letter relationships.					
57	• **W.K.1**. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., *My favorite book is…*). • **W.K.2.** Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. • **W.K.3.** Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened. • **L.K.1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	**Objectives:** -SWBAT recognize and practice the letters Cc, Ee, and Ff. **Reinforced Objectives:** -SWBAT use tri-pod pencil grip -SWBAT write using the headline, midline, and baseline -SWBAT use handwriting procedures -SWBAT recall writers ready chant	ZB S63-64	**Objectives:** -SWBAT listen for the middle sound of a word. -SWBAT write the middle sound in a word. SWBAT complete work dependent on skill level (CVC words for M students and beginning blends for H students). **Reinforced Objectives:** -SWBAT listen for the beginning and ending sound of a word -SWBAT write the beginning and ending sound of a word. -SWBAT select what to do when finished writing. - SWBAT use "spaghetti" spacing between letters and "meatball" spacing in between words. -SWBAT demonstrate saying story 5 times before writing. -SWBAT use sight words and environmental print in writing. - SWBAT illustrate character emotions in an illustration.	Teacher Story: No Shared Writing. Student Story: No independent writing.	Chart paper Markers Student Journals Differentiated Worksheets for H, M, L students. Anchor chart for the middle of the word (vowels)

	○ Print many upper- and lowercase letters. • **L.K.2.** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. ○ Spell simple words phonetically, drawing on knowledge of sound-letter relationships.					
58	• **W.K.1**. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., *My favorite book is…*). • **W.K.2.** Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. • **W.K.3.** Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened. • **L.K.1.** Demonstrate command	**Objectives:** -SWBAT recognize and practice the letters Cc, Ee, and Ff. **Reinforced Objectives:** -SWBAT use tri-pod pencil grip -SWBAT write using the headline, midline, and baseline -SWBAT use handwriting procedures -SWBAT recall writers ready chant	Practice Master Pages	**Objectives:** -SWBAT listen for the middle sound of a word. -SWBAT write the middle sound in a word. **Reinforced Objectives:** -SWBAT listen for the beginning and ending sound of a word -SWBAT write the beginning and ending sound of a word. -SWBAT select what to do when finished writing. - SWBAT use "spaghetti" spacing between letters and "meatball" spacing in between words. -SWBAT demonstrate saying story 5 times before writing. -SWBAT use sight words and environmental print in writing. - SWBAT illustrate character emotions in an illustration.	Teacher Story: Tell about a time you went to a birthday party. Student Story: Tell about what you did over the holiday weekend.	Chart paper Markers Student Journals Anchor chart for the middle of the word. Writing Process Poster

	of the conventions of standard English grammar and usage when writing or speaking. o Print many upper- and lowercase letters. • **L.K.2.** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. o Spell simple words phonetically, drawing on knowledge of sound-letter relationships.					
59	• **W.K.1**. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., *My favorite book is…*). • **W.K.2.** Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. • **W.K.3.** Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what	**Objectives:** -SWBAT recognize and reproduce the uppercase G (T58) **Reinforced Objectives:** -SWBAT use tri-pod pencil grip -SWBAT write using the headline, midline, and baseline -SWBAT use handwriting procedures -SWBAT recall writers ready chant	ZB S65	**Objectives:** -SWBAT listen for the middle sound of a word. -SWBAT write the middle sound in a word. **Reinforced Objectives:** -SWBAT listen for the beginning and ending sound of a word -SWBAT write the beginning and ending sound of a word. -SWBAT select what to do when finished writing. - SWBAT use "spaghetti" spacing between letters and "meatball" spacing in between words. -SWBAT demonstrate saying story 5 times before writing. -SWBAT use sight words and environmental print in writing. - SWBAT illustrate character emotions in an illustration.	Teacher Story: Tell about what you did over the holiday weekend. Student Topic: Tell about a time you had to do a chore.	Chart paper Markers Student Journals Anchor chart for the middle of the word. Writing Process Poster

	happened. • **L.K.1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. o Print many upper- and lowercase letters. • **L.K.2.** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. o Spell simple words phonetically, drawing on knowledge of sound-letter relationships.					
60	• **W.K.1**. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., *My favorite book is…*). • **W.K.2.** Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. • **W.K.3.** Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell	**Objectives:** -SWBAT recognize and reproduce the uppercase G (T58) **Reinforced Objectives:** -SWBAT use tri-pod pencil grip -SWBAT write using the headline, midline, and baseline -SWBAT use handwriting procedures -SWBAT recall writers ready chant	Practice Master Pages	**Objectives:** -SWBAT listen for the middle sound of a word. -SWBAT write the middle sound in a word. **Reinforced Objectives:** -SWBAT listen for the beginning and ending sound of a word -SWBAT write the beginning and ending sound of a word. -SWBAT select what to do when finished writing. - SWBAT use "spaghetti" spacing between letters and "meatball" spacing in between words. -SWBAT demonstrate saying story 5 times before writing. -SWBAT use sight words and environmental print in writing. - SWBAT illustrate character emotions in an illustration.	Teacher Topic: Tell about a time you had to do a chore. Student Topic: Tell about a time when you played dress up.	Chart paper Markers Student Journals Anchor chart for the middle of the word. Writing Process Poster

	about the events in the order in which they occurred, and provide a reaction to what happened. • **L.K.1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. o Print many upper- and lowercase letters. • **L.K.2.** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. o Spell simple words phonetically, drawing on knowledge of sound-letter relationships.					
61	• **W.K.1**. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., *My favorite book is…*). • **W.K.2.** Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. • **W.K.3.** Use a combination of	**Objectives:** -SWBAT recognize and reproduce the lowercase letter g (T58) **Reinforced Objectives:** -SWBAT use tri-pod pencil grip -SWBAT write using the headline, midline, and baseline -SWBAT use handwriting procedures -SWBAT recall writers ready chant	ZB page 66	**Objectives:** -SWBAT listen for the middle sound of a word. -SWBAT write the middle sound in a word. **Reinforced Objectives:** -SWBAT listen for the beginning and ending sound of a word -SWBAT write the beginning and ending sound of a word. -SWBAT select what to do when finished writing. - SWBAT use "spaghetti" spacing between letters and "meatball" spacing in between words. -SWBAT demonstrate saying story 5 times before writing. -SWBAT use sight words and environmental print in writing.	Teacher Topic: Tell about a time you played dress up. Student Topic: Tell about a time you were drowsy.	Chart paper Markers Student Journals Anchor chart for the middle of the word. Writing Process Poster

	drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened. • **L.K.1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. o Print many upper- and lowercase letters. • **L.K.2.** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. o Spell simple words phonetically, drawing on knowledge of sound-letter relationships.			- SWBAT illustrate character emotions in an illustration.		
62	• **W.K.1**. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., *My favorite book is…*). • **W.K.2.** Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some	**Objectives:** -SWBAT recognize and reproduce the lowercase letter g (T58) **Reinforced Objectives:** -SWBAT use tri-pod pencil grip -SWBAT write using the headline, midline, and baseline -SWBAT use handwriting procedures -SWBAT recall writers ready chant	Practice Master Pages	**Objectives:** -SWBAT listen for the middle sound of a word. -SWBAT write the middle sound in a word. **Reinforced Objectives:** -SWBAT listen for the beginning and ending sound of a word -SWBAT write the beginning and ending sound of a word. -SWBAT select what to do when finished writing. - SWBAT use "spaghetti" spacing between letters and "meatball" spacing in between words. -SWBAT demonstrate saying	Teacher Topic: Tell about a time you went sledding. Student Topic: Tell about a time you played in the snow.	Chart paper Markers Student Journals Anchor chart for the middle of the word. Writing Process Poster

	information about the topic. • **W.K.3.** Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened. • **L.K.1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. o Print many upper- and lowercase letters. • **L.K.2.** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. o Spell simple words phonetically, drawing on knowledge of sound-letter relationships.			story 5 times before writing. -SWBAT use sight words and environmental print in writing. - SWBAT illustrate character emotions in an illustration.		
63	• **W.K.1**. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., *My favorite book is…*). • **W.K.2.** Use a combination of drawing, dictating, and writing to compose	**Objectives:** -SWBAT recognize and reproduce the uppercase J (T62) **Reinforced Objectives:** -SWBAT use tri-pod pencil grip -SWBAT write using the headline, midline, and baseline -SWBAT use handwriting	ZB page 67	**Objectives:** -SWBAT listen for the middle sound of a word. -SWBAT write the middle sound of a word. **Reinforced Objectives:** -SWBAT listen for the beginning and ending sound of a word -SWBAT write the beginning and ending sound of a word. -SWBAT listen for the middle sound of a word. -SWBAT write the middle sound in a word.	Teacher Topic: Tell about a time you felt drowsy. Student Topic: Tell about a time you had a snowball fight.	White board Markers Journal Anchor chart for the middle of the word. Writing Process Poster

	informative/explanatory texts in which they name what they are writing about and supply some information about the topic. • **W.K.3.** Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened. • **L.K.1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. o Print many upper- and lowercase letters. • **L.K.2.** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. o Spell simple words phonetically, drawing on knowledge of sound-letter relationships.	procedures -SWBAT recall writers ready chant		-SWBAT select what to do when finished writing. - SWBAT use "spaghetti" spacing between letters and "meatball" spacing in between words. -SWBAT demonstrate saying story 5 times before writing. -SWBAT use sight words and environmental print in writing. - SWBAT illustrate character emotions in an illustration.		
64	• **W.K.1**. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., *My favorite book is...*).	**Objectives:** -SWBAT recognize and reproduce the uppercase J (T62) **Reinforced Objectives:** -SWBAT use tri-pod pencil grip -SWBAT write using	Practice Master Pages	**Objectives:** -SWBAT listen for the middle sound of a word. -SWBAT write the middle sound in a word. **Reinforced Objectives:** -SWBAT listen for the beginning and ending sound of a word -SWBAT write the beginning and ending sound of a word.	Teacher Topic: Tell about a time you played in the snow. Student Topic: Tell about a time you felt surprised.	Chart paper Markers Student Journals

	• **W.K.2.** Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. • **W.K.3.** Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened. • **L.K.1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. o Print many upper- and lowercase letters. • **L.K.2.** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. o Spell simple words phonetically, drawing on knowledge of sound-letter relationships.	the headline, midline, and baseline -SWBAT use handwriting procedures -SWBAT recall writers ready chant		-SWBAT select what to do when finished writing. - SWBAT use "spaghetti" spacing between letters and "meatball" spacing in between words. -SWBAT demonstrate saying story 5 times before writing. -SWBAT use sight words and environmental print in writing. - SWBAT illustrate character emotions in an illustration.		
65	• **W.K.1**. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the	**Objectives:** -SWBAT recognize and reproduce the lowercase j (T62) **Reinforced Objectives:**	ZB page 68	**Objectives:** -SWBAT listen for the middle sound of a word. -SWBAT write the middle sound in a word. **Reinforced Objectives:** -SWBAT listen for the beginning	Teacher Topic: Tell about a time you got a new toy. Student Topic: Tell about a time you played with an	Chart paper Markers Student Journals

	topic or book (e.g., *My favorite book is...*). • **W.K.2.** Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. • **W.K.3.** Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened. • **L.K.1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. o Print many upper- and lowercase letters. • **L.K.2.** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. o Spell simple words phonetically, drawing on knowledge of sound-letter relationships.	-SWBAT use tri-pod pencil grip -SWBAT write using the headline, midline, and baseline -SWBAT use handwriting procedures -SWBAT recall writers ready chant		and ending sound of a word -SWBAT write the beginning and ending sound of a word. -SWBAT select what to do when finished writing. - SWBAT use "spaghetti" spacing between letters and "meatball" spacing in between words. -SWBAT demonstrate saying story 5 times before writing. -SWBAT use sight words and environmental print in writing. - SWBAT illustrate character emotions in an illustration.	animal.	
66	• **W.K.1**. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic	**Objectives:** -SWBAT recognize and reproduce the uppercase Q (T64)	ZB page 69	**Objectives:** -SWBAT stretch out a word. -SWBAT write the beginning, middle and end of a word.	Teacher Topic: Tell about a time you felt sick. Student Topic: Tell about a	Chart paper Markers Student Journals

	or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., *My favorite book is...*). • **W.K.2.** Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. • **W.K.3.** Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened. • **L.K.1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. o Print many upper- and lowercase letters. • **L.K.2.** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. o Spell simple words phonetically, drawing on knowledge of sound-letter relationships.	**Reinforced Objectives:** -SWBAT use tri-pod pencil grip -SWBAT write using the headline, midline, and baseline -SWBAT use handwriting procedures -SWBAT recall writers ready chant		**Reinforced Objectives:** -SWBAT listen for the beginning, middle and ending sound of a word. -SWBAT select what to do when finished writing. - SWBAT use "spaghetti" spacing between letters and "meatball" spacing in between words. -SWBAT demonstrate saying story 5 times before writing. -SWBAT use sight words and environmental print in writing. - SWBAT illustrate character emotions in an illustration.	time you were shy.	

67	• **W.K.1**. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., *My favorite book is…*). • **W.K.2.** Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. • **W.K.3.** Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened. • **L.K.1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. o Print many upper- and lowercase letters. • **L.K.2.** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. o Spell simple words phonetically, drawing on knowledge of	**Objectives:** -SWBAT recognize and reproduce the uppercase Q (T64) **Reinforced Objectives:** -SWBAT use tri-pod pencil grip -SWBAT write using the headline, midline, and baseline -SWBAT use handwriting procedures -SWBAT recall writers ready chant	Practice Master Pages	**Objectives:** -SWBAT stretch out a word. -SWBAT write the beginning, middle and end of a word. **Reinforced Objectives:** -SWBAT listen for the beginning, middle and ending sound of a word. -SWBAT select what to do when finished writing. - SWBAT use "spaghetti" spacing between letters and "meatball" spacing in between words. -SWBAT demonstrate saying story 5 times before writing. -SWBAT use sight words and environmental print in writing. - SWBAT illustrate character emotions in an illustration.	Student Story: Tell about a time you wore something fancy. Teacher Story: Tell about a time you had an exciting weekend.	Chart paper Markers Student Journals

	sound-letter relationships.					
68	• **W.K.1**. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., *My favorite book is…*). • **W.K.2.** Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. • **W.K.3.** Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened. • **L.K.1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. o Print many upper- and lowercase letters. • **L.K.2.** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	**Objectives:** -SWBAT recognize and reproduce the lowercase q. (T64) **Reinforced Objectives:** -SWBAT use tri-pod pencil grip -SWBAT write using the headline, midline, and baseline -SWBAT use handwriting procedures -SWBAT recall writers ready chant	ZB page 70	**Objectives:** -SWBAT stretch out a word. -SWBAT write the beginning, middle and end of a word. **Reinforced Objectives:** -SWBAT listen for the beginning, middle and ending sound of a word. -SWBAT select what to do when finished writing. - SWBAT use "spaghetti" spacing between letters and "meatball" spacing in between words. -SWBAT demonstrate saying story 5 times before writing. -SWBAT use sight words and environmental print in writing. - SWBAT illustrate character emotions in an illustration.	Teacher Story: Tell about a time you had an exciting weekend. Student Story: Tell about a time you were silly.	Chart paper Markers Student Journals

	o Spell simple words phonetically, drawing on knowledge of sound-letter relationships.					
69	• **W.K.1**. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., *My favorite book is…*). • **W.K.2.** Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. • **W.K.3.** Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened. • **L.K.1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. o Print many upper- and lowercase letters. • **L.K.2.** Demonstrate command of the conventions of standard English capitalization,	**Objectives:** -SWBAT recognize and reproduce the lowercase q. (T64) **Reinforced Objectives:** -SWBAT use tri-pod pencil grip -SWBAT write using the headline, midline, and baseline -SWBAT use handwriting procedures -SWBAT recall writers ready chant	Practice Master Pages	**Objectives:** -SWBAT stretch out a word. -SWBAT write the beginning, middle and end of a word. **Reinforced Objectives:** -SWBAT listen for the beginning, middle and ending sound of a word. -SWBAT select what to do when finished writing. - SWBAT use "spaghetti" spacing between letters and "meatball" spacing in between words. -SWBAT demonstrate saying story 5 times before writing. -SWBAT use sight words and environmental print in writing. - SWBAT illustrate character emotions in an illustration.	Teacher Story: Tell about a special event you went to. Student Story: Tell about something you did over vacation.	Chart paper Markers Student Journals

	punctuation, and spelling when writing. o Spell simple words phonetically, drawing on knowledge of sound-letter relationships.					
70	• **W.K.1**. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., *My favorite book is…*). • **W.K.2.** Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. • **W.K.3.** Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened. • **L.K.1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. o Print many upper- and lowercase letters.	**Objectives:** -SWBAT review and practice the letters Gg, Jj, and Qq. **Reinforced Objectives:** -SWBAT use tri-pod pencil grip -SWBAT write using the headline, midline, and baseline -SWBAT use handwriting procedures -SWBAT recall writers ready chant	ZB pages 71-72	**Objectives:** -SWBAT stretch out a word. -SWBAT write the beginning, middle and end of a word. **Reinforced Objectives:** -SWBAT listen for the beginning, middle and ending sound of a word. -SWBAT select what to do when finished writing. - SWBAT use "spaghetti" spacing between letters and "meatball" spacing in between words. -SWBAT demonstrate saying story 5 times before writing. -SWBAT use sight words and environmental print in writing. - SWBAT illustrate character emotions in an illustration.	Teacher Story: Tell about something awesome you saw over break. Student Story: Tell about a time you ate something delicious.	Chart paper Markers Student Journals

	• **L.K.2.** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. o Spell simple words phonetically, drawing on knowledge of sound-letter relationships.					
Unit 4: Sentences (Days 71-92)						
71	• **W.K.1**. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., *My favorite book is…*). • **W.K.2.** Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. • **W.K.3.** Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened. • **L.K.1.** Demonstrate command	**Objectives:** -SWBAT recognize and reproduce the uppercase letter U (T68). **Reinforced Objectives:** -SWBAT use tri-pod pencil grip -SWBAT write using the headline, midline, and baseline -SWBAT use handwriting procedures -SWBAT recall writers ready chant	ZB page 73	**Objectives:** -SWBAT write a telling sentence (complete thought) -SWBAT use an uppercase letter when starting a sentence. -SWBAT use a period when ending a telling sentence. -SWBAT complete independent practice of editing telling sentences **Reinforced Objectives:** -SWBAT stretch out a word. -SWBAT write the beginning, middle and end of a word. - SWBAT use "spaghetti" spacing between letters and "meatball" spacing in between words. -SWBAT demonstrate saying story 5 times before writing. -SWBAT use sight words and environmental print in writing. -SWBAT use directionality when writing (top to bottom, left to right)	Teacher Topic: No Shared Student Topic: Independent Practice	Chart paper Markers Student Journals Anchor Chart • Telling Sentences • When to use an uppercase letter Worksheets Editing Telling Sentences

	of the conventions of standard English grammar and usage when writing or speaking. o Print many upper- and lowercase letters. • **L.K.2.** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. o Capitalize the first word in a sentence and the pronoun *I*. o Recognize and name end punctuation. o Write a letter or letters for most consonant and short-vowel sounds (phonemes). o Spell simple words phonetically, drawing on knowledge of sound-letter relationships.					
72	• **W.K.1**. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., *My favorite book is…*). • **W.K.2.** Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in	**Objectives:** -SWBAT recognize and reproduce the uppercase letter U (T68). **Reinforced Objectives:** -SWBAT use tri-pod pencil grip -SWBAT write using the headline, midline, and baseline -SWBAT use	Practice Master Pages	**Objectives:** -SWBAT write a telling sentence (complete thought) -SWBAT use an uppercase letter when starting a sentence. -SWBAT use a period when ending a telling sentence. **Reinforced Objectives:** -SWBAT stretch out a word. -SWBAT write the beginning, middle and end of a word. - SWBAT use "spaghetti"	Teacher Topic: Tell about a time you ate something delicious. Student Topic: Tell about a time you were silly.	Chart paper Markers Student Journals Chart paper Markers Student Journals Anchor Chart • Telling Sentences • When to use an uppercase letter

	which they name what they are writing about and supply some information about the topic. • **W.K.3.** Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened. • **L.K.1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. o Print many upper- and lowercase letters. • **L.K.2.** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. o Capitalize the first word in a sentence and the pronoun *I*. o Recognize and name end punctuation. o Write a letter or letters for most consonant and short-vowel sounds (phonemes). o Spell simple words phonetically, drawing on knowledge of sound-letter relationships.	handwriting procedures -SWBAT recall writers ready chant		spacing between letters and "meatball" spacing in between words. -SWBAT demonstrate saying story 5 times before writing. -SWBAT use sight words and environmental print in writing. -SWBAT use directionality when writing (top to bottom, left to right)		

73	• **W.K.1**. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., *My favorite book is…*). • **W.K.2.** Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. • **W.K.3.** Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened. • **L.K.1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. o Print many upper- and lowercase letters. • **L.K.2.** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. o Capitalize the first word in a sentence and	**Objectives:** -SWBAT recognize and reproduce the lowercase u (T68). **Reinforced Objectives:** -SWBAT use tri-pod pencil grip -SWBAT write using the headline, midline, and baseline -SWBAT use handwriting procedures -SWBAT recall writers ready chant	ZB 74	**Objectives:** -SWBAT write a telling sentence (complete thought) -SWBAT use an uppercase letter when starting a sentence. -SWBAT use a period when ending a telling sentence. **Reinforced Objectives:** -SWBAT stretch out a word. -SWBAT write the beginning, middle and end of a word. - SWBAT use "spaghetti" spacing between letters and "meatball" spacing in between words. -SWBAT demonstrate saying story 5 times before writing. -SWBAT use sight words and environmental print in writing. -SWBAT use directionality when writing (top to bottom, left to right)	Teacher Topic: Tell about a time you were silly. Student Topic: Tell about a time you read a book to someone.	Writing Journals Chart Paper/ Markers Whiteboard Chart paper Markers Student Journals Anchor Chart • Telling Sentences • When to use an uppercase letter

	the pronoun *I*. o Recognize and name end punctuation. o Write a letter or letters for most consonant and short-vowel sounds (phonemes). o Spell simple words phonetically, drawing on knowledge of sound-letter relationships.					
74	• **W.K.1**. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., *My favorite book is...*). • **W.K.2.** Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. • **W.K.3.** Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.	**Objectives:** -SWBAT recognize and reproduce the lowercase u (T68). **Reinforced Objectives:** -SWBAT use tri-pod pencil grip -SWBAT write using the headline, midline, and baseline -SWBAT use handwriting procedures -SWBAT recall writers ready chant	Practice Master Pages	**Objectives:** -SWBAT write a telling sentence (complete thought) -SWBAT use an uppercase letter when starting a sentence. -SWBAT use a period when ending a telling sentence. **Reinforced Objectives:** -SWBAT stretch out a word. -SWBAT write the beginning, middle and end of a word. - SWBAT use "spaghetti" spacing between letters and "meatball" spacing in between words. -SWBAT demonstrate saying story 5 times before writing. -SWBAT use sight words and environmental print in writing. -SWBAT use directionality when writing (top to bottom, left to right)	Teacher Topic: Tell about your favorite thing to do. Student Topic: Tell about a time your first day of school.	January Writing Journals Chart Paper/ Markers Whiteboard Chart paper Markers Student Journals Anchor Chart • Telling Sentences • When to use an uppercase letter

	• **L.K.1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. o Print many upper- and lowercase letters. • **L.K.2.** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. o Capitalize the first word in a sentence and the pronoun *I*. o Recognize and name end punctuation. o Write a letter or letters for most consonant and short-vowel sounds (phonemes). o Spell simple words phonetically, drawing on knowledge of sound-letter relationships.					
75	• **W.K.1**. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., *My favorite book is…*). • **W.K.2.** Use a combination of drawing, dictating, and writing	**Objectives:** -SWBAT recognize and reproduce the uppercase letter S (T70). **Reinforced Objectives:** -SWBAT use tri-pod pencil grip -SWBAT write using the headline, midline, and baseline	ZB page 75	**Objectives:** -SWBAT write a telling sentence (complete thought) -SWBAT use an uppercase letter when starting a sentence. -SWBAT use a period when ending a telling sentence. **Reinforced Objectives:** -SWBAT stretch out a word. -SWBAT write the beginning, middle and end of a word.	Teacher Topic: Tell about your first day of school. Student Topic: Tell about a time you saw a lot of animals.	January Writing Journals Chart Paper/ Markers Whiteboard Chart paper Markers Student Journals Anchor Chart • Telling Sentences • When to use an uppercase letter

	to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. • **W.K.3.** Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened. • **L.K.1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. o Print many upper- and lowercase letters. • **L.K.2.** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. o Capitalize the first word in a sentence and the pronoun *I*. o Recognize and name end punctuation. o Write a letter or letters for most consonant and short-vowel sounds (phonemes). o Spell simple words phonetically, drawing on knowledge of sound-letter	-SWBAT use handwriting procedures -SWBAT recall writers ready chant		- SWBAT use "spaghetti" spacing between letters and "meatball" spacing in between words. -SWBAT demonstrate saying story 5 times before writing. -SWBAT use sight words and environmental print in writing. -SWBAT use directionality when writing (top to bottom, left to right)		

	relationships.					
76	• **W.K.1**. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., *My favorite book is…*). • **W.K.2.** Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. • **W.K.3.** Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened. • **L.K.1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. o Print many upper- and lowercase letters. • **L.K.2.** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. o Capitalize the first	**Objectives:** -SWBAT recognize and reproduce the uppercase letter S (T70). **Reinforced Objectives:** -SWBAT use tri-pod pencil grip -SWBAT write using the headline, midline, and baseline -SWBAT use handwriting procedures -SWBAT recall writers ready chant	Practice Master Pages	SWBAT complete monthly writing assessment.	Teacher Topic: Tell about a time you saw a lot of animals. Student topic: Tell about a time you played in the snow.	assessment, rubric pens for adult writing

	word in a sentence and the pronoun *I*. o Recognize and name end punctuation. o Write a letter or letters for most consonant and short-vowel sounds (phonemes). o Spell simple words phonetically, drawing on knowledge of sound-letter relationships.					
77	• **W.K.1**. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., *My favorite book is…*). • **W.K.2.** Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. • **W.K.3.** Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what	**Objectives:** -SWBAT recognize and reproduce the lowercase s (T70) **Reinforced Objectives:** -SWBAT use tri-pod pencil grip -SWBAT write using the headline, midline, and baseline -SWBAT use handwriting procedures -SWBAT recall writers ready chant	ZB 76	**Objectives:** -SWBAT write an asking sentence (complete thought) -SWBAT use an uppercase letter when starting a sentence. -SWBAT use a question mark when ending an asking sentence. -SWBAT complete independent practice of editing asking sentences **Reinforced Objectives:** -SWBAT stretch out a word. -SWBAT write the beginning, middle and end of a word. - SWBAT use "spaghetti" spacing between letters and "meatball" spacing in between words.	Teacher Topic: No Shared Student Topic: Independent Practice	January Writing Journals Chart Paper/ Markers Whiteboard Anchor Chart • Asking Sentences • Clue Words Worksheet on Editing Asking Sentences

	happened. • **L.K.1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. o Print many upper- and lowercase letters. • **L.K.2.** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. o Capitalize the first word in a sentence and the pronoun *I*. o Recognize and name end punctuation. o Write a letter or letters for most consonant and short-vowel sounds (phonemes). o Spell simple words phonetically, drawing on knowledge of sound-letter relationships.					
78	• **W.K.1**. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., *My favorite book is…*). • **W.K.2.** Use a combination of	**Objectives:** -SWBAT recognize and reproduce the lowercase s (T70) **Reinforced Objectives:** -SWBAT use tri-pod pencil grip -SWBAT write using the headline, midline,	Practice Master Pages	**Objectives:** -SWBAT write an asking sentence (complete thought) -SWBAT use an uppercase letter when starting a sentence. -SWBAT use a question mark when ending an asking sentence. **Reinforced Objectives:** -SWBAT stretch out a word.	Teacher Topic: Tell about a time you were silly. Student Topic: Tell about a time you read a book to someone.	January Writing Journals Chart Paper/ Markers Whiteboard Anchor Chart • Asking Sentences • Clue Words

	drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. • **W.K.3.** Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened. • **L.K.1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. o Print many upper- and lowercase letters. • **L.K.2.** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. o Capitalize the first word in a sentence and the pronoun *I*. o Recognize and name end punctuation. o Write a letter or letters for most consonant and short-vowel sounds (phonemes). o Spell simple words phonetically, drawing on knowledge of	and baseline -SWBAT use handwriting procedures -SWBAT recall writers ready chant		-SWBAT write the beginning, middle and end of a word. - SWBAT use "spaghetti" spacing between letters and "meatball" spacing in between words.		

	sound-letter relationships.					
79	• **W.K.1**. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., *My favorite book is…*). • **W.K.2.** Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. • **W.K.3.** Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened. • **L.K.1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. o Print many upper- and lowercase letters. • **L.K.2.** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	**Objectives:** -SWBAT recognize and reproduce the uppercase B. (T72) **Reinforced Objectives:** -SWBAT use tri-pod pencil grip -SWBAT write using the headline, midline, and baseline -SWBAT use handwriting procedures -SWBAT recall writers ready chant	ZB page 77	**Objectives:** -SWBAT write an asking sentence (complete thought) -SWBAT use an uppercase letter when starting a sentence. -SWBAT use a question mark when ending an asking sentence. **Reinforced Objectives:** -SWBAT stretch out a word. -SWBAT write the beginning, middle and end of a word. - SWBAT use "spaghetti" spacing between letters and "meatball" spacing in between words.	Teacher Topic: Tell about your favorite thing to do. Student Topic: Tell about a time your first day of school.	January Writing Journals Chart Paper/ Markers Whiteboard Anchor Chart • Asking Sentences • Clue Words

	o Capitalize the first word in a sentence and the pronoun *I*. o Recognize and name end punctuation. o Write a letter or letters for most consonant and short-vowel sounds (phonemes). o Spell simple words phonetically, drawing on knowledge of sound-letter relationships.					
80	• **W.K.1**. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., *My favorite book is...*). • **W.K.2.** Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. • **W.K.3.** Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what	**Objectives:** -SWBAT recognize and reproduce the uppercase B. (T72) **Reinforced Objectives:** -SWBAT use tri-pod pencil grip -SWBAT write using the headline, midline, and baseline -SWBAT use handwriting procedures -SWBAT recall writers ready chant	Practice Master Pages	**Objectives:** -SWBAT write an asking sentence (complete thought) -SWBAT use an uppercase letter when starting a sentence. -SWBAT use a question mark when ending an asking sentence. **Reinforced Objectives:** -SWBAT stretch out a word. -SWBAT write the beginning, middle and end of a word. - SWBAT use "spaghetti" spacing between letters and "meatball" spacing in between words.	Teacher Topic: Tell about a time you went to NYC. Student Topic: Tell about a time you took pictures.	January Writing Journals Chart Paper/ Markers Whiteboard Anchor Chart • Asking Sentences • Clue Words

	happened. • **L.K.1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. o Print many upper- and lowercase letters. • **L.K.2.** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. o Capitalize the first word in a sentence and the pronoun *I*. o Recognize and name end punctuation. o Write a letter or letters for most consonant and short-vowel sounds (phonemes). o Spell simple words phonetically, drawing on knowledge of sound-letter relationships.					

81	• **W.K.1**. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., *My favorite book is…*). • **W.K.2.** Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. • **W.K.3.** Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened. • **L.K.1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. o Print many upper- and lowercase letters. • **L.K.2.** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. o Capitalize the first word in a sentence and	**Objectives:** -SWBAT recognize and reproduce the lowercase letter b (t72). **Reinforced Objectives:** -SWBAT use tri-pod pencil grip -SWBAT write using the headline, midline, and baseline -SWBAT use handwriting procedures	ZB page 78	**Objectives:** -SWBAT write an expressing sentence (complete thought) -SWBAT use an uppercase letter when starting a sentence. -SWBAT use an exclamation mark when ending an expressing sentence. **Reinforced Objectives:** -SWBAT stretch out a word. -SWBAT write the beginning, middle and end of a word. - SWBAT use "spaghetti" spacing between letters and "meatball" spacing in between words.	Teacher Topic: No Shared Student Topic: Independent Practice	Chart Paper/ Markers Journals Sentence Chart Anchor Chart • Expressing Sentences Independent Worksheets

	the pronoun *I*. o Recognize and name end punctuation. o Write a letter or letters for most consonant and short-vowel sounds (phonemes). o Spell simple words phonetically, drawing on knowledge of sound-letter relationships.					
82	• **W.K.1**. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., *My favorite book is…*). • **W.K.2.** Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some	**Objectives:** -SWBAT recognize and reproduce the lowercase letter b (t72). **Reinforced Objectives:** -SWBAT use tri-pod pencil grip -SWBAT write using the headline, midline, and baseline -SWBAT use handwriting procedures	Practice Master Pages	**Objectives:** -SWBAT write an expressing sentence (complete thought) -SWBAT use an uppercase letter when starting a sentence. -SWBAT use an exclamation mark when ending an expressing sentence. **Reinforced Objectives:** -SWBAT stretch out a word. -SWBAT write the beginning, middle and end of a word. - SWBAT use "spaghetti" spacing between letters and "meatball" spacing in between words.	Teacher Topic: Tell about a time you felt furious. Student Topic: Tell about a time you made someone proud.	Chart Paper/ Markers Journals Sentence Chart Anchor Chart • Expressing Sentences

	information about the topic. • **W.K.3.** Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened. • **L.K.1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. o Print many upper- and lowercase letters. • **L.K.2.** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. o Capitalize the first word in a sentence and the pronoun *I*. o Recognize and name end punctuation. o Write a letter or letters for most consonant and short-vowel sounds (phonemes). o Spell simple words phonetically, drawing on knowledge of sound-letter relationships.					
83	• **W.K.1**. Use a combination of drawing, dictating, and writing	**Objectives:** -SWBAT recognize	ZB page 79	**Objectives:** -SWBAT write an expressing	Teacher Topic: Tell about a time you were concerned.	Chart Paper/ Markers Journals

	to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., *My favorite book is...*). • **W.K.2.** Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. • **W.K.3.** Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened. • **L.K.1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. o Print many upper- and lowercase letters. • **L.K.2.** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. o Capitalize the first word in a sentence and the pronoun *I*. o Recognize and name	and reproduce the uppercase P. (T74) **Reinforced Objectives:** -SWBAT use tri-pod pencil grip -SWBAT write using the headline, midline, and baseline -SWBAT use handwriting procedures -SWBAT recall writers ready chant		sentence (complete thought) -SWBAT use an uppercase letter when starting a sentence. -SWBAT use an exclamation mark when ending an expressing sentence. **Reinforced Objectives:** -SWBAT stretch out a word. -SWBAT write the beginning, middle and end of a word. - SWBAT use "spaghetti" spacing between letters and "meatball" spacing in between words.	Student Topic: Tell about a time you played an instrument.	Sentence Chart Anchor Chart • Expressing Sentences

	end punctuation. o Write a letter or letters for most consonant and short-vowel sounds (phonemes). o Spell simple words phonetically, drawing on knowledge of sound-letter relationships.					
84	• **W.K.1**. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., *My favorite book is...*). • **W.K.2.** Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. • **W.K.3.** Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened. • **L.K.1.** Demonstrate command of the conventions of standard English grammar and usage	**Objectives:** -SWBAT recognize and reproduce the uppercase P. (T74) **Reinforced Objectives:** -SWBAT use tri-pod pencil grip -SWBAT write using the headline, midline, and baseline -SWBAT use handwriting procedures -SWBAT recall writers ready chant	Practice Master Pages	**Objectives:** -SWBAT write an expressing sentence (complete thought) -SWBAT use an uppercase letter when starting a sentence. -SWBAT use an exclamation mark when ending an expressing sentence. **Reinforced Objectives:** -SWBAT stretch out a word. -SWBAT write the beginning, middle and end of a word. - SWBAT use "spaghetti" spacing between letters and "meatball" spacing in between words.	Teacher Topic: Tell about a time you played an instrument. Student Topic: Tell about a time you felt scared.	Chart Paper/ Markers Journals Sentence Chart Anchor Chart • Expressing Sentences

	when writing or speaking. o Print many upper- and lowercase letters. • **L.K.2.** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. o Capitalize the first word in a sentence and the pronoun *I*. o Recognize and name end punctuation. o Write a letter or letters for most consonant and short-vowel sounds (phonemes). o Spell simple words phonetically, drawing on knowledge of sound-letter relationships.					
85	• **W.K.1**. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., *My favorite book is…*). • **W.K.2.** Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are	**Objectives:** -SWBAT recognize and reproduce the lowercase letter p (T74). **Reinforced Objectives:** -SWBAT use tri-pod pencil grip -SWBAT write using the headline, midline, and baseline -SWBAT use handwriting procedures	ZB page 80	**Objectives:** -SWBAT write an expressing sentence (complete thought) -SWBAT use an uppercase letter when starting a sentence. -SWBAT use an exclamation mark when ending an expressing sentence. **Reinforced Objectives:** -SWBAT stretch out a word. -SWBAT write the beginning, middle and end of a word. - SWBAT use "spaghetti" spacing between letters and	Teacher Topic: Tell about a time you felt scared. Student Topic: Tell about a time you watched a movie.	Chart Paper/ Markers Journals Sentence Chart Anchor Chart • Expressing Sentences

	writing about and supply some information about the topic. • **W.K.3.** Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened. • **L.K.1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. o Print many upper- and lowercase letters. • **L.K.2.** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. o Capitalize the first word in a sentence and the pronoun *I*. o Recognize and name end punctuation. o Write a letter or letters for most consonant and short-vowel sounds (phonemes). o Spell simple words phonetically, drawing on knowledge of sound-letter relationships.	-SWBAT recall writers ready chant		"meatball" spacing in between words.		

86	• **W.1.2.** Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. • **W.1.3.** Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure. • **L.K.1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. o Print many upper- and lowercase letters. • **L.K.2.** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. o Capitalize the first word in a sentence and the pronoun *I*. o Recognize and name end punctuation. o Write a letter or letters for most consonant and short-vowel sounds (phonemes). o Spell simple words phonetically, drawing on knowledge of sound-letter relationships.	**Objectives:** -SWBAT recognize and reproduce the lowercase letter p (T74). **Reinforced Objectives:** -SWBAT use tri-pod pencil grip -SWBAT write using the headline, midline, and baseline -SWBAT use handwriting procedures -SWBAT recall writers ready chant	Practice Master Pages	**Objectives:** -SWBAT distinguish between telling, expressing and asking sentence. -SWBAT use a questions mark when writing an asking sentence. -SWBAT use a period when writing a telling sentence. -SWBAT use an exclamation mark when writing an expressing sentence. -SWBAT use an uppercase letter at the beginning of a sentence or with a proper noun. -SWBAT edit a sentence for mistakes. **Reinforced Objectives:** -SWBAT write a sentence (complete thought). -SWBAT stretch out a word. -SWBAT use chunks, blends, dipthongs and diagraphs learned in RM, in their writing. -SWBAT use “spaghetti” spacing between letters and “meatball” spacing in between words. -SWBAT start next sentence with an uppercase letter -SWBAT write more than one sentence using details.	Teacher Topic: No Shared Student Topic: Independent Worksheets	Chart Paper/ Markers Journals Anchor Charts: -Telling -Asking -Expressing Worksheets

87	• **W.1.2.** Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. • **W.1.3.** Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure. • **L.K.1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. o Print many upper- and lowercase letters. • **L.K.2.** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. o Capitalize the first word in a sentence and the pronoun *I*. o Recognize and name end punctuation. o Write a letter or letters for most consonant and short-vowel sounds (phonemes). o Spell simple words phonetically, drawing on knowledge of sound-letter relationships.	**Objectives:** -SWBAT review and practice writing the letters Uu, Ss, Bb, and Pp (T76-77) **Reinforced Objectives:** -SWBAT use tri-pod pencil grip -SWBAT write using the headline, midline, and baseline -SWBAT use handwriting procedures -SWBAT recall writers ready chant	ZB pages 81-82	**Objectives:** -SWBAT distinguish between telling, expressing and asking sentence. -SWBAT use a questions mark when writing an asking sentence. -SWBAT use a period when writing a telling sentence. -SWBAT use an exclamation mark when writing an expressing sentence. -SWBAT use an uppercase letter at the beginning of a sentence or with a proper noun. -SWBAT edit a sentence for mistakes. **Reinforced Objectives:** -SWBAT write a sentence (complete thought). -SWBAT stretch out a word. -SWBAT use chunks, blends, dipthongs and diagraphs learned in RM, in their writing. -SWBAT use "spaghetti" spacing between letters and "meatball" spacing in between words. -SWBAT start next sentence with an uppercase letter -SWBAT write more than one sentence using details.	Teacher Topic: Tell about a time you cleaned up a big mess. Student Topic: Tell about a time you lost something.	Chart Paper/ Markers Journals Anchor Charts: -Telling -Asking -Expressing

88	• **W.1.2.** Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. • **W.1.3.** Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure. • **L.K.1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. o Print many upper- and lowercase letters. • **L.K.2.** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. o Capitalize the first word in a sentence and the pronoun *I*. o Recognize and name end punctuation. o Write a letter or letters for most consonant and short-vowel sounds (phonemes). Spell simple words phonetically, drawing on knowledge of sound-letter relationships.	**Objectives:** -SWBAT recognize and reproduce the uppercase letter R (T78) **Reinforced Objectives:** -SWBAT use tri-pod pencil grip -SWBAT write using the headline, midline, and baseline -SWBAT use handwriting procedures -SWBAT recall writers ready chant	ZB page 83	**Objectives:** -SWBAT distinguish between telling, expressing and asking sentence. -SWBAT use a questions mark when writing an asking sentence. -SWBAT use a period when writing a telling sentence. -SWBAT use an exclamation mark when writing an expressing sentence. -SWBAT use an uppercase letter at the beginning of a sentence or with a proper noun. -SWBAT edit a sentence for mistakes. **Reinforced Objectives:** -SWBAT write a sentence (complete thought). -SWBAT stretch out a word. -SWBAT use chunks, blends, dipthongs and diagraphs learned in RM, in their writing. -SWBAT use "spaghetti" spacing between letters and "meatball" spacing in between words. -SWBAT start next sentence with an uppercase letter -SWBAT write more than one sentence using details.	Teacher Topic: Tell about a time you lost something. Student Topic: Tell about a time you saw relatives.	Chart Paper/ Markers Journals Anchor Charts: -Telling -Asking -Expressing
89	• **W.1.2.** Write informative/explanatory texts in	**Objectives:** -SWBAT recognize and	Practice Master Pages	**Objectives:** -SWBAT distinguish between	Teacher Story: Tell about a time you saw relatives.	Chart Paper/ Markers Journals

	which they name a topic, supply some facts about the topic, and provide some sense of closure. • **W.1.3.** Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure. • **L.K.1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. o Print many upper- and lowercase letters. • **L.K.2.** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. o Capitalize the first word in a sentence and the pronoun *I*. o Recognize and name end punctuation. o Write a letter or letters for most consonant and short-vowel sounds (phonemes). Spell simple words phonetically, drawing on knowledge of sound-letter relationships.	reproduce the uppercase letter R (T78) **Reinforced Objectives:** -SWBAT use tri-pod pencil grip -SWBAT write using the headline, midline, and baseline -SWBAT use handwriting procedures -SWBAT recall writers ready chant		telling, expressing and asking sentence. -SWBAT use a questions mark when writing an asking sentence. -SWBAT use a period when writing a telling sentence. -SWBAT use an exclamation mark when writing an expressing sentence. -SWBAT use an uppercase letter at the beginning of a sentence or with a proper noun. -SWBAT edit a sentence for mistakes. **Reinforced Objectives:** -SWBAT write a sentence (complete thought). -SWBAT stretch out a word. -SWBAT use chunks, blends, dipthongs and diagraphs learned in RM, in their writing. -SWBAT use "spaghetti" spacing between letters and "meatball" spacing in between words. -SWBAT start next sentence with an uppercase letter -SWBAT write more than one sentence using details.	Student Story: Tell about a time you were bickering with someone.	Anchor Charts: -Telling -Asking -Expressing

90	• **W.1.2.** Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. • **W.1.3.** Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure. • **L.K.1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. o Print many upper- and lowercase letters. • **L.K.2.** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. o Capitalize the first word in a sentence and the pronoun *I*. o Recognize and name end punctuation. o Write a letter or letters for most consonant and short-vowel sounds (phonemes). o Spell simple words phonetically, drawing on knowledge of sound-letter relationships.	**Objectives:** -SWBAT recognize and reproduce the lowercase letter r. (T78) **Reinforced Objectives:** -SWBAT use tri-pod pencil grip -SWBAT write using the headline, midline, and baseline -SWBAT use handwriting procedures -SWBAT recall writers ready chant	ZB page 84	**Objectives:** -SWBAT distinguish between telling, expressing and asking sentence. -SWBAT use a questions mark when writing an asking sentence. -SWBAT use a period when writing a telling sentence. -SWBAT use an exclamation mark when writing an expressing sentence. -SWBAT use an uppercase letter at the beginning of a sentence or with a proper noun. -SWBAT edit a sentence for mistakes. **Reinforced Objectives:** -SWBAT write a sentence (complete thought). -SWBAT stretch out a word. -SWBAT use chunks, blends, dipthongs and diagraphs learned in RM, in their writing. -SWBAT use "spaghetti" spacing between letters and "meatball" spacing in between words. -SWBAT start next sentence with an uppercase letter -SWBAT write more than one sentence using details.	Teacher Topic: Tell about a time you were bickering. Student Topic: Tell about a time you went to a shopping mall.	Chart Paper/ Markers Journals Anchor Charts: -Telling -Asking -Expressing

91	• **W.1.2.** Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. • **W.1.3.** Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure. • **L.K.1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. o Print many upper- and lowercase letters. • **L.K.2.** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. o Capitalize the first word in a sentence and the pronoun *I*. o Recognize and name end punctuation. o Write a letter or letters for most consonant and short-vowel sounds (phonemes). Spell simple words phonetically, drawing on knowledge of sound-letter relationships.	**Objectives:** -SWBAT recognize and reproduce the lowercase letter r. (T78) **Reinforced Objectives:** -SWBAT use tri-pod pencil grip -SWBAT write using the headline, midline, and baseline -SWBAT use handwriting procedures -SWBAT recall writers ready chant	Practice Master Pages	**Objectives:** -SWBAT distinguish between telling, expressing and asking sentence. -SWBAT use a questions mark when writing an asking sentence. -SWBAT use a period when writing a telling sentence. -SWBAT use an exclamation mark when writing an expressing sentence. -SWBAT use an uppercase letter at the beginning of a sentence or with a proper noun. -SWBAT edit a sentence for mistakes. **Reinforced Objectives:** -SWBAT write a sentence (complete thought). -SWBAT stretch out a word. -SWBAT use chunks, blends, dipthongs and diagraphs learned in RM, in their writing. -SWBAT use "spaghetti" spacing between letters and "meatball" spacing in between words. -SWBAT start next sentence with an uppercase letter -SWBAT write more than one sentence using details.	Teacher Topic: Tell about a time you fell. Student Topic: Tell about a time you were defiant	Writing Journals Chart Paper/ Markers Whiteboard Beginning Chart/Chant
92	• **W.1.2.** Write informative/explanatory texts in	**Objectives:** -SWBAT recognize and	ZB page 85	**Objectives:** -SWBAT complete monthly	Teacher Topic: No Shared .	Writing Journals Chart Paper/ Markers

	which they name a topic, supply some facts about the topic, and provide some sense of closure. • **W.1.3.** Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure. • **L.K.1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. o Print many upper- and lowercase letters. • **L.K.2.** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. o Capitalize the first word in a sentence and the pronoun *I*. o Recognize and name end punctuation. o Write a letter or letters for most consonant and short-vowel sounds (phonemes). Spell simple words phonetically, drawing on knowledge of sound-letter relationships.	reproduce the uppercase letter N (T80) **Reinforced Objectives:** -SWBAT use tri-pod pencil grip -SWBAT write using the headline, midline, and baseline -SWBAT use handwriting procedures -SWBAT recall writers ready chant		writing assessment. **Reinforced Objectives:** -SWBAT write a sentence (complete thought). -SWBAT stretch out a word. -SWBAT use chunks, blends, dipthongs and diagraphs learned in RM, in their writing. -SWBAT use "spaghetti" spacing between letters and "meatball" spacing in between words. -SWBAT start next sentence with an uppercase letter -SWBAT write more than one sentence using details.	Student Topic: Tell about a time you went to a party.	Whiteboard Assessment and Rubric

Unit 5:Stories Part 1 (Days 93-119)						
93	• **W.1.2.** Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. • **W.1.3.** Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure. • **L.K.1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. o Print many upper- and lowercase letters. • **L.K.2.** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. o Capitalize the first word in a sentence and the pronoun *I*. o Recognize and name end punctuation. o Write a letter or letters for most consonant and short-vowel sounds (phonemes). Spell simple words phonetically, drawing on knowledge of sound-letter relationships.	**Objectives:** -SWBAT recognize and reproduce the uppercase letter N (T80) **Reinforced Objectives:** -SWBAT use tri-pod pencil grip -SWBAT write using the headline, midline, and baseline -SWBAT use handwriting procedures -SWBAT recall writers ready chant	Practice Master Pages	**Objectives:** -SWBAT identify the main event of a given topic (picture prompt). -SWBAT think about what happened right before the main event. -SWBAT draw a picture of what happened right before the main event. -SWBAT identify what to include in the beginning of the story (catchy opening, setting and right before). -SWBAT write what happened right before the main event. -SWBAT write 2-3 sentences in the beginning of their story. **Reinforced Objectives:** -SWBAT write complete thoughts. -SWBAT use the blends, chunks and vowel patterns learned in RM in their writing. -SWBAT use an uppercase letter at the beginning of a sentence and when writing proper nouns. -SWBAT use the correct punctuation at the end of a sentence. -SWBAT start the next sentence with an uppercase letter.	Teacher Topic: Tell about a time you went to the park. Student Topic: Tell about a time you ate ice cream.	Writing Journals Chart Paper/ Markers Whiteboard Beginning Chart/Chant

94	• **W.1.2.** Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. • **W.1.3.** Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure. • **L.K.1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. o Print many upper- and lowercase letters. • **L.K.2.** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. o Capitalize the first word in a sentence and the pronoun *I*. o Recognize and name end punctuation. o Write a letter or letters for most consonant and short-vowel sounds (phonemes). Spell simple words phonetically, drawing on knowledge of sound-letter relationships.	**Objectives:** -SWBAT recognize and reproduce the lowercase n (T80) **Reinforced Objectives:** -SWBAT use tri-pod pencil grip -SWBAT write using the headline, midline, and baseline -SWBAT use handwriting procedures -SWBAT recall writers ready chant	ZB page 86	**Objectives:** -SWBAT identify the main event of a given topic (picture prompt). -SWBAT think about what happened right before the main event. -SWBAT draw a picture of what happened right before the main event. -SWBAT identify what to include in the beginning of the story (catchy opening, setting and right before). -SWBAT write what happened right before the main event. -SWBAT write 2-3 sentences in the beginning of their story. **Reinforced Objectives:** -SWBAT write complete thoughts. -SWBAT use the blends, chunks and vowel patterns learned in RM in their writing. -SWBAT use an uppercase letter at the beginning of a sentence and when writing proper nouns. -SWBAT use the correct punctuation at the end of a sentence. -SWBAT start the next sentence with an uppercase letter.	Teacher Topic: Tell about a time you were scared. Student Topic: Tell about a time you went to the movies.	Writing Journals Chart Paper/ Markers Whiteboard Beginning Chart/Chant
95	• **W.1.2.** Write informative/explanatory texts in	**Objectives:** -SWBAT recognize and	Practice Master Pages	**Objectives:** -SWBAT identify the main	Teacher Topic: Tell about a time you ate ice cream.	Writing Journals Chart Paper/ Markers

	which they name a topic, supply some facts about the topic, and provide some sense of closure. • **W.1.3.** Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure. • **L.K.1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. o Print many upper- and lowercase letters. • **L.K.2.** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. o Capitalize the first word in a sentence and the pronoun *I*. o Recognize and name end punctuation. o Write a letter or letters for most consonant and short-vowel sounds (phonemes). Spell simple words phonetically, drawing on knowledge of sound-letter relationships.	reproduce the lowercase n (T80) **Reinforced Objectives:** -SWBAT use tri-pod pencil grip -SWBAT write using the headline, midline, and baseline -SWBAT use handwriting procedures -SWBAT recall writers ready chant		event of a given topic (picture prompt). -SWBAT think about what happened right before the main event. -SWBAT draw a picture of what happened right before the main event. -SWBAT identify what to include in the beginning of the story (catchy opening, setting and right before). -SWBAT write what happened right before the main event. -SWBAT write 2-3 sentences in the beginning of their story. **Reinforced Objectives:** -SWBAT write complete thoughts. -SWBAT use the blends, chunks and vowel patterns learned in RM in their writing. -SWBAT use an uppercase letter at the beginning of a sentence and when writing proper nouns. -SWBAT use the correct punctuation at the end of a sentence. -SWBAT start the next sentence with an uppercase letter.	Student Topic: Tell about a time you played in the snow.	Whiteboard Beginning Chart/Chant
96	• **W.1.2.** Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and	**Objectives:** -SWBAT recognize and reproduce the uppercase letter M (T82).	ZB page 87	**Objectives:** -SWBAT identify the main event of a given topic. -SWBAT draw the main event	Teacher Topic: Tell about a time you played in the snow.	Writing Journals Chart Paper/ Markers Whiteboard

	provide some sense of closure. • **W.1.3.** Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure. • **L.K.1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. o Print many upper- and lowercase letters. • **L.K.2.** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. o Capitalize the first word in a sentence and the pronoun *I*. o Recognize and name end punctuation. o Write a letter or letters for most consonant and short-vowel sounds (phonemes). Spell simple words phonetically, drawing on knowledge of sound-letter relationships.	**Reinforced Objectives:** -SWBAT use tri-pod pencil grip -SWBAT write using the headline, midline, and baseline -SWBAT use handwriting procedures -SWBAT recall writers ready chant		of a given topic. -SWBAT think about what happened right before the main event. -SWBAT draw a picture of what happened right before the main event. -SWBAT identify what to include in the beginning of the story (catchy opening, setting and right before) -SWBAT write what happened right before the main event. -SWBAT write 2-3 sentences in the beginning of their story. **Reinforced Objectives:** -SWBAT write a sentence (complete thought) -SWBAT use chunks, blends, dipthongs, and diagraphs learned in RM, in their writing. -SWBAT use the correct punctuation at the end of a sentence. -SWBAT start the next sentence with an uppercase letter.	Student Topic: Tell about a time you went swimming.	Beginning Chart/Chant

97	• **W.1.2.** Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. • **W.1.3.** Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure. • **L.K.1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. o Print many upper- and lowercase letters. • **L.K.2.** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. o Capitalize the first word in a sentence and the pronoun *I*. o Recognize and name end punctuation. o Write a letter or letters for most consonant and short-vowel sounds (phonemes). • Spell simple words phonetically, drawing on knowledge of sound-letter relationships.	**Objectives:** -SWBAT recognize and reproduce the uppercase letter M (T82). **Reinforced Objectives:** -SWBAT use tri-pod pencil grip -SWBAT write using the headline, midline, and baseline -SWBAT use handwriting procedures -SWBAT recall writers ready chant	Practice Master Pages	**Objectives:** -SWBAT identify the main event of a given topic. -SWBAT draw the main event of a given topic. -SWBAT think about what happened right before the main event. -SWBAT draw a picture of what happened right before the main event. -SWBAT identify what to include in the beginning of the story (catchy opening, setting and right before) -SWBAT write what happened right before the main event. -SWBAT write 2-3 sentences in the beginning of their story. **Reinforced Objectives:** -SWBAT write a sentence (complete thought) -SWBAT use chunks, blends, dipthongs, and diagraphs learned in RM, in their writing. -SWBAT use the correct punctuation at the end of a sentence. -SWBAT start the next sentence with an uppercase letter.	Teacher Topic: Tell about a time you went swimming. Student Topic: Tell about the first time you rode on a bike.	Writing Journals Chart Paper/ Markers Whiteboard Beginning Chart/Chant

98	• **W.1.2.** Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. • **W.1.3.** Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure. • **L.K.1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. o Print many upper- and lowercase letters. • **L.K.2.** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. o Capitalize the first word in a sentence and the pronoun *I*. o Recognize and name end punctuation. o Write a letter or letters for most consonant and short-vowel sounds (phonemes). • Spell simple words phonetically, drawing on knowledge of sound-letter relationships.	**Objectives:** -SWBAT recognize and reproduce the lowercase m. (T82) **Reinforced Objectives:** -SWBAT use tri-pod pencil grip -SWBAT write using the headline, midline, and baseline -SWBAT use handwriting procedures -SWBAT recall writers ready chant	ZB page 88	**Objectives:** -SWBAT identify the main event of a given topic. -SWBAT draw the main event of a given topic. -SWBAT think about what happened right before the main event. -SWBAT draw a picture of what happened right before the main event. -SWBAT identify what to include in the beginning of the story (catchy opening, setting and right before) -SWBAT write what happened right before the main event. -SWBAT write 2-3 sentences in the beginning of their story. **Reinforced Objectives:** -SWBAT write a sentence (complete thought) -SWBAT use chunks, blends, dipthongs, and diagraphs learned in RM, in their writing. -SWBAT use the correct punctuation at the end of a sentence. -SWBAT start the next sentence with an uppercase letter.	Teacher Topic: Tell about a time you went to dinner. Student Topic: Tell about a time you were on stage.	Writing Journals Chart Paper/ Markers Whiteboard Beginning Chart/Chant

99	• **W.1.2.** Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. • **W.1.3.** Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure. • **L.K.1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. o Print many upper- and lowercase letters. • **L.K.2.** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. o Capitalize the first word in a sentence and the pronoun *I*. o Recognize and name end punctuation. o Write a letter or letters for most consonant and short-vowel sounds (phonemes). • Spell simple words phonetically, drawing on knowledge of sound-letter relationships.	**Objectives:** -SWBAT recognize and reproduce the lowercase m. (T82) **Reinforced Objectives:** -SWBAT use tri-pod pencil grip -SWBAT write using the headline, midline, and baseline -SWBAT use handwriting procedures -SWBAT recall writers ready chant	Practice Master Pages	**Objectives:** -SWBAT identify the main event of a given topic. -SWBAT draw the main event of a given topic. -SWBAT think about what happened right before the main event. -SWBAT draw a picture of what happened right before the main event. -SWBAT identify what to include in the beginning of the story (catchy opening, setting and right before) -SWBAT write what happened right before the main event. -SWBAT write 2-3 sentences in the beginning of their story. **Reinforced Objectives:** -SWBAT write a sentence (complete thought) -SWBAT use chunks, blends, dipthongs, and diagraphs learned in RM, in their writing. -SWBAT use the correct punctuation at the end of a sentence. -SWBAT start the next sentence with an uppercase letter.	Teacher Topic Tell about a time you went to the carnival. Student Topic: Tell about a time you were dancing.	Writing Journals Chart Paper/ Markers Whiteboard Beginning Chart/Chant

100	• **W.1.2.** Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. • **W.1.3.** Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure. • **L.K.1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. o Print many upper- and lowercase letters. • **L.K.2.** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. o Capitalize the first word in a sentence and the pronoun *I*. o Recognize and name end punctuation. o Write a letter or letters for most consonant and short-vowel sounds (phonemes). Spell simple words phonetically, drawing on knowledge of sound-letter relationships.	**Objectives:** -SWBAT recognize and reproduce the uppercase letter H (T84) **Reinforced Objectives:** -SWBAT use tri-pod pencil grip -SWBAT write using the headline, midline, and baseline -SWBAT use handwriting procedures -SWBAT recall writers ready chant	ZB page 89	**Objectives:** -SWBAT identify the main event of a given topic. -SWBAT draw the main event of a given topic. -SWBAT think about what happened right before the main event. -SWBAT draw a picture of what happened right before the main event. -SWBAT identify what to include in the beginning of the story (catchy opening, setting and right before) -SWBAT write what happened right before the main event. -SWBAT write 2-3 sentences in the beginning of their story. **Reinforced Objectives:** -SWBAT write a sentence (complete thought) -SWBAT use chunks, blends, dipthongs, and diagraphs learned in RM, in their writing. -SWBAT use the correct punctuation at the end of a sentence. -SWBAT start the next sentence with an uppercase letter.	Teacher Topic: Tell about a time you were dancing. Student Topic: Tell about a time you cried.	Writing Journals Chart Paper/ Markers Whiteboard Beginning Chart/Chant

101	• **W.1.2.** Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. • **W.1.3.** Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure. • **L.K.1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. o Print many upper- and lowercase letters. • **L.K.2.** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. o Capitalize the first word in a sentence and the pronoun *I*. o Recognize and name end punctuation. o Write a letter or letters for most consonant and short-vowel sounds (phonemes). • Spell simple words phonetically, drawing on knowledge of sound-letter relationships.	**Objectives:** -SWBAT recognize and reproduce the uppercase letter H (T84) **Reinforced Objectives:** -SWBAT use tri-pod pencil grip -SWBAT write using the headline, midline, and baseline -SWBAT use handwriting procedures -SWBAT recall writers ready chant	Practice Master Pages	**Objectives:** -SWBAT identify what to include in the middle part of their story (problem, talking characters, main event) -SWBAT write the middle of the story. -SWBAT write in complete sentences. **Reinforced Objectives:** -SWBAT identify what to include in the beginning of the story (catchy opening, setting and right before). -SWBAT use the blends, chunks and vowel patterns learned in RM in their writing. -SWBAT use an uppercase letter at the beginning of a sentence and when needed. -SWBAT use the correct punctuation at the end of a sentence.	Teacher Topic: Tell about a time you were dancing. Student Topic: Tell about a time you cried.	Writing Journals Chart Paper/ Markers Whiteboard Beginning Chart/Chant Middle Chart/Chant

102	• **W.1.2.** Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. • **W.1.3.** Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure. • **L.K.1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. o Print many upper- and lowercase letters. • **L.K.2.** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. o Capitalize the first word in a sentence and the pronoun *I*. o Recognize and name end punctuation. o Write a letter or letters for most consonant and short-vowel sounds (phonemes). • Spell simple words phonetically, drawing on knowledge of sound-letter relationships.	**Objectives:** -SWBAT recognize and reproduce the lowercase letter h (T84). **Reinforced Objectives:** -SWBAT use tri-pod pencil grip -SWBAT write using the headline, midline, and baseline -SWBAT use handwriting procedures	ZB page 90	**Objectives:** -SWBAT draw the main event (middle) and what happened right before the main event (beginning). -SWBAT write the beginning of the story. -SWBAT write in complete sentences. **Reinforced Objectives:** -SWBAT identify what to include in the beginning of the story (catchy opening, setting and right before). -SWBAT use the blends, chunks and vowel patterns learned in RM in their writing. -SWBAT use an uppercase letter at the beginning of a sentence and when needed. -SWBAT use the correct punctuation at the end of a sentence.	Teacher Topic: Tell about a time you cried. Student Topic: Tell about a time you lost something.	Writing Journals Chart Paper/ Markers Whiteboard Beginning Chart/Chant Middle Chart/Chant

103	• **W.1.2.** Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. • **W.1.3.** Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure. • **L.K.1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. o Print many upper- and lowercase letters. • **L.K.2.** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. o Capitalize the first word in a sentence and the pronoun *I*. o Recognize and name end punctuation. o Write a letter or letters for most consonant and short-vowel sounds (phonemes). Spell simple words phonetically, drawing on knowledge of sound-letter relationships.	**Objectives:** -SWBAT recognize and reproduce the lowercase letter h (T84). **Reinforced Objectives:** -SWBAT use tri-pod pencil grip -SWBAT write using the headline, midline, and baseline -SWBAT use handwriting procedures	Practice Master Pages	**Objectives:** -SWBAT identify what to include in the middle part of their story (problem, talking characters, main event) -SWBAT write the middle of the story. -SWBAT write in complete sentences. **Reinforced Objectives:** -SWBAT identify what to include in the beginning of the story (catchy opening, setting and right before). -SWBAT use the blends, chunks and vowel patterns learned in RM in their writing. -SWBAT use an uppercase letter at the beginning of a sentence and when needed. -SWBAT use the correct punctuation at the end of a sentence.	Teacher Topic: Tell about a time you cried. Student Topic: Tell about a time you lost something.	Writing Journals Chart Paper/ Markers Whiteboard Beginning Chart/Chant Middle Chart/Chant

104	• **W.1.2.** Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. • **W.1.3.** Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure. • **L.K.1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. o Print many upper- and lowercase letters. • **L.K.2.** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. o Capitalize the first word in a sentence and the pronoun *I*. o Recognize and name end punctuation. o Write a letter or letters for most consonant and short-vowel sounds (phonemes). • Spell simple words phonetically, drawing on knowledge of sound-letter relationships.	**Objectives:** -SWBAT review and practice writing the letters Rr, Nn, Mm, and Hh. (T 86-87) **Reinforced Objectives:** -SWBAT use tri-pod pencil grip -SWBAT write using the headline, midline, and baseline -SWBAT use handwriting procedures -SWBAT recall writers ready chant	ZB pages 91-92	**Objectives:** -SWBAT draw the main event (middle) and what happened right before the main event (beginning). -SWBAT write the beginning of the story. **Reinforced Objectives:** -SWBAT identify what to include in the beginning of the story (catchy opening, setting and right before). -SWBAT use the blends, chunks and vowel patterns learned in RM in their writing. -SWBAT use an uppercase letter at the beginning of a sentence and when needed. -SWBAT use the correct punctuation at the end of a sentence.	Teacher Topic: Tell about a time you went to a baseball game. Student Topic: Tell about a time you went to the circus.	Writing Journals Chart Paper/ Markers Whiteboard Beginning Chart/Chant Middle Chart/Chant

105	• **W.1.2.** Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. • **W.1.3.** Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure. • **L.K.1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. o Print many upper- and lowercase letters. • **L.K.2.** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. o Capitalize the first word in a sentence and the pronoun *I*. o Recognize and name end punctuation. o Write a letter or letters for most consonant and short-vowel sounds (phonemes). • Spell simple words phonetically, drawing on knowledge of sound-letter relationships.	**Objectives:** -SWBAT review and practice writing the letters Rr, Nn, Mm, and Hh. (T 86-87) **Reinforced Objectives:** -SWBAT use tri-pod pencil grip -SWBAT write using the headline, midline, and baseline -SWBAT use handwriting procedures -SWBAT recall writers ready chant	Practice Master Pages	**Objectives:** -SWBAT identify what to include in the middle part of their story (problem, talking characters, main event) -SWBAT write the middle of the story. -SWBAT write in complete sentences. **Reinforced Objectives:** -SWBAT identify what to include in the beginning of the story (catchy opening, setting and right before). -SWBAT use the blends, chunks and vowel patterns learned in RM in their writing. -SWBAT use an uppercase letter at the beginning of a sentence and when needed. -SWBAT use the correct punctuation at the end of a sentence.	Teacher Topic: Tell about a time you went to a baseball game. Student Topic: Tell about a time you went to the circus.	Writing Journals Chart Paper/ Markers Whiteboard Beginning Chart/Chant Middle Chart/Chant

106	• **W.1.2.** Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. • **W.1.3.** Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure. • **L.K.1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. o Print many upper- and lowercase letters. • **L.K.2.** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. o Capitalize the first word in a sentence and the pronoun *I*. o Recognize and name end punctuation. o Write a letter or letters for most consonant and short-vowel sounds (phonemes). • Spell simple words phonetically, drawing on knowledge of sound-letter relationships.	**Objectives:** -SWBAT recognize and reproduce the uppercase letter V (T88) **Reinforced Objectives:** -SWBAT use tri-pod pencil grip -SWBAT write using the headline, midline, and baseline -SWBAT use handwriting procedures -SWBAT recall writers ready chant	ZB page 93	**Objectives:** -SWBAT draw the main event (middle) and what happened right before the main event (beginning). -SWBAT write the beginning of the story. **Reinforced Objectives:** -SWBAT identify what to include in the beginning of the story (catchy opening, setting and right before). -SWBAT use the blends, chunks and vowel patterns learned in RM in their writing. -SWBAT use an uppercase letter at the beginning of a sentence and when needed. -SWBAT use the correct punctuation at the end of a sentence.	Teacher Topic: Tell about a time frightened Student Topic: Tell about a time you had a great day	Writing Journals Chart Paper/ Markers Whiteboard Beginning Chart/Chant Middle Chart/Chant

107	• **W.1.2.** Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. • **W.1.3.** Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure. • **L.K.1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. o Print many upper- and lowercase letters. • **L.K.2.** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. o Capitalize the first word in a sentence and the pronoun *I*. o Recognize and name end punctuation. o Write a letter or letters for most consonant and short-vowel sounds (phonemes). • Spell simple words phonetically, drawing on knowledge of sound-letter relationships.	**Objectives:** -SWBAT recognize and reproduce the uppercase letter V (T88) **Reinforced Objectives:** -SWBAT use tri-pod pencil grip -SWBAT write using the headline, midline, and baseline -SWBAT use handwriting procedures -SWBAT recall writers ready chant	Practice Master Pages	**Objectives:** -SWBAT identify what to include in the middle part of their story (problem, talking characters, main event) -SWBAT write the middle of the story. -SWBAT write in complete sentences. **Reinforced Objectives:** -SWBAT identify what to include in the beginning of the story (catchy opening, setting and right before). -SWBAT use the blends, chunks and vowel patterns learned in RM in their writing. -SWBAT use an uppercase letter at the beginning of a sentence and when needed. -SWBAT use the correct punctuation at the end of a sentence.	Teacher Topic: Tell about a time you were frightened. Student Topic: Tell about a time you had a great day.	Writing Journals Chart Paper/ Markers Whiteboard Beginning Chart/Chant Middle Chart/Chant

108	• **W.1.2.** Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. • **W.1.3.** Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure. • **L.K.1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. o Print many upper- and lowercase letters. • **L.K.2.** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. o Capitalize the first word in a sentence and the pronoun *I*. o Recognize and name end punctuation. o Write a letter or letters for most consonant and short-vowel sounds (phonemes). • Spell simple words phonetically, drawing on knowledge of sound-letter relationships.	**Objectives:** -SWBAT recognize and reproduce the lowercase v. (T88) **Reinforced Objectives:** -SWBAT use tri-pod pencil grip -SWBAT write using the headline, midline, and baseline -SWBAT use handwriting procedures -SWBAT recall writers ready chant	ZB S94	**Objectives:** -SWBAT draw the main event (middle) and what happened right before the main event (beginning). -SWBAT write the beginning of the story. -SWBAT write in complete sentences. **Reinforced Objectives:** -SWBAT identify what to include in the beginning of the story (catchy opening, setting and right before). -SWBAT use the blends, chunks and vowel patterns learned in RM in their writing. -SWBAT use an uppercase letter at the beginning of a sentence and when needed. -SWBAT use the correct punctuation at the end of a sentence.	Teacher Topic: Tell about a time you lost something. Student Topic: Tell about a time you went to the grocery store.	Writing Journals Chart Paper/ Markers Whiteboard Beginning Chart/Chant Middle Chart/Chant

109	• **W.1.2.** Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. • **W.1.3.** Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure. • **L.K.1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. o Print many upper- and lowercase letters. • **L.K.2.** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. o Capitalize the first word in a sentence and the pronoun *I*. o Recognize and name end punctuation. o Write a letter or letters for most consonant and short-vowel sounds (phonemes). • Spell simple words phonetically, drawing on knowledge of sound-letter relationships.	**Objectives:** -SWBAT recognize and reproduce the lowercase v. (T88) **Reinforced Objectives:** -SWBAT use tri-pod pencil grip -SWBAT write using the headline, midline, and baseline -SWBAT use handwriting procedures -SWBAT recall writers ready chant	Practice Master Pages	**Objectives:** -SWBAT identify what to include in the middle part of their story (problem, talking characters, main event) -SWBAT write the middle of the story. -SWBAT write in complete sentences. **Reinforced Objectives:** -SWBAT identify what to include in the beginning of the story (catchy opening, setting and right before). -SWBAT use the blends, chunks and vowel patterns learned in RM in their writing. -SWBAT use an uppercase letter at the beginning of a sentence and when needed. -SWBAT use the correct punctuation at the end of a sentence.	Teacher Topic: Tell about a time you lost something. Student Topic: Tell about a time you went to the grocery store.	Writing Journals Chart Paper/ Markers Whiteboard Beginning Chart/Chant Middle Chart/Chant

110	• **W.1.2.** Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. • **W.1.3.** Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure. • **L.K.1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. o Print many upper- and lowercase letters. • **L.K.2.** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. o Capitalize the first word in a sentence and the pronoun *I*. o Recognize and name end punctuation. o Write a letter or letters for most consonant and short-vowel sounds (phonemes). • Spell simple words phonetically, drawing on knowledge of sound-letter relationships.	**Objectives:** -SWBAT recognize and reproduce the uppercase letter Y (T90) **Reinforced Objectives:** -SWBAT use tri-pod pencil grip -SWBAT write using the headline, midline, and baseline -SWBAT use handwriting procedures -SWBAT recall writers ready chant	ZB page 95	**Objectives:** -SWBAT draw the main event (middle) and what happened right before the main event (beginning). -SWBAT write the beginning of the story. **Reinforced Objectives:** -SWBAT identify what to include in the beginning of the story (catchy opening, setting and right before). -SWBAT use the blends, chunks and vowel patterns learned in RM in their writing. -SWBAT use an uppercase letter at the beginning of a sentence and when needed. -SWBAT use the correct punctuation at the end of a sentence.	Teacher Topic: Tell about a time you went swimming. Student Topic: Tell about a time you heard a strange noise.	Writing Journals Chart Paper/ Markers Whiteboard Beginning Chart/Chant Middle Chart/Chant

111	• **W.1.2.** Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. • **W.1.3.** Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure. • **L.K.1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. o Print many upper- and lowercase letters. • **L.K.2.** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. o Capitalize the first word in a sentence and the pronoun *I*. o Recognize and name end punctuation. o Write a letter or letters for most consonant and short-vowel sounds (phonemes). • Spell simple words phonetically, drawing on knowledge of sound-letter relationships.	**Objectives:** -SWBAT recognize and reproduce the uppercase letter Y (T90) **Reinforced Objectives:** -SWBAT use tri-pod pencil grip -SWBAT write using the headline, midline, and baseline -SWBAT use handwriting procedures -SWBAT recall writers ready chant	Practice Master Pages	**Objectives:** -SWBAT identify what to include in the middle part of their story (problem, talking characters, main event) -SWBAT write the middle of the story. -SWBAT write in complete sentences. **Reinforced Objectives:** -SWBAT identify what to include in the beginning of the story (catchy opening, setting and right before). -SWBAT use the blends, chunks and vowel patterns learned in RM in their writing. -SWBAT use an uppercase letter at the beginning of a sentence and when needed. -SWBAT use the correct punctuation at the end of a sentence.	Teacher Topic: Tell about a time you went swimming. Student Topic: Tell about a time you heard a strange noise.	Writing Journals Chart Paper/ Markers Whiteboard Beginning Chart/Chant Middle Chart/Chant

112	• **W.1.2.** Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. • **W.1.3.** Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure. • **L.K.1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. o Print many upper- and lowercase letters. • **L.K.2.** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. o Capitalize the first word in a sentence and the pronoun *I*. o Recognize and name end punctuation. o Write a letter or letters for most consonant and short-vowel sounds (phonemes). • Spell simple words phonetically, drawing on knowledge of sound-letter relationships.	**Objectives:** -SWBAT recognize and reproduce the lowercase y. (T90) **Reinforced Objectives:** -SWBAT use tri-pod pencil grip -SWBAT write using the headline, midline, and baseline -SWBAT use handwriting procedures -SWBAT recall writers ready chant	ZB page 96	**Objectives:** -SWBAT identify what to include in the end of the story (what happened last, how did you feel?) -SWBAT write the end of the story. -SWBAT write in complete sentences. **Reinforced Objectives:** -SWBAT identify what to include in the beginning of the story (catchy opening, setting, and right before). -SWBAT write the beginning and middle of the story. -SWBAT use chunks, blends, diphthongs, and diagraphs learned in RM, in their writing. -SWBAT use the correct punctuation at the end of a sentence. -SWBAT start next sentence with an uppercase letter.	Teacher Topic: Tell about a time you went swimming. Student Topic: Tell about a time you heard a strange noise.	Writing Journals Chart Paper/ Markers Whiteboard Beginning Chart/Chant Middle Chart/Chant

113	• **W.1.2.** Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. • **W.1.3.** Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure. • **L.K.1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. o Print many upper- and lowercase letters. • **L.K.2.** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. o Capitalize the first word in a sentence and the pronoun *I*. o Recognize and name end punctuation. o Write a letter or letters for most consonant and short-vowel sounds (phonemes). • Spell simple words phonetically, drawing on knowledge of sound-letter relationships.	**Objectives:** -SWBAT recognize and reproduce the lowercase y. (T90) **Reinforced Objectives:** -SWBAT use tri-pod pencil grip -SWBAT write using the headline, midline, and baseline -SWBAT use handwriting procedures -SWBAT recall writers ready chant	Practice Master Pages	**Objectives:** -SWBAT draw the main event (middle) and what happened right before the main event (beginning). -SWBAT write the beginning of the story. **Reinforced Objectives:** -SWBAT identify what to include in the beginning of the story (catchy opening, setting, and right before). -SWBAT write the beginning and middle of the story. -SWBAT use chunks, blends, diphthongs, and diagraphs learned in RM, in their writing. -SWBAT use the correct punctuation at the end of a sentence. -SWBAT start next sentence with an uppercase letter.	Teacher Topic: Tell about a time you went to a party. Student Topic: Tell about a time you lost a tooth.	Writing Journals Chart Paper/ Markers Whiteboard Beginning Chart/Chant Middle Chart/Chant End Chart/Chant

114	• **W.1.2.** Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. • **W.1.3.** Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure. • **L.K.1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. o Print many upper- and lowercase letters. • **L.K.2.** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. o Capitalize the first word in a sentence and the pronoun *I*. o Recognize and name end punctuation. o Write a letter or letters for most consonant and short-vowel sounds (phonemes). • Spell simple words phonetically, drawing on knowledge of sound-letter relationships.	**Objectives:** -SWBAT recognize and reproduce the uppercase W (T92). **Reinforced Objectives:** -SWBAT use tri-pod pencil grip -SWBAT write using the headline, midline, and baseline -SWBAT use handwriting procedures -SWBAT recall writers ready chant	ZB page 97	**Objectives:** -SWBAT identify what to include in the middle part of their story (problem, talking characters, main event) -SWBAT write the middle of the story. -SWBAT identify what to include in the end of the story (what happened last, how did you feel?) -SWBAT write the end of the story. -SWBAT write in complete sentences. **Reinforced Objectives:** -SWBAT identify what to include in the beginning of the story (catchy opening, setting, and right before). -SWBAT write the beginning and middle of the story. -SWBAT use chunks, blends, diphthongs, and diagraphs learned in RM, in their writing. -SWBAT use the correct punctuation at the end of a sentence. -SWBAT start next sentence with an uppercase letter. -SWBAT use WOW words in their story.	Teacher Topic: Tell about a time you went to a party. Student Topic: Tell about a time you lost a tooth.	Writing Journals Chart Paper/ Markers Whiteboard Beginning Chart/Chant Middle Chart/Chant End Chart/Chant

115	• **W.1.2.** Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. • **W.1.3.** Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure. • **L.K.1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. o Print many upper- and lowercase letters. • **L.K.2.** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. o Capitalize the first word in a sentence and the pronoun *I*. o Recognize and name end punctuation. o Write a letter or letters for most consonant and short-vowel sounds (phonemes). o Spell simple words phonetically, drawing on knowledge of sound-letter relationships.	**Objectives:** -SWBAT recognize and reproduce the uppercase W (T92). **Reinforced Objectives:** -SWBAT use tri-pod pencil grip -SWBAT write using the headline, midline, and baseline -SWBAT use handwriting procedures -SWBAT recall writers ready chant	Practice Master Pages	**Objectives:** -SWBAT draw the main event (middle) and what happened right before the main event (beginning). -SWBAT write the beginning of the story. **Reinforced Objectives:** -SWBAT identify what to include in the beginning of the story (catchy opening, setting, and right before). -SWBAT write the beginning and middle of the story. -SWBAT use chunks, blends, dipthongs, and diagraphs learned in RM, in their writing. -SWBAT use the correct punctuation at the end of a sentence. -SWBAT start next sentence with an uppercase letter. -SWBAT use WOW words in their story.	Teacher Topic: Tell about a time you were proud. Student Topic: Tell about a time you went on a trip.	Writing Journals Chart Paper/ Markers Whiteboard Beginning Chart/Chant Middle Chart/Chant End Chart/Chant

116	• **W.1.2.** Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. • **W.1.3.** Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure. • **L.K.1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. o Print many upper- and lowercase letters. • **L.K.2.** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. o Capitalize the first word in a sentence and the pronoun *I*. o Recognize and name end punctuation. o Write a letter or letters for most consonant and short-vowel sounds (phonemes). • Spell simple words phonetically, drawing on knowledge of sound-letter relationships.	**Objectives:** -SWBAT recognize and reproduce the lowercase w. (T92) **Reinforced Objectives:** -SWBAT use tri-pod pencil grip -SWBAT write using the headline, midline, and baseline -SWBAT use handwriting procedures -SWBAT recall writers ready chant	ZB 98	**Objectives:** -SWBAT identify what to include in the middle part of their story (problem, talking characters, main event). -SWBAT write the middle of the story. -SWBAT identify what to include in the end of the story (what happened last, how did you feel?) -SWBAT write the end of the story. -SWBAT write in complete sentences. **Reinforced Objectives:** -SWBAT identify what to include in the beginning of the story (catchy opening, setting, and right before). -SWBAT write the beginning and middle of the story. -SWBAT use chunks, blends, dipthongs, and diagraphs learned in RM, in their writing. -SWBAT use the correct punctuation at the end of a sentence. -SWBAT start next sentence with an uppercase letter.	Teacher Topic: Tell about a time you were proud. Student Topic: Tell about a time you went on a trip.	Writing Journals Chart Paper/ Markers Whiteboard Beginning Chart/Chant Middle Chart/Chant End Chart/Chant

117	• **W.1.2.** Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. • **W.1.3.** Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure. • **L.K.1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. o Print many upper- and lowercase letters. • **L.K.2.** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. o Capitalize the first word in a sentence and the pronoun *I*. o Recognize and name end punctuation. o Write a letter or letters for most consonant and short-vowel sounds (phonemes). o Spell simple words phonetically, drawing on knowledge of sound-letter relationships.	**Objectives:** -SWBAT recognize and reproduce the lowercase w. (T92) **Reinforced Objectives:** -SWBAT use tri-pod pencil grip -SWBAT write using the headline, midline, and baseline -SWBAT use handwriting procedures -SWBAT recall writers ready chant	Practice Master Pages	**Objectives:** -SWBAT draw the main event (middle) and what happened right before the main event (beginning). -SWBAT write the beginning of the story. **Reinforced Objectives:** -SWBAT identify what to include in the beginning of the story (catchy opening, setting, and right before). -SWBAT write the beginning and middle of the story. -SWBAT use chunks, blends, dipthongs, and diagraphs learned in RM, in their writing. -SWBAT use the correct punctuation at the end of a sentence. -SWBAT start next sentence with an uppercase letter.	Teacher Topic: Tell about one of your favorite days. Student Topic: Tell about a time you tried something new. .	Writing Journals Chart Paper/ Markers Whiteboard Beginning Chart/Chant Middle Chart/Chant End Chart/Chant

118	• **W.1.2.** Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. • **W.1.3.** Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure. • **L.K.1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. o Print many upper- and lowercase letters. • **L.K.2.** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. o Capitalize the first word in a sentence and the pronoun *I*. o Recognize and name end punctuation. o Write a letter or letters for most consonant and short-vowel sounds (phonemes). o Spell simple words phonetically, drawing on knowledge of sound-letter relationships.	**Objectives:** -SWBAT review and practice writing letters Vv, Yy, and Ww (T94-95) **Reinforced Objectives:** -SWBAT use tri-pod pencil grip -SWBAT write using the headline, midline, and baseline -SWBAT use handwriting procedures -SWBAT recall writers ready chant	ZB pages 99-100	**Objectives:** -SWBAT identify what to include in the middle part of their story (problem, talking characters, main event). -SWBAT write the middle of the story. -SWBAT identify what to include in the end of the story (what happened last, how did you feel?) -SWBAT write the end of the story. **Reinforced Objectives:** -SWBAT identify what to include in the beginning of the story (catchy opening, setting, and right before). -SWBAT write the beginning and middle of the story. -SWBAT use chunks, blends, dipthongs, and diagraphs learned in RM, in their writing. -SWBAT use the correct punctuation at the end of a sentence. -SWBAT start next sentence with an uppercase letter.	Teacher Topic: Tell about one of your favorite days. Student Topic: Tell about a time you tried something new.	Writing Journals Chart Paper/ Markers Whiteboard Beginning Chart/Chant Middle Chart/Chant End Chart/Chant

119	• **W.1.2.** Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. • **W.1.3.** Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure. • **L.K.1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. o Print many upper- and lowercase letters. • **L.K.2.** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. o Capitalize the first word in a sentence and the pronoun *I*. o Recognize and name end punctuation. o Write a letter or letters for most consonant and short-vowel sounds (phonemes). Spell simple words phonetically, drawing on knowledge of sound-letter relationships.	**Objectives:** -SWBAT review and practice writing letters Vv, Yy, and Ww (T94-95) **Reinforced Objectives:** -SWBAT use tri-pod pencil grip -SWBAT write using the headline, midline, and baseline -SWBAT use handwriting procedures -SWBAT recall writers ready chant	Practice Master Pages	**Objectives:** -SWBAT complete monthly assessment. **Reinforced Objectives:** -SWBAT identify what to include in the beginning of the story (catchy opening, setting, and right before). -SWBAT write the beginning and middle of the story. -SWBAT use chunks, blends, dipthongs, and diagraphs learned in RM, in their writing. -SWBAT use the correct punctuation at the end of a sentence. -SWBAT start next sentence with an uppercase letter. -SWBAT use WOW words in their story.	Teacher Topic: No Shared. Student Topic: Tell about someone you love.	Writing Journals Chart Paper/ Markers Whiteboard Beginning Chart/Chant Middle Chart/Chant End Chart/Chant

120	• **W.1.2.** Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. • **W.1.3.** Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure. • **L.K.1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. o Print many upper- and lowercase letters. • **L.K.2.** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. o Capitalize the first word in a sentence and the pronoun *I*. o Recognize and name end punctuation. o Write a letter or letters for most consonant and short-vowel sounds (phonemes). o Spell simple words phonetically, drawing on knowledge of sound-	**Objectives:** -SWBAT recognize and reproduce the uppercase X (T96) **Reinforced Objectives:** -SWBAT use tri-pod pencil grip -SWBAT write using the headline, midline, and baseline -SWBAT use handwriting procedures -SWBAT recall writers ready chant	ZB page 101	**Objectives:** -SWBAT use describing words to discuss what they see. -SWBAT use describing words to write about a picture.	Teacher Topic: No Shared Writing Student Topic: Independent Practice	Student Journals Chart Paper/Markers Sentence Poster

	letter relationships. **L.K.6.** Use words and phrases acquired through conversations, reading and being read to, and responding to texts.					
Unit 6 (Stories Part II) (Days 121- 149)						
121	• **W.1.2.** Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. • **W.1.3.** Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure. • **L.K.1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. o Print many upper- and lowercase letters. • **L.K.2.** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. o Capitalize the first word in a sentence and the pronoun *I*. o Recognize and name	**Objectives:** -SWBAT recognize and reproduce the uppercase X (T96) **Reinforced Objectives:** -SWBAT use tri-pod pencil grip -SWBAT write using the headline, midline, and baseline -SWBAT use handwriting procedures -SWBAT recall writers ready chant	Practice Master Pages	**Objectives:** -SWBAT use describing words to discuss what they see. -SWBAT use describing words to write about a picture.	Teacher Topic: No Shared Writing Student Topic: Independent Practice	Student Journals Chart Paper/Markers Sentence Poster

	end punctuation. o Write a letter or letters for most consonant and short-vowel sounds (phonemes). o Spell simple words phonetically, drawing on knowledge of sound-letter relationships. **L.K.6.** Use words and phrases acquired through conversations, reading and being read to, and- SWBAT use the correct punctuation for a telling, asking or expressing sentences. • responding to texts.					
122	• **W.1.2.** Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. • **W.1.3.** Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure. • **L.K.1.** Demonstrate command of	**Objectives:** -SWBAT recognize and reproduce the lowercase x (T96). **Reinforced Objectives:** -SWBAT use tri-pod pencil grip -SWBAT write using the headline, midline, and baseline -SWBAT use handwriting procedures -SWBAT recall writers ready chant	ZB page 102	**Objectives:** -SWBAT use describing words to discuss what they see. -SWBAT use describing words to add detail to their sentences. **Reinforced Objectives:** -SWBAT use an uppercase letter at the beginning of a sentence -SWBAT use punctuation at the end of a sentence -SWBAT use the blends, chunks, vowel patterns learned in RM in their writing. -SWBAT use their illustration to	Teacher Topic: Describing Words Student Topic: Independent Practice	Student Journals Chart Paper/Markers Sentence Poster

	the conventions of standard English grammar and usage when writing or speaking. o Print many upper- and lowercase letters. • **L.K.2.** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. o Capitalize the first word in a sentence and the pronoun *I*. o Recognize and name end punctuation. o Write a letter or letters for most consonant and short-vowel sounds (phonemes). o Spell simple words phonetically, drawing on knowledge of sound-letter relationships. **L.K.6.** Use words and phrases acquired through conversations, reading and being read to, and responding to texts.			write more than one sentence		
123	• **W.1.2.** Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. • **W.1.3.** Write narratives in which they recount a well-elaborated event or short sequence of	**Objectives:** -SWBAT recognize and reproduce the lowercase x (T96). **Reinforced Objectives:** -SWBAT use tri-pod pencil grip -SWBAT write using the headline, midline, and	Practice Master Pages	**Objectives:** -SWBAT use describing words to discuss what they see. -SWBAT use describing words to add detail to their sentences. **Reinforced Objectives:** -SWBAT use an uppercase letter at the beginning of a sentence	Teacher Topic: Tell about a time you went to New York City. Student Topic: Tell about a time you played at the park on a summer day.	Student Journals Chart Paper/Markers Sentence Poster

	events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure. • **L.K.1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. o Print many upper- and lowercase letters. • **L.K.2.** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. o Capitalize the first word in a sentence and the pronoun *I*. o Recognize and name end punctuation. o Write a letter or letters for most consonant and short-vowel sounds (phonemes). o Spell simple words phonetically, drawing on knowledge of sound-letter relationships. • **L.K.6.** Use words and phrases acquired through conversations, reading and being read to, and responding to texts.	baseline -SWBAT use handwriting procedures -SWBAT recall writers ready chant		-SWBAT use punctuation at the end of a sentence -SWBAT use the blends, chunks, vowel patterns learned in RM in their writing. -SWBAT use their illustration to write more than one sentence		
124	• **W.1.2.** Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and	**Objectives:** -SWBAT recognize and reproduce the uppercase K. (T98)	ZB page 103	**Objectives:** -SWBAT use describing words to discuss what they see. -SWBAT use describing words	Teacher Topic: Tell about a time you went to the beach.	Student Journals Chart Paper/Markers Sentence Poster

	provide some sense of closure. • **W.1.3.** Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure. • **L.K.1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. o Print many upper- and lowercase letters. • **L.K.2.** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. o Capitalize the first word in a sentence and the pronoun *I*. o Recognize and name end punctuation. o Write a letter or letters for most consonant and short-vowel sounds (phonemes). o Spell simple words phonetically, drawing on knowledge of sound-letter relationships. **L.K.6.** Use words and phrases acquired through conversations,	**Reinforced Objectives:** -SWBAT use tri-pod pencil grip -SWBAT write using the headline, midline, and baseline -SWBAT use handwriting procedures -SWBAT recall writers ready chant		to add detail to their sentences. **Reinforced Objectives:** -SWBAT use an uppercase letter at the beginning of a sentence -SWBAT use punctuation at the end of a sentence -SWBAT use the blends, chunks, vowel patterns learned in RM in their writing. -SWBAT use their illustration to write more than one sentence	Student Topic: Tell about a time you got stuck in the rain.	

	reading and being read to, and responding to texts.					
125	• **W.1.2.** Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. • **W.1.3.** Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure. • **L.K.1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. o Print many upper- and lowercase letters. • **L.K.2.** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. o Capitalize the first word in a sentence and the pronoun *I*. o Recognize and name end punctuation. o Write a letter or letters for most consonant and short-vowel sounds (phonemes). o Spell simple words	**Objectives:** -SWBAT recognize and reproduce the uppercase K. (T98) **Reinforced Objectives:** -SWBAT use tri-pod pencil grip -SWBAT write using the headline, midline, and baseline -SWBAT use handwriting procedures -SWBAT recall writers ready chant	Practice Master Pages	**Objectives:** -SWBAT use describing words to discuss what they hear -SWBAT use describing words to write about a picture.	Teacher Topic: Tell about a time you went to the movies. Student Topics: Tell about a time you went to the mall.	Student Journal Chart Paper/Markers Sentence Poster

	phonetically, drawing on knowledge of sound-letter relationships. • **L.K.6.** Use words and phrases acquired through conversations, reading and being read to, and responding to texts.					
126	• **W.1.2.** Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. • **W.1.3.** Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure. • **L.K.1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. o Print many upper- and lowercase letters. • **L.K.2.** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. o Capitalize the first word in a sentence and the pronoun *I*. o Recognize and name end punctuation. o Write a letter or letters	**Objectives:** -SWBAT recognize and reproduce the lowercase k (T98) **Reinforced Objectives:** -SWBAT use tri-pod pencil grip -SWBAT write using the headline, midline, and baseline -SWBAT use handwriting procedures -SWBAT recall writers ready chant	ZB page 104	**Objectives:** -SWBAT use describing words to discuss what they hear -SWBAT use describing words to write about a picture.	Teacher Topic: Tell about a time you went to the mall. Student Topic: Tell about a time you went to the supermarket.	

	for most consonant and short-vowel sounds (phonemes). o Spell simple words phonetically, drawing on knowledge of sound-letter relationships. • **L.K.6.** Use words and phrases acquired through conversations, reading and being read to, and responding to texts.					
127	• **W.1.2.** Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. • **W.1.3.** Write narratives, in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure. • **L.K.1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. o Print many upper- and lowercase letters. • **L.K.2.** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. o Capitalize the first word	**Objectives:** -SWBAT recognize and reproduce the lowercase k (T98) **Reinforced Objectives:** -SWBAT use tri-pod pencil grip -SWBAT write using the headline, midline, and baseline -SWBAT use handwriting procedures -SWBAT recall writers ready chant	Practice Master Pages	**Objectives:** -SWBAT use describing words to discuss what they hear. -SWBAT use describing words to add detail to their sentences. **Reinforced Objectives:** -SWBAT use an uppercase letter at the beginning of a sentence -SWBAT use punctuation at the end of a sentence -SWBAT use the blends, chunks, vowel patterns learned in RM in their writing. -SWBAT use their illustration to write more than one sentence	Teacher Topic: Tell about a time you were grateful. Student Topic: Tell about a time one of your toys broke.	Student Journals Chart Paper/Markers Sentence Poster

	in a sentence and the pronoun *I*. o Recognize and name end punctuation. o Write a letter or letters for most consonant and short-vowel sounds (phonemes). o Spell simple words phonetically, drawing on knowledge of sound-letter relationships. • **L.K.6.** Use words and phrases acquired through conversations, reading and being read to, and responding to texts.					
128	• **W.1.2.** Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. • **W.2.3.** Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure. • **L.K.1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. o Print many upper- and lowercase letters. • **L.K.2.** Demonstrate command of the conventions of standard	**Objectives:** -SWBAT recognize and reproduce the uppercase Z. (T100) **Reinforced Objectives:** -SWBAT use tri-pod pencil grip -SWBAT write using the headline, midline, and baseline -SWBAT use handwriting procedures -SWBAT recall writers ready chant	ZB page 105	**Objectives:** -SWBAT use describing words to discuss what they hear. -SWBAT use describing words to add detail to their sentences. **Reinforced Objectives:** -SWBAT use an uppercase letter at the beginning of a sentence -SWBAT use punctuation at the end of a sentence -SWBAT use the blends, chunks, vowel patterns learned in RM in their writing. -SWBAT use their illustration to write more than one sentence	Teacher Topic: Tell about a time one of your toys broke. Student Topic: Tell about your favorite day of school.	Student Journals Chart Paper/Markers Sentence Poster

	English capitalization, punctuation, and spelling when writing. o Capitalize the first word in a sentence and the pronoun *I*. o Recognize and name end punctuation. o Write a letter or letters for most consonant and short-vowel sounds (phonemes). o Spell simple words phonetically, drawing on knowledge of sound-letter relationships. **L.K.6.** Use words and phrases acquired through conversations, reading and being read to, and responding to texts.					
129	• **W.1.2.** Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. • **W.2.3.** Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure. • **L.K.1.** Demonstrate command of the conventions of standard	**Objectives:** -SWBAT recognize and reproduce the uppercase Z. (T100) **Reinforced Objectives:** -SWBAT use tri-pod pencil grip -SWBAT write using the headline, midline, and baseline -SWBAT use handwriting procedures -SWBAT recall writers ready chant	Practice Master Pages	**Objectives:** -SWBAT use describing words to discuss what they hear. -SWBAT use describing words to add detail to their sentences. **Reinforced Objectives:** -SWBAT use an uppercase letter at the beginning of a sentence -SWBAT use punctuation at the end of a sentence -SWBAT use the blends, chunks, vowel patterns learned in RM in their writing. -SWBAT use their illustration to write more than one sentence	Teacher Topic: Tell about a time you went to the pool. Student Topic: Tell about a time you went to the amusement park.	White board and dry erase markers Student Journals Resource Posters IP worksheets

	English grammar and usage when writing or speaking. o Print many upper- and lowercase letters. • **L.K.2.** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. o Capitalize the first word in a sentence and the pronoun *I*. o Recognize and name end punctuation. o Write a letter or letters for most consonant and short-vowel sounds (phonemes). o Spell simple words phonetically, drawing on knowledge of sound-letter relationships. • **L.K.6.** Use words and phrases acquired through conversations, reading and being read to, and responding to texts.					
130	• **W.1.2.** Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. • **W.2.3.** Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal	**Objectives:** -SWBAT recognize and reproduce the lowercase z. (T100) **Reinforced Objectives:** -SWBAT use tri-pod pencil grip -SWBAT write using the headline, midline, and baseline -SWBAT use	ZB page 106	**Objectives:** -SWBAT use describing words to discuss what they see. -SWBAT use describing words to discuss what they hear. -SWBAT use describing words to add detail to their sentences. **Reinforced Objectives:** -SWBAT use an uppercase letter at the beginning of a sentence	Teacher Topic: Tell about a time you went to the amusement park. Student Topic: Tell about a time you went to the apple orchard.	White board and dry erase markers Student Journals Resource Posters IP worksheets

	event order, and provide a sense of closure. • **L.K.1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. o Print many upper- and lowercase letters. • **L.K.2.** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. o Capitalize the first word in a sentence and the pronoun *I*. o Recognize and name end punctuation. o Write a letter or letters for most consonant and short-vowel sounds (phonemes). o Spell simple words phonetically, drawing on knowledge of sound-letter relationships. **L.K.6.** Use words and phrases acquired through conversations, reading and being read to, and responding to texts.	handwriting procedures -SWBAT recall writers ready chant		-SWBAT use punctuation at the end of a sentence -SWBAT use the blends, chunks, vowel patterns learned in RM in their writing. -SWBAT use their illustration to write more than one sentence		
131	• **W.1.2.** Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.	**Objectives:** -SWBAT recognize and reproduce the lowercase z. (T100) **Reinforced Objectives:**	Practice Master Pages	**Objectives:** -SWBAT use describing words to discuss what they see. -SWBAT use describing words to discuss what they hear. -SWBAT use describing words	Teacher Topic: Tell about a time you went to the mall. Student Topic: Tell about a time it snowed.	Student Journals Chart Paper/Markers Sentence Poster Uppercase Poster

	• **W.2.3.** Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure. • **L.K.1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. o Print many upper- and lowercase letters. • **L.K.2.** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. o Capitalize the first word in a sentence and the pronoun *I*. o Recognize and name end punctuation. o Write a letter or letters for most consonant and short-vowel sounds (phonemes). o Spell simple words phonetically, drawing on knowledge of sound-letter relationships. **L.K.6.** Use words and phrases acquired through conversations, reading and being read to, and responding to texts.	-SWBAT use tri-pod pencil grip -SWBAT write using the headline, midline, and baseline -SWBAT use handwriting procedures -SWBAT recall writers ready chant		to add detail to their sentences. **Reinforced Objectives:** -SWBAT use an uppercase letter at the beginning of a sentence -SWBAT use punctuation at the end of a sentence -SWBAT use the blends, chunks, vowel patterns learned in RM in their writing. -SWBAT use their illustration to write more than one sentence		

132	• **W.1.2.** Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. • **W.2.3.** Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure. • **L.K.1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. o Print many upper- and lowercase letters. • **L.K.2.** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. o Capitalize the first word in a sentence and the pronoun *I*. o Recognize and name end punctuation. o Write a letter or letters for most consonant and short-vowel sounds (phonemes). o Spell simple words phonetically, drawing on knowledge of sound-	**Objectives:** -SWBAT review and practice writing the letters Xx, Kk, and Zz. (T102). **Reinforced Objectives:** -SWBAT use tri-pod pencil grip -SWBAT write using the headline, midline, and baseline -SWBAT use handwriting procedures -SWBAT recall writers ready chant	ZB page 107-109	**Objectives:** -SW use WOW words to enhance their stories. -SWBAT draw the main event (middle) and what happened right before the main event (beginning). -SWBAT write the beginning of the story. **Reinforced Objectives:** -SWBAT use describing words to discuss what they see. -SWBAT use describing words to discuss what they hear. -SWBAT use describing words to add detail to their sentences.	Teacher Topic: Tell about a day that was special to you. Student Topic: Tell about a time you had a bad day.	WOW word chart "Instead of…" Chart Paper Journals Uppercase Chart Beg./Middle/End Chart

	letter relationships. **L.K.6.** Use words and phrases acquired through conversations, reading and being read to, and responding to texts.					
133	• **W.1.2.** Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. • **W.2.3.** Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure. • **L.K.1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. o Print many upper- and lowercase letters. • **L.K.2.** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. o Capitalize the first word in a sentence and the pronoun *I*. o Recognize and name end punctuation. o Write a letter or letters	**Objectives:** -SWBAT review and practice writing the letters Xx, Kk, and Zz. (T102). **Reinforced Objectives:** -SWBAT use tri-pod pencil grip -SWBAT write using the headline, midline, and baseline -SWBAT use handwriting procedures -SWBAT recall writers ready chant	Practice Master Pages	**Objectives:** -SW use WOW words to enhance their stories. -SWBAT identify what to include in the middle part of their story (problem, talking characters, main event). -SWBAT write the middle of the story. -SWBAT identify what to include in the end of the story (what happened last, how did you feel?) -SWBAT write the end of the story. **Reinforced Objectives:** -SWBAT use describing words to discuss what they see. -SWBAT use describing words to discuss what they hear. -SWBAT use describing words to add detail to their sentences.	Teacher Topic: Tell about a day that was special to you. Student Topic: Tell about a time you had a bad day.	WOW word chart "Instead of…" Chart Paper Journals Uppercase Chart Beg./Middle/End Chart

	for most consonant and short-vowel sounds (phonemes). o Spell simple words phonetically, drawing on knowledge of sound-letter relationships. **L.K.6.** Use words and phrases acquired through conversations, reading and being read to, and responding to texts.					
134	• **W.1.2.** Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. • **W.2.3.** Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure. • **L.K.1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. o Print many upper- and lowercase letters. • **L.K.2.** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. o Capitalize the first word in a sentence and the	**Objectives:** -SWBAT review and practice writing letters of difficulty (determined by teacher) **Reinforced Objectives:** -SWBAT use tri-pod pencil grip -SWBAT write using the headline, midline, and baseline -SWBAT use handwriting procedures -SWBAT recall writers ready chant	ZB practice master pages	**Objectives:** -SW use WOW words to enhance their stories. -SWBAT draw the main event (middle) and what happened right before the main event (beginning). -SWBAT write the beginning of the story. **Reinforced Objectives:** -SWBAT use describing words to discuss what they see. -SWBAT use describing words to discuss what they hear. -SWBAT use describing words to add detail to their sentences.	Teacher Topic: Tell about a time you had a bad day. Student Topic: Tell about a time you were frightened.	WOW word chart "Instead of…" Chart Paper Journals Uppercase Chart Beg./Middle/End Chart

	pronoun *I*. o Recognize and name end punctuation. o Write a letter or letters for most consonant and short-vowel sounds (phonemes). o Spell simple words phonetically, drawing on knowledge of sound-letter relationships. **L.K.6.** Use words and phrases acquired through conversations, reading and being read to, and responding to texts.					
135	• **W.1.2.** Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. • **W.1.3.** Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure. • **L.K.1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. o Print many upper- and lowercase letters. • **L.K.2.** Demonstrate command	**Objectives:** -SWBAT review and practice writing letters of difficulty (determined by teacher) **Reinforced Objectives:** -SWBAT use tri-pod pencil grip -SWBAT write using the headline, midline, and baseline -SWBAT use handwriting procedures -SWBAT recall writers ready chant	ZB practice master pages	**Objectives:** -SW use WOW words to enhance their stories. -SWBAT identify what to include in the middle part of their story (problem, talking characters, main event). -SWBAT write the middle of the story. -SWBAT identify what to include in the end of the story (what happened last, how did you feel?) -SWBAT write the end of the story. **Reinforced Objectives:** -SWBAT use describing words to discuss what they see. -SWBAT use describing words to discuss what they hear. -SWBAT use describing words to add detail to their sentences.	Teacher Topic: Tell about a time you had a bad day. Student Topic: Tell about a time you were frightened.	WOW word chart "Instead of…" Chart Paper Journals Uppercase Chart Beg./Middle/End Chart

	of the conventions of standard English capitalization, punctuation, and spelling when writing. o Capitalize the first word in a sentence and the pronoun *I*. o Recognize and name end punctuation. o Write a letter or letters for most consonant and short-vowel sounds (phonemes). o Spell simple words phonetically, drawing on knowledge of sound-letter relationships. **L.K.6.** Use words and phrases acquired through conversations, reading and being read to, and responding to texts.					
136	• **W.1.2.** Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. • **W.2.3.** Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure. • **L.K.1.** Demonstrate command of the conventions of standard English grammar and usage when	**Objectives:** -SWBAT complete assessment of upper and lowercase letters **Reinforced Objectives:** -SWBAT use tri-pod pencil grip -SWBAT write using the headline, midline, and baseline -SWBAT use handwriting procedures -SWBAT recall writers ready chant	Teacher Made Assessment	**Objectives:** -SWBAT add detail to their story by using dialogue within their story. -SWBAT use correct punctuation when writing dialogue in their stories. -SWBAT draw the main event (middle) and what happened right before the main event (beginning). -SWBAT write the beginning of the story. **Reinforced Objectives:** -SWBAT use describing words to discuss what they see. -SWBAT use describing words	Teacher Topic: Tell about a time you were surprised. Student Topic: Tel about a time you saw something amazing.	WOW word chart "Instead of…" Chart Paper Journals Uppercase Chart Beg./Middle/End Chart

	writing or speaking. o Print many upper- and lowercase letters. • **L.K.2.** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. o Capitalize the first word in a sentence and the pronoun *I*. o Recognize and name end punctuation. o Write a letter or letters for most consonant and short-vowel sounds (phonemes). o Spell simple words phonetically, drawing on knowledge of sound-letter relationships. **L.K.6.** Use words and phrases acquired through conversations, reading and being read to, and responding to texts.			to discuss what they hear. -SWBAT use describing words to add detail to their sentences. -SW use WOW words to enhance their stories.		
137	• **W.1.2.** Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. • **W.2.3.** Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings,	**Objectives:** -SWBAT recognize and reproduce the numbers 1 & 2 **Reinforced Objectives:** -SWBAT use tri-pod pencil grip -SWBAT write using the headline, midline, and baseline -SWBAT use	ZB page 115	**Objectives:** -SWBAT add detail to their story by using dialogue within their story. -SWBAT use correct punctuation when writing dialogue in their stories. -SWBAT identify what to include in the middle part of their story (problem, talking characters, main event). -SWBAT write the middle of the	Teacher Topic: Tell about a time you were surprised. Student Topic: Tel about a time you saw something amazing.	WOW word chart "Instead of…" Chart Paper Journals Uppercase Chart Beg./Middle/End Chart

	use temporal words to signal event order, and provide a sense of closure. • **L.K.1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. o Print many upper- and lowercase letters. • **L.K.2.** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. o Capitalize the first word in a sentence and the pronoun *I*. o Recognize and name end punctuation. o Write a letter or letters for most consonant and short-vowel sounds (phonemes). o Spell simple words phonetically, drawing on knowledge of sound-letter relationships. **L.K.6.** Use words and phrases acquired through conversations, reading and being read to, and responding to texts.	handwriting procedures -SWBAT recall writers ready chant		story. -SWBAT identify what to include in the end of the story (what happened last, how did you feel?) -SWBAT write the end of the story. **Reinforced Objectives:** -SW use WOW words to enhance their stories. -SWBAT use describing words to discuss what they see. -SWBAT use describing words to discuss what they hear. -SWBAT use describing words to add detail to their sentences. -SWBAT distinguish between different types of sentences (telling, asking, expression) -SWBAT write more than 4 sentences in their story.		
138	• **W.1.2.** Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.	**Objectives:** -SWBAT recognize and reproduce the numbers 3 & 4 **Reinforced Objectives:**	ZB page 116	**Objectives:** -SWBAT add detail to their story by using dialogue within their story. -SWBAT use correct punctuation when writing	Teacher Topic: Tell about a time you went to the park. Student Topic:	WOW word chart "Instead of…" Chart Paper Journals Uppercase Chart

	• **W.2.3.** Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure. • **L.K.1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. o Print many upper- and lowercase letters. • **L.K.2.** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. o Capitalize the first word in a sentence and the pronoun *I*. o Recognize and name end punctuation. o Write a letter or letters for most consonant and short-vowel sounds (phonemes). o Spell simple words phonetically, drawing on knowledge of sound-letter relationships. **L.K.6.** Use words and phrases acquired through conversations, reading and being read to, and	-SWBAT use tri-pod pencil grip -SWBAT write using the headline, midline, and baseline -SWBAT use handwriting procedures -SWBAT recall writers ready chant		dialogue in their stories. -SWBAT draw the main event (middle) and what happened right before the main event (beginning). -SWBAT write the beginning of the story. **Reinforced Objectives:** -SWBAT use describing words to discuss what they see. -SWBAT use describing words to discuss what they hear. -SWBAT use describing words to add detail to their sentences. -SW use WOW words to enhance their stories.	Tell about a time you went to the movies.	Beg./Middle/End Chart

	responding to texts.					
139	• **W.1.2.** Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. • **W.2.3.** Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure. • **L.K.1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. o Print many upper- and lowercase letters. • **L.K.2.** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. o Capitalize the first word in a sentence and the pronoun *I*. o Recognize and name end punctuation. o Write a letter or letters for most consonant and short-vowel sounds (phonemes). o Spell simple words	**Objectives:** -SWBAT recognize and reproduce the numbers 5 & 6 **Reinforced Objectives:** -SWBAT use tri-pod pencil grip -SWBAT write using the headline, midline, and baseline -SWBAT use handwriting procedures -SWBAT recall writers ready chant	ZB page 117	**Objectives:** -SWBAT add detail to their story by using dialogue within their story. -SWBAT use correct punctuation when writing dialogue in their stories. -SWBAT identify what to include in the middle part of their story (problem, talking characters, main event). -SWBAT write the middle of the story. -SWBAT identify what to include in the end of the story (what happened last, how did you feel?) -SWBAT write the end of the story. **Reinforced Objectives:** -SW use WOW words to enhance their stories. -SWBAT use describing words to discuss what they see. -SWBAT use describing words to discuss what they hear. -SWBAT use describing words to add detail to their sentences. -SWBAT distinguish between different types of sentences (telling, asking, expression) -SWBAT write more than 4 sentences in their story.	Teacher Topic: Tell about a time you went to the park. Student Topic: Tell about a time you went to the movies.	WOW word chart "Instead of…" Chart Paper Journals Uppercase Chart Beg./Middle/End Chart

	phonetically, drawing on knowledge of sound-letter relationships. **L.K.6.** Use words and phrases acquired through conversations, reading and being read to, and responding to texts.					
140	• **W.1.2.** Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. • **W.2.3.** Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure. • **L.K.1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. o Print many upper- and lowercase letters. • **L.K.2.** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. o Capitalize the first word in a sentence and the pronoun *I*. o Recognize and name end punctuation. o Write a letter or letters	**Objectives:** -SWBAT recognize and reproduce the numbers 7 & 8 **Reinforced Objectives:** -SWBAT use tri-pod pencil grip -SWBAT write using the headline, midline, and baseline -SWBAT use handwriting procedures -SWBAT recall writers ready chant	ZB S118	**Objectives:** -SWBAT add detail to their story by using dialogue within their story. -SWBAT use correct punctuation when writing dialogue in their stories. -SWBAT draw the main event (middle) and what happened right before the main event (beginning). -SWBAT write the beginning of the story. **Reinforced Objectives:** -SWBAT use describing words to discuss what they see. -SWBAT use describing words to discuss what they hear. -SWBAT use describing words to add detail to their sentences. -SW use WOW words to enhance their stories.	Teacher Topic: Tell about a time you helped someone. Student Topic: Tell about a time you had to wear something you didn't want to.	WOW word chart "Instead of…" Chart Paper Journals Uppercase Chart Beg./Middle/End Chart

	for most consonant and short-vowel sounds (phonemes). o Spell simple words phonetically, drawing on knowledge of sound-letter relationships. **L.K.6.** Use words and phrases acquired through conversations, reading and being read to, and responding to texts.					
141	• **W.1.2.** Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. • **W.2.3.** Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure. • **L.K.1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. o Print many upper- and lowercase letters. • **L.K.2.** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. o Capitalize the first word	**Objectives:** -SWBAT recognize and reproduce the numbers 9 & 10 **Reinforced Objectives:** -SWBAT use tri-pod pencil grip -SWBAT write using the headline, midline, and baseline -SWBAT use handwriting procedures -SWBAT recall writers ready chant	ZB page 119	**Objectives:** -SWBAT add detail to their story by using dialogue within their story. -SWBAT use correct punctuation when writing dialogue in their stories. -SWBAT identify what to include in the middle part of their story (problem, talking characters, main event). -SWBAT write the middle of the story. -SWBAT identify what to include in the end of the story (what happened last, how did you feel?) -SWBAT write the end of the story. **Reinforced Objectives:** -SW use WOW words to enhance their stories. -SWBAT use describing words to discuss what they see. -SWBAT use describing words to discuss what they hear. -SWBAT use describing words to add detail to their sentences.	Teacher Topic: Tell about a time you helped someone. Student Topic: Tell about a time you had to wear something you didn't want to.	WOW word chart "Instead of…" Chart Paper Journals Uppercase Chart Beg./Middle/End Chart

	in a sentence and the pronoun *I*. o Recognize and name end punctuation. o Write a letter or letters for most consonant and short-vowel sounds (phonemes). o Spell simple words phonetically, drawing on knowledge of sound-letter relationships. **L.K.6.** Use words and phrases acquired through conversations, reading and being read to, and responding to texts.			-SWBAT distinguish between different types of sentences (telling, asking, expression) -SWBAT write more than 4 sentences in their story.		
142	• **W.1.2.** Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. • **W.2.3.** Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure. • **L.K.1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. o Print many upper- and lowercase letters. • **L.K.2.** Demonstrate command of the conventions of standard	**Objectives:** -SWBAT identify a telling, asking and expressing sentence. -SWBAT edit fragments for punctuation and uppercase letters. -SWBAT rewrite edited sentences correctly.	Teacher Made Worksheet	**Objectives:** -SWBAT add detail to their story by using dialogue within their story. -SWBAT use correct punctuation when writing dialogue in their stories. -SWBAT draw the main event (middle) and what happened right before the main event (beginning). -SWBAT write the beginning of the story. **Reinforced Objectives:** -SWBAT use describing words to discuss what they see. -SWBAT use describing words to discuss what they hear. -SWBAT use describing words to add detail to their sentences. -SW use WOW words to enhance their stories.	Teacher Topic: Tell about a time you lost something. Student Topic: Tell about a time you spent the day with your friend/cousin.	WOW word chart "Instead of…" Chart Paper Journals Uppercase Chart Beg./Middle/End Chart

	English capitalization, punctuation, and spelling when writing. o Capitalize the first word in a sentence and the pronoun *I*. o Recognize and name end punctuation. o Write a letter or letters for most consonant and short-vowel sounds (phonemes). o Spell simple words phonetically, drawing on knowledge of sound-letter relationships. **L.K.6.** Use words and phrases acquired through conversations, reading and being read to, and responding to texts.					
143	• **W.1.2.** Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. • **W.2.3.** Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure. • **L.K.1.** Demonstrate command of the conventions of standard	**Objectives:** -SWBAT identify a telling, asking and expressing sentence. -SWBAT edit fragments for punctuation and uppercase letters. -SWBAT rewrite edited sentences correctly.	Teacher Made Worksheet	**Objectives:** -SWBAT add detail to their story by using dialogue within their story. -SWBAT use correct punctuation when writing dialogue in their stories. -SWBAT identify what to include in the middle part of their story (problem, talking characters, main event). -SWBAT write the middle of the story. -SWBAT identify what to include in the end of the story (what happened last, how did you feel?) -SWBAT write the end of the	Teacher Topic: Tell about a time you lost something. Student Topic: Tell about a time you spent the day with your friend/cousin.	WOW word chart "Instead of…" Chart Paper Journals Uppercase Chart Beg./Middle/End Chart

	English grammar and usage when writing or speaking. o Print many upper- and lowercase letters. • **L.K.2.** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. o Capitalize the first word in a sentence and the pronoun *I*. o Recognize and name end punctuation. o Write a letter or letters for most consonant and short-vowel sounds (phonemes). o Spell simple words phonetically, drawing on knowledge of sound-letter relationships. **L.K.6.** Use words and phrases acquired through conversations, reading and being read to, and responding to texts.			story. **Reinforced Objectives:** -SW use WOW words to enhance their stories. -SWBAT use describing words to discuss what they see. -SWBAT use describing words to discuss what they hear. -SWBAT use describing words to add detail to their sentences. -SWBAT distinguish between different types of sentences (telling, asking, expression) -SWBAT write more than 4 sentences in their story.		
144	• **W.1.2.** Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. • **W.2.3.** Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal	**Objectives:** -SWBAT identify a telling, asking and expressing sentence. -SWBAT edit fragments for punctuation and uppercase letters. -SWBAT rewrite edited sentences correctly.	Teacher Made Worksheet	**Objectives:** -SWBAT add detail to their story by using dialogue within their story. -SWBAT use correct punctuation when writing dialogue in their stories. -SWBAT draw the main event (middle) and what happened right before the main event (beginning). -SWBAT write the beginning of	Teacher Topic: Tell about a time you spent the day with grandma. Student Topic: Tell about a time you were sick.	WOW word chart "Instead of…" Chart Paper Journals Uppercase Chart Beg./Middle/End Chart

	event order, and provide a sense of closure. • **L.K.1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. o Print many upper- and lowercase letters. • **L.K.2.** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. o Capitalize the first word in a sentence and the pronoun *I*. o Recognize and name end punctuation. o Write a letter or letters for most consonant and short-vowel sounds (phonemes). o Spell simple words phonetically, drawing on knowledge of sound-letter relationships. **L.K.6.** Use words and phrases acquired through conversations, reading and being read to, and responding to texts.			the story. **Reinforced Objectives:** -SWBAT use describing words to discuss what they see. -SWBAT use describing words to discuss what they hear. -SWBAT use describing words to add detail to their sentences. -SW use WOW words to enhance their stories.		
145	• **W.1.2.** Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.	**Objectives:** -SWBAT identify a telling, asking and expressing sentence. -SWBAT edit fragments	Teacher Made Worksheet	**Objectives:** -SWBAT add detail to their story by using dialogue within their story. -SWBAT use correct punctuation when writing	Teacher Topic: Tell about a time you spent the day with grandma. Student Topic:	WOW word chart "Instead of…" Chart Paper Journals Uppercase Chart

	• **W.2.3.** Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure. • **L.K.1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. o Print many upper- and lowercase letters. • **L.K.2.** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. o Capitalize the first word in a sentence and the pronoun *I*. o Recognize and name end punctuation. o Write a letter or letters for most consonant and short-vowel sounds (phonemes). o Spell simple words phonetically, drawing on knowledge of sound-letter relationships. **L.K.6.** Use words and phrases acquired through conversations, reading and being read to, and	for punctuation and uppercase letters. -SWBAT rewrite edited sentences correctly.		dialogue in their stories. -SWBAT identify what to include in the middle part of their story (problem, talking characters, main event). -SWBAT write the middle of the story. -SWBAT identify what to include in the end of the story (what happened last, how did you feel?) -SWBAT write the end of the story. **Reinforced Objectives:** -SW use WOW words to enhance their stories. -SWBAT use describing words to discuss what they see. -SWBAT use describing words to discuss what they hear. -SWBAT use describing words to add detail to their sentences. -SWBAT distinguish between different types of sentences (telling, asking, expression) -SWBAT write more than 4 sentences in their story.	Tell about a time you were sick.	Beg./Middle/End Chart

	responding to texts.					
146	• **W.1.2.** Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. • **W.2.3.** Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure. • **L.K.1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. o Print many upper- and lowercase letters. • **L.K.2.** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. o Capitalize the first word in a sentence and the pronoun *I*. o Recognize and name end punctuation. o Write a letter or letters for most consonant and short-vowel sounds (phonemes). o Spell simple words	**Objectives:** -SWBAT identify a telling, asking and expressing sentence. -SWBAT edit fragments for punctuation and uppercase letters. -SWBAT rewrite edited sentences correctly.	Teacher Made Worksheet	**Objectives:** -SWBAT add detail to their story by using dialogue within their story. -SWBAT use correct punctuation when writing dialogue in their stories. -SWBAT draw the main event (middle) and what happened right before the main event (beginning). -SWBAT write the beginning of the story. **Reinforced Objectives:** -SWBAT use describing words to discuss what they see. -SWBAT use describing words to discuss what they hear. -SWBAT use describing words to add detail to their sentences. -SW use WOW words to enhance their stories.	Teacher Topic: Tell about a time you were bickering. Student Topic: Tell about a time you made a mess.	WOW word chart "Instead of…" Chart Paper Journals Uppercase Chart Beg./Middle/End Chart

	phonetically, drawing on knowledge of sound-letter relationships. **L.K.6.** Use words and phrases acquired through conversations, reading and being read to, and responding to texts.					
147	• **W.1.2.** Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. • **W.2.3.** Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure. • **L.K.1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. o Print many upper- and lowercase letters. • **L.K.2.** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. o Capitalize the first word in a sentence and the pronoun *I*. o Recognize and name end punctuation. o Write a letter or letters	**Objectives:** -SWBAT identify a telling, asking and expressing sentence. -SWBAT edit fragments for punctuation and uppercase letters. -SWBAT rewrite edited sentences correctly.	Teacher Made Worksheet	**Objectives:** -SWBAT add detail to their story by using dialogue within their story. -SWBAT use correct punctuation when writing dialogue in their stories. -SWBAT identify what to include in the middle part of their story (problem, talking characters, main event). -SWBAT write the middle of the story. -SWBAT identify what to include in the end of the story (what happened last, how did you feel?) -SWBAT write the end of the story. **Reinforced Objectives:** -SW use WOW words to enhance their stories. -SWBAT use describing words to discuss what they see. -SWBAT use describing words to discuss what they hear. -SWBAT use describing words to add detail to their sentences. -SWBAT distinguish between different types of sentences (telling, asking, expression) -SWBAT write more than 4 sentences in their story.	Teacher Topic: Tell about a time you were bickering. Student Topic: Tell about a time you made a mess.	WOW word chart "Instead of…" Chart Paper Journals Uppercase Chart Beg./Middle/End Chart

	for most consonant and short-vowel sounds (phonemes). o Spell simple words phonetically, drawing on knowledge of sound-letter relationships. **L.K.6.** Use words and phrases acquired through conversations, reading and being read to, and responding to texts.					
148	• **W.1.2.** Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. • **W.2.3.** Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure. • **L.K.1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. o Print many upper- and lowercase letters. • **L.K.2.** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. o Capitalize the first word	**Objectives:** -SWBAT identify a telling, asking and expressing sentence. -SWBAT edit fragments for punctuation and uppercase letters. -SWBAT rewrite edited sentences correctly.	Teacher Made Worksheet	**Objectives:** -SWBAT add detail to their story by using dialogue within their story. -SWBAT use correct punctuation when writing dialogue in their stories. -SWBAT draw the main event (middle) and what happened right before the main event (beginning). -SWBAT write the beginning of the story. **Reinforced Objectives:** -SWBAT use describing words to discuss what they see. -SWBAT use describing words to discuss what they hear. -SWBAT use describing words to add detail to their sentences. -SW use WOW words to enhance their stories.	Teacher Topic: Tell about a time you made a mess. Student Topic: Tell about a time you stayed up late.	WOW word chart "Instead of…" Chart Paper Journals Uppercase Chart Beg./Middle/End Chart

	in a sentence and the pronoun *I*. o Recognize and name end punctuation. o Write a letter or letters for most consonant and short-vowel sounds (phonemes). o Spell simple words phonetically, drawing on knowledge of sound-letter relationships. **L.K.6.** Use words and phrases acquired through conversations, reading and being read to, and responding to texts.					
149	• **W.1.2.** Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. • **W.2.3.** Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure. • **L.K.1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. o Print many upper- and lowercase letters. • **L.K.2.** Demonstrate command of the conventions of standard	**Objectives:** -SWBAT identify a telling, asking and expressing sentence. -SWBAT edit fragments for punctuation and uppercase letters. -SWBAT rewrite edited sentences correctly.	Teacher Made Worksheet	**Objectives:** -SWBAT add detail to their story by using dialogue within their story. -SWBAT use correct punctuation when writing dialogue in their stories. -SWBAT identify what to include in the middle part of their story (problem, talking characters, main event). -SWBAT write the middle of the story. -SWBAT identify what to include in the end of the story (what happened last, how did you feel?) -SWBAT write the end of the story. **Reinforced Objectives:** -SW use WOW words to enhance their stories. -SWBAT use describing words	Teacher Topic: Tell about a time you made a mess. Student Topic: Tell about a time you stayed up late.	WOW word chart "Instead of…" Chart Paper Journals Uppercase Chart Beg./Middle/End Chart

	English capitalization, punctuation, and spelling when writing. o Capitalize the first word in a sentence and the pronoun *I*. o Recognize and name end punctuation. o Write a letter or letters for most consonant and short-vowel sounds (phonemes). o Spell simple words phonetically, drawing on knowledge of sound-letter relationships. • **L.K.6.** Use words and phrases acquired through conversations, reading and being read to, and responding to texts.			to discuss what they see. -SWBAT use describing words to discuss what they hear. -SWBAT use describing words to add detail to their sentences. -SWBAT distinguish between different types of sentences (telling, asking, expression) -SWBAT write more than 4 sentences in their story.		
150	• **W.1.2.** Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. • **W.2.3.** Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure. • **L.K.1.** Demonstrate command of the conventions of standard English grammar and usage when	**Objectives:** -SWBAT identify a telling, asking and expressing sentence. -SWBAT edit fragments for punctuation and uppercase letters. -SWBAT rewrite edited sentences correctly.	Teacher Made Worksheet	**Objectives:** -SWBAT complete monthly assessment. **Reinforced Objectives:** -SW use WOW words to enhance their stories. -SWBAT use describing words to discuss what they see. -SWBAT use describing words to discuss what they hear. -SWBAT use describing words to add detail to their sentences. -SWBAT distinguish between different types of sentences (telling, asking, expression) -SWBAT write more than 4	Teacher Topic: No Shared Student Topic: TBD	WOW word chart "Instead of…" Chart Paper Journals Uppercase Chart Beg./Middle/End Chart

	writing or speaking. o Print many upper- and lowercase letters. • **L.K.2.** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. o Capitalize the first word in a sentence and the pronoun *I*. o Recognize and name end punctuation. o Write a letter or letters for most consonant and short-vowel sounds (phonemes). o Spell simple words phonetically, drawing on knowledge of sound-letter relationships. • **L.K.6.** Use words and phrases acquired through conversations, reading and being read to, and responding to texts.			sentences in their story.		
Unit 7: The Writing Process (Days 151-161)						
151	• **W.1.2.** Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. • **W.2.3.** Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe	**Objectives:** -SWBAT identify complete thoughts in a run on sentence. -SWBAT edit run on sentences. **Reinforced Objectives:** -SWBAT use the correct punctuation for a telling,	TM Worksheets	**Objectives:** -SWBAT draw the main event and beginning of their story. -SWBAT write the beginning of their story. **Reinforced Objectives:** -SW use WOW words to enhance their stories. -SWBAT use describing words	Teacher Topic: Tell about what you did on a cold winter day. Student Topic: Tell about a time you had a fun day with your family.	WOW word chart "Instead of…" Chart Paper Journals Uppercase Chart Beg./Middle/End Chart

	actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure. • **W.K.5.** With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed. • **W.K.6.** With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers. • **L.1.1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. o Print all upper- and lowercase letters. • **L.K.2.** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. o Capitalize the first word in a sentence and the pronoun *I*. o Recognize and name end punctuation. o Write a letter or letters for most consonant and short-vowel sounds (phonemes). o Spell simple words	asking or expressing sentences. -SWBAT use uppercase letters at the beginning of a sentence or when writing a proper noun		to discuss what they see. -SWBAT use describing words to discuss what they hear. -SWBAT use describing words to add detail to their sentences. -SWBAT write more than 6 sentences in their story. -SWBAT add detail to their story by using dialogue within their story. -SWBAT use correct punctuation when writing dialogue in their stories.		

	phonetically, drawing on knowledge of sound-letter relationships. • **L.K.6.** Use words and phrases acquired through conversations, reading and being read to, and responding to texts.					
152	• **W.1.2.** Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. • **W.2.3.** Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure. • **W.K.5.** With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed. • **W.K.6.** With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers. • **L.1.1.** Demonstrate command of the conventions of standard English grammar and usage when	**Objectives:** -SWBAT identify complete thoughts in a run on sentence. -SWBAT edit run on sentences. **Reinforced Objectives:** -SWBAT use the correct punctuation for a telling, asking or expressing sentences. -SWBAT use uppercase letters at the beginning of a sentence or when writing a proper noun	TM Worksheets	**Objectives:** -SWBAT identify what to include in the middle part of their story (problem, talking characters, main event). -SWBAT write the middle of the story. -SWBAT identify what to include in the end of the story (what happened last, how did you feel?) -SWBAT write the end of the story. **Reinforced Objectives:** -SW use WOW words to enhance their stories. -SWBAT use describing words to discuss what they see. -SWBAT use describing words to discuss what they hear. -SWBAT use describing words to add detail to their sentences. -SWBAT write more than 6 sentences in their story. -SWBAT add detail to their story by using dialogue within their story. -SWBAT use correct punctuation when writing dialogue in their stories.	Teacher Topic: Tell about what you did on a cold winter day. Student Topic: Tell about a time you had a fun day with your family.	WOW word chart "Instead of…" Chart Paper Journals Uppercase Chart Beg./Middle/End Chart

	writing or speaking. o Print all upper- and lowercase letters. • **L.K.2.** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. o Capitalize the first word in a sentence and the pronoun *I*. o Recognize and name end punctuation. o Write a letter or letters for most consonant and short-vowel sounds (phonemes). o Spell simple words phonetically, drawing on knowledge of sound-letter relationships. **L.K.6.** Use words and phrases acquired through conversations, reading and being read to, and responding to texts.					
153	• **W.1.2.** Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. • **W.2.3.** Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings,	**Objectives:** -SWBAT identify complete thoughts in a run on sentence. -SWBAT edit run on sentences. **Reinforced Objectives:** -SWBAT use the correct punctuation for a telling, asking or expressing	TM Worksheets	**Objectives:** -SWBAT use a rubric to revise their story by using describing words, WOW words and dialogue to add detail to their story.	Teacher Topic: Tell about what you did on a cold winter day. Student Topic: Tell about a time you had a fun day with your family.	WOW word chart "Instead of…" Chart Paper Journals Uppercase Chart Beg./Middle/End Chart Rubric (large for instruction/individual copies for students)

	use temporal words to signal event order, and provide a sense of closure. • **W.K.5.** With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed. • **W.K.6.** With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers. • **L.1.1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. o Print all upper- and lowercase letters. • **L.K.2.** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. o Capitalize the first word in a sentence and the pronoun *I*. o Recognize and name end punctuation. o Write a letter or letters for most consonant and short-vowel sounds	sentences. -SWBAT use uppercase letters at the beginning of a sentence or when writing a proper noun				

	(phonemes). o Spell simple words phonetically, drawing on knowledge of sound-letter relationships. **L.K.6.** Use words and phrases acquired through conversations, reading and being read to, and responding to texts.					
154	• **W.1.2.** Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. • **W.2.3.** Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure. • **W.K.5.** With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed. • **W.K.6.** With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers. • **L.1.1.** Demonstrate command of the conventions of standard English grammar and usage when	**Objectives:** -SWBAT identify complete thoughts in a run on sentence. -SWBAT edit run on sentences. **Reinforced Objectives:** -SWBAT use the correct punctuation for a telling, asking or expressing sentences. -SWBAT use uppercase letters at the beginning of a sentence or when writing a proper noun	TM Worksheets	**Objectives:** -SWBAT edit their story for grammar, sentence structure and correct punctuation.	Teacher Topic: Tell about what you did on a cold winter day. Student Topic: Tell about a time you had a fun day with your family.	WOW word chart "Instead of…" Chart Paper Journals Uppercase Chart Beg./Middle/End Chart

	writing or speaking. o Print all upper- and lowercase letters. • **L.K.2.** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. o Capitalize the first word in a sentence and the pronoun *I*. o Recognize and name end punctuation. o Write a letter or letters for most consonant and short-vowel sounds (phonemes). o Spell simple words phonetically, drawing on knowledge of sound-letter relationships. **L.K.6.** Use words and phrases acquired through conversations, reading and being read to, and responding to texts.					
155	• **W.1.2.** Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. • **W.2.3.** Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings,	**Objectives:** -SWBAT identify complete thoughts in a run on sentence. -SWBAT edit run on sentences. **Reinforced Objectives:** -SWBAT use the correct punctuation for a telling,	TM Worksheets	**Objectives:** -SWBAT use revisions and edits to write a final draft. -SWBAT read their story to an audience.	Teacher Topic: No Shared Writing Student Topic: Tell about a time you had a fun day with your family.	WOW word chart "Instead of…" Chart Paper Journals Uppercase Chart Beg./Middle/End Chart

	use temporal words to signal event order, and provide a sense of closure. • **W.K.5.** With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed. • **W.K.6.** With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers. • **L.1.1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. o Print all upper- and lowercase letters. • **L.K.2.** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. o Capitalize the first word in a sentence and the pronoun *I*. o Recognize and name end punctuation. o Write a letter or letters for most consonant and short-vowel sounds (phonemes). o Spell simple words phonetically, drawing	asking or expressing sentences. -SWBAT use uppercase letters at the beginning of a sentence or when writing a proper noun				

	on knowledge of sound-letter relationships. **L.K.6.** Use words and phrases acquired through conversations, reading and being read to, and responding to texts.					
156	• **W.1.2.** Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. • **W.2.3.** Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure. • **W.K.5.** With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed. • **W.K.6.** With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers. • **L.1.1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	**Objectives:** -SWBAT identify complete thoughts in a run on sentence. -SWBAT edit run on sentences. **Reinforced Objectives:** -SWBAT use the correct punctuation for a telling, asking or expressing sentences. -SWBAT use uppercase letters at the beginning of a sentence or when writing a proper noun	TM Worksheets	**Objectives:** -SWBAT draw the main event and beginning of their story. -SWBAT write the beginning of their story. **Reinforced Objectives:** -SW use WOW words to enhance their stories. -SWBAT use describing words to discuss what they see. -SWBAT use describing words to discuss what they hear. -SWBAT use describing words to add detail to their sentences. -SWBAT write more than 6 sentences in their story. -SWBAT add detail to their story by using dialogue within their story. -SWBAT use correct punctuation when writing dialogue in their stories.	Teacher Topic: Tell about a time you heard a thunderstorm. Student Topic: Tell about a time you played outside.	WOW word chart "Instead of…" Chart Paper Journals Uppercase Chart Beg./Middle/End Chart

	○ Print all upper- and lowercase letters. • **L.K.2.** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. ○ Capitalize the first word in a sentence and the pronoun *I*. ○ Recognize and name end punctuation. ○ Write a letter or letters for most consonant and short-vowel sounds (phonemes). ○ Spell simple words phonetically, drawing on knowledge of sound-letter relationships. **L.K.6.** Use words and phrases acquired through conversations, reading and being read to, and responding to texts.					
157	• **W.1.2.** Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. • **W.2.3.** Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal	**Objectives:** -SWBAT identify complete thoughts in a run on sentence. -SWBAT edit run on sentences. **Reinforced Objectives:** -SWBAT use the correct punctuation for a telling, asking or expressing sentences. -SWBAT use uppercase	TM Worksheets	**Objectives:** -SWBAT identify what to include in the middle part of their story (problem, talking characters, main event). -SWBAT write the middle of the story. -SWBAT identify what to include in the end of the story (what happened last, how did you feel?) -SWBAT write the end of the story.	Teacher Topic: Tell about a time you heard a thunderstorm. Student Topic: Tell about a time you played outside.	WOW word chart "Instead of…" Chart Paper Journals Uppercase Chart Beg./Middle/End Chart

	event order, and provide a sense of closure. • **W.K.5.** With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed. • **W.K.6.** With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers. • **L.1.1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. o Print all upper- and lowercase letters. • **L.K.2.** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. o Capitalize the first word in a sentence and the pronoun *I*. o Recognize and name end punctuation. o Write a letter or letters for most consonant and short-vowel sounds (phonemes).	letters at the beginning of a sentence or when writing a proper noun		**Reinforced Objectives:** -SW use WOW words to enhance their stories. -SWBAT use describing words to discuss what they see. -SWBAT use describing words to discuss what they hear. -SWBAT use describing words to add detail to their sentences. -SWBAT write more than 6 sentences in their story. -SWBAT add detail to their story by using dialogue within their story. -SWBAT use correct punctuation when writing dialogue in their stories.		

	○ Spell simple words phonetically, drawing on knowledge of sound-letter relationships. **L.K.6.** Use words and phrases acquired through conversations, reading and being read to, and responding to texts.					
158	• **W.1.2.** Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. • **W.2.3.** Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure. • **W.K.5.** With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed. • **W.K.6.** With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers. • **L.1.1.** Demonstrate command of the conventions of standard English grammar and usage when	**Objectives:** -SWBAT identify complete thoughts in a run on sentence. -SWBAT edit run on sentences. **Reinforced Objectives:** -SWBAT use the correct punctuation for a telling, asking or expressing sentences. -SWBAT use uppercase letters at the beginning of a sentence or when writing a proper noun	TM Worksheets	**Objectives:** -SWBAT use a rubric to revise their story by using describing words, WOW words and dialogue to add detail to their story.	Teacher Topic: Tell about a time you heard a thunderstorm. Student Topic: Tell about a time you played outside.	WOW word chart "Instead of…" Chart Paper Journals Uppercase Chart Beg./Middle/End Chart Rubric (large for instruction/individual copies for students)

	writing or speaking. o Print all upper- and lowercase letters. • **L.K.2.** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. o Capitalize the first word in a sentence and the pronoun *I*. o Recognize and name end punctuation. o Write a letter or letters for most consonant and short-vowel sounds (phonemes). o Spell simple words phonetically, drawing on knowledge of sound-letter relationships. **L.K.6.** Use words and phrases acquired through conversations, reading and being read to, and responding to texts.					
159	• **W.1.2.** Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. • **W.2.3.** Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings,	**Objectives:** -SWBAT identify complete thoughts in a run on sentence. -SWBAT edit run on sentences. **Reinforced Objectives:** -SWBAT use the correct punctuation for a telling, asking or expressing	TM Worksheets	**Objectives:** -SWBAT edit their story for grammar, sentence structure and correct punctuation.	Teacher Topic: Tell about a time you heard a thunderstorm. Student Topic: Tell about a time you played outside.	WOW word chart "Instead of…" Chart Paper Journals Uppercase Chart Beg./Middle/End Chart

	use temporal words to signal event order, and provide a sense of closure. • **W.K.5.** With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed. • **W.K.6.** With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers. • **L.1.1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. o Print all upper- and lowercase letters. • **L.K.2.** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. o Capitalize the first word in a sentence and the pronoun *I*. o Recognize and name end punctuation. o Write a letter or letters for most consonant and short-vowel sounds	sentences. -SWBAT use uppercase letters at the beginning of a sentence or when writing a proper noun				

	(phonemes). o Spell simple words phonetically, drawing on knowledge of sound-letter relationships. **L.K.6.** Use words and phrases acquired through conversations, reading and being read to, and responding to texts.					
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	the conventions of standard English grammar and usage when writing or speaking. o Print all upper- and lowercase letters. • **L.K.2.** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. o Capitalize the first word in a sentence and the pronoun *I*. o Recognize and name end punctuation. o Write a letter or letters for most consonant and short-vowel sounds (phonemes). o Spell simple words phonetically, drawing on knowledge of sound-letter relationships. **L.K.6.** Use words and phrases acquired through conversations, reading and being read to, and responding to texts.					
161	• **W.1.2.** Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. • **W.2.3.** Write narratives in which they recount a well-elaborated event or short sequence of	**Objectives:** -SWBAT identify complete thoughts in a run on sentence. -SWBAT edit run on sentences. **Reinforced Objectives:** -SWBAT use the correct	TM Worksheets	**Objectives:** -SWBAT draw the main event and beginning of their story. -SWBAT write the beginning of their story. **Reinforced Objectives:** -SW use WOW words to enhance their stories.	Teacher Topic: Tell about a time you went to a special place. Student Topic: Tell about a time you got in trouble	WOW word chart "Instead of…" Chart Paper Journals Uppercase Chart Beg./Middle/End Chart

	events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure. • **W.K.5.** With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed. • **W.K.6.** With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers. • **L.1.1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. o Print all upper- and lowercase letters. • **L.K.2.** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. o Capitalize the first word in a sentence and the pronoun *I*. o Recognize and name end punctuation. o Write a letter or letters for most consonant and	punctuation for a telling, asking or expressing sentences. -SWBAT use uppercase letters at the beginning of a sentence or when writing a proper noun		-SWBAT use describing words to discuss what they see. -SWBAT use describing words to discuss what they hear. -SWBAT use describing words to add detail to their sentences. -SWBAT write more than 6 sentences in their story. -SWBAT add detail to their story by using dialogue within their story. -SWBAT use correct punctuation when writing dialogue in their stories.		

	short-vowel sounds (phonemes). o Spell simple words phonetically, drawing on knowledge of sound-letter relationships. **L.K.6.** Use words and phrases acquired through conversations, reading and being read to, and responding to texts.					
162	• **W.1.2.** Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. • **W.2.3.** Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure. • **W.K.5.** With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed • **W.K.6.** With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers. • **L.1.1.** Demonstrate command of the conventions of standard English grammar and usage when	**Objectives:** -SWBAT identify complete thoughts in a run on sentence. -SWBAT edit run on sentences. **Reinforced Objectives:** -SWBAT use the correct punctuation for a telling, asking or expressing sentences. -SWBAT use uppercase letters at the beginning of a sentence or when writing a proper noun	TM Worksheets	**Objectives:** -SWBAT identify what to include in the middle part of their story (problem, talking characters, main event). -SWBAT write the middle of the story. -SWBAT identify what to include in the end of the story (what happened last, how did you feel?) -SWBAT write the end of the story. **Reinforced Objectives:** -SW use WOW words to enhance their stories. -SWBAT use describing words to discuss what they see. -SWBAT use describing words to discuss what they hear. -SWBAT use describing words to add detail to their sentences. -SWBAT write more than 6 sentences in their story. -SWBAT add detail to their story by using dialogue within their story. -SWBAT use correct punctuation when writing	Teacher Topic: Tell about a time you went to a special place. Student Topic: Tell about a time you got in trouble	WOW word chart "Instead of…" Chart Paper Journals Uppercase Chart Beg./Middle/End Chart

	writing or speaking. o Print all upper- and lowercase letters. • **L.K.2.** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. o Capitalize the first word in a sentence and the pronoun *I*. o Recognize and name end punctuation. o Write a letter or letters for most consonant and short-vowel sounds (phonemes). o Spell simple words phonetically, drawing on knowledge of sound-letter relationships. **L.K.6.** Use words and phrases acquired through conversations, reading and being read to, and responding to texts.			dialogue in their stories.		

Unit 1 – All About Me- Me, Family, School				
New Jersey State Standards: **6.1.2 A. Social Studies Skills** 4. Retell events or stories with accuracy [and appropriate sequencing.] **6.6.2 A. The World in Spatial Terms** 1. Explain the special concepts of location, distance, and direction **6.2.2 A. Civic Life, Politics, and Government** 5. Explain that a responsibility means something you must or should do. **6.6.2 D. Citizenship** 1. Identify examples of responsible citizenship in a school setting **5.3.4 D. Data Analysis and Probability** 1. Use tables and graphs to represent and interpret data				
Day/Topic:	**Objectives:**	**Assessment/Activities:**	**Vocabulary:**	**Book:**
Day 1 Me!	• SWBAT describe themselves using details, such as their hair and eye color • SWBAT identify things they like about themselves.	• SW draw pictures of themselves and identify things that they like about themselves/characteristics that make them special.	• Special • Attribute	• I Like Myself! By Karen Beaumnt • 0547401639
Day 2 Who is in a family?	• SWBAT identify a family. • SWBAT identify a family unit and members of the family. • SWBAT identify individuals, such as parents, grandparents, and guardians who are part of their individual families	• SW identify members who are part of their family	• Family	• *All Families Are Special by Norma Simon* • 0807521752
Day 3 Where do families live? City/Country	• SWBAT identify 2 characteristics of living in the city. • SWBAT identify 2 characteristics of living in the county.	• SW identify characteristics about the country by completing sentences about the country. • Looking at different pictures, students will decide whether the setting can be found in a city or in a country	• City • Country	• *The Little House* by Virginia Lee Burton • 0547131046
Day 4 Where do families live? Different kinds of homes.	• SWBAT identify that families live in different types of homes.	• SW identity characteristics about the city by completing sentences about the city. • Looking at different pictures, students will	• House • Apartment • Townhouse	• *The Little House* by Virginia Lee Burton

	• SWBAT differentiate between city and country settings • SWBAT identify at least 2 different kinds of homes.	decide whether the setting can be found in a city or in a country		
Day 5 How do families get along? Core values. Respect/Care	• SWBAT give examples of how families cooperate and work together.(Focus on how families share, help, respect, and care for each other.) • SWBAT name one way they show respect to at home.	• SW name different ways they help at home by thinking about jobs they do. This will demonstrate their understanding of how to help at home and be a good member of the family. • SW complete drawings showing how they respect and help at home	• Family • Respect • Care	• *The Berenstain Bears and the Trouble with Chores* by Stan and Jan Berenstain • 0060573821
Day 6 Core Values- Share	• SWBAT name at least one way families cooperate and share with one another. • SWBAT name at least one way scholars share with one another at school. (Focus on how families share, help, respect, and care for each other.)	• SW name different ways they share at home and at school. • SW complete a sentence about how they share at school.	• Share • Cooperate	*Emily's Sharing and Caring Book*, by Cindy Post Senning and Peggy Post 0061116971
Day 7 Core Values- Helping hand	• SWBAT identify how to be responsible in the classroom. • SWBAT identify experiences when they have helped someone or when they have been helped. • SWBAT explain that problems are best solved when people work together.	• SW identify different ways they are responsible in the classroom and help one another. • SW write about different times when they have helped someone or someone has helped them	• Help	• *The Berenstain Bears Lend a Helping Hand by Stan Berenstain* • 0679889566
Day 8 Who Helps Us At School	• SWBAT describe the roles and responsibilities of school leaders and school helpers • SWBAT identify school leaders and helpers in their	• SW play "Who Am I?" to figure out school helpers/leaders at North Star • SW will complete a worksheet where they identify school leaders from non-school leaders.	• Teacher • Principal • School Leaders	• *Inside OUR school by: NSA Kindergarten teachers (teacher made)*

	own school	• SW write about how one school leader has helped them at school.		
Day 9 Rules at School	• SWBAT identify school rules that they follow each day • SWBAT recognize that following rules help everyone to be safe and learn more in school.	• SW complete a worksheet where they must identify pictures that show students following school rules • SW write about why it is important for students to follow rules while at school	• Rules • Community	• *We Know and Follow Rules* By Cheri J. Meiners • 1575421305
Day 10 End of Unit Review Day- All about me!	• SWBAT tell ways they are alike and different from their classmates • SWBAT list ways that their families are similar and different from other student • SWBAT describe themselves using details and attributes	• SW decide what categories they fit into based on information about their family, home, and life, demonstrating they have an understanding of who they are. • SW also examine the class graph and identify areas they are like their classmates and areas they are different. • SW make paper dolls of themselves, which will serve as an end of unit assessment and show the level at which they can describe themselves and with what degree of detail.	• Marvelous • Special	• I Like Myself! By Karen Beaumnt • 0547401639
Day 11 Post Unit Assessment	• SWBAT complete the end of Unit Assessment	• SW complete end of unit assessment	• n/a	• no book

Unit 2- What is a Scientist?				
New Jersey State Standards: **5.3.4. D. Data Analysis and Probability** 1. Use tables and graphs to represent and interpret data. **5.1.4. A. Habits of Mind** 4. Know that when solving a problem it is important to plan and get ideas and help from other people. **5.1.4. B. Inquiry and Problem Solving** 2. Identify the evidence used in an explanation. **5.4.2. B. Nature of Technology** 1. Select and use simple tools and materials to complete a task **5.2.4. B. Historical Perspectives** 1. Hear, read, write, and talk about scientists and inventors in a historical context.				
Day/Topic:	**Objectives:**	**Assessment/Activities:**	**Vocabulary:**	**Book:**
Day 1 What is a Scientist?	• SWBAT identify tasks that scientists do	• SW complete a graphic organizer which lists tasks scientists do • SW circle pictures that are related to scientists and things that they do • SW write two things that scientists do	• Science • Scientific	• What is a Scientist? By Barbara Lehn • 0761312986
Day 2 I Am a Scientist	• SWBAT identify themselves as scientists • SWBAT write about two ways in which they are a scientist	• SW identify two ways in which they are scientists • SW write and draw two ways in which they are scientists	• Science • Scientific	• Learning to Be a Scientist (Science Works for Kids Series) by JoEllen Moore • 1557997764
Day 3 Scientific Method	• SWBAT identify that scientists use the scientific method to solve experiments • SWBAT apply the scientific method to the experiment they conduct	• SW complete a data & observation chart as teacher performs a sink and float experiment • SW write two sentences about their observations after teacher is done performing the experiment	• Scientific Method • Hypothesis • Data & Observation • Float	• Six Steps of the Scientific Method Poster (teacher made)
Day 4 Scientific Method: Hypothesis- “Educated Guess”	• SWBAT make an “educated guess” as to whether or not an object will sink or float, based on the previous day’s lesson content • SWBAT identify that a	• SW perform the same sink and float experiment that they did with the teacher the previous day, except that they will be using different objects to test • SW be able to make an “educated guess” on if the objects they are testing are going to	• Hypothesis	• Six Steps of the Scientific Method Poster (teacher made)

	hypothesis is an educated guess	sink or float based on what they saw happened to similar objects the previous day		
Day 5 Scientists Work Together	• SWBAT collaborate, and cooperate, in pairs to perform an experiment • SWBAT identify that it is	• In pairs SW successfully build a "tower" based on the picture provided for them • SW identify one strategy that they used to complete their tower	• Teamwork • Corporation • Share	• What a Team!: Together Everyone Achieves More by Fran Shaw OR Teamwork Isn't My Thing, and I Don't Like to Share! (Best Me I Can Be!) By Julia Cook 1934490350
Day 6 Important People in Science	• SWBAT identify at least one major accomplishment of one of the highlighted scientists	• SW draw and write two facts about one of one of the highlighted scientists and his or her accomplishment(s)	• Scientists • George Washington Carver • Mae C. Jemison • Invented	• George Washington Carver by- Lynea Bowdish • 0516246445
Day 7 Our Five Senses Experiencing the 5 Senses	▪ SWBAT identify that our five senses help us explore and understand the world around us • SWBAT identify the particular sense that corresponds with the appropriate body part	• SW identify and write about objects that they see, touch, taste, smell, and hear with their five senses	• Senses • bitter • sour	• Me and My Senses by- Joan Sweene • 0553112937
Day 8 Experiencing the 5 Senses	• SWBAT identify that we have five senses • SWBAT identify that our five senses help us explore	• SW work in pairs and describe objects using their five senses • SW have a tray of objects where they need to close their eyes, and use their senses to figure	• Senses • Rough • Bumpy • Smooth	• Sense Suspense: A Guessing Game for the Five Senses by- Bruce McMillan

	and understand the world around us • SWBAT identify and describe objects using their five senses and sensory vocabulary	out the particular objects	• Soft	• 0590479040
Day 9 Scientific Tools	• SWBAT use a simple scientific tool to complete a task • SWBAT appropriately use the specified scientific tools	• SW use a magnify glass to perform an experiment • SW write about two observations they saw while using their magnify glass	• Tools • Magnifying glass	• You Can Use a Magnifying Glass (Rookie Read-About Science) by Wiley Bevins • 0516273280
Day 10 Review	• SWBAT recall facts on unit taught to complete a review Jeopardy game	• SW be able to recall facts on unit taught and complete a review Jeopardy game	• All vocabulary form the unit	• PowerPoint Jeopardy Created by teacher
Day 11 Post Unit Assessment	• SWBAT complete the end of Unit Assessment	• SW complete end of unit assessment	• n/a	• no book

Unit 3- My Community

New Jersey State Standards:

6.6.2 A. The World in Spatial Terms

1. Explain the spatial concepts of location, distance and direction

6.1.2 A. Social Studies Skills

4. Retell events or stories with accuracy and appropriate sequencing.

6.6.3 A. The World in Spatial Terms

1. Explain the spatial concepts of location, distance and direction
2. Explain that the globe is a model of the Earth and maps are representations of local and distant place

6.2.2. D. Citizenship

2. Recognize real people and fictional characters who have demonstrated responsible leadership and citizenship and identify the characteristics that have made them good examples.

Day/Topic:	Objectives:	Assessment/Activities:	Vocabulary:	Book:
Day 1 Maps!	• SWBAT identify a map as a tool that can be used to help one find places and things	• SW write two reasons why maps are important	• Map	• Me on the Map by, Joan Sweeny • 0517885573

Day 2 Map of the school- Gingerbread lesson	• SWBAT identify locations on a map by drawing the path they took around school. • SWBAT use words like first, next, and last to retell events or stories with accuracy and appropriate sequencing	• SW draw the sequential path they took in the school to find the gingerbread man, • SW write and identify two things that they saw on their journey to catch the gingerbread man	• Map	Gingerbread Man (from Text Talk collection)
Day 3 Signs	• SWBAT identify signs found in their community and around school. • SWBAT identify the meaning of the signs they encounter on a daily basis	• SW create their own sign and explain what the sign means • SW complete a worksheet where they must identify the particular sings the teacher is giving clues about	• Signs	• I Read Signs by Tana Hoban OR City Signs by Zoran Milich 1553377486
Day 4 Needs and Wants	• SWBAT identify what the difference between needs and wants • SWBAT identify things people need and things people want	• SW complete a worksheet requiring them to write whether or not something is a need or a want	• Need • Want	• The Berenstain Bears Get the Gimmies by Stand and Jan Berenstain • 0394805666
Day 5 Firefighters and Fire Safety/ Prevention	• SWBAT explain what a firefighter is and why they are important • SWBAT identify what they should and should not do in the event of a fire.	• SW write two sentences explaining two ways in which fire fighters keep us safe • SW circle all of the pictures that are associated with fire fighters and fire safety	• Fire Prevention • Safety	• At the Firehouse by Anne Rochwell • 0060298154
Day 6 Police Officers	• SWBAT identify three ways that police officers help in the community • SWBAT identify two things that a police officer	• SW write two ways in which police officer help to keep us safe	• Police officers • Community • Safe	• A Day With Police Officers by- Jan Kottke • 0516230174

	could patrol in			
Day 7 Dentist	• SWBAT identify what a dentist does and how they help people in the community • SWBAT identify at least three ways to keep their teeth healthy.	• SW complete a worksheet requiring them to write whether or not something is good or bad for one's teeth • SW write two ways in which they can help to keep their teeth clean	• Dentist • Teeth • Hygiene	• The Berenstain Bears Go to the Dentist by- Stand and Jan Berenstain • 0394848365
Day 8 Librarian	• SWBAT identify what a librarian does • SWBAT identify where one could find a librarian	• Students will draw a picture and write one way a librarian can help them, and why they like going to the library. In the picture students must include the environment in which a librarian is found	• Librarian • Library	• Carlo and the Really Nice Librarian by Jessica Spanyol • 0763625264
Day 9 Unstoppable me! I can be anything I want when I grow up!!!	• SWBAT identify a job they wish to hold when they grow up.	• SW draw and write about t their desired occupation.	• Occupation • Job	• Unstoppable Me • 1401911862
Day 10 Post Unit Assessment	• SWBAT complete the end of Unit Assessment	• SW complete end of unit assessment	• n/a	• no book

Unit 4- Trees- Parts of, Seasons

New Jersey State Standards:
5.5.2 B. Identify patterns when observing the natural and constructed world
5.6.2. Recognize that different types of plants (and animals) live in different parts of the world
5.6.2 A. Structure and Properties of Matter
2. Use magnifiers to observe materials, then draw and describe what more can be seen using tools
5.4.2 B. Nature of Technology
1. Select and use simple tools and materials to complete a task
5.1.4 B. Diversity and Biological Evolution
1. Recognize that different types of plants (and animals) live in different parts of the world

Day/Topic:	Objectives:	Assessment/Activities:	Vocabulary:	Book:
Day 1 Tree Introduction	• SWBAT identify three resource that a tree can provide for people	• SW write three things that one can get from a tree, by completing a prompt, "A tree can give me…"	• Tree	The Giving Tree By Shel Silverstein 0060256656

Day 2 Parts of a Tree	• SWBAT identify the five parts of a tree; roots, leaves, branches, bark and trunk • SWBAT discuss the functions of each part of a tree	• SW identify the five parts of a tree by correctly labeling each part on a worksheet	• Roots • Leaves • Branches • Trunk • Bark	Are Trees Alive? By Debbie S. Miller 0802788017
Day 3 Roots	• SWBAT explain the three functions roots provide for a tree and/or a plant	• SW explain the three functions roots provide for a tree and/or a plant by completing an experiment and then analyze their observations • SW see what roots do for a tree and record what they saw and what they learned • Once done with their experiment, students will complete a worksheet, where they write two functions roots provide for a tree	• Roots	What Do Roots Do? By Kathleen V. Kudlinski OR From Seed to Plant by Gail Gibbons (from RC curriculum)
Day 4 Tree Life Cycle	• SWBAT identify and describe the stages in the life cycle of a tree	• SW identify and describe the stages in the life cycle of a tree by completing a "what comes next" tree life cycle worksheet • SW be able to correctly place individual pictures of the different stages in a tree's life cycle, in the correct sequential order	• Seed • Cycle • Seedling • Sapling	The Life Cycle of a Tree by Bobbie Kalman 0778706893
Day 5 Planting	• SWBAT identify the three main components a seed/ plant needs to grow; sunlight, water, and soil	• SW identify the three main components a seed/ plant needs to grow by writing and drawing a picture to go with • SW "plant" their own plants • As the students are charting the growth of their plants, they are also writing one sentence about the changes they see in their plants as the days go on and their plants are getting bigger (i.e., "I now am able to see bulbs on my plant.")	• Seed	• How a Seed Grows by Helene J. Jordan • 0064451070
Day 6 Apple Life Cycle	• SWBAT identify the growing stages of an apple; seed, to	• SW identify the growing stages of an apple, by writing each stage, and draw an	• Apple • Seed	• How Do Apples

	flower or blossom, to the young green apple, and then to the adult apple • SWBAT identify that all living things go through life cycles	appropriate picture to go with each stage	• Blossom/Flower	Grow? By Betsy Maestro • 0064451178
Day 7 Pumpkins	• SWBAT compare and then connect the similar growing stages of an apple to a pumpkin	• Before going on the field trip SW complete a, "What we already know" poster with the teacher • SW write one reason how the stages of an apple and a pumpkin are the same, and one sentence about how their stages are different	• Pumpkin	• How Many Seeds in a Pumpkin? By Margaret Mcnamara • 0375840141
Day 8 Functions: Parts of a Tree	• SWBAT identify things that they learned about while on the field trip: - SWBAT explain what the lines on a pumpkin tell you - SWBAT explain the growing stages of a pumpkin - SWBAT explain the growing stages of an apple - SWBAT analyze and then describe the connection between the growth of an apple to the growth of a pumpkin • SWBAT explain what pollinates a flower	• SW complete a, "What we learned" graphic organizer • SW then draw and write about one thing they learned at Sun High Orchards	• Pumpkin	• no book
Day 9 & 10 World Tree Fair	• SWBAT identify one type of tree, and describe three facts about that particular tree	• SW draw and write about at least two facts they learned about one of the on highlighted trees	• Kapok tree • Baobab tree • Weeping Willow	• The Great Kapok Tree by Lynne

			• Banyan tree	• Cherry and PowerPoint Slide Show Created by teacher • 0152026142
Day 11 Review	• SWBAT recall facts on unit taught to complete a review Jeopardy game	• SW be able to recall facts on unit taught and complete a review Jeopardy game	• All vocabulary from the unit	• PowerPoint Jeopardy Created by teacher
Day 12 Post Unit Assessment	• SWBAT complete the end of Unit Assessment	• SW complete end of unit assessment	• n/a	• no book

Unit 5- Trees-Resources, Recycling
New Jersey State Standards: **5.1.4. A. Habits of Mind** 4. Know that when solving a problem it is important to plan and get ideas and help from other people. **5.1.4. B. Inquiry and Problem Solving** 2. Identify the evidence used in an explanation. **5.6.2. A. Structure and Properties of Matter** 1. Use magnifiers to observe materials, then draw and describe what more can be seen using the tools. 2. Sort objects according to the materials from which they are made or their physical properties, and give a rationale sorting. **5.5.2. A. Matter, Energy, and Organization in Living Systems** 1. Investigate the basic needs of [humans and other] organisms. **6.1.2. A. Social Studies Skills** 1. Explain the concepts of long ago and far away. 2. Apply terms related to time including past, present, and future. 3. Retell events or stories with accuracy and appropriate sequencing. **6.4.2. B. State and Nation** 3. Explain the historical significance of major national holidays (e.g. Independence Day, Labor Day) and American symbols.

6.2.2. E. International Education: Global Challenges, Cultures, and Connections
Identify traditions and celebrations of various cultures (e.g. Chinese New Year, Cinco de Mayo).
6.6.2. A. The World in Spatial Terms
1. Explain the spatial concepts of location, distance and direction
2. Explain that the globe is a model of the Earth and maps are representations of local and distant places.

Day/Topic:	Objectives:	Assessment/Activities:	Vocabulary:	Book:
Day 1 Resources from Trees: Wood	• SWBAT identify that wood is a resource taken from trees to build things. • SWBAT name at least 3 different items that are made out of wood.	• SW identify items that can be created and made from trees. Students will write about why it is so important for people to try and help save trees	• Wood	• From Tree to Table
Day 2 Resources from Trees: Fruits and nuts	• SWBAT name at least 3 fruits or berries and 2 nuts that grow on trees. • SWBAT identify that fruits, berries, and nuts provide protection for seeds.	• SW observe, and sort an assortment of seeds/berries/nuts and then record their observations on a worksheet.	• Fruits • Berries • Nuts	• This is the Sunflower by: Lola M. Schaefer • 0688164137
Day 3 Resources from trees: Sap and rubber	• SWBAT identify 2 different kinds of sap that come from trees. • SWBAT identify what part of the tree sap comes from and why it is important to the tree.	• SW complete the sequence of how the sap is taken from the maple trees and then made into maple syrup. • SW identify each of the steps and what is happening	• Sap • Rubber	• At Grandpa's Sugar Bush- by Margaret Carney and Janet Wilson • 1550746715
Day 4 Thanksgiving: Pilgrims	• SWBAT name the sequence of four main events leading up to the first Thanksgiving. • SWBAT identify at least two struggles the pilgrims encountered when coming to the New World	• SW correctly respond to key questions, thereby arriving at an understanding of the Pilgrims' situation during their first winter. • SW retell the sequence of events in their own Pilgrim Books.	• Pilgram • Thanksgiving • Native American	• The Story of the Pilgrims by Katharine Ross • 0679852921

Day 5 Thanksgiving: Giving Thanks	• SWBAT accurately represent their thoughts about Thanksgiving.	• SW write about who they are thankful for and why. Then students will draw a picture to go along with their writing.	• Thankful	• Just So Thankful by Mercer Mayer OR Thanksgiving is for Giving Thanks 0448422867
Day 6 Resources from Trees: Trees provide homes for animals	• SWBAT identify that trees and logs provide homes for many different animals • SWBAT name at least three different animals that live in trees and what part of the tree the animal lives in.	• SW cut out a log from butcher paper (simulating the log from the read aloud) and draw three different animals living in it.	• Interdependence	• A Log's Life by: Wendy Pfeffer • 1416934839
Day 7 Resources from Trees : Trees and animals are interdependent	• SWBAT identify that trees provide homes for many different animals and animals • SWBAT identify 2 ways that earth worms help trees and 1 way that trees help earthworms.	• SW conduct their own experiment to see how earthworms help trees and soil. After the experiment, scholars will make predictions based on what they learned.	• Interdependence	• Wiggling Worms at Work by: Wendy Pheffer • 0064451992
Day 8/9 Trees give back: Photosynthesis and air	• SWBAT identify that plants can make their own food by the process of photosynthesis. • SWBAT identify that trees makes clean air to breath	• SW label and identify the key components of photosynthesis	• Photosynthesis	• Photosynthesis, Changing Sunlight into Food- by Bobbie Kalman • 0778723089
Day 10	• SWBAT identify three	• SW write about how they can help	• Recycle	• Recycle! A Handbook for

Reduce, Reuse, and Recycle: We take care of the Earth!	important ways to help take care of the earth: reduce, recycle, and reuse. • SWBAT at least two different ways they can reduce, reuse, or recycle.	keep the earth clean. • SW write about ways in which they can reduce, reuse, and recycle		Kids- by Gail Gibbons • 0316309435
Day 11 Review: Short Answers	• SWBAT recall facts on unit taught to complete a review sheet	• SW be able to recall facts on unit taught and complete a short answer review sheet	• All vocabulary form the unit	• Review packet(short answers)
Day 12 Post Unit Assessment	• SWBAT complete the end of Unit Assessment	• SW complete end of unit assessment	• n/a	• no book

Unit 6/7- Maps and North America				
New Jersey State Standards: **6.6.2. A. The World in Spatial Terms** 2. Explain that the globe is a model of the Earth and maps are representations of local and distant places. Science **D. Data Analysis and Probability** Use tables and graphs to represent and interpret data. **B. Diversity and Biological Evolution** Recognize that different types of plants [and animals] live in different parts of the world.				
Day/Topic:	**Objectives:**	**Assessment/Activities:**	**Vocabulary:**	**Book:**
Day 1	• SWBAT explain that a globe	• SW identify North America on a world map.	• Globe	Me on the Map

Maps and Directions	is a replica of the planet that when laid out flat is called a map. • SWBAT use the directions of north, south, east, and west to find locations on a map. • SWBAT identify that a world map shows the continents and the oceans in the world./ all of the land and water of the world • SWBAT identify that the blue on a map is the ocean. • SWBAT identify that a continent is a large piece of land.	• SW identify the cardinal directions on the worksheet.	• Map • Directions • North • South • East • West	0517885573
Day 2- 4 Continents on the globe	• SWBAT to name the seven continents. • SWBAT identify that continents are blocks of land in the world. • SWBAT identify that we live on the continent of North America. • SWBAT to locate North America on the world map. • SWBAT identify at least 3 things that can be found in North America.	• SW identify North America on a world map. • SW identify "which is bigger" between city, state, country, and continent.	• Continent • Globe • Map	No book- Continent Song and Bigger Smaller Poster Created by teacher
Day 5 Introduction to North America	• SWBAT identify that we live on the continent of North America. • SWBAT to locate North America on the world map. • SWBAT define a continent as being bigger than a	• SW write and discuss three main features of North America (climates, animals, and landforms)	• Continent • North America • Climate • Landforms	Explore North America! By Bobbie Kalman 0778730891

	country and a place where people live			
Day 6 United States of America- the Flag	• SWBAT identify that we live on the continent of North America. • SWBAT to locate the United States of America within North America on the world map. • SWBAT identify that the American flag is a symbol for the United States of America	• SW identify the American flag is a symbol of the United States of America • SW write about why the American Flag is so important and what it stand for	• United States of America • Country • Symbol • Flag	Stars and Stripes: The Story of the American Flag by Sarah L. Thomson 0060504161
Day 7 United States of America- National Symbols	• SWBAT identify at least 2 national symbols such as the Eagle, Statue of Liberty, Nation's Capitol, American Flag, and President. • SWBAT identify that the President is the leader of the United States.	• SW write about at least three of the American symbols, what they look like, what they stand for, and why they are so important to the American people	• Symbols • American Flag • Eagle • President • Statue of Liberty • Capitol Building.	No Book American Symbols created by teacher
Day 8 Concept of bigger vs. smaller	• SWBAT identify what a continent is • SWBAT identify which is bigger vs. which is smaller	• SW complete a worksheet where they must place biggest to smallest in order • SW identify where North America is located on a world map • SW identify what a continent is	• Continent • Country • City • State	Bigger vs. Smaller poster and boxes (created by teacher)
Day 9 The Grasslands	• SWBAT identify three characteristics of the Great Plains. • SWBAT locate the Great Plains on a map.	• SW identify and locate the grasslands on a map of the United States. • SW complete a kid writing about the climate, and geography of the grasslands.	• The Great Plain • The grassland	The Grasslands (Created by Teacher)
Day 10 Native Americans	• SWBAT identify that the Native Americans were the first people to live in America • SWBAT identify that Native Americans split into tribes	• SW identify and write about different aspects of the Native American culture; specially looking at housing, clothing, food, work, and beliefs	• Native Americans • Tribes • Sioux Indians	The Plain Indians: The Sioux Indians Created by teacher

	and worked together as a whole community. • SWBAT identify the types of houses in which the Native Americans lived. • SWBAT identify the types of food Native Americans ate. • SWBAT identify two main religious beliefs of the Great Plains Indians			
Day 11 Christopher Columbus	• SWBAT identify that explorers were people who journeyed to the Americas. • SWBAT identify the explorers' route of travel on the map from Europe to America. • SWBAT identify that Christopher Columbus was an explorer that came from Europe to America (high students). • SWBAT to identify what Explorers found when meeting the Native Americans, and when they arrived in North America.	• SW write about Christopher Columbus and why he was such an important explorer • SW write about his journey to the New World and what he encountered along his way	• Explorer • Christopher Columbus	A Picture Book of Christopher Columbus by David Adler OR Who was Christopher Columbus 0448463334
Day 12 Pilgrims and Colonial Settlers	• SWBAT identify the Pilgrims as European settlers that came to America because they could not practice their religious beliefs. • SWBAT identify that Europeans came to America AFTER the Native Americans.	• SW compare their lives to the lives of people in Colonial times. • SW write about how their lives are the same and how they are different.	• Settler • Pilgrims	If You Lived in Colonial Times by Ann McGovern OR If you lived in Williamsburg in

	• SWBAT identify England as the Pilgrims' country of origin. • SWBAT identify one religious practice of the pilgrims. • SWBAT identify the clothing worn and food eaten by the pilgrims.			Colonial Days 0590929224
Day 13 Transportation	• SWBAT identify three different modes of transportation that have been used throughout time. • SWBAT identify that transportation is different now than long ago • SWBAT put pictures in the correct sequential order based on when they came	• SW identify and place different modes of transportation into their correct sequential order based on which came first and then so on • SW write about how transportation has changed over the years	• Transportation	Alice Ramsey's Grand Adventure by Don Brown 0618073167
Day 14 Mexico's Climate and Geography	• SWBAT identify that Mexico is another country on the continent of North America. • SWBAT locate Mexico on the map of North America. • SWBAT identify the Mexican flag. • SWBAT identify the geography of Mexico (predominately mountainous) • SWBAT identify the climate of Mexico	• SW identify what the Mexican flag looks like • SW write about the climate and geography that can be found in Mexico	• Mexico • Geography • Climate	If I Lived In Mexico Created by teacher
Day 15 Mexican Culture	• SWBAT identify that Mexico is another country on the continent of North America. • SWBAT locate Mexico on	• SW write about the different aspects of the Mexican culture and then draw a picture to go along with their writing	• Mexico • Culture • Piñata • Sombrero	Mexico ABCs by Sarah Heiman 1404803556

	the map of North America. • SWBAT name at least 2 aspects of traditional Mexican culture.		• Tortilla	
Day 16 Mexico Culture Part II	• SWBAT identify that Mexico is another country on the continent of North America. • SWBAT locate Mexico on the map of North America. • SWBAT name at least 2 aspects of traditional Mexican culture.	• SW write about the different aspects of the Mexican culture and then draw a picture to go along with their writing	• Mexico • Culture • Piñata • Sombrero • Tortilla	Mexico ABCs by Sarah Heiman
Day 17 Canada's Climate	• SWBAT identify that Canada is another country on the continent of North America. • SWBAT describe the climate and geography of Canada. • SWBAT locate Canada on the map of North America	• SW write about Canada's climate and geography.	• Canada • Glacier • Tundra	If I Lived In Canada Created by teacher
Day 18 Canada's Culture	• SWBAT name at least 2 different Canadian national symbols • SWBAT identify different aspects of the Canadian culture	• SW will identify the Canadian flag, what kinds of different languages are spoken in Canada, and different types of symbols that help to represent Canada	• Canada • Culture • Symbols	Canada: The People
Day 19 Review	• SWBAT recall facts on unit taught to complete a review Jeopardy game	• SW be able to recall facts on unit taught and complete a review Jeopardy game	• All vocabulary form the unit	PowerPoint Jeopardy Created by teacher
Day 20 Post Unit Assessment	• SWBAT complete the end of Unit Assessment	• SW complete end of unit assessment	• n/a	no book

Unit 8- South America and the Rainforest
New Jersey State Standards: **Science**

5.3.4 D. Data Analysis and Probability
1. Use tables and graphs to represent and interpret data
6.5.2B. Diversity and Biological Evolution
1. Recognize that different types of plants [and animals] live in different parts of the world.
Social Studies
6.6.2 A. The World in Spatial Terms
2. Explain that the globe is a model of the Earth and maps are representations of local and distant places

Day/Topic:	Objectives:	Assessment/Activities:	Vocabulary:	Book:
Day 1 Intro to South America	• SWBAT locate South America on the globe/map. • SWBAT locate the Amazon rainforest on a map • SWBAT identify distinguishing characteristics of South America; such as climate, and geography.	• SW complete a graphic organizer about South America. • SW complete a worksheet where they must locate South America, and write two characteristics about South America; focusing on its climate and/or geography	• South America • Amazon • Climate	Explore South America Created by teacher
Day 2 Rainforest Habitat	• SWBAT complete graphic organizers about the highlighted vocabulary words • SWBAT define South America, rainforest, Amazon river, and habitat • SWBAT explain the climate of the rainforest • SWBAT explain the rainforest's geographical landscape	• SW complete a graphic organizer about the climate of the rainforest. • SW complete a worksheet about the Amazon rainforest. Students will write two facts about the rainforest's habitat, and then draw a picture to go with their writing	• Amazon • Amazon River • Climate	The Amazon Rainforest (created by teacher)
Day 3 Rainforest Habitat	• SWBAT define habitat. • SWBAT locate South America on the globe/map. • SWBAT locate the Amazon rainforest on a map • SWBAT explain the climate of the rainforest and its geographical landscape	• SW complete a graphic organizer about the rainforest's climate • SW write three facts about the rainforest's habitat and climate and then draw a picture to go with their writing	• Habitat • Rainforest • Amazon rainforest	The Amazon Rainforest (created by teacher)

Day 4 & 5 Rainforest Plants and Layers_4th and 3rd Layers	• SWBAT identify the 4th and 3rd layers in the rainforest. • SWBAT name at least 1 plant found in each of the 2 layers and a fact about that layer	• SW identify the fourth and third layers in the rainforest by writing about each layer • SW draw at least one plant that is found in each of the two layers of the rainforest •	• Emergent layer • Canopy Layer	If I Ran the Rainforest by Bonnie Worth 0375810978
Day 6 & 7 Rainforest Plants and Layers_2nd and 1st Layers	• SWBAT identify the 2nd and 1st layers in the rainforest. • SWBAT name at least 1 plant found in each of the 2 layers and a fact about that layer	• SW identify the second and first layers in the rainforest by writing about each layer • SW draw at least one plant that is found in each of the two layers of the rainforest	• Understory • Forest Floor	If I Ran the Rainforest by Bonnie Worth
Day 8 & 9 Review Layers in the Rainforest	• SWBAT compare the 4 different layers in the rainforest	• SW compare all four layers in the rainforest • SW draw a picture that correctly shows the separation between each of the layers in the rainforest	• Emergent Layer • Canopy Layer • Understory Layer • Forest Floor	If I Ran the Rainforest by Bonnie Worth
Day 10 & 11 Animals in the Rainforest	• SWBAT identify the four layers in the rainforest. • SWBAT identify the correct name for each layer of the rainforest. • SWBAT identify two animals that live in each layer of the rainforest.	• SW name and construct the four layers of the rainforest as a class using cloth/material. • SW draw an animal that lives in each layer of the rainforest on the same worksheet they used to name the layers	• Emergent layer • Canopy layer • Understory layer • Forest floor • Ecosystem	Rain Forest by DK Eye Wonder: 1465409076
Day 12 Photosynthesis	• SWBAT explain what photosynthesis is a process in which plants and trees make their own food	• SW diagraph how plants and tress make their own food	• Photosynthesis	Photosynthesis: Changing Sunlight into Food by Bobbie Kalman
Day 13 Deforestation	• SWBAT explain that deforestation is the act of cutting down and destroying trees, plants, and animals' habitats • SWBAT identify ways in	• SW complete a worksheet where they are two write a story about saving the rainforest. • SW write about deforestation, using the prompt, "If I were to help save the rainforest, I would…" • SW write two-three ways in which they	• Deforestation	Saving the Rainforest by Tess Schembri 1741486009

	which deforestation happens • SWBAT identify two ways in which they can help slow down deforestation	would help to save the rainforest and the plants and animals that live there		
Day 14 A Rainforest Habitat Part II (Animals) Frog and Emerald Boa	• SWBAT identify one adaptation that the frog and emerald boas use to survive • SWBAT identify one interesting fact about each of the highlighted animals	• SW complete a worksheet where they kid write two fact about each of the highlighted animals for the lesson • Students will talk about the animals specific adaptation, as well as one interesting fact about the animal	• Adaptation • Dart frog • Tree Frog • Emerald Boa • Habitat	Creatures of the Amazon: Emerald Boa and Tree Frogs Created by teacher
Day 15 & 16 Camouflage	• SWBAT identify that camouflage helps animals survive • SWBAT match animals with their environment based on their camouflage	• SW explain the concept of camouflage by giving examples and definitions during discussion. • SW match animals with their environment based on their camouflage.	• Camouflage • Adaptation	PowerPoint created by teacher
Day 17 Rainforest Animals: Toucan and Jacana	• SWBAT identify one adaptation that the Jacana and toucan use to survive • SWBAT identify one interesting fact about each of the highlighted animals	• SW write about one of the highlighted animals • SW will include the particular animal's habitat, home, adaptations, and one interesting fact about the animal in their writing	• Adaptation • Jacana • Toucan	Animals in the Rainforest: Toucans and Jacana created by teacher
Day 18 Leopards & Monkeys	• SWBAT identify one adaptation that leopards and monkeys use to survive • SWBAT identify one interesting fact about the highlighted animal	• SW write about a leopard's and monkey's habitat, home, adaptations, and how they use camouflage	• Leopards • Monkey • Capuchin monkey • Howler monkey • Camouflage	Leopards and Monkeys created by teacher
Day 19 Review Rainforest Animals	• SWBAT recall all the animals that were highlighted in the previous lessons • SWBAT explain each animal's adaptation, and an interesting fact about the animal, and which layer the	• SW choose two of their favorite animals highlighted throughout the unit and talk write about each. • SW write about the animal's particular habitat, home, its adaptation, how they use camouflage to survive, and one interesting fact • SW then draw a picture to go with their	**Review:** • Dart frog • Emerald Boa • Jacana • Toucan • Leopards • Capuchin monkey	No book

	particular animal lives in	writings	• Howler monkey	
Day 20 People in the Amazon	• SWBAT identify a home that an Amazonians live in • SWBAT identify what Amazonians do for work, what they wear, and foods that they eat	• SW write about the Amazon people. • SW write about the clothes that they, the food that they eat, and what they do for work and fun	• Amazonians • Culture	A Day With the Amazonians created by teacher
Day 21 Review	• SWBAT recall facts on unit taught to complete a review Jeopardy game	• SW be able to recall facts on unit taught and complete a review Jeopardy game	• All vocabulary form the unit	PowerPoint Jeopardy Created by teacher
Day 22 Review: Short Answers	• SWBAT recall facts on unit taught to complete a review sheet	• SW be able to recall facts on unit taught and complete a short answer review sheet	• All vocabulary form the unit	• Review packet(short answers)
Day 23 Post Unit Assessment	• SWBAT complete the end of Unit Assessment	• SW complete end of unit assessment	• n/a	no book

Unit 9- Antarctica / Arctic- Native People and Glaciers

New Jersey State Standards:

Science

5.3.5 D. Data Analysis and Probability

1. Use tables and graphs to represent and interpret data.

6.5.3 B. Diversity and Biological Evolution

2. Recognize that different types of plants [and animals] live in different parts of the world.

5.1.4 A. Habits of Mind

4. Know that when solving a problem it is important to plan and get ideas and help from other people.

B. Inquiry and Problem Solving

2. Identify the evidence used in an explanation.

C. Safety

1. Recognize that conducting science activities requires an awareness of potential hazards and the need for safe practices.

Social Studies

6.6.2 A. The World in Spatial Terms

2. Explain that the globe is a model of the Earth and maps are representations of local and distant places.

D. Human Systems

1. Identify the types of transportation used to move goods and people.

6.1.2 A. Social Studies Skills

1. Apply terms related to time including past, present, and future. 4. Retell events or stories with accuracy and appropriate sequencing				
Day/Topic:	**Objectives:**	**Assessment/Activities:**	**Vocabulary:**	**Book:**
Day 1 Intro to Antarctica	• SWBAT define a habitat as a place where animals eat, sleep, and live. • SWBAT locate the Antarctic Circle. • SWBAT identify distinguishing characteristics of the Antarctic Circle.	• SW complete a graphic organizer with the teacher during the read aloud about the Antarctic Circle. • SW complete an assessment that gauges their understanding of a habitat and the location, weather, and characteristics of the Antarctic Circle.	• North, south, east, west • South Pole • Habitat	The Antarctic Habitat by Bobbie Kalman 0778729842
Day 2 Antarctica: Animals and Plants	• SWBAT identify plant adaptations that allow them to survive in Antarctic • SWBAT explain how plants and animals get their food in Antarctic	• SW complete a graphic organizer with the assistance of the teacher that includes where, when, names, and food for plants and where, names, food, and adaptations of animals. • SW complete an independent assessment evaluating their understanding of when plants grow, animal adaptations, what certain animals eat, and types of animals in Antarctica. •	• North, south, east, west • South Pole • Habitat • Herbivore • Carnivore • Omnivore • Adaptation	The Antarctic Habitat by Bobbie Kalman
Day 3 Emperor Penguins	• SWBAT identify the five stages in an Emperor penguin's life cycle • SWBAT write two facts about Emperor penguins	• SW identify each of the five stages in an Emperor penguin's life cycle by identifying and writing each of the five steps • SW be given a particular stage in an Emperor penguin's life cycle on card stock, and then must identity which particular stage they have	• North, south, east, west • South Pole • Adaptation	The Emperor's Egg by Martin Jenkins 0763618713
Day 4 Emperor Penguins Part II	• SWBAT identify the five stages in an Emperor penguin's life cycle • SWBAT write facts about Emperor penguins	• SW identify each of the five stages in an Emperor penguin's life cycle by identifying and writing each of the five steps	• South Pole • Adaptation	Video clips of Emperor Penguin's

Day 5 Glaciers and Icebergs	• SWBAT explain the difference between a glacier and an iceberg. • SWBAT show that ice floats in water because ice is lighter than water	• SW explain the difference between a glacier and an iceberg during discussion and question/answer. • SW conduct an experiment to show that ice floats in water just like an iceberg floats in the ocean.	• Glacier • Iceberg • Ice cap	Icebergs, Ice Caps, and Glaciers by Allan Fowler 0516262572
Day 6 Intro to the Arctic	• SWBAT define a habitat as a place where animals eat, sleep, and live. • SWBAT locate the Arctic. • SWBAT identify characteristics, such as climate and geography of the Arctic.	• SW complete a graphic organizer about the Arctic. • SW write about the habitat of the Arctic. SW focus on its location, weather, and geography	• North, south, east, west • North Pole • Habitat • Blizzard	The Arctic Habitat by Bobbie Kalman 0778729818
Day 7 Arctic Plants and Animals	• SWBAT identify where plants grow in the Arctic. • SWBAT explain how plants and animals get their food in the Arctic. • SWBAT name types of animals that live in the Arctic. • SWBAT define adaptation as a way an animal survives.	• SW complete a graphic organizer with the assistance of the teacher that includes plants (where, when, name, food) and animals (where, name, food, adaptations.) • SW complete an independent assessment evaluating their understanding of when plants grow, animal adaptations, what certain animals eat, and types of animals in the Arctic.	• North, south, east, west • North Pole • Habitat • Herbivore • Carnivore • Omnivore • Adaptation	The Arctic Habitat by Bobbie Kalman
Day 8 Hibernation	• SWBAT define hibernation. • SWBAT identify during what season animals hibernate. • SWBAT identify what animals need to do before hibernating.	• SW complete a graphic organizer about where animals hibernate, what animals have to do to get ready for hibernation and what happens when animals hibernate • SW write about where animals hibernate, what animals have to do to get ready for hibernation, what happens when animals hibernate, and give two examples of animals that hibernate	• North, south, east, west • North Pole • Habitat • Hibernation	What is Hiberation? By Bobbie Kalman 0865059640 0865059640
Day 9 Migration	• SWBAT define migration. • SWBAT identify the	• SW complete a graphic organizer about what migration is, how animals know	• North, south, east, west	What is Migration? By Bobbie Kalman

	season when animals migrate. • SWBAT list reasons why animals migrate.	where to go, why animals migrate, and the migration of arctic terns and caribou • SW complete an independent assessment evaluating their understanding of what migration is, what season animals migrate from the arctic, why animals migrate, and an Arctic animal that migrates.	• North Pole • Habitat • Migration	0865059659
Day 10 Arctic Animals	• SWBAT identify animals that live in the Arctic. • SWBAT to provide factual information about at least one animal	• SW complete a graphic organizer about different animals that live in the Arctic • SW write about two of the highlighted animals and how their individual adaptations help them survive in the Arctic	• North, south, east, west • North Pole • Habitat • Hibernation • Migration • Adaptation	Way Up in the Arctic by Jennifer Ward 0873589289
Day 11 The Inuit	• SWBAT define Inuit. • SWBAT identify where the Inuit live, both verbally and on a map. • SWBAT explain how the Inuit use the animals they have hunted to make clothing, food, and SWBAT describe a traditional Inuit home such as an igloo	• SW complete a graphic organizer about the Inuit culture. SW be filling in how Inuit live, how they use the animals what they do for work, their modes of transportation, clothing, and shelter • SW complete an independent multiple choice assessment that assesses students' understanding of how the Inuit get their food, what their typical clothing is, and what types of homes they live in • SW write three facts they learned about the Inuit people	• North, south, east, west • North Pole • Inuit	The Inuit by Andrew Santella 0516273191
Day 12 Igloos and the Inuit	• SWBAT define Inuit. • SWBAT identify where the Inuit live, both verbally and on a map. • SWBAT identify a traditional winter Inuit home. • SWBAT identify a traditional summer Inuit home.	• SW complete a graphic organizer about the Inuit culture; looking specially at winter homes, what do their homes look like, as summer homes, what do their summer homes look like. • SW complete a informational book on the Inuit that includes a picture of an Inuit person in traditional dress, a traditional winter Inuit home, a traditional summer Inuit home, traditional transportation and	• North, south, east, west • North Pole • Inuit	Houses of snow, skin, and bones by Bonnie Shemie 0887763057

		traditional food.		
Day 13 The Northern Lights	• SWBAT define Northern Lights. • SWBAT identify what time of day and where you can see the Northern Lights.	• SW complete a graphic organizer that includes the sequence of events in the story and what the Northern Lights are and look like. • SW write about what the Northern Lights are, and will draw the Northern Lights in the appropriate setting (day or night sky).	• North, south, east, west • North Pole • Arctic • Northern Lights	Aurora: A Tale of the Northern Lights by Mindy Dwyer 0882405497
Day 14 Compare and Contrast Arctic and Antarctica	• SWBAT compare how the Arctic and Antarctica are the same and how they are different	• SW complete a graphic organizer on how the Artic and Antarctica are the same and how they are different	• N/A	NO BOOK
Day 15 Polar Bears	• SWBAT identify what adaptations polar bears have to live in the Arctic. • SWBAT explain how blubber keeps polar bears warm.	• SW complete a graphic organizer about a polar bear's habitat, home, its adaptations and the kind of eater they are. • SW participate in an exploration activity that allows them to experience how blubber works. SW then write about how blubber helps a polar bear survive in such a cold climate	• North, south, east, west • North Pole • Habitat • Hibernation • Blubber • Den	A Polar Bear Journey by Debbie S. Miller (rewritten) 0802777155
Day 16 Review	• SWBAT recall facts on unit taught to complete a review Jeopardy game	• SW be able to recall facts on unit taught and complete a review Jeopardy game	• All vocabulary form the unit	PowerPoint Jeopardy Created by teacher
Day 17 Review: Short Answers	• SWBAT recall facts on unit taught to complete a review sheet	• SW be able to recall facts on unit taught and complete a short answer review sheet	• All vocabulary form the unit	• Review packet(short answers)
Day 18 Post Unit Assessment	• SWBAT complete the end of Unit Assessment	• SW complete end of unit assessment	• n/a	no book

Unit 10-Australia- Culture, Native People, Seasons, Outback, Rainforest, and Great Barrier Reef
New Jersey State Standards: **Social Studies** **6.6.2 A. The World in Spatial Terms** 2. Explain that the globe is a model of the Earth and maps are representations of local and distant places. 3. Explain the spatial concepts of location, distance and direction

6.1.3 A. Social Studies Skills
4. Retell events or stories with accuracy and appropriate sequencing.

Science
5.3.4 D. Data Analysis and Probability-
1. Use tables and graphs to represent and interpret data.
5.1.5 A. Habits of Mind
1. Know that when solving a problem it is important to plan and get ideas and help from other people.
B. Inquiry and Problem Solving
2. Identify the evidence used in an explanation.
6.5.2. B. Diversity and Biological Evolution
2. Explain that the globe is a model of the Earth and maps are representations of local and distant places.
3. Recognize that different types of plants [and animals] live in different parts of the world.

Day/Topic:	Objectives:	Assessment/Activities:	Vocabulary:	Book:
Day 1 Introduction to Australia	• SWBAT locate Australia on the map. • SWBAT identify that Australia is an island. • SWBAT identify that an island is land surrounded by water • SWBAT draw the route from North America to Australia.	• SW write about the different climates and geography that can be found in Australia	• Australia • "Land down under" • Equator	Explore Australia and Oceania- by Bobbie Kalman 0778730875
Day 2 The Outback	• SWBAT identify that the desert in Australia is called the Outback • SWBAT explain that the Australian Outback is hot and dry. • SWBAT identify that Australia is located below the equator.	• SW write about the Outback. • SW describe the climate in the Outback, the geography, and some of the animals that live in the Outback	• Outback • Desert	My Adventure to the Outback- created by teacher
Day 3 Kangaroos	• SWBAT define that a marsupial is an animal that raises its young in a pouch	• SW identify where kangaroos live in Australia • SW identify adaptations of the kangaroo and how their adaptations help them survive in	• Marsupial • Joey	Welcome to the World of Kangaroos by

	on its body. • SWBAT identify why a kangaroo is considered a marsupial • SWBAT identify where kangaroos are located in Australia • SWBAT identify kangaroos adaptations and how they help them survive	the Outback • SW also explain how a kangaroo is considered a marsupial	• Kangaroo • Adaptation	Diane Swanson OR Kangaroos (Australian Animals) Sara Louise Kras 1429638664
Day 4 An Outback Tale	• SWBAT identify that the middle of Australia is hot and dry. • SWBAT identify that the name for the Australian desert/grasslands is called the Outback. • SWBAT identify that it rarely rains in the Outback	• SW write about why rain is so important for the Outback and how rain helps the people and animals that live there	• Tale • Outback • Drought	Big Rain Coming- by Katrina Germein 0618083448
Day 5 Eucalyptus Forest	• SWBAT identify that there are rainforests in Australia that are wet and tropical. • SWBAT identify Eucalyptus trees grow in the Australian rainforests. • SWBAT identify that Australia is located below the equator. • SWBAT animals that live in the Eucalyptus forest	• SW write about the climate in the eucalyptus rainforest, and identify things that you would find in the eucalyptus rainforest	• Rainforest Eucalyptus • Habitat • Climate • Marsupial	Koala Country: A Story of an Austalian Eucalyptus Forest- by Deborah Dennard 1568998872
Day 6 Koalas	• SWBAT define that a marsupial is an animal that raises its young in a pouch on the front of its body. • SWBAT identify that koalas	• SW write about its habitat koalas. • SW write about their diet, their adaptations, where they live, and how their adaptations help them survive	• Marsupial • Koala • Eucalyptus	Koby the Koala

	are marsupials. • SWBAT identify that koalas have sharp claws that help them climb. • SWBAT identify that koalas eat eucalyptus leaves, a tree native to Australia.			
Day 7 Comparing Kangaroos and Kolas	• SWBAT to compare and contrast kangaroos and koalas using a Venn Diagram. • SWBAT define that a marsupial is an animal that raises its young in a pouch on its body. • SWBAT identify that kangaroos and koalas are both marsupials.	• SW complete a Venn Diagram about characteristics of both the kangaroo and koala. • SW will compare and contrast kangaroos and koalas. • SW write and identify how the two animals are alike and how they are different	• Adaptation • Habitat • Kangaroo • Koala • Marsupial • Herbivore • Outback • Rainforest	No book
Day 8 The Great Barrier Reef	• SWBAT identify that the Great Barrier Reef is a habitat in Australia. • SWBAT identify that the Great Barrier Reef is home to many kinds of coral, plants, and animals. • SWBAT identify the climate and the geography in the Great Barrier Reef	• SW write about what the climate and geography of the Great Barrier Reef looks and feels like. • SW write about some of the plants and animals that can be found in the Great Barrier Reef	• Coral • Great Barrier Reef • Habitat	This is the Reef- by Miriam Moss 1845076591
Day 9 Sharks and Sea Turtles	• SWBAT identify a sea turtle's adaptation and how it helps them survive. • SWBAT identify that sea turtles start off as eggs. • SWBAT identify the habitat of the sea turtle	• SW complete a kid writing packet entitled "Animals of the Great Barrier Reef." Scholars must identify what they learned about both animals.	• Herbivore • Adaptation • Habitat • Streamlined • Predator • Carnivore • Pups	Here Is The Coral Reef- by Madeleine Dunphy OR Smart Kids Coral Reef by Roger

	and the shark. • SWBAT identify a shark's adaptation and how it helps them survive. • SWBAT identify that sharks are predators and carnivores.		• Shark • Sea Turtle	Priddy 0312516770
Day 10 Culture in Australia	• SWBAT identify different aspects of Australian culture • SWBAT identify what the Australia flag looks like	• SW choose and write about different aspects of the Australian culture • SW write about a symbol and what it stand for and why it is so important • SW draw an accurate picture of each of the symbols that they write about	• Culture • Aborigine • Boomerang • Cricket • Didgeridoo	Australia ABCs- by Sarah Heiman 1404803505
Day 11 Climate and Geography of New Zealand	• SWBAT identify the climate of New Zealand. • SWBAT locate New Zealand on the map of North America. • SWBAT identify the geography of New Zealand. • SWBAT identify the New Zealand flag. • SWBAT identify that New Zealand is another country on the continent of Australia.	• SW write about the climate and geography that can be found in New Zealand	• Geography • Climate • Glacier • New Zealand	If I Lived in New Zealand created by teacher
Day 12 New Zealand Culture	• SWBAT identify different aspects of New Zealand culture • SWBAT identify what the New Zealand flag looks like • SWBAT identify and explain characteristics and symbols of New Zealand culture	• SW choose three items related to New Zealand culture and what they stand for • SW also identify New Zealand symbols	• Culture • Aotearoa • Geysers • Rugby • Umu • Earthquake	New Zealand ABCs- by Holly Schroeder 1404803564
Day 13 Review	• SWBAT recall facts on unit taught to complete a review	• SW be able to recall facts on unit taught and complete a review Jeopardy game	• All vocabulary form the unit	PowerPoint Jeopardy Created

	Jeopardy game			by teacher
Day 14 Post Unit Assessment	• SWBAT complete the end of Unit Assessment	• SW complete end of unit assessment	• n/a	no book

Unit 11- Africa- Culture, Savanna, Native Tribes				
New Jersey State Standards: **Science** **5.3.4 D. Data Analysis and Probability** 1. Use tables and graphs to represent and interpret data **5.5.2 B. Diversity and Biological Evolution** 1. Recognize that different types of plants [and animals] live in different parts of the world. **Social Studies** **6.6.2 A. The World in Spatial Terms** 2. Explain that the globe is a model of the Earth and maps are representations of local and distant places.				
Day/Topic:	**Objectives:**	**Assessment/Activities:**	**Vocabulary:**	**Book:**
Day 1 Intro to Africa	• SWBAT locate Africa on the globe/map. • SWBAT identify distinguishing characteristics of Africa such as climate and habitat.	• SW write about the climate and geography that is found in Africa • SW write about how it would look in Africa, and some of the animals that one might see there	• Africa • Climate • Savanna	Explore Africa (Explore the Continents) by Bobbie Kalman 0778730840
Day 2 Savanna Habitat Part I	• SWBAT define habitat. • SWBAT locate Africa on the globe/map. • SWBAT explain the climate of a savanna and its geographical landscape.	• SW write about the African savanna's climate and its geographical landscape. • SW write about the plants that are found there and how they are able to survive in their habitat	• Africa • Habitat • Savanna • Shrubs	A Savanna Habitat by Bobbie Kalman OR Here is the African Savannah Madeleine Dunphy 0977379523
Day 3 Savanna Habiat Part II (Plants and Animals)	• SWBAT identify plant adaptations that allow them to survive in the savanna. • SWBAT explain how plants	• SW write about the savanna 's plants and animals including adaptations, food, and animal groups.	• Habitat • Savanna	A Savanna Habitat by Bobbie Kalman OR

	and animals get their food in the African savanna. • SWBAT to name an animal and that animal group's name such as a group of birds is a flock. • SWBAT define adaption and give an example related to an African savanna animal.			Here is the African Savannah Madeleine Dunphy 0977379523
Day 4 Giraffes	• SWBAT define mammal. • SWBAT describe a giraffe as a mammal that eats plants (herbivore) and moves in herds. • SWBAT list the 4 adaptations that giraffes have to survive in the savanna.	• SW identify their four main adaptations and label them • SW then write about how their adaptations help them survive	• Giraffe • Mammal • Herbivore • Camouflage • Herd	Giraffes by Bobbie Kalman 0865056412
Day 5 Lions	• SWBAT describe a lion as a mammal carnivore; an animal that eats other animals and lives in a pride. • SWBAT identify the key stages of a lion's life cycle—newborn, cub, joining the pride, adult.	• SW complete a life cycle graphic that shows the key stages of a lion's life cycle and what happens in each of the different stages	• Lion • Cub • Pride • Life Cycle	The Life Cycle of a Lion by Bobbie Kalman 0778706567
Day 6 Elephants	• SWBAT identify adaptations of an elephant, and what kind of eater they are	• SW complete a written prompt about elephants; what they eat, their habitat, and their adaptations	• Mammal • Elephant • Calf • Harem	Endangered Elephants (Earth's Endangered Animals) by Bobbie Kalman 0778719065
Day 7 Zebras	• SWBAT identify an adaptation of the zebra	• SW identify what type of eaters zebras are • SW then identify their individual	• Zebra • Mammal	Endangered Zebras (Earth's Endangered

	• SWBAT identify what type of eaters they are	adaptations and how they help them survive	• Herbivore • (R) Adaptation	Animals) by Bobbie Kalman 0778718646
Day 8 Animals in Africa	• SWBAT choose two of the highlighted animals and compare them • SWBAT identify how these two animals are alike and how they are different; based on their individual adaptations, what they eat, where they live, and what they look like	• SW choose two of the highlighted animals and compare them • SW write about how they are the same and how they are different	• Giraffe • Lion • Elephant • Zebra • Adaptations • Herbivore • Carnivore • Pride • Herd • Harem • Mammal	Comparing Animals Poster Created by teacher
Day 9 Food Chains	• SWBAT identify distinguishing characteristics of the savanna including types of plant and animal life and climate • SWBAT define and illustrate a food chain.	• SW complete a blank food chain pyramid with the appropriate plants and animals	• Food Chain • Herbivore • Carnivore	Savanna Food Chains by Bobbie Kalman 0778719529
Day 10 Trees and Plants on the Savanna	• SWBAT identify distinguishing characteristics of the savanna including types of plant and animal life and climate • SWBAT identify distinguishing characteristics of the baobab tree	• SW write about distinguishing characteristics of a baobab tree. • SW write about how the baobob tree is able to survive in such a hot and dry climate	• Baobob Tree • Roots	Tree of Life: The World of the African Baobab by Barbara Bash 1578050863
Day 11 Rain in Africa	• SWBAT identify characteristics of the savanna's climate	• SW write about the relationship between the rain and people/plants/animals on the savanna.	• Belated • Drought	Bring the Rains to Kapiti Plain by Verna Aardema 9780140546163

	• SWBAT explain the relationship between rain and people/plants/animals on the savanna.	• SW write about why rain is so important to the animals, plants, and people who live on the savanna		
Day 12 African Culture	• SWBAT identify and explain characteristics and symbols of African culture	• SW write about African culture; what are some of the beliefs, and symbols of the African culture • SW choose five of the highlighted aspects of African culture and write about each. • SW explain what these look like and why they are so important	• n/a	A is for Africa- by Ifeoma Onyefulu 0140562222
Day 13 African Culture: Tribes in Africa	• SWBAT compare and contrast life in America with life in a Masai tribe.	• SW compare their lives to that of the Masai tribe	• n/a	Masai and I- by Virginia Kroll 0689804547
Day 14 Review	• SWBAT recall facts on unit taught to complete a review Jeopardy game	• SW be able to recall facts on unit taught and complete a review Jeopardy game	• All vocabulary from the unit	PowerPoint Jeopardy Created by teacher
Day 15 Post Unit Assessment	• SWBAT complete the end of Unit Assessment	• SW complete end of unit assessment	• n/a	no book

Unit 12- Asia- Culture, Legends, Bamboo, and Mountains

New Jersey State Standards:

Social Studies

6.6.2 A. The World in Spatial Terms

2. Explain that the globe is a model of the Earth and maps are representations of local and distant places.

Science

5.1.6 A. Habits of Mind

Know that when solving a problem it is important to plan and get ideas and help from other people.

B. Inquiry and Problem Solving

2. Identify the evidence used in an explanation.

5.3.4 D. Data Analysis and Probability

1. Use tables and graphs to represent and interpret data

5.5.2 B. Diversity and Biological Evolution

1. Recognize that different types of plants [and animals] live in different parts of the world.				
Day/Topic:	**Objectives:**	**Assessment/Activities:**	**Vocabulary:**	**Book:**
Day 1 Introduction to Asia	• SWBAT locate Asia on the globe/map. • SWBAT identify distinguishing characteristics of Asia (such as climate and landforms.	• SW write about Asia's climate and geography • SW locate Asia on the map and color it	• Asia • Northern Hemisphere • Southern Hemisphere • Landform • Habitat • Climate	Explore Asia (Explore the Continents) by: Bobbie Kalman 0778730867
Day 2 Chinese Symbols and Culture	• SWBAT identify and color in Asia on the world map. • SWBAT identify Asian Symbols/Culture and explain why they are important to their culture	• SW choose at least three aspects of Asian culture and talk about each • SW write about why they are important to the Asian culture and what they represent	• China • Dragon • Chinese Flag • Panda	China ABC's: A Book About the People and Places of China by: Holly Schroeder 1404803580
Day 3 Animals in Asia; Panda	• SWBAT define mammal. • SWBAT describe a panda as a mammal that eats plants (bamboo) (herbivore). • SWBAT identify that pandas have adaptations that help them survive in the mountains (thick fur, fast trot, flexible bodies, and sense of smell/hearing).	• SW write about pandas • SW write about their individual habitats, their adaptations, and what type of eaters they are	• Panda • Habitat • Bamboo • Omnivore	Giant Pandas by Gail Gibbons 0823418286
Day 4 Animals in Asia; Tiger	• SWBAT define mammal. • SWBAT describe a tiger as a mammal that eats meat (carnivore) (predator). • SWBAT list adaptations that tigers have to survive in the mountains (thick fur with stripes, quickness/quietness).	• SW write about new facts learned about tigers • SW write about what kind of eaters they are, and what their individual adaptations are	• Tiger • Habitat • Carnivore • Predator	Amazing Tigers- by Sarah L. Thomson OR National Geographic Readers: Tigers

				By **Laura Marsh** **1426309112**
Day 5 Life in Chinese Culture	• SWBAT to locate Asia on the world map. • SWBAT identify how their daily life is different and similar to those who live in Asia	• SW compare and contrast differences and similarities with life in Asia and life in America.	• Culture • Chopsticks	Chopsticks for my Noodlesoup by: Susan E. Goodman 0761315527
Day 6 Culture: Chinese's New Year	• SWBAT define Chinese New Year. • SWBAT identify that Chinese New Year is a holiday that is celebrated in China. • SWBAT use name at least one symbol of Chinese New Year.	• SW write about what the Chinese's New Year is like • SW write about how they celebrate the new year, and things that are associated with the Chinese's New Year	• Chinese New Year • Celebration • Lantern • Dragon	Chinese New Year's Dragon- by Rachel Sing 0671886029
Day 7 Chinese People	• SWBAT to define a legend as a traditional historical story believed to be true but usually containing a mixture of fact and fiction • SWBAT identify that Mulan is an important hero in Chinese history and is remembered for her bravery. • SWBAT identify Mulan dressed up as her brother so she could go fight in a war.	• SW write about if they think Mulan did or did not do the right thing • SW identify why Mulan was such an important person in Asia	• Mulan • Legend	China's Bravest Girl: The Legend of Mulan Told- by Charlie Chin 0892391480
Day 8 Post Unit Assessment	• SWBAT complete the end of Unit Assessment	• SW complete end of unit assessment	• n/a	• no book

Unit 1: Numbers and Operations / Counting and Ordering Whole Numbers

CCSS.Math.Content.1.NBT.A.1
Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.
CCSS.Math.Content.1.NBT.B.3
Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols >, =, and <.
CCSS.Math.Content.1.OA.A.1
Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.1
CCSS.Math.Content.1.OA.A.2
Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.

Day and Lesson Title	Resources / References	Vocabulary	Objectives	Assessment	Materials	Math Meeting / Story Problem (Story Problem 3x per week, Math Meeting 2x per week)
Day 1: Counting Jar		• Equivalent	• SWBAT accurately count their objects. • SWBAT double check their counting. • SWBAT create an equivalent set. • SWBAT represent their counting jar on paper.	• SW record their counting and representation of objects	• Counting Jar Chart • Recording Sheet • Counting Jar for each student with an appropriate number • of objects • Students should be starting at their last achieved counting jar	• Story Problem

					numbers from kindergarten. • 10 sticks	
Day 2: Collect 20	• Unit 1, 1.4.1, pg. 44	• At least	• SWBAT determine the amount rolled on the dot cube. • SWBAT accurately collect/count 20 counters by 1's (low) or groups of 2's, 5's, 10's (middle/high). • SWBAT organize (low) or group (middle/high) their counters.	• SW decide how many counters to take • SW keep track of how many counters they have at the end of each turn • SW fluently and accurately count their objects to find the total amount	• Dot cubes • Blow-dot cube for demonstration game • Partner list • Math mats • Tape • Bags of counters (25) • Resource Masters, M 4 (directions) • Collect 20 on a sentence strip • Chart paper	• Story Problem
Day 3: Double Compare	Unit 2, 3.1.1, pg. 101	• Greater than	• SWBAT define greater (more) than and less than. • SWBAT compare their cards to see which player "has more."	TW assess if students need to count the objects on the card to figure out what number they have (do they recognize the numbers on the cards), how students compare the two pairs of cards (find the total of each pair—how? Do they count all, count on, use facts they know, "just know" any pairs) and if students use strategies that do not rely on finding the totals, such as comparing the amounts on individual cards.	• Double Compare sentence strip • Primary Number Cards for each pair of students and the teacher • Chart paper • Math mats • Directions (Resource Masters, M25)	• Story Problem

Day 4: Greater Than/Less Than (Introduction)		• Greater Than • Less Than	• SWBAT define greater than and less than with words/visuals. • SWBAT use the concepts of greater than and less than to answer a number riddle.		Worksheet packet of greater than/less than problems	Math Meeting
Day 5: Using Comparison Symbols	Saxon Lessons 1.108; 2.81; 3.47		• SWBAT define greater than and less than with words/visuals. • SWBAT create a group of objects representing the answer to a great than and less than number riddle. • SWBAT use the comparison symbols to demonstrate relationships between numbers.	Observation TW assess: How do students determine which quantity is greater or less? Are students accurately recording? Are students accurately reading number sentences to their partner? Worksheet: Packet of greater than/less than problems with missing comparison symbol.	• Worksheet packet of greater than/less than problems • Ten stick for demonstration • Bag of 20 counters for each pair • Chart paper to model question and strategy Pre made chart of comparison symbols	Story Problem
Day 6: Even and Odd Numbers			• SWBAT identify even numbers through 20. • SWBAT identify odd numbers through 20. • SWBAT accurately count an amount and determine if the	Observation: TW assess: • Are students able to determine if a number is even or odd? • What strategy do students use to determine if a number is even or odd? o Do they use the chart paper in the front of the room?	▪ Chart paper ▪ Grab and count with even/odd numbers worksheet ▪ Even/odd drill sheet	Story Problem

			total is an even or odd number.	o Do they count on in their head? o Do they identify the ones in the number and use that to figure out if it is even or odds?		
Day 7: Greater Than/Less Than, Odd and Even			▪ SWBAT define greater than and less than with words/visuals. ▪ SWBAT use the concepts of greater than and less than to answer a number riddle. • SWBAT identify even and odd numbers.	• Worksheets: Greater Than/Less Than with Even and Odd Numbers	▪ Chart from Previous Lesson ▪ Hundreds Chart ▪ Number line and two pointers for the teacher • Worksheet packet of greater than/less than problems and then with the additional clue of even/odd (ATTACHED)	Math Meeting - worksheet
Day 8: Place Value - 37 Stickers		Unit 1, 1.8, pg. 77	▪ SWBAT identify the place value of each digit in a 2-digit number. ▪ SWBAT find different equivalent combinations of tens and ones for a number (i.e. 3 tens and 7 ones equals 2 tens and 17 ones, or 37 ones). ▪ SWBAT identify the equivalence of	Worksheet ▪ Number at top, picture of rods and cubes, tens and ones breakdown, equation Observation *Students find ways to represent double digit numbers with 10s and 1s.* ▪ Do students' solutions demonstrate knowledge that ten singles are equivalent to one strip? ▪ Are students able to generate multiple combinations of strips and singles that total the final	▪ Rod and cube reference ▪ WS- Number at top, picture of rods and cubes, tens and ones breakdown, equation (ATTACHED) ▪ Rods and cubes for each S • Exit ticket	Story Problem

			one 10 to ten 1s. ▪ SWBAT record their different equivalent combinations of tens and ones with equations. Vocabulary Equation Rod Cube	amount? o Do they see connections between the different solutions? o Do they find most or all of them? ▪ How do students record their work? o Do they use pictures? o Numbers? o Both?		
Day 9: Review Day (to include addition facts review)						Story Problem
Day 10: End of Unit Assessment			▪ SWBAT demonstrate mastery of objective from unit 1. ▪ SWBAT use test taking skills to complete assessment.	• Assessment	• TW place in students assessment binders	Math Meeting

Unit 2: Numbers and Operations/Adding and Subtracting Whole Numbers

CCSS.Math.Content.1.OA.A.1
Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.1

CCSS.Math.Content.1.OA.C.5
Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).

CCSS.Math.Content.1.OA.C.6
Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., 8 + 6 = 8 + 2 + 4 = 10 + 4 = 14); decomposing a number leading to a ten (e.g., 13 - 4 = 13 - 3 - 1 = 10 - 1 = 9); using the relationship between addition and subtraction (e.g., knowing that 8 + 4 = 12, one knows 12 - 8 = 4); and creating equivalent but easier or known sums (e.g., adding 6 + 7 by creating the known equivalent 6 + 6 + 1 = 12 + 1 = 13).

CCSS.Math.Content.1.OA.D.7
Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false. For example, which of the following equations are true and which are false? 6 = 6, 7 = 8 - 1, 5 + 2 = 2 + 5, 4 + 1 = 5 + 2.

CCSS.Math.Content.1.OA.D.8
Determine the unknown whole number in an addition or subtraction equation relating three whole numbers. For example, determine the unknown number that makes the equation true in each of the equations 8 + ? = 11, 5 = _ - 3, 6 + 6 = _.

Day and Lesson Title	Resources/References	Vocabulary	Objectives	Assessment	Materials	Math Meeting/Story Problem
Day 1: Counting Jar			▪ SWBAT accurately count their objects. ▪ SWBAT double check their counting. ▪ SWBAT create an equivalent set. ▪ SWBAT represent their counting jar on paper.	▪ **Worksheet:** Representation Sheet		Story Problem

Day 2: Five-in-a-Row	Unit 1, 3.2.1, pg. 108		• SWBAT calculate the total of two dot cubes. • SWBAT strategically choose number squares in order to cover an entire row of squares.	• **Observation:** TW assess how students total their rolls (count every single dot, use counters, count on, "just know" some combinations, quickly add 1 or 2, use number combinations they know to figure out those they do not know) and how students determine which squares to cover (thinking strategically about which squares will help them get 5 in a row?)	• Five-in-a-row sentence strip • Illustrations/definitions of vertical, horizontal, and diagonal • Chart paper game board • Blow up dot cubes • 2 dot cubes per student • Bags of 20 counters • Five-in-a-Row Gameboard (Resource Master, M30)	Story Problem
Day 3: A Story About Many Groups	Unit 1, 3.7.1, pg. 138		• SWBAT represent the number of animals in each group. • SWBAT find the total number of animals. • SWBAT record their solution strategy.	• Worksheet: Student representation • Observation: TW assess how students represent the number in each group (manipulatives, pictures, numbers, words, some combo of these, arrange the groups in order), how students find the total number of animals (count by 1's, combine the numbers in each group, use counters or their fingers, use the pattern in the	• Book (saved on the server) • Representation sheets/ manipulatives	Story Problem

				numbers), and how students record their solution strategy (numbers, pictures, words, tallies, equations, a combination)		
Day 4: Seven Peas and Carrots	Unit 1, 4.1.1, pg. 149		• SWBAT represent/record their solution. • SWBAT find one (low), two (middle), three (high) combinations for a total of 7.	• Worksheet: Recording Sheet • Observation: TW assess how students approach, model, and solve the problem (do they use manipulatives, pictures, numbers, work mentally), how do students count and keep track of the total number of peas and carrots (both total of 7 and subsets), and if students are able to find at least one combination that is equal to 7.	• 10 stick of green cubes and 10 stick of orange cubes for each student • Recording sheet (SAB pg. 33) • Chart paper • Seven Peas and Carrots sentence strip	Math Meeting
Day 5: Nine Peas and Carrots	Unit 1, 4.5.1, pg. 173		▪ SWBAT represent/record their solution. ▪ SWBAT find two (low), three (middle), four (high) combinations for a total of 9. ▪ Note: For students who did not master Seven Peas	• Worksheet: Recording Sheet • Observation: TW assess how students coordinate and keep track of all three pieces of information: the number of peas, the number of carrots, and the total number, how students approach, model, and solve the	• Nine Peas and Carrots sentence strip • Chart paper • 10 green cubes • 10 orange cubes • Recording sheet (SAB pg. 43)	Math Meeting

			and Carrots: SWBAT find three combinations for a total of 5, 6, or 7.	problem (do they use manipulatives, pictures, numbers, work mentally), how students record their work, and if students are able to find more than one solution (how does their work on nine peas and carrots compare with their work on seven peas and carrots?)		
Day 6: Three Towers	Unit 1, 4.2.1, pg. 155 (cross reference with Unit 6, 1.2.1, pg. 34)		• SWBAT determine the amount rolled on the dot cube. • SWBAT accurately build three towers of 10 cubes. • SWBAT record their towers and create a number sentence to math each tower.	• Worksheet: Recording Sheet • Observation: TW assess how students decide how many cubes to take (count the dots, just know the pattern?), how students determine when a tower is complete or how many more they need to complete a tower (keep recounting from 1, count on from the last total, use number combinations they know), how students figure out the total number of each color in each tower, and how students record their work.	• Three Towers sentence strip • Dot cube • Three Towers recording sheet (SAB pg. 35) • 30 connecting cubes per player (different color for each player) • Crayons matching the two cube colors	Story Problem
Day 7: Three	Unit 1, 4.2.1, pg. 155		• SWBAT	• Worksheet:	• Three Towers sentence	Story Problem

Towers	(cross reference with Unit 6, 1.2.1, pg. 34)		• determine the amount rolled on the dot cube. • SWBAT accurately build three towers of 10 cubes. • SWBAT record their towers and create a number sentence to math each tower.	Recording Sheet • Observation: TW assess how students decide how many cubes to take (count the dots, just know the pattern?), how students determine when a tower is complete or how many more they need to complete a tower (keep recounting from 1, count on from the last total, use number combinations they know), how students figure out the total number of each color in each tower, and how students record their work.	strip • Dot cube • Three Towers recording sheet (SAB pg. 35) • 30 connecting cubes per player (different color for each player) • Crayons matching the two cube colors	
Day 8: Heads and Tails	Unit 1, 4.3.1, pg. 162		• SWBAT determine the number of heads and tails showing in each round. • SWBAT accurately record the number of heads and tails.	• Worksheet: Recording Sheet • Observation: TW assess how students count the pennies (determine the numbers visually, count each group, use one of the numbers to find the other, think that if there are 4 heads and 7 coins, there must be 3 tails), whether they notice repeat combinations (combinations that	• Heads and Tails sentence strip • Chart paper • Bag of pennies (8-12) • Have other bags available for students to use when they complete a game. • Heads and Tails recording sheet (SAB pg. 37)	Story Problem

				do not equal their total number, how to use 0), if students accurately record the information, and how accurate and legible the students' written numbers are (improvement over time?) • Note: To check students' understanding of the relationship between the grid on their recording sheet and the way the pennies landed, choose one of the number pairs on their game grid and ask students to model it with pennies.		
Day 9: How Many Am I Hiding?	Unit 1, 4.4.1, pg. 168		• SWBAT determine the total number of cubes in the tower. • SWBAT solve for how many are hidden. • SWBAT accurately record the number of cubes visible and the number of cubes hidden.	• **Worksheet:** Recording Sheet • **Observation:** TW assess how students determine the number of hidden cubes (guess, count all the cubes they see by 1s and then continue counting on to the total number, start with the number of cubes visible and count on, use knowledge of number combinations, use relationships among	• Bag/stick of cubes (based on level, between 5-12) • Have other bags available for students to use when they complete a game. • How Many Am I Hiding? Recording sheet (SAB pg. 39) • 10 sticks for students who need to create a visual when solving	Math Meeting

				combinations, i.e. last time there were 3 showing and 2 were hidden so if there are 2 showing, there must be 3 hidden), understand how to use the recording sheet (can they show you with cubes what one row looks like or what they do when all the cubes are hidden or visible?)		
Day 10: How Many Am I Hiding?	Unit 1, 4.4.1, 4.4.2, and 4.4.3		▪ SWBAT determine the total number of cubes in the tower. ▪ SWBAT solve for how many are hidden. ▪ SWBAT accurately record the number of cubes visible and the number of cubes hidden. ▪ SWBAT accurately solve a story problem in which the total and one part are known.	• **Worksheet:** Recording Sheet • **Observation:** TW assess how students determine the number of hidden cubes (do they use fact families, counting on, counting down, number facts, etc?)	• Most students will not need cubes for this lesson, only struggling students • How Many Am I Hiding? Recording sheet (SAB pg. 39) • 10 sticks for students who need to create a visual when solving (struggling students)	Math Meeting - worksheet
Day 11:			▪ SWBAT solve	▪ **Worksheet:**	▪ Dry erase	Story Problem

Missing Addend			an addition equation for a missing addend.	Multiple addition problems requiring students to solve for the missing addend	boards/markers/erasers ▪ Worksheets (ATTACHED)	
Day 12: Missing Addend			▪ SWBAT solve an addition equation for a missing addend.	▪ **Worksheet:** Multiple addition problems requiring students to solve for the missing addend	▪ Dry erase boards/markers/erasers ▪ Worksheets (ATTACHED)	Story Problem
Day 13: Fact Families			▪ SWBAT define fact family. ▪ SWBAT identify a number sentence belonging to a fact family. ▪ SWBAT create a complete fact family using 3 numbers. ▪ Vocabulary- addition, subtraction, operation, fact family	• WS (TBC) Revised for 1st grade	• Digit Cards and operation signs • Exit ticket	Story Problem
Day 14: Review Day	Unit 1, 4.6.1 and 4.7.1, pg. 178		▪ SWBAT compose, count, compare, and find combinations of numbers using the skills, strategies, and previous knowledge acquired in Unit 1.	▪ **Observation:** TW assess (see assessment standards for Three Towers, Heads and Tails, and How Many Am I Hiding?) ▪ **Worksheet:** End-of Unit-1 Assessment ▪	▪ Partner list ▪ Classroom set-up plan ▪ How Many Do I Have? materials bin (see Day 9) ▪ Three Towers materials bin (see Day 7) ▪ Heads and Tails materials (see Day 8) ▪ Personalized worksheets for each student indicating numbers to use for	Math Meeting

					each station ▪ H- Three Towers (10), Heads and Tails (10), How Many Do I Have? (12) ▪ M- Three Towers (10), Heads and Tails (9), How Many Do I Have? (8) ▪ L- Three Towers (10), Heads and Tails (7), How Many Do I Have? (6) ▪ Number posters (6, 7, 8, 9, 10, 11, 12) ▪ Resource Masters, M40 (assessment)	
Day 15: Unit Assessment			▪ SWBAT compose, count, compare, and find combinations of numbers using the skills, strategies, and previous knowledge acquired in Unit 1.	▪ **Observation:** TW assess (see assessment standards for Three Towers, Heads and Tails, and How Many Am I Hiding?) ▪ **Worksheet:** End-of Unit-1 Assessment ▪	▪ Partner list ▪ Classroom set-up plan ▪ How Many Do I Have? materials bin (see Day 9) ▪ Three Towers materials bin (see Day 7) ▪ Heads and Tails materials (see Day 8) ▪ Personalized worksheets for each student indicating numbers to use for each station ▪ H- Three Towers (10), Heads and Tails (10), How Many Do I Have? (12) ▪ M- Three Towers (10), Heads and Tails (9), How Many Do I Have? (8) ▪ L- Three Towers (10), Heads and Tails (7),	Math Meeting

					How Many Do I Have? (6) ▪ Number posters (6, 7, 8, 9, 10, 11, 12) ▪ Resource Masters, M40 (assessment)	
Unit 3: Money CCSS.Math.Content.1.NBT.C.4 Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten. CCSS.Math.Content.1.NBT.C.5 Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used CCSS.Math.Content.1.OA.C.5 Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).						
Day and Lesson Title	**Resources/References**	**Vocabulary**	**Objectives**	**Assessment**	**Materials**	
Day 1: Counting Jar		• Equivalent	• SWBAT accurately count their objects. • SWBAT double check their counting. • SWBAT create an equivalent set. • SWBAT represent their counting jar on paper.	• SW record their counting and representation of objects	• Counting Jar Chart • Recording Sheet • Counting Jar for each student with an appropriate number • of objects • Students should be starting at their last achieved counting jar numbers from kindergarten. • 10 sticks	Story Problem
Day 2: Coin ID/Counting			▪ SWBAT determine	**Observation:** o Coin value cards during	▪ Large display coins for	Story Problem

			the value of a penny, nickel, dime and quarter ▪ SWBAT count coins accurately and efficiently by 1s, 5s, and 10s. ▪ SWBAT keep track of their counting.	coin id lesson o Are scholars sorting their coins correctly? o Are they counting from the largest coin and grouping coins by value as they count? **Worksheet:** Packet of assorted coin combinations to counting and identify.	demonstration ▪ Dry Erase boards for recording coin value ▪ Bag of coins for each students ▪ Organizational grid for counting coins efficiently. ▪ Worksheet packet of assorted coin combinations to count and identify.	
Day 3: Coin Decomposition			▪ SWBAT count coins accurately and efficiently by 1s, 5s, and 10s. ▪ SWBAT to switch count between 1s, 5s, and 10s or group coin types to count efficiently. ▪ SWBAT keep track of their counting.			Story Problem
Day 4: Coin Combinations			▪ SWBAT determine the value of a penny, nickel, dime, and quarter ▪ SWBAT create	▪ Observation: o Are students able to accurately identify the value of each coin they are working with? o Do students utilize a variety of coins to make efficient	▪ Large display coins ▪ Magnetic coins for demonstration ▪ Bag of coins for each students ▪ Worksheet packet of assorted money	Math Meeting

			combinations of coins to match a predetermined total amount.	combinations for the given total or do they stick with one or two familiar coins? o How do students keep track of the coins they are using for each combination? o Do students create accurate coin combinations for the given total? ▪ Worksheet o Packet of shopping problems in which students will create combinations to match a needed total amount.	problems which require students to create coin combinations to match a given total.	
Day 5: Coin Combinations			▪ SWBAT determine the value of a penny, nickel, dime, and quarter ▪ SWBAT create combinations of coins to match a predetermined total amount.	▪ Observation: o Are students able to accurately identify the value of each coin they are working with? o Do students utilize a variety of coins to make efficient combinations for the given total or do they stick with one or two familiar coins? o How do students keep track of the coins they are using for each combination? o Do students create accurate coin combinations for the given total? ▪ Worksheet o Packet of shopping problems in which students will create	▪ Large display coins ▪ Magnetic coins for demonstration ▪ Bag of coins for each students ▪ Worksheet packet of assorted money problems which require students to create coin combinations to match a given total.	Math Meeting - Worksheet

				combinations to match a needed total amount.		
Day 6: Money Exchange			▪ SWBAT determine the value of a penny, nickel, dime and quarter ▪ SWBAT to create coin combinations with the same value as other coins. ▪ SWBAT to use the matching combinations they have created to exchange coins and coin combinations of the same value.	▪ Observation: o Are students able to accurately identify the value of each coin they are working with? o How do students keep track of the coins they are using for each combination? o Do students create accurate coin combinations to exchange for each type of coin? ▪ Worksheet Packet of problems requiring students to exchange coins for a combination of coins for the same value.	▪ Large display coins ▪ Magnetic coins for demonstration ▪ Bag of coins for each students ▪ Worksheet packet of problems requiring students to exchange coins for a combination of coins for the same value.	Story Problem
Day7: Money Exchange			▪ SWBAT determine the value of a penny, nickel, dime and quarter ▪ SWBAT to create coin combinations with the same value as other coins. ▪ SWBAT to use the matching combination	▪ Observation: o Are students able to accurately identify the value of each coin they are working with? o How do students keep track of the coins they are using for each combination? o Do students create accurate coin combinations to exchange for each type of coin? ▪ Worksheet Packet of problems	▪ Large display coins ▪ Magnetic coins for demonstration ▪ Bag of coins for each students ▪ Worksheet packet of problems requiring students to exchange coins for a combination of coins for the same value.	Story Problem

			s they have created to exchange coins and coin combinations of the same value.	requiring students to exchange coins for a combination of coins for the same value.		
Day 8: Money Counting Jar			▪ SWBAT determine the value of a penny, nickel, dime and quarter ▪ SWBAT count coins accurately using a strategy and what they know about the value of the coins ▪ SWBAT keep track of their counting	▪ Observation: o Do scholars correctly identify coins and their value? o Are scholars counting coins accurately and keeping track of their counting? o What strategy are scholars using to count their coins.	▪ Large display coins ▪ Ten Sticks ▪ Bag of coins for each students (assorted)	Story Problem
Day 9: Money Review Day			▪ SWBAT count coins accurately using a strategy and what they know about the value of the coins. ▪ SWBAT to make an equivalent set of coins.	• Review WS	▪ Several ten sticks for each scholar ▪ Organizational mat for scholars ▪ Cubes for teacher demonstration (some in sticks of ten, some in singles) ▪ Money worksheet Bag of coins for each scholar (various coins inside)	Mat Meeting

Day 10: Into to 100s Chart	Second Grade, Unit 1, 1.3, pg. 41-44 Second Grade, Unit 1, 1.4, pg. 46-50		▪ WS (TBC- revised from 2nd grade) ▪ SWBAT use the number line to reason about, and keep track of information about, the magnitude and relationship of numbers ▪ SWBAT describe the organization of the 100 chart. ▪ SWBAT compare the composition of the number line to the composition of the 100 chart. ▪	• Student 100 chart • Enlarged wipe-off hundreds chart		Math Meeting
Day 11: Roll a Dollar			• SWBAT organize cubes into 10s and 1s. • SWBAT write an equation that represents a problem. • SWBAT identify that	• SW organize cubes into 10s and 1s. • SW write an equation that represents a problem. • SW determine the difference between a number and a multiple of 10 up to 100. • SW complete an exit ticket that assesses the objectives.	• Roll-a-Square Game board (Second Grade T54-55) • Pennies for each S pair • Two 1-6 number cubes for each S pair • At least 100 connecting	Story Problem

			there are 100 cents that make up a dollar. • SWBAT determine the difference between a number and a multiple of 10 up to 100.		cubes for each S pair • Recording WS (ATTACHED) • Exit Ticket	
Day 12: Dollar Decomposition			▪ SWBAT identify a penny, nickel, dime, quarter, and dollar bill as well as their value. ▪ SWBAT explain that a dollar is equivalent to 100 cents. ▪ SWBAT count coins accurately using a strategy and what they know about the value of the coins. ▪ SWBAT decompose coins and dollars into equivalencies using more coins with	Observation: o Do scholars correctly identify coins and their value? o Are the scholars counting coins accurately and keeping track of their counting? o Do scholars apply the knowledge that a dollar is equivalent to 100 cents? o What strategy are scholars using to decompose money amounts? ▪ How do scholars represent their equivalent or decomposed money amounts?	▪ Large display coins and dollars for demonstration ▪ Ten Sticks ▪ Bag of coins for each students ▪ Worksheet packet of dollar decomposition riddles	Story Problem

			lesser values.			
Day 13: Unroll a Dollar			• SWBAT subtract amounts from 100, down to 0 ▪ SWBAT determine the difference between a number and a multiple of 10 up to 100	• SW subtract amounts from 100, down to 0 • SW determine the difference between a number and a multiple of 10 up to 100 ▪ SW complete an exit ticket to assess the objectives	• Unroll-a-Square Game board (T63-64) • Unroll-a-Square (M32) • Two 1-6 number cubes per pair • Pennies (100 per pair) ▪ Recording Sheet	Story Problem
Day 14: Coin Combinations for $1.00			▪ SWBAT identify a penny, nickel, dime, quarter, and dollar bill as well as their value. ▪ SWBAT explain that a dollar is equivalent to 100 cents. ▪ SWBAT calculate change after finding the difference between the cost and $1. ▪ SWBAT create as many different coin combinations as possible. ▪ SWBAT	▪ **Worksheet:** • Make change from one dollar • Find possible coin combinations to create the change • Determine the most efficient/least efficient coin combinations	▪ Coins (only if necessary as a manipulative) ▪ Worksheet (ATTACHED) ▪ Exit Ticket (ATTACHED)	Math Meeting

			identify the least and most efficient coin combinations for a total amount.			
Day 15: Money Review			▪ SWBAT calculate change after finding the difference between the cost and $1.	▪ WS (TBC) ▪ Enlarged wipe-off 100 chart (made on large format printer and laminated)	▪ Coins for modeling (teacher and student sets) ▪ Cubes for modeling (teacher and students sets) ▪ Student 100 charts ▪ Worksheet ▪ Exit Ticket	Math Meeting - Worksheet
Day 16: Unit Assessment			▪ SWBAT demonstrate mastery of objective from unit 2. ▪ SWBAT use test taking skills to complete assessment.	• Assessment	• TW place in students assessment binders	Story Problem
Day 17: Money Counting Jar			▪ SWBAT determine the value of a penny, nickel, dime and quarter ▪ SWBAT count coins accurately using a strategy and what they know about the value of the coins	▪ Observation: o Do scholars correctly identify coins and their value? o Are scholars counting coins accurately and keeping track of their counting? o What strategy are scholars using to count their coins.	▪ Large display coins ▪ Ten Sticks ▪ Bag of coins for each students (assorted)	Story Problem

			▪ SWBAT keep track of their counting			

Unit 4: Geometry

CCSS.Math.Content.1.G.A.1

Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size); build and draw shapes to possess defining attributes.

CCSS.Math.Content.1.G.A.2

Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape.1

CCSS.Math.Content.1.G.A.3

Partition circles and rectangles into two and four equal shares, describe the shares using the words halves, fourths, and quarters, and use the phrases half of, fourth of, and quarter of. Describe the whole as two of, or four of the shares. Understand for these examples that decomposing into more equal shares creates smaller shares

Day and Lesson Title	Resources/References	Vocabulary	Objectives	Assessment	Materials	Math Meeting/Story Problem
Day 1: Counting Jar			▪ SWBAT accurately count their objects. ▪ SWBAT double check their counting. ▪ SWBAT create an equivalent set. ▪ SWBAT represent their counting jar on paper.	▪ Worksheet: Representation Sheet	▪ Counting Jar Chart ▪ Recording Sheet ▪ Counting Jar for each student with an appropriate number of objects ▪ 10 sticks	Story Problem
Day 2: Pattern Blocks Fill-Ins	Unit 2, 1.1.2, pg. 27		▪ SWBAT describe, compare, and name 2-D	▪ **Worksheet:** Pattern Block Fill-In Worksheet ▪ **Observation:** TW	▪ Pattern Block sentence strip ▪ Demonstration outline (Shape A)	Story Problem

			shapes during discussion. ▪ SWBAT cover a pattern-block fill in sheet using different shapes without gaps or overlaps. ▪ SWBAT accurately record and count the shapes they use in the pattern-block fill-in sheet.	assess how easily students can find shapes to fill in different parts of the outline without gaps or overlaps (do they see immediately that the "ears" at the top of the shape on SAB pg. 1 can be filled with tan rhombuses?), if students know the names of shapes, and how students find the total number of blocks (do they count all the blocks by 1s, add together any of the numbers on the chart, is the total accurate?)	▪ Demonstration pattern blocks with tape ▪ Demonstration outline that is already colored in but not recorded in the squares (Shape A) ▪ Bags of pattern blocks (one for each pair of students to share) ▪ Pattern-Block Fill-In Sheets (two of each for every student beginning with Shape B) (SAB pg.1, et. al.)	
Day 3: Ways to Make a Rhombus, Trapezoid, and Hexagon	Unit 2, 1.3.1, pg. 37 Unit 2, 1.4.1, pg. 45		▪ SWBAT use appropriate shape names and language to identify and describe 2-D shapes. ▪ SWBAT identify attributes of a visual image in order to accurately draw the shape shown to them. ▪ SWBAT choose and accurately	▪ Worksheet: Recording Shape ▪ Observation: TW assess if students are able to compose/decompose shapes to create a new shape.	▪ Large shape cards (see page 37 in Unit 2) ▪ Recording sheet for students (ATTACHED) ▪ Bags of pattern blocks (one per student and the teacher) ▪ Ways to Make Pattern-Block Shapes (SAB pg. 15) ▪ Chart paper to record student findings (a sheet	Story Problem

			place shapes to fill the area of a rhombus, trapezoid, and hexagon. ▪ High- SWBAT replace one shape with another/others to change the way in which they filled a shape, e.g. they put two triangles in place of a rhombus.		for rhombus, trapezoid, and hexagon)	
Day 4: Three Ways to Fill an Outline	Unit 2, 1.5.1, pg. 49 And Unit 2, 1.5.2, pg. 51		▪ SWBAT use appropriate shape names to talk about 2-D shapes. ▪ SWBAT choose and accurately place shapes to fill the outlines in different ways. ▪ SWBAT replace one shape with another/others to change the way in which they filled a shape, e.g. they put two triangles in place of a rhombus.	▪ **Observation:** TW assess if students recognize what shapes fill in a piece of the outline and whether they can decompose shapes in different ways to change their design, e.g. using two triangles in place of a rhombus.	▪ "Ways to Make a…" Posters from Day 16 ▪ How Many Blocks Did You Use? Sentence strip ▪ Bag of pattern blocks for each pair of students ▪ Different Ways to Fill In Sheets (SAB pg. 18-19) ▪ Crayons ▪ Chart paper ▪ 4 Steps Poster (Unit 2, pg. 49)	Fast Facts
Day 5: Filling	Unit 2, 1.6.1, pg. 55		▪ SWBAT use	▪ **Worksheet:**	▪ Large combination	Fast Facts

with Fewer or Greater	And Unit 2, 1.6.3, pg. 57		appropriate shape names and language to identify and describe 2-D shape combinations. ▪ SWBAT identify attributes of a visual image in order to accurately draw the combination shapes shown to them. ▪ SWBAT choose and accurately place shapes to fill the outlines with fewer blocks and more blocks. ▪ SWBAT replace one shape with another/others to change the way in which they filled a shape, e.g. they put two triangles in place of a rhombus.	Recording Sheet ▪ **Observation:** TW assess if students easily recognize what shapes will fill a piece of an outline, if students can use combinations of blocks to change their designs (ideas about doubles and halves), and if students can decompose a shape into smaller shapes thereby resulting in more blocks in the design (can they put together several shapes to make a larger shape, resulting in fewer blocks in the design)	shape cards (see page 55 in Unit 2) ▪ Recording sheet for students (ATTACHED) ▪ Bags of pattern blocks (one per student and the teacher) ▪ Filling with More and Fewer (SAB pg. 21) w/ additional question added per curriculum plan	
Day 6: Power Polygons and Making Triangles	Unit 2, 2.2.1, pg. 78 And		▪ SWBAT use appropriate vocabulary to identify and describe triangles.	▪ Observation: TW assess what students know about triangles, whether students recognize all triangles as	▪ Triangle attribute poster ▪ Bag of power polygons for each student and teacher	Story Problem

	Unit 2, 2.2.2, pg. 80		▪ SWBAT create triangles of different shapes and sizes. ▪ SWBAT accurately count and record the number of triangles they created.	triangles (what features of these shapes are they noticing or not noticing), and whether there are some shapes that are not triangles that students think are triangles (what features of these shapes are they noticing or not noticing). ▪ Worksheet: Dot Paper ▪ Observation: TW assess students' abilities to make a triangle by circling and connecting dots, making triangles of different sizes and shapes, accurately counting and recording the number of triangles.	▪ Dot paper ▪ Crayons	
Day 7: Power Polygons and Making Quadrilaterals	Unit 2, 2.3.1, pg. 86 And Unit 2, 2.2.2C, pg. 88		• SWBAT use appropriate vocabulary to identify and describe quadrilaterals as well as their attributes and examples of quadrilaterals. • SWBAT create quadrilaterals of different shapes	▪ Observation: TW assess what students know about quadrilaterals (do they recognize that several of the shapes they have encountered are quadrilaterals), whether there are some quadrilaterals, such as irregular quadrilaterals, that	▪ Chart paper ▪ Bag of power polygons for each student and teacher ▪ Dot paper ▪ Crayons	Story Problem

			and sizes. • SWBAT accurately count and record the number of quadrilaterals they created. Vocabulary Quadrilateral Vertice Attribute	students do not recognize as quadrilaterals (what features of these shapes are they noticing or not noticing), and are there some shapes that are not quadrilaterals that students think are quadrilaterals (what features of these shapes are students noticing). ▪ Worksheet: Dot Paper ▪ Observation: TW assess students' abilities to make a quad by circling and connecting dots, making quadrilaterals of different sizes and shapes, accurately counting and recording the number of quadrilaterals.		
Day 8: Triangle and Quadrilateral Review	Unit 2, 2.2 and Unit 2, 2.3		• SWBAT use appropriate vocabulary to identify and describe triangles and quadrilaterals as well as their attributes and examples of triangles and	▪ **Observation:** TW assess if students are able to create a triangle on the geoboard (can they create triangles of different shapes and sizes), and can students identify when the shape they have made is not a	▪ Triangle attributes poster ▪ Quadrilateral Attributes Poster ▪ Geoboards/rubber bands	Story Problem

			quadrilaterals. • SWBAT create triangles and quadrilaterals of different shapes and sizes using a geoboard.	triangle and correct their mistakes.		
Day 9: Guess My Rule (Shapes)	Unit 2, 2.1.1, pg. 71 And Unit 2, 2.1.2, pg. 73		• SWBAT use appropriate vocabulary to identify and describe shapes. • SWBAT identify common attributes of a group of shapes. • SWBAT create groups of shapes based on common attributes through comparisons.	▪ **Observation:** TW assess what attributes students are noticing, if students can think of more than one way to sort their shapes, and how students think about the shapes that are most difficult to classify such as the hexagon.	▪ Set of shape cards for student pairs and teacher ▪ Chart paper with large empty circle ▪ If completing a poster, large sheet of paper for each student pair and glue sticks	Fast Facts
Day 10: Mirror Symmetry, Copy Tiles	Unit 2 (Second), 3.2.1, pg. 128 Unit 2 (Second), 3.4.1, pg. 138		▪ SWBAT define and apply symmetry. • SWBAT to construct 2-D symmetrical designs with mirror symmetry.	• **Worksheet:** Grid Paper • **Observation:** • Do they take turns making and copying the pattern? • How do they resolve disagreements about where a "copied" tile should be placed? • How do they talk about their designs to convince others that each side is a	▪ Symmetrical design for teacher demonstration (ATTACHED) ▪ Color Tiles for student pairs ▪ SAB pg. 33 (Copy Tiles Grid Paper) • Colored pencils for each student	Fast Facts

				mirror image?		
Day 11: Mirror Symmetry, Reflection	Unit 2 (Second), 3.2.1, pg. 128 Unit 2 (Second), 3.4.1, pg. 138		• SWBAT define and apply symmetry. • SWBAT to construct 2-D symmetrical designs with mirror symmetry.	**Worksheet:** Grid Paper and TerraNova Style Symmetry Worksheet	▪ Symmetrical design for teacher demonstration (ATTACHED) ▪ Color Tiles for student pairs ▪ SAB pg. 33 (Copy Tiles Grid Paper) ▪ Colored pencils for each student ▪ Mirror Symmetry worksheet for teacher and students (ATTACHED) ▪ Pattern blocks	Story Problem
Day 12: 3D Figures and Attributes		Round Vertex Geometric Shapes Circle Triangle Rectangle Square Quadrilateral Sphere Pyramid Cube Rectangular Prism Cylinder	• SWBAT describe the attributes of spheres, pyramids, and cubes, and rectangular prisms. • SWBAT compare and contrast 3D shapes with common attributes. • SWBAT use the attributes of 3-D shapes to complete s shape identification problems.	▪ **Worksheet:** SW identify and describe the attributes of 3-D shapes	▪ Blocks or objects which are examples of the 3-D shapes (pyramid block, rectangular prism block, spherical ball, cube block, can for a cylinder) ▪ Chart paper for recording 3D shape attributes ▪ Worksheets (ATTACHED) ▪ 11X17 version of each worksheet for review of independent practice	Story Problem

Day 13: 3D Figures and Attributes		Round Vertex Geometric Shapes Circle Triangle Rectangle Square Quadrilateral Sphere Pyramid Cube Rectangular Prism Cylinder	• SWBAT describe the attributes of spheres, pyramids, and cubes, and rectangular prisms. • SWBAT compare and contrast 3D shapes with common attributes. • SWBAT use the attributes of 3-D shapes to complete s shape identification problems.	▪ **Worksheet:** SW identify and describe the attributes of 3-D shapes	▪ Blocks or objects which are examples of the 3-D shapes (pyramid block, rectangular prism block, spherical ball, cube block, can for a cylinder) ▪ Chart paper for recording 3D shape attributes ▪ Worksheets (ATTACHED) ▪ 11X17 version of each worksheet for review of independent practice	Story Problem
Day 14: Review Day						Fast Facts
Day 15: Unit Assessment			▪ SWBAT demonstrate mastery of objective from unit 4. ▪ SWBAT use test taking skills to complete assessment.	• Assessment	• TW place in students assessment binders	Fast Facts

Unit 5: Data Analysis

CCSS.Math.Content.1.MD.C.4

Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.

CCSS.Math.Content.1.OA.C.6
Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., 8 + 6 = 8 + 2 + 4 = 10 + 4 = 14); decomposing a number leading to a ten (e.g., 13 - 4 = 13 - 3 - 1 = 10 - 1 = 9); using the relationship between addition and subtraction (e.g., knowing that 8 + 4 = 12, one knows 12 - 8 = 4); and creating equivalent but easier or known sums (e.g., adding 6 + 7 by creating the known equivalent 6 + 6 + 1 = 12 + 1 = 13).

Day and Lesson Title	Resources/References	Vocabulary	Objectives	Assessment	Materials	Math Meeting/Story Problem
Day 1: Counting Jar			▪ SWBAT accurately count their objects. ▪ SWBAT double check their counting. ▪ SWBAT create an equivalent set. ▪ SWBAT represent their counting jar on paper.	▪ Worksheet: Representation Sheet	▪ Counting Jar Chart ▪ Recording Sheet ▪ Counting Jar for each student with an appropriate number of objects ▪ 10 sticks	Story Problem
Day 2: Eagle or Whale Survey	Unit 4, 2.1.1, pg. 53 And Unit 4, 2.2.3, pg. 63	Equation	• SWBAT interpret a raw data set. • SWBAT organize data to create an accurate representation to communicate the results of a survey. • SWBAT create an equation that shows the sum of the responses in each category	• **Worksheet:** Representation Sheet • **Observation:** TW assess if students are making representations that communicate the results of the survey clearly to others, are students grouping the data that belong together (are categories distinct), and do students accurately	• Picture of an eagle and a whale • 27 blue cubes • 27 green cubes • Representation sheets (ATTACHED) • HW Survey Sheet • Chart paper	Story Problem

			and equals the total responses collected. • SWBAT discuss the data representations and make comparisons across different types of representations.	count the number of people who chose eagles and the number of people who chose whales?		
Day 3: How Old Are We?	Unit 4, 3.1.2, pg. 92 And Unit 4, 3.2.2, pg. 100		• SWBAT interpret a raw data set. • SWBAT organize data to create an accurate representation to communicate the results of a survey. • SWBAT discuss the data representations and make comparisons across different types of representations.	• **Worksheet**: Representation Sheet • **Observation:** TW assess if students keep track of the data they are representing (do they check to see whether all data is represented), how students choose to represent the data (do they show each individual age in a way similar to the age tower, or do they use one cube or square to represent one person's data), if they group and/or order their data (if so, how), if you can tell by looking at their representation what it is about, and if students are grouping the data	• A stick of 10 for each student • Chart paper • Representation sheet (ATTACHED)	Story Problem

				that belong together (are their categories distinct.)		
Day 4: Ages of Another Class	Unit 4, 3.2.3, pg. 101 And Unit 4, 3.3.2, pg. 106		• SWBAT interpret a raw data set. • SWBAT organize data/create an accurate representation to communicate the results of a survey. • SWBAT use data to compare how two groups are similar or different.	• **Worksheet:** Representation Sheet. • **Observation:** TW assess if students keep track of the data they are representing (do they check to see whether all data is represented), how students choose to represent the data (do they show each individual age in a way similar to the age tower, or do they use one cube or square to represent one person's data), if they group and/or order their data (if so, how), if you can tell by looking at their representation what it is about, if students are grouping the data that belong together (are their categories distinct), and how students' representations of their class's age data compare with	• Ages from Another Class Chart (ATTACHED, ref. Resource Masters, M12) • Representation Paper (ATTACHED) • Comparing Classes (SAB pg. 19)	Fast Facts

				their representations of the other class's ages (did they represent the data in the same way or did they try a different type of representation).		
Day 5: Survey Representations I	Unit 4, 2.4.2, pg. 76		• SWBAT interpret a raw data set. • SWBAT organize data to create an accurate representation to communicate the results of a survey. • SWBAT create an equation that shows the sum of the responses in each category and equals the total responses collected. • SWBAT discuss the data representations and make comparisons across different types of representations.	• **Worksheet:** Representation Sheet • **Observation:** TW assess if students are making representations that communicate the results of this survey clearly to others, if students are grouping the data that belong together (are students' categories distinct), and how accurately students are counting the survey data in each category (do they account for all the data in their representation.)	• Each student's data set • Chart paper • Data Analysis and Representation Sheet (ATTACHED)	Fast Facts
Day 6: Survey Representations II			• SWBAT interpret a raw	• **Worksheet:** Representation	• The park of movie data set	Story Problem

			data set. • SWBAT organize data to create an accurate representation to communicate the results of a survey. • SWBAT create an equation that shows the sum of the responses in each category and equals the total responses collected. • SWBAT discuss the data representations and make comparisons across different types of representations.	Sheet • **Observation:** TW assess if students are making representations that communicate the results of this survey clearly to others, if students are grouping the data that belong together (are students' categories distinct), and how accurately students are counting the survey data in each category (do they account for all the data in their representation.)	(ATTACHED) • Data Representation / Analysis Sheet	
Day 7: Create a Bar Graph			• SWBAT interpret a raw data set. • SWBAT organize data/create an accurate representation to communicate the results of a survey through a bar graph.	• **Worksheet:** Graphing Worksheet	• Graphing Worksheet	Story Problem

			• SWBAT analyze a graph and use the data to answer questions.			
Day 8: Data Analysis: Bar Graph			▪ SWBAT interpret a graph. ▪ SWBAT identify the greatest amount on a graph. ▪ SWBAT assign a number representation to a category on a bar graph. • SWBAT complete an SRU based on a graph's data.	• **Worksheet:** Graphing worksheet	• Worksheet	Story Probelm
Day 9: Create a Picto Graph (TBD)			• SWBAT interpret information provided in a pictograph. • SWBAT identify the purpose of using a pictograph.	• **Worksheet:** Graphing worksheet	• Poster-sized pictograph #1, #2, and #3(separate documents) • Independent practices (attached) • Exit ticket (attached)	Fast Facts
Day 10: Data Analysis: Picto Graph			▪ SWBAT interpret a raw data set. ▪ SWBAT organize data to create an accurate representation to communicate	• **Worksheet:** Graphing worksheet		Fast Facts

			the results of a survey. ▪ SWBAT discuss the data representations and make comparisons across different types of representations.			
Day 11: Create a Tally Chart			▪ SWBAT interpret a raw data set. ▪ SWBAT organize data to create an accurate representation to communicate the results of a survey. ▪ SWBAT discuss the data representations and make comparisons across different types of representations.	• **Worksheet:** Graphing worksheet	• Poster-sized Data Set 1 (attached) • Poster-sized Tally Chart 1 (attached) • Independent practices (attached) • Exit ticket (attached)	Story Problem
Day 12: Data Analysis: Tally Chart			• SWBAT interpret information provided in a tally chart. • SWBAT create a bar graph from another data representation.	• **Worksheet:** Graphing worksheet	• Poster-sized Intro tally chart – (separate document) • Poster-sized Bar Graph 1 (separate document) • Independent practices (attached)	Story Problem

					• Exit ticket (attached)	
Day 13: Data Analysis Using Charts and Graphs Review			▪ SWBAT demonstrate mastery of objective from unit 5. ▪ SWBAT use test taking skills from the unit	• **Worksheet:** Story Problem Representation Sheets	• worksheet	Story Problem
Day 14: Unit Assessment			▪ SWBAT demonstrate mastery of objective from unit 5. ▪ SWBAT use test taking skills to complete assessment.	• **Worksheet:** Story Problem Representation Sheets	• Unit 5 End of Unit Assessment	Fast Facts
Day 15: Money Counting Jar (with graph representation)			▪ SWBAT to accurately count money. ▪ SWBAT organize data to create an accurate representation to communicate the data. ▪ SWBAT to complete a multi-step problem	• **Worksheet:**	• Worksheet	Fast Facts

Unit 6: Numbers and Operations / Adding, Subtracting, and Estimating Whole Numbers
CCSS.Math.Content.1.NBT.A.1
Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.

CCSS.Math.Content.1.NBT.C.4
Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten.
CCSS.Math.Content.1.NBT.C.5
Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used.
CCSS.Math.Content.1.NBT.C.6
Subtract multiples of 10 in the range 10-90 from multiples of 10 in the range 10-90 (positive or zero differences), using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.

Day and Lesson Title	Resources/References	Vocabulary	Objectives	Assessment	Materials	Math Meeting/Story Problem
Day 1: Counting Jar			▪ SWBAT accurately count their objects. ▪ SWBAT double check their counting. ▪ SWBAT create an equivalent set. ▪ SWBAT represent their counting jar on paper.	▪ Worksheet: Representation Sheet		Story Problem
Day 2: How Many of Each						Story Problem
Day 3: Missing Parts	Unit 3, 1.2.1, pg. 36 And Unit 3, 1.3.1, pg. 42		• SWBAT represent/record their solution. • SWBAT find 3-4 (low), 5-6 (middle), 7-8-9 (high) combinations for a total of 9. • SWBAT explain the strategy they	• **Worksheet:** Representation Sheet • **Observation:** TW assess how students model and solve the problems (do they use combinations, work strategically, use trial and error), how students go about finding more than one	• Bags of chips and tiles for each student • How Many of Each? (SAB pg.1) • Chart paper	Story Problem

			used to determine when they had found all of the combinations of 9.	solution (use trial and error, replace one block with one marble, find and use relationships among 4solutions, i.e. o5pposites), how students decide whether they have them all (how sure are they, are they reasoning about number relationships, i.e. as one number increases by 1 the other decreases by 1, or do they think that because they cannot find anymore that there are no more), and how students record their solutions (do they use an ordered list)		
Day 4: Missing Parts	Unit 3, 1.2.1, pg. 36 And Unit 3, 1.3.1, pg. 42		• SWBAT represent/record their solution. • SWBAT find 3-4 (low), 5-6 (middle), 7-8-9 (high) combinations for a total of 9. • SWBAT explain the strategy they used to determine when they had found all of the combinations of 9.	• **Worksheet:** Representation Sheet • **Observation:** TW assess how students model and solve the problems (do they use combinations, work strategically, use trial and error), how students go about finding more than one solution (use trial and error, replace one block with one marble, find and use relationships among 4solutions, i.e.	• Bags of chips and tiles for each student • How Many of Each? (SAB pg.1) • Chart paper	Fast Facts

				o5pposites), how students decide whether they have them all (how sure are they, are they reasoning about number relationships, i.e. as one number increases by 1 the other decreases by 1, or do they think that because they cannot find anymore that there are no more), and how students record their solutions (do they use an ordered list)		
Day 5: Dot Addition	Second Grade, Unit 3, pg. 39		• SWBAT represent/record their solution. • SWBAT use a strategy to determine the hidden amount (high will use the counting on strategy or number facts.) • SWBAT use numbers and standard notation to record their answers on chart paper.	• **Worksheet:** Recording Sheet • **Observation:** TW assess how students figure out how many counters or cubes are hidden (guess, count on from 1 or from the number of counters visible to the total number of counters, use knowledge of number combinations or relationships among combinations), how students record their work (are numbers accurate and legible, how do they record when all of the counters are hidden or showing), and do students understand	• Bags of counters-one for each pair and extras for students who finish (10-20) • Recording sheets-one for each student and extras • One cup for each pair of students	Fast Facts

				that the number showing and the number hidden always equal the total number?		
Day 6: Five in a Row Addition	Unit 3, 1.6.1, pg. 57 And Unit 3, 1.7.3, pg. 65		▪ SWBAT use known combinations to add two or more numbers. ▪ SWBAT relate the doubles and near doubles combinations.	▪ **Observation:** Students use known combinations to add two or more numbers. Students will relate the doubles and near doubles combinations to solve addition problems.	▪ Dry erase board/marker/eraser or paper/pencil for each student ▪ SAB, Unit 3, pg. 4-5 ▪ SAB, Unit 3, pg. 6 (exit ticket)	Story Problem
Day 7: Roll and Record Addition	Unit 3, 2.1.2, pg. 82		▪ SWBAT use known combinations to add two or more numbers. ▪ SWBAT relate the doubles and near doubles combinations.	▪ **Observation:** Students use known combinations to add two or more numbers. Students will relate the doubles and near doubles combinations to solve addition problems.	▪ Dry erase board/marker/eraser or paper/pencil for each student ▪ SAB, Unit 3, pg. 4-5 ▪ SAB, Unit 3, pg. 6 (exit ticket)	Story Problem
Day 8: Combination Review Day						Story Problem
Day 9: Dot Subtraction	**TBD**	**TBD**	**TBD**	**TBD**	**TBD**	**Fast Facts**
Day 10: Five in a Row Subtraction			• SWBAT accurately total two quantities by counting all (low) or counting on or using number combinations (middle and high.).		• Dot cube and a number cube per pair • Five-in-a-Row recording sheet per student (Resource Masters, M15) •	Fast Facts

			• SWBAT record their totals by writing written numbers and standard notation or identifying/covering written numbers.			
Day 11: Roll and Record Subtraction			• SWBAT accurately total two quantities by counting all (low) or counting on or using number combinations (middle and high.). • SWBAT record their totals by writing written numbers and standard notation or identifying/covering written numbers.		• Dot cube and a number cube per pair • Roll and Record recording sheet per student (SAB pg. 12)	Story Problem
Day 12: Subtraction Review			• SWBAT use the addition and subtraction strategies they have learned/developed to solve addition and subtraction problems. • SWBAT represent groups	**WS:** TBC	▪ Worksheet ▪ Overheads for teacher modeling	Story Problem

			of 1s, 5s, and 10s, and utilize this as one strategy for solving.			
Day 13: Ten Turns	Unit 8, 1.1.1, pg. 27		• SWBAT count on by ones from a known quantity up to 60 (L and M) or higher (for H).	**Worksheet:** Ten Turns Worksheet **Observation:** • How accurate are students as they count on? o What errors do you notice? o With what size quantities? • What strategies do students use to find the total after each roll? o Do they recount the entire set from 1? (If you observe a student doing this, redirect them by modeling. If the student still has difficulty, pair them with another student who is counting on successfully so that you can continue to circulate the classroom.) o Count on from the	▪ Number cube for each student ▪ Counters for L and M ▪ Pennies for H ▪ Ten Turns worksheets (SAB, Unit 8, pg. 1)	Story Problem

				previous total? o Use the numbers on the sheet? o Do they just know some sums? o Can they add on 1 or 2 to some numbers? To any number? • Can students use numbers to accurately record their work? o Ask, "You counted 17 pennies. Does that agree with what you wrote here?" or "Your paper says 17 here. How many pennies do you think are in that pile?"		
Day 14: Addition and Subtraction Workshop			• SWBAT use the addition and subtraction strategies they have learned/developed to solve addition and subtraction problems.	• This workshop will include: • Missing Parts Games- How Many Am I Hiding? and Counters in a Cup • Addition Games- Roll and Record and Five-in-a-Row • Subtraction Games: Roll and Record:	See previous days	Fast Facts

				Subtraction and Five-in-a-Row: Subtraction • **Worksheets and Observations:** Reference the lesson as previously included in the curriculum plan		
Day 15: Unit Assessment			▪ SWBAT demonstrate mastery of objective from unit 6. ▪ SWBAT use test taking skills to complete assessment.	• Assessment	• TW place in students assessment binders	Fast Facts

Unit 7: Measurement

CCSS.Math.Content.1.MD.B.3

Tell and write time in hours and half-hours using analog and digital clocks.

CCSS.Math.Content.1.MD.A.1

Order three objects by length; compare the lengths of two objects indirectly by using a third object.

CCSS.Math.Content.1.MD.A.2

Express the length of an object as a whole number of length units, by laying multiple copies of a shorter object (the length unit) end to end; understand that the length measurement of an object is the number of same-size length units that span it with no gaps or overlaps. Limit to contexts where the object being measured is spanned by a whole number of length units with no gaps or overlaps.

Day and Lesson Title	Resources/References	Vocabulary	Objectives	Assessment	Materials	Math Meeting/Story Problem
Day 1: Counting Jar			▪ SWBAT accurately count their objects. ▪ SWBAT double check their counting.	▪ Worksheet: Representation Sheet	▪ Counting Jar Chart ▪ Recording Sheet ▪ Counting Jar for each student with an appropriate number of objects ▪ 10 sticks	▪ Story Problem

			▪ SWBAT create an equivalent set. ▪ SWBAT represent their counting jar on paper.			
Day 2: Measuring Connecting Cubes	Unit 5, 1.1.1, pg. 23		• SWBAT define and identify the length of an object • SWBAT accurately measure an object. • SWBAT use appropriate language to describe measurements that are in between whole numbers of units. • SWBAT express the concept that lengths should be the same when they are measured twice or by different people using the same unit of measure.	• **Worksheet:** Recording Sheet • **Observation:** TW assess if students identify the longest dimension to measure, if students align the beginning and end of a cube or train with the edges of the object they are measuring, if students double-check when they are not sure of their measurements, if students count accurately and keep track of the number of cubes, and how students show lengths that are in between whole numbers of cubes.	• Collection of objects (enough for students to rotate through) • Cubes for each student • How Many Cubes Long? Sheets (SAB pg. 1) • Chart Paper	Story Problem

			Vocabulary Length			
Day 3: New Units of Measure	Unit 5, 1.2.1, pg. 28		• SWBAT define and identify the length of an object • SWBAT accurately measure an object. • SWBAT use appropriate language to describe measurements that are in between whole numbers of units. • SWBAT express the concept that lengths should be the same when they are measured twice or by different people using the same unit of measure. • SWBAT express the concept that measuring an object using different-	• **Worksheet:** Recording Sheet • **Observation:** TW assess if students start at the beginning of the object and finish at the end (do they line up the units without leaving any gaps), if students count accurately and keep track of the number of units correctly, if students double-check when they are not sure of their measurements, and how students record measurements that are in between whole numbers.	• Collection of objects (enough for students to rotate through) • Cubes, paper clips, and tiles for each student • How Many Cubes Long? Sheets (SAB pg. 1) • Chart Paper	Story Problem

			length units will result in different measurements . **Vocabulary** Length			
Day 4: New Units of Measure	Unit 5, 1.2.1, pg. 28		• SWBAT define and identify the length of an object • SWBAT accurately measure an object. • SWBAT use appropriate language to describe measurements that are in between whole numbers of units. • SWBAT express the concept that lengths should be the same when they are measured twice or by different people using the same unit of measure.	• **Worksheet:** Recording Sheet • **Observation:** TW assess if students start at the beginning of the object and finish at the end (do they line up the units without leaving any gaps), if students count accurately and keep track of the number of units correctly, if students double-check when they are not sure of their measurements, and how students record measurements that are in between whole numbers.	• Collection of objects (enough for students to rotate through) • Cubes, paper clips, and tiles for each student • How Many Cubes Long? Sheets (SAB pg. 1) • Chart Paper	Fast Facts

			• SWBAT express the concept that measuring an object using different-length units will result in different measurements . **Vocabulary** Length			
Day 5: Measuring Fish	Unit 5, 1.3.3, pg. 39 And Unit 5, 1.4.3, pg. 46	•	• SWBAT list contexts in which measurement can be used. • SWBAT use inch tiles to accurately measure the length of an object. • SWBAT determine whether an object is *at least* a certain measurement. **Vocabulary** Length At Least	• **Worksheet:** Measurement Worksheet • **Observation:** TW assess whether students understand the concept of *at least* in the context of measurement, if students are using good measurement techniques and if their measurements are accurate, and if students use the word inch to refer to the length of the tile and as the measure for determining the length of keepers.	• Envelopes of fish pictures • Bags of tiles for each student and teacher • Measuring Keepers (SAB pg. 5-6)	Fast Facts
Day 6: Making Keepers	Unit 5, 1.5.1-1.5.2, pg. 49	•	• SWBAT use inch tiles to create a fish of *at least* a	• **Worksheet:** Make a Keeper • **Observation:** TW assess if students	• Bags of inch tiles (one per student) • WS (ATTACHED) • Crayons (one bag per	Story Problem

			predetermined length. • SWBAT determine whether their fish is *at least* a certain measurement. **Vocabulary** Length At Least	understand the idea of *at least as long as*? (how is this evidenced when they draw their own fish, do they put a series of tiles to make sure that their fish is at least as long as this standard), are students able to accurately draw fish that are the length of keepers?	student)	
Day 7: How Big Are Our Squares	**Revised Lesson** Unit 3, 4.1.1, pg. 139	Area	• SWBAT accurately fill the square. • SWBAT accurately count and record the number of tiles in their square and use the term area in their answer, i.e. The area of the square is -----. • (high) SWBAT represent the area of the square with an equation.	• **Observation:** TW assess students' abilities to fill the square (are tiles flat, do they stay Inside the outline, are all white areas covered), how accurate students are in their counting of objects (do they count each object once and only once, do they have a method for organizing and keeping track of their count, do they use grouping to count), and do students notice multiple groupings and create a number sentence to represent that, i.e. 3+3+3+3 or 3x4.	• Outline of Square for each student **Note: Numbers should be larger based on counting jar.** • Bag of tiles for each student and teacher • Post-it note for each student with their name on it • How Many Tiles Cover Our Square? Chart	Story Problem
Day 8: Measurement Review Day			• SWBAT define and identify the length of an	• **Worksheets:** Addition/Subtraction, comparison of length, fish worksheet	• Comparison of length WS (ATTACHED) • Fish worksheets	Story Problem

			object. • SWBAT accurately measure an object. • SWBAT use appropriate language to describe measurements that are in between whole numbers of units. • SWBAT identify the plus and minus signs. • SWBAT explain the operation of addition and subtraction. • SWBAT complete single and basic double digit addition and subtraction problems presented horizontally and vertically.		(ATTACHED) • Bags of inch tiles for each student • Dry erase board, eraser, marker • Addition/subtraction worksheets (ATTACHED) • Addition/subtraction cards for teacher to hold up	
Day 9: Animal Jumps	Unit 5, 2.4.1, pg. 79		• SWBAT accurately measure different animal jumps using the	• **Observation:** TW assess if students understand that they need to choose and stick with one unit in order to compare the	• 13 bags of craft sticks • 13 bags of baby feet • SAB pg. 25 • Chart paper (see page. 85)	Fast Facts

			same unit of measure. • SWBAT order six measurements from longest to shortest. • SWBAT explain that if different-length units are used to measure the same object, then different measurements will result. • SWBAT calculate the numeric difference between two measurements.	different animal jumps or if they measure different jumps with different units, if students are lining up the units in a straight line without gaps or overlaps, if they are able to count and keep track of the units and record measurements accurately (how do they record partial units) and if students are able to put their measurements in order by size from longest to shortest on SAB pg. 25.		
Day 10: Measurement Test Prep						**Fast Facts**
Day 11: Measurement Ruler, Inch			• SWBAT explain that a ruler is a tool that measures inches. • SWBAT identify inches as a unit of measure for length. • SWBAT accurately	**Worksheet:** Measurement **Observation:** o Where do students begin measuring? o 0 starting point o End of the ruler o A point other than the starting point of 0 o Are students	▪ Ruler for each student ▪ Worksheets for students	Story Problem

			measure and record the length of a 2-D object.	measuring end to end? o Once students place their ruler correctly, are they able to identify the number of inches that represents the length of the side?		
Day 12: Measurement Ruler Inch, Test Prep			• SWBAT explain that a ruler is a tool that measures inches. • SWBAT identify inches as a unit of measure for length. • SWBAT accurately measure and record the length of a 2-D object.	o Where do students begin measuring? o 0 starting point o End of the ruler o A point other than the starting point of 0 o Are students measuring end to end? o Once students place their ruler correctly, are they able to identify the number of inches that represents the length of the side?	▪ Ruler for each student ▪ Worksheets for students	Story Problem
Day 13: Measurement Ruler, Centimeter		Inch Centimeter Ruler	▪ SWBAT explain that a ruler is a tool that measures centimeters. ▪ SWBAT identify centimeter as a unit of measure for length. ▪ SWBAT accurately measure and record the	**Worksheet:** Measuring worksheet **Observation:** ▪ Where do students begin measuring? o 0 starting point o End of the ruler o A point other than the starting point of 0 ▪ Are students measuring end to end?	▪ Ruler for each student ▪ Worksheets for students	Story Problem

			length of a 2-D object.	▪ Once students place their ruler correctly, are they able to identify the number of inches that represents the length of the side?		
Day 14: Measurement Ruler, Perimeter I			▪ SWBAT explain that a ruler is a tool that measures inches and rulers (Review) ▪ SWBAT identify inches and centimeters as units of measure for length (Review) ▪ SWBAT make a correlation between centimeters and inches as units of measure. ▪ SWBAT accurately measure and record the length of a 2-D object ▪ SWBAT calculate the perimeter of a 2-D object.	**Worksheet:** Calculate perimeter	▪ ruler for each student ▪ Worksheets for students	Fast Facts
Day 15: Measurement			▪ SWBAT explain that a	**Worksheet:** Calculate perimeter	▪ ruler for each student ▪ Worksheets for students	Fast Facts

Ruler, Perimeter II			ruler is a tool that measures inches and rulers (Review) ▪ SWBAT identify inches and centimeters as units of measure for length (Review) ▪ SWBAT make a correlation between centimeters and inches as units of measure. ▪ SWBAT accurately measure and record the length of a 2-D object ▪ SWBAT calculate the perimeter of a 2-D object.			
Day 16: Measurement Review						Story Problem
Day 17: Time, Minutes			▪ SWBAT explain that analog and digital clocks are tools that measure time. ▪ SWBAT			**Story Problem**

			identify hours and minutes as the unit of measure for time. ▪ SWBAT define the big hand as counting the minutes on an analog clock. ▪ SWBAT accurately represent minutes on an analog clock.			
Day 18: Time, Minutes			▪ SWBAT explain that analog and digital clocks are tools that measure time. ▪ SWBAT identify hours and minutes as the unit of measure for time. ▪ SWBAT define the big hand as counting the minutes on an analog clock. ▪ SWBAT accurately represent minutes on an analog clock			**Story Problem**
Day 19: Time, Hours			▪ SWBAT explain that analog and	**Worksheet:** Analog Clock worksheet **Observation:** Dry Erase	▪ Blank clock worksheet for each student and teacher	Fast Facts

			digital clocks are tools that measure time. ▪ SWBAT identify hours and minutes as the unit of measure for time. ▪ SWBAT define the small hand as counting the hours on an analog clock. ▪ SWBAT accurately represent hours on an analog clock.	Clock • Do students use 12 as their starting point? • Can students count the hours accurately? • Do students accurately draw the little hand to represent the hours?	▪ Page protectors for each student ▪ Dry erase marker/tissue for each student ▪ Independent Practice WS	
Day 20: Time, Hours			▪ SWBAT explain that analog and digital clocks are tools that measure time. ▪ SWBAT identify hours and minutes as the unit of measure for time. ▪ SWBAT define the small hand as counting the hours on an analog clock. ▪ SWBAT accurately represent hours on an	**Worksheet:** Analog Clock worksheet **Observation:** Dry Erase Clock • Do students use 12 as their starting point? • Can students count the hours accurately? • Do students accurately draw the little hand to represent the hours?	▪ Blank clock worksheet for each student and teacher ▪ Page protectors for each student ▪ Dry erase marker/tissue for each student ▪ Independent Practice WS	Fast Facts

			analog clock.			
Day 21: Time, Minutes and Hours			▪ SWBAT explain that analog and digital clocks are tools that measure time. ▪ SWBAT identify hours and minutes as the unit of measure for time. ▪ SWBAT define the small hand as counting the hours on an analog clock. ▪ SWBAT define the big hand as counting the minutes on an analog clock. ▪ SWBAT accurately represent minutes and hours on an analog clock.	**Worksheet:** Analog Time with hours and minutes **Observation:** • Do students accurately represent the hours with the little hand? • Do students accurately represent the minutes with the big hand?	▪ Blank clock worksheet for each student and teacher ▪ Page protectors for each student ▪ Dry erase marker/tissue for each student ▪ Independent Practice WS	Story Problem
Day 22: Time, Minutes and Hours			▪ SWBAT explain that analog and digital clocks are tools that measure time. ▪ SWBAT identify hours and minutes as the unit of measure for	**Worksheet:** Analog Time with hours and minutes **Observation:** • Do students accurately represent the hours with the little hand? • Do students accurately	▪ Blank clock worksheet for each student and teacher ▪ Page protectors for each student ▪ Dry erase marker/tissue for each student ▪ Independent Practice WS	Story Problem

			time. ▪ SWBAT define the small hand as counting the hours on an analog clock. ▪ SWBAT define the big hand as counting the minutes on an analog clock. ▪ SWBAT accurately represent minutes and hours on an analog clock.	represent the minutes with the big hand?		
Day 23: Time, Minutes and Hours			▪ SWBAT explain that analog and digital clocks are tools that measure time. ▪ SWBAT identify hours and minutes as the unit of measure for time. ▪ SWBAT define the small hand as counting the hours on an analog clock. ▪ SWBAT define the big hand as counting the minutes on an	**Worksheet:** Analog Time with hours and minutes **Observation:** • Do students accurately represent the hours with the little hand? • Do students accurately represent the minutes with the big hand?	▪ Blank clock worksheet for each student and teacher ▪ Page protectors for each student ▪ Dry erase marker/tissue for each student ▪ Independent Practice WS	Story Problem

			analog clock. ▪ SWBAT accurately represent minutes and hours on an analog clock.			
Day 24: Time Passage			• SWBAT explain that analog and digital clocks are tools that measure time. • SWBAT identify hours and minutes as the unit of measure for time. • SWBAT accurately tell/represent the time on analog clocks. • SWBAT determine the amount of time passed in a given oral story problem.		▪ Yellow analog clock (yellow clock used in math meeting) ▪ Student independent and exit ticket sheets (*can be made into packets)*	Fast Facts
Day 25: Measuring Time Review			▪ SWBAT explain that analog and digital clocks are tools that measure time. ▪ SWBAT identify hours and minutes as the unit of		▪ Student independent sheets ▪ Baggies of materials for each student: - Inch tiles - Centimeter cubes - Craft sticks - Paper clips - Inch/centimeter ruler	Fast Facts

			measure for time. ▪ SWBAT accurately tell/represent the time on analog clocks. ▪ SWBAT determine the amount of time passed in a given oral story problem.			
Day 26: Unit Assessment			▪ SWBAT accurately measure using the proper units for length, time, weight, and capacity ▪ SWBAT to compare units of measure using the language of PPW			Story Problem

Unit 1: Common Core State Standards Alignment ▪ CCSS.ELA-Literacy.W.1.3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure. ▪ CCSS.ELA-Literacy.W.1.5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed. ▪ CCSS.ELA-Literacy.L.1.2 Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. ▪ CCSS.ELA-Literacy.L.1.1 Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.						
Unit, Day	**Handwriting Objective**	**Grammar Objective**	**Grammar Emphasis**	**Writing Technique Objective**	**Shared Writing Emphasis**	**Assessment**
▪ Unit1, Day 1	▪ SWBAT correctly hold pencil in Tripod Pencil grip. ▪ SWBAT demonstrate understanding of handwriting block structure			▪ SWBAT correctly hold their pencils in the Tripod Pencil Grip. ▪ SWBAT repeat the Power Writer's chant. ▪ SWBAT create a diagnostic narrative story.	▪ Strategy	▪ SW complete corresponding handwriting pages in workbook ▪ SW complete handwriting diagnostic: Tell about an exciting day you had this summer.
▪ Unit1, Day 2	▪ SWBAT correctly hold pencil in Tripod Pencil grip. ▪ SWBAT demonstrate understanding of handwriting block structure			▪ SWBAT recognize that the stories they create are called Personal Narratives. ▪ SWBAT to identify the Writer's Process step ▪ SWBAT identify the parts of a story map. ▪ SWBAT identify the story map as the pre-write: the plan & organization.	▪ Strategy	▪ SW complete corresponding handwriting pages in workbook ▪ SW complete the August writing assessment: Tell about time you earned treasure chest.
▪ Unit1, Day 3		▪ SWBAT define grammar and why we follow grammar rules. ▪ SWBAT edit the beginning of sentences,	▪ Strategy	▪ SWBAT recognize that the stories they create are called Personal Narratives. ▪ SWBAT to identify the Writer's Process step	▪ Shared	▪ SW cross out the mistake in the use of capital letter, write the uppercase letter above the cross-out. ▪ SW fill out the story map and

		lonely I, names, days of the week, months, and holidays to ensure they are capitalized.		▪ SWBAT identify the parts of a story map. ▪ SWBAT identify the story map as the pre-write: the plan & organization of a story.		begin writing for: Tell about a time you went on a trip.
▪ Unit1, Day 4		▪ SWBAT edit the beginning of sentences, lonely I, names, days of the week, months, and holidays to ensure they are capitalized. ▪ SWBAT write with a tripod pencil grip. ▪ SWBAT define grammar and why we follow grammar rules. ▪ SWBAT edit the beginning of sentences, lonely I, names, days of the week, months, and holidays to ensure they are capitalized. ▪ SWBAT write with a tripod pencil grip. ▪ SWBAT define grammar and why we follow grammar rules.	▪ Strategy	▪ SWBAT recognize that the beginning, middle & end now corresponds to the Setting/Characters (+Actions), problem, and attempts to resolve/solution. ▪ SWBAT plan a narrative story using a story map.	▪ Shared	▪ SW cross out the mistake in the use of capital letter, write the uppercase letter above the cross-out. ▪ SW fill out the story map and begin writing for: Tell about a time you went swimming.
▪ Unit1, Day 5		▪ SWBAT edit the beginning of sentences, lonely I, names, days of the week, months, and	▪ Shared	▪ SWBAT recognize that the beginning, middle & end now corresponds to the Setting/Characters (+Actions),	▪ Workshop	▪ SW cross out the mistake in the use of capital letter, write the uppercase letter above the cross-out.

		holidays to ensure they are capitalized. ▪ SWBAT define grammar and why we follow grammar rules.		problem, and attempts to resolve/solution. ▪ SWBAT plan a narrative story using a story map.		▪ SW fill out the story map for: Tell about a time you went to the park.
▪ Unit1, Day 6	▪ SWBAT demonstrate understanding of handwriting block structure routines and procedures. ▪ SWBAT correctly hold pencil in Tripod Pencil grip. ▪ SWBAT correctly return sweep at the end of a line.			▪ SWBAT recognize that the beginning, middle & end now corresponds to the Setting/Characters (+Actions), problem, and attempts to resolve/solution. ▪ SWBAT plan a narrative story using a story map.	▪ Strategy	▪ SW complete corresponding handwriting pages in workbook ▪ SW fill out the story map for "Tell about a time you went to the circus"
▪ Unit1, Day 7	▪ SWBAT follow the Keys to Legibility when writing. ▪ SWBAT demonstrate understanding of handwriting block structure routines and procedures. ▪ SWBAT correctly hold pencil in Tripod Pencil grip. ▪ SWBAT to write with a tripod pencil grip.			▪ SWBAT recognize that the beginning, middle & end now corresponds to the Setting/Characters (+Actions), problem, and attempts to resolve/solution. ▪ SWBAT use a narrative story map to help write a corresponding catchy opening.	▪ Strategy	▪ SW complete corresponding handwriting pages in workbook ▪ SW write the catchy opening to a pre-written story map.
▪ Unit1, Day 8		▪ SWBAT edit the beginning of sentences,	▪ Shared	▪ SWBAT recognize that the beginning, middle & end now	▪ Shared	▪ SW complete corresponding handwriting pages in workbook

		lonely I, names, days of the week, months, and holidays to ensure they are capitalized. ▪ SWBAT define grammar and why we follow grammar rules.		corresponds to the Setting/Characters (+Actions), problem, and attempts to resolve/solution. ▪ SWBAT use a narrative story map to help create before sentences.		▪ SW write the before sentences to a pre-written story map.
▪ Unit1, Day 9		▪ SWBAT edit the beginning of sentences, lonely I, names, days of the week, months, and holidays to ensure they are capitalized. ▪ SWBAT define grammar and why we follow grammar rules.	Workshop	▪ SWBAT use their story map to write a narrative story. ▪ SWBAT use a narrative story map to help write a corresponding juicy problem.	▪ Shared	▪ SW cross out the mistake in the use of capital letter, write the uppercase letter above the cross-out. ▪ SW write the problem to a pre-written story map.
▪ Unit1, Day 10	▪ SWBAT use Tripod grip when writing. ▪ SWBAT correctly make vertical strokes.			▪ SWBAT use their story map to write a narrative story. ▪ SWBAT use a narrative story map to help write the corresponding attempts to resolve.	▪ Workshop	▪ SW complete corresponding handwriting pages in workbook ▪ SW write the attempts to resolve to a pre-written story map.
▪ Unit1, Day 11	▪ SWBAT correctly make horizontal strokes. ▪ SWBAT use Tripod grip when writing.			▪ SWBAT use their story map to write a narrative story. ▪ SWBAT use a narrative story map to help write a corresponding solution.	▪ Strategy	▪ SW complete corresponding handwriting pages in workbook ▪ SW write the solution to a pre-written story map.
▪ Unit1, Day 12	▪ SWBAT correctly form a backward circle writing stroke. ▪ SWBAT use Tripod			▪ SWBAT create a story map based on a pre-determined prompt. ▪ SWBAT identify the steps in the	▪ Strategy	▪ SW complete corresponding handwriting pages in workbook ▪ SW complete a story map for a new prompt:: Tell about a time

	grip when writing.			writing process.		you helped someone cook
▪ Unit1, Day 13		▪ SWBAT identify different punctuation marks. ▪ SWBAT explain the type of sentence the matches with the punctuation mark.	▪ Strategy	▪ SBWAT use a narrative story map to help create the introduction of a story. ▪ SWBAT create a story map based on a pre-determined prompt. ▪ SWBAT identify the steps in the writing process.	▪ Shared	▪ SW determine what type of sentence is shown. ▪ SW fill in the correct end mark punctuation. ▪ SW complete the catchy opening for their prompt:: Tell about a time you helped someone cook.
▪ Unit1, Day 14		▪ SWBAT identify different punctuation marks. ▪ SWBAT explain the type of sentence the matches with the punctuation mark.	▪ Strategy	▪ SWBAT create a story map to use in creation of a narrative story. ▪ SWBAT use their story map to create the introduction to their story. ▪ SWBAT identify the steps in the writing process.	▪ Shared	▪ SW determine what type of sentence is shown. ▪ SW fill in the correct end mark punctuation. ▪ SW complete the before sentences for their prompt:: Tell about a time you helped someone cook.
▪ Unit1, Day 15	▪ SWBAT use correct letter strokes to create a slant line.			▪ SWBAT recognize that the beginning, middle & end now corresponds to the Setting/Characters (+Actions), problem, and attempts to resolve/solution. ▪ SWBAT plan a narrative story using a story map. ▪ SWBAT use their story map to create problem.	▪ Workshop	▪ SW complete corresponding handwriting pages in workbook ▪ SW complete the problem for their prompt:: Tell about a time you helped someone cook.

▪ Unit1, Day 16	▪ SWBAT use correct letter strokes to create a various mixed shape letter lines.			▪ SWBAT recognize that the beginning, middle & end now corresponds to the Setting/Characters (+Actions), problem, and attempts to resolve/solution. ▪ SWBAT plan a narrative story using a story map. ▪ SWBAT use their story map to create their attempts to resolve.	▪ Strategy	▪ SW complete corresponding handwriting pages in workbook ▪ SW complete the attempts to resolve for their prompt:: Tell about a time you helped someone cook.
▪ Unit1, Day 17	▪ SWBAT use Tripod grip when writing. ▪ SWBAT demonstrate correct size by using headline, midline, baseline			▪ SWBAT recognize that the beginning, middle & end now corresponds to the Setting/Characters (+Actions), problem, and attempts to resolve/solution. ▪ SWBAT plan a narrative story using a story map. ▪ SWBAT use their story map to create their solution.	▪ Strategy	▪ SW complete corresponding handwriting pages in workbook ▪ SW complete the solution for their prompt:: Tell about a time you helped someone cook.
▪ Unit1, Day 18		▪ SWBAT identify different punctuation marks. ▪ SWBAT explain the type of sentence the matches with the punctuation mark.	▪ Shared	▪ SWBAT recognize that the revision checklist is used to help identify & correct the elements of their narrative story. ▪ SWBAT recognize that the stories they create are called Personal Narratives. ▪ SWBAT identify the steps in the writing process.	▪ Shared	▪ SW determine what type of sentence is shown. ▪ SW fill in the correct end mark punctuation. ▪ SW help the teacher use the revision checklist to revise a story.
▪ Unit1, Day 19		▪ SWBAT identify different punctuation	▪ Shared	▪ SWBAT recognize that the revision checklist is used to help	▪ Workshop	▪ SW determine what type of sentence is shown.

		marks. ▪ SWBAT explain the type of sentence the matches with the punctuation mark.		identify & correct the elements of their narrative story. ▪ SWBAT recognize that the stories they create are called Personal Narratives. ▪ SWBAT identify the steps in the writing process.		▪ SW fill in the correct end mark punctuation. ▪ SW use the revision checklist to revise their story about a time they helped someone cook.
▪ Unit1, Day 20		•SWBAT identify different punctuation marks. •SWBAT explain the type of sentence the matches with the punctuation mark. •SWBAT write with a tripod pencil grip. •SWBAT define grammar and why we follow grammar rules.		▪ SWBAT recognize that the editing checklist is used to help identify & correct grammar in their narrative story. ▪ SWBAT recognize that the stories they create are called Personal Narratives. ▪ SWBAT identify the steps in the writing process.	▪ Strategy	▪ SW determine what type of sentence is shown. ▪ SW fill in the correct end mark punctuation. ▪ SW help the teacher use the editing checklist to revise a story. ▪ SW edit a short pre-written passage using the editing checklist.
▪ Unit1, Day 21		▪ SWBAT identify different punctuation marks. ▪ SWBAT explain the type of sentence the matches with the punctuation mark. ▪ SWBAT define grammar and why we follow grammar rules. ▪ SWBAT edit the beginning of sentences, lonely I, names, days of the week, months, and		▪ SWBAT recognize that the editing checklist is used to help identify & correct the elements of their narrative story. ▪ SWBAT recognize that the stories they create are called Personal Narratives. ▪ SWBAT identify the steps in the writing process.	▪ Strategy	▪ SW determine what type of sentence is shown. ▪ SW fill in the correct end mark punctuation. ▪ SW use the revision checklist to edit their story about a time they helped someone cook.

		holidays to ensure they are capitalized.				

Unit 2: Common Core State Standards Alignment ▪ CCSS.ELA-Literacy.W.1.3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure. ▪ CCSS.ELA-Literacy.W.1.5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed. ▪ CCSS.ELA-Literacy.L.1.2 Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. ▪ CCSS.ELA-Literacy.L.1.1 Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.						
Unit, Day	**Handwriting Objective**	**Grammar Objective**	**Grammar Emphasis**	**Writing Technique Objective**	**Shared Writing Emphasis**	**Assessment**
Unit 2, Day 1		▪ SWBAT edit a paragraph for proper capitalization and punctuation rules.	Strategy	▪ SWBAT to define the introduction of their story as the beginning portion of their story that describes the setting and characters before the problem occurs. ▪ SWBAT use a prompt to fill out a narrative STORY map, focus being on the catchy opening. ▪ SWBAT define setting as, when and where a story takes place. **Reinforced Objective(s):** ▪ SWBAT recognize that the stories they create are called Personal Narratives. ▪ SWBAT identify the steps in the writing process.	▪ Strategy	Tell about a time you cleaned the kitchen. ▪ SW fill out their story map for the catchy opening of their narrative story.
Unit 2, Day 2		▪ SWBAT edit a paragraph for proper capitalization and punctuation rules.	Strategy	▪ SWBAT to define the introduction of their story as the beginning portion of their story that describes the setting and characters before the problem	▪ Strategy	Tell about a time you cleaned the kitchen. ▪ SW fill out their story map for the before sentences of their narrative story.

				occurs. ▪ SWBAT use a prompt to fill out a narrative STORY map, focus being on the before sentences. ▪ SWBAT define before sentences as, sentences that describe the talking characters and their actions before the problem. **Reinforced Objective(s):** ▪ SWBAT recognize that the stories they create are called Personal Narratives. ▪ SWBAT identify the steps in the writing process.		
Unit 2, Day 3	• SWBAT recognize and write the letters Ii Reinforced Objective(s): • SWBAT to write with a tripod pencil grip.			▪ SWBAT to define the introduction of their story as the beginning portion of their story that describes the setting and characters before the problem occurs. ▪ SWBAT use a prompt to fill out a narrative STORY map, focus being on the catchy opening. ▪ SWBAT define setting as, when and where a story takes place. **Reinforced Objective(s):** ▪ SWBAT recognize that the stories they create are called Personal Narratives. ▪ SWBAT identify the steps in the writing process.	▪ Strategy	Tell about a time you cleaned the kitchen.. ▪ SW create the catchy opening of their narrative story.

Unit 2, Day 4	• SWBAT recognize and write the letters Ll Reinforced Objective(s): • SWBAT to write with a tripod pencil grip.	▪	▪	▪ SWBAT to define the introduction of their story as the beginning portion of their story that describes the setting and characters before the problem occurs. ▪ SWBAT use a prompt to begin creating their writing piece, focus being on the before sentences. ▪ SWBAT define before sentences as, sentences that describe the talking characters and their actions before the problem. **Reinforced Objective(s):** ▪ SWBAT recognize that the stories they create are called Personal Narratives. ▪ SWBAT identify the steps in the writing process.	▪ Shared	Tell about a time you cleaned the kitchen.. • SW create the before sentences of their narrative story.
Unit 2, Day 5	SWBAT recognize and write the letters Tt **Reinforced Objective(s):** SWBAT to write with a tripod pencil grip.	▪	▪	▪ SWBAT to define the introduction of their story as the beginning portion of their story that describes the setting and characters before the problem occurs. ▪ SWBAT identify components of the catchy opening. ▪ SWBAT identify the components of the before sentences. **Reinforced Objective(s):**	▪ Shared	Tell about a time you cleaned the kitchen. SW share their completed introductions and receive feedback from their peers about components.

				▪ SWBAT recognize that the stories they create are called Personal Narratives. ▪ SWBAT identify the steps in the writing process.		
Unit 2, Day 6		▪ SWBAT identify common nouns that are shown in a picture. ▪ SWBAT categorize the types of nouns they identify.	Strategy	▪ SWBAT to define the introduction of their story as the beginning portion of their story that describes the setting and characters before the problem occurs. ▪ SWBAT use a prompt to fill out a narrative STORY map, focus being on the catchy opening. ▪ SWBAT define setting as, when and where a story takes place. **Reinforced Objective(s):** ▪ SWBAT recognize that the stories they create are called Personal Narratives. ▪ SWBAT identify the steps in the writing process.	▪ Strategy	Tell about a time you visited a toy store. SW draw the catchy opening and details about the setting.
Unit 2, Day 7		▪ SWBAT identify common nouns that are shown in a picture. ▪ SWBAT categorize the types of nouns they identify.	Strategy	▪ SWBAT to define the introduction of their story as the beginning portion of their story that describes the setting and characters before the problem occurs. ▪ SWBAT use a prompt to fill out a narrative STORY map, focus being on the before sentences.	▪ Strategy	Tell about a time you went to a toy store. SW draw the before sentences and details about the talking characters.

				▪ SWBAT define before sentences as, sentences that describe the talking characters and their actions before the problem. **Reinforced Objective(s):** ▪ SWBAT recognize that the stories they create are called Personal Narratives. ▪ SWBAT identify the steps in the writing process.		
Unit 2, Day 8	SWBAT recognize and write the letters Oo			▪ SWBAT to define the introduction of their story as the beginning portion of their story that describes the setting and characters before the problem occurs. ▪ SWBAT use a prompt to begin writing a personal narrative, focusing on the catchy opening. ▪ SWBAT define setting as, when and where a story takes place.	▪ Strategy	Tell about a time you visited a toy store. SW create the written catchy opening of their story.
Unit 2, Day 9	SWBAT recognize and write the letters Aa	▪		▪ SWBAT to define the introduction of their story as the beginning portion of their story that describes the setting and characters before the problem occurs. ▪ SWBAT use a prompt to begin creating their writing piece, focus being on the before sentences.	▪ Shared	Tell about a time you visited a toy store. SW create the written before sentences of their story.

				▪ SWBAT define before sentences as, sentences that describe the talking characters and their actions before the problem.		
Unit 2, Day 10	SWBAT recognize and write the letters Dd			▪ SWBAT to define the introduction of their story as the beginning portion of their story that describes the setting and characters before the problem occurs. ▪ SWBAT identify components of the catchy opening. ▪ SWBAT identify the components of the before sentences.	▪ Shared	Tell about a time you visited a toy store. SW share their introductions and receive feedback from peers on introduction components. *Keep these stories
Unit 2, Day 11		▪ SWBAT identify common nouns within a sentence. ▪ SWBAT categorize the types of nouns they identify.	Shared	▪ SWBAT use their story map to write a narrative story. **Reinforced Objective(s):** ▪ SWBAT create a story map based on a pre-determined prompt. ▪ SWBAT identify the steps in the writing process.	▪ Shared	Tell about a time you went to the ocean. SW complete their entire story map.
Unit 2, Day 12		▪ SWBAT identify common nouns within a sentence. ▪ SWBAT categorize the types of nouns they identify.	Shared	▪ SBWAT use a narrative story map to help create the introduction of a story. **Reinforced Objective(s):** ▪ SWBAT create a story map based on a pre-determined	▪ Shared	Tell about a time you went to the ocean. SW create their written catchy opening using details from their story map.

				prompt. ▪ SWBAT identify the steps in the writing process.		
Unit 2, Day 13	SWBAT recognize and write the letters O, A, D		▪	▪ SWBAT to define the introduction of their story as the beginning portion of their story that describes the setting and characters before the problem occurs. ▪ SWBAT use a prompt to begin creating their writing piece, focus being on the before sentences. ▪ SWBAT define before sentences as, sentences that describe the talking characters and their actions before the problem.	▪ Shared	Tell about a time you went to the ocean. SW create their written before sentences using details from their story map. *Keep these stories
Unit 2, Day 14	SWBAT recognize and write the letters Ee			▪ SWBAT to define the introduction of their story as the beginning portion of their story that describes the setting and characters before the problem occurs. ▪ SWBAT identify components of the catchy opening. ▪ SWBAT identify the components of the before sentences.	▪ Shared	Tell about a time you went to the ocean. SW share their introductions and receive feedback from peers on components.
Unit 2, Day 15	▪ SWBAT use correct letter strokes to create			▪ SWBAT recognize that the beginning, middle & end now	▪ Strategy	Tell about a time you went to the ocean.

	Ff.			corresponds to the Setting/Characters (+Actions), problem, and attempts to resolve/solution. ▪ SWBAT plan a narrative story using a story map. ▪ SWBAT use their story map to create problem.		SW create their written problems using their details from the story map.
Unit 2, Day 16		SWBAT categorize the types of nouns they identify.	Shared	▪ SWBAT recognize that the beginning, middle & end now corresponds to the Setting/Characters (+Actions), problem, and attempts to resolve/solution. ▪ SWBAT plan a narrative story using a story map. ▪ SWBAT use their story map to create their attempts to resolve.	▪ Strategy	Tell about a time you went to the ocean. SW create their written attempts to resolve based on their story map.
Unit 2, Day 17		▪ SWBAT categorize the types of nouns they identify.	▪ Shared	▪ SWBAT recognize that the beginning, middle & end now corresponds to the Setting/Characters (+Actions), problem, and attempts to resolve/solution. ▪ SWBAT plan a narrative story using a story map. ▪ SWBAT use their story map to create their solution.	▪ Strategy	Tell about a time you went to the ocean. SW create their written solution based on their story map.
Unit 1, Day 18	SWBAT recognize and write the letters e, f, and c.			▪ SWBAT recognize that the revision checklist is used to help identify & correct the elements	▪ Strategy	Tell about a time you went to the ocean. SW use a revision checklist to revise

				of their narrative story.		their introduction (only).
Unit 1, Day 19	SWBAT write correct strokes for upper and lowercase J			▪ SWBAT recognize that the editing checklist is used to help identify & correct grammar in their narrative story.	▪ Strategy	Tell about a time you went to the ocean. SW use an editing checklist to revise their introduction (only).
Unit 1, Day 20		SWBAT edit a sentence for capitalization and punctuation rules. SWBAT identify the nouns within a sentence.	Shared	▪ SWBAT to define the introduction of their story as the beginning portion of their story that describes the setting and characters before the problem occurs. ▪ SWBAT identify components of the catchy opening. ▪ SWBAT identify the components of the before sentences.	▪ Shared	Tell about a time you went to the ocean. • SW share their edited and revised introductions and receive feedback from peers.
Unit 1, Day 21				▪ SWBAT to define the introduction of their story as the beginning portion of their story that describes the setting and characters before the problem occurs. ▪ SWBAT identify components of the catchy opening. ▪ SWBAT identify the components of the before sentences. **Reinforced Objective(s):**	▪ Shared	Tell about a time you went to the ocean. • SW share their edited and revised introductions and receive feedback from peers.

				▪ SWBAT recognize that the stories they create are called Personal Narratives. ▪ SWBAT identify the steps in the writing process.		

Unit 3: Common Core State Standards Alignment

- CCSS.ELA-Literacy.W.1.3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.
- CCSS.ELA-Literacy.W.1.5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
- CCSS.ELA-Literacy.L.1.2 Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.
- CCSS.ELA-Literacy.L.1.1 Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.

Unit, Day	Handwriting Objective	Grammar Objective	Grammar Emphasis	Writing Technique Objective	Shared Writing Emphasis	Assessment
Unit 3, Day 1		• SWBAT identify and define a regular verb in a list or sentence. Reviewed Objective(s): • SWBAT identify and classify nouns within a sentence.	• Strategy	• SWBAT define a transition as a word or phrase that connects each part of their story. • SWBAT chose the transitional sentence that best connects the introduction to the body of a prewritten story.	• Strategy	• SW select a transitional phrase from a multiple choice bank that best connects two parts of a provided story.
Unit 3, Day 2		• SWBAT identify and define a regular verb in a list or sentence.	• Shared	• SWBAT define a transition as a word or phrase that connects each part of their story. • SWBAT chose the transitional sentence that best connects the introduction to the body of a prewritten story.	• Strategy	• SW select a transitional phrase from a multiple choice bank that best connects two parts of a provided story.
Unit 3, Day 3		• SWBAT identify and define a regular verb in a list or sentence.	• Shared	• SWBAT define a transition as a word or phrase that connects each part of their story. • SWBAT chose the transitional sentence that best connects the introduction to the body of a prewritten story.	• Shared	• SW select a transitional phrase from a multiple choice bank that best connects two parts of a provided story.

Unit 3, Day 4		• SWBAT identify a verb in a sentence • SWBAT complete a sentence by filling in an action verb	• Shared	• SWBAT to define the body of their story as the middle portion of their story that describes the problem and includes a transitional sentence from the introduction. • SWBAT use a prompt to fill out a narrative STORY map, focus being on the body. •	• Strategy	Tell about a time you took the bus. • SW complete their entire story map with a focus on the details of the body.
Unit 3, Day 5	• SWBAT write correct strokes for upper and lowercase G, J, Q			• SWBAT to define the body of their story as the middle portion of their story that describes the problem and includes a transitional sentence from the introduction. • SWBAT use a STORY map to help create the body of a story.	• Strategy	Tell about a time you took the bus. • SW write the introduction of their story using Story Map details. • SW write their transition sentence from the introduction to the body. • SW receive peer feedback on their transition.
Unit 3, Day 6	• SWBAT write correct strokes for upper and lowercase U.			• SWBAT to define the body of their story as the middle portion of their story that describes the problem and includes a transitional sentence from the introduction. • SWBAT use a STORY map to help create the body of a story.	• Strategy	Tell about a time you took the bus. • SW continue writing their stories by creating the "what characters wanted and why" of their problem.
Unit 3, Day 7	• SWBAT write correct	•	•	• SWBAT to define the body of	• Strategy	Tell about a time you took the bus.

	strokes for upper and lowercase B.			their story as the middle portion of their story that describes the problem and includes a transitional sentence from the introduction. • SWBAT use a STORY map to help create the body of a story.		• SW continue writing their stories by creating the "why they could not have what they wanted" of their problem.
Unit 3, Day 8		• SWBAT define the subject in sentences written • SWBAT apply understanding of subject by identifying the subject in their own sentences	• Strategy	• SWBAT to define the body of their story as the middle portion of their story that describes the problem and includes a transitional sentence from the introduction. • SWBAT use a STORY map to help create the body of a story.	• Strategy	Tell about a time you took the bus. • SW continue writing their stories by creating the "how the character felt" of their problem.
Unit 3, Day 9		• SWBAT define the subject in sentences written • SWBAT apply understanding of subject by identifying the subject in their own sentences	• Strategy	• SWBAT to define the body of their story as the middle portion of their story that describes the problem and includes a transitional sentence from the introduction. • SWBAT use a STORY map to help create the body of a story.	• Shared	Tell about a time you rode a bike. • SW continue the teacher's story by creating a story to match a pre-written introduction and problem.
Unit 3, Day 10		• SWBAT define the subject in sentences written • SWBAT apply understanding of	• Strategy	• SWBAT to define the body of their story as the middle portion of their story that describes the problem and includes a transitional sentence from the	• Shared	Tell about a time you caught a fish • SW continue the teacher's story by creating a story to match a pre-written introduction and problem.

		subject by identifying the subject in their own sentences		introduction. • SWBAT use a STORY map to help create the body of a story.		
Unit 3, Day 11	• SWBAT write correct strokes for upper and lowercase S			• SWBAT to define the body of their story as the middle portion of their story that describes the problem and includes a transitional sentence from the introduction. • SWBAT use a prompt to fill out a narrative STORY map, focus being on the body.	• Strategy	Tell about a time you went to the mall. • SW complete their entire STORY MAP with specific details for the body. • SW receive feedback on their story map details.
Unit 3, Day 12	• SWBAT write correct strokes for upper and lowercase R			• SWBAT to define the body of their story as the middle portion of their story that describes the problem and includes a transitional sentence from the introduction. • SWBAT use a STORY map to help create the body of a story.	• Shared	Tell about a time you went to the mall. • SW create their written introductions to match their created STORY Maps. • SW create the transition sentence to their story.
Unit 3, Day 13		• SWBAT define the subject in sentences written • SWBAT apply understanding of subject by identifying the subject in their own sentences.	• Shared	• SWBAT to define the body of their story as the middle portion of their story that describes the problem and includes a transitional sentence from the introduction. • SWBAT use a STORY map to help create the body of a story.	• Shared	Tell about a time you went to the mall. • SW continue writing their stories by creating the “what characters wanted and why” of their problem.

Unit 3, Day 14		• SWBAT identify the noun that does the actions as the subject in the sentence. • SWBAT identify what a noun and a verb is. • SWBAT differentiate between regular nouns and the subject in a sentence.	• Strategy	• SWBAT to define the body of their story as the middle portion of their story that describes the problem and includes a transitional sentence from the introduction. • SWBAT use a STORY map to help create the body of a story.	• Shared	Tell about a time you went to the mall. • SW continue writing their stories by creating the "why they could not have what they wanted" of their problem.
Unit 3, Day 15		• SWBAT identify present tense "To Be" verbs and correlate correct subject verb agreement. • SWBAT identify subject verb agreement through independent practice sentences.	• Strategy	• SWBAT to define the body of their story as the middle portion of their story that describes the problem and includes a transitional sentence from the introduction. • SWBAT use a STORY map to help create the body of a story.	• Shared	Tell about a time you went to the mall. • SW continue writing their stories by creating the "how the character felt" of their problem.
Unit 3, Day 16		• SWBAT identify the subject in the sentence • SWBAT write correct subject to agree with verb in a sentence	• Shared	• SWBAT use a STORY map to help create the attempts to resolve of a story.	• Strategy	Tell about a time you went to the mall. • SW continue writing their stories by creating the attempts to resolve in their conclusion.
Unit 3, Day 17		• SWBAT identify present tense "To Have" verbs and correlate correct subject verb agreement. • SWBAT identify	• Strategy	• SWBAT use a STORY map to help create the solution of the story.	• Strategy	Tell about a time you went to the mall. • SW continue writing their stories by creating the solution in their conclusion.

		subject verb agreement through independent practice sentences.				
Unit 3, Day 18	• SWBAT write correct strokes for upper and lowercase N			• SWBAT recognize that the revision checklist is used to help identify & correct the elements of their narrative story.	• Strategy	Tell about a time you went to the mall. • SW use their revision checklist to revise the bodies of their story.
Unit 3, Day 19	• SWBAT write correct strokes for upper and lowercase M			• SWBAT recognize that the editing checklist is used to help identify & correct grammar in their narrative story.	• Strategy	Tell about a time you went to the mall. • SW use their editing checklist to edit the bodies of their story.
Unit 3, Day 20	• SWBAT write correct strokes for upper and lowercase H			• SWBAT to provide feedback to peers around a revised and edited bodies and introductions.	• Strategy	Tell about a time you went to the mall. • SW provide feedback to their peers on components of the body. • SW receive feedback from their peers on the body and components of their bodies in their writing.

Unit 4: Common Core State Standards Alignment

- CCSS.ELA-Literacy.W.1.3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.
- CCSS.ELA-Literacy.W.1.5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
- CCSS.ELA-Literacy.L.1.2 Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.
- CCSS.ELA-Literacy.L.1.1 Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.

Unit, Day	Handwriting Objective	Grammar Objective	Grammar Emphasis	Writing Technique Objective	Shared Writing Emphasis	Assessment
Unit 4, Day 1		• SWBAT define and sort common nouns and proper nouns • SWBAT define and recognize nouns	• Shared	▪ SWBAT define a transition as a word or phrase that connects each part of their story. • SWBAT chose the transitional sentence that best connects the body to the conclusion of a prewritten story.	• Strategy	• SW pick a transitional sentence that best connects a pre-written body to a pre-written conclusion.
Unit 4, Day 2		• SWBAT define and sort common nouns and proper nouns • SWBAT define and recognize nouns	• Strategy	• SWBAT define a transition as a word or phrase that connects each part of their story. • SWBAT chose the transitional sentence that best connects the body to the conclusion of a prewritten story.	• Shared	• SW pick a transitional sentence that best connects a pre-written body to a pre-written conclusion.
Unit 4, Day 3		• SWBAT identify the predicate of a sentence.	• Strategy	• SWBAT to define the conclusion of their story as the final portion of their story that describes the attempts to resolve, solution, lesson, and includes a transitional sentence from the body. • SWBAT use a prompt to fill out	• Strategy	Tell about a time you took the bus. • SW fill out STORY map to a narrative prompt. • *S will have already used this prompt. This will allow for extra access and ability to respond with newly developed techniques*

				a narrative STORY map, focus being on the two attempts to resolve in the conclusion.		
Unit 4, Day 4				• SWBAT to define the conclusion of their story as the final portion of their story that describes the attempts to resolve, solution, lesson, and includes a transitional sentence from the body. • SWBAT use a STORY map to help create the transition sentence into the attempts to resolve of a story.	• Strategy	Tell about a time you took the bus. • SW create their introduction, transition to the body, their body, and the transition into the attempts to resolve.
Unit 4, Day 5				• SWBAT to define the conclusion of their story as the final portion of their story that describes the attempts to resolve, solution, lesson, and includes a transitional sentence from the body. • SWBAT use a STORY map to help create the attempts to resolve of a story.	• Strategy	Tell about a time you took the bus. • SW create their written attempts to resolve that did not work by using their story map details.
Unit 4, Day 6	• SWBAT write correct strokes for upper and lowercase R, N, M, H.			• SWBAT to define the conclusion of their story as the final portion of their story that describes the attempts to resolve, solution, lesson, and includes a transitional sentence from the body.	• Strategy	Tell about a time you decorated for a holiday. • SW determine which transitional sentence best connects a problem to the attempts to resolve. • SW determine which attempt to

				• SWBAT create the most appropriate attempts to resolve and transition to the attempts to resolve for a pre-determined story.		resolve #1 best matches a pre-written story. • SW determine which attempt to resolve #2 best matches a pre-written story.
Unit 4, Day 7	• SWBAT write correct strokes for upper and lowercase V.			• SWBAT to define the conclusion of their story as the final portion of their story that describes the attempts to resolve, solution, lesson, and includes a transitional sentence from the body. • SWBAT create the most appropriate attempts to resolve and transition to the attempts to resolve for a pre-determined story.	• Shared	Tell about a time you took a walk. • SW determine which transitional sentence best connects a problem to the attempts to resolve. • SW determine which attempt to resolve #1 best matches a pre-written story. • SW determine which attempt to resolve #2 best matches a pre-written story.
Unit 4, Day 8		• SWBAT identify the predicate of a sentence.	• Strategy	• SWBAT to define the conclusion of their story as the final portion of their story that describes the attempts to resolve, solution, lesson, and includes a transitional sentence from the body. • SWBAT use a prompt to fill out a narrative STORY map, focus being on the solution in the conclusion.	• Strategy	Tell about a time you took the bus. • SW create the written solution to their story. *Students return to the previously created story map and written story.*
Unit 4, Day 9				• SWBAT to define the conclusion of their story as the final portion	• Strategy	Tell about a time you took the bus. • SW finish the written solution to

				of their story that describes the attempts to resolve, solution, lesson, and includes a transitional sentence from the body. • SWBAT use a STORY map to help create the solution of a story.		their story. • SW finish any previous components of their story that are incomplete.
Unit 4, Day 10		• SWBAT identify the predicate of a sentence.	• Shared	• SWBAT to define the conclusion of their story as the final portion of their story that describes the attempts to resolve, solution, lesson, and includes a transitional sentence from the body. • SWBAT create the most appropriate solution for a pre-determined story.	• Shared	Tell about a time you decorated for a holiday. • SW determine the best fitting solution to a pre-written story.
Unit 4, Day 11		• SWBAT identify the predicate of a sentence.	• Strategy	• SWBAT to define the conclusion of their story as the final portion of their story that describes the attempts to resolve, solution, lesson, and includes a transitional sentence from the body. • SWBAT create the most appropriate solution for a pre-determined story.	• Shared	Tell about a time you took a walk. • SW determine the best fitting solution to a pre-written story.
Unit 4, Day 12	• SWBAT write correct strokes for upper and lowercase K.			• SWBAT to define the conclusion of their story as the final portion of their story that describes the	• Strategy	Tell about a time you took the bus. • SW write their quick notes in their story notes about a lesson

				attempts to resolve, solution, lesson, and includes a transitional sentence from the body. • SWBAT use a prompt to fill out a narrative STORY map, focus being on the lesson of the story.		that could match their story.
Unit 4, Day 13	• SWBAT write correct strokes for upper and lowercase Z.			• SWBAT to define the conclusion of their story as the final portion of their story that describes the attempts to resolve, solution, lesson, and includes a transitional sentence from the body. • SWBAT use a STORY map to help create the lesson of a story.	• Strategy	Tell about a time you took the bus. • SW create their written lesson that matches the details created in their story map.
Unit 4, Day 14		• SWBAT identify the predicate and the subject of a sentence.	• Strategy	• SWBAT to define the conclusion of their story as the final portion of their story that describes the attempts to resolve, solution, lesson, and includes a transitional sentence from the body. • SWBAT use a prompt to fill out a narrative STORY map, focus being on the conclusion.	• Strategy	Tell about a time you surprised someone. • SW create their entire story map.
Unit 4, Day 15		• SWBAT identify the predicate and the subject of a sentence.	• Shared	• SWBAT use a STORY map to help create the introduction of a story.	• Shared	Tell about a time you surprised someone. • SW create their written introduction and their transition sentence to the body.

Unit 4, Day 16		• SWBAT identify the predicate and the subject of a sentence.	• Shared	• SWBAT use a STORY map to help create the body of a story.	• Shared	Tell about a time you surprised someone. • SW create their written body focusing on the "what characters want and why".
Unit 4, Day 17		• SWBAT define and recognize a complete sentence as a group of words that have at least one subject and one predicate.	• Strategy	• SWBAT use a STORY map to help create the body of a story.	• Shared	Tell about a time you surprised someone. • SW create their written body focusing on the "why a character can't have it" and "how they feel"
Unit 4, Day 18		• SWBAT define and recognize a complete sentence as a group of words that have at least one subject and one predicate.	• Shared	• SWBAT use a STORY map to help create the conclusion of a story.	• Shared	Tell about a time you surprised someone. • SW create a transition sentence to connect their bodies to the conclusion. • SW create their attempts to resolve and describe why they did not work.
Unit 4, Day 19		• SWBAT define and recognize a complete sentence as a group of words that have at least one subject and one predicate.	• Shared	• SWBAT use a STORY map to help create the conclusion of a story.	• Shared	Tell about a time you surprised someone. • SW create a the written solution to their story. • SW create their written lesson to their story.
Unit 4, Day 20		• SWBAT define and recognize a complete	• Strategy	• SWBAT recognize that the revision checklist is used to help	• Strategy	Tell about a time you surprised someone.

		sentence as a group of words that have at least one subject and one predicate.		identify & correct the elements of their narrative story.		• SW use their revision checklist to revise their story.
Unit 4, Day 21		• SWBAT define and recognize a complete sentence as a group of words that have at least one subject and one predicate.	• Shared	• SWBAT recognize that the editing checklist is used to help identify & correct grammar in their narrative story.	• Strategy	Tell about a time you surprised someone. • SW use their editing checklist to edit their story.
Unit 4, Day 22	•	• SWBAT define and recognize a complete sentence as a group of words that have at least one subject and one predicate.	• Shared	• SWBAT to provide feedback to peers around a revised and edited story.	• Shared	Tell about a time you surprised someone. • SW provide feedback to their peers around story components in their written narratives.

Unit 5: Common Core State Standards Alignment CCSS.ELA-LITERACY.W.1.1 Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure. CCSS.ELA-LITERACY.W.1.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.						
Unit, Day	**Handwriting Objective**	**Grammar Objective**	**Grammar Emphasis**	**Writing Technique Objective**	**Shared Writing Emphasis**	**Assessment**
Unit 5, Day 1		• SWBAT identify if a sentence is complete or not. • SWBAT determine the verb to input in a sentence to make it grammatically correct.	• Workshop	• SWBAT explain the difference between narrative and informational writing purposes. • SWBAT identify the components of a graphic organizer for a "How To.." story	• Strategy	How to wash your hands. • SW create an informational planning map for their story.
Unit 5, Day 2		• SWBAT identify if a sentence is complete or not. • SWBAT determine the verb to input in a sentence to make it grammatically correct.	• Workshop	• SWBAT create the hook and opening of a "How to…" text **Reinforced Objective(s):** • SWBAT identify the components of a graphic organizer for a "How To.." story • SWBAT create a story using the writing process.	• Strategy	How to wash your hands. • SW create their written hook. • SW create their opening
Unit 5, Day 3		• SWBAT identify if a sentence is complete or not. • SWBAT determine the verb to input in a sentence to make it grammatically correct.	• Workshop	• SWBAT create the steps of a "How to…" text **Reinforced Objective(s):** • SWBAT identify the components of a graphic organizer for a "How To.." story • SWBAT create a story using the	• Strategy	How to wash your hands. • SW create their STEPs 1-3

				writing process.		
Unit 5, Day 4		• SWBAT identify if a sentence is complete or not. • SWBAT determine the verb to input in a sentence to make it grammatically correct.	• Workshop	• SWBAT create the closing of a "How to…" text **Reinforced Objective(s):** • SWBAT identify the components of a graphic organizer for a "How To.." story • SWBAT create a story using the writing process.	• Strategy	How to wash your hands. • SW create their written closings for their how-to stories.
Unit 5, Day 5		• SWBAT identify if a sentence is complete or not. • SWBAT determine the verb to input in a sentence to make it grammatically correct.	• Workshop	• SWBAT go through the editing and revision process for an informational story. **Reinforced Objective(s):** • SWBAT follow the writing process while creating an informational text.	• Strategy	How to wash your hands. • SW use their revision checklist to revise their how-to stories. • SW use their editing checklist to edit their how-to stories.
Unit 5, Day 6		• SW complete a grammar review sheet.	• Workshop	• SWBAT go through the publishing process for an informational story. **Reinforced Objective(s):** • SWBAT follow the writing process while creating an informational text.	• Shared	How to wash your hands. • SW publish their informational how-to stories.
Unit 5, Day 7		• SW complete a grammar review sheet.	• Workshop	• SWBAT explain the purpose of an "Opinion" piece of writing. • SWBAT identify the components of a graphic organizer for an "Opinion" story **Reinforced Objective(s):** • SWBAT create a story using the	• Strategy	What pet should you get? • SW create their opinion story map for their story.

				writing process.		
Unit 5, Day 8		• SW complete a grammar review sheet.	• Workshop	• SWBAT create the opening of an "Opinion" text **Reinforced Objective(s):** • SWBAT identify the components of a graphic organizer for an "Opinion" story • SWBAT create a story using the writing process.	• Strategy	What pet should you get? • SW create the written opening of their opinion writing.
Unit 5, Day 9		• SW complete a grammar review sheet.	• Workshop	• SWBAT create the supporting facts of an Opinion text **Reinforced Objective(s):** • SWBAT identify the components of a graphic organizer for an "Opinion" story • SWBAT create a story using the writing process.	• Strategy	What pet should you get? • SW create their written supporting facts of their opinion writing piece.
Unit 5, Day 10		• SW complete a grammar review sheet.	• Workshop	• SWBAT create the closing of a "How to…" text **Reinforced Objective(s):** • SWBAT identify the components of a graphic organizer for a "How To.." story • SWBAT create a story using the writing process.	• Strategy	What pet should you get? • SW create their written closing to their opinion writing piece.
Unit 5, Day 11		•	• Workshop	• SWBAT identify the components of a graphic organizer for a "How To.." story • SWBAT create a story using the writing process.	• strategy	How to make a peanut butter and jelly sandwich. • SW create an informational planning map for their story.

Unit 5, Day 12		•	• Workshop	• SWBAT Write a How To… story using the writing process	• Strategy	How to make a peanut butter and jelly sandwich. • SW write their written closing to their how-to writing piece.
Unit 5, Day 13		•	• Workshop	• SWBAT identify the components of a graphic organizer for an "Opinion" story • SWBAT create a story using the writing process.	• Strategy	What is the best month of the year? • SW plan their written closing to their opinion writing piece.
Unit 5, Day 14		•	• Workshop	• SWBAT write an opinion story using the writing process	• strategy	What is the best month of the year? • SW write their written closing to their opinion writing piece.
Unit 5, Day 15		•	• Workshop	•	•	

Unit 6: Common Core State Standards Alignment

- CCSS.ELA-Literacy.W.1.3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.
- CCSS.ELA-Literacy.W.1.5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
- CCSS.ELA-Literacy.L.1.2 Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.
- CCSS.ELA-Literacy.L.1.1 Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.

Unit, Day	Handwriting Objective	Grammar Objective	Grammar Emphasis	Writing Technique Objective	Shared Writing Emphasis	Assessment
Unit 6, Day 1		• SWBAT describe how to create a compound sentence. ** This is a quick introduction of creating compound sentences for students.* ** Practice reinforcing the skill will be spiraled in during do-nows in upcoming lessons.*	• Strategy	• SWBAT define Show-Not-Tell as a technique used to describe and help their readers visualize their story. • SWBAT create 2-3 sentences using Show-Not-Tell to describe actions.	• Strategy	• SW create 2-3 complete sentences that could be used to show-not-tell an assigned character action.
Unit 6, Day 2		• SWBAT describe how to create a compound sentence. • SWBAT identify the coordinator in a compound sentence. ** This is a quick introduction of creating compound sentences for students.* ** Practice reinforcing the skill will be spiraled in during do-nows in upcoming lessons.*	• Strategy	• SWBAT define Show-Not-Tell as a technique used to describe and help their readers visualize their story. • SWBAT create a story map with details that reinforce show-not-tell actions.	• Shared	Tell about a time you created something special. • SW create a story map with details that describe their show-not-tell character actions throughout the story.

Unit 6, Day 3		• SWBAT describe how to create a compound sentence. • SWBAT identify the coordinator in a compound sentence.	• Shared	• SWBAT define Show-Not-Tell as a technique used to describe and help their readers visualize their story. • SWBAT create an introduction with details that reinforce show-not-tell actions.	• Shared	Tell about a time you created something special. • SW use their story map to create the introduction of their story using show-not-tell actions.
Unit 6, Day 4		• SWBAT describe how to create a compound sentence. • SWBAT identify the coordinator in a compound sentence.		• SWBAT define Show-Not-Tell as a technique used to describe and help their readers visualize their story. • SWBAT create a body with details that reinforce show-not-tell actions.	• Shared	Tell about a time you created something special. • SW use their story map to create the body of their story using show-not-tell actions.
Unit 6, Day 5		• SWBAT describe how to create a compound sentence. • SWBAT identify the coordinator in a compound sentence.		• SWBAT define Show-Not-Tell as a technique used to describe and help their readers visualize their story. • SWBAT create the attempts to resolve with details that reinforce show-not-tell actions.	• Shared	Tell about a time you created something special. • SW use their story map to create the attempts to resolve of their story using show-not-tell actions.
Unit 6, Day 6		• SWBAT describe how to create a compound sentence. • SWBAT identify the coordinator in a compound sentence.		• SWBAT define Show-Not-Tell as a technique used to describe and help their readers visualize their story. • SWBAT create the solution and lesson with details that reinforce show-not-tell actions.	• Shared	Tell about a time you created something special. • SW use their story map to create the solution and lesson of their story using show-not-tell actions.
Unit 6, Day 7				• SWBAT define Show-Not-Tell as a technique used to describe	• Shared	Tell about a time you worked with a partner.

				and help their readers visualize their story. • SWBAT create a narrative story using show-not-tell actions.		• SW create their story map, focusing on creating show-not-tell character actions details.
Unit 6, Day 8		▪ SWBAT determine appropriate conjugation of present tense regular verbs (-s) ▪ SWBAT distinguish between Standard English and dialect.	• Strategy	• SWBAT define Show-Not-Tell as a technique used to describe and help their readers visualize their story. • SWBAT create 2-3 sentences using Show-Not-Tell to describe feelings.	• Strategy	• SW create 2-3 complete sentences that could be used to show-not-tell an assigned character action.
Unit 6, Day 9		▪ SWBAT determine appropriate conjugation of present tense regular verbs (-s) ▪ SWBAT distinguish between Standard English and dialect.	• Shared	• SWBAT define Show-Not-Tell as a technique used to describe and help their readers visualize their story. • SWBAT create a story map with details that reinforce show-not-tell feelings.	• Shared	Tell about a time you were mischievous. • SW create their entire story map for a narrative prompt using show-not-tell character feeling details.
Unit 6, Day 10		• SWBAT determine appropriate conjugation of present tense regular verbs (-s) • SWBAT pick an appropriate verb in the correct conjugated tense to complete a sentence.	• Strategy	• SWBAT define Show-Not-Tell as a technique used to describe and help their readers visualize their story. • SWBAT create an introduction with details that reinforce show-not-tell feelings.	• Shared	Tell about a time you were mischievous. • SW create their introductions using their story map with show-not-tell character feeling details.
Unit 6, Day 11		• SWBAT determine appropriate conjugation of present tense regular	• Shared	• SWBAT define Show-Not-Tell as a technique used to describe and help their readers visualize	• Shared	Tell about a time you were mischievous. • SW create their bodies using their

		verbs (-s) • SWBAT pick an appropriate verb in the correct conjugated tense to complete a sentence.		their story. • SWBAT create a body with details that reinforce show-not-tell feelings.		story map with show-not-tell character feeling details.
Unit 6, Day 12		• SWBAT determine appropriate conjugation of present tense regular verbs (-s) • SWBAT distinguish between Standard English and dialect.	• Strategy	• SWBAT define Show-Not-Tell as a technique used to describe and help their readers visualize their story. • SWBAT create the attempts to resolve with details that reinforce show-not-tell feelings.	• Shared	Tell about a time you were mischievous. • SW create their attempts to resolve using their story map with show-not-tell character feeling details.
Unit 6, Day 13		• SWBAT determine appropriate conjugation of present tense regular verbs (-s) • SWBAT distinguish between Standard English and dialect.	• Shared	• SWBAT define Show-Not-Tell as a technique used to describe and help their readers visualize their story. • SWBAT create the solution and lesson with details that reinforce show-not-tell feelings.	• Shared	Tell about a time you were mischievous. • SW create their solution and lesson using their story map with show-not-tell character feeling details.
Unit 6, Day 14		• SWBAT determine appropriate conjugation of present tense regular verbs (-s) • SWBAT distinguish between Standard English and dialect.	• Shared	• SWBAT define Show-Not-Tell as a technique used to describe and help their readers visualize their story. • SWBAT create a narrative story using show-not-tell feelings.	• Workshop	Tell about a time you watched a sports game. • SW create their entire story map for a narrative prompt using show-not-tell character feeling and action details.
Unit 6, Day 15		• SWBAT determine appropriate conjugation of present tense regular	• Shared	• SWBAT define Show-Not-Tell as a technique used to describe and help their readers visualize	• Workshop	Tell about a time you watched a sports game. • SW create their introductions

		verbs (-s) • SWBAT distinguish between Standard English and dialect.		their story. • SWBAT create a story map with details that reinforce show-not-tell feelings and actions.		using their story map with show-not-tell character feeling and action details.
Unit 6, Day 16		• SWBAT determine appropriate conjugation of present tense regular verbs (-s) • SWBAT distinguish between Standard English and dialect.	• Shared	• SWBAT define Show-Not-Tell as a technique used to describe and help their readers visualize their story. • SWBAT create an introduction with details that reinforce show-not-tell feelings and actions.	• Workshop	Tell about a time you watched a sports game. • SW create their introductions using their story map with show-not-tell character feeling and action details.
Unit 6, Day 17		• SWBAT determine appropriate conjugation of present tense regular verbs (-s) • SWBAT distinguish between Standard English and dialect.	• Shared	• SWBAT define Show-Not-Tell as a technique used to describe and help their readers visualize their story. • SWBAT create the body with details that reinforce show-not-tell feelings and actions.	• Workshop	Tell about a time you watched a sports game. • SW create their bodies using their story map with show-not-tell character feeling and action details.
Unit 6, Day 18		• SWBAT determine appropriate conjugation of present tense regular verbs (-s) • SWBAT distinguish between Standard English and dialect.	• Shared	• SWBAT define Show-Not-Tell as a technique used to describe and help their readers visualize their story. • SWBAT create the conclusion with details that reinforce show-not-tell feelings and actions.	• Workshop	Tell about a time you watched a sports game. • SW create their conclusions using their story map with show-not-tell character feeling and action details.
Unit 6, Day 19		• SWBAT determine appropriate conjugation of present tense regular verbs (-s) • SWBAT distinguish	• Shared	• SWBAT define Show-Not-Tell as a technique used to describe and help their readers visualize their story. • SWBAT provide feedback to	• Workshop	• SW give feedback to their peers on the execution of show-not-tell techniques throughout a narrative story.

		between Standard English and dialect.		peers on use of show-not-tell.		

Unit 7: Common Core State Standards Alignment ▪ CCSS.ELA-Literacy.W.1.3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure. ▪ CCSS.ELA-Literacy.W.1.5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed. ▪ CCSS.ELA-Literacy.L.1.2 Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. ▪ CCSS.ELA-Literacy.L.1.1 Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.						
Unit, Day	**Handwriting Objective**	**Grammar Objective**	**Grammar Emphasis**	**Writing Technique Objective**	**Shared Writing Emphasis**	**Assessment**
Unit 7, Day 1		• SWBAT identify the components of a friendly letter. • SWBAT write common and proper nouns using the correct capitalization rules.	• Strategy	• SWBAT compose a response using appropriate uppercase and punctuation rules in a practice test activity. • SWBAT rephrase a question in a written response. **Reinforced Objective(s):** ▪ SWBAT apply capitalization rules. ▪ SWBAT apply punctuation rules. • SWBAT spell sight words and words in the text correctly.	• Strategy	• SW create a 1-2 sentence written response using proper grammar and conventions.
Unit 7, Day 2		• SWBAT edit a friendly letter for correct capitalization and punctuation rules.	• Strategy	• SWBAT compose a response using appropriate uppercase and punctuation rules in a practice test activity. • SWBAT rephrase a question in a written response. **Reinforced Objective(s):** ▪ SWBAT apply capitalization	• Strategy	• SW create a 1-2 sentence written response using proper grammar and conventions.

				rules. ▪ SWBAT apply punctuation rules. • SWBAT spell sight words and words in the text correctly.		
Unit 7, Day 3		• SWBAT produce and expand compound declarative, interrogative, imperative, and exclamatory sentences in response to prompt.	• Strategy	• SWBAT compose a response using appropriate uppercase and punctuation rules in a practice test activity. • SWBAT rephrase a question in a written response. **Reinforced Objective(s):** ▪ SWBAT apply capitalization rules. ▪ SWBAT apply punctuation rules. • SWBAT spell sight words and words in the text correctly.	• Strategy	• SW create a 1-2 sentence written response using proper grammar and conventions.
Unit 7, Day 4		• SWBAT produce and expand compound declarative, interrogative, imperative, and exclamatory sentences in response to prompt.	• Strategy	• SWBAT compose a response using appropriate uppercase and punctuation rules in a practice test activity. • SWBAT rephrase a question in a written response. **Reinforced Objective(s):** ▪ SWBAT apply capitalization rules. ▪ SWBAT apply punctuation rules. • SWBAT spell sight words and words in the text correctly.	• Strategy	• SW create a 1-2 sentence written response using proper grammar and conventions.

Unit 7, Day 5				• SWBAT produce and expand compound declarative, interrogative, imperative, and exclamatory sentences in response to prompt.	• Strategy	• SW complete a practice packet of mixed skills.
Unit 7, Day 6		• SWBAT describe how to create a compound sentence.	• Strategy	• SWBAT create a complete sentence with a subject and predicate. • SWBAT create a complete sentence in which their subjects and verbs agree. • SWBAT create a complete sentence while following capitalization and punctuation rules.	• Shared	• SW complete a practice packet of mixed skills.
Unit 7, Day 7		• SWBAT describe how to create a compound sentence.	• Strategy	• SWBAT create a complete sentence with a subject and predicate. • SWBAT create a complete sentence in which their subjects and verbs agree. • SWBAT create a complete sentence while following capitalization and punctuation rules.	• Shared	• SW complete a practice packet of mixed skills.
Unit 7, Day 8		• SWBAT edit sentences for correct capitalization and punctuation.	• Strategy	• SWBAT create a complete sentence with a subject and predicate.	• Shared	• SW complete a practice packet of mixed skills.

		• SWAT create complete sentences and edit for proper rules. • SWBAT create a written response with proper punctuation and capitalization rules being followed.		• SWBAT create a complete sentence in which their subjects and verbs agree. • SWBAT create a complete sentence while following capitalization and punctuation rules.		
Unit 7, Day 9				• SWBAT produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompt.	• Shared	• SW complete a practice packet of mixed skills.
Unit 7, Day 10				• SWBAT produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompt.	• Shared	• SW complete a practice packet of mixed skills.
Unit 7, Day 11		• SWBAT produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompt. • SWBAT sequence events in the most logical order. • SWBAT create and identify complete sentences that include a subject and a predicate and attend to capitalization and punctuation rules.		• SWBAT utilize their plan to write a corresponding introduction for a first grade story • SWBAT recall all major components of a first grade story	• Strategy	SW pick a prompt and begin their story map. • Imagine you were like Jack and Annie and were able to go back in time to the Magic Tree House. Tell a story about having landed during the time of: Dinosaurs, Slavery, Segregation • Imagine you were walking down the street one day and found a magical wand that made anything you wished bigger. •

Unit 7, Day 12		• SWBAT produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompt. • SWBAT sequence events in the most logical order. • SWBAT create and identify complete sentences that include a subject and a predicate and attend to capitalization and punctuation rules.		• SWBAT utilize their plan to write a corresponding introduction for a first grade story • SWBAT recall all major components of a first grade story	• Strategy	SW create their written introductions for their fantastical prompt. • Imagine you were like Jack and Annie and were able to go back in time to the Magic Tree House. Tell a story about having landed during the time of: Dinosaurs, Slavery, Segregation • Imagine you were walking down the street one day and found a magical wand that made anything you wished bigger. •
Unit 7, Day 13		• SWBAT produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompt. • SWBAT sequence events in the most logical order. • SWBAT create and identify complete sentences that include a subject and a predicate and attend to capitalization and punctuation rules.		• SWBAT utilize their plan to write a corresponding body for a first grade story • SWBAT recall all major components of a first grade story	• Strategy	SW create their written bodies for their fantastical prompt. • Imagine you were like Jack and Annie and were able to go back in time to the Magic Tree House. Tell a story about having landed during the time of: Dinosaurs, Slavery, Segregation • Imagine you were walking down the street one day and found a magical wand that made anything you wished bigger. •
Unit 7, Day 14		• SWBAT produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to	•	• SWBAT utilize their plan to write a corresponding conclusion for a first grade story • SWBAT recall all major components of a first grade story	• Strategy	SW create their written attempts to resolve for their fantastical prompt. • Imagine you were like Jack and Annie and were able to go back in time to the Magic Tree House.

		prompt.				Tell a story about having landed during the time of: Dinosaurs, Slavery, Segregation • Imagine you were walking down the street one day and found a magical wand that made anything you wished bigger. •
Unit 7, Day 15		• SWBAT produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompt.		• SWBAT utilize their plan to write a corresponding conclusion for a first grade story • SWBAT recall all major components of a first grade story	• Strategy	SW create their written solution and lesson for their fantastical prompt. • Imagine you were like Jack and Annie and were able to go back in time to the Magic Tree House. Tell a story about having landed during the time of: Dinosaurs, Slavery, Segregation • Imagine you were walking down the street one day and found a magical wand that made anything you wished bigger. •
Unit 7, Day 16		• SWBAT produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompt. • SWBAT sequence events in the most logical order. • SWBAT create and identify complete sentences that include		• SWBAT utilize their plan to write a corresponding body for a first grade story • SWBAT recall all major components of a first grade story	• Strategy	SW use a revision check list to revise their fantastical stories. • Imagine you were like Jack and Annie and were able to go back in time to the Magic Tree House. Tell a story about having landed during the time of: Dinosaurs, Slavery, Segregation • Imagine you were walking down the street one day and found a

		a subject and a predicate and attend to capitalization and punctuation rules.				magical wand that made anything you wished bigger.
Unit 7, Day 17		• SWBAT produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompt. • SWBAT sequence events in the most logical order. • SWBAT create and identify complete sentences that include a subject and a predicate and attend to capitalization and punctuation rules.		• SWBAT utilize their plan to write a corresponding body for a first grade story • SWBAT recall all major components of a first grade story	• Strategy	SW use an editing check list to edit their fantastical prompt. • Imagine you were like Jack and Annie and were able to go back in time to the Magic Tree House. Tell a story about having landed during the time of: Dinosaurs, Slavery, Segregation • Imagine you were walking down the street one day and found a magical wand that made anything you wished bigger. •
Unit 7, Day 18		• SWBAT produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompt. • SWBAT sequence events in the most logical order. • SWBAT create and identify complete sentences that include a subject and a predicate and attend to capitalization and punctuation rules.		• SWBAT utilize their plan to write a corresponding body for a first grade story • SWBAT recall all major components of a first grade story	• Workshop	SW publish their fantastical stories. •
Unit 7, Day 19		• SWBAT produce and expand complete simple and compound		• SWBAT utilize their plan to write a corresponding body for a	• Strategy	• SW receive feedback from their peers on their fantastical stories,

		declarative, interrogative, imperative, and exclamatory sentences in response to prompt. • SWBAT sequence events in the most logical order. • SWBAT create and identify complete sentences that include a subject and a predicate and attend to capitalization and punctuation rules.		first grade story • SWBAT recall all major components of a first grade story		focusing on show-not-tell techniques.

Unit 1 - Maps, Geography, and Spatial Connections

New Jersey State Standards:

6.6.2 A. The World in Spatial Terms

1. Explain the spatial concepts of location, distance and direction, including: the location of school, home, neighborhood, community, state, and country; the relative location of the community and places within it; and the location of continents and oceans.
2. Explain that the globe is a model of the Earth and maps are representations of local and distant places.
3. Demonstrate basic globe and map skills.

6.6.2 B. Places and Regions

1. Describe the physical features of places and regions as on a simple scale.
2. Describe the physical and human characteristics of places.

5.1.4 B. Inquiry and Problem Solving

1. Develop strategies and skills for information–gathering and problem-solving, using appropriate tools and technologies.
2. Identify the evidence used in an explanation.

Day/Topic:	Objectives:	Assessment/Activities:	Vocabulary:	Book:
Day 1	• SWBAT complete pre-unit assessment. • SWBAT practice routines and procedures for humanities lessons.	• SW complete unit 1 pre-unit assessment. • SW Practice routines and procedures (choral responses, etc) • SW complete a "Many Places We Live Challenge"	• All unit vocabulary	• No book
Day 2 The many places you live (home, street, neighborhood, city)	• SWBAT identify that they live in many places all at once. • SWBAT identify that they live in many places of varying sizes. • SWBAT identify that they live in a home, street, neighborhood, and city.	• SW respond to questions such as: *Can you explain what it means to live in many places at once? Why do you think your home is represented by the smallest box?* • SW compare the sizes of the many places they live. • SW design a set of organizers that use various sized boxes to model the relative size of the places they live.	• Home, town, street, neighborhood, city	• Where Do I Live? By: Neil Chesanow • 0812092414
Day 3 The many places you live (state, country, continent, world)	• SWBAT identify that they live in many places all at once. • SWBAT identify that they live in many places of varying sizes. • SWBAT identify that they live in a state, country, continent, and world.	• SW respond to questions such as: *Can you explain what it means to live in many places at once? Why do you think your home is represented by the smallest box?* • SW compare the sizes of the many places they live. • SW design a set of organizers that use	• State, country, continent, world	•

		various sized boxes to model the relative size of the places they live.		
Day 4 What is an address (P1)	• SWBAT identify what an address looks like. • SWBAT distinguish what each line of an address is showing. • SWBAT use their address as a model of the many places they live at once. • SWBAT justify why someone needs an address to explain where they live.	• SW read an invitation to Milly's party and answer: What do you predict this address tells us? • SW answer guided comprehension questions during the read-aloud. • SW identify that all different types of homes and different types of streets all have an address, during read-aloud. • SW identify what each line of an address represents. • SW use their own address to identify what each line in the address stands for.	• Home, town, street, neighborhood, country, state, zip code, address	• "My Street" by Rebecca Treays • 0746030770
Day 5 What is an address (P2)	• SWBAT identify what an address looks like. • SWBAT distinguish what each line of an address is showing. • SWBAT use their address as a model of the many places they live at once. • SWBAT justify why someone needs an address to explain where they live.	• SW circle the complete address. What does the address tell you? • SW answer guided comprehension questions. • SW create an address based off information about where someone lives.	• Home, town, street, neighborhood, country, state, zip code, address	• "Where Do I Live?" by Neil Chesanow
Day 6 Mini assessment/Address review	• SWBAT distinguish what each line of an address is showing. • SWBAT analyze an address as a model of the many places they live at once. • SWBAT explain what it means to live in many places at once. • SWBAT categorize the many places they live in relation to relative size (home, street, neighborhood, city, state, country, continent, and Earth).	• SW complete a mini-assessment to assess their knowledge on current Unit 1 information.	• Home, town, street, neighborhood, country, state, continent, world, zip code, address	• No book
Day 7	• SWBAT compare and contrast a city	• SW compare and contrast the city in RA	• city, Newark	• "Just Me and

My city - Newark	and the country. • SWBAT compare and contrast Newark to the city in story. • SWBAT classify Newark as a city. • SWBAT name their city, Newark.	to Newark. • SW respond to questions such as: *What is the relationship between the city in the story to your city, Newark? What characteristics justify Newark being classified as a city? How would you classify Newark; the city or the country?* • SW complete a written response to the prompt: *Ms. Smith is not sure if Newark is a city and she needs you to help her figure it out. What will you tell Ms. Smith to prove to her whether or not Newark is a city?*		Mom" by Mercer Mayer • 0613026659
Day 8 My city - Newark	• SWBAT interpret the location of Newark on a map of New Jersey using the cardinal directions. • SWBAT classify Newark as their state. • SWBAT explain the word "unique" and use it in context. • SWBAT persuade someone that Newark is a unique city.	• SW locate Newark on a map of New Jersey. • SW use examples of landmarks in Newark to support the idea that Newark is a "unique" city. • SW persuade people to come visit Newark. • SW respond to questions such as: *How would you explain to someone where Newark is on a map of New Jersey? Based on what you know, why would someone want to visit Newark?*	• City, Newark, unique	• "City Lullaby" by Marilyn Singer • 061860703
Day 9 My city – Newark/mini assessment	• SWBAT explain that they live in the city of Newark • SWBAT identify elements that make Newark special and unique. • SWBAT identify Newark on a map of New Jersey. • SWBAT identify that Newark is in the Northern part of New Jersey.	• SW complete a mini-assessment to assess their knowledge on their city, Newark.	• Compass, Newark, city	• No book
Day 10 My state - New Jersey	• SWBAT compare the relative sizes of their city and state. • SWBAT classify New Jersey as their	• SW determine the appropriate sized boxes that could represent their city and their state.	• New Jersey, cardinal directions, state,	• "Alfred Visits New Jersey" by Elizabeth O'Neil

	state. • SWBAT interpret the location New Jersey on a map of the United States of America using the cardinal directions. • SWBAT persuade someone that New Jersey is a unique state.	• SW interpret a teacher's verbal directions to determine where New Jersey is on a map of the USA. • SW respond to questions such as: *How would you justify that New Jersey is a unique state? Why does *The Statue of Liberty* help prove that New Jersey is a unique state?* • SW evaluate a list of things/landmarks/aspects of New Jersey to determine if that element helps support the statement "New Jersey is a unique state because…"	attraction	• 0979024072
Day 11 My state - New Jersey	• SWBAT compare the relative sizes of their city and state. • SWBAT classify New Jersey as their state. • SWBAT explain the location New Jersey on a map of the United States of America using the cardinal directions. • SWBAT persuade someone that New Jersey is a unique state.	• SW determine the appropriate sized boxes that could represent their city and their state. • SW help teacher create a road map of some unique places in New Jersey by using Newark as a starting point and verbalizing cardinal directions to travel from one point to another. • SW respond to questions such as: *What information do you have that supports New Jersey being called the "Garden State". What is your opinion of…?* • SW create a new state logo and explain why the logo helps describe the state of New Jersey.	• New Jersey, cardinal directions, state, element, unique, convince	• "G is for Garden State" by Eileen Cameron • 1585361526
Day 12 My state - New Jersey assessment	• SWBAT explain the size difference between their city and state. • SWBAT classify New Jersey as their state. • SWBAT explain the location New Jersey on a map of the United States of America using the cardinal directions.	• SW complete a mini-assessment to assess their knowledge on their state, New Jersey. • SW complete written responses to questions such as: *How would you describe the location of NJ on a USA map to someone? Which logo best represents New Jersey…why?*	• New Jersey, cardinal directions, state, element, unique, convince	• No book

	• SWBAT explain their opinion on a statement made about New Jersey.	• SW explain their opinion on the following statement: New Jersey is not worth visiting. If you go to New Jersey you will not enjoy yourself.		
Day 13 My country – USA (Alice Ramsey P1)	• SWBAT identify that their country is the United States of America. • SWBAT identify that the acronym "USA" stands for the United States of America • SWBAT identify that our country is vast and is made up of 50 states.	• SW respond to questions such as: *What evidence can you find that we are a united country? Can you identify the direction that Alice Ramsey is traveling?* • SW respond to writing prompt discussing the size of the country.	• United States of America, country, adventure, vast, state	• "Alice Ramsey's Grand Adventure" by Don Brown • 0618073167
Day 14 My country – USA (Alice Ramsey P2)	• SWBAT identify that their country is the United States of America. • SWBAT identify that the acronym "USA" stands for the United States of America • SWBAT identify that our country is vast and is made up of 50 states.	• SW respond to questions such as: *What evidence can you find that we are a united country? Can you identify the direction that Alice Ramsey is traveling?* • SW respond to writing prompt discussing the difficulties and lessons learned through traveling the country.	• United States of America, country, adventure, vast, state	• "Alice Ramsey's Grand Adventure" by Don Brown
Day 15 My country – USA (symbols P1)	• SWBAT identify that their country is the United States of America. • SWBAT identify the USA on a North American Map. • SWBAT interpret what the words freedom, equality, and liberty stand for. • SWBAT define what a symbol is.	• SW determine the appropriate sized boxes that could represent their city, state, and country. • SW interpret a teacher's verbal directions to determine where the USA is on a map of North America. • SW respond to questions such as: What do you visualize when you hear the word freedom? • SW create representations for freedom, liberty, and equality.	• United States of America, country, American, symbol, liberty, equality, freedom	• "Oh Say Can You See?:" by Sheila Keenan • 0439593603
Day 16 My country – USA (symbols P2)	• SWBAT identify that their country is the United States of America. • SWBAT identify the USA on a North American Map. • SWBAT identify at least 1 important symbol and fact about the country they live in.	• SW participate in a map challenge to locate the USA in North America. • SW answer guided comprehension questions focused on symbols of the USA. • SW create a book of US symbols and describe what they mean to our country.	• United States of America, country, American, symbol, liberty, equality, freedom	• "Oh Say Can You See?:" by Sheila Keenan

Day 17 My country - USA assessment	• SWBAT explain the size difference between their city, state and country. • SWBAT classify the USA as their country. • SWBAT explain the location of the USA on a map of North America using the cardinal directions. • SWBAT distinguish the meanings of various symbols of the United States.	• SW complete a mini-assessment to assess their knowledge on their country, the USA. • SW complete written responses to questions such as: *Why do you think we call our country the "united states of America"? What might you say or do to ensure that our country stays united? Why is it important that we live as a united country?* • SW match the meaning of a symbol to the visual representation of that symbol.	• United States of America, country, American, symbol, liberty, equality, freedom	• No book
Day 18 My continent - North America	• SWBAT identify that they live on the continent of North America. • SWBAT identify that North America is one continent that makes up the world. • SWBAT identify that there are over 20 countries that make up North America. • SWBAT define key vocabulary: explore, border, government, and island. • SWBAT describe why they would like to explore a different country in N.A. other than their own.	• SW identify that they live on the continent of North America. • SW use context clues to define key vocabulary words: explore, border, government, island. • SW use a map to complete a writing piece describing a country in North America they would like to explore and why.	• Explore, North America, continent, border, government, island	• "Explore North America" a Bobbie Kalman Book • 0778730891
Day 19 - Canada	• SWBAT identify that Canada is in the northern part of North America. • SWBAT identify Canada on a map of North America. • SWBAT identify 3 elements that make Canada unique and special. • SWBAT write a post card and send it to their homes describing a trip to Canada.	• Find Canada on the map of North America. Describe its location using cardinal directions. • List and describe: What are special unique things about Canada? • What direction is Canada located in on a map of North America? • Independent: Create a postcard from Canada and send it to your address! Write about unique things you are	• Explore, North America	• N/A

		doing that you would not be able to do back home in the USA.		
Day 21 – Mexico	• SWBAT identify that Mexico is in the southern part of North America. • SWBAT locate Mexico on a map of North America. • SWBAT describe Mexican culture through context clues, decoding of language, and picture evidence from the text. SWBAT describe what they could see and do on a trip to Mexico.	• SW use cardinal directions to describe where Mexico is located on a map of North America. • SW use visualization to describe Mexican people, places, and traditions. • SW create a postcard from Mexico and send it to their address. Write about unique things that you are seeing and doing that you would not be able to do at home.	• Explore, North America	• Off We go TO Mexico • 1846861594
Day 21 My continent - North America assessment	• SWBAT compare the relative sizes of their city, state, country, and continent. • SWBAT explain the location of the USA on a map of North America by using the cardinal directions. • SWBAT classify North America as their continent. • SWBAT distinguish between true and false statements about their continent, North America.	• SW complete a mini-assessment to assess their knowledge on their continent, North America. • SW complete written responses to questions such as: *What information do you know about North America that can support the statement, "North America is a continent made up of unique people, places, and things"?* • SW respond to true or false questions such as: *North America is one of the seven states. North America is made up of 24 different countries. Your continent is smaller than your country.*	• Explore, North America, continent	• No books
Day 22 The World - 7 continents	• SWBAT compare the relative sizes of their city, state, country, continent, and world. • SWBAT identify that the earth is made up of seven continents. • SWBAT outline various elements of each of the seven continents. • SWBAT recall that a geographer is a person who studies the land and water of the Earth.	• SW determine the appropriate sized boxes that could represent their city, state, country, continent, and world. • SW create a list of characteristics that would contribute to being a good geographer. • SW create an outline with the teacher with two important facts about each continent. • SW respond to questions such as: *Why*	• Explore, geography, geographer, land, water, greater/less	• "Blast off to Earth" by Loreen Leedy • 0823409732

	• SWBAT analyze a picture of the world to reason that there is more land than water on the earth (30% land and 70% water).	*would someone choose to go to…? What is your opinion of…?* • SW choose a continent that they would like to learn more about. SW create an action plan of what they would explore and find more about if they traveled to that continent.		
Day 23 Oceanography - 4 main oceans	• SWBAT mark the four main oceans on a map: Atlantic, Indian, Arctic, and Pacific. • SWBAT compare and contrast oceanography and geography. • SWBAT compare and contrast oceanographers and geographers. • SWBAT create a plan to utilize the world's oceans in a new way.	• SW interpret a world map to help teacher label a blank map of the four main oceans. • SW respond to questions such as: *What is similar/different about geography and oceanography? If I go north on my world map, what ocean will I run into?* • SW respond to the writing prompt: *Can you think of an original (new) way to use the Earth's oceans to help people around the world?*	• Oceanography, oceanographer, Atlantic Ocean, Pacific Ocean, Arctic Ocean, Indian Ocean	• "The Earth is Mostly Ocean" by Allan Fowler • 0516460382
Day 24 Oceanography - oceans in a bottle	• SWBAT mark the four main oceans on a map: Atlantic, Indian, Arctic, and Pacific. • SWBAT analyze a picture of the world to reason that there is more land than water on the earth (30% land and 70% water). • SWBAT create a graphic organizer to hold facts about the Earth's oceans.	• SW develop a KWL chart for the world's oceans. • SW discuss answers they already know to some KWL questions and record. • SW take part in an Oceanography blitz review game. • SW create replica "Ocean in a Bottle" for each of the four main oceans.	• Oceanography, oceanographer, Atlantic Ocean, Pacific Ocean, Arctic Ocean, Indian Ocean, experiment	• No books
Day 25 What is a map - Essential parts	• SWBAT distinguish the relationship between "bird's eye view" and the way we see objects on a map. • SWBAT provide examples of times when a map would be needed. • SWBAT evaluate a map to determine if it is good to use. • SWBAT fix an incomplete map.	• SW test different ways to view things and describe what they see: i.e. standing on a chair vs. sitting on the carpet. • SW categorize statements into "times you need a map" and "times you do not need a map". • SW sort maps into good maps to use and maps not good to use. • SW modify a map to incorporate missing	• map, cardinal directions, navigate, essential, map key, compass rose, title, symbols	• "Mapping Penny's World" by Loreen Leedy • 0805072624

		key elements such as the compass rose and map key.		
Day 26 Many Kinds of Maps - using directions	• SWBAT interpret a compass rose on a map and define its purpose. • SWBAT provide a set of directions using a map. • SWBAT identify a compass rose on a given map.	• SW fill in the missing directions on a compass rose. • SW create their own compass rose • SW label directions inside the classroom. • SW respond to questions such as: *How would you tell somebody to travel to…? What might happen if you tried to use a map and did not know your cardinal directions?* • SW use a map to create a set of directions for a stranger to get from Point A to Point B.	• map, cardinal directions, navigate, essential, compass rose	• "Many Kinds of Maps" by Susan Ring 0739876791
Day 27 What is a map - map key and symbols	• SWBAT distinguish the relationship between "bird's eye view" and the way we see objects on a map. • SWBAT identify that symbols are pictures that represent. • SWBAT create symbols that represent places on a map. • SWBAT create a map key for a map.	• SW sort pictures into categories "bird's eye view" and "ground view". • SW predict what given symbols could stand for. • SW create symbols for an empty map key. • SW create a map key for a given map with symbols.	• map, cardinal directions, navigate, essential, map key/legend, symbol	• "Map Keys" by Rebecca Aberg • 0516277731
Day 28 What is a globe	• SWBAT identify key characteristics of a globe. • SWBAT explain the purpose of a globe. • SWBAT use a globe to answer geographical questions about global locations.	• SW construct a list of characteristics they notice about a globe. • SW infer various reasons people might use a globe. • SW examine a globe to help answer geographical questions such as: *Do you agree or disagree with the statement that Australia is on the other side of the world? If you wanted to fly to Europe from New Jersey, which direction do you think would be best?* • SW provide a written response to the question: *Would you recommend a geographer or oceanographer to use a*	• Globe, represent	• "Maps and Globes" by Harriet Barton • 0064460495

		globe?		
Day 29 Maps vs. Globes	• SWBAT identify a map. • SWBAT identify a globe. • SWBAT use a Venn Diagram to compare and contrast. • SWBAT compare and contrast a map and a globe. • SWBAT determine when using a map or globe would apply.	• SW label and describe the parts of the Venn Diagram • SW build a Venn Diagram to compare and contrast a map and a globe. • SW determine what would be best to use, a map or globe, with given scenarios.	• map, cardinal directions, representation	• no book
Day 30 Review Day	• SWBAT answer questions pertaining to Unit 1 material discussed and taught.	• SW work in teams to accumulate points and answer the most answers completely and correctly.	• All unit vocabulary	• No books
Day 31 Post Unit Assessment	• SWBAT complete end of unit assessment	• SW complete end of unit assessment	• All unit vocabulary	• No books
Day 32 Post Unit Writing	• SWBAT complete an end of unit writing assessment.	• SW complete end of unit writing assessment	• All unit vocabulary	• No books

Unit 1 Project and/or Hands on Experiments:

- **YOU in the Many Places You Live -**
  - Throughout the unit, students will have the opportunity to bring in pictures of themselves in some of the many places they live at once: on their street, in their house, in their city, in their state, in their county, different places in their continent.
  - At the end of the mini- assessment for each of the "places we live" students who brought in pictures will have a chance to share their photos with the class. *For example, after the "city of Newark" assessment, students should bring in pictures of them in different places around Newark.* Students will share and explain where they are during the time of the picture.
  - Teacher will take the photographs and create a classroom collage that is continuously added to throughout the unit with pictures of scholars in the many places they live all at once.
- **Oceans-in-a-Bottle -**
  - This experiment will be used to spark a wrap up conversation about the 4 major oceans: Pacific, Atlantic, Indian, and Arctic. As the whole class discusses the four major oceans, teacher and volunteers are creating the 4 ocean-in-a-bottles using blue water, oil, and any ocean related objects. When students are done creating the four ocean bottles, they will get the opportunity to shake the bottle and create "waves" inside.
  - Students will create ocean replicas by answering challenge questions to earn their "job" for creating the ocean. Questions include, but are not limited to:

Where can you find the Pacific Ocean on a world map?
Where can you find the Atlantic Ocean on a world map?
Where can you find the Indian Ocean on a world map?

Where can you find the Arctic Ocean on a world map?
What does an oceanographer study?
Describe an ocean floor.
What types of plants or other objects would you find on the ocean floor?
What types of animals can you find in the ocean?
What type of water makes up the oceans? Is it safe to swallow or drink?
What do you call changes in the waves or the ocean? (tides)
How do oceanographers special tools help them find out information about the ocean?
How is ocean life different than life on land?

Unit 2 - Scientists and Scientific Thoughts

New Jersey State Standards:

5.1.4 A. Habits of Mind

1. Raise questions about the world around them and be willing to seek answers through making careful observations and experimentation.
2. Keep records that describe observations, carefully distinguish actual observations from ideas and speculations, and are understandable weeks and months later.
3. Recognize that when a science investigation is replicated, very similar results are expected.
4. Know that when solving a problem it is important to plan and get ideas and help from other people.

5.1.4 B. Inquiry and Problem Solving

1. Develop strategies and skills for information–gathering and problem-solving, using appropriate tools and technologies.
2. Identify the evidence used in an explanation.

5.2.4 A. Cultural Contributions

1. Describe how people in different cultures have made and continue to make contributions to science and technology.

5.2.4 B. Historical Perspectives

1. Hear, read, write, and talk about scientists and inventors in historical context.

Day/Topic:	Objectives:	Assessment and Activities:	Vocabulary:	Book:
Pre-Day 1 Pre-Unit Assessment	• SWBAT complete Unit 2 pre-unit assessment.	• SW complete Unit 2 pre-unit assessment.	• All unit vocabulary	• No book
Day 1 What is a scientist	• SWBAT identify that a scientist is a person who is interested in the world	• SW create a master list of characteristics possessed by scientists from the read	• Scientist, research,	• What is a Scientist? By

	and does research to find out about how things work and why things happen. • SWBAT construct a list of characteristics that scientists possess. • SWBAT to compare and contrast themselves to a scientist.	aloud. • SW collaborate to design a Venn Diagram that compares scholars in the class to a "scientist". • SW describe a scientist as someone who asks questions about the world and does research to find the answers. • SW respond to questions such as: *How does this prove _ is a scientist? What characteristics do you share….?* • SW respond to a writing prompt: *Do you agree or disagree with this statement: Scholars at North Star act as scientists.*	question, characteristic	Barbra Lehn
Day 2 Research and resources scientists use	• SWBAT organize the steps in the scientific method. • SWBAT recommend at least 2 ways they could conduct research on a given problem. • SWBAT recommend at least 2 resources they could use to get information for a given problem.	• SW categorize a group of items into resources and ways to conduct research. • SW sequence the steps of the scientific method. • SW respond to questions such as: *"What resources would you use to help solve this problem? What ways would you conduct research to solve this problem?"* • SW evaluate a group of items and recommend which would be appropriate to use as resources to help solve a given problem. • SW evaluate a group of items and recommend which would be appropriate to use as ways to conduct research to help solve a given problem.	• Scientific method, research, resource, scientist	• No books
Day 3 Mini assessment	• SWBAT develop a hypothesis about a given problem/topic. • SWBAT select appropriate resources they can use to test their hypothesis. • SWBAT complete a mini assessment on: scientists, scientific method, resources,	• SW complete a mini-assessment that asks them questions such as: *"What are some characteristics that all good scientists have? How would a scientist start to find to the answer to a question they have about the world? What steps*	• Scientist, research, question, characteristic, Scientific method, research,	• "Scientists ask Questions" by Ginger Garrett

	and research.	*are missing in the SM?"*	resource	
Day 4 Thomas Edison	• SWBAT describe key characteristics that categorize Thomas Edison as a scientist. • SWBAT determine the motive behind Thomas Edison's key experiments as he was growing up. • SWBAT use textual evidence to support their descriptions of Thomas Edison.	• SW use their characteristics chart of a scientist to compare and contrast Thomas Edison to a "scientist" and determine if he is considered a scientist. • SW respond to questions such as: *What facts can you use to prove that Thomas Edison acted and thought like a scientist? What was Thomas Edison's motive for…?"* • SW provide a written response to: *As Thomas Edison was growing up, he experimented in many different ways to find answers to his scientific questions. Do you have a scientific question about the world around you? What would your plan be to find the answer to your question?*	• Thomas Edison, invention, scientist, characteristic	• "Thomas Edison" by Elizabeth MacLeod
Day 5 Thomas Edison	• SWBAT compare how people used Edison's inventions in the 1800s and how they are used now. • SWBAT discuss how Thomas Edison's inventions impact our lives today. • SWBAT determine the motive behind Thomas Edison's key experiments. • SWBAT identify that Thomas Edison created other scientific inventions than the light bulb.	• SW create a list of inventions Thomas Edison created and infer how we still use them today (*with modifications and new technology*). • SW discuss possible reasons why Thomas Edison wanted to create his inventions and how they changed the way people lived during his life. • SW provide a written response to: *Thomas Edison was the first person to invent the phonograph. What would you improve the phonograph so it would be useful to you today?*	• Thomas Edison, invention, contribution, scientist, characteristic	• "Thomas Edison" by Elizabeth MacLeod
Day 6 Light Bulb Experiment	• SWBAT conduct a hands on experiment. • SWBAT create a hypothesis about a specific situation/problem. • SWBAT test their hypothesis in a scientific experiment.	• SW create a hypothesis for the question: How does this flashlight work? • SW test their hypothesis by breaking down a light bulb and working with their group.	• Experiment, experiment log, hypothesis, summarize, light bulb, materials	• No books

	• SWBAT log their discoveries during their hands on experiment. • SWBAT to summarize the outcome of their experiment and if their hypothesis was correct or incorrect.	• SW share their conclusions with the class. • SW summarize the outcome of their experiment and if their hypothesis was correct or incorrect in an experiment log.		
Day 7 Albert Einstein - Odd Boy Out	• SWBAT describe key characteristics that categorize Albert Einstein as a scientist. • SWBAT infer the mental state of Albert as he was growing up. • SWBAT support their opinion of the comment "Albert Einstein was an Odd Boy Out".	• SW use their characteristics chart of a scientist to compare and contrast Albert Einstein to a "scientist" and determine if he is considered a scientist. • SW respond to questions such as: *What facts can you use to prove that Albert Einstein acted and thought like a scientist? What was Thomas Edison's mental state when…?"* • SW provide a written response to: *Albert Einstein was considered "odd" as he was growing up. Do you think being "odd" helped Einstein in becoming a scientist?*	• Albert Einstein, odd, hypothesis, inquisitive, genius, fascinate	• "Odd Boy Out" by Don Brown
Day 8 Albert Einstein - Scientific Genius	• SWBAT describe key characteristics that categorize Albert Einstein as a scientist. • SWBAT infer the mental state of Albert Einstein as he was a grown man. • SWBAT identify how Einstein's ideas have led to modern day technology.	• SW interpret the illustrations throughout the read aloud to discuss the mental state of Albert Einstein. • SW respond to questions such as: *What did Albert do/say/think to prove that science was his main motivation in life? Did Albert's thoughts change as he grew up, what does this tell us about him?* • SW create a character chart for Albert Einstein and provide examples from throughout his life that support his characterization as a "scientist".	• Albert Einstein, odd, hypothesis, inquisitive, genius, fascinate	• Who was Albert Einstein? By Jess Brallier • 0448424967
Day 9 George Washington	• SWBAT summarize important events in George Washington Carver's early life. • SWBAT determine events that's	• SW help create a timeline with the teacher to chart the most important parts of GWC's early life.	• overcome, George Washington	• "George Washington Carver" by Lynea

Carver - early life	influenced GWC to become a scientist. • SWBAT create wonders about GWC's scientific work.	• SW compose wonders about GWC's scientific work. • SW respond to questions such as: *Why do you think GWC wanted to share his knowledge with other people? How did GWC become a scientist?* • SW provide a written response to: *Think about the important events from the early life of GWC. What do you think influenced GWC to become a scientist?*	Carver, discrimination, determined	Bowdish • 0516246445
Day 10 George Washington Carver - scientific contributions	• SWBAT identify what George Washington's contribution to the scientific world. • SWBAT outline what happens during crop rotation.	• SW create a list of objects that GWC worked with and describe how he improved them and made them more useful. • SW provide a written response to: *On our fieldtrip, we found out that Thomas Edison tried to improve many objects and make them better for people to use. How did GWC try to improve objects and make them more useful for people?*	• Crop rotation	• "George Washington Carver" by Lynea Bowdish
Day 11 Compare and Contrast - GWC vs. Albert Einstein	• SWBAT identify the components of a Venn Diagram. • SWBAT identify the uses of a Venn Diagram. • SWBAT compare and contrast themselves to a scientist. • SWBAT compare and contrast GWC and Albert Einstein.	• SW label their own Venn Diagrams and identify what each part is used for. • SW work together to contrast GWC and Albert Einstein. • SW create the "compare" of their Venn Diagrams independently. • SW provide a written response to: *Use your Venn Diagrams to help you think about this question: Which scientist are you mostly like? Why do you think that?*	• All vocabulary from GWC and Albert Einstein lessons	• No books
Day 12 Amelia Earhart -	• SWBAT determine how Amelia Earhart was similar to a scientist.	• SW debate whether or not Amelia Earhart was similar to a scientist.	• Amelia Earhart, aviation	• "Young Amelia Earhart" A dream

The adventurer	• SWBAT compare/contrast Amalia Earhart to a scientist. • SWBAT provide and support a character trait that best fits Amelia Earhart.	• SW determine character traits that best describe Amalia Earhart. • SW create a proposal on their view of whether or not Amalia Earhart was similar to a scientist.		to fly • 0816725284
Day 13 Amelia Earhart - Where did she go	• SWBAT explain how Amelia Earhart was similar to a scientist. • SWBAT outline characteristics that show how Amelia was an adventurer. • SWBAT compare the view of women from over 100 years ago to the view of them today.	• SW define what an adventurer is and how an adventurer helps lead the way for other people. • SW complete a do-now that frames their mind to think about challenges they overcame. • SW create a character map of characteristics that make Amelia an adventurer • SW provide a written response to: *Amelia Earhart is said to be an adventurer. Are there any ways that being an adventurer is like being a scientist?*	• Amelia Earhart, aviation, discrimination, accomplishment, women's rights, Atlantic Ocean, adventurer	• "Young Amelia Earhart" A dream to fly
Day 14 Rachel Carson - The Environmentalist	• SWBAT explain what an environmentalist is. • SWBAT outline the characteristics of Rachel as a young girl that lead her to become interested in becoming an environmentalist. • SWBAT interpret what the term "silent spring" would mean. • SWBAT independently create a character map and write about how Rachel lives the life of an environmentalist.	• SW define what an environmentalist is and give example of some things environmentalists would be interested in. • SW create a list of things that are found in the environment. • SW simulate a "silent spring" vs. a regular spring. • SW provide a written response to: *An environmentalist is dedicated to helping save the environment. How did Rachel Carson act as an environmentalist?*	• Rachel Carson, chemicals, pollution, environment, silent spring, environmentalist	• "Rachel: The Story of Rachel Carson" by Amy Elrich • 0152063242
Day 15 Rachel Carson - Keeping her dream alive	• SWBAT explain what an environmentalist is. • SWBAT create ways to help save the	• SW define what an environmentalist is and give example of some things environmentalists would be interested in.	• Rachel Carson, chemicals, pollution, environment,	• "Bernstein Bears Don't Pollute Anymore" by Stan Bernstein

	earth in their own community. • SWBAT infer what could happen if people did not take care of the earth and the animals that live on it. • SWBAT write how Rachel Carson's accomplishments helped them want to keep the earth clean.	• SW identify the symbol that represents Rachel Carson's achievements amongst other symbols. • SW brainstorm ways to help keep our planet clean. • SW provide a written response to: *Rachel Carson has inspired many people to change the way they treated the environment. How has Rachel Carson inspired you?* • SW share their plan of action in helping the Earth.	silent spring, environmentalist	• 0679823514
Day 16 Comparing and contrasting - Rachel C vs. Amelia E	• SWBAT identify the components of a Venn Diagram. • SWBAT explain the uses of a Venn Diagram. • SWBAT accurately use a Venn Diagram to compare/contrast two scientists. • SWBAT choose their favorite scientist and provide specific reasons why.	• SW label their own Venn Diagrams and identify what each part is used for. • SW discuss the uses of a Venn Diagram. • SW fill out their own Venn Diagram comparing and contrasting two scientists (Earhart and Carson). • SW provide a written response to: *Which scientist do you most identify with: Carson or Earhart.*	• All Rachel Carson and Amelia Earhart vocabulary	• No books
Day 17 Ben Franklin - good citizen and inventor	• SWBAT summarize how Ben Franklin's contribution to the world changed the way people lived many years ago. • SWBAT define and discuss what a good citizen is. • SWBAT defend Ben Franklin as being a good citizen. • SWBAT summarize how Franklin's inventions have developed into things we use today.	• SW compare the way people used Ben Franklin's inventions from the way we use them now. • SW create a list the characteristics of Ben Franklin that make him a good citizen. • SW discuss Ben Franklin's motivation to creating his inventions.	• Ben Franklin, citizen, community, lightening rod, bifocal, era	• "How Ben Franklin Stole the Lightening" by Rosalyn Schanzer • 0688169937
Day 18 Ben Franklin -	• SWBAT explain how Ben Franklin's lightening rod helped his community.	• SW identify the symbol that represents Ben Franklin's	• Ben Franklin, citizen,	• "How Ben Franklin Stole the

stealing the lightening	• SWBAT describe what being a good citizen is and how Ben Franklin embodied being a good citizen. • SWBAT infer how the world would be different without the inventions Ben Franklin created. • SWBAT use the scientific method to create a plan like that of Ben Franklin's.	achievement from other various symbols. • SW create a chart describing how Ben Franklin's inventions helped his community. • SW create a list characteristics of Ben Franklin that make him a good citizen. • SW provide a written response to: *Ben Franklin created an invention to help keep his community safe from lightening. What would your idea be to help your community?*	community, lightening rod, bifocal, compare	Lightening" by Rosalyn Schanzer
Day 19 Louis Pasteur - the milk man	• SWBAT identify Louis Pasteur as a scientist who is mostly famous for making milk safe for us to drink. • SWBAT explain how Pasteur's inventions have developed into things we use today. • SWBAT create a list what characteristics Louis Pasteur possesses that make him a scientist.	• SW describe the characteristics of Louis Pasteur using a character map. • SW discuss ways that Louis Pasteur worked scientifically during his life. • SW provide a written response to: *What characteristics does Louis Pasteur have that help characterize him as a scientist?*	• Louis Pasteur, scientist, characteristic, microscope , bacteria	**The Value of Believing in Yourself: The Story of Louis Pasteur** 0916392066
Day 20 Louis Pasteur - the milk man	• SWBAT identify that Louis Pasteur was a scientist who is mostly famous for making milk safe for us to drink. • SWBAT identify how Louis Pasteur's contribution to the world changed the way people lived many years ago. • SWBAT describe what makes something a "dairy product" and list examples of dairy products. • SWBAT identify what pasteurization is.	• SW identify the symbol that represents Louis Pasteur's from other various symbols. • SW write about the process of pasteurization and how it has changed the way we are able to eat dairy products. • SW discuss what food from a farm was like before Louis Pasteur's invention. • SW infer how we still use Louis Pasteur's inventions today.	• Louis Pasteur, scientist, characteristic, microscope , bacteria	**The Value of Believing in Yourself: The Story of Louis Pasteur** •
Day 21 Comparing and	• SWBAT identify the components of a Venn Diagram.	• SW label their own Venn Diagrams and identify what each part is used	• All vocabulary from Franklin and	• No books

Contrasting - Pasteur vs. Franklin	• SWBAT explain the uses of a Venn Diagram. • SWBAT accurately use a Venn Diagram to compare/contrast two scientists. • SWBAT choose their favorite scientist and provide specific reasons why.	for. • SW discuss the uses of a Venn Diagram. • SW fill out their own Venn Diagram comparing and contrasting two scientists (Pasteur and Franklin). • SW provide a written response to: *Which scientist do you most identify with: Pasteur or Franklin.*	Pasteur lessons	
Day 22 Color Experiment	• SWBAT conduct a hands on experiment. • SWBAT create a hypothesis about a specific situation/problem. • SWBAT test their hypothesis in a scientific experiment. • SWBAT log their discoveries during their hands on experiment. • SWBAT to summarize the outcome of their experiment and if their hypothesis was correct or incorrect.	• SW create a hypothesis for the question: How does this flashlight work? • SW test their hypothesis by breaking down a light bulb and working with their group. • SW share their conclusions with the class. • SW summarize the outcome of their experiment and if their hypothesis was correct or incorrect in an experiment log.	• All unit 2 vocabulary	• No books
Day 23 Review Day	• SWBAT complete end of unit review game show. • SWBAT answer questions pertaining to Unit 2 material discussed and taught.	• SW work in teams to accumulate points and answer the most answers completely and correctly. • SW answer review questions about Unit 2 material.	• All unit 2 vocabulary	• No book
Day 24 End of Unit Assessment	• SWBAT complete end of unit assessment	• SW complete end of unit assessment	• All unit vocabulary	• No books
Day 25 End of Unit Writing	• SWBAT complete an end of unit writing assessment.	• SW complete end of unit writing assessment	• All unit vocabulary	• No books
Day 26 Invention Day 1	• SWBAT apply the steps of the scientific method to help them improve an invention that has already been created. • SWBAT research information about the	• SW conduct research using computers. • SW research and compile a list of things that a computer can already do. • SW use their research to compile a list of	• All unit vocabulary	• No books

	invention they will improve.	things that a computer cannot do and would want a computer to be able to do. • SW determine their best ideas on how to improve a computer.		
Day 27 Invention Day 2	• SWBAT create a hypothesis on how they will improve an already created invention. • SWBAT apply the steps of the scientific method to help them improve an invention that has already been created. • SWBAT develop a plan for how to improve an already created invention.	• SW write and elaborate on their hypothesis and how to improve a computer. • SW write and elaborate on the purpose of their invention and how it will help people. • SW defend their ideas by explaining why people would want and use their invention. • SW describe what their invention will look like.	• All unit vocabulary	• No books
Day 28 Invention Day 3	• SWBAT create their invention.	• SW use various materials to build their invention. • SW use their logs to guide the construction of their invention.	• All unit vocabulary	• No books
Day 29 Invention Day 4	• SWBAT present and describe their invention ideas to the community. • SWBAT conclude whether or not an invention would be useful or not. • SWBAT record their opinions in an organized way.	• SW present their inventions to the class. • SW record their thoughts and questions about a invention that has been presented. • SW discuss their conclusions about an invention someone created.	• All unit vocabulary	• No books

Unit Project/Hands on Experiment:

- **Light Bulb Experiment (*day 6*):**
  - Students will go through the steps of the scientific method to develop an answer to the question "How does your flashlight work".

My question -

- The first step of the scientific method is to ask a question. Please write your question for today's experiment on those lines.

My hypothesis -

- To allow you to create an accurate and realistic hypothesis, I will allow you to take apart your flashlight. Watch me. *Teacher will model how to disassemble the flashlight.* Looking at all of the parts inside the flashlight will help you get a better understanding of how this flashlight might work!
- You will have 5 minutes to look at the parts of your flashlight, create, and write your hypothesis in your experiment log. *Teacher will set timer and give*

students time to explore.

How I can research -

- What does it mean to research? With this step, I want you to think of ways that you could research to help you conduct your experiment and answer your question. *Teacher will walk around to push thinking in groups.*

What my experiment looked like -

- Now you will have 5 minutes to test your hypothesis. Use this time to explore different ways to make your flashlight light up. If your hypothesis is not correct, good scientists never give up, so you should try an alternate idea. *Teacher will set timer for 5 minutes.*
- Wow, there was definitely scientific thinking being pushed in Syracuse! Now, your task is to describe what you did during your experiment in your experiment log. Be sure to use lots of describing words so if another scientist tries to read about your experiment he/she will visualize exactly what went on!

My conclusion -

- On the last section of your experiment log, you will write your conclusion to the experiment and any evidence you have collected that has helped you come up with an answer to your question.

- **Color Experiment (Day 22)**

My question:

- What is the first step in the scientific method? *The first step of the scientific method is to ask a question.* On the first page of your experiment log, you will see a section for your question. Your scientific question is what will happen when I put two different colors of play dough together?
- *Teacher will give students a moment to write down their question.*

How I can research:

- What is the second step in the scientific method? *Do research.* Again, for our research we will use each other. Do you have any background knowledge on what might happen when I mix these two colors of play dough together? *They will make a different color, since the food die changed color maybe the dough will change color. Depending on the food coloring colors, students may offer up an idea on what specific color they will make.*

My hypothesis:

- Now that we have done our research, we are ready to do the next step in the scientific method… MAKE OUR HYPOTHESIS! What do you think will happen when we mix these two colors of play dough together?
- *Teacher will give students a moment to write down their hypothesis.*

My Experiment:

- Now that we have our first 3 steps of the scientific method complete, we are ready to move onto the 4th step. What is the 4th step of the scientific method? *Yes, conduct an experiment*
- Each of you have two colors of dough on your desk. Now you will mix your two colors together and see if your hypothesis is correct. You will have two minutes to conduct your experiment!
- *Teacher will set the timer for two minutes to allow students to mix their colors. This is a silent independent task. Teacher will also walk around and question students about what they are observing.*

My conclusion:

- Wow! Some of your hypothesizes were almost exactly correct! As good scientists now we have to move on to the next step in the scientific method.

What must we do? *Make a conclusion!* You must now record our conclusion in our scientific experiment logs.

- *Teacher will give students time to write down their conclusion.*

- **Invention (Days 26-29)**

Day 1:

- Steps 1-(part of) 3 of Scientific Method

Day 2:

- Step 3 of the Scientific Method

Day 3:

- Step 4 of the Scientific Method

Day 4:

- Steps 5 and 6 of the Scientific Method

Unit 3 - Celebrating Cultures Around the World

New Jersey State Standards:

6.2 World History/Global Studies: All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.

6.1.P.D.3: Express individuality and cultural diversity

6.1.P.D.4 : Learn about and respect other cultures within the classroom and community.

6.1.4. D.19: Explain how experiences and events may be interpreted differently by people with different cultural or individual perspectives.

6.1.4. D.20: Describe why it is important to understand the perspectives of other cultures in an interconnected world.

6.1.4. D.13: Describe how culture is expressed through and influenced by the behavior of people.

Day/Topic:	Objectives:	Assessment:	Vocabulary:	Book:
Pre-Day 1 Pre-Unit Assessment	• SWBAT complete the Unit 3 pre-unit assessment.	• SW complete Unit 3 pre-unit assessment.	• All unit vocabulary	• No book
Day 1 Essential question/story previews	• SW BAT identify continents found on a world map. • SWBAT explain that people live differently across the world. • SWBAT discuss the importance of learning about the other ways people live. • SWBAT recite the essential question for the unit.	• SW point to and identify different continents that they will be exploring through the unit. • SW create a list of reasons why it is important to learn about other cultures. • SW draw a full-body picture of themselves to help illustrate culture and share with a partner.	• Essential question, Cinderella, passport	• All fairytales used throughout the unit
Day 2 What is culture - USA culture	• SWBAT define what culture is. • SWBAT rephrase that values are what is important to people. • SWBAT identify that traditions are things that people always do. • SWBAT summarize the elements that make up someone/some place's culture. • SWBAT create examples of American culture using the culture checklist.	• SW create examples of American culture as a class using their checklists. • SW write in detail about different elements that they live out in American culture.	• Culture, element, traditions, values, essential question	• No book
Day 3 Traditional Cinderella -	• SWBAT locate Europe/France on a world map. • SWBAT list the 7 elements that help	• SW complete a do-now to list the seven elements and define the meaning of culture.	• Culture, France, Eiffel tower, traditions, values,	• "Cinderella" by Barbra McClintock • 0439561450

France on a map	make up culture. • SWBAT define what culture is and how it helps define an individual or group of people. • SWBAT discuss examples of the French culture while reading the traditional version of Cinderella.	• SW label a world map to show where Europe is located. • SW write about the cultural elements of traditions, clothing, and symbols.	Europe	
Day 4 Traditional Cinderella - French Culture	• SWBAT locate Europe/France on a world map. • SWBAT list the 7 elements that help make up culture. • SWBAT define what culture is and how it helps define an individual or group of people. • SWBAT discuss examples of the French culture while reading the traditional version of Cinderella.	• SW write the definition of culture. • SW list the 7 elements that help make up someone's culture. • SW identify elements of French/European culture found in the traditional Cinderella. • SW write about the elements of culture found in the traditional Cinderella that reflect European/French culture.	• Culture, France, Eiffel tower, traditions, values, Europe	• "Cinderella" by Barbra McClintock
Day 5 Traditional Cinderella - French Culture	• SWBAT locate Europe/France on a world map. • SWBAT list the 7 elements that help make up culture. • SWBAT define what culture is and how it helps define an individual or group of people. • SWBAT identify the elements of the French culture while reading the traditional version of Cinderella.	• SW complete the do-now that assesses their knowledge of elements of culture. • SW list the 7 elements that help make up someone's culture. • SW list/identify elements of French/European culture found in the traditional Cinderella. • SW add evidence from the text to support French cultural elements.	• Passport, culture, French/France, Cinderella, evidence, cultural elements	• "Cinderella" by Barbra McClintock
Day 6 Compare and Contrast cultures - French vs. American	• SWBAT locate Europe/France on a world map. • SWBAT list the 7 elements that help make up culture. • SWBAT define what culture is and how it helps define an individual or group of people. • SWBAT compare and contrast the French culture to American culture	• SW complete rapid fire review prior to start of the lesson. • SW list the 7 elements that help make up someone's culture. • SW complete a Venn Diagram comparing and contrasting French culture to American culture.	• Culture, France, traditions, values, Europe, compare, contrast, Venn Diagram	• No books

Day 7 Wild Western Cinderella - Mississippi River/culture	• SWBAT locate the Wild West on a world map/map of the United States. • SWBAT identify that the Mississippi River helps split the USA between the east and west. • SWBAT discuss how the elements of USA western culture reflect through Cindy Ellen.	• SW explore the location of the Mississippi River on a map. • SW turn and talk about elements of culture apparent so far from the story. • SW interpret country slang from the west. • SW "pack a suitcase" with things they need to bring to the western USA. • SW label the west of the USA on a map.	• Gumption, Mississippi River, ranch, rodeo, culture, Wild West	• "Cindy Ellen" by Susan Lowell • 0064438643
Day 8 Western USA culture- values, traditions, animals	• SWBAT use textual and picture evidence from the story to identify how characters reflect the culture of the setting. • SWBAT identify the western part of the USA on a world map. • SWBAT discuss the differences between the eastern and western parts of the united states through evidence provided in the text. • SWBAT write about traditions, values, and important animals of the western part of the USA.	• SW complete a do-now to locate the western US on a world map. • SW answer critical thinking and inference questions during the read-aloud to help understand culture of the western part of the US. • SW pick a symbol that represents western values and write about evidence in the story that supports why that would be a value. • SW write how and why rodeos would be a tradition in the western part of the USA.	• Gumption, rodeo, ranch/rancher, culture, traditions, values	• "Cindy Ellen" by Susan Lowell
Day 9 Western USA culture - passports	• SWBAT locate the western part of the USA on a USA map. • SWBAT list the 7 elements that help make up culture. • SWBAT define what culture is and how it helps define an individual or group of people. • SWBAT interpret elements of the western USA culture while reading Cindy Ellen.	• SW complete the do-now that assesses their knowledge of elements of culture. • SW list the 7 elements that help make up someone's culture. • SW interpret elements of western USA culture found in Cindy Ellen. • SW add evidence from the text to support western USA cultural elements.	• Gumption, culture, values, traditions, passport, Mississippi River	• "Cindy Ellen" by Susan Lowell
Day 10 Compare	• SWBAT define what culture is and how it helps define an individual or group of	• SW work in groups to complete a specific section of a Venn Diagram comparing	• Western USA and Eastern USA	• No books

contrast cultures - Western USA and Eastern USA	people. • SWBAT to write wither they would rather stay in the eastern part of the US to live or move to the western part of the USA and why. • SWBAT compare and contrast the western US to the eastern US. • SWBAT compare data between classmates who would rather stay on the east or move to the west.	and contrasting the eastern US to the western US. • SW work as a class to put together a complete Venn Diagram to use for their independent practice writing. • SW write whether they would rather live in the eastern or western part of the US based on evidence of culture, and explain why. • SW interpret and compare data between classmates who want to stay in the east or move to the west.	vocabulary	
Day 11 Caribbean Culture - Where on the map	• SWBAT locate the Caribbean on a world map. • SWBAT interpret elements of culture reflected through Cendrillion. • SWBAT describe the setting of the island of Martinique and discuss how it helps us understand the Caribbean culture.	• SW complete a do-now on their visualizations of setting. • SW watch and actively participate during a PowerPoint presentation on Martinique. • SW interpret a French word using context clues. • SW classify items they would bring to the Caribbean and explain why.	• Tropical, island, culture, Caribbean Islands, Martinique	• "Cendrillion" by Robert D. San Souci • 0606240594
Day 12 Caribbean Culture - elements of culture	• SWBAT locate the Caribbean islands on a world map. • SWBAT use calypso music to help understand the culture of the Caribbean islands. • SWBAT interpret elements of the Caribbean culture while reading Cendrillion.	• SW circle the area of the world where they could find the Caribbean islands on a world map. • SW answer critical thinking, factual, and inferential questions during read-aloud to demonstrate knowledge of Caribbean culture in the story. • SW create a plate typical of food that would be served in the Caribbean. • SW compare a tradition of the Caribbean to a tradition of their own.	• Tropical, island, culture, Caribbean Islands, Martinique, tradition, values	• "Cendrillion" by Robert D. San Souci

Day 13 Caribbean Culture - passport	• SWBAT locate the Caribbean Islands on a world map. • SWBAT list the 7 elements that help make up culture. • SWBAT define what culture is and how it helps define an individual or group of people. • SWBAT interpret elements of the Caribbean culture while reading Cendrillion, the Caribbean Cinderella.	• SW complete the do-now that assesses their knowledge of elements of culture. • SW list the 7 elements that help make up someone's culture. • SW discuss elements of Caribbean culture found in Cendrillion during read aloud. • SW add evidence from the text to the graphic organizer to support Caribbean cultural elements found in Cendrillion.	• Tropical, island, culture, Caribbean Islands, Martinique, tradition, values	• "Cendrillion" by Robert D. San Souci
Day 14 Comparing contrasting cultures - Caribbean vs. Eastern USA	• SWBAT locate the Caribbean on a world map. • SWBAT list the 7 elements that help make up culture. • SWBAT discuss what culture is and how it helps define an individual or group of people. • SWBAT compare and contrast the Caribbean culture to American culture	• SW list the 7 elements that help make up someone's culture. • SW complete a do-now focused on a specific element of culture found in either the Eastern US or the Caribbean islands. • SW work together to complete a Venn Diagram comparing and contrasting Caribbean culture to American culture. • SW write about the similarities and differences between the cultures.	• All vocabulary from Eastern USA and Caribbean lessons	• No books
Day 15 Algonquin culture - who and where on the map	• SWBAT describe the location of the Algonquin tribe's relative location near Lake Ontario. • SWBAT determine elements of Algonquin culture while reading "The Rough Faced Girl" about an Algonquin tribe. • SWBAT answer critical thinking, inference, and factual questions during read aloud to demonstrate their understanding of the story and Algonquin life/culture.	• SW use textual and picture evidence to help provide clues about Algonquin culture. • SW locate Algonquin territory along Lake Ontario on a map. • SW create a picture to help them describe the setting of the story and make conclusions about where the Algonquin live. • SW originate symbols that could represent the Algonquin culture.	• Scar, Algonquin, Great Lakes, Lake Ontario, wigwam , culture	• The Rough Faced Girl • 0698116267

Day 16 Algonquin culture - elements of culture	• SWBAT locate the Algonquin tribe territory on a world map. • SWBAT interpret elements of Algonquin culture while reading "The Rough Faced Girl" about an Algonquin tribe. • SWBAT answer critical thinking, inference, and factual questions during read aloud to demonstrate their understanding of the story and Algonquin life/culture.	• SW use textual and picture evidence to help provide clues about Algonquin culture. • SW use information and clues to help form ideas around typical Algonquin food and ways of language. • SW decipher Algonquin words using a resource. • SW draw conclusions and describe typical meals eaten in the tribe.	• Algonquin, Great Lakes, Lake Ontario, culture, tradition	• The Rough Faced Girl
Day 17 Algonquin culture - passport	• SWBAT locate the Algonquin territory on a world map. • SWBAT list the 7 elements that help make up culture. • SWBAT define what culture is and how it helps define an individual or group of people. • SWBAT discuss the elements of the Algonquin culture while reading The Rough Faced Girl, the Native American Cinderella.	• SW complete the do-now that assesses their knowledge of elements of culture. • SW list the 7 elements that help make up someone's culture. • SW add evidence from the text to the graphic organizer to interpret Algonquin cultural elements found in The Rough Faced Girl.	• Algonquin, Great Lakes, Lake Ontario, culture, tradition	• The Rough Faced Girl
Day 18 Compare contrast cultures - Eastern USA vs. Algonquin	• SWBAT locate the Algonquin territory on a world map. • SWBAT list the 7 elements that help make up culture. • SWBAT define what culture is and how it helps define an individual or group of people. • SWBAT determine the elements of the Algonquin culture from reading the Rough Faced Girl. • SWBAT compare and contrast the Algonquin culture to Eastern US culture.	• SW complete rapid fire review prior to start of the lesson. • SW list the 7 elements that help make up someone's culture. • SW write about the similarities and differences between the cultures. • SW complete a Venn Diagram comparing and contrasting Algonquin culture to American culture.	• All vocabulary from Algonquin and Eastern USA lessons	• No books
Day 19	• SWBAT locate Europe/Ireland on a	• SW complete a do-now matching a	• Ireland, culture,	• The Irish

Irish culture - Where on the map	world map. • SWBAT list the 7 elements that help make up culture. • SWBAT define what culture is and how it helps define an individual or group of people. • SWBAT interpret the elements of the Irish culture while reading The Irish Cinderlad.	picture with the Irish word. • SW describe Ireland's location on a world map using cardinal directions and continent names. • SW label with pictures represent a "lad" and "lass". • SW create an Irish meal that could be eaten with the main character. • SW elaborate in writing about the importance of land to the Irish people.	Europe, lad, lass, Beacon	Cinderlad by Shirley Climo • 0064435776
Day 20 Irish culture - elements of culture	• SWBAT locate Ireland on a world map. • SWBAT list the 7 elements that help make up culture. • SWBAT define what culture is and how it helps define an individual or group of people. • SWBAT interpret the elements of the Irish culture while reading The Irish Cinderlad. • SWBAT create a character map that describes how Beacon represents the Irish culture.	• SW answer critical thinking, factual, and inferential questions during read-aloud. • SW identify examples of Irish culture during the read-aloud. • SW create a character map which they provide examples and evidence of elements of Irish culture. • SW write about whether or not they would like to have Beacon as a guide through Ireland. • SW identify and discuss important animals to the Irish culture.	• Culture, Beacon, character map, arhach	• The Irish Cinderlad by Shirley Climo
Day 21 Irish culture - passport	• SWBAT locate Ireland on a world map. • SWBAT list the 7 elements that help make up culture. • SWBAT define what culture is and how it helps define an individual or group of people. • SWBAT determine the elements of the Irish culture while reading The Irish Cinderlad, the Irish Cinderella.	• SW complete the do-now that assesses their knowledge of elements of culture. • SW list the 7 elements that help make up someone's culture. • SW help create an organizer that demonstrates elements of culture from Ireland. • SW add evidence from the text to the graphic organizer that support Irish cultural elements found in The Irish Cinderlad.	• Culture, Ireland/Irish, Europe, Beacon, traditions, values	• The Irish Cinderlad by Shirley Climo

Day 22 Compare contrast culture - Eastern USA vs. Irish	• SWBAT locate Ireland on a world map. • SWBAT list the 7 elements that help make up culture. • SWBAT define what culture is and how it helps define an individual or group of people. • SWBAT interpret the elements of the Irish culture from reading the Irish Cinderlad. • SWBAT compare and contrast the Irish culture to Eastern US culture.	• SW complete rapid fire review prior to start of the lesson. • SW list the 7 elements that help make up someone's culture. • SW list/identify elements of Irish culture found in the Irish Cinderlad. • SW write about the similarities and differences between the cultures.	• All vocabulary from Eastern USA and Irish lessons	• The Irish Cinderlad, by Shirley Climo
Day 23 Introduction to Korean culture	• SWBAT define the 7 elements that make up culture and discuss their importance on learning about the ways that other people live. • SWBAT determine the elements of the Korean culture while reading The Korean Cinderella. • SWBAT locate Asia/Korea on a world map. • SWBAT discuss how the Korean culture is rich and is rooted in many beliefs that date back many years.	• SW view a slideshow and answer guiding comprehension questions during the presentation on Korean culture. • SW answer critical thinking and inferential questions during the read aloud to help understand Korean culture. • SW write about traditional Korean clothing and how it helps represent Korean culture. • SW label the continent of Asia and the country of Korea on a world map.	• Korea/Korean, culture, symbols, traditions, hanbok, festival	• The Korean Cinderella by Shirley Climo • 0064433978
Day 24 Pear Blossom representing Korean culture	• SWBAT locate Korea/Asia on a world map. • SWBAT list the 7 elements that help make up culture. • SWBAT define what culture is and how it helps define an individual or group of people. • SWBAT determine the elements of the Korean culture while reading The Korean Cinderella. • SWBAT create a character map that describes how Pear Blossom represents	• SW answer critical thinking, factual, and inferential questions during read-aloud. • SW identify examples of Korean culture during the read-aloud. • SW create a character map which they provide examples and evidence of elements of Korean culture. • SW discuss and write about specific animals in the Korean culture and how they are important to Korean people. • SW interpret a Harvest Dance and write about their interpretation of the Korean	• Korea/Korean, culture, symbols, traditions, hanbok, festival	• The Korean Cinderella by Shirley Climo

	the Korean culture.	culture.		
Day 25 Korean Culture - passport	• SWBAT locate Korea on a world map. • SWBAT list the 7 elements that help make up culture. • SWBAT define what culture is and how it helps define an individual or group of people. • SWBAT interpret the elements of the Korean culture while reading The Korean Cinderella. • SWBAT discuss with each other elements of Korean culture and their appreciation for that element.	• SW list/identify elements of Korean culture found in The Korean Cinderella during read aloud. • SW add evidence from the text to the graphic organizer to support Korean cultural elements found in The Korean Cinderella. • SW complete a do-now that lends to the discussion about multiple views of Korean culture. • SW complete an independent sheet focused on the cultural elements of the traditional Korean way of life.	• Korea/Korean, culture, symbols, traditions, Pear Blossom, tokgabi	• The Korean Cinderella by Shirley Climo
Day 26 Compare contrast - Korean vs. Eastern USA	• SWBAT work in groups to create a classroom Venn Diagram on Korean and American culture. • SWBAT discuss Korean and American culture. • SWBAT compare and contrast American and Korean culture using a Venn Diagram.	• SW work independently to develop thoughts on their group's section of the Venn Diagram. • SW work in groups to develop sections of a Venn Diagram comparing and contrasting Korean and American culture. • SW write about the similarities and differences between the cultures.	• All vocabulary from Korean and USA lessons	• No books
Day 27 African culture - where on a map	• SWBAT locate Africa on a world map. • SWBAT list the 7 elements that help make up culture. • SWBAT define what culture is and how it helps define an individual or group of people. • SWBAT interpret the elements of the African culture while reading Mufaro's Beautiful Daughters. • SWBAT discuss how the elements of	• SW identify the meaning of their given names. • SW define the meaning of character names in the text to help them understand the plot and culture of the story. • SW write about the traditional meals and clothing described in the story. • SW write about any similarities they share with the food and clothing of the	• Mufaro, Nyasha, Manyara, Nyoka, African/Africa, culture	• Mufaro's Beautiful Daughters • 0140559469

	culture reflect through the African version of Cinderella.	story with their families.		
Day 28 African culture - focus on values	• SWBAT locate Africa on a world map. • SWBAT list the 7 elements that help make up culture. • SWBAT define what culture is and how it helps define an individual or group of people. • SWBAT interpret the elements of the African culture while reading Mufaro's Beautiful Daughters. • SWBAT discuss how the elements of culture reflect through the African version of Cinderella.	• SW answer critical thinking and inferencing questions to help understand the African culture. • SW compare the two daughters of the story to help identify African values. • SW complete a writing task on who they think is the most worthy daughter of the African King based off of their knowledge of African culture and character traits.	• Mufaro, Nyasha, Manyara, Nyoka, African/Africa, culture	• Mufaro's Beautiful Daughters
Day 29 African culture - passport	• SWBAT list the 7 elements that help make up culture. • SWBAT define what culture is and how it helps define an individual or group of people. • SWBAT list/identify the elements of the African culture while reading Mufaro's Beautiful Daughters. • SWBAT discuss how the elements of culture reflect through the African version of Cinderella.	• SW identify the meaning of their given names. • SW define the meaning of character names in the text to help them understand the plot and culture of the story. • SW answer critical thinking and inferencing questions to help understand the African culture. • SW complete a do-now that lends to the discussion about multiple views of African culture.	• Mufaro, Nyasha, Manyara, Nyoka, African/Africa, culture	• Mufaro's Beautiful Daughters
Day 30 Compare contrast - Traditional African vs. Eastern USA culture	• SWBAT locate Africa on a world map. • SWBAT list the 7 elements that help make up culture. • SWBAT define what culture is and how it helps define an individual or group of people. • SWBAT interpret the elements of the	• SW complete rapid fire review prior to start of the lesson. • SW list the 7 elements that help make up someone's culture. • SW complete a Venn Diagram comparing and contrasting African culture to American culture.	• All vocabulary from African and Eastern USA lessons	• No books

	African culture from reading Mufaro's Beautiful Daughters. • SWBAT compare and contrast the African culture to Eastern US culture.	• SW write about the similarities and differences between the cultures.		
Day 31 Review Day	• SWBAT complete end of unit review game show. • SWBAT answer questions pertaining to Unit 3 material discussed and taught.	• SW work in teams to accumulate points and answer the most answers completely and correctly. • SW answer questions about Unit 3 content.	• All vocabulary from unit	• No books
Day 32 Post Unit Assessment	• SWBAT complete end of unit assessment.	• SW complete end of unit assessment.	• All vocabulary from unit	• No books
Day 33 Post Unit writing	• SWBAT complete end of unit writing assessment	• SW complete end of unit writing assessment	• All vocabulary from unit	• No books

Unit Project/Hands on Experiment:

Family Culture Project:

- Students will be required to complete a home-project with their families that help facilitate a discussion around the culture that their family identifies with.
- A sheet will be sent home that outlines the 7 elements of culture accompanied with structured questions based around those elements.
- Families also have the option of creating posters or other visuals to accompany the project.

Passport Packets:

- At the end of each country studied, students will work in their "Passport Packets" to outline and identify elements of culture that correspond to that country.
- *This lesson takes place on the 3rd day of each country studied.*

Cultural Elements Graphic Organizer:

- Throughout the unit, teachers will use a poster board that has been divided into sections - one for every element of culture.
- Teacher will use visuals that correspond to each country being studied and have students match the visual to the element of culture that it represents.
- *Should be used as a quick do-now review on the day of the passport lessons.*

Culture Celebration:

- At the end if the unit, families will have the opportunity to bring in dishes of food that best represent the culture that their family identifies with.
- This celebration will take place the day after the post unit assessment and occur during the lunch period inside classrooms.

Unit 4 - What's the Weather

New Jersey State Standards:

6.6.2 C. Physical Systems

1. Recognize that the relationship of the Earth to the sun affects weather conditions, climate, and seasons.

6.6.2 E. Environment and Society

1. Describe the role of resources such as air, land, water, and plants in everyday life.
2. Describe the impact of weather on everyday life.

5.1.4 A. Habits of Mind

1. Raise questions about the world around them and be willing to seek answers through making careful observations and experimentation.
2. Keep records that describe observations, carefully distinguish actual observations from ideas and speculations, and are understandable weeks and months later.

5.1.4 B. Inquiry and Problem Solving

1. Develop strategies and skills for information–gathering and problem-solving, using appropriate tools and technologies.
2. Identify the evidence used in an explanation.

5.3.4 D. Data Analysis and Probability

1. Use tables and graphs to represent and interpret data.

5.8.2 B. Atmosphere and Water

3. Describe current weather conditions and recognize how those conditions affect our daily lives.
4. Describe daily and seasonal changes and patterns in the weather.

5.9.2 A. Earth, Moon, Sun System

1. Recognize that the sun supplies light and heat to the Earth.

Day/Topic:	Objectives:	Assessment:	Vocabulary:	Book:
Pre-Day 1 Assessment	• SWBAT complete the Unit 4 pre-unit assessment.	• SW complete Unit 4 pre-unit assessment.	• All unit vocabulary	• No book
Day 1 What is weather	• SWBAT create a list of various types of weather we may encounter. • SWBAT define and share out what weather is. • SWBAT answer comprehension questions using their knowledge of the definition of “weather” and information gained from shared reading.	• SW brainstorm different types of weather they know. • SW brainstorm why it’s important to learn about the weather. • SW define what “weather” is. • SW answer comprehension questions from shared reading poem.	• Weather, affect, weather watcher, opposite	• “Weather” by Meish Goldish (poem) • http://store.scholastic.com/content/stores/media/products/samples/95/9780590963695.pdf
Day 2 Meteorologists	• SWBAT explain what a meteorologist is. • SWBAT determine what type of qualities a	• SW independently read and then orally define a weather forecast. • SW independently read about and define what a meteorologist	• Meteorologist, prediction, forecast	• Meteorologist article (attached to plan)

	meteorologist must possess. • SWBAT evaluate how a meteorologist is important to our community. • SWBAT interpret a weather forecast to predict the weather.	is. • SW answer questions about meteorologists after reading informational passage. • SW write about being a meteorologist and if they would like to pursue a career in it when they grow up.		
Day 3 Intro to Thermometers	• SWBAT interpret a temperature reading from a thermometer. • SWBAT identify the use of a thermometer. • SWBAT recall a phrase for remembering how a temperature is read.	• SW rehearse a thermometer chant. • SW explain the purpose of a thermometer. • SW identify the temperature from reading a thermometer. • SW order temperatures from hottest to coldest.	• Thermometer, degrees Fahrenheit	• No book (pre-made thermometers)
Day 4 Thermometer Task - Thermometer review	• SWBAT interpret a temperature reading from a thermometer. • SWBAT match temperatures to the season they best fit. • SWBAT list the steps for charting weather and temperature daily in the classroom.	• SW respond orally (whole group) to temperature related facts. • SW predict the temperature outside. • SW read thermometers to explain the temperature. • SW read thermometers and match the temperature to the probable season.	• Thermometer, degrees Fahrenheit	• No book (pre-made thermometers)
Day 5 Sunshine Makes the Seasons	• SWBAT compare the positioning of the sun when talking about the 4 seasons. • SWBAT analyze how sunshine helps create the seasons. • SWBAT write about their	• SW simulate the earth's positioning during each of the 4 seasons. • SW simulate the earth spinning around the sun. • SW predict the earth's positioning during each season based off of information they	• Position, sunshine	• "Sunshine Makes the Seasons"

	understanding of the earth's positioning during the 4 seasons and how that helps change the seasons.	discovered through the discussion and simulations. • SW label pictures of the earth's positioning during each of the seasons. • SW write about how the sunshine helps change the seasons.		
Day 6 Seasons of Arnold's Apple Tree	• SWBAT match a tree to the season it represents. • SWBAT write about the effect the seasons have on (the earth) the apple tree in the story. • SWBAT infer the main idea of the read-aloud story "The Seasons of Arnold's Apple Tree". • SWBAT answer critical thinking and inferential questions during the read aloud.	• SW complete an independent practice on illustrating and writing about the seasons and the effect of the sun on the seasons. • SW answer comprehension during the read-aloud focused on the seasons' effect on the earth. • SW complete a rapid fire review based off of previously taught material from the unit.	• Seasons, cycle	• "The Seasons of Arnold's Apple Tree" • 0152712453
Day 7 Forecasting the Seasons	• SWBAT identify the probable season that matches a given illustration. • SWBAT create a weather forecast talking about a given season. • SWBAT brainstorm ideas for their weather forecast with a partner.	• SW create a weather forecast for a given season. • SW write about the month the season is occurring in, the type of weather that is occurring, why this type of weather might happen during that season, and what people can do during that type of weather.	• Forecast, meteorologist, prediction	• No books
Day 8 Forecast Presentations	• SWBAT identify the probable season that matches a given illustration. • SWBAT create a weather	• SW create a weather forecast for a given season. • SW write about the month the season is occurring in, the type of weather that is occurring, why	• Forecast, meteorologist, prediction	• No books

	forecast talking about a given season. • SWBAT present their forecasts to the class.	this type of weather might happen during that season, and what people can do during that type of weather.		
Day 9 Introduction to Clouds	• SWBAT recall the three types of main clouds: stratus, cumulus, cirrus • SWBAT explain what a cloud is.	• SW help create a graphic organizer identifying the 3 main clouds, what they look like, and what weather may come from each. • SW complete writing prompt about which cloud they want to learn more about and what they wonder about that cloud.	• Cloud, cirrus, cumulus, stratus, fog	• "The Cloud Book" by Tomie dePaola • 0823405311
Day 10 Cirrus Clouds	• SWBAT describe what a cirrus cloud looks like using 1 (L) or 2 (M&H) characteristics. • SWBAT determine different types of weather that can come from a cirrus cloud. • SWBAT propose the type of weather that might occur when shown a picture of that cloud.	• SW create a KWL chart about cirrus clouds. • SW pick out important information from websites visited during the lesson. • SW list three new facts they learned about cirrus clouds. • SW create a replica of a cirrus cloud from cotton.	• Cloud, cirrus, internet	• No books
Day 11 Cumulus Clouds	• SWBAT describe what a cumulus cloud looks like using 1 (L) or 2 (M&H) characteristics. • SWBAT determine different types of weather that can come from a cumulus cloud. • SWBAT propose the type of weather that	• SW create a KWL chart about cumulus clouds. • SW pick out important information from websites visited during the lesson. • SW list three new facts they learned about cumulus clouds. • SW create a replica of a cumulus cloud from cotton.	• Cloud, cumulus, internet	• No books

	might occur when shown a picture of that cloud.			
Day 12 Stratus Clouds	• SWBAT describe what a stratus cloud looks like using 1 (L) or 2 (M&H) characteristics. • SWBAT determine different types of weather that can come from a stratus cloud. • SWBAT propose the type of weather that might occur when shown a picture of that cloud.	• SW create a KWL chart about stratus clouds. • SW pick out important information from websites visited during the lesson. • SW list three new facts they learned about stratus clouds. • SW create a replica of a stratus cloud from cotton.	• Cloud, stratus, internet	• No books
Day 13 Intro day - water cycle	• SWBAT explain that precipitation rotates in a cycle that never ends. • SWBAT sequence the steps in the water cycle. • SWBAT interpret a model of the water cycle.	• SW act out the rain cycle as the teacher explains. • SW explain the rain cycle in their own words after each phase is reviewed. • SW put pictures of the rain cycle in sequential order.	• Water cycle, evaporation, condensation, precipitation	• No books (pre-made posters)
Day 14 Water Cycle - Reinforcement Day	• SWBAT re-create a specific step of the water cycle with their group. • SWBAT write about and illustrate the steps of the water cycle. • SWBAT define the water cycle. • SWBAT distinguish between a liquid and a gas.	• SW work with groups to recreate a step in the water cycle. • SW complete a writing and illustration on the water cycle. • SW create a T chart of liquids vs. gases.	• Water cycle, evaporation, condensation, precipitation	• No books (pre-made posters)

Day 15 Rain Talk - Literacy extension	• SWBAT identify onomatopoeia throughout a text. • SWBAT infer the step of a water cycle throughout the text. • SWBAT create a writing piece describing the process of the rain cycle.	• SW identify onomatopoeia during the read aloud. • SW complete writing piece using onomatopoeia. • SW complete a writing piece tracking the cycle of rain.	• Onomatopoeia, rain cycle	• Rain Talk • 0689716990
Day 16 Thunder	• SWBAT predict the plot of the story using the information already covered about weather conditions. • SWBAT conclude that thunder is a noise produced as a result of lightening. • SWBAT list the conditions needed for thunder to occur.	• SW use clues from the text to draw conclusions about the weather. • SW list the conditions needed for thunder to occur. • SW complete a writing task describing a time they experienced a thunder storm.	• Thunder	• "Thunder Cake" by Patricia Polaco • 0698115813
Day 17 Lightening	• SWBAT explain lightening forms from electricity in the clouds. • SWBAT list the conditions needed for lightening to occur. • SWBAT name at least two reasons that lightening can be very dangerous.	• SW create a safety poster that can name at least two reasons that lightening can be very dangerous and safety precautions they can take if there is a thunderstorm with lightening. • SW explain how lightening is created from teacher demonstration.	• Electricity, lightening	• "Flash, Crash, Rumble, and Roll" by Franklin Branley • 0064451798
Day 18 Review Day (optional)	• SWBAT complete UNIT 4 review game show. • SWBAT answer	• SW work in teams to accumulate points and answer the most answers completely and	• All unit vocabulary thus far	• No books

	questions pertaining to Unit 4 material previously discussed and taught prior to break.	correctly.		
Day 19 Snow	• SWBAT classify snow as a type of precipitation. • SWBAT define what snow is. • SWBAT interpret a model of the water cycle (pertaining to snow).	• SW complete the K section of their KWL chart after a deep preview of the text. • SW complete the W section of their KWL chart based off of the preview and information they know will be discussed during the read-aloud. • SW answer comprehension questions during the read aloud and add facts to the KWL chart. • SW complete a writing piece using their knowledge of snow derived from the lesson.	• Snow, freeze	• "Snow is Falling" by Franklyn M. Branley • 0064451860
Day 20 Wind	• SWBAT define what wind is. • SWBAT classify wind as a gas. • SWBAT categorize wind levels from 1-3.	• SW complete a do-now to predict what type of weather they will be learning about. • SW answer comprehension questions during read aloud. • SW act out hot air and cold air moving to create wind. • SW use pictures and descriptive words to categorize wind levels. • SW complete wind packet during their independent practice.	• Wind, weather vane, direction	• "Feel the Wind" • 0064450953
Day 21 Extreme vs. Normal	• SWBAT define extreme as far from normal/not something you see or experience every day. • SWBAT compare/contrast	• SW categorize normal and extreme pictures. • SW discuss what makes something extreme and something normal.	• Extreme, normal, flash flood, tornado, blizzard	• No books (shared reading posters)

	"normal/ordinary" weather conditions and "extreme" weather conditions. • SWBAT infer possible dangers during extreme weather.	• SW discuss observations around pictures that they see about normal weather conditions and extreme weather conditions. • SW create a Venn Diagram comparing and contrasting their pick of weather pairs.		
Day 22 Extreme Weather - Flash Floods	• SWBAT define extreme as far from normal/not something you see or experience every day. • SWBAT compare/contrast "normal/ordinary" weather conditions and "extreme" weather conditions. • SWBAT infer possible dangers during extreme weather. • SWBAT identify safety precautions to take during extreme weather situations • SWBAT explain that a flash flood is an effect of extreme weather.	• SW complete a do-now sheet on extreme weather. • SW watch and discuss what they saw in a flashflood video clip. • SW complete a shared reading about floods and flashflood facts. • SW brainstorm dangers of a flashflood. • SW compile a list of ways to stay safe in a flashflood after independently reading.	• Extreme, normal, flash flood	• No books
Day 23 Extreme Weather - Blizzards	• SWBAT define extreme as far from normal/not something you see or experience every day. • SWBAT compare/contrast "normal/ordinary" weather conditions and "extreme" weather	• SW complete a do-now sheet on extreme weather. • SW watch and discuss what they saw in a blizzard video clip. • SW complete a shared reading about blizzards and blizzard facts. • SW brainstorm dangers of a blizzard. • SW compile a list of ways to stay	• Extreme, normal, blizzard	• No books

	conditions. • SWBAT infer possible dangers during extreme weather. • SWBAT identify safety precautions to take during extreme weather situations • SWBAT classify a blizzard as an extreme type of weather.	safe in a blizzard after independently reading.		
Day 24 Extreme Weather - Tornados	• SWBAT define extreme as far from normal/not something you see or experience every day. • SWBAT compare/contrast "normal/ordinary" weather conditions and "extreme" weather conditions. • SWBAT infer possible dangers during extreme weather. • SWBAT identify safety precautions to take during extreme weather situations • SWBAT classify a tornado as an extreme type of weather.	• SW complete a do-now sheet on extreme weather. • SW watch and discuss what they saw in a tornado video clip. • SW complete a shared reading about tornados and tornado facts. • SW brainstorm dangers of a tornado. • SW compile a list of ways to stay safe in a tornado after independently reading.	• Extreme, normal, tornado	• N o book
Day 25 Extreme Weather - Group Projects	• SWBAT identify what constitutes as "extreme weather". • SWBAT describe different types of	• Do Now: SW write three types of extreme weather they know. • SW have a shared reading with their group	• Extreme, normal, tornado, blizzard, flash flood	• Owlie's Safety Books (PDF files) • http://www.nws.noaa.gov/om/brochures/OwlieSkywarnBrochure.pdf

	extreme weather that can develop. • SWBAT create a list of safety precautions to take during extreme weather situations. • SWBAT describe weather conditions prior to extreme weather occurring	focused on a specific type of extreme weather. • SW create a poster with factual information about their type of extreme weather. • SW present their posters with their group detailing what their extreme weather looks like, what weather comes with it, and safety tips to stay safe.		
Day 26 Extreme Weather - Video footage	• SWBAT decide if they would like to work with tracking extreme weather. • SWBAT watch and discuss what happens during extreme weather.	• SW complete a writing task that explains if they would like to track down extreme types of weather. • SW complete a writing task that describes scenes they saw in video clips.		• No books
Day 27 Weather Workshops	• SWBAT complete each of the 4 stations of the weather workshop. (weather station/forecasting, thunderstorm, snow/rain, clouds/wind) • SWBAT identify each kind of weather at each station and describe its conditions.	• Activity: SW complete each of the 4 stations of the weather workshop using all the concepts covered throughout the unit. (weather station/forecasting, thunderstorm, snow/rain, clouds/wind) • SW identify each kind of weather at each station and describe its conditions.	• All unit vocabulary	• Owlie's Lightening Safety booklets (PDF files)
Day 28 Review Day	• SWBAT complete UNIT 4 review game show. • SWBAT answer questions pertaining to Unit 4 material previously discussed and	• SW work in teams to accumulate points and answer the most answers completely and correctly.	• All unit vocabulary	• No books

	taught prior to break.			
Day 29 Post Unit Assessment	• SWBAT complete end of unit assessment.	• SW complete end of unit assessment.	• All vocabulary from unit	• No books
Day 30 Post Unit Writing	• SWBAT complete end of unit writing assessment	• SW complete end of unit writing assessment	• All vocabulary from unit	• No books

Unit Project/Hands on Experiment:

Spring Break Weather Project:

- Over spring break, students will be required to complete a weather project.
- **Weather Journal:** Students will track the temperature, record the temperature in a thermometer, describe in words what the weather was like that day, as well as predict what the weather will be like the following day. Students must track the weather in their weather journal for at least 5 consecutive days, however, tracking throughout the entire break is favored.
- **Temperature Bar Graph:** Students will use 5 days of temperatures from their weather journal and create a bar graph that visuals shows the changes in weather over 5 consecutive days.
- All journals and graphs are due back to school upon returning from spring break.

Weather Workshops (day 27)

- Four weather stations will be set up around the classroom. Students will rotate, in groups, around the classroom to complete each station.
- **Weather Station/Forecasting:** Scholars will go to the computers and navigate themselves through "weatherwizkids.com" .
- **Thunder/Lightening Storm:** Scholars will read "Owlie's Lightening Safety" activity book. At the end of the book is a fill-in-the-blank and true or false question page. Scholars will work to complete this page with the information provided in the packet. Each scholar will have their own activity book. *Teacher may want to assign an H student to read with an L student in the group.*
- **Rain Cycle:** At the rain cycle center, scholars will create a diagram that shows how the rain cycle works including key vocabulary and juicy details. At the bottom of your diagram scholars will explain, step-by-step, what happens during the water cycle.
- **Snow/Blizzard:** At the snow center scholars will compare and contrast a blizzard to a regular snow storm. Each scholar/group will have a picture to refer to, as well as the information/organizers that the class has compiled during lessons on extreme weather/blizzards.

Unit 5 - Early Exploration of the Americas				
6.1 U.S. History: America in the World. All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities. **6.2 World History/Global Studies.** All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century. **6.1.4.D.5** Relate key historical documents (i.e., the Mayflower Compact, the Declaration of Independence, the United States Constitution, and the Bill of Rights) to present day government and citizenship. **6.1.8.B.3**.a Assess how conflicts and alliances among European countries and Native American groups impacted the expansion of the American colonies. **6.1.8.B.1.b** Analyze the world in spatial terms, using historical maps to determine what led to the exploration of new water and land routes.				
Day/Topic:	**Objectives:**	**Assessment:**	**Vocabulary:**	**Book:**
Pre-Day 1 Pre Assessment	• SWBAT complete the unit 5 pre-assessment to gauge prior knowledge of Unit 5 material.	• SW complete pre-unit assessment.	• All unit vocabulary	• No books
Day 1 Timelines	• SWBAT identify and explain the purpose of using/creating a timeline • SWBAT define the word sequence. • SWBAT create a timeline using pre-	• SW identify a timeline within a group of pictures • SW put a set of given dates in sequence • SW define what a timeline is and the use of	• Historian, timeline	• No books

	determined dates. • SWBAT define the word "historian"	one • SW create a timeline with a given set of dates • SW explain why historians use timelines		
Day 2 How Long Ago - Why People Wanted to Explore	• SWBAT show Europe, Asia, "the Indies", and Africa on the world map. • SWBAT distinguish Europeans as people who live in Europe. • SWBAT define the word explore as to look/search for something new. • SWBAT propose at least one reason why Europeans wanted to explore the Indies. • SWBAT interpret the problem that Europeans encountered when they were trying to get to the Indies.	• SW will fill in the first page of their Exploration Log with the definitions of Europeans, explore, and historical. • SW create a route that could have been used by explorers to get to "The Indies" • SW label Europe, Asia, Africa, and "The Indies" on the world map in their Exploration Log. • SW pretend to be a European in the 1400s and write in their Exploration Logs about why they want to explore the Indies and the problem with getting there. • SW place "Europeans wanted to explore the Indies" on the classroom timeline for the 1400s.	• European, explore, Indies	Who Was Christopher Columbus? By Bonnie Bader • 9780448465883
Day 3 Christopher Columbus - Getting Started	• SWBAT explain who Christopher Columbus was. • SWBAT construct Christopher Columbus's plan/route for getting to the Indies from Europe. • SWBAT recite "In 1492 Columbus sailed the ocean blue" and explain what the phrase means. • SWBAT list the 3 ships that Columbus used to sail to the Indies. • SWBAT justify whether or not they would have joined Columbus on his voyage.	• SW place the next event on the classroom timeline to mark the start of Columbus's journey to the Indies. • SW define "voyage" • SW discuss which route they would have taken to the Indies and why. • SW answer comprehension questions from the read-aloud about Columbus trying to start his voyage to the Indies. • SW complete a writing task about whether or not they would join Columbus on his journey.	• Voyage	Who Was Christopher Columbus? By Bonnie Bader 9780448465883
Day 4 Columbus Reaches	• SWBAT explain Columbus's journey to the New World. • SWBAT indentify the date that Columbus	• SW complete the phrase "In 1492…" and explain the meaning • SW answer comprehension questions	• n/a	• Copies of "In 1492" by Jean Marzollo for each student

Land	finally reached the New World. • SWBAT locate where Columbus landed (Bahamas) on a world map. • SWBAT conclude that the Native Americans were already living on the land prior to Columbus reaching it. *C.C. did not discover this land.* • SWBAT conclude Columbus's motivation for traveling back and forth to the New World.	about Columbus and his main goal during 1492 • SW answer comprehension questions in written format in their copies of the story. • SW respond to the writing prompt: Pretend you were a sailor on one of Columbus's ships. What was your journey like while traveling to the Indies? What was it like to finally reach land?		
Day 5 Columbus and the Natives	• SWBAT evaluate the perspective of the Europeans and their interactions with the Native Americans. • SWBAT evaluate the perspective of the Native Americans and their interactions with the Europeans. • SWBAT define the word "perspective".	• SW complete do-now: Did Christopher Columbus "discover" the land of the Bahamas? • CW chart the perspective of Europeans and Native Americans throughout the read-aloud. • SW choose to be either a European explorer or Native America and write in their perspective about the opposing side. • SW brainstorm ways that the explorers and the native Americans could have resolved their differences.	• Perspective	Who Was Christopher Columbus? By Bonnie Bader • 9780448465883
Day 6 Columbus vs. Spaniards Debate	• SWBAT reenact a debate between the Native Americans and the explorers. • SWBAT to write about a way that the two groups could have resolved their differences.	• SW be broken in two groups (Europeans and Native Americans) and debate over how the two groups treated each other. • SW write in their Exploration Log about a plan to settle the differences between the two groups.	• Debate	• No books
Day 7 Mini Assessment	• SWBAT complete a mini assessment on previously taught material in Unit 5 • SWBAT complete any unfinished writing/independent tasks.	• SW complete a mini assessment for unit 5 material previously taught. • SW complete any unfinished tasks from day 1-6.	• All unit vocabulary thus far	• No books
Day 8 England Comes to	• SWBAT identify that England was the next country to explore the new world.	• SW define the 3 Gs - gold, god, and glory. • SW answer comprehension questions about European explorer's motivation	• New World, 3 Gs	• Pre-made information posters

the New World	• SWBAT infer the motivation for English sailors to travel to the "New World". • SWBAT identify Sir Walter Raleigh as the man who led the expedition for England to this "New World".	• SW turn and talk about the expectation Sir Walter Raleigh and his crew had before their voyage • SW complete a writing assignment explaining why or why not they wanted to explore the New World for England • SW add over-arching event to the class timeline		
Day 9 The Colony of Roanoke	• SWBAT define the following vocabulary - colony, Roanoke, Virginia. • SWBAT locate the Island of Roanoke on a map. • SWBAT compare/contrast life on Roanoke to life in England.	• SW sequence a group of events from previously taught lessons. • SW define key vocabulary in their exploration logs. • SW mark the island of Roanoke on a world map. • SW discuss how/why life was so difficult on the Island of Roanoke. • SW predict if this colony will survive or collapse and why. • SW vote on whether or not they think Roanoke will survive or collapse.	• Colony, Virginia, Roanoke	• "Roanoke: The Lost Colony" An unsolved Mystery from History by Jane Yolen • 0689823215
Day 10 The LOST Colony of Roanoke	• SWBAT to discuss and analyze why the first attempt at a Roanoke colony failed. • SWBAT create a hypothesis on what they believe happened to the colonists at Roanoke.	• SW read a informational passage on the first colony of Roanoke and answer comprehension questions after independently reading. • SW place Roanoke events on the classroom timeline. • SW summarize popular theories of what happened to the "Lost Colony of Roanoke" in their own words. • SW write about their hypothesizes for Roanoke.	• Theory	• "Roanoke: The Lost Colony" An unsolved Mystery from History by Jane Yolen • 0689823215
Day 11 Jamestown - Home at Last	• SWBAT explain that Jamestown was England's first SUCCESSFUL and permanent colony in America. • SWBAT identify the location of	• SW answer comprehension questions throughout read aloud to assess their understanding of new content. • SW complete a timeline of important	• Jamestown	• "Exploration and Conquest" by Betsy and Giulio Maestro • 0688154743

	Jamestown on a world map. • SWBAT conclude the importance of John Smith to the Jamestown colony.	events from the day's lesson and key events discussed.		
Day 12 Pocahontas	• SWBAT justify and explain the importance of Pocahontas to the settlers of Jamestown. • SWBAT evaluate the rising tension between Natives and colonists in Jamestown and deduct why this occurred. • SWBAT summarize the later part of Pocahontas's life in England.	• SW answer question: Do you think the settlers of Jamestown would have survived without the Natives? • SW answer comprehension during the read aloud. • SW use context clues to come up with meaning of new vocabulary words. • SW write in the perspective of Chief Powhatan's tribe on their feelings about Captain John Smith.	• Pocahontas, Powhatan, settlers	• "The Story of Pocahontas" by Caryn Jenner • 0756656117
Day 13 The Separatists Become the Pilgrims	• SWBAT explain who the pilgrims were and what their motivation was for heading to the New World. • SWBAT identify the Mayflower as the ship that brought them to the New World. • SWBAT describe the conditions and what daily life would have been like on the Mayflower. • SWBAT create a writing piece to showcase their opinion about traveling to the New World.	• SW write a historical event that happened before 1620. • SW answer comprehension questions that help push understanding of new vocabulary. • SW share out questions they have about the pilgrim's journey to the New World on the Mayflower. • SW formulate the answers to their own questions during the read-aloud and read-aloud discussion. • SW discuss what life would have been like on the Mayflower. • SW complete a writing assignment to explain whether or not they would have taken the journey on the Mayflower with the rest of the pilgrims.	• Separatists, pilgrims, Mayflower	• "If You Sailed on the Mayflower in 1620" by Ann McGovern • 0590451618
Day 14 Pilgrims Arrive	• SWBAT locate where and when the pilgrims finally landed in the "New World" on a map. • SWBAT recall the name of the colony the Pilgrims set up.	• SW complete a map challenge • SW share out questions they have about the pilgrim's arrival to the New World. • SW formulate the answers to their own questions during the read-aloud and read-	• Plymouth	• "If You Sailed on the Mayflower in 1620" by Ann McGovern

	• SWBAT describe what the colony of Plymouth was like (housing/some daily chores and work).	aloud discussion. • SW discuss what life would have been like in Plymouth. • SW complete a writing assignment to explain what life is like after arriving on Plymouth.		
Day 15 Life as a Pilgrim vs. Life as a Scholar	• SWBAT compare and contrast the lives of a Pilgrim child to that of their lives in 2010 in Newark. • SWBAT discuss whether or not they would have wanted to be a Pilgrim in the 1600s on Plymouth.	• SW do a quick write on whether or not they would have wanted to be a Pilgrim child on Plymouth • SW discuss ways their lives are similar or different from Sarah Morton's on Plymouth during the 1600s • SW respond to writing prompt about whether or not they would want to be a Pilgrim. They will write if their opinion had changed from the do-now activity	• n/a	• "Sarah Morton's Day" by Kate Waters • 9780439812207
Day 16 Plymouth Plantation Virtual Visit	• SWBAT use a virtual resource to gain information about life for the native people and pilgrims in the colony of Plymouth. • SWBAT finish any incomplete writing tasks from the unit. • SWBAT update any new vocabulary in their vocabulary resource books.	• SW complete quick writes: o one similarity/difference about their life and a pilgrim child's o who would you rather be, native or pilgrim • SW answer comprehension questions throughout web quest • SW finish any incomplete writing prompts • SW input and new vocabulary they have not form previous lessons	• n/a	• computer and screen
Day 17 Make Your Own Colony	• SWBAT develop a purpose for wanting to start a colony. • SWBAT choose a place on the map that would be a good place to start a colony. • SWBAT create a plan to start a successful colony. • SWBAT propose the type of relationship they would want with the Natives on the land already.	• SW brainstorm and record their ideas for each discussion point on what they would need to start a successful colony. • SW create a writing piece trying to convince people to leave Europe and come live in their colony. • SW share their colony ideas with the class. Students will decide if they would or would not like to join the colony and discuss why.	• All unit vocabulary	• Any most helpful graphic organizers from unit

Day 18 Post Unit Assessment	• SWBAT complete end of unit assessment.	• SW complete end of unit assessment.	• All vocabulary from unit	• No books
Day 19 Post Unit Writing Assessment	• SWBAT complete end of unit writing assessment	• SW complete end of unit writing assessment	• All vocabulary from unit	• No books

2nd Grade Mathematics

Unit 1 – Sums and Differences to 100

How does this unit connect to past and future units?
Unit 1 sets the foundation for students to master sums and differences to 20 **(2.OA.2)**. Students subsequently apply these skills to fluently add one-digit to two-digit numbers at least through 100 using place value understanding, properties of operations, and the relationship between addition and subtraction **(2.NBT.5)**. In Grade 1, students worked extensively with numbers to gain fluency with sums and differences within 10 **(1.OA.5)** and became proficient in a variety of counting strategies with base ten understanding. They also began to make easier problems to add and subtract within 20 and 100 by making ten and taking from ten **(1.OA.6, 1.NBT.4–6)**. In Unit 2, students will apply the strategies they have developed and the concepts about addition and subtraction within 100 to length units, as they work with real-world quantities. In Unit 3, students will use the concepts of making ten and taking from ten to build place value understanding. In Units 4 and 5, they will extend the fluency within 100 to addition and subtraction within 1,000.
What key Common Core standards does this unit address?
• CCSS.Math.Content.2.OA.A.1: Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem. • CCSS.Math.Content.2.OA.B.2: Fluently add and subtract within 20 using mental strategies.[2] By end of Grade 2, know from memory all sums of two one-digit numbers. • CCSS.Math.Content.2.NBT.B.5: Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction. • CCSS.Math.Practice.MP2: Reason abstractly and quantitatively. • CCSS.Math.Practice.MP3: Construct viable arguments and critique the reasoning of others. • CCSS.Math.Practice.MP5: Use appropriate tools strategically. • CCSS.Math.Practice.MP7: Look for and make use of structure. • CCSS.Math.Practice.MP8: Look for and express regularity in repeated reasoning.

Unit	Day	Type	CCS	Lesson Overview	Materials
1	1	DI	2.OA.1 2.NBT.5	**Title:** Habits of the Mathematician – MOLE – Knowns and Unknowns **Objective:** • SWBAT use MOLE (Mark it up, organize your workspace, label your numbers, Explain your thinking) as a strategy to interpret story problems. • SWBAT identify the knowns and the unknowns in a story problem. • SWBAT interpret the story problem structure (actions or relationships) for Join and Separate problems. **Intro:** • TW introduce MOLE. • TW model MOLE. • TW model determining knowns and unknowns. • TW model interpreting story problem structure. **Guided:** • SW practice using MOLE. • SW practice determining knowns and unknowns. • SW practice interpreting story problem structures. **Independent:** • SW practice using MOLE. • SW practice determining knowns and unknowns. • SW practice interpreting story problem structures. **Skill:** • MOLE • Story Problem Structure	• Student Story Problem Packets • MOLE Poster • MOLE Feedback Codes One-Pager • MOLE Student Bookmarks • Counting Cubes (for differentiation)
1	2	I	2.OA.1 2.NBT.5	**Title:** JRU/JCU – Making Tens and Adding to Tens Within 50 **Objective:**	• Student Story Problem Packets • MOLE Poster

				• SWBAT solve JRU and JCU story problems. • SWBAT add combinations of two one-digit numbers to make ten. • SWBAT fluently add to multiples of ten. **Launch:** • TW activate knowledge of combinations of ten. • TW have S skip count by tens. • TW have S add to tens. **Task:** • 2 JRU Story Problems with Combinations of 10 and Multiples of Ten • 2 JCU Story Problems with Combinations of 10 and Multiples of Ten **Discourse:** • TW chart samples that push sophistication towards making tens. • TW chart samples that push sophistication towards adding fluently to tens. **Practice:** • 2 JRU Story Problems with Combinations of 10 and Multiples of Ten • 2 JCU Story Problems with Combinations of 10 and Multiples of Ten **Conjecture:** • By knowing combinations of ten, addition is more efficient. • Adding a one-digit number to a multiple of ten is similar to adding tens and ones.	• MOLE Feedback Codes One-Pager • MOLE Student Bookmarks • Counting Cubes (for differentiation)
1	3	I	2.OA.1 2.NBT.5	**Title:** JCU/JSU – Making the Next Ten and Adding to Multiples of Tens Within 50 **Objective:** • SWBAT solve JCU and JSU story problems. • SWBAT add combinations of two-digit and one-digit numbers to make the next ten. • SWBAT fluently add to multiples of ten. **Launch:**	• Student Story Problem Packets • MOLE Poster • MOLE Feedback Codes One-Pager • MOLE Student Bookmark • Counting Cubes (for differentiation)

				• TW activate conjectures from yesterday's lesson. • TW have S skip count by tens. • TW activate combinations of two addends to make 20. **Task:** • 2 JCU Story Problems with Combinations of 20, 30, 40, and 50 • 2 JSU Story Problems with Combinations of 20, 30, 40, and 50 **Discourse:** • TW chart samples that push sophistication towards making the next ten. • TW chart samples that push sophistication towards adding fluently to tens. **Practice:** • 2 JCU Story Problems with Combinations of 20, 30, 40, and 50 • 2 JSU Story Problems with Combinations of 20, 30, 40, and 50 **Conjecture:** • By knowing combinations of ten, addition is more efficient. • Adding a one-digit number to a multiple of ten is similar to adding tens and ones. • If the ones in two addends make a 10, we can easily add 10 to the other tens in the numbers.	
1	4	I	2.OA.1 2.NBT.5	**Title:** SRU/SCU – Making Tens to Add and Subtract Within 50 **Objective:** • SWBAT solve SRU and SCU story problems. • SWBAT add combinations to make ten to more easily add or subtract. • SWBAT fluently subtract from multiples of ten. **Launch:** • TW activate conjectures from yesterday's lesson. • TW have S skip count by tens. • TW activate combinations of tens.	• Student Story Problem Packets • MOLE Poster • MOLE Feedback Codes One-Pager • MOLE Student Bookmarks • Counting Cubes (for differentiation)

				Task: • 2 SRU Story Problems with Combinations of 10, 20, 30, 40, and 50 • 2 SCU Story Problems with Combinations of 10, 20, 30, 40, and 50 **Discourse:** • TW chart samples that push sophistication towards making a ten to more easily subtract. • TW chart samples that push sophistication towards using addition of a multiple of ten as a strategy for subtraction. **Practice:** • 2 SRU Story Problems with Combinations of 10, 20, 30, 40, and 50 • 2 SCU Story Problems with Combinations of 10, 20, 30, 40, and 50 **Conjecture:** • Finding a missing addend between a ten and a number can be used as a strategy for subtraction. • Taking from tens is sometimes more efficient than taking away from a number that is not a multiple of ten. • You can make a ten in order to take from ten, as long as you take it away later.	
1	5	I	2.OA.1 2.NBT.5	**Title:** SCU/SSU – Taking from Tens Within 100 **Objective:** • SWBAT solve SCU and SSU story problems. • SWBAT add combinations to make ten to more easily add or subtract. • SWBAT fluently subtract from multiples of ten. **Launch:** • TW activate conjectures from yesterday's lesson. • TW have S skip count by tens. • TW activate combinations of tens.	• Student Story Problem Packets • MOLE Poster • MOLE Feedback Codes One-Pager • MOLE Student Bookmark • Counting Cubes (for differentiation)

				Task: • 2 SCU Story Problems with Combinations of 60, 70, 80, 90, or 100 • 2 SSU Story Problems with Combinations of 60, 70, 80, 90, or 100 **Discourse:** • TW chart samples that push sophistication towards making a ten to more easily subtract. • TW chart samples that push sophistication towards using addition of a multiple of ten as a strategy for subtraction. **Practice:** • 2 SCU Story Problems with Combinations of 60, 70, 80, 90, or 100 • 2 SSU Story Problems with Combinations of 60, 70, 80, 90, or 100 **Conjecture:** • Finding a missing addend between a ten and a number can be used as a strategy for subtraction. • Taking from tens is sometimes more efficient than taking away from a number that is not a multiple of ten. • You can make a ten in order to take from ten, as long as you take it away later.	
1	6	I	2.OA.2	**Title:** Does Order Matter? Within 20 **Objective:** • SWBAT use known combinations to add two or more numbers. • SWBAT consider whether reordering three addends results in the same result. • SWBAT create a generalization about reordering addends for all numbers. **Launch:** • TW activate knowledge of combinations of ten. • TW launch story problems. **Task:**	• Dry erase board/marker • Student Story Problem Packets • Counting Cubes (for differentiation) • Investigations - Second Grade, Unit 3, 1.1, pg. 26

				• Story Problems with Three Addends **Discourse:** • TW push towards conjecture about associative property and commutative property. **Practice:** • Story Problems with Three Addends **Conjecture:** • Addends can be added in any order and it will give you the same sum. • You can flip the addends and it will give you the same sum.	
1	7	I	2.OA.2	**Title:** Number Strings Within 20 **Objective:** • SWBAT use known combinations to add two or more numbers. • SWBAT relate the doubles and near doubles combinations. **Launch:** • TW collect strategies for combinations of 10s and doubles combinations in a number string. **Task:** • SW practice using combinations of 10s and doubles combinations in a number string. **Practice:** • SW practice using combinations of 10s and doubles combinations in a number string. **Conjectures:** • A known addition fact can be used to solve an unknown subtraction fact. (Using the relationship between addition and subtraction)	• Investigations - Second Grade, Unit 3, pg. 39 • Investigations - Second Grade, SAB, Unit 3, pgs. 4-5 • Investigations - Second Grade, SAB, Unit 3, pg. 6 • Dry erase board/marker • Chart Paper/Markers • Charted Equation with Towers (8+5+2) • Doubles Facts (attached) • Number Strings (attached) • Exit Ticket (attached)

				• A known addition fact can be used as a starting point to solve an unknown addition problem. (Creating equivalent, more efficient sums)	
1	8	I	2.OA.2	**Title:** Fact Families Within 20 **Objective:** • SWBAT define fact family. • SWBAT identify a number sentence belonging to a fact family. • SWBAT create a complete fact family using 3 numbers. **Launch:** • TW activate knowledge of addition and subtraction. **Task:** • SW compose fact families when given two numbers by identifying the numbers that create that fact family. Each fact family will consist of all possible equations that can match-up within that family. **Practice:** • SW produce fact families and identify the numbers that create that fact family along with the number sentences that correlate to the fact family. **Conjectures:** • A known addition fact can be used to solve an unknown subtraction fact. (Using the relationship between addition and subtraction)	• Do Now (attached) • Posted 3,6,9 Fact Family on Chart Paper (prepped the night before) • Posted 6 +5 and 8 + 2 Fact Families on Chart Paper (prepped the night before) • Unifix cubes for each S • Dry erase boards, markers, and erasers for each S • Fact Family Chant – printed in color and laminated (attached) • Fact Family Recording Sheet (attached) • Exit Ticket (attached) • Investigations - Unit 3, 3.1, pg. 108
1	9	PC	2.OA.2	**Title:** Plus 9 or 10 Bingo **Objective:** • SWBAT relate unknown combinations to known combinations. • SWBAT use cubes and the number line to show how addition combinations are related. • SWBAT develop fluency with the plus 9 and remaining combinations. **Intro:**	• Investigations - Second Grade, Unit 8, 2.1, pg. 52 • Dry erase board/marker • Chart Paper/Markers • Addition Cards: Remaining Combinations (attached

				• TW introduce the game. **Guided:** • SW play the game with partners. **Independent:** • SW complete an independent practice relating combinations. **Skill:** • Doubles Combinations • Near Doubles Combinations • Number Strings	
1	10	PC	2.OA.2	**Title:** The Remaining Combinations Within 20 **Objective:** • SWBAT relate unknown combinations to known combinations. • SWBAT develop fluency with the plus 9 and remaining combinations. **Intro:** • TW introduce the game. **Guided:** • SW play the game with partners. **Independent:** • SW complete an independent practice relating combinations. **Skill:** • Doubles Combinations • Near Doubles Combinations • Number Strings	• Investigations - Second Grade, Unit 8, pg. 59 • Dry erase board/marker • Chart Paper/Markers • Addition Cards: Remaining Combinations (attached)
1	11	ET	2.OA.1 2.OA.2 2.NBT.5	**Title:** Evaluative Task – Add and Subtract Within 100 **Objective:**	• Evaluate Poster • Student Story Problem Handouts

				• SWBAT evaluate student work adding and subtracting within 100. • SWBAT critique the reasoning of others and construct viable arguments. **Intro:** • TW introduce the way to evaluate other students' work. • TW introduce student work sample. **Guided:** • SW work with partners to evaluate incorrect student work and provide a correct solution. • TW debrief incorrect student work and discuss the reason why it is incorrect. • SW write a response explaining the incorrect reasoning and providing a correct solution. **Independent:** • SW practice critiquing incorrect student work and providing correct solutions. **Skill:** • Adding and Subtracting Within 100 • Critiquing Reasoning • Constructing Viable Arguments	
1	12	PT	2.OA.1 2.OA.2 2.NBT.5	**Title:** Performance Task – Trip to the Amusement Park **Objective:** • SWBAT integrate standards and skills from throughout the unit to solve a new task. • SWBAT apply mathematical skills to a real-world context. • SWBAT solve a multi-part problem. **Intro:** • TW activate knowledge of combinations. • TW activate previous conjectures from throughout the unit.	• Student Packets

				Guided: • SW independently solve the multi-part performance task while T collects data. • SW solve problems about a child's trip to the amusement park, including how many tickets bought, money spent, games played, and rides she went on. **Independent:** • TW debrief solutions to the multi-part performance task. **Skill:** • Adding and Subtracting Within 100 • Combinations • Making and Taking from 10s	

Unit 2 – Addition and Subtraction of Length Units

How does this unit connect to past and future units?

In Unit 1, students developed fluency with addition and subtraction within 20 in decontextualized terms. In Unit 2, students engage in activities designed to deepen their conceptual understanding of measurement and to relate addition and subtraction to length. In Unit 3, students will use the number line that was introduced in Unit 2 to further their number sense to 1,000. Their work in Unit 2 is exclusively with metric units in order to support place value concepts. Customary units are introduced in Unit 7. In Unit 8, students will utilize the concepts of equal parts on a number line diagram and ruler to develop an understanding of the equal parts of shapes.

What key Common Core standards does this unit address?

- CCSS.Math.Content.2.MD.A.1: Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.
- CCSS.Math.Content.2.MD.A.2: Measure the length of an object twice, using length units of different lengths for the two measurements; describe how the two measurements relate to the size of the unit chosen.
- CCSS.Math.Content.2.MD.A.3: Estimate lengths using units of inches, feet, centimeters, and meters.
- CCSS.Math.Content.2.MD.A.4: Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit.
- CCSS.Math.Content.2.MD.B.5: Use addition and subtraction within 100 to solve word problems involving lengths that are given in the same units, e.g., by using drawings (such as drawings of rulers) and equations with a symbol for the unknown number to represent the problem.
- CCSS.Math.Content.2.MD.B.6: Represent whole numbers as lengths from 0 on a number line diagram with equally spaced points corresponding to the numbers 0, 1, 2, ..., and represent whole-number sums and differences within 100 on a number line diagram.
- CCSS.Math.Practice.MP2: Reason abstractly and quantitatively.
- CCSS.Math.Practice.MP3: Construct viable arguments and critique the reasoning of others.
- CCSS.Math.Practice.MP5: Use appropriate tools strategically.
- CCSS.Math.Practice.MP6: Attend to precision.

Unit	Day	Type	CCS	Lesson Overview	Materials
2	1	I	2.MD.1 2.MD.2	**Title:** Introduction to Measurement – Units **Objective:** • SWBAT define length and units • SWBAT represent units of measurement by creating a measuring tool. • SWBAT identify that the space between tick marks on a measuring tool represent the unit.	• Length Poster • Student Packets • For each student: o Paper Clips o Large Erasers o Pencils o Centimeter cubes

				Launch: • TW activate knowledge of length. • TW activate knowledge of units for measuring length. **Task:** • SW work with partners to measure the lengths of objects using various physical objects as units. • SW design tools to represent their units of measurement. **Discourse:** • TW chart samples of student work that push understanding of units. • TW chart samples of student work that push understanding of units on a tool organized in a base ten relationship. **Practice:** • SW practice measuring objects with various physical units and create measuring tools to display those units. **Conjecture:** • Units are measurements of the exact same size that take up the same space. • Units are helpful because they make measuring accurate since each unit is the same size.	o Large Books o Student Desks o Soda cans
2	2	I	2.MD.1 2.MD.2	**Title:** Create a Centimeter Ruler **Objective:** • SWBAT create a centimeter ruler using centimeter cubes. • SWBAT identify that one meter is equivalent to one hundred centimeters. • SWBAT understand that ten centimeter rulers are equivalent to one meter stick because there are ten centimeters in each ruler. **Launch:** • TW activate knowledge of centimeter cubes.	• Student Packets • Meter Sticks • Centimeter Cubes for each student • Student Desks • Large books for each student

				• TW activate conjectures from yesterday's lesson about units. **Task:** • SW use centimeter cubes to design a centimeter ruler. • SW measure objects (desk, large book) using their centimeter rulers. **Discourse:** • TW chart samples that push understanding of organizing centimeter ruler using base ten units. • TW show how many centimeter rulers go into a meter stick. **Practice:** • SW practice measuring objects that are measured with centimeter rulers. **Conjecture:** • A centimeter ruler is made up of 10 centimeters. • A meter stick is 10 centimeter rulers or 100 centimeters because there are 10 centimeters in each ruler. • A centimeter is represented by the equal space between two tick marks on a centimeter ruler.	
2	3	PC	2.MD.1 2.MD.5	**Title:** Measure Using a Centimeter Ruler **Objective:** • SWBAT explain that a centimeter ruler is a tool that measures centimeters. • SWBAT accurately measure and record the length of a 2-D object using centimeters. • SWBAT measure the combined length of two objects and represent those measurements on a pictorial ruler. **Intro:** • TW ask S to provide procedure for measuring objects with a centimeter ruler. • TW activate knowledge of previously created conjectures.	• Student Packets • For each student: o Paper clips o Pencils o Erasers o Pattern Blocks

				Guided: • SW practice measuring objects individually and combined on their pictorial rulers. • TW debrief representations, showing arrows to represent individual counting between tick marks and large jumping. **Independent:** • SW practice measuring objects on their pictorial centimeter rulers and representing the measurements pictorially. **Skill:** • Measuring with a Centimeter Ruler • Combining Objects to Measure Total Length • Representing Measurement on a Pictorial Ruler	
2	4	PC	2.MD.1 2.MD.5	**Title:** Measure Using a Meter Stick **Objective:** • SWBAT explain that a meter stick is a tool that measures centimeters. • SWBAT accurately measure and record the length of a 2-D object using meter sticks. • SWBAT measure the combined length of two objects by creating centimeter rulers that start at nonzero endpoints. **Intro:** • TW ask S to provide procedure for measuring objects with a meter stick. • TW activate knowledge of previously created conjectures. **Guided:** • SW practice measuring objects individually and combined with their meter sticks. • TW debrief representations, showing how pictorial rulers started at nonzero endpoints and represented numbers within the 100 centimeters of the meter stick.	• For each partner pair: o Meter stick o Student desk o Large book o Pencils o Markers

				Independent: • SW practice measuring objects on their pictorial rulers and representing the measurements pictorially within 100 centimeters. **Skill:** • Measuring with a Meter Stick • Combining Objects to Measure Total Length • Representing Measurements Not Starting at Zero	
2	5	I	2.MD.5	**Title:** Add and Subtract Lengths Within 100 **Objective:** • SWBAT solve Join and Separate story problems with length contexts. • SWBAT represent Join and Separate story problems on a pictorial ruler. • SWBAT write number sentences representing story problems based on given pictorial ruler measurements. **Launch:** • TW activate previous conjectures. • TW launch story problems. **Task:** • SW solve Join and Separate problems with length contexts and either represent number sentences based on drawings or represent solutions on pictorial rulers. **Discourse:** • TW chart samples that push sophistication of representations on the pictorial ruler towards greater base ten understanding. **Practice:** • SW practice with Join and Separate story problems with length contexts. **Conjecture:** • When representing addition or subtraction on a ruler drawing, we can	• Student Packets

				show jumps of tens and ones to more efficiently represent our strategy.	
2	6	I	2.OA.1 2.NBT.5	**Title:** Two-Step JCU/SRU, JRU/SCU – Place Value/Properties of Addition **Objective:** • SWBAT solve two-step JCU/SRU, or two-step JRU/SCU story problems by using place value strategies or the properties of addition. **Launch:** • TW launch story problems. **Task:** • SW solve two-step story problems. **Discourse:** • TW chart samples that push towards greater base ten understanding or use of the properties of addition (associative, commutative). **Practice:** • SW solve two-step story problems. **Conjecture:** • Addition or subtraction can be made more efficient by grouping ones and tens. • By making a ten, or taking from a ten, addition or subtraction can be made more efficient. • We can order the addends in any way and we will get the same sum.	• Student Packets
2	7	ET	2.MD.1 2.MD.2 2.MD.4 2.MD.5	**Title:** Evaluative Task – Measuring, Adding, and Subtracting Lengths Within 100 **Objective:** • SWBAT evaluate student work that measures multiple objects and adds or subtract their within 100. • SWBAT critique the reasoning of others and construct viable arguments.	• Student Packets

				Intro: • TW introduce the way to evaluate other students' work. • TW introduce student work sample. **Guided:** • SW work with partners to evaluate incorrect student work and provide a correct solution. • TW debrief incorrect student work and discuss the reason why it is incorrect. • SW write a response explaining the incorrect reasoning and providing a correct solution. **Independent:** • SW practice critiquing incorrect student work and providing correct solutions. **Skill:** • Measuring Lengths on a Pictorial Ruler • Representing Lengths and Addition/Subtraction of Lengths on Pictorial Rulers • Adding and Subtracting Lengths Within 100 • Critiquing Reasoning • Constructing Viable Arguments	
2	8	I	2.MD.5 2.MD.6	**Title:** The Ruler As a Number Line **Objective:** • SWBAT solve Join and Separate story problems with length contexts. • SWBAT represent the answers to Join and Separate story problems on a pictorial ruler with non-centimeter units. • SWBAT relate the pictorial ruler to an abstract number line. **Launch:** • TW activate previous conjectures. • TW launch story problems.	• Student Packets

				Task: • SW solve Join and Separate problems with length contexts and either represent number sentences based on drawings or represent solutions on pictorial rulers. **Discourse:** • TW chart samples that push understanding of the abstract number line, including understanding the equal spacing of tick marks, the starting and ending at endpoints, the equal intervals of numbers at tick marks, and the upward directionality of numbers. **Practice:** • SW practice with Join and Separate story problems with length contexts on the number line. **Conjecture:** • The number line is a tool to represent numbers, counting, and operations visually. • The ruler is like a number line because it has numbers that go up from zero and they are equally spaced between tick marks. • The space between two tick marks represents one unit on the number line. • A number is represented by the distance between zero and the number of space between tick marks from zero. • Addition and subtraction on the number line can be represented by arrows showing the distance between tick marks.	
2	9	I	2.MD.6	**Title:** Representation on the Number Line **Objective:** • SWBAT solve Join and Separate story problems with measurement and non-measurement contexts. • SWBAT represent the answers to Join and Separate problems on a number line. • SWBAT diagram number lines accurately.	• Student Packets

				Launch: • TW activate previous conjectures. • TW launch story problems. **Task:** • SW solve Join and Separate problems with measurement and non-measurement contexts and either represent number sentences based on the number line or represent solutions on the number line. **Discourse:** • TW chart samples that push understanding of the abstract number line, including understanding the equal spacing of tick marks, the starting and ending at endpoints, the equal intervals of numbers at tick marks, and the upward directionality of numbers. **Practice:** • SW practice with Join and Separate story problems with measurement and non-measurement contexts on the number line. **Conjecture:** • The number line is a tool to represent numbers, counting, and operations visually. • The ruler is like a number line because it has numbers that go up from zero and they are equally spaced between tick marks. • The space between two tick marks represents one unit on the number line. • A number is represented by the distance between zero and the number of space between tick marks from zero. • Addition and subtraction on the number line can be represented by arrows showing the distance between tick marks.	
2	10	I	2.MD.6	**Title:** Use the Number Line to Add **Objective:** • SWBAT solve Join story problems with measurement and non-	• Student Packets

				measurement contexts. • SWBAT represent strategies for Join problems on a number line. • SWBAT diagram number lines accurately. **Launch:** • TW activate previous conjectures. • TW launch story problems. **Task:** • SW solve Join problems with measurement and non-measurement contexts and either represent number sentences based on the number line or represent strategies on the number line. **Discourse:** • TW chart samples that push understanding of representing arrows and jumps on a number line to model addition. • TW chart samples that push sophistication of modeling base ten understanding on the number line while accurately modeling the number line. **Practice:** • SW practice with Join story problems with measurement and non-measurement contexts on the number line. **Conjecture:** • The number line is a tool to represent numbers, counting, and operations visually. • The ruler is like a number line because it has numbers that go up from zero and they are equally spaced between tick marks. • The space between two tick marks represents one unit on the number line. • A number is represented by the distance between zero and the number of space between tick marks from zero. • Addition and subtraction on the number line can be represented by arrows showing the distance between tick marks.	

				• Grouping tens and ones to solve an addition problem can be modeled by jumping by tens and jumping by ones on the number line.	
2	11	I	2.MD.6	**Title:** Use the Number Line to Subtract **Objective:** • SWBAT solve Separate story problems with measurement and non-measurement contexts. • SWBAT represent strategies for Separate problems on a number line. • SWBAT diagram number lines accurately. **Launch:** • TW activate previous conjectures. • TW launch story problems. **Task:** • SW solve Separate problems with measurement and non-measurement contexts and either represent number sentences based on the number line or represent strategies on the number line. **Discourse:** • TW chart samples that push understanding of representing arrows and jumps on a number line to model subtraction. • TW chart samples that push sophistication of modeling base ten understanding on the number line while accurately modeling the number line. **Practice:** • SW practice with Separate story problems with measurement and non-measurement contexts on the number line. **Conjecture:** • The number line is a tool to represent numbers, counting, and operations visually. • The ruler is like a number line because it has numbers that go up from zero	• Student Packets

				and they are equally spaced between tick marks. • The space between two tick marks represents one unit on the number line. • A number is represented by the distance between zero and the number of space between tick marks from zero. • Addition and subtraction on the number line can be represented by arrows showing the distance between tick marks. • Grouping tens and ones to solve a subtraction problem can be modeled by jumping by tens and jumping by ones on the number line.	
2	12	I	2.OA.1 2.NBT.5	**Title:** Two-Step JCU/SSU, JSU/SRU – Relationship Between Addition and Subtraction **Objective:** • SWBAT solve two-step JCU/SRU, or two-step JRU/SCU story problems by using the relationship between addition and subtraction. **Launch:** • TW launch story problems. **Task:** • SW solve two-step story problems. **Discourse:** • TW chart samples that push towards understanding the relationship between addition and subtraction as opposites. **Practice:** • SW solve two-step story problems. **Conjecture:** • Addition and subtraction are opposite operations. • Addition and subtraction are related by the three numbers in the number sentence. • One of the addends can be subtracted from the sum of an addition number sentence to get the other addend.	• Student Packets

				• The difference between a minuend and subtrahend can be added to the subtrahend to get the minuend.	
2	13	ET	2.MD.6	**Title:** Evaluative Task – The Number Line **Objective:** • SWBAT evaluate student work that represents numbers, counting, or addition/subtraction on a number line. • SWBAT critique the reasoning of others and construct viable arguments. **Intro:** • TW introduce the way to evaluate other students' work. • TW introduce student work sample. **Guided:** • SW work with partners to evaluate incorrect student work and provide a correct solution. • TW debrief incorrect student work and discuss the reason why it is incorrect. • SW write a response explaining the incorrect reasoning and providing a correct solution. **Independent:** • SW practice critiquing incorrect student work and providing correct solutions. **Skill:** • Representation of Numbers and Counting on the Number Line • Number Line Diagrams • Representing Addition/Subtraction on the Number Line • Critiquing Reasoning • Constructing Viable Arguments	• Student Packets
2	14	PT	2.MD.1 2.MD.2 2.MD.4	**Title:** Performance Task – What's the Longest? **Objective:**	• Student Packets • For each student: o Centimeter rulers

			2.MD.5 2.MD.6 2.OA.1	• SWBAT integrate standards and skills from throughout the unit to solve a new task. • SWBAT apply mathematical skills to a real-world context. • SWBAT solve a multi-part problem. **Intro:** • TW activate knowledge of combinations. • TW activate previous conjectures from throughout the unit. **Guided:** • SW independently solve the multi-part performance task while T collects data. • SW measure various objects combined in order to find the combination of 3 objects that is the longest and prove it on the number line. **Independent:** • TW debrief solutions to the multi-part performance task. **Skill:** • Adding and Subtracting Within 100 • Measuring Length with a Centimeter Ruler • Measuring Length with a Meter Stick • Representing Numbers and Operations on a Number Line Diagram	o Pipe cleaner o Straw o Spoon o Pencil o Paper Clip o Giant eraser

Unit 3 – Place Value, Counting, and Comparison of Numbers to 1,000

How does this unit connect to past and future units?
In Unit 2, students added and subtracted measurement units within 100 (**2.MD.5**, **2.MD.6**), a meaningful application of their work from Unit 1 (**2.NBT.5)** and a powerful bridge to the base ten units of Grade 2. In Unit 2, students expand their skill with and understanding of units by bundling ones, tens, and hundreds up to a thousand with straws. Furthermore, in this unit, instruction includes a great deal of counting: by ones, tens, and hundreds (**2.NBT.2**). Students build on the concepts of counting on a centimeter ruler or a number line diagram to count within 1,000. Whereas in Unit 1, students composed and decomposed tens, students are now composing and decomposing hundreds. The comparison and composition of three-digit numbers in Unit 3 will lay the foundation for addition and subtraction within 1,000 in Units 4 and 5, as students begin to decompose and compose tens and hundreds when adding and subtracting three-digit numbers.
What key Common Core standards does this unit address?
• CCSS.Math.Content.2.NBT.A.1: Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones. Understand the following as special cases: o CCSS.Math.Content.2.NBT.A.1.a: 100 can be thought of as a bundle of ten tens — called a "hundred." o CCSS.Math.Content.2.NBT.A.1.b: The numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight, or nine hundreds (and 0 tens and 0 ones). • CCSS.Math.Content.2.NBT.A.2: Count within 1000; skip-count by 5s, 10s, and 100s. • CCSS.Math.Content.2.NBT.A.3: Read and write numbers to 1000 using base-ten numerals, number names, and expanded form. • CCSS.Math.Content.2.NBT.A.4: Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using >, =, and < symbols to record the results of comparisons. • CCSS.Math.Practice.MP2: Reason abstractly and quantitatively. • CCSS.Math.Practice.MP3: Construct viable arguments and critique the reasoning of others. • CCSS.Math.Practice.MP6: Attend to precision. • CCSS.Math.Practice.MP7: Look for and make use of structure. • CCSS.Math.Practice.MP8: Look for and express regularity in repeated reasoning.

Unit	Day	Type	CCS	Lesson Overview	Materials
3	1	I	2.NBT.1	**Title:** 37 Stickers – Bundling Tens and Ones	• Investigations - Second Grade, Unit 3, 4.5, pg. 196

				Objective: • SWBAT identify the place value of each digit in a 2-digit number. • SWBAT find different equivalent combinations of tens and ones for a number (i.e. 3 tens and 7 ones equals 2 tens and 17 ones, or 37 ones). • SWBAT identify the equivalence of one 10 to ten 1s. • SWBAT record their different equivalent combinations of tens and ones with equations. **Launch:** • TW activate knowledge of place value. **Task:** • SW create combinations of tens and ones for 37 stickers and record representations with equations. **Discourse:** • TW chart samples that push understanding of equivalence of ones and tens. **Practice:** • SW practice bundling two-digit numbers and modeling equivalence of ones and tens. **Conjecture:** • All two-digit numbers can be broken down into groups of tens and ones. • All two-digit numbers can be broken down into different combinations of tens and ones. • The larger the number, the more combinations of tens and ones that it can be broken down into.	• Rods and Flats for each S pair • Unifix Cubes for each S pair • Sticker Combinations (attached) • Exit Ticket (attached)
3	2	I	2.NBT.1	**137 Stickers – Bundling Hundreds, Tens, and Ones** **Title:** **Objective:** • SWBAT identify the place value of each digit in a 3-digit number.	• Investigations: o Third Grade Unit 2, 1.8, pg. 81 o Third Grade Unit 2, 2.7, pg. 133

				• SWBAT find different equivalent combinations of tens and ones for a number (i.e. 1 hundred, 3 tens, and 7 ones equals 1 hundred, 2 tens, and 17 ones, or 13 tens and 7 ones). • SWBAT identify the equivalence of one 100 to ten 10s and of one 10 to ten 1s. • SWBAT record their different equivalent combinations of hundreds, tens, and ones with equations. **Launch:** • TW activate knowledge of place value. • TW activate conjectures from yesterday's lesson. **Task:** • SW create combinations of hundreds, tens, and ones for 137 stickers and record representations with equations. **Discourse:** • TW chart samples that push understanding of equivalence of hundreds and tens, and of ones and tens. **Practice:** • SW practice bundling three-digit numbers and modeling equivalence of hundreds and tens and of ones and tens. **Conjecture:** • All three-digit numbers can be broken down into groups of hundreds, tens, and ones. • All three-digit numbers can be broken down into different combinations of hundreds, tens, and ones. • The larger the number, the more combinations of hundreds, tens, and ones that it can be broken down into.	o Third Grade RM - T8 o Third Grade SAB Unit 1 pgs. 31 – 32 • Flats, rods, and cubes for each S pair • Sticker Station Sticker Sheet (attached) for each S • Sticker Station Sticker Sheet (attached) for T for document camera • Chart Paper for the representation of 137 stickers (GP) • Chart Paper for the representation of 154 stickers (IP/debrief) • Sticker Combinations (attached) • Exit Ticket (attached)
3	3	I	2.OA.1 2.NBT.1 2.NBT.5	**Title:** PPW-WU – Place Value **Objective:**	• Student Packets

				• SWBAT solve PPW-WU story problems by using place value strategies. **Launch:** • TW launch story problems. **Task:** • SW solve PPW-WU story problems. **Discourse:** • TW chart samples that push towards greater base ten understanding. **Practice:** • SW solve PPW-WU story problems. **Conjecture:** • Addition or subtraction can be made more efficient by grouping ones and tens. • By making a ten, or taking from a ten, addition or subtraction can be made more efficient. • We can add tens and tens and ones and ones. • Addends can be broken down into different combinations of tens and ones before adding to a sum.	
3	4	I	2.NBT.1 2.NBT.2	**Title:** Count Up and Down to 1,000 **Objective:** • SWBAT count by ones, tens, and hundreds to count to 1,000. • SWBAT determine that skip counting by larger numbers more efficiently gets to 1,000. • SWBAT determine how many hundreds, tens, and ones are between a given number and 1,000. **Launch:** • TW activate knowledge of skip counting. • SW count by ones to ten from zero.	• Hundreds Chart • Student Packets

				• SW count by tens to one hundred from zero. • SW count by hundreds to one thousand from zero. **Task:** • SW count from given numbers to 1,000, recording their counting strategies. **Discourse:** • TW chart examples of counting strategies, pushing understanding of skip counting by tens and hundreds to push efficiency. **Practice:** • SW practice counting from given numbers to 1,000. **Conjecture:** • Counting by ones to the next ten, then tens to the next hundred, and then by hundreds is the fastest way to count to 1,000.	
3	5	I	2.NBT.1 2.NBT.2	**Title:** Sticker Books **Objective:** • SWBAT use a place value model to represent a number as tens and ones. • SWBAT determine the difference between a number and a multiple of 10 up to 100. **Launch:** • TW activate previous conjectures. • TW activate knowledge of tools and models to represent tens and ones, including the rods and cubes, the hundreds chart, and tens sticks and ones squares (pictures). **Task:** • SW use a blank 100 chart to help them to think about the idea of how far away they are from a tens number. SW use tens and ones to represent different two digit numbers and will work through story problems using their knowledge of tens and ones.	• Investigations: o Second Grade, Unit 5, 2.4, pg. 75 o Second Grade, RM, Unit 5, M14 o Second Grade, RM, T57-T58 o Second Grade, SAB, Unit 5, pgs. 27-30 • Do Now (attached) • Sticker Books Transparency for T • Sticker Books (attached) • Exit Ticket (attached)

				• SW represent a given number by using 10's and 1s on a 100 chart and then create an equation around that number being added to another number. SW solve problems similar to PPW (Part unknown) by using grids that help visualize the numbers and to help reinforce the 100 chart. **Discourse:** • TW chart samples that push understanding of bundling numbers into tens and ones. • TW chart samples that push understanding of skip counting. • TW chart samples that push base ten understanding in counting strategies. **Practice:** • SW practice decomposing numbers and modeling them into tens and ones. • SW practice finding differences between numbers and multiples of ten. **Conjecture:** • All two–digit numbers can be broken down into tens and ones. • To count to the next ten, you must find the amount of ones that combine with the ones in the number to make ten. • Skip counting by tens is more efficient than counting by ones. • Tens and ones can be represented in different ways using the hundreds charts, rods and cubes, or tens sticks and ones squares.	
3	6	I	2.NBT.1 2.NBT.2	**Title:** Changing Ones and Tens – Place Value Disks **Objective:** • SWBAT decompose a number into tens and ones. • SWBAT model exchanging ones for tens. **Launch:** • TW activate knowledge of tens and ones. • TW introduce place value disk model. **Task:** • SW solve money problems about exchanging ten dollar bills and one dollar	• Student Packets • Place Value Chart • Cut Out Place Value Disks for T Charting and Intervention

				bills. • SW model their exchanges on the place value chart with place value disks. **Discourse:** • TW chart samples that push understanding of grouping ones into tens. **Practice:** • SW practice solving problems exchanging tens and ones and modeling the exchanges on the place value chart with place value disks. **Conjecture:** • A ten can be exchanged for ten ones. • Ten ones can be grouped into one ten. • If you change a ten into ten ones, the ten no longer exists. • If you change ten ones into one ten, the ten ones no longer exist.	
3	7	I	2.NBT.1 2.NBT.2	**Title:** Changing Hundreds and Tens - How Many Tens in a Hundreds Number – Place Value Disks **Objective:** • SWBAT decompose a number into hundreds and tens. • SWBAT model exchanging tens for hundreds. • SWBAT efficiently determine the number of tens in a hundreds number. **Launch:** • TW activate conjectures from yesterday. • TW activate knowledge of hundreds, tens, and ones. • TW introduce place value disk model. **Task:** • SW solve money problems about exchanging hundred dollar bills and ten dollar bills. • SW model their exchanges on the place value chart with place value disks. **Discourse:**	• Student Packets • Place Value Chart • Cut Out Place Value Disks for T Charting and Intervention

				• TW chart samples that push understanding of grouping tens into hundreds. **Practice:** • SW practice solving problems exchanging hundreds and tens and modeling the exchanges on the place value chart with place value disks. **Conjecture:** • A hundred can be exchanged for ten tens. • Ten tens can be grouped into one hundred. • If you change a hundred into ten tens, the hundred no longer exists. • If you change ten tens into one hundred, the ten tens no longer exist.	
3	8	I	2.NBT.1 2.NBT.2	**Title:** Changing Hundreds and 1 Thousand – Place Value Disks **Objective:** • SWBAT decompose a thousand into hundreds, tens, or ones. • SWBAT model exchanging hundreds for a thousand or tens for a thousand. • SWBAT efficiently determine the number of tens in a thousand. **Launch:** • TW activate yesterday's conjectures. • TW activate knowledge of thousands, hundreds, tens, and ones. • TW introduce place value disk model. **Task:** • SW solve money problems about exchanging a thousand dollar bill and hundreds bills or tens bills or one dollar bills. • SW model their exchanges on the place value chart with place value disks. **Discourse:** • TW chart samples that push understanding of grouping hundreds or tens into a thousand. **Practice:** • SW practice solving problems exchanging a thousand, hundreds, tens, and	• Student Packets • Place Value Chart • Cut Out Place Value Disks for T Charting and Intervention

				ones, and modeling the exchanges on the place value chart with place value disks. **Conjecture:** • A thousand can be exchanged for ten hundreds or one hundred tens. • Ten hundreds can be grouped into one thousand. • One hundred tens can be grouped into one thousand. • If you change a thousand into ten hundreds, the thousand no longer exists. • If you change ten hundreds into one thousand, the ten hundreds no longer exist.	
3	9	I	2.OA.1 2.NBT.5	**Title:** PPW-PU – Relationship Between Addition and Subtraction **Objective:** • SWBAT solve PPW-PU story problems by using the relationship between addition and subtraction. **Launch:** • TW launch story problems. **Task:** • SW solve PPW-PU story problems. **Discourse:** • TW chart samples that push towards understanding the relationship of addition and subtraction. **Practice:** • SW solve PPW-PU story problems. **Conjecture:** • Addition and subtraction are opposite operations. • Addition and subtraction are related by the three numbers in the number sentence. • One of the addends can be subtracted from the sum of an addition number	• Student Packets

				sentence to get the other addend. • The difference between a minuend and subtrahend can be added to the subtrahend to get the minuend.	
3	10	PC	2.NBT.3	**Title:** Place Value, Unit Form, and Standard Form/Base Ten Numerals **Objective:** • SWBAT define place, value, and digit. • SWBAT identify the places, values, and digits within a number. • SWBAT write and name a number using unit form and standard form. • SWBAT define unit form, standard form, and base ten numerals. **Intro:** • TW introduce place value vocabulary. • TW ask S for procedures to name and write unit form, standard form, and places, values, and digits within a number. **Guided:** • SW write and name numbers in unit form and standard form and name the places, values, and digits within a number by playing Place Value Bingo. **Independent:** • SW write and name numbers in unit form and standard form and name the places, values, and digits within a number. **Skill:** • Place Value • Unit Form • Standard Form	• Place = Location Poster – printed in color and laminated • Place Value Chart – printed on the poster machine and laminated • Find My Place, Find My Digit (attached) • Exit Ticket (attached) • AOF, pg. 1, #2 • Coach4, pg. 8 • Coach4, pg. 12
3	11	PC	2.NBT.3	**Title:** Expanded Form **Objective:** • SWBAT define expanded form. • SWBAT write a number in standard, unit, or expanded form. • SWBAT explain the relationship between expanded form and place value.	• Expanded/Standard/Unit Form Cards • Place Value Chart – printed on the poster machine and laminated • Expanded Form Poster –

				Intro: • TW introduce expanded form and ask students what they notice. **Guided:** • SW create numbers from expanded form cards and create expanded form numbers from standard or unit form cards. • TW debrief, charting examples to push understanding of expanded form as the values of each place of a number. **Independent:** • SW practice rewriting numbers as unit, standard, or expanded form. **Skill:** • Expanded Form	printed in color and laminated • Do Now (attached) Expanded Form, More Writing (attached) • Exit Ticket (attached)
3	12	PC	2.NBT.3	**Title:** Written Form/Word Form/Number Name **Objective:** • SWBAT define written form, word form, and number name. • SWBAT write a standard form or expanded form number in word form. • SWBAT read a word form number and write it in expanded or standard form. **Intro:** • TW introduce number name and ask students what they notice. **Guided:** • SW create numbers in unit, standard, or expanded form from word form cards and create word form numbers from standard, unit, or expanded form cards. • TW debrief. **Independent:** • SW practice rewriting numbers as unit, standard, expanded, or written	• Word Form/ Standard/ Expanded Form Cards • Place Value Chart – printed on the poster machine and laminated • Expanded Form Poster – printed in color and laminated • Do Now (attached) Expanded Form, More Writing (attached) • Exit Ticket (attached)

				form. **Skill:** • Word Form	
3	13	I	2.NBT.1 2.NBT.2 2.NBT.3 2.NBT.4	**Title:** Making a 1,000 Chart **Objective:** • SWBAT read, write, and sequence numbers to 1,000. • SWBAT apply their understanding of the 100 chart and place value to determine the size of numbers. **Launch:** • TW activate previous conjectures about counting to a thousand and composition of tens and hundreds in 1,000. • TW activate knowledge of hundreds chart. **Task:** • SW apply their knowledge of the 100 chart, organization of tens and ones, to create a 1,000 chart. SW use landmark numbers to locate various numbers on the 1,000 chart. While creating their 1,000 chart, SW read, write, and sequence numbers to 1,000. **Discourse:** • TW chart examples of thousands charts, pushing understanding of organizing a thousand in groups of tens or hundreds. **Practice:** • SW apply their knowledge of the 100 chart, organization of tens and ones, to create a 1,000 chart. SW use landmark numbers to locate various numbers on the 1,000 chart. While creating their 1,000 chart, SW read, write, and sequence numbers to 1,000. **Conjecture:** • Like a hundreds chart, a thousand chart can be grouped in ten rows and	• Investigations: o 3rd Grade, Unit 3, 1.1, pg. 29 o 3rd Grade, Unit 3, RM, M2 – M6 o 3rd Grade, Unit 3, SAB, pg. 1 • Do Now (attached) • Sticker Book Page (attached) • 1,000 Chart for (attached) – printed single sided • Finding Numbers on the 1,000 Chart (attached) • Exit Ticket (attached)

				columns, each representing groups of ten. • A thousand is composed of ten hundreds, or one hundred tens. • Counting by hundreds on a thousand chart is more efficient than counting by tens.	
3	14	I	2.NBT.1 2.NBT.2 2.NBT.3 2.NBT.4	**Title:** Making Number Lines to 100 **Objective:** • SWBAT create a number line to 100. • SWBAT organize number lines to 100 in more efficient ways, while still accurately creating a number line. • SWBAT represent counting within 100 on a number line. **Launch:** • TW activate previous conjectures about counting to a hundred and composition of a hundred. • TW activate knowledge of hundreds chart. **Task:** • SW create number lines to 100 on sentence strips. **Discourse:** • TW chart examples of number lines, pushing sophistication of grouping the number line by tens or fives. **Practice:** • SW practice creating efficient number lines to 100 and counting within 100, representing their counting strategies. **Conjecture:** • A number line can show intervals of more than one unit. • A hundred can be grouped into ten tens, or twenty fives. • Counting on a number line is more efficient when we count by fives or tens.	• Student Packets • Sentence Strips
3	15	I	2.NBT.1	**Title:** Making Number Lines to 1,000	• Student Packets

			2.NBT.2 2.NBT.3 2.NBT.4	**Objective:** • SWBAT create a number line to 1000. • SWBAT organize number lines to 1000 in more efficient ways, while still accurately creating a number line. • SWBAT represent counting within 1000 on a number line. **Launch:** • TW activate previous conjectures about counting to a thousand and composition of a thousand. • TW activate knowledge of thousand chart. **Task:** • SW create number lines to 1000 on sentence strips. **Discourse:** • TW chart examples of number lines, pushing sophistication of grouping the number line by hundreds or tens. **Practice:** • SW practice creating efficient number lines to 1000 and counting within 1000, representing their counting strategies. **Conjecture:** • A number line can show intervals of more than one unit. • A thousand can be grouped into ten hundreds, or one hundred tens. • Counting on a number line is more efficient when we count by fives, tens, or hundreds.	• Sentence Strips
3	16	I	2.OA.1 2.NBT.5	**Title:** Two-Step JRU/PPW-PU, SSU/PPW-WU – Properties of Operations **Objective:** • SWBAT solve two-step JRU/PPW-PU or two-step SSU/PPW-WU story problems by using the properties of addition.	• Student Packets

				Launch: • TW launch story problems. **Task:** • SW solve two-step story problems. **Discourse:** • TW chart samples that push towards use of the properties of addition (associative, commutative). **Practice:** • SW solve two-step story problems. **Conjecture:** • We can order the addends in any way and we will get the same sum. • If we change the order of the numbers in a subtraction equation, we will not get the same difference.	
3	17	I	2.NBT.4	**Title:** Compare Two Three-Digit Numbers Using Symbols Within 200 **Objective:** • SWBAT read, write, and sequence numbers two three-digit numbers to 200 using their understanding of place value to determine the size of numbers. • SWBAT apply their understanding of place value and number size to put numbers in sequence from smallest to largest by comparing numbers from left to right (largest place value to smallest place value). **Launch:** • TW activate knowledge of place value, the number line, and the hundreds chart. • TW introduce the comparison symbols. **Task:** • SW compare the size of three digit numbers within 200 using a variety of strategies.	• Investigations - 3rd Grade, Unit 3, 1.2, pg. 36 • Do Now (attached) • Organizing Numbers Poster (attached) – printed in color and laminated • Chart paper for Intro with Numbers on it - (142, 241, 421, 214) • Chart paper for GP with Numbers on it - (874, 784, 748, 847) • Chart paper for GP with Numbers on it – (596, 695, 595, 696) • What's the Order? (attached)

				Discourse: • TW chart samples, pushing towards sophistication of comparison by looking at larger places first and understanding that the larger the place, the more it determines the value of the entire number. **Practice:** • SW practice comparing three digit numbers within 200. **Conjecture:** • If the largest place value in a number has a larger value than the value of the same place in another number, the whole number is larger regardless of the other values in the number.	
3	18	I	2.NBT.4	**Title:** Compare Two Three-Digit Numbers Using Symbols Within 1,000 **Objective:** • SWBAT read, write, and sequence numbers two three-digit numbers to 1000 using their understanding of place value to determine the size of numbers. • SWBAT apply their understanding of place value and number size to put numbers in sequence from smallest to largest by comparing numbers from left to right (largest place value to smallest place value). **Launch:** • TW activate knowledge of place value, the number line, and the hundreds chart. • TW introduce the comparison symbols. **Task:** • SW compare the size of three digit numbers within 1,000 using a variety of strategies. **Discourse:** • TW chart samples, pushing towards sophistication of comparison by	• Investigations - 3rd Grade, Unit 3, 1.2, pg. 36 • Do Now (attached) • Organizing Numbers Poster (attached) – printed in color and laminated • Chart paper for Intro with Numbers on it - (142, 241, 421, 214) • Chart paper for GP with Numbers on it - (874, 784, 748, 847) • Chart paper for GP with Numbers on it – (596, 695, 595, 696) • What's the Order? (attached)

				looking at larger places first and understanding that the larger the place, the more it determines the value of the entire number. **Practice:** • SW practice comparing three digit numbers within 1,000. **Conjecture:** • If the largest place value in a number has a larger value than the value of the same place in another number, the whole number is larger regardless of the other values in the number.	
3	19	ET	2.NBT.1 2.NBT.2 2.NBT.3 2.NBT.4	**Title:** Evaluative Task – Number Lines to 1,000 **Objective:** • SWBAT evaluate student work that decomposes numbers, relates the values of hundreds, tens, and ones, compares numbers, counts to 1,000, and writes numbers in different ways. • SWBAT critique the reasoning of others and construct viable arguments. **Intro:** • TW introduce the way to evaluate other students' work. • TW introduce student work sample. **Guided:** • SW work with partners to evaluate incorrect student work and provide a correct solution. • TW debrief incorrect student work and discuss the reason why it is incorrect. • SW write a response explaining the incorrect reasoning and providing a correct solution. **Independent:** • SW practice critiquing incorrect student work and providing correct solutions.	• Student Packets

				Skill: • Unit, Standard, Expanded, and Written Form • Comparing Numbers • Counting to 1,000 • Skip Counting by 5s, 10s, 100s • Bundling and Decomposing Numbers into Hundreds, Tens, and Ones • Critiquing Reasoning • Constructing Viable Arguments	
3	20	PT	2.NBT.1 2.NBT.2 2.NBT.3 2.NBT.4	**Title:** Performance Task – Shop with $1,000 **Objective:** • SWBAT integrate standards and skills from throughout the unit to solve a new task. • SWBAT apply mathematical skills to a real-world context. • SWBAT solve a multi-part problem. **Intro:** • TW activate knowledge of place value, comparison, number forms, and skip counting. • TW activate previous conjectures from throughout the unit. **Guided:** • SW independently solve the multi-part performance task while T collects data. • SW evaluate a shopping spree to compare numbers, identify combinations of dollar bills, and write out how the money is spent. **Independent:** • TW debrief solutions to the multi-part performance task. **Skill:** • Unit, Standard, Expanded, and Written Form • Comparing Numbers	• Student Packets

				• Counting to 1,000 • Skip Counting by 5s, 10s, 100s • Bundling and Decomposing Numbers into Hundreds, Tens, and Ones	

Unit 4 – Addition and Subtraction Within 200 with Word Problems to 100

How does this unit connect to past and future units?
In Unit 3, students were immersed in the base ten system as they built a strong foundation of place value understanding. They bundled groups of 10 and saw that 10 like units could be bundled to produce a new unit that is ten times as large. They progressed from seeing 10 ones as 1 ten **(1.NBT.2a)** to understanding 10 tens as 1 hundred **(2.NBT.2)**. Unit 4 builds on that place value understanding, which enables students to compose and decompose place value units to add and subtract within 200. Unit 4 is builds on the fluent addition and subtraction strategies that students developed in Unit 1 within 20 and applies those strategies and concepts to addition and subtraction within 100 (**2.NBT.5)**. In Unit 3, students also apply fluency to one- and two-step word problems of varying types within 100 **(2.OA.1)**. By developing a conceptual understanding of addition and subtraction within 200, students will build the strategies necessary to add and subtract within 1,000 in Unit 5.
What key Common Core standards does this unit address?
• CCSS.Math.Content.2.OA.A.1: Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem. • CCSS.Math.Content.2.NBT.B.5: Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction. • CCSS.Math.Content.2.NBT.B.6: Add up to four two-digit numbers using strategies based on place value and properties of operations. • CCSS.Math.Content.2.NBT.B.7: Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds. • CCSS.Math.Content.2.NBT.B.8: Mentally add 10 or 100 to a given number 100-900, and mentally subtract 10 or 100 from a given number 100-900. • CCSS.Math.Content.2.NBT.B.9: Explain why addition and subtraction strategies work, using place value and the properties of operations. • CCSS.Math.Practice.MP1: Make sense of problems and persevere in solving them.

- CCSS.Math.Practice.MP2: Reason abstractly and quantitatively.
- CCSS.Math.Practice.MP3: Construct viable arguments and critique the reasoning of others.
- CCSS.Math.Practice.MP4: Model with mathematics.
- CCSS.Math.Practice.MP6: Attend to precision.

Unit	Day	Type	CCS	Lesson Overview	Materials
4	1	PC	2.NBT.5 2.NBT.8	**Title:** More or Less With Ones and Tens **Objective:** • SWBAT mentally add or subtract 10 or 1 to any number within 200 fluently. **Intro:** • TW skip count from a variety of starting numbers by 10, going both backwards and forwards. • TW introduce task for S to add record counting by 10s or 1s using arrow notation. **Guided:** • SW add or subtract 10 or 1 to a variety of numbers and record calculations by showing addition/subtraction of 10 or 1 with arrow notation for story problems. • TW debrief why changes occur when adding or subtracting 10 or 1, relating to place value. **Independent:** • SW practice with story problems by representing additions or subtractions of 10 or 1. **Skill:** • Mental Addition/Subtraction of 10 or 1 • Skip Counting	• Student Packets

				• Arrow Notation	
4	2	I	2.NBT.5 2.NBT.8 2.NBT.9	**Title:** How Far From 100? **Objective:** • SWBAT find the difference between 2- and 3-digit numbers and 100. • SWBAT make 2- and 3-digit numbers closest to 100 using place value. • SWBAT add two numbers together to determine their score. **Launch:** • TW activate knowledge of place value. **Task:** • SW find both the 2- and 3- digit numbers at given distances from 100 either representing their distance from 100 numbers in each pair on a number line or by writing an addition and subtraction equation that represents the difference between them. SW solve addition problems with 3-digit numbers by breaking numbers apart into hundreds, tens, and ones, and recombining them. • SW apply their knowledge of place value to make 2- and 3- digit numbers close to 100 and then determine the difference between each number and 100. SW use knowledge of place value to find the 2- and 3- digit numbers closest to 100 and then add two numbers together to determine the total distance. **Discourse:** • TW chart samples of work, pushing understanding of breaking sums and differences into tens and ones through incrementing strategies. **Practice:** • SW practice finding distance to 100 through a variety of problems. **Conjecture:** • By finding the distance in ones to the nearest ten, and then adding or subtracting by tens to get to 100, we can increment to find the sum or	• 3rd Grade, Unit 3, 3.3, pg. 123 • 3rd Grade, Unit 3, RM 53 • 3rd Grade, Unit 3, RM, T46 • Enlarged Digit Cards (attached) – laminated and printed on card stalk; these are the same cards from Unit 6 Days 5 and 6 – Close to 100 (two cards do need to be printed; “Super 1s”) • Do Now (attached) • How Far From 100? Recording Sheet (attached) • Exit ticket (attached)

				difference.	
4	3	I	2.NBT.5 2.NBT.8 2.NBT.9	**Title:** Number Combinations to Total 100 **Objective:** • SWBAT find the difference between a 2-digit number and 100 based on story problems. • SWBAT apply their understanding of 10s and 1s to solve the story problems. • SWBAT create a number sentence to represent their strategy. **Launch:** • TW activate yesterday's conjectures. • TW activate understanding of addition and subtraction. **Task:** • SW solve missing addend problems and write equations to represent their work. SW apply their understanding of 10's and 1's to write number sentences, count on, or count back to find the difference between a number and 100. **Discourse:** • TW chart samples, pushing understanding of combinations to get to 100, or counting on or counting back to find sums or differences to 100. **Practice:** • ET – SW solve missing addend problems and write equations to represent their work. • Extension – SW create a story problem based on an equation. **Conjecture:** • Addition and subtraction are opposite, or inverse, operations. • The three quantities in an addition or subtraction equation are related. • A missing addend can be found by subtracting the other addend from the sum.	• 3rd Grade, Unit 1, 1.4, pg. 53 • 3rd Grade, Unit 1, pgs. 15-16 • 3rd Grade, Unit 1, RM T4 • Do Now (attached) • Sticker Book Page (attached) • How Many More Stickers to Get to 100? (attached) • Extension (attached) • Exit ticket (attached)
4	4	I	2.OA.1	**Title:** CDU – Place Value	

			2.NBT.5	**Objective:** • SWBAT solve CDU story problems by using place value strategies. **Launch:** • TW launch story problems. **Task:** • SW solve CDU story problems. **Discourse:** • TW chart samples that push towards greater base ten understanding. **Practice:** • SW solve CDU story problems. **Conjecture:** • Addition or subtraction can be made more efficient by grouping ones and tens. • By making a ten, or taking from a ten, addition or subtraction can be made more efficient. • We can add tens and tens and ones and ones. • Addends can be broken down into different combinations of tens and ones before adding to a sum.	
4	5	I	2.NBT.5 2.NBT.8 2.NBT.9	**Title:** Close to 100 Part I **Objective:** • SWBAT use knowledge of place value to find pairs of 2-digit numbers that add to 100 or a number close to 100. • SWBAT use known pairs of 2-digit numbers that add to 100 to find related pairs that add to 100 or a number close to 100 (i.e., 20+80=100, so 22+78=100) • SWBAT find the difference between a 2-digit number and 100.	• 3rd Grade, Unit 1, 2.2, pg. 103 • 3rd Grade, Unit 1, SAB, pg. 39, 41, 44 • Chart Paper for Close to 100 Recording Sheet • Enlarged Digit Cards (attached) - printed and card stalk and laminated • Enlarged 100 Chart

				Launch: • TW activate knowledge of combinations to 10. • TW activate previous conjectures. **Task:** • SW apply and use their knowledge of place value and base ten to find pairs of 2-digit numbers that add to 100 or a number close to 100. SW make connections between ways to make 10 and 100 and use known pairs of 2-digit numbers that add to 100 to find related pairs that add to 100 or a number close to 100 (i.e., 20+80=100, so 22+78=100). SW then find the difference between a 2-digit number and 100 and record the matching equation. **Discourse:** • TW chart samples, pushing understanding of using combinations to efficiently get to 100, and flexibility of number sentence representation. **Practice:** • SW practice problems getting to 100. **Conjecture:** • The combinations to 10 are related to the combinations of 100, because they are just multiples of ten. • Addition or subtraction can be used to represent combinations to 100.	• 100 unifix cubes in towers of 10 for each S pair • Do Now Day 1 (attached) • Close to 100 Recording Sheet (attached) • Exit Ticket Day 1 (attached) • Do Now Day 2 (attached) • Problems for Close to 100 (attached) • Exit Ticket Day 2 (attached)
4	6	I	2.NBT.5 2.NBT.8 2.NBT.9	**Title:** Close to 100 Part II **Objective:** • SWBAT use knowledge of place value to find pairs of 2-digit numbers that add to 100 or a number close to 100. • SWBAT use known pairs of 2-digit numbers that add to 100 to find related pairs that add to 100 or a number close to 100 (i.e., 20+80=100, so 22+78=100) • SWBAT find the difference between a 2-digit number and 100.	• 3rd Grade, Unit 1, 2.2, pg. 103 • 3rd Grade, Unit 1, SAB, pg. 39, 41, 44 • Chart Paper for Close to 100 Recording Sheet • Enlarged Digit Cards (attached) - printed and card stalk and laminated • Enlarged 100 Chart

				Launch: • TW activate knowledge of combinations to 10. • TW activate previous conjectures. **Task:** • SW apply and use their knowledge of place value and base ten to find pairs of 2-digit numbers that add to 100 or a number close to 100. SW make connections between ways to make 10 and 100 and use known pairs of 2-digit numbers that add to 100 to find related pairs that add to 100 or a number close to 100 (i.e., 20+80=100, so 22+78=100). SW then find the difference between a 2-digit number and 100 and record the matching equation. **Discourse:** • TW chart samples, pushing understanding of using combinations to efficiently get to 100, and flexibility of number sentence representation. **Practice:** • SW practice problems getting to 100. **Conjecture:** • The combinations to 10 are related to the combinations of 100, because they are just multiples of ten. • Addition or subtraction can be used to represent combinations to 100.	• 100 unifix cubes in towers of 10 for each S pair • Do Now Day 1 (attached) • Close to 100 Recording Sheet (attached) • Exit Ticket Day 1 (attached) • Do Now Day 2 (attached) • Problems for Close to 100 (attached) • Exit Ticket Day 2 (attached)
4	7	I	2.NBT.5 2.NBT.6 2.NBT.8 2.NBT.9	**Title:** Composing 10s to Add Within 100 **Objective:** • SWBAT add two-digit numbers within 100 that require composing a ten. • SWBAT model the composition of a ten from ten ones using a place value model. **Launch:** • TW activate knowledge of exchanging ones and tens. • TW collect examples of place value models (rods and cubes, place value	• Student Packets • Place Value Chart • Place Value Manipulatives (Rods and cubes, place value disks)

				chart, place value disks, ten sticks and ones squares). • TW introduce story problems and tell S they must use a place value model to represent their strategy. **Task:** • SW solve a series of JRU, SSU, PPW-WU, and CQU story problems, representing their strategies with a place value model. **Discourse:** • TW chart samples, pushing understanding of adding tens and tens, ones and ones, and composing a ten, modeling that composition on the place value model. **Practice:** • SW practice solving addition story problems and composing tens with place value models. **Conjecture:** • If we add tens and tens, and ones and ones, but our sum from the ones is 10 or more, we can compose another ten in the tens place. • Sums from the ones place can be decomposed. • We can decompose ones to add to the next ten.	
4	8	I	2.NBT.5 2.NBT.6 2.NBT.8 2.NBT.9	**Title:** Composing 10s to Add Within 200 **Objective:** • SWBAT add two-digit numbers and three-digit numbers within 200 that require composing a ten. • SWBAT model the composition of a ten from ten ones using a place value model. **Launch:** • TW activate knowledge of exchanging ones and tens. • TW collect examples of place value models (rods and cubes, place value chart, place value disks, ten sticks and ones squares).	• Student Packets • Place Value Chart • Place Value Manipulatives (Rods and cubes, place value disks)

				• TW introduce story problems and tell S they must use a place value model to represent their strategy. **Task:** • SW solve a series of JRU, SSU, PPW-WU, and CQU story problems, representing their strategies with a place value model. **Discourse:** • TW chart samples, pushing understanding of adding tens and tens, ones and ones, and composing a ten, modeling that composition on the place value model. **Practice:** • SW practice solving addition story problems and composing tens with place value models. **Conjecture:** • If we add tens and tens, and ones and ones, but our sum from the ones is 10 or more, we can compose another ten in the tens place. • Sums from the ones place can be decomposed. • We can decompose ones to add to the next ten.	
4	9	I	2.OA.1 2.NBT.5	**Title:** CQU – Properties of Operations **Objective:** • SWBAT solve CQU story problems by using the properties of operations. **Launch:** • TW launch story problems. **Task:** • SW solve CQU story problems. **Discourse:** • TW chart samples that push towards use of the properties of addition	• Student Packets

				(associative, commutative) and subtraction (no associative or commutative property). **Practice:** • SW solve CQU story problems. **Conjecture:** • We can order the addends in any way and we will get the same sum. • If we change the order of the numbers in a subtraction equation, we will not get the same difference.	
4	10	I	2.NBT.5 2.NBT.6 2.NBT.8 2.NBT.9	**Title:** Decomposing 10s to Subtract Within 100 **Objective:** • SWBAT subtract two-digit numbers within 100 that require decomposing a ten. • SWBAT model the decomposition of a ten into ten ones using a place value model. **Launch:** • TW activate knowledge of exchanging ones and tens. • TW collect examples of place value models (rods and cubes, place value chart, place value disks, ten sticks and ones squares). • TW introduce story problems and tell S they must use a place value model to represent their strategy. **Task:** • SW solve a series of JCU/JSU, SRU/SCU, PPW-PU, and CRU/CDU story problems, representing their strategies with a place value model. **Discourse:** • TW chart samples, pushing understanding of subtracting tens and tens, ones and ones, and decomposing a ten when there are not enough ones to take away, modeling that decomposition on the place value model.	• Student Packets • Place Value Chart • Place Value Manipulatives (Rods and cubes, place value disks)

				Practice: • SW practice solving subtraction story problems and decomposing tens with place value models. **Conjecture:** • If we subtract tens and tens, and ones and ones, but our ones in one number is not enough from which to take away, we can break a ten from the tens place to subtract. • Tens can be decomposed into ten ones, but must be removed from the tens.	
4	11	I	2.NBT.5 2.NBT.6 2.NBT.8 2.NBT.9	**Title:** Decomposing 10s to Subtract Within 200 **Objective:** • SWBAT subtract two-digit numbers from three-digit numbers within 200 that require decomposing a ten. • SWBAT model the decomposition of a ten into ten ones using a place value model. **Launch:** • TW activate knowledge of exchanging ones and tens. • TW collect examples of place value models (rods and cubes, place value chart, place value disks, ten sticks and ones squares). • TW introduce story problems and tell S they must use a place value model to represent their strategy. **Task:** • SW solve a series of JCU/JSU, SRU/SCU, PPW-PU, and CRU/CDU story problems, representing their strategies with a place value model. **Discourse:** • TW chart samples, pushing understanding of subtracting tens and tens, ones and ones, and decomposing a ten when there are not enough ones to take away, modeling that decomposition on the place value model.	• Student Packets • Place Value Chart • Place Value Manipulatives (Rods and cubes, place value disks)

				Practice: • SW practice solving subtraction story problems and decomposing tens with place value models. **Conjecture:** • If we subtract tens and tens, and ones and ones, but our ones in one number is not enough from which to take away, we can break a ten from the tens place to subtract. • Tens can be decomposed into ten ones, but must be removed from the tens.	
4	12	I	2.NBT.5 2.NBT.7 2.NBT.9	**Title:** Four Addends Within 200 **Objective:** • SWBAT solve story problems with four addends, using strategies based on place value and the properties of operations. **Launch:** • TW activate knowledge of addition and subtraction conjectures built so far. • TW activate knowledge of composing tens. **Task:** • SW solve four addend story problems, using strategies based on place value and the properties of operations. **Discourse:** • TW chart samples, pushing understanding of using place value and properties of operations in which to add. **Practice:** • SW practice solving four addend story problems. **Conjecture:** • With more than one addend, we can add two addends at a time or multiple addends together at the same time.	• Student Packets

				• We can order the four addends in any order without changing the sum. • When decomposing all addends into tens and one, the ones can be added in any order and the tens can be added in any order.	
4	13	I	2.OA.1 2.NBT.5	**Title:** CRU – Relationship Between Addition and Subtraction **Objective:** • SWBAT solve CRU story problems by using the relationship between addition and subtraction. **Launch:** • TW launch story problems. **Task:** • SW solve CRU story problems. **Discourse:** • TW chart samples that push towards understanding the relationship of addition and subtraction. **Practice:** • SW solve CRU story problems. **Conjecture:** • Addition and subtraction are opposite operations. • Addition and subtraction are related by the three numbers in the number sentence. • One of the addends can be subtracted from the sum of an addition number sentence to get the other addend. • The difference between a minuend and subtrahend can be added to the subtrahend to get the minuend.	• Student Packets
4	14	I	2.OA.1 2.NBT.5	**Title:** Two-Step CQU/JCU, SSU/SCU – Relationship Between Addition and Subtraction **Objective:**	• Student Packets

				• SWBAT solve two-step CQU/JCU and two-step SSU/SCU story problems by using the relationship between addition and subtraction. **Launch:** • TW launch story problems. **Task:** • SW solve two-step CQU/JCU and two-step SSU/SCU story problems. **Discourse:** • TW chart samples that push towards understanding the relationship of addition and subtraction. **Practice:** • SW solve two-step CQU/JCU and two-step SSU/SCU story problems. **Conjecture:** • Addition and subtraction are opposite operations. • Addition and subtraction are related by the three numbers in the number sentence. • One of the addends can be subtracted from the sum of an addition number sentence to get the other addend. • The difference between a minuend and subtrahend can be added to the subtrahend to get the minuend.	
4	15	ET	2.NBT.5 2.NBT.6 2.NBT.7 2.NBT.8 2.NBT.9	**Title:** Evaluative Task – Adding and Subtracting Within 200 **Objective:** • SWBAT evaluate student work that adds and subtracts within 200. • SWBAT critique the reasoning of others and construct viable arguments. **Intro:** • TW introduce the way to evaluate other students' work. • TW introduce student work sample.	• Student Packets

				Guided: • SW work with partners to evaluate incorrect student work and provide a correct solution. • TW debrief incorrect student work and discuss the reason why it is incorrect. • SW write a response explaining the incorrect reasoning and providing a correct solution. **Independent:** • SW practice critiquing incorrect student work and providing correct solutions. **Skill:** • Adding and Subtracting Within 200 • Critiquing Reasoning • Constructing Viable Arguments	
4	16	PT	2.NBT.5 2.NBT.6 2.NBT.7 2.NBT.8 2.NBT.9	**Title:** Performance Task – Buying and Selling Chocolates **Objective:** • SWBAT integrate standards and skills from throughout the unit to solve a new task. • SWBAT apply mathematical skills to a real-world context. • SWBAT solve a multi-part problem. **Intro:** • TW activate knowledge of addition and subtraction, composing and decomposing 10s, and four addend addition. • TW activate previous conjectures from throughout the unit. **Guided:** • SW independently solve the multi-part performance task while T collects data. • SW evaluate a situation of a chocolate salesman who buys and sells chocolates.	• Student Packets

				Independent: • TW debrief solutions to the multi-part performance task. **Skill:** • Addition and Subtraction within 200	

Unit 5 – Addition and Subtraction Within 1,000 with Word Problems to 100

How does this unit connect to past and future units?
In Unit 4, students developed addition and subtraction fluency within 200. In Unit 5, students build upon the composition and decomposition of place value units to work fluently with addition and subtraction within 1,000. Students will extend their conceptual understanding of place value, the relationship between addition and subtraction, and the properties of addition and subtraction by proving conjectures with evidence derived from working within 1,000. Throughout Unit 5, students maintain addition and subtraction fluency within 100 as they use these skills during their daily application work to solve one- and two-step word problems of all types (**2.NBT.5**, **2.OA.1**). Students will become fluent with addition and subtraction so they can extend their story problem work within 1,000 in Grade 3 and begin working with addition and subtraction within 1,000,000 in Grade 4.
What key Common Core standards does this unit address?
• CCSS.Math.Content.2.OA.A.1: Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem. • CCSS.Math.Content.2.NBT.B.7: Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds. • CCSS.Math.Content.2.NBT.B.8: Mentally add 10 or 100 to a given number 100-900, and mentally subtract 10 or 100 from a given number 100-900. • CCSS.Math.Content.2.NBT.B.9: Explain why addition and subtraction strategies work, using place value and the properties of operations. • CCSS.Math.Practice.MP3: Construct viable arguments and critique the reasoning of others.

- CCSS.Math.Practice.MP4: Model with mathematics.
- CCSS.Math.Practice.MP6: Attend to precision.
- CCSS.Math.Practice.MP7: Look for and make use of structure.
- CCSS.Math.Practice.MP8: Look for and express regularity in repeated reasoning.

Unit	Day	Type	CCS	Lesson Overview	Materials
5	1	PC	2.NBT.8 2.NBT.9	**Title:** More or Less with Tens and Hundreds **Objective:** • SWBAT mentally add or subtract 100 or 10 to any number within 1,000 fluently. **Intro:** • TW skip count from a variety of starting numbers by 10, going both backwards and forwards. • TW skip count from a variety of starting numbers by 100, going both backwards and forwards. • TW introduce task for S to add record counting by 100s or 10s using arrow notation. **Guided:** • SW add or subtract 100 or 10 to a variety of numbers and record calculations by showing addition/subtraction of 100 or 10 with arrow notation for story problems. • TW debrief why changes occur when adding or subtracting 100 or 10, relating to place value. **Independent:** • SW practice with story problems by representing additions or subtractions of 100 or 10.	• Student Packets

				Skill: • Mental Addition/Subtraction of 100 or 10 • Skip Counting • Arrow Notation	
5	2	I	2.NBT.6 2.NBT.8 2.NBT.9	**Title:** Add and Subtract Multiples of 100 and Multiples of 10 **Objective:** • SWBAT add and subtract multiples of 100 and multiples of 10 fluently. **Launch:** • TW activate knowledge of place value. • TW practice skip counting by hundreds and tens, starting from a variety of numbers, and going backwards and forwards. **Task:** • SW solve story problems involving adding and subtracting multiples of 100 and multiples of ten. **Discourse:** • TW chart samples that include use of place value models, the hundreds chart, or number line to represent adding and subtracting multiples of hundreds and tens. • TW push understanding of changing place values by adding hundreds or tens. **Practice:** • SW practice solving problems by adding or subtracting hundreds or tens. **Conjecture:** • When you add or subtract hundreds to any number, only the digit in the hundreds place changes. • When you add or subtract tens to any number, only the digit in the tens place changes.	• Student Packets • Hundreds Chart
5	3	I	2.OA.1	**Title:** Two-Step JSU/PPW-WU, CDU/CRU – Place Value	• Student Packets

			2.NBT.5	**Objective:** • SWBAT solve two-step JSU/PPW-WU and two-step CDU/CRU story problems by using place value strategies and base ten understanding. **Launch:** • TW launch story problems. **Task:** • SW solve two-step JSU/PPW-WU and two-step CDU/CRU story problems. **Discourse:** • TW chart samples that push towards greater base ten understanding. **Practice:** • SW solve two-step JSU/PPW-WU and two-step CDU/CRU story problems. **Conjecture:** • Addition or subtraction can be made more efficient by grouping ones and tens. • By making a ten, or taking from a ten, addition or subtraction can be made more efficient. • We can add tens and tens and ones and ones. • Addends can be broken down into different combinations of tens and ones before adding to a sum.	
5	4	I	2.NBT.6 2.NBT.9	**Title:** Composing Hundreds to Add Within 1,000 **Objective:** • SWBAT add three-digit numbers within 1,000 that require composing a hundred. • SWBAT model the composition of a hundred from ten tens using a place value model. **Launch:**	• Student Packets

				• TW activate knowledge of exchanging hundreds and tens. • TW collect examples of place value models (flats, rods, and cubes, place value chart, place value disks, hundreds flats, ten sticks, and ones squares). • TW introduce story problems and tell S they must use a place value model to represent their strategy. **Task:** • SW solve a series of JRU, SSU, PPW-WU, and CQU story problems, representing their strategies with a place value model. **Discourse:** • TW chart samples, pushing understanding of adding hundreds and hundreds, tens and tens, ones and ones, and composing a hundred, modeling that composition on the place value model. **Practice:** • SW practice solving addition story problems and composing hundreds with place value models. **Conjecture:** • If we add hundreds and hundreds, tens and tens, and ones and ones, but our sum from the tens is 100 or more, we can compose another hundred in the hundreds place. • Sums from the tens place can be decomposed. • We can decompose tens to add to the next hundred.	
5	5	I	2.NBT.6 2.NBT.9	**Title:** Decomposing Hundreds to Subtract Within 1,000 **Objective:** • SWBAT subtract three-digit numbers within 1.000 that require decomposing a hundred. • SWBAT model the decomposition of a hundred into ten tens using a place value model. **Launch:**	• Student Packets

				• TW activate knowledge of exchanging hundreds and tens. • TW collect examples of place value models (flats, rods, and cubes, place value chart, place value disks, hundreds flats, ten sticks, and ones squares). • TW introduce story problems and tell S they must use a place value model to represent their strategy. **Task:** • SW solve a series of JCU/JSU, SRU/SCU, PPW-PU, and CRU/CDU story problems, representing their strategies with a place value model. **Discourse:** • TW chart samples, pushing understanding of subtracting hundreds and hundreds, tens and tens, ones and ones, and decomposing a hundred when there are not enough tens to take away, modeling that decomposition on the place value model. **Practice:** • SW practice solving subtraction story problems and decomposing hundreds with place value models. **Conjecture:** • If we subtract hundreds and hundreds, tens and tens, and ones and ones, but our tens in one number is not enough from which to take away, we can break a hundred from the hundreds place to subtract. • Hundreds can be decomposed into ten tens, but must be removed from the hundreds.	
5	6	I	2.NBT.6 2.NBT.9	**Title:** Add Three Digit Numbers Within 1,000 – Place Value (One Composition) **Objective:** • SWBAT add three-digit numbers within 1,000 using place value strategies by composing hundreds. **Launch:** • TW activate knowledge of compositions of hundreds and tens.	• Student Packets

				• TW activate previous conjectures. **Task:** • SW solve problems adding three-digit numbers. **Discourse:** • TW chart samples, pushing sophistication of place value strategies and understanding of compositions in the place value model. **Practice:** • SW practice adding three-digit numbers with one composition. **Conjecture:** • If we add hundreds and hundreds, tens and tens, and ones and ones, but our sum from the tens is 100 or more, we can compose another hundred in the hundreds place. • Sums from the tens place can be decomposed. • We can decompose tens to add to the next hundred.	
5	7	I	2.NBT.6 2.NBT.9	**Title:** Add Three Digit Numbers Within 1,000 – Place Value (Two Compositions) **Objective:** • SWBAT add three-digit numbers within 1,000 using place value strategies by composing hundreds and tens. **Launch:** • TW activate knowledge of compositions of hundreds and tens. • TW activate previous conjectures. **Task:** • SW solve problems adding three-digit numbers with two compositions. **Discourse:** • TW chart samples, pushing sophistication of place value strategies and understanding of compositions in the place value model.	• Student Packets

				Practice: • SW practice adding three-digit numbers with two compositions. **Conjecture:** • If we add hundreds and hundreds, tens and tens, and ones and ones, but our sum from the tens is 100 or more, we can compose another hundred in the hundreds place. • If we add hundreds and hundreds, tens and tens, and ones and ones, but our sum from the ones is 10 or more, we can compose another ten in the tens place. • We may have to compose another hundred and another ten in the same addition equation, with the composition in the tens possibly making us need to compose another hundred. • Sums from the tens and ones place can be decomposed. • We can decompose tens and ones to add to the next hundred or next ten.	
5	8	I	2.NBT.6 2.NBT.9	**Title:** Add Three Digit Numbers Within 1,000 – Properties of Addition (Two Compositions) **Objective:** • SWBAT add three-digit numbers within 1,000 using the properties of addition to help add with two compositions. **Launch:** • TW activate knowledge of compositions of hundreds and tens. • TW activate previous conjectures about the properties of addition. **Task:** • SW solve problems adding three-digit numbers with two compositions. **Discourse:** • TW chart samples, pushing sophistication of using the properties of addition (associative, commutative, identity, and zero).	• Student Packets

				Practice: • SW practice adding three-digit numbers with two compositions. **Conjecture:** • If we compose another ten or another hundred when adding three digit numbers, we can add the three addends in any order and get the same sum.	
5	9	I	2.OA.1 2.NBT.5	**Title:** Two-Step PPW-PU/SSU, CQU/SCU – Properties of Operations **Objective:** • SWBAT solve two-step PPW-PU/SSU and two-step CQU/SCU story problems by using the properties of operations. **Launch:** • TW launch story problems. **Task:** • SW solve two-step story problems. **Discourse:** • TW chart samples that push towards use of the properties of addition (associative, commutative) and subtraction (no associative or commutative property). **Practice:** • SW solve two-step story problems. **Conjecture:** • We can order the addends in any way and we will get the same sum. • If we change the order of the numbers in a subtraction equation, we will not get the same difference.	• Student Packets
5	10	I	2.NBT.6 2.NBT.9	**Title:** Subtract Three Digit Numbers Within 1,000 – Place Value (One Decomposition)	• Student Packets

				Objective: • SWBAT subtract three-digit numbers within 1,000 using place value strategies by decomposing hundreds. **Launch:** • TW activate knowledge of decompositions of hundreds and tens. • TW activate previous conjectures. **Task:** • SW solve problems subtracting three-digit numbers. **Discourse:** • TW chart samples, pushing sophistication of place value strategies and understanding of decompositions in the place value model. **Practice:** • SW practice subtracting three-digit numbers with one decomposition. **Conjecture:** • If we subtract hundreds and hundreds, tens and tens, and ones and ones, but the number of tens in the larger number is less than the tens in the smaller number, we can decompose a hundred to make ten tens. • Hundreds can be decomposed.	
5	11	I	2.NBT.6 2.NBT.9	**Title:** Subtract Three Digit Numbers Within 1,000 – Place Value (Two Decompositions) **Objective:** • SWBAT subtract three-digit numbers within 1,000 using place value strategies by decomposing hundreds. **Launch:** • TW activate knowledge of decompositions of hundreds and tens. • TW activate previous conjectures.	• Student Packets

				Task: • SW solve problems subtracting three-digit numbers. **Discourse:** • TW chart samples, pushing sophistication of place value strategies and understanding of decompositions in the place value model. **Practice:** • SW practice subtracting three-digit numbers with two decompositions. **Conjecture:** • If we subtract hundreds and hundreds, tens and tens, and ones and ones, but the number of tens in the larger number is less than the tens in the smaller number and the ones is less, we can decompose a hundred to make ten tens and decompose a ten to make ten ones. • Hundreds and tens can be decomposed. • Sometimes, we may need to decompose both a hundred and ten in one subtraction equation.	
5	12	I	2.NBT.6 2.NBT.9	**Title:** Add and Subtract Within 1,000 – Relationship Between Addition and Subtraction (Two Compositions or Decompositions) **Objective:** • SWBAT add or subtract three-digit numbers within 1,000 and relate the number sentences by understanding the relationship of addition and subtraction. **Launch:** • TW activate knowledge of decompositions of hundreds and tens. • TW activate previous conjectures about the relationship between addition and subtraction. **Task:** • SW solve problems adding or subtracting three-digit numbers.	• Student Packets

				Discourse: • TW chart samples, pushing sophistication of flexibly using addition or subtraction strategies, or push understanding of the relationship of the three quantities in a subtraction or addition equation. **Practice:** • SW practice adding or subtracting three-digit numbers with one or two decompositions. **Conjecture:** • When decomposing a hundred or ten to subtract, we will have to compose a ten or hundred if we add the difference back to the subtrahend. • When composing a ten or hundred to add, we will have to decompose a ten or hundred if we subtract one of the addends from the sum. • Addition or subtraction can be used to check if the decomposition or composition in an equation was accurately calculated.	
5	13	ET	2.NBT.5 2.NBT.6 2.NBT.7 2.NBT.8 2.NBT.9	**Title:** Evaluative Task – Add and Subtract Within 1,000 **Objective:** • SWBAT evaluate student work that adds and subtracts within 1,000. • SWBAT critique the reasoning of others and construct viable arguments. **Intro:** • TW introduce the way to evaluate other students' work. • TW introduce student work sample. **Guided:** • SW work with partners to evaluate incorrect student work and provide a correct solution. • TW debrief incorrect student work and discuss the reason why it is incorrect. • SW write a response explaining the incorrect reasoning and providing a	• Student Packets

				correct solution. **Independent:** • SW practice critiquing incorrect student work and providing correct solutions. **Skill:** • Adding and Subtracting Within 1,000 • Critiquing Reasoning • Constructing Viable Arguments	
5	14	PT	2.NBT.5 2.NBT.6 2.NBT.7 2.NBT.8 2.NBT.9	**Title:** Performance Task – 1,000 Days **Objective:** • SWBAT integrate standards and skills from throughout the unit to solve a new task. • SWBAT apply mathematical skills to a real-world context. • SWBAT solve a multi-part problem. **Intro:** • TW activate knowledge of addition and subtraction, composing and decomposing tens and hundreds, and place value strategies, properties of addition and subtraction, and the relationship between addition and subtraction. • TW activate previous conjectures from throughout the unit. **Guided:** • SW independently solve the multi-part performance task while T collects data. • SW evaluate a situation calculating how many days for various activities throughout a 1,000 day period. **Independent:**	• Student Packets

				• TW debrief solutions to the multi-part performance task. **Skill:** • Addition and Subtraction within 1,000	

Unit 6 – Foundations of Multiplication and Division

How does this unit connect to past and future units?
Unit 6 lays the conceptual foundation for multiplication and division in Grade 3 and for the idea that numbers other than 1, 10, and 100 can serve as units. Students will use their understanding of bundling ones, tens, and hundreds from Unit 3 to an understanding of equal groups. Students will extend their understanding of partitioning rulers and number lines in Unit 2 to partitioning shapes into equal rows and columns to create arrays. The understanding of partitioning will be extended in Unit 8 when students relate the partitioning of shapes to fractions.
What key Common Core standards does this unit address?
• CCSS.Math.Content.2.OA.C.3: Determine whether a group of objects (up to 20) has an odd or even number of members, e.g., by pairing objects or counting them by 2s; write an equation to express an even number as a sum of two equal addends. • CCSS.Math.Content.2.OA.C.4: Use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns; write an equation to express the total as a sum of equal addends. • CCSS.Math.Content.2.NBT.A.2: Count within 1000; skip-count by 5s, 10s, and 100s. • CCSS.Math.Content.2.G.A.2: Partition a rectangle into rows and columns of same-size squares and count to find the total number of them. • CCSS.Math.Practice.MP3: Construct viable arguments and critique the reasoning of others. • CCSS.Math.Practice.MP4: Model with mathematics. • CCSS.Math.Practice.MP6: Attend to precision. • CCSS.Math.Practice.MP7: Look for and make use of structure. • CCSS.Math.Practice.MP8: Look for and express regularity in repeated reasoning.

Unit	Day	Type	CCS	Lesson Overview	Materials
6	1	I	2.OA.4 2.NBT.2	**Title:** Equal Groups Counting Bag – Creating Equal Groups **Objective:** • SWBAT create equal groups from a given number of objects. • SWBAT describe the number of groups. • SWBAT describe the number in each group. **Launch:** • TW activate knowledge of "equal". • TW explain parameters of counting bag. **Task:** • SW create equal groups of counters in a bag of 12 counters. **Discourse:** • TW chart strategies, pushing understanding of different ways to make equal groups and pushing students to use the language of groups and number in each group. **Practice:** • SW practice making equal groups of pictorial objects for 2, 4, 6, and 8 objects. **Conjecture:** • As long as the number of objects in each group is the same, the groups are equal. • There are different ways to make equal groups of the same total number of objects.	• 12 counters in a Ziploc bag for each student • Student Packets
6	2	I	2.OA.4	**Title:** Equal Groups Counting Bag – Repeated Addition	• 18 counters in Ziploc bags

			2.NBT.2	**Objective:** • SWBAT create equal groups from a given number of objects. • SWBAT write repeated addition number sentences to represent the number of groups and the number in each group. **Launch:** • TW activate knowledge of "equal". • TW explain parameters of counting bag. • TW direct students to write equations to represent the groups. **Task:** • SW create equal groups of counters in a bag of 18 counters and write repeated addition number sentences to represent the groups. **Discourse:** • TW chart strategies, pushing understanding of different ways to make equal groups and showing different repeated addition number sentences, pushing understanding of how the numbers being added are the number in each group and the number of times it is added represents the number of groups. **Practice:** • SW practice making equal groups of pictorial objects and writing number sentences for 2, 4, 6, 8, 9, 10, 12, and 14 objects. **Conjecture:** • As long as the number of objects in each group is the same, the groups are equal. • There are different ways to make equal groups of the same total number of objects. • The numbers being repeatedly added in a number sentence represent the number of objects in each group. • The number of times the same number is repeatedly added represents the	for each student • Student Packets

				number of groups.	
6	3	I	2.OA.4 2.NBT.2	**Title:** Multiplication Story Problem– Equal Groups, No Notation **Objective:** • SWBAT solve multiplication story problems with equal groups and represent using repeated addition. **Launch:** • TW launch story problems. **Task:** • SW solve multiplication story problems. **Discourse:** • TW chart samples that push sophistication of strategies for determining the total of equal groups. **Practice:** • SW solve multiplication story problems. **Conjecture:** • We can directly model the number of objects in the equal groups and count them all. • We can repeatedly add the number of objects in each group to find the total. • We can skip count by the number of objects in the groups to find the total. • We can skip count by the number of groups to find the total.	• Counters for intervention • Student Packets
6	4	I	2.G.2 2.OA.4 2.NBT.2	**Title:** Array Counting Bag – Equal Rows or Columns **Objective:** • SWBAT create equal rows/columns for a given number of objects. • SWBAT write repeated addition number sentences to represent the number of rows/columns and the number in each row/column.	• 16 array tiles in Ziploc bags for each student • Student Packets

				Launch: • TW activate previous conjectures. • TW activate knowledge of “equal”. • TW explain parameters of counting bag. • TW direct students to write equations to represent the rows/columns. • TW define “row” and “column”. **Task:** • SW create equal rows/columns of array tiles in a bag of 16 tiles and write repeated addition number sentences to represent the rows/columns. **Discourse:** • TW chart strategies, pushing understanding of different ways to make equal rows/columns and showing different repeated addition number sentences, pushing understanding of how the numbers being added are the number in each row/column and the number of times it is added represents the number of rows/columns. **Practice:** • SW practice making equal rows/columns of pictorial objects and writing number sentences for 6, 8, 9, 10, 12, 14, and 15 objects. **Conjecture:** • As long as the number of objects in each group is the same, the groups are equal. • There are different ways to make equal groups of the same total number of objects. • The numbers being repeatedly added in a number sentence represent the number of objects in each group. • The number of times the same number is repeatedly added represents the number of groups. • Equal rows or equal columns are the same size and length as each other.	
6	5	I	2.G.2	**Title:** Array Counting Bag – Composing Arrays from Rows and Columns	• 20 array tiles in Ziploc bags

			2.OA.4 2.NBT.2	**Objective:** • SWBAT create rectangular arrays for a given number of objects. • SWBAT write repeated addition number sentences to represent the number of rows/columns and the number in each row/column. **Launch:** • TW activate previous conjectures. • TW activate knowledge of "equal". • TW explain parameters of counting bag. • TW direct students to write equations to represent the groups. • TW define "row" and "column". • TW define rectangular arrays. **Task:** • SW create rectangular arrays using tiles in a bag of 20 array tiles and write repeated addition number sentences to represent the groups. **Discourse:** • TW chart strategies, pushing understanding of different ways to make equal rows/columns and showing different repeated addition number sentences, pushing understanding of how the numbers being added are the number in each row/column and the number of times it is added represents the number of rows/columns. **Practice:** • SW practice making rectangular arrays of pictorial objects and writing number sentences for 10, 12, 14, 15, 16, and 18 objects. **Conjecture:** • As long as the number of objects in each group is the same, the groups are equal. • There are different ways to make equal groups of the same total number of objects.	for each student • Student Packets

				• The numbers being repeatedly added in a number sentence represent the number of objects in each group. • The number of times the same number is repeatedly added represents the number of groups. • Equal rows or equal columns are the same size and length as each other. • Switching the number of groups or the number in each group does not change the total number of objects. • The number of rows and columns in an array is interchangeable.	
6	6	I	2.G.2 2.OA.4 2.NBT.2	**Title:** Array Counting Bag – Decomposing Arrays into Rows and Columns **Objective:** • SWBAT create rectangular arrays for a given number of objects. • SWBAT decompose rectangular arrays into rows and columns. • SWBAT write repeated addition number sentences to represent the number of rows/columns and the number in each row/column. **Launch:** • TW activate previous conjectures. • TW activate knowledge of "equal". • TW explain parameters of counting bag. • TW direct students to write equations to represent the groups. • TW define "row" and "column". • TW define rectangular arrays. **Task:** • SW create rectangular arrays using tiles in a bag of 24 array tiles, decompose the arrays into rows and columns. • SW represent the arrays and the decomposition pictorially and write repeated addition number sentences to represent the rows and columns. **Discourse:** • TW chart strategies, pushing understanding of different ways to make equal rows/columns and showing different repeated addition number sentences, pushing understanding of how the numbers being added are the number in	• 24 array tiles in Ziploc bags for each student • Student Packets

				each row/column and the number of times it is added represents the number of rows/columns. **Practice:** • SW practice making rectangular arrays of pictorial objects and writing number sentences for 10, 12, 14, 15, 16, and 18 objects. **Conjecture:** • Equal rows or equal columns are the same size and length as each other. • Switching the number of groups or the number in each group does not change the total number of objects. • The number of rows and columns in an array is interchangeable. • Arrays can be composed from equal rows and columns. • Arrays can be decomposed into equal rows and columns.	
6	7	I	2.G.2 2.OA.4 2.NBT.2	**Title:** Multiplication Story Problem – Repeated Addition with Arrays **Objective:** • SWBAT solve multiplication story problems with array contexts and represent using repeated addition. **Launch:** • TW launch story problems. **Task:** • SW solve multiplication story problems in array contexts. **Discourse:** • TW chart samples that push sophistication of strategies for determining the total of equal groups. **Practice:** • SW solve multiplication story problems. **Conjecture:**	• 24 array tiles in Ziploc bags for each student • Student Packets

				• We can directly model the number of objects in the equal rows/columns and count them all. • We can repeatedly add the number of objects in each row/columns to find the total. • We can skip count by the number of objects in the rows/columns to find the total. • We can skip count by the number of rows/columns to find the total. • Rows and columns in arrays represent equal groups.	
6	8	I	2.G.2 2.OA.4 2.NBT.2	**Title:** Array Counting Bag – Representing Rows and Columns **Objective:** • SWBAT create rectangular arrays for a given number of objects. • SWBAT represent marked and unmarked arrays pictorially. • SWBAT represent the dimensions of arrays pictorially. • SWBAT write repeated addition number sentences to represent the number of rows/columns and the number in each row/column. **Launch:** • TW activate previous conjectures. • TW activate knowledge of “equal”. • TW explain parameters of counting bag. • TW direct students to write equations to represent the groups. • TW define “row” and “column”. • TW define rectangular arrays. **Task:** • SW create rectangular arrays using tiles in a bag of 24 array tiles, decompose the arrays into rows and columns. • SW represent the arrays and the decomposition pictorially and write repeated addition number sentences to represent the rows and columns. **Discourse:**	• Student Packets • 20 array tiles in Ziploc bags for each student

				• TW chart strategies, pushing understanding of different ways to make equal rows/columns and showing different repeated addition number sentences, pushing understanding of how the numbers being added are the number in each row/column and the number of times it is added represents the number of rows/columns. **Practice:** • SW practice making rectangular arrays of pictorial objects and writing number sentences for 10, 12, 14, 15, 16, 18, 20, 21, 22, 24, and 25 objects. **Conjecture:** • Equal rows or equal columns are the same size and length as each other. • Switching the number of groups or the number in each group does not change the total number of objects. • The number of rows and columns in an array is interchangeable. • Arrays can be composed from equal rows and columns. • Arrays can be decomposed into equal rows and columns.	
6	9	I	2.G.2 2.OA.4 2.NBT.2	**Title:** Partition Concrete Rectangles **Objective:** • SWBAT cut paper rectangles into rows and columns. • SWBAT determine the total number of squares in the rows and columns in a partitioned rectangle. **Launch:** • TW activate previous conjectures. • TW activate knowledge of arrays and rectangles. **Task:** • SW use scissors to cut paper rectangles into a variety of row and column combinations. **Discourse:** • TW chart strategies, pushing for sophistication about how students planned	• Scissors • Array tiles • Paper rectangles • Student Packets

				to create the rows and columns (drawing rows and columns, using array tiles and tracing, drawing squares to create rows and columns, cutting strips first and making them equal length). **Practice:** • SW practice cutting paper rectangles and representing the strategy with a number sentence. **Conjecture:** • Rectangles can be partitioned into equal rows and columns. • When drawing equal rows and columns, the number of columns drawn become the number of squares in each row, and the number of rows drawn become the number of squares in each column. • Counting the square individually or skip counting by the number in each row or column or repeatedly adding the number in each row or column are all strategies to find the total number of squares.	
6	10	I	2.G.2 2.OA.4 2.NBT.2	**Title:** Partition Pictorial Rectangles **Objective:** • SWBAT draw rows and columns on rectangles to create a given number of squares. • SWBAT draw a given number of rows and columns on rectangles and count to find the total number of squares. • SWBAT determine the total number of squares in the rows and columns in a partitioned rectangle. **Launch:** • TW activate previous conjectures. • TW activate knowledge of arrays and rectangles. **Task:** • SW draw rows and columns to create rectangles with 20 or 24 squares. • SW draw 5 rows and 5 columns and 4 rows and 3 columns and count the total number of squares.	• Student Packets • Array tiles

				Discourse: • TW chart strategies, pushing for sophistication about how students planned to create the rows and columns for given number of squares or counting the total number of squares for a given number of rows and columns. **Practice:** • SW practice drawing rows and columns for a given number of squares or drawing a given number of rows and columns and determining the number of squares. **Conjecture:** • Rectangles can be partitioned into equal rows and columns. • When drawing equal rows and columns, the number of columns drawn become the number of squares in each row, and the number of rows drawn become the number of squares in each column. • Counting the square individually or skip counting by the number in each row or column or repeatedly adding the number in each row or column are all strategies to find the total number of squares. • We can repeatedly subtract by a number to zero to figure out the number of rows and columns.	
6	11	I	2.G.2 2.OA.4 2.NBT.2	**Title:** Measurement Division – Relationship Between Repeated Addition and Repeated Subtraction **Objective:** • SWBAT solve measurement division story problems using the relationship between repeated addition and repeated subtraction. **Launch:** • TW launch story problems. **Task:** • SW solve measurement division story problems.	• Student Packets • Array tiles

				Discourse: • TW chart samples that push understanding of the relationship between repeated addition and repeated subtraction. **Practice:** • SW solve measurement division story problems. **Conjecture:** • Putting equal amounts into equal groups can be solved by creating an array, repeatedly subtracting by the amount until reaching zero, or directly modeling dealing out.	
6	12	ET	2.G.2 2.OA.4 2.NBT.2	**Title:** Evaluative Task – Arrays and Repeated Addition **Objective:** • SWBAT evaluate student work that partitions rectangles or repeatedly adds arrays. • SWBAT critique the reasoning of others and construct viable arguments. **Intro:** • TW introduce the way to evaluate other students' work. • TW introduce student work sample. **Guided:** • SW work with partners to evaluate incorrect student work and provide a correct solution. • TW debrief incorrect student work and discuss the reason why it is incorrect. • SW write a response explaining the incorrect reasoning and providing a correct solution. **Independent:** • SW practice critiquing incorrect student work and providing correct solutions.	• Array tiles • Student packets

				Skill: • Creating Arrays • Decomposing Arrays • Counting Squares • Partitioning Rectangles • Critiquing Reasoning • Constructing Viable Arguments	
6	13	I	2.OA.3	**Title:** Partners and Teams **Objective:** • SWBAT investigate numbers that can and cannot be made into groups of two or two equal groups. • SWBAT understand that any number can be divided into groups of two can also be divided into two equal groups. **Launch:** • TW activate knowledge of "equal". • TW have S skip count by 2s to 20. • TW challenge S with double facts to 20. **Task:** • SW investigate numbers that can and cannot be made into groups of two or two equal groups. **Discourse:** • TW chart samples, pushing understanding of pairing and equal addends and their relationship. **Practice:** • SW identify even and odd numbers by proving if they are able to create two equal groups. **Conjecture:** • Even numbers are numbers that can be split into two equal addends or can	• Second Grade, Unit 3, 3.1, pg. 120-124 • Ten Sticks for T model • Partners and Teams (attached) • Quick Write (attached) • Exit Ticket (attached)

				be paired off with none left over. • Odd numbers cannot be paired off without one left over. • Odd numbers cannot be split into two equal addends.	
6	14	I	2.OA.3	**Title:** More Partners and Teams **Objective:** • SWBAT investigate numbers that can and cannot be made into groups of two or two equal groups. • SWBAT understand that any number can be divided into groups of two can also be divided into two equal groups. **Launch:** • TW activate knowledge of "equal". • TW have S skip count by 2s to 20. • TW challenge S with double facts to 20. **Task:** • SW investigate numbers that can and cannot be made into groups of two or two equal groups. **Discourse:** • TW chart samples, pushing understanding of pairing and equal addends and their relationship. **Practice:** • SW identify even and odd numbers by proving if they are able to create two equal groups. **Conjecture:** • Even numbers are numbers that can be split into two equal addends or can be paired off with none left over. • Odd numbers cannot be paired off without one left over. • Odd numbers cannot be split into two equal addends.	• Second Grade, Unit 3, 3.1, pg. 120-124 • Ten Sticks for T model • Partners and Teams (attached) • Quick Write (attached) • Exit Ticket (attached)

6	15	I	2.OA.3 2.OA.4	**Title:** Partitive Division – Relationship Between Repeated Addition and Repeated Subtraction **Objective:** • SWBAT solve partitive division story problems using the relationship between repeated addition and repeated subtraction. **Launch:** • TW launch story problems. **Task:** • SW solve partitive division story problems. **Discourse:** • TW chart samples that push understanding of the relationship between repeated addition and repeated subtraction. **Practice:** • SW solve partitive division story problems. **Conjecture:** • Putting equal amounts into equal groups can be solved by creating an array, repeatedly subtracting by the amount until reaching zero, or directly modeling dealing out.	
6	16	I	2.OA.3	**Title:** Adding Even and Odd Numbers Part I **Objective:** • SWBAT identify even numbers. • SWBAT identify odd numbers. • SWBAT explain why even numbers can be split into equal addends or paired off, while odd numbers cannot. **Launch:**	• Second Grade, Unit 4 pg. 38 • Second Grade, SAB, Unit 4 pg. 9 – 11 • Second Grade, SAB, Unit 4 pg. 60 • Odd Number Poster (attached) • Even Number Poster

				• TW activate knowledge of even and odd. **Task:** • SW continue to practice Even and Odd Greater Than and Less Than Riddles where they will need to conclude an answer when clues are given about a number. They will also need to think critically about what the parameters of the riddle are and what all possible answers could potentially be. **Discourse:** • TW chart samples, pushing understanding of how equal addends or pairing or the lack thereof contributes to the patterns of adding even and odd numbers. **Practice:** • SW practice adding even and odd numbers. **Conjecture:** • When you add two even numbers, the sum will always be even. • When you add an even and odd number, the sum will always be odd. • When you add two odd numbers, the sum will always be even. • When you add two even numbers or two odd numbers, you will always be able to pair up the number with none left over. • If you add one even and one odd number, there will always be one left over without a pair.	(attached) • Do Now Day 1 (attached) • Exit Ticket Day 1 (attached) • Do Now Day 2 (attached) • What Happens When…? (attached) • Exit Ticket Day 2 (attached)
6	17	I	2.OA.3	**Title:** Adding Even and Odd Numbers Part II **Objective:** • SWBAT identify even numbers. • SWBAT identify odd numbers. • SWBAT explain why even numbers can be split into equal addends or paired off, while odd numbers cannot. **Launch:** • TW activate conjectures from yesterday.	• Second Grade, Unit 4 pg. 38 • Second Grade, SAB, Unit 4 pg. 9 – 11 • Second Grade, SAB, Unit 4 pg. 60 • Odd Number Poster (attached) • Even Number Poster (attached) • Do Now Day 1 (attached)

				Task: • SW consider evidence, develop ideas based on evidence, and test ideas about even and odd numbers by looking at examples and counter examples while justifying their conclusions using logical reasoning. **Discourse:** • TW chart samples, pushing understanding of how equal addends or pairing or the lack thereof contributes to the patterns of adding even and odd numbers. **Practice:** • SW practice adding even and odd numbers. **Conjecture:** • When you add two even numbers, the sum will always be even. • When you add an even and odd number, the sum will always be odd. • When you add two odd numbers, the sum will always be even. • When you add two even numbers or two odd numbers, you will always be able to pair up the number with none left over. • If you add one even and one odd number, there will always be one left over without a pair.	• Exit Ticket Day 1 (attached) • Do Now Day 2 (attached) • What Happens When…? (attached) • Exit Ticket Day 2 (attached)
6	18	ET	2.OA.3	**Title:** Evaluative Task - Even/Odd **Objective:** • SWBAT evaluate student work that that determines odd and even numbers and explains them. • SWBAT critique the reasoning of others and construct viable arguments. **Intro:** • TW introduce the way to evaluate other students' work. • TW introduce student work sample. **Guided:** • SW work with partners to evaluate incorrect student work and provide a	• Counters/Array Tiles for intervention • Student Packets

				correct solution. • TW debrief incorrect student work and discuss the reason why it is incorrect. • SW write a response explaining the incorrect reasoning and providing a correct solution. **Independent:** • SW practice critiquing incorrect student work and providing correct solutions. **Skill:** • Determining Even and Odd Numbers • Critiquing Reasoning • Constructing Viable Arguments	
6	19	PT	2.OA.3 2.OA.4 2.NBT.2 2.G.2	**Title:** Performance Task – Packing Candy Boxes **Objective:** • SWBAT integrate standards and skills from throughout the unit to solve a new task. • SWBAT apply mathematical skills to a real-world context. • SWBAT solve a multi-part problem. **Intro:** • TW activate knowledge of equal groups, repeated addition, arrays, and even and odd numbers. • TW activate previous conjectures from throughout the unit. **Guided:** • SW independently solve the multi-part performance task while T collects data. • SW solve problems about candy boxes that involve arrays, even and odd	• Counters/Array Tiles for intervention • Student Packets

				numbers, repeated addition, and equal groups. **Independent:** • TW debrief solutions to the multi-part performance task. **Skill:** • Repeated Addition • Arrays • Partitioning Rectangles • Equal Groups • Even and Odd Numbers	

Unit 7 – Problem Solving with Length, Money, and Data

How does this unit connect to past and future units?
Unit 7 presents an opportunity for students to practice the addition and subtraction strategies they developed in Units 1, 2, 3, 4, and 5 within 100 and problem-solving skills as they learn to work with various types of units within the contexts of length, money, and data. Students represent categorical and measurement data using picture graphs, bar graphs, and line plots as they extend their understanding of partitioning rulers and numbers from Unit 2. They revisit measuring and estimating length from Unit 2 but now use both metric and customary units. In Grade 1, students learned to organize and represent data with up to three categories. Now, in Grade 2, students build upon this understanding by drawing both picture and bar graphs **(2.MD.10)**. Students apply their knowledge of coin values, place value strategies, and the properties of operations to solve addition and subtraction word problems **(2.NBT.5, 2.MD.8)** to find the total value of a group of coins or bills. Students use the concepts of composition and decomposition of three-digit numbers learned in Units 3, 4, and 5 in the context of money.
What key Common Core standards does this unit address?
• CCSS.Math.Content.2.MD.A.1: Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes. • CCSS.Math.Content.2.MD.A.2: Measure the length of an object twice, using length units of different lengths for the two measurements; describe how the two measurements relate to the size of the unit chosen. • CCSS.Math.Content.2.MD.A.3: Estimate lengths using units of inches, feet, centimeters, and meters.

- CCSS.Math.Content.2.MD.A.4: Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit.
- CCSS.Math.Content.2.MD.B.5: Use addition and subtraction within 100 to solve word problems involving lengths that are given in the same units, e.g., by using drawings (such as drawings of rulers) and equations with a symbol for the unknown number to represent the problem.
- CCSS.Math.Content.2.MD.B.6: Represent whole numbers as lengths from 0 on a number line diagram with equally spaced points corresponding to the numbers 0, 1, 2, ..., and represent whole-number sums and differences within 100 on a number line diagram.
- CCSS.Math.Content.2.MD.C.8: Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using $ and ¢ symbols appropriately. Example: If you have 2 dimes and 3 pennies, how many cents do you have?
- CCSS.Math.Content.2.MD.D.9: Generate measurement data by measuring lengths of several objects to the nearest whole unit, or by making repeated measurements of the same object. Show the measurements by making a line plot, where the horizontal scale is marked off in whole-number units.
- CCSS.Math.Content.2.MD.D.10: Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put-together, take-apart, and compare problems[1] using information presented in a bar graph.
- CCSS.Math.Practice.MP1: Make sense of problems and persevere in solving them.
- CCSS.Math.Practice.MP2: Reason abstractly and quantitatively.
- CCSS.Math.Practice.MP4: Model with mathematics.
- CCSS.Math.Practice.MP5: Use appropriate tools strategically.
- CCSS.Math.Practice.MP6: Attend to precision.

Unit	Day	Type	CCS	Lesson Overview	Materials
7	1	I	2.MD.8	**Title:** Money Counting Jar **Objective:** • SWBAT complete money counting jar to include counting, double checking, making an equivalent set, and recording groups of coins. **Launch:** • TW activate knowledge of values of coins. • TW activate knowledge of equivalence.	• Money Counting Jar Chart Poster – printed from the poster machine and laminated • Counting Jar for each student with appropriate amount of coins (in classroom) • Counting Jar Student Tracker (attached)

				Task: • SW count their coins, double check their total amount, make an equivalent set using bills and coins, and record their coins as well as their equivalent set. **Discourse:** • TW chart samples, pushing sophistication of counting strategies and understanding of equivalence in combinations. **Practice:** • SW practice making coin combinations for a given amount of money. **Conjecture:** • Coins in different combinations can make an equivalent amount. • Skip counting by coins with the same value is more efficient than counting by ones or adding the amounts.	• Equivalent money sets (to be made by teacher the night before) • Money Counting Jar recording sheet for students (attached) • Money Counting Jar recording sheet for teacher (attached)
7	2	I	2.OA.1 2.NBT.5	**Title:** Two-Step CDU/JSU, SCU/PPW-PU – Properties of Operations **Objective:** • SWBAT solve two-step CDU /JSU and two-step SCU/PPW-PU story problems by using the properties of operations. **Launch:** • TW launch story problems. **Task:** • SW solve two-step story problems. **Discourse:** • TW chart samples that push towards use of the properties of addition (associative, commutative) and subtraction (no associative or commutative property). **Practice:**	• Student Packets

				• SW solve two-step story problems. **Conjecture:** • We can order the addends in any way and we will get the same sum. • If we change the order of the numbers in a subtraction equation, we will not get the same difference.	
7	3	I	2.MD.8	**Title:** Combinations to Make a Dollar **Objective:** • SWBAT create and find combinations of coins that equal $1.00 • SWBAT express the equivalence of one 100 to ten 10s and of one 10 to ten 1s. • SWBAT identify a penny, nickel, dime, quarter, and dollar bill as well as their value. • SWBAT use a dollar sign and decimal point to represent money amounts they have counted. **Launch:** • TW activate knowledge of the values and representations of coins. **Task:** • SW make combinations of coins that equal $1.00 using the Coin Cards. SW also express the equivalence of one 100 to ten 10s and of one 10 to ten 1s through an equation in the independent practice. **Discourse:** • TW chart samples, pushing for understanding of equivalence. **Practice:** • SW complete the given number sentence using what they know about 100 to help them solve the equations. **Conjecture:** • Coins in different combinations can make an equivalent amount.	• Third Grade, Unit 2, 2.4, pg. 117 • Third Grade, RM, Unit 2, M39 - M42 • Money Counting Jar Chart Poster – printed from the poster machine and laminated • Counting Jar for each student with appropriate amount of coins (in classroom) • Counting Jar Student Tracker (attached) • Equivalent money sets (to be made by teacher the night before) • Money Counting Jar recording sheet for students (attached) • Money Counting Jar recording sheet for teacher (attached)

				• Skip counting by coins with the same value is more efficient than counting by ones or adding the amounts.	
7	4	I	2.MD.8	**Title:** Spend $1.00 **Objective:** • SWBAT use coin equivalencies to exchange money. • SWBAT subtract amounts from $1.00, down to 0. **Launch:** • TW activate knowledge of values and representations of coins. **Task:** • SW start with $1.00 and then take turns rolling two 1-6 cubes and subtracting that amount. After each turn, players can trade for equivalent coins. They also record their turn, figuring out how much money they have left. **Discourse:** • TW chart samples, pushing understanding of equivalence. **Practice:** • SW apply and use their understanding of coin equivalencies to exchange money. Students will also use their understanding of the composition of 100 or $1.00 to then subtract amounts from $1.00, down to 0. SW compete the given number sentences using what they know about numbers that can get them to 100 and money. **Conjecture:** • Coins in different combinations can make an equivalent amount. • Skip counting by coins with the same value is more efficient than counting by ones or adding the amounts.	• Second Grade, Unit 5, pg. 119 • Second Grade, RM, Unit 5, M36 • Money Counting Jar Chart Poster – printed from the poster machine and laminated • Counting Jar for each student with appropriate amount of coins (in classroom) • Counting Jar Student Tracker (attached) • Equivalent money sets (to be made by teacher the night before) • Money Counting Jar recording sheet for students (attached) • Money Counting Jar recording sheet for teacher (attached)
7	5	I	2.MD.8	**Title:** Make Change from $1.00 **Objective:**	• Money Counting Jar Chart Poster – printed from the poster machine and

				• SWBAT identify a penny, nickel, dime, quarter, and dollar bill as well as their value. • SWBAT explain that a dollar is equivalent to 100 cents. • SWBAT calculate change after finding the difference between the cost and $1. • SWBAT create as many different coin combinations as possible. • SWBAT identify the least and most efficient coin combinations for a total amount. **Launch:** • TW activate knowledge of values and representations of coins. **Task:** • SW calculate the difference between a number(s) and $1.00. Then SW determine out of the possible coin combinations that they created which one is the most efficient, using the least amount of coins. **Discourse:** • TW chart samples, pushing efficiency of coin combinations to use as few coins as possible. **Practice:** • SW represent the most efficient way to represent the given amount of money. **Conjecture:** • The larger the values of the coins used, the fewer numbers of coins needed to create the total value.	laminated • Counting Jar for each student with appropriate amount of coins (in classroom) • Counting Jar Student Tracker (attached) • Equivalent money sets (to be made by teacher the night before) • Money Counting Jar recording sheet for students (attached) • Money Counting Jar recording sheet for teacher (attached)
7	6	ET	2.MD.8	**Title:** Evaluative Task – Money **Objective:** • SWBAT evaluate student work that finds equivalent coin combinations and solves money story problems. • SWBAT critique the reasoning of others and construct viable arguments.	• Student Packets

				Intro: • TW introduce the way to evaluate other students' work. • TW introduce student work sample. **Guided:** • SW work with partners to evaluate incorrect student work and provide a correct solution. • TW debrief incorrect student work and discuss the reason why it is incorrect. • SW write a response explaining the incorrect reasoning and providing a correct solution. **Independent:** • SW practice critiquing incorrect student work and providing correct solutions. **Skill:** • Coin Combinations • Equivalency • Solving Word Problems with Money • Critiquing Reasoning • Constructing Viable Arguments	
7	7	I	2.OA.3	**Title:** Multiplication Story Problem – Representation **Objective:** • SWBAT solve multiplication story problems and represent the story problems in different ways. **Launch:** • TW launch story problems. **Task:** • SW solve multiplication story problems and represent the story problems	• Student Packets

				in different ways. **Discourse:** • TW chart samples that push flexibility of representation (arrays, equal groups, pictures, repeated addition equations). **Practice:** • SW solve multiplication story problems. **Conjecture:** • Multiplication can be represented in different ways, including arrays, repeated addition equations, and pictures of equal groups.	
7	8	PC	2.MD.1 2.MD.2	**Title:** Measuring Length – Inches and Feet **Objective:** • SWBAT review the lengths of units of measure (inches, feet, yards, centimeters, meters) • SWBAT measure objects using inches and centimeters. **Intro:** • SW apply what they know about different units of measurement. **Guided:** • SW use a centimeter and inch ruler to measure various objects to the nearest inch, half inch, centimeter or half centimeter. **Independent:** • SW use a centimeter and inch ruler to measure various objects to the nearest inch, half inch, centimeter or half centimeter. **Skill:** • Measuring Inches and Centimeters with Rulers	• Fourth Grade, Unit 4, 1.4, pg. 41 • Rulers with both centimeters and inches. • Do Now (attached) • Measuring in Centimeters (attached) • Measurement Challenge! (attached)
7	9	PC	2.MD.1 2.MD.2	**Title:** Using a Yardstick	• Yardsticks • Comparing Lengths to a

				Objective: • SWBAT review the lengths of units of measure (inches, feet, yards, centimeters, meters) • SWBAT measure objects using a yard stick to estimate the length. **Intro:** • SW use a yardstick to estimate the length of given objects. SW determine which unit to use to measure different sized objects. **Guided:** • SW use a yardstick to estimate the length of given objects. SW determine which unit to use to measure different sized objects. **Independent:** • SW use a yardstick to estimate the length of given objects. SW determine which unit to use to measure different sized objects. **Skill:** • Measuring with a Yardstick • Comparing Relative Size of Units	Yardstick (attached) • Which Unit? (attached)
7	10	I	2.OA.3	**Title:** Measurement/Partitive Division – Representation **Objective:** • SWBAT solve measurement/partitive division story problems and represent them in different ways. **Launch:** • TW launch story problems. **Task:** • SW solve measurement/partitive division story problems. **Discourse:** • TW chart samples that push understanding of representations of	• Student Packets

				measurement/partitive division and the differences between them (arrays, pictures of equal groups, repeated subtraction equations). **Practice:** • SW solve measurement/partitive division story problems. **Conjecture:** • The splitting or distributing of a total into equal groups can be represented using arrays, repeated subtraction equations, or pictures of equal groups. • A total can be shared equally among equal groups, or a total can be dealt into an equal number of objects in different groups. • Putting equal amounts into equal groups can be solved by creating an array, repeatedly subtracting by the amount until reaching zero, or directly modeling dealing out.	
7	11	PC	2.MD.3	**Title:** Estimated Lengths **Objective:** • SWBAT estimate lengths of objects without the use of a measuring tool. **Intro:** • SW identify if the distance of something is longer or shorter than another using visual clue to conceptualize the distances. **Guided:** • SW estimate the length of a given object when a ruler or tape measure cannot be used. **Independent:** • SW use what they learned in today's lesson to estimate and explain why they were able to come up with a given length for a specific object. **Skill:** • Estimating Lengths	• Do Now (attached) • Estimating Lengths (attached) • Estimating and Explaining Lengths (attached) • Exit Ticket (attached)
7	12	PC	2.MD.3	**Title:** Estimated vs. Actual Measurements	• (10) Yardsticks and (10) Rulers

				Objective: • SWBAT estimate lengths of objects without the use of a measuring tool and compare this to the actual measurement using inches, centimeters, feet, and yards. **Intro:** • SW estimate the length of a given object and compare this to the actual measurement using inches, centimeters, feet, and yards. **Guided:** • SW estimate the length of a given object and compare this to the actual measurement using inches, centimeters, feet, and yards. **Independent:** • SW estimate the length of a given object and compare this to the actual measurement using inches, centimeters, feet, and yards. **Skill:** • Comparing Estimates and Actual Measurements	• Objects to measure • Estimated vs. Actual (attached).
7	13	PC	2.MD.4 2.MD.5	**Title:** Comparing Lengths **Objective:** • SWBAT measure a 2-D figure using nonstandard units of measure to the nearest object. **Intro:** • SW apply what they know about measuring to measure different objects of different lengths using nonstandard units of measurement. **Guided:** • SW use nonstandard units to measure various objects. SW compare the different lengths of objects using three nonstandard units of measure. **Independent:**	• Second Grade, Unit 9, 1.5, pg. 47-50 • First Grade, Unit 5, 2.4.1, pg. 79 • First Grade, Unit 5, RM 33 • First Grade, Unit 5,SAB, pg. 29 • Second Grade, Unit 9, SAB, pg. 6 • Rulers

				• SW use their understanding of nonstandard units to compare the length of an object using two nonstandard units. **Skill:** • Comparing Lengths	
7	14	I	2.OA.1 2.NBT.5	**Title:** Two-Step PPW-PU/SRU, CQU/SCU – Place Value **Objective:** • SWBAT solve two-step PPW-PU/SRU and two-step CQU/SCU story problems by using place value strategies and base ten understanding. **Launch:** • TW launch story problems. **Task:** • SW solve two-step PPW-PU/SRU and two-step CQU/SCU story problems. **Discourse:** • TW chart samples that push towards greater base ten understanding. **Practice:** • SW solve two-step PPW-PU/SRU and two-step CQU/SCU story problems. **Conjecture:** • Addition or subtraction can be made more efficient by grouping ones and tens. • By making a ten, or taking from a ten, addition or subtraction can be made more efficient. • We can add tens and tens and ones and ones. • Addends can be broken down into different combinations of tens and ones before adding to a sum.	• Student Packets
7	15	ET	2.MD.1 2.MD.2 2.MD.3	**Title:** Evaluative Task – Measuring, Estimating, Comparing Standard Units **Objective:**	• Student Packets • Rulers • Yardsticks

			2.MD.4 2.MD.5	• SWBAT evaluate student work that measures, estimates, and compares standard units. • SWBAT critique the reasoning of others and construct viable arguments. **Intro:** • TW introduce the way to evaluate other students' work. • TW introduce student work sample. **Guided:** • SW work with partners to evaluate incorrect student work and provide a correct solution. • TW debrief incorrect student work and discuss the reason why it is incorrect. • SW write a response explaining the incorrect reasoning and providing a correct solution. **Independent:** • SW practice critiquing incorrect student work and providing correct solutions. **Skill:** • Measuring with a Ruler and Yardstick • Estimating Lengths • Comparing Lengths • Critiquing Reasoning • Constructing Viable Arguments	
7	16	PC	2.MD.10	**Title:** Bar Graphs Part I **Objective:** • SWBAT interpret a raw data set. • SWBAT organize data to create an accurate representation to communicate the results of a survey. • SWBAT create an equation that shows the sum of the responses in each category and equals the total responses collected.	• 12C- 27 • Sample 10, pg. 13 • Sample 17, pg. 20 • Third Grade, Unit 2, 1.4, pg. 50 • Raw data set for each S • Pre-Charted Creating a

				• SWBAT discuss the data representations and make comparisons across different types of representations. **Intro:** • SW analyze a set of raw data and create a bar graph showing how they organize and represent the data. **Guided:** • SW analyze a set of raw data and create a bar graph showing how they organize and represent the data. **Independent:** • SW analyze their data from the bar graph and break down the various components that the bar graph represents. **Skill:** • Drawing Bar Graphs	Graph for both Vertical and Horizontal Axis • Do Now (attached) – Day 6 • Creating a Graph (attached) - Day 6 • Creating More Graphs! (attached) - Day 6 • Exit Ticket (attached) - Day 6 • Do Now (attached) – Day 7 • Graph That! (attached) - Day 7 • Exit Ticket (attached) - Day 7
7	17	PC	2.MD.10	**Title:** Bar Graphs Part II **Objective:** • SWBAT develop classifications to organize categorical data. • SWBAT organize categorical data in different ways to answer different questions (extension). • SWBAT classify and represent their data. • SWBAT make observations about different sets of data. **Intro:** • SW organize data to push their thinking further about various ways information can be compiled. **Guided:** • SW create an organized representation of raw data into two categories. SW make conclusions about the data that they organize.	• Do Now (attached) – Day 3 • Sports Raw Data for each S (attached) – Day 3 • Construction Paper/Felt Sheet for each S pair of S – Day 3 • Organizing Sports Data (attached) - Day 3 • Exit Ticket (attached) - Day 3 • Do Now (attached) – Day 4 • Favorite Thing To Do Raw Data for each S (attached) – Day 4 • Organizing Favorite Things To Do Data (attached) – Day 4

				Independent: • SW create a question about a given set of data and then model how they would organize the data to answer the question. **Skill:** • Collecting Data • Drawing Bar Graphs • Analyzing Bar Graphs	• Exit Ticket (attached) - Day 4 • Third Grade, Unit 2, 1.1, pg. 24 • Sample 17, pg. 20 • Third Grade, Unit 2, 1.3, pg. 43 • Third Grade, Unit 2, 1.6, pg. 64 • Third Grade, Unit 2, RM 1
7	18	PC	2.MD.10	**Title:** Pictographs **Objective:** • SWBAT read and analyze a set of data in a pictograph. • SWBAT articulate the relationship between a set of data and the pictures that represent that data. **Intro:** • SW formulate two questions around a given set of data and then answer specific questions regarding the information presented. **Guided:** • SW formulate a question around a given set of data and then answer specific questions regarding the information presented within a pictograph. **Independent:** • SW formulate a question around a given set of data and then answer specific questions regarding the information presented within a pictograph **Skill:** • Drawing and Analyzing Pictographs	• K Math Unit 5 Day 98 Pictographs • Post-its • Pre-Charted Pictograph Categories • Pictograph Chant (attached) – printed in color and laminated • Do Now (attached) • Analyzing Pictographs (attached) • Exit Ticket (attached)
7	19	PC	2.MD.6 2.MD.9	**Title:** Line Plots Part I **Objective:**	• Second Grade, Unit 4, Investigation 2 • Second Grade, Unit 4, SAB,

				• SWBAT organize numerical data in a line plot to describe a data set. • SWBAT interpret what the numbers and symbols on a line plot mean. **Intro:** • SW answer specific questions regarding the information presented within a pictograph. **Guided:** • SW graph a given set of data into a line graph and then answer questions around the specific set of data. **Independent:** • SW graph a given set of data into a line graph and then answer questions around the specific set of data. **Skill:** • Collecting Data • Drawing Line Plots	pgs. 18, 23, 24, 31 • Third Grade, Unit 2, SAB, pgs. 28, 33, 3645 • Bag of Tiles for each S (8 bags: 5 tiles, 7 bags: 6 tiles, 5 bags: 7 tiles, 4 bags: 8 tiles, 4 bags: 9 tiles, 2 bags: 10 tiles) • Post-it for each S • Pocket Data for T (attached) – printed on card stalk and laminated • Pre-Made Pocket Data Line Plot, numbered 0 – 11 • Pocket Data (attached) • Teeth Data (attached)
7	20	PC	2.MD.6 2.MD.9	**Title:** Line Plots Part II **Objective:** • SWBAT measure in inches. • SWBAT organize numerical data in a line plot to describe a data set. • SWBAT interpret what the numbers and symbols on a line plot mean. **Intro:** • SW measure the length of their foot using inches. **Guided:** • SW create a line plot to represent and analyze their measurement data. **Independent:** • SW measure a group of fish using inches, create a line plot to represent the data, and analyze/draw conclusions about the data.	• Ruler for each student • Long Ferret Data (attached) • Tall Ferret Data (attached) • Pre-Charted Long Ferret Line Plot • Pre-Charted Tall Ferret Line Plot • Comparing Two Line Plots • Third Grade, Unit 2, 3.1, pg. 124-131

				Skill: • Drawing Line Plots • Analyzing Line Plots	
7	21	I	2.OA.3	**Title:** Multiplication, Measurement/Partitive Division – Representation **Objective:** • SWBAT solve multiplication and measurement/partitive division story problems and represent them in different ways. **Launch:** • TW launch story problems. **Task:** • SW solve multiplication and measurement/partitive division story problems. **Discourse:** • TW chart samples that push understanding of representations of multiplication and measurement/partitive division and the differences between them (arrays, pictures of equal groups, repeated addition or subtraction equations). **Practice:** • SW solve multiplication and measurement/partitive division story problems. **Conjecture:** • The splitting or distributing of a total into equal groups can be represented using arrays, repeated subtraction equations, or pictures of equal groups. • A total can be shared equally among equal groups, or a total can be dealt into an equal number of objects in different groups. • Putting equal amounts into equal groups can be solved by creating an array, repeatedly subtracting by the amount until reaching zero, or directly	• Student Packets

				modeling dealing out. • Multiplication can be represented in different ways, including arrays, repeated addition equations, and pictures of equal groups.	
7	22	ET	2.MD.6 2.MD.9 2.MD.10	**Title:** Evaluative Task – Pictographs, Bar Graphs, Line Plots **Objective:** • SWBAT evaluate student work that draws and analyzes pictographs, bar graphs, and line plots. • SWBAT critique the reasoning of others and construct viable arguments. **Intro:** • TW introduce the way to evaluate other students' work. • TW introduce student work sample. **Guided:** • SW work with partners to evaluate incorrect student work and provide a correct solution. • TW debrief incorrect student work and discuss the reason why it is incorrect. • SW write a response explaining the incorrect reasoning and providing a correct solution. **Independent:** • SW practice critiquing incorrect student work and providing correct solutions. **Skill:** • Bar Graphs • Pictographs • Line Plots • Critiquing Reasoning • Constructing Viable Arguments	• Student Packets
7	23	PT	2.MD.1 2.MD.2	**Title:** Performance Task – Buying a Wardrobe	• Student Packets

			2.MD.3 2.MD.4 2.MD.5 2.MD.6 2.MD.8 2.MD.9 2.MD.10	**Objective:** • SWBAT integrate standards and skills from throughout the unit to solve a new task. • SWBAT apply mathematical skills to a real-world context. • SWBAT solve a multi-part problem. **Intro:** • TW activate knowledge of money, measuring, estimating, and comparing lengths, and bar graphs, pictographs, and line plots. • TW activate previous conjectures from throughout the unit. **Guided:** • SW independently solve the multi-part performance task while T collects data. • SW solve problems about a person going shopping in a mall and picking out clothing that includes dealing with measurement, money, and data. **Independent:** • TW debrief solutions to the multi-part performance task. **Skill:** • Coin Combinations • Equivalence of Money • Money Word Problems • Measuring Lengths • Estimating Lengths • Comparing Lengths • Bar Graphs • Pictographs • Line Plots	

Unit 8 – Time, Shapes, and Fractions as Equal Parts of Shapes

How does this unit connect to past and future units?
In Unit 8, students extend their understanding of part–whole relationships through the lens of geometry. As students compose and decompose shapes, they begin to develop an understanding of unit fractions as equal parts of a whole before working with fraction notation in Grade 3. Students apply their understanding of partitioning from Unit 6 to partition shapes into equal parts. Students use their knowledge of skip counting from Units 3 and 6 to efficiently read and tell time on an analog clock. And students build upon their understanding of the number line from Units 2 and 7 to partition a clock and interpret time as a specialized number line with particular units.
What key Common Core standards does this unit address?
• CCSS.Math.Content.2.MD.C.7: Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m. • CCSS.Math.Content.2.G.A.1: Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces.[1] Identify triangles, quadrilaterals, pentagons, hexagons, and cubes. • CCSS.Math.Content.2.G.A.3: Partition circles and rectangles into two, three, or four equal shares, describe the shares using the words halves, thirds, half of, a third of, etc., and describe the whole as two halves, three thirds, four fourths. Recognize that equal shares of identical wholes

need not have the same shape.

- CCSS.Math.Practice.MP1: Make sense of problems and persevere in solving them.
- CCSS.Math.Practice.MP3: Construct viable arguments and critique the reasoning of others.
- CCSS.Math.Practice.MP6: Attend to precision.
- CCSS.Math.Practice.MP7: Look for and make use of structure.

Unit	Day	Type	CCS	Lesson Overview	Materials
8	1	PC	2.G.1	**Title:** Triangles **Objective:** • SWBAT identify, describe, and classify polygons including squares, rectangles, triangle, hexagon, and trapezoid. • SWBAT identify the attributes of triangles: three sides, three vertices, and three angles. • SWBAT create a triangle. **Intro:** • SW identify shapes that are triangles and what makes a shape not a triangle. **Guided:** • SW identify shapes that are triangles and what makes a shape not a triangle. **Independent:** • SW identify shapes that are triangles and what makes a shape not a triangle. **Skill:** • Identifying and Drawing Triangles • Attributes of a Shape	• 3rd Grade, Unit 4, 3.1, pg. 105 • 3rd Grade, Unit 4, 3.2, pg. 110 • 3rd Grade, Unit 4, 3.6, pg. 136 • 3rd Grade, Unit 4, SAB 40, 41, 43 • Pattern blocks for each student • Geometry Poster (attached) – to be printed in color and laminated • Polygon Poster (attached) – to be printed in color and laminated • Vertex Poster (attached) – to be printed in color and laminated • Tricky Triangles (attached) • Which Are Triangles (attached) • Exit Ticket (attached)

8	2	PC	2.G.1	**Title:** Quadrilaterals **Objective:** • SWBAT use appropriate vocabulary to identify and describe quadrilaterals as well as their attributes and examples of quadrilaterals. • SWBAT create quadrilaterals of different shapes and sizes. • SWBAT accurately count and record the number of quadrilaterals they created. **Intro:** • Students will apply their understanding of quadrilaterals and create a variety of different quadrilaterals with different shapes and sizes. **Guided:** • Students will apply their understanding of quadrilaterals and create a variety of different quadrilaterals with different shapes and sizes. **Independent:** • Students will apply their understanding of quadrilaterals and create a variety of different quadrilaterals with different shapes and sizes. **Skill:** • Identifying and Drawing Quadrilaterals • Attributes of Shapes	• Power Polygons bagged for each S • Rulers for each S • Do Now (attached) • Dot Paper (attached) • Quadrilateral Challenge (attached) • Exit Ticket (attached) • 3rd Grade, Unit 4, 3.3, pg. 117 • 3rd Grade, Unit 4, 3.3, pg. 120 • 1st Grade, Unit 2, pg. 86 • 1st Grade, Unit 2, pg. 88
8	3	PC	2.G.1	**Title:** Attributes of 3-D Geometric Shapes **Objective:** • SWBAT describe and distinguish the components and properties of different classes of solids, such as polyhedra and nonpolyhedra. • SWBAT identify cubes, cylinders, cones, pyramids, prisms, and spheres. **Intro:** • SW match the correct shape image to the correct definition	• 3rd Grade, Unit 8, 1.1, pg. 23 • 2nd Grade, Unit 2, 1.2, pg. 27 • (4) Sample 7, pg. 56 • Sample 19, pg. 24 • 3-D wooden blocks for each S pair (label sets of 12 geometric solids with numbers according to the

				Guided: • SW identify the number of faces, edges, and vertices for different 3-D shapes. **Independent:** • SW identify the number of faces, edges, and vertices for different 3-D shapes. **Skill:** • Faces, Edges, and Vertices • Attributes of 3-D Shapes • Comparing 3-D Shapes	Observing Geoblocks worksheet; use small adhesive labels) • Geoblock Shape Cards - to be printed on card stalk and laminated • Do Now Day 8 (attached) • Faces, Edges, and Vertices (attached) • Do Now Day 9 (attached) • Exit Ticket (attached)
8	4	I	2.G.1 2.G.3	**Title:** Create Composite Shapes **Objective:** • SWBAT build larger shapes from smaller shapes. • SWBAT describe how many parts are in a whole. • SWBAT describes the parts and the wholes with the names of their shapes. **Launch:** • TW activate knowledge of parts and wholes. **Task:** • SW build given shapes using pattern blocks and describe the parts and shapes. **Discourse:** • TW chart compositions, pushing understanding of how the shapes are partitioned and how the parts and the whole are related and described. **Practice:** • SW create pictorial composite shapes and describe them. **Conjecture:**	• Student Packets • Pattern Blocks for Each Student: o Hexagons (2) o Blue Rhombuses (6) o Red Trapezoids (4) o Green Triangles (6)

				• Shapes can be put together to create larger shapes. • Shapes can be broken down into smaller shapes. • Shapes that make up bigger shapes can be called a part. • A shape made up of smaller shapes can be called a whole.	
8	5	I	2.G.3	**Title:** Partitive Division – Equal Shares – Halves and Thirds **Objective:** • SWBAT solve partitive division story problems with equal shares less than one whole. • SWBAT use "half", "one half", and "halves" to describe parts of a whole. • SWBAT use "third", "one third", and "thirds" to describe parts of a whole. **Launch:** • TW launch story problems. **Task:** • SW solve partitive division story problems. **Discourse:** • TW chart samples that push understanding of how to break up a whole and how to name the parts of the whole. **Practice:** • SW solve partitive division story problems. **Conjecture:** • When splitting up a whole into equal shares, each part must be the same size and take up the same amount of space. • A whole split into halves is split into two equal parts. • A whole split into thirds is split into three equal parts. • One out of two equal parts is called one half. • One out of three equal parts is called one third.	• Student Packets • Paper and scissors to cut for intervention
8	6	I	2.G.3	**Title:** Partitive Division – Equal Shares – Thirds and Fourths	• Student Packets

				Objective: • SWBAT solve partitive division story problems with equal shares less than one whole. • SWBAT use “fourth”, “one fourth”, and “fourths” to describe parts of a whole. • SWBAT use “third”, “one third”, and “thirds” to describe parts of a whole. **Launch:** • TW launch story problems. **Task:** • SW solve partitive division story problems. **Discourse:** • TW chart samples that push understanding of how to break up a whole and how to name the parts of the whole. **Practice:** • SW solve partitive division story problems. **Conjecture:** • When splitting up a whole into equal shares, each part must be the same size and take up the same amount of space. • A whole split into fourths is split into four equal parts. • A whole split into thirds is split into three equal parts. • One out of four equal parts is called one fourth. • One out of three equal parts is called one third.	• Paper and scissors to cut for intervention
8	7	I	2.G.3	**Title:** Create a Flag – Partition Rectangles – Halves and Thirds **Objective:** • SWBAT partition a rectangle into two equal parts and describe each part as one half. • SWBAT partition a rectangle into three equal parts and describe each part as one third.	• Student Packets • Rulers available • Colored Pencils with at least three different colors

				Launch: • TW activate knowledge of parts and wholes. • TW activate knowledge of names of halves and thirds. **Task:** • SW create flags in two equal parts with two different colors. SW create flags in three equal parts with three different colors. **Discourse:** • TW chart samples, pushing understanding of equal parts and parts of a whole. **Practice:** • SW partition pictorial rectangles. **Conjecture:** • Wholes can be split into parts. • A whole split into three parts is split into thirds. • A whole split into two parts is split into halves. • To be equal parts, the parts must take up the same amount of space. • Equal parts can be any shape as long as they take up the same amount of space. • We can split a whole into equal parts in different ways and they will all be the same-sized part if they take up the same amount of space.	
8	8	I	2.G.3	**Title:** Create a Flag – Partition Rectangles – Thirds and Fourths **Objective:** • SWBAT partition a rectangle into four equal parts and describe each part as one fourth. • SWBAT partition a rectangle into three equal parts and describe each part as one third. **Launch:**	• Student Packets • Rulers available • Colored Pencils with at least four different colors

				• TW activate knowledge of parts and wholes. • TW activate knowledge of names of fourths and thirds. **Task:** • SW create flags in three equal parts with three different colors. SW create flags in four equal parts with four different colors. **Discourse:** • TW chart samples, pushing understanding of equal parts and parts of a whole, and how wholes can be split into different shapes but if they take up the same amount of space, they are equal parts. **Practice:** • SW partition pictorial rectangles. **Conjecture:** • Wholes can be split into parts. • A whole split into three parts is split into thirds. • A whole split into four parts is split into fourths. • To be equal parts, the parts must take up the same amount of space. • Equal parts can be any shape as long as they take up the same amount of space. • We can split a whole into equal parts in different ways and they will all be the same-sized part if they take up the same amount of space.	

8	9	I	2.G.3	**Title:** Partition Circles – Halves, Thirds, and Fourths **Objective:** • SWBAT partition a circle into two equal parts and describe each part as one half. • SWBAT partition a circle into three equal parts and describe each part as one third. • SWBAT partition a circle into four equal parts and describe each part as one fourth. **Launch:** • TW activate knowledge of parts and wholes. • TW activate knowledge of names of halves, fourths, and thirds. • TW activate conjectures about partitioning rectangles. **Task:** • SW partition circles in two equal parts with two different colors. SW partition circles in three equal parts with three different colors. SW partition circles in four equal parts with four different colors. **Discourse:** • TW chart samples, pushing understanding of equal parts and parts of a whole, and how wholes can be split into different shapes but if they take up the same amount of space, they are equal parts. • TW push how creating equal parts for circles is different from rectangles. **Practice:** • SW partition pictorial circles. **Conjecture:** • Wholes can be split into parts. • A whole split into two parts is split into halves. • A whole split into three parts is split into thirds. • A whole split into four parts is split into fourths.	• Student Packets • Rulers available • Colored Pencils with at least four different colors

				• To be equal parts, the parts must take up the same amount of space. • Equal parts can be any shape as long as they take up the same amount of space. • We can split a whole into equal parts in different ways and they will all be the same-sized part if they take up the same amount of space. • Circles can only be split equally from the center, or the parts will never be equal.	
8	10	I	2.G.3	**Title:** Describe Parts and Wholes **Objective:** • SWBAT describe parts and wholes of partitioned rectangles and circles with “halves”, “half”, “one half”, “two halves”, “thirds”, “third”, “one third”, “two thirds”, “three thirds”, “fourths”, “fourth”, “one fourth”, “two fourths”, “three fourths”, “four fourths”, and “one whole”. **Launch:** • TW activate knowledge of names of parts and wholes. • TW activate conjectures about partitioning shapes. **Task:** • SW write down descriptions of the parts and wholes in a variety of shaded and unshaded and marked and unmarked circles and rectangles. SW draw shapes that match descriptions of parts and wholes. **Discourse:** • TW chart samples, pushing understanding of the number of parts described, how parts make up the wholes, and the appropriate names for each part and each whole.	• Student Packets

				Practice: • SW practice describing parts and wholes in given shapes. SW practice drawing shapes that match descriptions of parts and wholes. **Conjecture:** • Wholes can be split into parts. • A whole split into two parts is split into halves. • A whole split into three parts is split into thirds. • A whole split into four parts is split into fourths. • To be equal parts, the parts must take up the same amount of space. • Equal parts can be any shape as long as they take up the same amount of space. • We can split a whole into equal parts in different ways and they will all be the same-sized part if they take up the same amount of space. • Circles can only be split equally from the center, or the parts will never be equal. • A whole split into halves is made up of two halves. • A whole split into thirds is made up of three thirds. • A whole split into fourths is made up of four fourths. • One whole is equivalent to four fourths, three thirds, and two halves.	
8	11	ET	2.G.1 2.G.3	**Title:** Evaluative Task – Fractions **Objective:** • SWBAT evaluate student work that describes and partitions parts and wholes. • SWBAT critique the reasoning of others and construct viable arguments. **Intro:** • TW introduce the way to evaluate other students' work. • TW introduce student work sample. **Guided:** • SW work with partners to evaluate incorrect student work and provide a	• Student Packets • Pattern Blocks and Paper and Scissors available for intervention

				correct solution. • TW debrief incorrect student work and discuss the reason why it is incorrect. • SW write a response explaining the incorrect reasoning and providing a correct solution. **Independent:** • SW practice critiquing incorrect student work and providing correct solutions. **Skill:** • Describing Parts and Wholes • Partitioning Circles and Rectangles • Building Composite Shapes • Critiquing Reasoning • Constructing Viable Arguments	
8	12	PC	2.MD.7	**Title:** Minutes **Objective:** • SWBAT explain that analog and digital clocks are tools that measure time. • SWBAT identify hours and minutes as the unit of measure for time. • SWBAT identify that minutes are in groups of five on the clock and there are 60 minutes in 1 hour. • SWBAT identify the equivalency between 60 minutes and 1 hour. • SWBAT accurately tell/represent the time on analog clocks. **Intro:** • SW draw a minute hand in the correct location when given the amount of minutes that must be recognized. SW identify the correct number of minutes being shown when given a minute hand on an analog clock. **Guided:** • SW draw a minute hand in the correct location when given the amount of minutes that must be recognized. SW identify the correct number of	• Minutes and Hours Poster (attached) – to be printed in color and laminated • Clock Timeline (attached) • Faceless clock for T (attached) • Faceless clock for each S (attached) • Large Clock for T • Show Me the Minutes (attached) • Challenge (attached) • Exit Ticket (attached)

				minutes being shown when given a minute hand on an analog clock. **Independent:** • SW draw a minute hand in the correct location when given the amount of minutes that must be recognized. SW identify the correct number of minutes being shown when given a minute hand on an analog clock. **Skill:** • Telling Time	
8	13	PC	2.MD.7	**Title:** Hours **Objective:** • SWBAT explain that analog and digital clocks are tools that measure time. • SWBAT identify hours as the unit of measure for time. • SWBAT identify the equivalency between 60 minutes and 1 hour. • SWBAT accurately tell/represent the time on analog clocks. **Intro:** • SW identify the value of each number on a clock when thinking of minutes on a clock. • SW draw an hour hand in the correct location when given the hour that must be recognized. SW identify the correct hour being shown when given an hour hand on an analog clock. **Guided:** • SW draw an hour hand in the correct location when given the hour that must be recognized. SW identify the correct hour being shown when given an hour hand on an analog clock. **Independent:** • SW draw an hour hand in the correct location when given the hour that must be recognized. SW identify the correct hour being shown when given an hour hand on an analog clock.	• Blank Clock Timeline (attached) • Large Clock for T • Do Now (attached) • Do You Have the Hour? (attached) • Challenge (attached) • Exit Ticket (attached)

				Skill: • Minute vs. Hour Hands • Drawing Hour Hands • Identifying Hours on a Clock	
8	14	PC	2.MD.7	**Title:** Telling Time – AM and PM **Objective:** • SWBAT identify hours and minutes as the units of measure for time. • SWBAT identify the equivalency between 60 minutes and 1 hour. • SWBAT identify that minutes are in groups of 5 on the clock and that every 60 minutes is a new hour. • SWBAT accurately tell/represent the time using both the hour and the minutes on analog clocks. • SW differentiate between times using AM and PM. **Intro:** • SW identify what the hour is when the hour hand is in between two numbers. • SW determine what time is being shown when given a time on an analog clock. SW draw the time on an analog clock when given a specific time to fill in. SW fill in a time timeline with specific times in their correct places. SW use AM and PM to differentiate between times. **Guided:** • SW determine what time is being shown when given a time on an analog clock. SW draw the time on an analog clock when given a specific time to fill in. SW fill in a time timeline with specific times in their correct places. SW use AM and PM to differentiate between times. **Independent:** • SW identify what the hour is when the hour hand is in between two numbers. • SW determine what time is being shown when given a time on an analog clock. SW draw the time on an analog clock when given a specific time to	• Large Clock Timeline • Large Clock for T • Do Now (attached) • Mini Timeline for each S (attached) • Telling Time (attached) • Exit Ticket (attached)

				fill in. SW fill in a time timeline with specific times in their correct places. SW use AM and PM to differentiate between times. **Skill:** • AM vs. PM • Reading Analog Clocks • Determining the Minutes and Hours	
8	15	PC	2.MD.7	**Title:** Timeline **Objective:** • SWBAT represent time as a horizontal sequence. • SWBAT connect a time, its digital notation, and its representation on an analog clock to a timeline. **Intro:** • SW identify the correct time on an analog clock. • SW create a timeline of events that occur in order using hours and half hours. SW map out the events in order from what happened first to what happened last and then create a story to match the events that occurred on their timelines. **Guided:** • SW identify the correct time on an analog clock. • SW create a timeline of events that occur in order using hours and half hours. SW map out the events in order from what happened first to what happened last and then create a story to match the events that occurred on their timelines. **Independent:** • SW practice creating timelines and solve story problems on the timelines. **Skill:** • A Clock as a Number Line • Time Story Problems	• 2nd Grade, Unit 8, pg. 111 • Large Clock for T • Timeline Poster (attached) – to be printed in color and laminated • Do Now (attached) • My Saturday Timeline (attached) • Ayla's Day at School (attached) • A Saturday in the Life of Me! (attached)

				• Incrementing on a Timeline	
8	16	PC	2.MD.7	**Title:** Duration of Time **Objective:** • SWBAT move forward and backward along a timeline in multiples of hours and half hours. • SWBAT connect a time, its digital notation, and its representation on an analog clock to a timeline. • SWBAT use a timeline to determine duration. **Intro:** • SW identify the correct time on an analog clock. • SW identify the location of events on a timeline when given the specific events and time stamps. SW also identify the duration of an event using a timeline. **Guided:** • SW identify the correct time on an analog clock. • SW identify the location of events on a timeline when given the specific events and time stamps. SW also identify the duration of an event using a timeline. **Independent:** • SW identify the correct time on an analog clock. • SW identify the location of events on a timeline when given the specific events and time stamps. SW also identify the duration of an event using a timeline. **Skill:** • Start Time, End Time, Duration • Strategies for Time Story Problems	• 2nd Grade, Unit 8, pg. 121 • 2nd Grade, Unit 8, pgs. 53 – 61 • Enlarged Clock for T • Duration Poster (attached) – to be printed in color and laminated • Do Now (attached) • Fred and Winnipeg (attached) • Exit Ticket (attached)
8	17	ET	2.MD.7	**Title:** Evaluative Task – Time **Objective:**	• Student Packets

				• SWBAT evaluate student work that tells time and solves time story problems. • SWBAT critique the reasoning of others and construct viable arguments. **Intro:** • TW introduce the way to evaluate other students' work. • TW introduce student work sample. **Guided:** • SW work with partners to evaluate incorrect student work and provide a correct solution. • TW debrief incorrect student work and discuss the reason why it is incorrect. • SW write a response explaining the incorrect reasoning and providing a correct solution. **Independent:** • SW practice critiquing incorrect student work and providing correct solutions. **Skill:** • Telling Time • Solving Time Story Problems • Critiquing Reasoning • Constructing Viable Arguments	
8	18	PT	2.MD.7 2.G.1 2.G.3	**Title:** Performance Task – Baking for a Party **Objective:** • SWBAT integrate standards and skills from throughout the unit to solve a new task. • SWBAT apply mathematical skills to a real-world context. • SWBAT solve a multi-part problem.	• Student Packets

				Intro: • TW activate knowledge of shapes, fractions, and time. • TW activate previous conjectures from throughout the unit. **Guided:** • SW independently solve the multi-part performance task while T collects data. • SW solve problems about baking for a party that involves the shapes of the baked goods, the fractional partitioning of those goods, and the time it takes to make them. **Independent:** • TW debrief solutions to the multi-part performance task. **Skill:** • Attributes of Shapes • Partitioning Circles and Rectangles • Describing Parts and Wholes • Telling Time • Solving Time Story Problems	

Writing

Second Grade

Unit / Day	Topic	CORE Standard	Grammar Skill	Author's Craft	Shared Writing	Writer's Workshop	Activities / Assessment	Prompts	Materials

Unit 1: Grammar Skills

Grammar:

- CCSS.ELA-Literacy.L.2.1a Use collective nouns (e.g., *group*).
- CCSS.ELA-Literacy.L.2.1b Form and use frequently occurring irregular plural nouns (e.g.,*feet, children, teeth, mice, fish*).
- CCSS.ELA-Literacy.L.2.1f Produce, expand, and rearrange complete simple and compound sentences (e.g., *The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy*).
- CCSS.ELA-Literacy.L.2.2a Capitalize holidays, product names, and geographic names.
- CCSS.ELA-Literacy.L.2.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- CCSS.ELA-Literacy.L.2.3a Compare formal and informal uses of English
- CCSS.ELA-Literacy.L.2.2b Use commas in greetings and closings of letters.

Unit / Day	Topic	CORE Standard	Grammar Skill	Author's Craft	Shared Writing	Writer's Workshop	Activities / Assessment	Prompts	Materials
1.1	Diagnostic	CCSS.ELA-Literacy.W.2.3				SWBAT complete a diagnostic writing assessment to show their understanding of narrative stories.	**WW:** Plan and complete diagnostic assessment.	Tell about a summer memory.	**S Diagnostic**
1.2	Capitalization/ Punctuation	CCSS.ELA-Literacy.L.2.2a	SWBAT recognize that the ends of sentences require punctuation (period, question mark, exclamation point. SWBAT edit errors in punctuation by using the correct end mark based on the meaning of the text. SWBAT recognize beginning of sentences, word "I", names, days of the week, months and holidays need to be capitalized. SWBAT edit errors in capitalization in sentences and paragraphs.		SWBAT write a complete piece of writing using correct capitalization and punctuation.	SWBAT edit a paragraph for errors in capitalization and punctuation.	**GS:** TW review capitalization and punctuation rules. TW model figuring out how to correct sentences for capitalization errors and punctuation rules. **SW:** S&T will write a short piece of writing together that involves a variety of sentences types and words that needs capitalization. **WW:** SW edit a paragraph for errors in capitalization and punctuation.	**Tell about your first day at school.**	**Capitalization Poster** **Punctuation Poster** **S&T Writing Paper** **IP editing**
1.3	Letter Writing	CCSS.ELA-Literacy.L.2.2b	SWBAT identify the components of a friendly letter. SWBAT apply the correct grammar for a friendly letter.		SW apply knowledge of letter writing and grammar for letters to write a letter.	SWBAT write a friendly letter with all parts.	**GS:** TW model writing a friendly letter. **SW:** S&T will write friendly letter together to the principal. **WW:** SW write a friendly letter to their parents about their first day of school.		**Letter writing poster**
	Paragraph	CCSS.EL		SWBAT define a paragraph	SWBAT write a		**AC:** TW show an example of a		**Parts of a**

Unit / Day	Topic	CORE Standard	Grammar Skill	Author's Craft	Shared Writing	Writer's Workshop	Activities / Assessment	Prompts	Materials
	s	A-Literacy. L.2.3		as a group of sentences about one idea. SWBAT define the main idea as what the paragraph is mostly about. SWBAT to define that an indent marks the start of a new paragraph. SWBAT identify parts of a paragraph for a narrative essay (topic sentence/hook [may include transition word], supporting details, closing sentence	paragraph that includes the topic sentence, supporting details and clincher sentence.		paragraph and explain each part. TW define each part of a paragraph. **SW:** S&T will write a paragraph that includes all parts.		**Paragraph poster** **Indent Poster** **Example of a Paragraph** **T&S Writing Paper**
1.4	Components of paragraph	CCSS.ELA-Literacy. L.2.3		SWBAT identify parts of a paragraph (topic sentence/hook, supporting details, clincher sentence)	SWBAT write a paragraph that includes the topic sentence, supporting details and clincher sentence.	SWBAT to write a paragraph using a premade planner that includes all parts.	**AC:** TW show and paragraph and SW identify each part of the paragraph. **SW:** S&T will write a paragraph that includes all parts. **WW:** SW write a paragraph with a premade planner.		**Parts of a Paragraph poster** **Indent Poster** **Example of a Paragraph** **T&S Writing Paper** **S Writing Paper**
1.5	Complete Sentences, Paragraph	CCSS.ELA-Literacy. L.2.1f CCSS.ELA-Literacy. L.2.2a	SWBAT define a sentence as a complete though that includes a subject and a predicate. **SWBAT identify if a sentence is complete or incomplete based on whether it has a subject and a predicate.** SWBAT edit a sentence to make it complete.		SWBAT write a paragraph that includes complete sentences.		**GW:** TW define a complete sentence. TW model identifying if a sentence is complete or incomplete. T&S will identify incomplete sentences and figure out how to edit to make the sentence complete. **SW:** S&T will write a paragraph that includes all parts focusing on writing complete sentences.		**Complete Sentence Poster** **T&S Paragraph to Edit** **T&S Writing Paper**
1.6	Complete Sentences, Paragraph	CCSS.ELA-Literacy. L.2.1f CCSS.ELA-	SWBAT define a sentence as a complete though that includes a subject and a predicate. **SWBAT identify if a sentence is complete or incomplete based on**		SWBAT write a paragraph that includes complete sentences.	SWBAT write a paragraph using complete sentences.	**GS:** T&S will review a paragraph to determine if all sentences are complete. T&S will edit the paragraph to make the sentences complete. **SW:** S&T will write a paragraph		**Complete Sentence Poster** **T&S Paragraph to Edit**

Unit / Day	Topic	CORE Standard	Grammar Skill	Author's Craft	Shared Writing	Writer's Workshop	Activities / Assessment	Prompts	Materials
		Literacy. L.2.2a	**whether it has a subject and a predicate.** SWBAT edit a sentence to make it complete.				that includes all parts. **WW:** SW write a paragraph focusing on having complete sentences.		**T&S Writing Paper** **S Writing Paper**
1.7	Irregular Plural Nouns, Paragraph	CCSS.ELA-Literacy. L.2.1a	SWBAT identify which singular nouns have irregular plural nouns. SWBAT changed singular nouns into their irregular plural nouns.			SWBAT use irregular plural nouns to write a paragraph.	**GS:** TW explain which singular nouns have irregular plural nouns. TW post list of irregular plural nouns. S&T will edit errors in plural nouns that are irregular. **WW:** SW write a paragraph using 5-7 irregular plural nouns.	**Tell about a time you were on a farm.**	**Nouns Poster** **Irregular Plural Nouns Poster** **S Writing Paper**
1.8	Verbs, Paragraph	CCSS.ELA-Literacy. L.2.3	SWBAT define and identify an action verb as a verb that shows an action and can be acted out. SWBAT define and identify a linking verb as a verb that connects the subject to additional information about the subject. SWBAT determine the difference between an action verb and a linking verb.		SWBAT to identify the verbs in a sentence and think of a synonym that better matches the writing.	SWBAT write a paragraph and circle the verbs in the paragraph.	**GS:** TW define and show examples of action and linking verbs. TW model identifying the verb in a sentence. **SW:** SW identify verbs in a sentence. TW model thinking of a better verb to match the actions in the sentence. SW provide input on better verbs. **WW:** SW write a paragraph and circle the verbs.		**Action Verb Poster** **Linking Verb Poster** **S&T Sentences** **S Writing Paper**
1.9	Formal vs. Informal English, Paragraph Present	CCSS.ELA-Literacy. L.2.1d CCSS.ELA-Literacy. L.2.3a	SWBAT distinguish between Standard English and dialect. SWBAT to use the correct "to be" verb in the present.		SWBAT edit writing to ensure that the correct "to be" verb is being used in the present.	SWBAT write a paragraph in the present tense using correct "to be" verbs.	**GS:** TW review standard English for "to be" verbs in the present tense. **SW:** T&S will edit a paragraph that has error in "to be" verbs in the present. **WW:** SW write a paragraph in the present tense and circle "to be" verbs in the present tense.		**"To Be" Verb Present Tense** **T&S Paragraph to Edit** **S Writing Paper**
1.10	Formal vs. Informal English, Paragraph Past	CCSS.ELA-Literacy. L.2.1d CCSS.ELA-Literacy. L.2.3a	SWBAT distinguish between Standard English and dialect. SWBAT use the correct "to be" verb in the past.		SWBAT edit writing to ensure that the correct "to be" verb is being used in the past.	SWBAT write a paragraph in the past tense using correct "to be" verbs.	**GS:** TW review standard English for "to be" verbs in the past tense. **SW:** T&S will edit a paragraph that has error in "to be" verbs in the past. **WW:** SW write a paragraph in the past tense and circle "to be" verbs in the past tense.		**"To Be" Verb Past Tense** **T&S Paragraph to Edit** **S Writing Paper**
1.11	Grammar	CCSS.EL	SWBAT complete a			SWBAT to write a paragraph	**GS:** SW complete a grammar		**Grammar**

Unit / Day	Topic	CORE Standard	Grammar Skill	Author's Craft	Shared Writing	Writer's Workshop	Activities / Assessment	Prompts	Materials
	Quiz, Paragraph	A-Literacy.L.2.1a CCSS.ELA-Literacy.L.2.1b CCSS.ELA-Literacy.L.2.1f CCSS.ELA-Literacy.L.2.2a CCSS.ELA-Literacy.L.2.3 CCSS.ELA-Literacy.L.2.3a CCSS.ELA-Literacy.L.2.2b	grammar quiz about complete sentences, irregular plural nouns, verbs, and formal vs. informal English.			applying correct grammar to their writing.	assessment. **WW:** SW write a paragraph using the grammar covered over the week.		**Quiz** **S Writing Paper**

Unit 2: Narrative Essays

Grammar:

- CCSS.ELA-Literacy.L.2.1e Use adjectives and adverbs, and choose between them depending on what is to be modified.
- CCSS.ELA-Literacy.L.2.5a Identify real-life connections between words and their use (e.g.,*describe foods that are spicy or juicy*).
- CCSS.ELA-Literacy.L.2.5b Distinguish shades of meaning among closely related verbs (e.g.,*toss, throw, hurl*) and closely related adjectives (e.g., *thin, slender, skinny, scrawny*).
- CCSS.ELA-Literacy.L.2.2c Use an apostrophe to form contractions and frequently occurring possessives.
- CCSS.ELA-Literacy.L.2.1d Form and use the past tense of frequently occurring irregular verbs (e.g., *sat, hid, told*).
- CCSS.ELA-Literacy.L.2.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

Author's Craft:

- CCSS.ELA-Literacy.W.3.3a Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
- CCSS.ELA-Literacy.W.3.3b Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
- CCSS.ELA-Literacy.W.3.3c Use temporal words and phrases to signal event order.
- CCSS.ELA-Literacy.W.3.3d Provide a sense of closure.

Unit / Day	Topic	CORE Standard	Grammar Skill	Author's Craft	Shared Writing	Writer's Workshop	Activities / Assessment	Prompts	Materials

Shared Writing:

- CCSS.ELA-Literacy.W.2.3 Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.

Production / Distribution of Writing

- CCSS.ELA-Literacy.W.2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
- CCSS.ELA-Literacy.W.2.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

Unit / Day	Topic	CORE Standard	Grammar Skill	Author's Craft	Shared Writing	Writer's Workshop	Activities / Assessment	Prompts	Materials
2.1	**Setting Snapshot**	CCSS.ELA-Literacy.W.2.3 CCSS.ELA-Literacy.W.3.3a		SWBAT define a setting snapshot as a paragraph that describes the setting in vivid detail.	SWBAT write a setting snapshot by using descriptive adjectives to describe a particular setting.		**AC:** TW use lifted text to show how an author used a setting snapshot. TW define a setting snapshot. TW model writing a setting snapshot. **SW:** T&S will write a setting snapshot.	**T: Tell about being outside in the winter.** **S: Tell about being at the park.**	**Setting Snapshot Poster**
2.2	Adjectives, Setting Snapshot	CCSS.ELA-Literacy.L.2.1e CCSS.ELA-Literacy.W.2.3 CCSS.ELA-Literacy.W.3.3a	SWBAT define and identify an adjective as a word that describes a noun. SWBAT determine appropriate adjectives to describe a noun.		SWBAT write a setting snapshot by using descriptive adjectives to describe a particular setting.		**GS:** TW define adjectives. TW model identifying adjectives. SW identify adjectives. **SW:** T&S will write a setting snapshot focusing on using the best adjectives. TW model thinking aloud about changing adjectives that do not best match.	**T: Tell about being inside on a rainy day.**	**Adjective Poster**
2.3	Writing Process, Plan	CCSS.ELA-Literacy.W.2.3 CCSS.ELA-Literacy.W.3.3a		SWBAT define the writing process as the process writers use to complete a writing piece, which includes, planning, writing, editing, revising, and publishing. SWBAT use a story map to plan writing and add specific details to assist in writing.		SWBAT plan writing using specific details to assist in writing.	**AC:** TW review the writing process. TW review story maps. TW model filling out a story map without pictures focusing on key things to include like specific details, feelings, actions. TW model writing in bullet points. **WW:** SW complete story map.	T: Tell about a time that you went to an amusement park **S:** Tell about a time you went to the zoo	**Writing Process Poster**

Unit / Day	Topic	CORE Standard	Grammar Skill	Author's Craft	Shared Writing	Writer's Workshop	Activities / Assessment	Prompts	Materials
2.4	Introduction: Setting	CCSS.ELA-Literacy.W.2.3 CCSS.ELA-Literacy.W.3.3a			SWBAT define a narrative essay as a story about your life that is written in paragraphs. SWBAT write a setting snapshot to a given prompt that used adjectives to describe.	SWBAT write a setting snapshot to a given prompt that used adjectives to describe	**SW:** TW review components of a narrative essay. T&S will write setting paragraph. **WW:** SW write setting paragraph.	T: Tell about a time that you went to an amusement park **S:** Tell about a time you went to the zoo	**Setting Paragraph Poster**
2.5	Writer's Workshop	CCSS.ELA-Literacy.W.2.3 CCSS.ELA-Literacy.W.3.3a		SWBAT identify that a narrative essay includes the introduction (setting and characters), body (problem and 2 attempts) and conclusion (solution and lesson).		SWBAT to complete writing to include the introduction, body and conclusion.	**AC:** TW review components of a narrative story and provide SW with a checklist they can use to ensure that they have all parts. **WW:** SW write complete writing.	T: Tell about a time that you went to an amusement park **S:** Tell about a time you went to the zoo	**Poster with components of a narrative essay**
2.6	Character Snapshot	CCSS.ELA-Literacy.W.2.3 CCSS.ELA-Literacy.W.3.3a		SWBAT define a character snapshot as a group of sentences that describes what a character looks like using specific adjectives.	SWBAT write a character snapshot using specific details to describe a character.		**AC:** TW use lifted text to show how an author used a character snapshot. TW define a character snapshot. TW model writing a character snapshot with student input. **SW:** T&S will write a character snapshot.		**Character Snapshot Poster**
2.7	Synonyms for adjectives, Character Snapshot	CCSS.ELA-Literacy.L.2.1e	SWBAT define a synonym. SWBAT find a synonym for a given adjective. SWBAT write a synonym in a sentence in place of a given		SWBAT identify the adjectives in character snapshot and pick better adjectives to describe a character.	SWBAT write a character snapshot using descriptive adjectives.	**GS:** TW use lifted text to show how an author used a variety of adjectives to create a picture in the reader's mind. TW define a synonym. TW model figuring out synonyms for a given adjective. SW help figure out synonyms for a given word.		**Synonym Poster Adjective Poster**

Unit / Day	Topic	CORE Standard	Grammar Skill	Author's Craft	Shared Writing	Writer's Workshop	Activities / Assessment	Prompts	Materials
			adjective.				**SW:** SW identify adjectives in a character snapshot. T&S will figure out better words to use describe the character. **WW:** SW write a character snapshot and circle adjectives they use.		
2.8	Introduction: Setting Snapshot	CCSS.ELA-Literacy.W.2.3 CCSS.ELA-Literacy.W.3.3a			SWBAT define a narrative essay as a story about your life that is written in paragraphs. SWBAT write a setting snapshot to a given prompt that used adjectives to describe.	SWBAT write a setting snapshot to a given prompt that used adjectives to describe	**SW:** S&T will write a setting paragraph focusing on using adjectives in their writing. **WW:** SW write a setting paragraph focusing on using the best adjectives.	T: Tell about a time you were babysitting S: Tell about a time you spent with your family	**Setting Poster**
2.9	Introduction: Character Snapshot	CCSS.ELA-Literacy.W.2.3 CCSS.ELA-Literacy.W.3.3a			SWBAT write a character snapshot using specific details to describe a character to a given prompt.	SWBAT write a character snapshot using specific details to describe a character to a given prompt.	**SW:** S&T will write a character paragraph focusing on using adjectives in their writing. **WW:** SW write a character paragraph focusing on using the best adjectives.	T: Tell about a time you were babysitting S: Tell about a time you spent with your family	**Character Snapshot Poster**
2.10	Writer's Workshop	CCSS.ELA-Literacy.W.2.3 CCSS.ELA-Literacy.W.3.3a CCSS.ELA-Literacy.W.3.3d				SWBAT to complete writing to include the introduction, body and conclusion.	**WW:** SW complete their writing and finish the body and conclusion.	T: Tell about a time you were babysitting S: Tell about a time you spent with your family	**S checklist for parts of writing**
2.11	Show, Don't Tell	CCSS.ELA-Literacy.L.2.5a CCSS.EL		SWBAT define Show, Don't Tell as a writer's technique that shows how a characters feelings/emotions by	SWBAT write a Show, Don't Tell that shows how a character is feeling based on a given emotion	SWBAT write a Show, Don't Tell that shows how a character is feeling based on a given emotion without	**AC:** TW use lifted text to show how an author used Show, Don't' Tell. TW model figuring out actions that match a particular feeling.		**Show, Don't Tell Poster**

Unit / Day	Topic	CORE Standard	Grammar Skill	Author's Craft	Shared Writing	Writer's Workshop	Activities / Assessment	Prompts	Materials
		A-Literacy. W.3.3a		showing their actions. SWBAT to identify the action caused by particular feelings/emotions.	without telling the emotion the character feels.	telling the emotion the character feels.	SW come up with actions that match another feeling. **SW:** S&T will write a Show, Don't tell to show how a character feels based on a given emotion. **WW:** SW write a Show, Don't tell to show how a character feels based on a given emotion.		
2.12	Show, Don't Tell in Problem	CCSS.ELA-Literacy. L.2.5a CCSS.ELA-Literacy. W.3.3a			SWBAT write a Show, Don't Tell that shows how a character is feeling based on a given problem.	SWBAT write a Show, Don't Tell that shows how a character is feeling based on a given problem.	**SW:** S&T will write a Show, Don't tell to show how a character feels based on a given problem. **WW:** S&T will write a Show, Don't tell to show how a character feels based on a given problem.		**Show, Don't Tell Poster**
2.13	Writer's Workshop	CCSS.ELA-Literacy. W.2.3 CCSS.ELA-Literacy. W.3.3a CCSS.ELA-Literacy. W.3.3d				SWBAT plan and write the introduction of an essay.	**WW:** SW plan and write the introduction of an essay.	T: Tell about a time you were bored S: Tell about a time you got into trouble	
2.14	Body: Problem using Show, Don't Tell	CCSS.ELA-Literacy. W.2.3 CCSS.ELA-Literacy. W.3.3c			SWBAT use Show, Don't Tell in the problem to reveal how the character feels.	SWBAT write the problem. SWBAT use Show, Don't Tell in the problem to reveal how the character feels.	**SW:** T&S will write the problem paragraph focusing on using Show, Don't Tell to show how the character feels. **WW:** SW write the problem paragraph focusing on using Show, Don't Tell to show how the character feels.	T: Tell about a time you were bored S: Tell about a time you got into trouble	
2.15	Body: Attempt #1 using Show, Don't Tell	CCSS.ELA-Literacy. W.2.3 CCSS.ELA-Literacy.			SWBAT use Show, Don't Tell in first attempt to resolve to reveal how the character feels.	SWBAT write the problem. SWBAT use Show, Don't Tell in the first attempt to resolve to reveal how the character feels. SWBAT to complete	**SW:** T&S will write the first attempt paragraph focusing on using Show, Don't Tell to show how the character feels. **WW:** SW write the first attempt paragraph focusing on using	T: Tell about a time you were bored S: Tell about a time you	

Unit / Day	Topic	CORE Standard	Grammar Skill	Author's Craft	Shared Writing	Writer's Workshop	Activities / Assessment	Prompts	Materials
		W.3.3c				writing including the introduction, body and conclusion.	Show, Don't Tell to show how the character feels. SW complete writing including body and conclusion.	got into trouble	
2.16	Past Tense, Irregular Past Tense	CCSS.ELA-Literacy.L.2.1d	SWBAT identify and write appropriate conjugation of past tense regular verbs (-ed). SWBAT identify appropriate conjugation of past tense irregular verbs. SWBAT write using appropriate conjugation of past tense			SWBAT write a paragraph about a problem that occurred using the past tense, which includes 5-7 irregular verbs.	**GS:** TW review how to make a word past tense by adding –ed. TW show the verbs that are irregular when they become past tense. T&S will change verbs to the past tense that are both regular and irregular. **WW:** SW write a paragraph in the past tense that includes 5-7 irregular past tense verbs.		**Past Tense Poster** **Past Tense Irregular Poster** **Past Tense Irregular handout**
2.17	Show, Don't Tell	CCSS.ELA-Literacy.L.2.5a CCSS.ELA-Literacy.W.3.3a	Dow Now: Past Tense		SWBAT write a Show, Don't Tell in the past tense using irregular past tense words.	SWBAT plan and write introduction and problem.	**SW:** S&T will write a Show, Don't' Tell in the past tense using irregular past tense words. **WW:** SW plan and write the introduction and problem.	S: Tell about a time when you were miserable T: Tell about a time you let your team down	**Show, Don't Tell**
2.18	Body: Attempt #1 using Show, Don't Tell	CCSS.ELA-Literacy.W.2.3 CCSS.ELA-Literacy.W.3.3c			SWBAT write the first attempt using Show, Don't tell to reveal how the character feels.	SWBAT write the first attempt using Show, Don't tell to reveal how the character feels. SWBAT write first attempt.	**SW:** S&T will write the first attempt using Show, Don't Tell focusing on how the character feels about trying to solve the problem and having it fail. **WW:** SW write first attempt using Show, Don't Tell and underlining times when they used Show, Don't Tell.	S: Tell about a time when you were miserable T: Tell about a time you let your team down	
2.19	Body: Attempt #2 using Show,	CCSS.ELA-Literacy.W.2.3 CC			SWBAT write the second attempt using Show, Don't tell to reveal how the character feels.	SWBAT write the second attempt using Show, Don't tell to reveal how the character feels.	**SW:** S&T will write the second attempt using Show, Don't Tell focusing on how the character feels about trying to solve the	S: Tell about a time when you were	

Unit / Day	Topic	CORE Standard	Grammar Skill	Author's Craft	Shared Writing	Writer's Workshop	Activities / Assessment	Prompts	Materials
	Don't Tell	SS.ELA-Literacy.W.3.3c				SWBAT write second attempt.	problem and having it fail. **WW:** SW write second attempt using Show, Don't Tell and underlining times when they used Show, Don't Tell	miserable T: Tell about a time you let your team down	
2.20	Conclusion: Solution	CCSS.ELA-Literacy.W.2.3 CCSS.ELA-Literacy.W.3.3d CCSS.ELA-Literacy.W.3.3dCCSS.ELA-Literacy.W.3.3c			SWBAT write the solution using Show, Don't tell to reveal how the character feels.	SWBAT write the solution using Show, Don't tell to reveal how the character feels. SWBAT write the solution.	**SW:** S&T will write the solution using Show, Don't Tell focusing on how the character feels about trying to solve the problem and having it fail. **WW:** SW write solution using Show, Don't Tell and underlining times when they used Show, Don't Tell. SW write the lesson.	S: Tell about a time when you were miserable T: Tell about a time you let your team down	
2.21	Edit	CCSS.ELA-Literacy.W.2.3 CCSS.ELA-Literacy.W.2.5	SWBAT to define editing as the process of reviewing work to ensure that grammar is correct.		SWBAT edit a piece of writing using an editing checklist to ensure that all grammar is correct.		**GS:** TW explain, "Students reread their writing like detectives to ensure that it makes sense and sounds right to the reader." TW review editing checklist. **SW:** T&S will edit a paragraph together using the checklist as a tool to ensure that they are editing completely.	S: Tell about a time you went to your favorite place to play	**Editing Poster** **Editing Checklist**
2.22	WW: Revising	CCSS.ELA-Literacy.W.2.3 CCSS.ELA-Literacy.W.2.5		SWBAT to define revising as the process of adding or eliminating writer's techniques so the writing flows and sounds right.		SWBAT revise their writing to ensure they are effectively using writer's techniques.	**AC:** TW define revising. TW review revision checklist. **WW:** SW revise their work to include character snapshots, setting snapshots and Show, Don't Tell.	S: Tell about a time you went to your favorite place to play	**Revision Poster** **Revision Checklist**
2.23	Writer's Workshop	CCSS.ELA-Literacy.W.2.3 CCSS.ELA-Literacy.				**SWBAT write a complete story that includes an introduction, body and conclusion.**	**WW:** SW write a complete story including the introduction, body and conclusion.	S: Tell about a time you went to your favorite place to play	

Unit / Day	Topic	CORE Standard	Grammar Skill	Author's Craft	Shared Writing	Writer's Workshop	Activities / Assessment	Prompts	Materials
		W.3.3aCCSS.ELA-Literacy.W.3.3d							
2.24	Edit, Revise, Rewrite	CCSS.ELA-Literacy.W.2.5	SWBAT to define editing as the process of reviewing work to ensure that grammar is correct. SWBAT to define revising as the process of adding or eliminating writer's techniques so the writing flows and sounds right.			SWBAT edit their writing using an editing checklist to ensure that all grammar is correct. SWBAT revise their writing to ensure they are effectively using writer's techniques.	**GS:** TW review the editing process. **WW:** SW edit their work using the editing checklist. SW share work out after it is edited.	S: Tell about a time you went to your favorite place to play	
2.25	Assessment	CCSS.ELA-Literacy.W.2.3				SWBAT write an essay to a given prompt. SWBAT use writer's techniques including setting snapshot, character snapshot, and Show, Don't Tell.	**WW:** SW complete assessment.		**Assessment Writing Paper**
2.26	Edit/Revise Work	CCSS.ELA-Literacy.W.2.3 CCSS.ELA-Literacy.W.2.5				SWBAT edit their writing using an editing checklist to ensure that all grammar is correct. SWBAT revise their writing to ensure they are effectively using writer's techniques.	**WW:** TW review editing. SW edit using the editing checklist. SW revise using revision checklist. SW begin rewriting with edits and revisions.		**Editing Checklist** **Revision Checklist** **Rewrite Paper**
2.27	Publish	CCSS.ELA-Literacy.W.2.6				SWBAT rewrite their writing to include their edits and revisions.	**WW:** SW complete rewriting with edits and revisions. SW add illustrations to rewrite.		**Rewrite Paper**
2.28	Publish	CCSS.ELA-Literacy.W.2.6				SWBAT publish their writing including instructions.	**WW:** SW complete rewriting with edits and revisions. SW add illustrations to rewrite.		**Rewrite Paper**
2.29	Publishing Party	CCSS.ELA-Literacy.				SWBAT listen to another student's writing and evaluate if it sounds write and			

Unit / Day	Topic	CORE Standard	Grammar Skill	Author's Craft	Shared Writing	Writer's Workshop	Activities / Assessment	Prompts	Materials
		W.2.6				comment on use of writer's techniques.			

Unit 3: Narrative Techniques

Grammar:

- CCSS.ELA-Literacy.L.2.1e Use adjectives and adverbs, and choose between them depending on what is to be modified.
- CCSS.ELA-Literacy.L.2.5a Identify real-life connections between words and their use (e.g.,*describe foods that are spicy or juicy*).
- CCSS.ELA-Literacy.L.2.5b Distinguish shades of meaning among closely related verbs (e.g.,*toss, throw, hurl*) and closely related adjectives (e.g., *thin, slender, skinny, scrawny*).
- CCSS.ELA-Literacy.L.2.2c Use an apostrophe to form contractions and frequently occurring possessives.
- CCSS.ELA-Literacy.L.2.1d Form and use the past tense of frequently occurring irregular verbs (e.g., *sat, hid, told*).
- CCSS.ELA-Literacy.L.2.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

Author's Craft:

- CCSS.ELA-Literacy.W.3.3a Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
- CCSS.ELA-Literacy.W.3.3b Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
- CCSS.ELA-Literacy.W.3.3c Use temporal words and phrases to signal event order.
- CCSS.ELA-Literacy.W.3.3d Provide a sense of closure.

Shared Writing:

- CCSS.ELA-Literacy.W.2.3 Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.

Production / Distribution of Writing

- CCSS.ELA-Literacy.W.2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.

CCSS.ELA-Literacy.W.2.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

3.1	Thoughtshot	CCSS.ELA-Literacy.L.2.5a CCSS.ELA-Literacy.W.3.3a		SWBAT define Thoughtshot as the characters thoughts that reveal information about the plot or characters emotions.	SWBAT use Thoughtshot in a paragraph to show a character's thought		**AC:** TW provide an example of Thoughtshot from an author so S can see how it is used. TW define thoughtshot. TW model writing a thoughtshot into a piece of writing. **SW:** T&S will write a Thoughtshot into a piece of writing.		**Thoughshot Poster**
3.2	Contracti	CCSS.EL	SWBAT define a		SWBAT use contractions	SWBAT use contractions in	**GS:** TW review contractions and		**Thoughtshot**

Unit / Day	Topic	CORE Standard	Grammar Skill	Author's Craft	Shared Writing	Writer's Workshop	Activities / Assessment	Prompts	Materials
	ons	A-Literacy. L.2.2c	contraction as combining two words using an apostrophe to take the place of a letter. SWBAT change two words into a contraction. SWBAT use contractions in their writing.		in their writing. SWBAT write a paragraph using Thoughtshot.	their writing. SWBAT add Thoughtshot into a piece of writing using contractions.	model how to change to words into a contraction S practice changing two words into contractions. **SW:** S&T will use contractions in a Thoughtshot. **WW:** SW write a Thoughtshot using contractions.		**Poster**
3.3	Writer's Workshop	CCSS.ELA-Literacy. W.2.3 CCSS.ELA-Literacy. W.3.3aCCSS.ELA-Literacy. W.3.3c				SWBAT plan, write introduction and body of essay.	**WW:** SW plan and write introduction and body of essay.	**T:** Tell about a time you were at the pool S: Tell about a time that you did your Life's Work	
3.4	Write Solution Using Thoughtshot	CCSS.ELA-Literacy. W.2.3 CCSS.ELA-Literacy. W.3.3dCCSS.ELA-Literacy. W.3.3c			SWBAT use Thoughtshot to show a character's thought in the solution paragraph.	SWBAT write the solution paragraph using Thoughtshot.	**SW:** S&T will write the solution using Thoughshot focusing on how to reveal the character's thoughts about the solution. **WW:** SW write solution using Thoughtshot and underlining times when they used Thoughtshot.	**T:** Tell about a time you were at the pool S: Tell about a time that you did your Life's Work	**Thoughtshot Poster**
3.5	Write lesson using Thoughtshot	CCSS.ELA-Literacy. W.2.3 CCSS.ELA-Literacy. W.3.3dCCSS.ELA-Literacy.			SWBAT use Thoughtshot to show a character's thought in the lesson paragraph. SWBAT use Thoughtshot so the lesson does not include "I learned," but reveals what the character	SWBAT to write lesson pargraph using Thoughtshot.	**SW:** S&T will write the lesson using Thoughshot focusing on how to show the lesson through the character's thoughts. **WW:** SW write solution using Thoughtshot and underlining times when they used Thoughtshot.	**T:** Tell about a time you were at the pool S: Tell about a time that you did your Life's Work	**Thoughtshot Poster**

Unit / Day	Topic	CORE Standard	Grammar Skill	Author's Craft	Shared Writing	Writer's Workshop	Activities / Assessment	Prompts	Materials
		W.3.3c			thought to show the lesson.				
3.6	Synonyms for Verbs	CCSS.ELA-Literacy.L.2.5a CCSS.ELA-Literacy.L.2.5b	SWBAT define a synonym SWBAT find a synonym for a given verb SWBAT determine a higher-order vocabulary synonym for a given verb.		SWBAT identify the verbss in a piece of writing. SWBAT use more rigorous verbs or verbs that better match the action in the text to spice up writing.	SWBAT plan and write introduction.	**GS:** TW review synonyms. TW model choosing a synonym for verb that better matches the sentence. **SW:** SW identify the verbs in a paragraph. T&S will edit the paragraph to include better verbsthat match the events occurring in the paragraph and the character's actions. **WW:** SW write body.	S: Tell about a time you got ready for bed	**Synonym Poster for Adjectives**
3.7	Figurative Language	CCSS.ELA-Literacy.L.2.5a CCSS.ELA-Literacy.W.3.3a		SWBAT define a simile. SWBAT write a simile based off a given image. SWBAT insert similes into their writing.		SWBAT write body.		S: Tell about a time you got ready for bed	**Figurative Language Poster**
3.8	Edit	CCSS.ELA-Literacy.W.2.5	SWBAT to define editing as the process of reviewing work to ensure that grammar is correct.			SWBAT edit their writing using an editing checklist to ensure that all grammar is correct.	**GS:** TW review editing. **WW:** SW edit using editing checklist.	S: Tell about a time you got ready for bed	**Editing Checklist**
3.10	Revise	CCSS.ELA-Literacy.W.2.5		SWBAT to define revising as the process of adding or eliminating writer's techniques so the writing flows and sounds right.		SWBAT revise their writing to ensure they are effectively using writer's techniques.	**AC:** TW review revising. TW have scholars focus on editing for word choice. **WW:** SW revise their writing.	S: Tell about a time you got ready for bed	**Revision Checklist**
3.11	Rewrite, Author's Share	CCSS.ELA-Literacy.W.2.5 CCSS.ELA-Literacy.W.3.3c				SWBAT to rewrite their writing to include edits and revisions. SWBAT listen to narrative essays and determine if all elements are present. SWBAT critique writing to determine where writer's techniques could be added		S: Tell about a time you got ready for bed	**Author's Share Poster S Rewrite Paper**

Unit / Day	Topic	CORE Standard	Grammar Skill	Author's Craft	Shared Writing	Writer's Workshop	Activities / Assessment	Prompts	Materials
						to strengthen their writing.			
3.12	Dialogue	CCSS.ELA-Literacy.W.3.3b	SWBAT define quotation rules at the beginning of the sentence: writing first letter in dialogue uppercase and writing quotation marks around what is being said. SWBAT identify that a comma is used at the end of dialogue after a telling sentence. SWBAT apply knowledge of dialogue rules. SWBAT use dialogue tags in their writing.		SBWAT edit sentences for correct dialogue rules at the beginning of a sentence. SWBAT write a sentence using correct dialogue at the beginning of a sentence.		**GS:** TW review how to use dialogue marks at the beginning of a sentence. TW model writing a sentence using dialogue. T&S will edit sentences to include dialogue marks. **SW:** T&S will write sentences together using dialogue marks.	S: Tell about a time you got ready for bed	**Dialogue at beginning of sentence poster**
3.13	Dialogue	CCSS.ELA-Literacy.W.3.3b	SWBAT apply knowledge of using quotation marks, capital letters, and correct end marks when using dialogue within a sentence. SWBAT apply knowledge using a comma before a quotation mark when quotation marks are used within a sentence.		SBWAT edit sentences for correct dialogue rules within a sentence. SWBAT write a sentence using correct dialogue within a sentence..	**SWBAT plan writing and write setting paragraph.**	**GS:** **SW:** **WW:** SW Plan writing and write setting paragraph.	T: Tell about a time you went to the grocery store S: Tell about a time when you had choice time	**Dialogue within sentence poster**
3.14	Introduction: Talking Character	CCSS.ELA-Literacy.W.2.3 CCSS.ELA-Literacy.W.3.3b C			SWBAT write talking character's paragraph using dialogue to show a conversation between characters. SWBAT add actions between dialogue.	SWBAT write talking character's paragraph using dialogue.	**SW:** T&S will write character paragraph that focus on using dialogue with actions. **WW:** SW write character paragraph that focus on using dialogue with actions.	T: Tell about a time you went to the grocery store S: Tell about a time when	**Effective Use of Dialogue Poster**

Unit / Day	Topic	CORE Standard	Grammar Skill	Author's Craft	Shared Writing	Writer's Workshop	Activities / Assessment	Prompts	Materials
		CSS.ELA-Literacy.W.3.3a						you had choice time	
3.15	Body: Problem	CCSS.ELA-Literacy.W.2.3 CCSS.ELA-Literacy.W.3.3bC CSS.ELA-Literacy.W.3.3c			SWBAT write problem paragraph using dialogue to show a conversation between characters. SWBAT add actions between dialogue.	SWBAT write problem paragraph using dialogue.	**SW:** T&S will write a problem paragraph that focus on using dialogue with actions. **WW:** SW write a problem paragraph that focus on using dialogue with actions.	T: Tell about a time you went to the grocery store S: Tell about a time when you had choice time	**Effective Use of Dialogue Poster**
3.16	Body: Attempt to Resolve	CCSS.ELA-Literacy.W.2.3 CCSS.ELA-Literacy.W.3.3bC CSS.ELA-Literacy.W.3.3c			SWBAT write first attempt paragraph using dialogue to show a conversation between characters. SWBAT add actions between dialogue.	SWBAT write first attempt using dialogue. SWBAT complete writing.	**SW:** T&S will write first attempt paragraph that focus on using dialogue with actions. **WW:** SW write first attempt paragraph that focus on using dialogue with actions.	T: Tell about a time you went to the grocery store S: Tell about a time when you had choice time	**Effective Use of Dialogue Poster**
3.17	Mixed Dialogue	CCSS.ELA-Literacy.W.3.3b	SWBAT apply quotation rules at the beginning of the sentence: writing first letter in dialogue uppercase and writing quotation marks around what is being said. SWBAT apply knowledge of using quotation marks, capital letters, and correct end marks when using dialogue within a sentence.		SWBAT use dialogue at the start of a sentence and within a sentence to write a paragraph.	SWBAT edit errors in the use of dialogue at the beginning of a sentence and at the end of a sentence.	**GS:** TW review dialogue rules at the start of a sentence and within a sentence. **SW:** T&S will write a paragraph using dialogue at the start of a sentence and within a sentence. **WW:** SW edit the errors in the use of dialogue and write a paragraph that uses dialogue.		

Unit / Day	Topic	CORE Standard	Grammar Skill	Author's Craft	Shared Writing	Writer's Workshop	Activities / Assessment	Prompts	Materials
3.18	Writer's Workshop	CCSS.ELA-Literacy.W.2.3 CCSS.ELA-Literacy.W.3.3b CCSS.ELA-Literacy.W.3.3a CCSS.ELA-Literacy.W.3.3c				SWBAT plan and write their introduction and problem.	**WW:** SW plan and write their introduction and problem.	**T:** Tell about a time that you had to tell the truth S: Tell about a time when you went to your friend's house.	
3.19	Body: Attempt #1	CCSS.ELA-Literacy.W.2.3 CCSS.ELA-Literacy.W.3.3b CCSS.ELA-Literacy.W.3.3c			SWBAT write first attempt paragraph using dialogue to show a conversation between characters. SWBAT add actions between dialogue.	SWBAT write first attempt using dialogue.	**SW:** T&S will write first attempt paragraph that focus on using dialogue with actions. **WW:** SW write first attempt paragraph that focus on using dialogue with actions.	**T:** Tell about a time that you had to tell the truth S: Tell about a time when you went to your friend's house.	**Effective Use of Dialogue Poster**
3.20	Body: Attempt #2	CCSS.ELA-Literacy.W.2.3 CCSS.ELA-Literacy.W.3.3b CCSS.ELA-Literacy.W.3.3c			SWBAT write second attempt paragraph using dialogue to show a conversation between characters. SWBAT add actions between dialogue.	SWBAT write second attempt using dialogue.	**SW:** T&S will write second attempt paragraph that focus on using dialogue with actions. **WW:** SW write second attempt paragraph that focus on using dialogue with actions.	**T:** Tell about a time that you had to tell the truth S: Tell about a time when you went to your friend's house.	**Effective Use of Dialogue Poster**
3.21	Conclusion: Solution	CCSS.ELA-Literacy.W.2.3 CC			SWBAT write conclusion paragraph using dialogue to show a conversation	SWBAT write conclusion using dialogue. SWBAT complete writing.	**SW:** T&S will write solution paragraph that focus on using dialogue with actions. **WW:** SW write solution	**T:** Tell about a time that you had	**Effective Use of Dialogue Poster**

Unit / Day	Topic	CORE Standard	Grammar Skill	Author's Craft	Shared Writing	Writer's Workshop	Activities / Assessment	Prompts	Materials
		SS.ELA-Literacy.W.3.3b CCSS.ELA-Literacy.W.3.3dCCSS.ELA-Literacy.W.3.3c			between characters. SWBAT add actions between dialogue.		paragraph that focus on using dialogue with actions. SW complete writing.	to tell the truth S: Tell about a time when you went to your friend's house.	
3.22	Writer's Workshop	CCSS.ELA-Literacy.W.2.3 CCSS.ELA-Literacy.W.3.3bCCSS.ELA-Literacy.W.3.3a CCSS.ELA-Literacy.W.3.3c				SWBAT plan and write introduction, body and conclusion.	**WW:** SW plan and write entire essay using essay checklist.	S: Tell about a time when you had Thanksgiving.	
3.23	Edit	CCSS.ELA-Literacy.W.2.5	SWBAT to define editing as the process of reviewing work to ensure that grammar is correct.			SWBAT edit their writing using an editing checklist to ensure that all grammar is correct.	**GS:** TW review editing. **WW:** SW edit using editing checklist.	S: Tell about a time when you had Thanksgiving.	**Editing Checklist**
3.24	Revise for Writer's Techniques	CCSS.ELA-Literacy.W.2.5 CCSS.ELA-Literacy.W.3.3c		SWBAT to define revising as the process of adding or eliminating writer's techniques so the writing flows and sounds right. SBWAT revise writing to include Thoughtshot at appropriate places.		SWBAT revise their writing to ensure they are using Thoughtshot effectively.	**AC:** TW review revising. TW have scholars focus on editing for Thoughtshot. **WW:** SW revise their writing.	S: Tell about a time when you had Thanksgiving.	**Revision Checklist**
3.25	Multiple Writer's	CCSS.ELA-		SWBAT to use a variety of writer's techniques including		SWBAT write setting paragraph using variety of	**Focus on using descriptive language and setting snapshot**	T: Tell about a time you	**All Writer's Technique**

Unit / Day	Topic	CORE Standard	Grammar Skill	Author's Craft	Shared Writing	Writer's Workshop	Activities / Assessment	Prompts	Materials
	Techniques: Catchy Opening	Literacy.W.2.3 CCSS.ELA-Literacy.W.3.3a CCSS.ELA-Literacy.W.3.3b		setting snapshot, character snapshot, Show, Don't Tell, Thoughtshot, and Dialogue when they are appropriate.		writer's techniques including setting snapshot, character snapshot, Show, Don't Tell, Thoughtshot, and Dialogue when they are appropriate.	**in setting paragraph.** **AC:** T&S will write setting paragraph focusing on infusing multiple writing techniques. **WW:** SW write setting paragraph focusing on infusing multiple writing techniques.	went to the amusement park. S: Tell about a time that you made excuses	**Poster (with where to use them)**
3.26	Multiple Writer's Techniques: Talking Character	CCSS.ELA-Literacy.W.2.3 CCSS.ELA-Literacy.W.3.3a CCSS.ELA-Literacy.W.3.3b		SWBAT to use a variety of writer's techniques including setting snapshot, character snapshot, Show, Don't Tell, Thoughtshot, and Dialogue when they are appropriate.		SWBAT write talking character paragraph using variety of writer's techniques including setting snapshot, character snapshot, Show, Don't Tell, Thoughtshot, and Dialogue when they are appropriate.	**Focus on using character snapshot and dialogue in character paragraph** **AC:** T&S will write character paragraph focusing on infusing multiple writing techniques. **WW:** SW write character paragraph focusing on infusing multiple writing techniques.	T: Tell about a time you went to the amusement park. S: Tell about a time that you made excuses	**All Writer's Technique Poster (with where to use them)**
3.27	Multiple Writer's Techniques: Problem	CCSS.ELA-Literacy.W.2.3 CCSS.ELA-Literacy.W.3.3a CCSS.ELA-Literacy.W.3.3bCCSS.ELA-Literacy.W.3.3c		SWBAT to use a variety of writer's techniques including setting snapshot, character snapshot, Show, Don't Tell, Thoughtshot, and Dialogue when they are appropriate.		SWBAT write problem paragraph using variety of writer's techniques including setting snapshot, character snapshot, Show, Don't Tell, Thoughtshot, and Dialogue when they are appropriate.	**AC:** T&S will write problem paragraph focusing on infusing multiple writing techniques. **WW:** SW write problem paragraph focusing on infusing multiple writing techniques.	T: Tell about a time you went to the amusement park. S: Tell about a time that you made excuses	**All Writer's Technique Poster (with where to use them)**
3.28	Multiple Writer's Techniques: Attempt #1	CCSS.ELA-Literacy.W.2.3 CCSS.ELA-Literacy.W.3.3b CCSS.ELA		SWBAT to use a variety of writer's techniques including setting snapshot, character snapshot, Show, Don't Tell, Thoughtshot, and Dialogue when they are appropriate.		SWBAT write first attempt paragraphs using variety of writer's techniques including setting snapshot, character snapshot, Show, Don't Tell, Thoughtshot, and Dialogue when they are	**AC:** T&S will edit/revise first and second attempt paragraphs focusing on infusing multiple writing techniques. **WW:** SW write first and second attempt paragraphs focusing on infusing multiple writing techniques.	T: Tell about a time you went to the amusement park. S: Tell about	**All Writer's Technique Poster (with where to use them)**

Unit / Day	Topic	CORE Standard	Grammar Skill	Author's Craft	Shared Writing	Writer's Workshop	Activities / Assessment	Prompts	Materials
		- Literacy. W.3.3c				appropriate.		a time that you made excuses	
3.29	Multiple Writer's Techniques: Attempt #2	CCSS.ELA-Literacy.W.2.3 CCSS.ELA-Literacy.W.3.3b CCSS.ELA-Literacy.W.3.3c		SWBAT to use a variety of writer's techniques including setting snapshot, character snapshot, Show, Don't Tell, Thoughtshot, and Dialogue when they are appropriate.		SWBAT write second attempt paragraphs using variety of writer's techniques including setting snapshot, character snapshot, Show, Don't Tell, Thoughtshot, and Dialogue when they are appropriate.	**AC:** T&S will edit/revise first and second attempt paragraphs focusing on infusing multiple writing techniques. **WW:** SW write first and second attempt paragraphs focusing on infusing multiple writing techniques.	T: Tell about a time you went to the amusement park. S: Tell about a time that you made excuses	**All Writer's Technique Poster (with where to use them)**
3.20	Multiple Writer's Techniques: Solution	CCSS.ELA-Literacy.W.2.3 CCSS.ELA-Literacy.W.3.3bCCSS.ELA-Literacy.W.3.3d CCSS.ELA-Literacy.W.3.3c		SWBAT to use a variety of writer's techniques including setting snapshot, character snapshot, Show, Don't Tell, Thoughtshot, and Dialogue when they are appropriate.		SWBAT write solution paragraphs using variety of writer's techniques including setting snapshot, character snapshot, Show, Don't Tell, Thoughtshot, and Dialogue when they are appropriate.	**AC:** T&S will edit/revise solution and lesson paragraphs focusing on infusing multiple writing techniques. **WW:** SW write solution and lesson attempt paragraphs focusing on infusing multiple writing techniques.	T: Tell about a time you went to the amusement park. S: Tell about a time that you made excuses	**All Writer's Technique Poster (with where to use them)**
3.31	Multiple Writer's Techniques: Lesson	CCSS.ELA-Literacy.W.2.3 CCSS.ELA-Literacy.W.3.3bCCSS.ELA-Literacy.W.3.3d CCSS.EL		SWBAT to use a variety of writer's techniques including setting snapshot, character snapshot, Show, Don't Tell, Thoughtshot, and Dialogue when they are appropriate.		SWBAT write lesson paragraphs using variety of writer's techniques including setting snapshot, character snapshot, Show, Don't Tell, Thoughtshot, and Dialogue when they are appropriate.	**AC:** T&S will edit/revise solution and lesson paragraphs focusing on infusing multiple writing techniques. **WW:** SW write solution and lesson attempt paragraphs focusing on infusing multiple writing techniques.	T: Tell about a time you went to the amusement park. S: Tell about a time that you made excuses	**All Writer's Technique Poster (with where to use them)**

Unit / Day	Topic	CORE Standard	Grammar Skill	Author's Craft	Shared Writing	Writer's Workshop	Activities / Assessment	Prompts	Materials
		A-Literacy. W.3.3c							
3.32	Assessment	CCSS.ELA-Literacy. W.2.3 CCSS.ELA-Literacy. W.3.3a CCSS.ELA-Literacy. W.3.3d				SWBAT write an essay to a given prompt. SWBAT use writer's techniques including setting snapshot, character snapshot, and Show, Don't Tell.	**WW:** SW complete assessment.		**Assessment Writing Paper**
3.33	Assessment	CCSS.ELA-Literacy. W.2.3 CCSS.ELA-Literacy. W.3.3a CCSS.ELA-Literacy. W.3.3d				SWBAT write an essay to a given prompt. SWBAT use writer's techniques including setting snapshot, character snapshot, and Show, Don't Tell.	**WW:** SW complete assessment.		**Assessment Writing Paper**
3.34	Edit/Revise Work	CCSS.ELA-Literacy. W.2.5				SWBAT edit their writing using an editing checklist to ensure that all grammar is correct. SWBAT revise their writing to ensure they are effectively using writer's techniques.	**WW:** TW review editing. SW edit using the editing checklist. SW revise using revision checklist. SW begin rewriting with edits and revisions.		**Editing Checklist Revision Checklist**
3.35	Publish	CCSS.ELA-Literacy. W.2.6				SWBAT rewrite their writing to include their edits and revisions.	**WW:** SW complete rewriting with edits and revisions. SW add illustrations to rewrite.		**Publishing Paper**
3.36	Publish/ Author's Share	CCSS.ELA-Literacy. W.2.6				SWBAT publish their writing including instructions. SWBAT listen to another student's writing and evaluate if it sounds write and comment on use of writer's	**WW:** SW complete rewriting with edits and revisions. SW add illustrations to rewrite.		**Publishing Paper**

Unit / Day	Topic	CORE Standard	Grammar Skill	Author's Craft	Shared Writing	Writer's Workshop	Activities / Assessment	Prompts	Materials
						techniques.			
3.37	Letter Writing	CCSS.ELA-Literacy.L.2.2b	SWBAT identify the components of a friendly letter. SWBAT apply the correct grammar for a friendly letter. SW apply knowledge of letter writing and grammar for letters to write a letter.			SWBAT write a friendly letter with all parts.			Chart Paper for Letter GP Letter Paper IP Letter Paper

Unit 4: Expository

Grammar

- CCSS.ELA-Literacy.L.2.2c Use an apostrophe to form contractions and frequently occurring possessives.
- CCSS.ELA-Literacy.L.2.1d Form and use the past tense of frequently occurring irregular verbs (e.g., *sat, hid, told*).
- CCSS.ELA-Literacy.L.2.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

Shared Writing:

- CCSS.ELA-Literacy.W.2.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
- CCSS.ELA-Literacy.W.3.2a Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
- CCSS.ELA-Literacy.W.3.2b Develop the topic with facts, definitions, and details.
- CCSS.ELA-Literacy.W.3.2c Use linking words and phrases (e.g., *also*, *another*, *and*, *more*,*but*) to connect ideas within categories of information.
- CCSS.ELA-Literacy.W.3.2d Provide a concluding statement or section.
-

Production / Distribution of Writing

- CCSS.ELA-Literacy.W.2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
- CCSS.ELA-Literacy.W.2.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

Unit / Day	Topic	CORE Standard	Grammar Skill	Author's Craft	Shared Writing	Writer's Workshop	Activities / Assessment	Prompts	Materials
4.1	**Comparing Nouns Using Adjectives**		SWBAT apply knowledge that the suffix –est added to an adjective creates a superlative adjectives that compares more than two nouns. SWBAT to apply	.		SWBAT write a short story using comparative and superlative.	**GS:** TW introduce –er and –est. TW model how to determine when to use –er and –est. T&S will complete a WS that uses –er and –est. SW write a short story using words ending in –er and –est to		**Adverb Poster** **T Intro** **S GP** **S IP** **T&S Writing Paper**

Unit / Day	Topic	CORE Standard	Grammar Skill	Author's Craft	Shared Writing	Writer's Workshop	Activities / Assessment	Prompts	Materials
			knowledge when to use the suffix –er and the suffix –est to compare two or more nouns. SWBAT use adjectives to compare two or more things.				compare nouns.		
4.2	**How To Paragraphs**	CCSS.ELA-Literacy.W.2.2 CCSS.ELA-Literacy.W.3.2a CCSS.ELA-Literacy.W.3.2b CCSS.ELA-Literacy.W.3.2d			SWBAT define a how to paragraph as a paragraph that describes the steps to make or create something. SWBAT identify that the topic sentence introduces the main idea. SWBAT identify that the support details outline the steps to make or create something or how to do something. SWBAT identify that the clincher sentences adds one last thought about the main idea.	SWBAT write a how to paragraph.	**SW:** TW explain components of a how to paragraph and the reason for writing a how to paragraph. T&S will write a how to paragraph together **WW:** SW write a how to paragraph to a given prompt.	**Teacher Prompt: Tell how to make a salad. Student Prompt: Tell how to make a peanut butter and jelly sandwich.**	**How To Paragraph Poster T&S Writing Paper S Writing Paper**
4.3	**How To Paragraphs**	CCSS.ELA-Literacy.W.2.2 CCSS.ELA-Literacy.W.3.2a CCSS.ELA-Literacy.W.3.2b CCSS.ELA-Literacy.W.3.2d			SWBAT define a how to paragraph as a paragraph that describes the steps to make or create something. SWBAT identify that the topic sentence introduces the main idea. SWBAT identify that the support details outline the steps to make or create something or how to do something. SWBAT identify that the clincher sentences adds one last thought about the main idea.	SWBAT write a how to paragraph	**SW:** T&S will write a how to paragraph together **WW:** SW write a how to paragraph to a given prompt.	**Teacher Prompt: Tell how to make brownies. Student Prompt: Tell how to build a snowman.**	**How To Paragraph Poster T&S Writing Paper S Writing Paper**
4.4	**How To Paragraphs**	CCSS.ELA-Literacy.W.2.2 CCSS.ELA-			SWBAT define a how to paragraph as a paragraph that describes the steps to make or create something. SWBAT identify that the	SWBAT write a how to paragraph	**SW:** T&S will write a how to paragraph together **WW:** SW write a how to paragraph to a given prompt.	**Teacher Prompt: Tell how to get to fitness from classroom.**	**How To Paragraph Poster T&S Writing Paper**

Unit / Day	Topic	CORE Standard	Grammar Skill	Author's Craft	Shared Writing	Writer's Workshop	Activities / Assessment	Prompts	Materials
		Literacy. W.3.2a CCSS.ELA-Literacy. W.3.2b CCSS.ELA-Literacy. W.3.2d			topic sentence introduces the main idea. SWBAT identify that the support details outline the steps to make or create something or how to do something. SWBAT identify that the clincher sentences adds one last thought about the main idea.			**Student Prompt: Tell how to get from classroom to performing arts.**	**S Writing Paper**
4.5	**How To Paragraphs**	CCSS.ELA-Literacy. W.2.2 CCSS.ELA-Literacy. W.3.2a CCSS.ELA-Literacy. W.3.2b CCSS.ELA-Literacy. W.3.2d			SWBAT define a how to paragraph as a paragraph that describes the steps to make or create something. SWBAT identify that the topic sentence introduces the main idea. SWBAT identify that the support details outline the steps to make or create something or how to do something. SWBAT identify that the clincher sentences adds one last thought about the main idea.	SWBAT write a how to paragraph	**SW:** T&S will write a how to paragraph together **WW:** SW write a how to paragraph to a given prompt.	**Tell how to make a Valentines Day card.** **Tell how to make a cut out heart.**	**How To Paragraph Poster** **T&S Writing Paper** **S Writing Paper**
4.6	**Adverbs**		SWBAT define adverbs as words that describe verbs. SWBAT recognize that the suffix –ly turns an adjective into an adverb. SWBAT use adverbs that describe verbs.			SWBAT write a short story using –ly, -er, and –est.	**GS:** TW define adverbs. TW model adding ly to create an adverb. T&S will determine if they need to add –ly, -er, or –est to the ends of a word based on the context of the sentence. **WW:** SW write a short story with endings that include –ly, -er, and –est.		**Adverbs Poster** **T&S Adverb WS** **S Adverb WS** **S Short Story Writing Paper**
4.7	**Expository Paragraph**	CCSS.ELA-Literacy. W.2.2 CCSS.ELA-Literacy. W.3.2a			SWBAT define a paragraph as a group of sentences about one idea. SWBAT define an expository paragraph as a paragraph that gives the reader factual information.	SWBAT write an expository paragraph with a topic sentence, supporting details, and clincher sentence.	**SW:** TW explain components of an expository paragraph and the reason for writing an expository paragraph. T&S will write an expository paragraph together **WW:** SW write an expository	**T: What are igneous rocks?** **S: How is a metamorphic rock made?**	**Expository Paragraph Poster** **T&S expository paragraph planner and**

Unit / Day	Topic	CORE Standard	Grammar Skill	Author's Craft	Shared Writing	Writer's Workshop	Activities / Assessment	Prompts	Materials
		CCSS.ELA-Literacy.W.3.2b CCSS.ELA-Literacy.W.3.2d			SWBAT identify parts of a paragraph for a narrative essay (topic sentence/hook [may include transition word], supporting details, clincher sentence)		paragraph to a given prompt.		**writing paper S expository paragraph planner and writing paper**
4.8	**Expository Paragraph**	CCSS.ELA-Literacy.W.2.2 CCSS.ELA-Literacy.W.3.2a CCSS.ELA-Literacy.W.3.2b CCSS.ELA-Literacy.W.3.2d			SWBAT define a paragraph as a group of sentences about one idea. SWBAT define an expository paragraph as a paragraph that gives the reader factual information. SWBAT identify parts of a paragraph for a narrative essay (topic sentence/hook [may include transition word], supporting details, clincher sentence)	SWBAT write an expository paragraph with a topic sentence, supporting details, and clincher sentence.	**SW:** T&S will write an expository paragraph together **WW:** SW write an expository paragraph to a given prompt.	**T: What happens during a volcanic eruption? S: What causes and Earthquake?**	**Expository Paragraph Poster T&S expository paragraph planner and writing paper S expository paragraph planner and writing paper**
4.9	**Expository Paragraph**	CCSS.ELA-Literacy.W.2.2 CCSS.ELA-Literacy.W.3.2a CCSS.ELA-Literacy.W.3.2b CCSS.ELA-Literacy.W.3.2d			SWBAT define a paragraph as a group of sentences about one idea. SWBAT define an expository paragraph as a paragraph that gives the reader factual information. SWBAT identify parts of a paragraph for a narrative essay (topic sentence/hook [may include transition word], supporting details, clincher sentence)	SWBAT write an expository paragraph with a topic sentence, supporting details, and clincher sentence.	**SW:** T&S will write an expository paragraph together **WW:** SW write an expository paragraph to a given prompt	**T: What can you learn from fossils? S: What is a sedimentary rock and how is it formed?**	**Expository Paragraph Poster T&S expository paragraph planner and writing paper S expository paragraph planner and writing paper**
4.10	**Expository Paragraph**	CCSS.ELA-Literacy.W.2.2 CCSS.ELA-Literacy.			SWBAT define a paragraph as a group of sentences about one idea. SWBAT define an expository paragraph as a paragraph that gives the	SWBAT write an expository paragraph with a topic sentence, supporting details, and clincher sentence.	**SW:** T&S will write an expository paragraph together **WW:** SW write an expository paragraph to a given prompt	**T: What is a cave and describe a type of cave? S: What are the three**	**Expository Paragraph Poster T&S expository paragraph**

Unit / Day	Topic	CORE Standard	Grammar Skill	Author's Craft	Shared Writing	Writer's Workshop	Activities / Assessment	Prompts	Materials
		W.3.2a CCSS.ELA-Literacy. W.3.2b CCSS.ELA-Literacy. W.3.2d			reader factual information. SWBAT identify parts of a paragraph for a narrative essay (topic sentence/hook [may include transition word], supporting details, clincher sentence)			**layers of the Earth and what are they like?**	**planner and writing paper S expository paragraph planner and writing paper**
4.11	**Apostrophe to form Possessives**	CCSS.ELA-Literacy. L.2.2c	SWBAT apply knowledge that an apostrophe used before the letter s shows ownership for a singular noun. SWBAT apply knowledge that an apostrophe used after the letter s shows ownership for a plural noun. SWBAT define an apostrophe as punctuation that takes place of a letter or letters or shows ownership.			SWBAT write a short story using possessives.	**GS:** TW introduce apostrophe's as showing possessive. TW introduce the placement of the apostrophe for a singular and plural noun. T&S will determine how to make a word possessive. **WW:** SW write a short story using possessives.		**Apostrophe to form Possessive Poster T&S Possessive WS S Possessive WS**
4.12	**Expository Paragraph**	CCSS.ELA-Literacy. L.2.2c CCSS.ELA-Literacy. W.2.2 CCSS.ELA-Literacy. W.3.2a CCSS.ELA-Literacy. W.3.2b CCSS.ELA-Literacy. W.3.2d			SWBAT write a paragraph that provides an opinion. SWBAT define an expository paragraph as a paragraph that gives the reader factual information. SWBAT identify parts of a paragraph for a narrative essay (topic sentence/hook [may include transition word], supporting details, clincher sentence)	SWBAT write a paragraph that provides information about something in their life using possessive nouns when necessary. SWBAT write an expository paragraph with a topic sentence, supporting details, and clincher sentence.	**SW:** TW introduce how to write an expository paragraph that tells a person's point of view. T&S will write an expository paragraph together that provides a point of view. **WW:** SW write an expository paragraph to a given prompt	**T: What makes someone a scientist? S: What makes someone a volcanologist?**	**Expository Paragraph Poster T&S expository paragraph planner and writing paper S expository paragraph planner and writing paper**
4.13	**Expositor**	CCSS.EL			SWBAT write a paragraph	SWBAT write a paragraph that	**SW:** T&S will write an expository	**T:**	**Expository**

Unit / Day	Topic	CORE Standard	Grammar Skill	Author's Craft	Shared Writing	Writer's Workshop	Activities / Assessment	Prompts	Materials
	y Paragraph	A-Literacy. L.2.2c CCSS.ELA-Literacy. W.2.2 CCSS.ELA-Literacy. W.3.2a CCSS.ELA-Literacy. W.3.2b CCSS.ELA-Literacy. W.3.2d			that provides an opinion. SWBAT define an expository paragraph as a paragraph that gives the reader factual information. SWBAT identify parts of a paragraph for a narrative essay (topic sentence/hook [may include transition word], supporting details, clincher sentence)	provides information about something in their life using possessive nouns when necessary. SWBAT write an expository paragraph with a topic sentence, supporting details, and clincher sentence.	paragraph together that provides a point of view. **WW:** SW write an expository paragraph to a given prompt.	**Geographers believe that maps help people get from place to place. Do you agree with geographers? S: Scientists call an area with many volcanoes the Ring of Fire. Do you agree with the name scientists gave the Ring of Fire?**	**Paragraph Poster T&S expository paragraph planner and writing paper S expository paragraph planner and writing paper**
4.14	**Expository Paragraph**	CCSS.ELA-Literacy. L.2.2c CCSS.ELA-Literacy. W.2.2 CCSS.ELA-Literacy. W.3.2a CCSS.ELA-Literacy. W.3.2b CCSS.ELA-Literacy. W.3.2d			SWBAT write a paragraph that provides an opinion. SWBAT define an expository paragraph as a paragraph that gives the reader factual information. SWBAT identify parts of a paragraph for a narrative essay (topic sentence/hook [may include transition word], supporting details, clincher sentence)	SWBAT write a paragraph that provides information about something in their life using possessive nouns when necessary. SWBAT write an expository paragraph with a topic sentence, supporting details, and clincher sentence.	**SW:** T&S will write an expository paragraph together that provides a point of view. **WW:** SW write an expository paragraph to a given prompt.	**T: Why did King George send colonists from England to the New World? S: What makes someone a colonist?**	**Expository Paragraph Poster T&S expository paragraph planner and writing paper S expository paragraph planner and writing paper**
4.15	**Expository Essay Planning**	**2.W.8 2.W.2. CCRA-W.2.: CCRA-W.4.: CCRA-**			SWBAT identify the parts of a narrative essay as the introduction, body paragraphs, and conclusion. SWBAT identify how each part of the plan is a paragraph in an expository	SWBAT plan an expository essay.	**SW:** TW introduce the parts of an expository planner. TW show how the elements of an expository planner align to the essay. T&S will plan an expository essay. **WW:** SW plan an expository	**T: Why did colonists travel from Europe to the New World? S: What was life like as a**	**Expository Essay Poster T&S Expository Essay Planner S Expository Essay Planner**

Unit / Day	Topic	CORE Standard	Grammar Skill	Author's Craft	Shared Writing	Writer's Workshop	Activities / Assessment	Prompts	Materials
		W.10.			essay. SWBAT define an expository essay as an essay that either explains, interprets, or describes a person, place, object, or event.		paragraph.	**colonist?**	
4.16	**Expository Essay Introduction: Focus on introducing topic / topic sentence**	CCSS.ELA-Literacy.W.3.2a**2.W.8 2.W.2. CCRA-W.2.: CCRA-W.4.: CCRA-W.10.**			SWBAT explain that the elements of the introduction include: hooking the reader, introducing the topic and the essay's main idea. SWBAT explain that the introduction presents the main idea of the essay. SWBAT define an expository essay as an essay that either explains, interprets, or describes a person, place, object, or event.	SWBAT write the introduction to an expository essay.	**SW:** TW focus on how good expository writer's hook the reader at the start of the essay. TW introduce elements of an expository essay. T&S will write the introduction to an expository essay. **WW:** SW write the introduction to an expository essay.	**T: Why did colonists travel from Europe to the New World? S: What was life like as a colonist?**	**Expository Essay Poster T&S Expository Essay Planner and writing paper S Expository Essay Planner and writing paper**
4.17	**Expository Essay Body #1: Focus on introducing topic / topic sentence**	CCSS.ELA-Literacy.W.3.2a**2.W.8 2.W.2. CCRA-W.2.: CCRA-W.4.: CCRA-W.10.**			SWBAT explain that the elements of the body include a topic sentence, supporting details and clincher sentence that are all connected to the main idea of the essay. SWBAT define an expository essay as an essay that either explains, interprets, or describes a person, place, object, or event.	SWBAT write body #1 to an expository essay.	**SW:** TW focus on writing strong topic sentences to hook the reader and introduce the main idea of the paragraph. TW introduce elements of the body paragraph in an expository essay. T&S will write body paragraph #1 to an expository essay. **WW:** SW write body paragraph #1 to an expository essay.	**T: Why did colonists travel from Europe to the New World? S: What was life like as a colonist?**	**Expository Essay Poster T&S Expository Essay Planner and writing paper S Expository Essay Planner and writing paper**
4.18	**Expository Essay Body #2: Focus on introducing topic / topic sentence**	CCSS.ELA-Literacy.W.3.2a**2.W.8 2.W.2. CCRA-W.2.: CCRA-W.4.:**			SWBAT explain that the elements of the body include a topic sentence, supporting details and clincher sentence that are all connected to the main idea of the essay. SWBAT define an expository essay as an essay that either explains,	SWBAT write body #2 to an expository essay.	**SW:** TW focus on writing strong topic sentences to hook the reader and introduce the main idea of the paragraph. TW review elements of the body paragraph in an expository essay. T&S will write body paragraph #2 to an expository essay. **WW:** SW write body paragraph #2 to an expository essay.	**T: Why did colonists travel from Europe to the New World? S: What was life like as a colonist?**	**Expository Essay Poster T&S Expository Essay Planner and writing paper S Expository Essay Planner and writing**

Unit / Day	Topic	CORE Standard	Grammar Skill	Author's Craft	Shared Writing	Writer's Workshop	Activities / Assessment	Prompts	Materials
		CCRA-W.10.			interprets, or describes a person, place, object, or event.				**paper**
4.19	**Expository Essay Conclusion: Focus on introducing topic / topic sentence**	CCSS.ELA-Literacy.W.3.2a**2.W.8 2.W.2. CCRA-W.2.: CCRA-W.4.: CCRA-W.10.**			SWBAT explain that the elements of the conclusion include: restating the main idea, review the topic, and restate the essay's purpose. SWBAT define an expository essay as an essay that either explains, interprets, or describes a person, place, object, or event.	SWBAT write the conclusion to an expository essay.	**SW:** TW focus on writing strong topic sentences that reviews the author's purpose and main idea of the essay. TW review the elements of the conclusion. T&S will write the conclusion. **WW:** SW write the conclusion.	**T: Why did colonists travel from Europe to the New World?** **S: What was life like as a colonist?**	**Expository Essay Poster** **T&S Expository Essay Planner and writing paper** **S Expository Essay Planner and writing paper**
4.20	**Expository Essay Planning**	**2.W.8 2.W.2. CCRA-W.2.: CCRA-W.4.: CCRA-W.10.**			SWBAT identify the parts of a narrative essay as the introduction, body paragraphs, and conclusion. SWBAT identify how each part of the plan is a paragraph in an expository essay. SWBAT define an expository essay as an essay that either explains, interprets, or describes a person, place, object, or event.	SWBAT plan an expository essay.	**SW:** TW introduce the parts of an expository planner. TW show how the elements of an expository planner align to the essay. T&S will plan an expository essay. **WW:** SW plan an expository paragraph.	**T: Describe Paul Revere and his famous ride.** **S: What caused the Boston Tea Party**	**Expository Essay Poster** **T&S Expository Essay Planner** **S Expository Essay Planner**
4.21	**Expository Essay Introduction: Focus, strong supporting details**	CCSS.ELA-Literacy.W.3.2b**2.W.8 2.W.2. CCRA-W.2.: CCRA-W.4.: CCRA-W.10.**			SWBAT explain that the elements of the introduction include: hooking the reader, introducing the topic and the essay's main idea. SWBAT explain that the introduction presents the main idea of the essay. SWBAT define an expository essay as an essay that either explains, interprets, or describes a person, place, object, or event.	SWBAT write the introduction to an expository essay.	**SW:** TW focus on writing strong supporting details that connect to the main idea of the body paragraphs. TW review elements of an expository essay. T&S will write the introduction to an expository essay. **WW:** SW write the introduction to an expository essay.	**T: Describe Paul Revere and his famous ride.** **S: What caused the Boston Tea Party**	**Expository Essay Poster** **T&S Expository Essay Planner and writing paper** **S Expository Essay Planner and writing paper**
4.22	**Expositor**	CCSS.EL			SWBAT explain that the	SWBAT write body #1 to an	**SW:** TW focus on writing strong	**T: Describe**	**Expository**

Unit / Day	Topic	CORE Standard	Grammar Skill	Author's Craft	Shared Writing	Writer's Workshop	Activities / Assessment	Prompts	Materials
	y Essay Body #1: Focus, strong supportin g details	A-Literacy. W.3.2b**2. W.8 2.W.2. CCRA-W.2.: CCRA-W.4.: CCRA-W.10.**			elements of the body include a topic sentence, supporting details and clincher sentence that are all connected to the main idea of the essay. SWBAT define an expository essay as an essay that either explains, interprets, or describes a person, place, object, or event.	expository essay.	supporting details that support the main idea of the body paragraph. TW review elements of the body paragraph in an expository essay. T&S will write body paragraph #1 to an expository essay. **WW:** SW write body paragraph #1 to an expository essay.	**Paul Revere and his famous ride.** **S: What caused the Boston Tea Party**	**Essay Poster** **T&S Expository Essay Planner and writing paper** **S Expository Essay Planner and writing paper**
4.23	**Expositor y Essay Body #2: Focus, strong supportin g details**	CCSS.ELA-Literacy. W.3.2b**2. W.8 2.W.2. CCRA-W.2.: CCRA-W.4.: CCRA-W.10.**			SWBAT explain that the elements of the body include a topic sentence, supporting details and clincher sentence that are all connected to the main idea of the essay. SWBAT define an expository essay as an essay that either explains, interprets, or describes a person, place, object, or event.	SWBAT write body #2 to an expository essay.	**SW:** TW focus on writing strong supporting details that support the main idea of the body paragraph. TW review elements of the body paragraph in an expository essay. T&S will write body paragraph #2 to an expository essay. **WW:** SW write body paragraph #2 to an expository essay.	**T: Describe Paul Revere and his famous ride.** **S: What caused the Boston Tea Party**	**Expository Essay Poster** **T&S Expository Essay Planner and writing paper** **S Expository Essay Planner and writing paper**
4.24	**Expositor y Essay Conclusio n: Focus, strong supportin g details**	CCSS.ELA-Literacy. W.3.2b**2. W.8 2.W.2. CCRA-W.2.: CCRA-W.4.: CCRA-W.10.**			SWBAT explain that the elements of the conclusion include: restating the main idea, review the topic, and restate the essay's purpose. SWBAT define an expository essay as an essay that either explains, interprets, or describes a person, place, object, or event.	SWBAT write the conclusion to an expository essay.	**SW:** TW focus on writing strong supporting details that highlight the main idea of the essay. TW review the elements of the conclusion. T&S will write the conclusion. **WW:** SW write the conclusion.	**T: Describe Paul Revere and his famous ride.** **S: What caused the Boston Tea Party**	**Expository Essay Poster** **T&S Expository Essay Planner and writing paper** **S Expository Essay Planner and writing paper**
4.25	**Expositor y Essay Plan: Narrative**	**2.W.8 2.W.2. CCRA-W.2.: CCRA-W.4.: CCRA-**			SWBAT identify the parts of a narrative essay as the introduction, body paragraphs, and conclusion. SWBAT identify how each part of the plan is a paragraph in an expository	SWBAT plan an expository essay.	**SW:** TW introduce the parts of an expository planner. TW show how the elements of an expository planner align to the essay. T&S will plan an expository essay. **WW:** SW plan an expository	**T: What is your favorite book?** **S: What is your favorite toy?**	**Expository Essay Poster** **T&S Expository Essay Planner and writing paper**

Unit / Day	Topic	CORE Standard	Grammar Skill	Author's Craft	Shared Writing	Writer's Workshop	Activities / Assessment	Prompts	Materials
		W.10.			essay. SWBAT define an expository essay as an essay that either explains, interprets, or describes a person, place, object, or event.		paragraph.		**S Expository Essay Planner and writing paper**
4.26	**Expository Essay Introduction**	CCSS.ELA-Literacy.W.3.2c**2.W.8 2.W.2. CCRA-W.2.: CCRA-W.4.: CCRA-W.10.**			SWBAT explain that the elements of the introduction include: hooking the reader, introducing the topic and the essay's main idea. SWBAT explain that the introduction presents the main idea of the essay. SWBAT define an expository essay as an essay that either explains, interprets, or describes a person, place, object, or event.	SWBAT write the introduction to an expository essay.	**SW:** TW introduce linking words that can be used in an expository essay. TW review elements of an expository essay. T&S will write the introduction to an expository essay. **WW:** SW write the introduction to an expository essay.	**T: What is your favorite book?** **S: What is your favorite toy?**	**Expository Essay Poster** **T&S Expository Essay Planner and writing paper** **S Expository Essay Planner and writing paper**
4.27	**Expository Essay Body #1**	CCSS.ELA-Literacy.W.3.2c**2.W.8 2.W.2. CCRA-W.2.: CCRA-W.4.: CCRA-W.10.**			SWBAT explain that the elements of the body include a topic sentence, supporting details and clincher sentence that are all connected to the main idea of the essay. SWBAT define an expository essay as an essay that either explains, interprets, or describes a person, place, object, or event.	SWBAT write body #1 to an expository essay.	**SW:** TW review linking words that can be used in an expository essay. TW review elements of the body paragraph in an expository essay. T&S will write body paragraph #1 to an expository essay. **WW:** SW write body paragraph #1 to an expository essay.	**T: What is your favorite book?** **S: What is your favorite toy?**	**Expository Essay Poster** **T&S Expository Essay Planner and writing paper** **S Expository Essay Planner and writing paper**
4.28	**Expository Essay Body #2**	CCSS.ELA-Literacy.W.3.2c**2.W.8 2.W.2. CCRA-W.2.: CCRA-W.4.:**			SWBAT explain that the elements of the body include a topic sentence, supporting details and clincher sentence that are all connected to the main idea of the essay. SWBAT define an expository essay as an essay that either explains,	SWBAT write body #2 to an expository essay.	**SW:** TW review linking words that can be used in an expository essay. TW review elements of the body paragraph in an expository essay. T&S will write body paragraph #2 to an expository essay. **WW:** SW write body paragraph #2 to an expository essay.	**T: What is your favorite book?** **S: What is your favorite toy?**	**Expository Essay Poster** **T&S Expository Essay Planner and writing paper** **S Expository Essay Planner and writing**

Unit / Day	Topic	CORE Standard	Grammar Skill	Author's Craft	Shared Writing	Writer's Workshop	Activities / Assessment	Prompts	Materials
		CCRA-W.10.			interprets, or describes a person, place, object, or event.				**paper**
4.29	**Expository Essay Conclusion**	CCSS.ELA-Literacy.W.3.2c CCSS.ELA-Literacy.W.3.2d**2.W.8 2.W.2. CCRA-W.2.: CCRA-W.4.: CCRA-W.10.**			SWBAT explain that the elements of the conclusion include: restating the main idea, review the topic, and restate the essay's purpose. SWBAT define an expository essay as an essay that either explains, interprets, or describes a person, place, object, or event.	SWBAT write the conclusion to an expository essay.	**SW:** TW review linking words that can be used in an expository essay. TW review the elements of the conclusion. T&S will write the conclusion. **WW:** SW write the conclusion.	**T: What is your favorite book? S: What is your favorite toy?**	**Expository Essay Poster T&S Expository Essay Planner and writing paper S Expository Essay Planner and writing paper**
4.30	**Expository Essay Introduction: Focus, strong clincher sentence/ conclusion**	CCSS.ELA-Literacy.W.3.2d**2.W.8 2.W.2. CCRA-W.2.: CCRA-W.4.: CCRA-W.10.**			SWBAT explain that the elements of the introduction include: hooking the reader, introducing the topic and the essay's main idea. SWBAT explain that the introduction presents the main idea of the essay. SWBAT define an expository essay as an essay that either explains, interprets, or describes a person, place, object, or event.	SWBAT write the introduction to an expository essay.	**Do Now:** SW plan expository essay. **SW:** TW focus on writing a clear purpose for the essay. TW review elements of an expository essay. T&S will write the introduction to an expository essay. **WW:** SW write the introduction to an expository essay.	**T: Describe two battles in the revolutionary war. (Lexington and Concord) S: Describe the soldiers in the revolutionary war. (Minutemen and Patriots)**	**Expository Essay Poster T&S Expository Essay Planner and writing paper S Expository Essay Planner and writing paper**
4.31	**Expository Essay Body #1: Focus, strong clincher sentence/ conclusion**	CCSS.ELA-Literacy.W.3.2d**2.W.8 2.W.2. CCRA-W.2.: CCRA-W.4.: CCRA-**			SWBAT explain that the elements of the body include a topic sentence, supporting details and clincher sentence that are all connected to the main idea of the essay. SWBAT define an expository essay as an essay that either explains, interprets, or describes a	SWBAT write body #1 to an expository essay.	**SW:** TW focus on writing strong clincher sentences that summarize key points in the body paragraph. TW review elements of the body paragraph in an expository essay. T&S will write body paragraph #1 to an expository essay. **WW:** SW write body paragraph #1 to an expository essay.	**T: Describe two battles in the revolutionary war. (Lexington and Concord) S: Describe the soldiers in the revolutionary**	**Expository Essay Poster T&S Expository Essay Planner and writing paper S Expository Essay Planner and writing paper**

Unit / Day	Topic	CORE Standard	Grammar Skill	Author's Craft	Shared Writing	Writer's Workshop	Activities / Assessment	Prompts	Materials
		W.10.			person, place, object, or event.			**war. (Minutemen and Patriots)**	
4.32	**Expository Essay Body #2: Focus, strong clincher sentence / conclusion**	CCSS.ELA-Literacy.W.3.2d**2.W.8 2.W.2. CCRA-W.2.: CCRA-W.4.: CCRA-W.10.**			SWBAT explain that the elements of the body include a topic sentence, supporting details and clincher sentence that are all connected to the main idea of the essay. SWBAT define an expository essay as an essay that either explains, interprets, or describes a person, place, object, or event.	SWBAT write body #2 to an expository essay.	**SW:** TW focus on writing strong clincher sentences that summarize key points in the body paragraph. TW review elements of the body paragraph in an expository essay. T&S will write body paragraph #2 to an expository essay. **WW:** SW write body paragraph #2 to an expository essay.	**T: Describe two battles in the revolutionary war. (Lexington and Concord)** **S: Describe the soldiers in the revolutionary war. (Minutemen and Patriots)**	**Expository Essay Poster T&S** **Expository Essay Planner and writing paper** **S Expository Essay Planner and writing paper**
4.33	**Expository Essay Conclusion**	CCSS.ELA-Literacy.W.3.2d**2.W.8 2.W.2. CCRA-W.2.: CCRA-W.4.: CCRA-W.10.**			SWBAT explain that the elements of the conclusion include: restating the main idea, review the topic, and restate the essay's purpose. SWBAT define an expository essay as an essay that either explains, interprets, or describes a person, place, object, or event.	SWBAT write the conclusion to an expository essay.	**SW:** TW focus on elements of the conclusion that include restating the main idea, review the topic and restate the essay's purpose. TW review the elements of the conclusion. T&S will write the conclusion. **WW:** SW write the conclusion.	**T: Describe two battles in the revolutionary war. (Lexington and Concord)** **S: Describe the soldiers in the revolutionary war. (Minutemen and Patriots)**	**Expository Essay Poster T&S** **Expository Essay Planner and writing paper** **S Expository Essay Planner and writing paper**
4.34	**Expository Essay Introduction: Focus Linking Words**	CCSS.ELA-Literacy.W.3.2c**2.W.8 2.W.2. CCRA-W.2.: CCRA-W.4.: CCRA-W.10.**			SWBAT explain that the elements of the introduction include: hooking the reader, introducing the topic and the essay's main idea. SWBAT explain that the introduction presents the main idea of the essay. SWBAT define an expository essay as an essay that either explains, interprets, or describes a person, place, object, or	SWBAT write the introduction to an expository essay.	**SW:** TW introduce linking words that can be used in an expository essay. TW review elements of an expository essay. T&S will write the introduction to an expository essay. **WW:** SW write the introduction to an expository essay.	**T: What is your favorite meal?** **S: What is your favorite movie?**	**Expository Essay Poster T&S** **Expository Essay Planner and writing paper** **S Expository Essay Planner and writing paper**

Unit / Day	Topic	CORE Standard	Grammar Skill	Author's Craft	Shared Writing	Writer's Workshop	Activities / Assessment	Prompts	Materials
					event.				
4.35	**Expository Essay Body #1: Focus Linking Words**	CCSS.ELA-Literacy.W.3.2c**2.W.8 2.W.2. CCRA-W.2.: CCRA-W.4.: CCRA-W.10.**			SWBAT explain that the elements of the body include a topic sentence, supporting details and clincher sentence that are all connected to the main idea of the essay. SWBAT define an expository essay as an essay that either explains, interprets, or describes a person, place, object, or event.	SWBAT write body #1 to an expository essay.	**SW:** TW review linking words that can be used in an expository essay. TW review elements of the body paragraph in an expository essay. T&S will write body paragraph #1 to an expository essay. **WW:** SW write body paragraph #1 to an expository essay.	**T: What is your favorite meal?** **S: What is your favorite movie?**	**Expository Essay Poster T&S Expository Essay Planner and writing paper S Expository Essay Planner and writing paper**
4.36	**Expository Essay Body #2: Focus Linking Words**	CCSS.ELA-Literacy.W.3.2c**2.W.8 2.W.2. CCRA-W.2.: CCRA-W.4.: CCRA-W.10.**			SWBAT explain that the elements of the body include a topic sentence, supporting details and clincher sentence that are all connected to the main idea of the essay. SWBAT define an expository essay as an essay that either explains, interprets, or describes a person, place, object, or event.	SWBAT write body #2 to an expository essay.	**SW:** TW review linking words that can be used in an expository essay. TW review elements of the body paragraph in an expository essay. T&S will write body paragraph #2 to an expository essay. **WW:** SW write body paragraph #2 to an expository essay.	**T: What is your favorite meal?** **S: What is your favorite movie?**	**Expository Essay Poster T&S Expository Essay Planner and writing paper S Expository Essay Planner and writing paper**
4.37	**Expository Essay Conclusion: Focus Linking Words**	CCSS.ELA-Literacy.W.3.2c CCSS.ELA-Literacy.W.3.2d**2.W.8 2.W.2. CCRA-W.2.: CCRA-W.4.: CCRA-W.10.**			SWBAT explain that the elements of the conclusion include: restating the main idea, review the topic, and restate the essay's purpose. SWBAT define an expository essay as an essay that either explains, interprets, or describes a person, place, object, or event.	SWBAT write the conclusion to an expository essay.	**SW:** TW review linking words that can be used in an expository essay. TW review the elements of the conclusion. T&S will write the conclusion. **WW:** SW write the conclusion.	**T: What is your favorite meal?** **S: What is your favorite movie?**	**Expository Essay Poster T&S Expository Essay Planner and writing paper S Expository Essay Planner and writing paper**
4.38	**Edit**	CCSS.EL	SWBAT to define editing			SWBAT edit their writing	**GS:** TW review editing.	**T: What is**	**Expository**

Unit / Day	Topic	CORE Standard	Grammar Skill	Author's Craft	Shared Writing	Writer's Workshop	Activities / Assessment	Prompts	Materials
	Expository Essay	A-Literacy.W.2.5**2.W.8 2.W.2. CCRA-W.2.: CCRA-W.4.: CCRA-W.10.**	as the process of reviewing work to ensure that grammar is correct.			using an editing checklist to ensure that all grammar is correct.	**WW:** SW edit using editing checklist.	**your favorite meal?** **S: What is your favorite movie?**	**Essay Editing Checklist** **T&S expository essay for editing** **S editing paper**
4.39	**Revision**	CCSS.ELA-Literacy.W.2.5**2.W.8 2.W.2. CCRA-W.2.: CCRA-W.4.: CCRA-W.10.**				SWBAT revise their writing to ensure they are effectively using writer's techniques.	**WW:** TW review revision. SW revise using revision checklist. SW begin rewriting with edits and revisions.		**Editing Checklist** **Revision Checklist**
4.40	**Assessment**	**2.W.8 2.W.2. CCRA-W.2.: CCRA-W.4.: CCRA-W.10.**				SWBAT write an essay to a given prompt.	**WW:** SW complete assessment.	**S: What is the difference between loyalists and patriots?**	**S Expository Essay Writing Paper**
4.41	**Assessment Edit / Revise**	**2.W.8 2.W.2. CCRA-W.2.: CCRA-W.4.: CCRA-W.10.**				SWBAT edit their writing using an editing checklist to ensure that all grammar is correct. SWBAT revise their writing to ensure they are effectively using writer's techniques.	**WW:** TW review editing. SW edit using the editing checklist. SW revise using revision checklist. SW begin rewriting with edits and revisions.		**S Expository Essay Writing Paper** **S Editing Checklist** **S Revision Checklist** **S Revision Paper**
4.42	**Assessment Publish**	CCSS.ELA-Literacy.W.2.6				SWBAT rewrite their writing to include their edits and revisions.	**WW:** SW complete rewriting with edits and revisions. SW add illustrations to rewrite.		**S Expository Publishing Writing Paper**

Unit / Day	Topic	CORE Standard	Grammar Skill	Author's Craft	Shared Writing	Writer's Workshop	Activities / Assessment	Prompts	Materials
		2.W.8 2.W.2. CCRA-W.2.: CCRA-W.4.: CCRA-W.10.							
4.43	**Assessment Publish**	CCSS.ELA-Literacy.W.2.6 **2.W.8 2.W.2. CCRA-W.2.: CCRA-W.4.: CCRA-W.10.**				SWBAT publish their writing including instructions.	**WW:** SW complete rewriting with edits and revisions. SW add illustrations to rewrite.		**S Expository Publishing Writing Paper**
4.44	**Publishing Party: Author's Share**	**2.W.8 2.W.2. CCRA-W.2.: CCRA-W.4.: CCRA-W.10.**				SWBAT listen to another student's writing and evaluate if it sounds write and comment on use of writer's techniques.	SW have a publishing party SW listen to other's S writing		**Author's Share Checklist**

Unit 5: Persuasive

Grammar:

- CCSS.ELA-Literacy.L.2.4b Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., *happy/unhappy, tell/retell*).
- CCSS.ELA-Literacy.L.2.4c Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., *addition, additional*).
- CCSS.ELA-Literacy.L.2.2b Use commas in greetings and closings of letters.
- CCSS.ELA-Literacy.L.2.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

Sharing Writing:

- CCSS.ELA-Literacy.W.2.1 Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g.,*because*, *and*, *also*) to connect opinion and reasons, and provide a concluding statement or section.
- CCSS.ELA-Literacy.W.3.1a Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.
- CCSS.ELA-Literacy.W.3.1b Provide reasons that support the opinion.
- CCSS.ELA-Literacy.W.3.1c Use linking words and phrases (e.g., *because*, *therefore*, *since*,*for example*) to connect opinion and reasons.

Unit / Day	Topic	CORE Standard	Grammar Skill	Author's Craft	Shared Writing	Writer's Workshop	Activities / Assessment	Prompts	Materials

- CCSS.ELA-Literacy.W.3.1d Provide a concluding statement or section.

Production / Distribution of Writing

- CCSS.ELA-Literacy.W.2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
- CCSS.ELA-Literacy.W.2.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers

Unit / Day	Topic	CORE Standard	Grammar Skill	Author's Craft	Shared Writing	Writer's Workshop	Activities / Assessment	Prompts	Materials
5.1	**Pre-fix, root word**		SWBAT define a prefix SWBAT explain what a prefix is SWBAT define words using knowledge of a prefix				**Intro:** TW introduce new prefixes. TW what a root word is. **GP:** T & S determine the meaning of a word with a prefix and write the definition. IP: SW determine the meaning of words with prefixes. SW write sentences using words with prefixes.		**Prefix Poster** **T GP** **S GP** **S IP**
5.2	**Persuasive Paragraph**	**2.W.8** **CCRA-W.2** **CCRA-W.4.** **CCRA-W.10.** **2.W.2..**			SWBAT to define a persuasive essay as an essay in which you persuade or convince your reader to agree with your opinion SWBAT identify characteristics of a persuasive paragraph. SWBAT choose one side of an issue and plan a persuasive paragraph. SWBAT write a paragraph stating their opinion on an issue **Review Objective (s):** SWBAT identify the three parts of a paragraph		**Intro:** TW introduce persuasive arguments. **Intro / GP:** T&S will identify the elements that make a high quality persuasive paragraph**.** **Intro:** TW review elements of a persuasive paragraph. **GP:** T&S will plan and write a persuasive paragraph.	**T&S: Should students be allowed to use their cell phones during the school day?**	**Persuasive Paragraph Poster** **Sample persuasive paragraph** *(for overhead or document camera display and for students)* **Guided Practice persuasive prompt** **S individual prompt** **Paragraph Poster**
5.3	**Persuasive Paragraph**	**2.W.8** **CCRA-W.2** **CCRA-W.4.** **CCRA-W.10.** **2.W.2..**			SWBAT to define a persuasive essay as an essay in which you persuade or convince your reader to agree with your opinion SWBAT identify characteristics of a persuasive paragraph.	SWBAT choose one side of an issue and plan a persuasive paragraph. SWBAT write a paragraph stating their opinion on an issue	**GP:** T&S will plan and write a persuasive paragraph. **IP:** SW plan and write a persuasive paragraph.	**T: Should Mayor Booker cancel summer vacation for North Star scholars?** **S: Should**	**Persuasive Paragraph Poster** **Guided Practice persuasive prompt** **S individual**

Unit / Day	Topic	CORE Standard	Grammar Skill	Author's Craft	Shared Writing	Writer's Workshop	Activities / Assessment	Prompts	Materials
					Review Objective (s): SWBAT identify the three parts of a paragraph			**North Star scholars be allowed to talk during lunch?**	**prompt Paragraph Poster**
5.4	**Persuasive Paragraph**	**2.W.8 CCRA-W.2 CCRA-W.4. CCRA-W.10. 2.W.2.**.			SWBAT to define a persuasive essay as an essay in which you persuade or convince your reader to agree with your opinion SWBAT identify characteristics of a persuasive paragraph. **Review Objective (s):** SWBAT identify the three parts of a paragraph	SWBAT choose one side of an issue and plan a persuasive paragraph. SWBAT write a paragraph stating their opinion on an issue	**GP:** T&S will plan and write a persuasive paragraph. **IP:** SW plan and write a persuasive paragraph.	**T: Should students be allowed to drink soda during lunch time? S: Should kids be allowed to have a television in their bedroom?**	**Persuasive Paragraph Poster Guided Practice persuasive prompt S individual prompt Paragraph Poster**
5.5	**Persuasive Paragraph**	**2.W.8 CCRA-W.2 CCRA-W.4. CCRA-W.10. 2.W.2.**.			SWBAT to define a persuasive essay as an essay in which you persuade or convince your reader to agree with your opinion SWBAT identify characteristics of a persuasive paragraph. **Review Objective (s):** SWBAT identify the three parts of a paragraph	SWBAT choose one side of an issue and plan a persuasive paragraph. SWBAT write a paragraph stating their opinion on an issue	**GP:** T&S will plan and write a persuasive paragraph. **IP:** SW plan and write a persuasive paragraph.	**T: Should Ms. Vargas cancel choice time for North Star Scholars? S: Should students be required to wear uniforms to school?**	**Persuasive Paragraph Poster Guided Practice persuasive prompt S individual prompt Paragraph Poster**
5.6	**Compound Sentences**		SWBAT define a compound sentence as a sentence where two sentences are combined to make one using and, but, or with a comma. SWBAT to identify compound sentences as a sentence where two sentences are combined to make one using and, but, or with a comma. SWBAT write a compound sentence by combining two sentences				**Intro:** TW review compound words. TW explain the types of compound sentences and how to combine. **GP:** T&S will combine compound sentences using the correct word. **IP:** SW create compound sentences. SW write a paragraph using compound sentences.		**T overhead intro/GP S intro/GP S Compound Sentence IP Definition of simple and compound sentences**

Unit / Day	Topic	CORE Standard	Grammar Skill	Author's Craft	Shared Writing	Writer's Workshop	Activities / Assessment	Prompts	Materials
			using and, but, or with a comma. **Reinforced Objective(s):** SWBAT apply knowledge that the naming part of a sentence as the subject. SWBAT apply knowledge that the telling part of a sentence at the predicate, which includes the verb of the sentence.						
5.7	**Persuasive Paragraph**	**2.W.8 CCRA-W.2 CCRA-W.4. CCRA-W.10. 2.W.2.**			SWBAT to define a persuasive essay as an essay in which you persuade or convince your reader to agree with your opinion SWBAT identify characteristics of a persuasive paragraph. **Review Objective (s):** SWBAT identify the three parts of a paragraph	SWBAT choose one side of an issue and plan a persuasive paragraph. SWBAT write a paragraph stating their opinion on an issue	**GP:** T&S will plan and write a persuasive paragraph. **IP:** SW plan and write a persuasive paragraph.	**T: Should people pay $1 to go to the park?** **S: Should chewing gum be allowed in school?**	**Persuasive Paragraph Poster** **Guided Practice persuasive prompt** **S individual prompt** **Paragraph Poster**
5.8	**Persuasive Paragraph**	**2.W.8 CCRA-W.2 CCRA-W.4. CCRA-W.10. 2.W.2.**			SWBAT to define a persuasive essay as an essay in which you persuade or convince your reader to agree with your opinion SWBAT identify characteristics of a persuasive paragraph. **Review Objective (s):** SWBAT identify the three parts of a paragraph	SWBAT choose one side of an issue and plan a persuasive paragraph. SWBAT write a paragraph stating their opinion on an issue	**GP:** T&S will plan and write a persuasive paragraph. **IP:** SW plan and write a persuasive paragraph.	**T**: Should Mayor Booker cut down the trees in the park to build more houses. **S**: Should parents help their children with homework?	**Persuasive Paragraph Poster** **Guided Practice persuasive prompt** **S individual prompt** **Paragraph Poster**
5.9	**Persuasive Paragraph**	**2.W.8 CCRA-W.2 CCRA-W.4. CCRA-**			SWBAT to define a persuasive essay as an essay in which you persuade or convince your reader to agree with your opinion SWBAT identify	SWBAT choose one side of an issue and plan a persuasive paragraph. SWBAT write a paragraph stating their opinion on an issue	**GP:** T&S will plan and write a persuasive paragraph. **IP:** SW plan and write a persuasive paragraph.	**T: Convince your principal to make one change to the school that you think**	**Persuasive Paragraph Poster** **Guided Practice persuasive**

Unit / Day	Topic	CORE Standard	Grammar Skill	Author's Craft	Shared Writing	Writer's Workshop	Activities / Assessment	Prompts	Materials
		W.10. 2.W.2..			characteristics of a persuasive paragraph. **Review Objective (s):** SWBAT identify the three parts of a paragraph			**would make it better. S: Convince your teacher to read your favorite book to the class.**	**prompt S individual prompt Paragraph Poster**
5.10	**Revision for Persuasive Paragraph**	**2.W.8 2.W.2. CCRA-W.2.: CCRA-W.4.: CCRA-W.10.**				SWBAT revise their writing to ensure they are effectively using writer's techniques.	**WW:** TW review revision. SW revise using revision checklist. SW begin rewriting with edits and revisions.		**Editing Checklist Revision Checklist**
5.11	**Persuasive Essay Plan**	**2.W.8 CCRA-W.2 CCRA-W.4. CCRA-W.10. 2.W.2..**			SWBAT to define a persuasive essay as an essay in which you persuade or convince your reader to agree with your opinion. SWBAT identify parts of a persuasive essay plan SWBAT apply knowledge that the introduction explains the main idea, previews what will be written about, and provides the argument for the essay. SWBAT apply knowledge that the body paragraph support the argument of the essay. SWBAT apply knowledge that the conclusion restates the argument and provides one last thought.	SWBAT complete a persuasive essay plan	**SW:** TW introduce the parts of a persuasive planner. TW show how the elements of a persuasive planner align to the essay. T&S will plan a persuasive essay. **WW:** SW plan a persuasive paragraph.	**T: In order to save money, a principal at a Newark school is thinking about cancelling all field trips for the year. Write an essay either in favor or against the principal's decision to cancel all field trips S: The mayor wants all students to wear uniforms. Write an essay stating whether or not all students in Newark should wear**	**Persuasive Essay Poster Guided Practice persuasive prompt S individual prompt**

Unit / Day	Topic	CORE Standard	Grammar Skill	Author's Craft	Shared Writing	Writer's Workshop	Activities / Assessment	Prompts	Materials
								uniforms to school.	
5.12	**Persuasive Essay Introduction**	**2.W.8 CCRA-W.2 CCRA-W.4. CCRA-W.10. 2.W.2..**			SWBAT define the persuasive introduction as the paragraph that introduces the argument of the essay. SWBAT identify and apply that the topic sentence introduces the main idea of the essay. SWBAT identify and apply that the supporting details are sentences about the body paragraphs that support the argument of the essay. SWBAT identify and apply that the clincher sentence as a sentence that explains the argument of the essay.	SWBAT write introduction to persuasive essay.	**Intro:** TW review persuasive language and the structure of a persuasive essay. . TW review elements of a persuasive essay. T&S will write the introduction to a persuasive essay. **WW:** SW write the introduction to a persuasive essay.	**T: Should field trips be cancelled? S: Should all students wear uniforms?**	**Persuasive Essay Poster Guided Practice persuasive prompt S individual prompt**
5.13	**Persuasive Essay Body #1**	**2.W.8 CCRA-W.2 CCRA-W.4. CCRA-W.10. 2.W.2..**			SWBAT apply knowledge that the supporting details are sentences about the body paragraphs that support the argument of the essay. SWBAT apply knowledge that the body topic sentence as the main idea of the paragraph and supports the argument of the essay. SWBAT apply knowledge that the body supporting details as the details that support the main idea of the paragraph. SWBAT apply knowledge that the clincher sentence as the last sentences that summarizes the paragraph.	SWBAT write persuasive body paragraph #1	**Intro:** TW review persuasive language and the structure of a persuasive essay. TW review elements of the body paragraph in a persuasive essay. T&S will write body paragraph #1 to a persuasive essay. **WW:** SW write body paragraph #1 to a persuasive essay.	**T: Should field trips be cancelled? S: Should all students wear uniforms?**	**Persuasive Essay Poster Guided Practice persuasive prompt S individual prompt**
5.14	**Persuasive Essay Body #2**	**2.W.8 CCRA-W.2**			SWBAT apply knowledge that the supporting details are sentences about the	SWBAT write persuasive body paragraph #2	**Intro:** TW review persuasive language and the structure of a persuasive essay.	**T: Should field trips be cancelled?**	**Persuasive Essay Poster Guided**

Unit / Day	Topic	CORE Standard	Grammar Skill	Author's Craft	Shared Writing	Writer's Workshop	Activities / Assessment	Prompts	Materials
		CCRA-W.4. CCRA-W.10. 2.W.2..			body paragraphs that support the argument of the essay. SWBAT apply knowledge that the body topic sentence as the main idea of the paragraph and supports the argument of the essay. SWBAT apply knowledge that the body supporting details as the details that support the main idea of the paragraph. SWBAT apply knowledge that the clincher sentence as the last sentences that summarizes the paragraph.		TW review elements of the body paragraph in a persuasive essay. T&S will write body paragraph #2 to a persuasive essay. **WW:** SW write body paragraph #2 to a persuasive essay.	**S: Should all students wear uniforms?**	**Practice persuasive prompt** **S individual prompt**
5.15	**Persuasive Essay Conclusion**	**2.W.8 CCRA-W.2 CCRA-W.4. CCRA-W.10. 2.W.2..**			SWBAT define the persuasive conclusion as the paragraph that restates the argument of the essay. SWBAT identify and apply that the topic sentence introduces the main idea of the essay. SWBAT identify and apply that the supporting details are sentences about the body paragraphs that support the argument of the essay. SWBAT identify and apply that the clincher sentence as a sentence that explains the argument of the essay.	SWBAT write the conclusion to a persuasive essay.	**Intro:** TW review persuasive language and the structure of a persuasive essay. TW review the elements of the conclusion. T&S will write the conclusion. **WW:** SW write the conclusion.	**T: Should field trips be cancelled?** **S: Should all students wear uniforms?**	**Persuasive Essay Poster** **Guided Practice persuasive prompt** **S individual prompt**
5.16	**Persuasive Essay Plan**	**2.W.8 CCRA-W.2 CCRA-W.4. CCRA-W.10. 2.W.2..**			SWBAT to define a persuasive essay as an essay in which you persuade or convince your reader to agree with your opinion. SWBAT identify parts of a persuasive essay plan SWBAT apply knowledge that the introduction	SWBAT complete a persuasive essay plan	**SW:** TW introduce the parts of a persuasive planner. TW show how the elements of a persuasive planner align to the essay. T&S will plan a persuasive essay. **WW:** SW plan a persuasive paragraph.	**T and S prompt: In an effort to save money, North Star is deciding to require all students to bring there**	**Persuasive Essay Poster** **Guided Practice persuasive prompt** **S individual prompt**

Unit / Day	Topic	CORE Standard	Grammar Skill	Author's Craft	Shared Writing	Writer's Workshop	Activities / Assessment	Prompts	Materials
					explains the main idea, previews what will be written about, and provides the argument for the essay. SWBAT apply knowledge that the body paragraph support the argument of the essay. SWBAT apply knowledge that the conclusion restates the argument and provides one last thought.			**one lunch to school. Write an essay stating whether or not North Star should require all students to bring their own lunch to school.** **S Prompt: North Star is thinking about cancelling the after school program. Write an essay stating whether or not the North Star after school program should be cancelled.**	
5.17	**Persuasive Essay Introduction**	**2.W.8 CCRA-W.2 CCRA-W.4. CCRA-W.10. 2.W.2..**			SWBAT define the persuasive introduction as the paragraph that introduces the argument of the essay. SWBAT identify and apply that the topic sentence introduces the main idea of the essay. SWBAT identify and apply that the supporting details are sentences about the body paragraphs that support the argument of the essay. SWBAT identify and apply that the clincher sentence as	SWBAT write introduction to persuasive essay.	**Intro:** TW review persuasive language and the structure of a persuasive essay. TW review elements of a persuasive essay. T&S will write the introduction to a persuasive essay. **WW:** SW write the introduction to a persuasive essay.	**T: Should students bring their own lunch?** **S: Should North Star cancel the after school program?**	**Persuasive Essay Poster** **Guided Practice persuasive prompt** **S individual prompt**

Unit / Day	Topic	CORE Standard	Grammar Skill	Author's Craft	Shared Writing	Writer's Workshop	Activities / Assessment	Prompts	Materials
					a sentence that explains the argument of the essay.				
5.18	**Persuasive Essay Body #1**	**2.W.8 CCRA-W.2 CCRA-W.4. CCRA-W.10. 2.W.2..**			SWBAT apply knowledge that the supporting details are sentences about the body paragraphs that support the argument of the essay. SWBAT apply knowledge that the body topic sentence as the main idea of the paragraph and supports the argument of the essay. SWBAT apply knowledge that the body supporting details as the details that support the main idea of the paragraph. SWBAT apply knowledge that the clincher sentence as the last sentences that summarizes the paragraph.	SWBAT write persuasive body paragraph #1	**Intro:** TW review persuasive language and the structure of a persuasive essay. TW review elements of the body paragraph in a persuasive essay. T&S will write body paragraph #1 to a persuasive essay. **WW:** SW write body paragraph #1 to a persuasive essay.	**T: Should students bring their own lunch? S: Should North Star cancel the after school program?**	**Persuasive Essay Poster Guided Practice persuasive prompt S individual prompt**
5.19	**Persuasive Essay Body #2**	**2.W.8 CCRA-W.2 CCRA-W.4. CCRA-W.10. 2.W.2..**			SWBAT apply knowledge that the supporting details are sentences about the body paragraphs that support the argument of the essay. SWBAT apply knowledge that the body topic sentence as the main idea of the paragraph and supports the argument of the essay. SWBAT apply knowledge that the body supporting details as the details that support the main idea of the paragraph. SWBAT apply knowledge that the clincher sentence as the last sentences that summarizes the paragraph.	SWBAT write persuasive body paragraph #2	**Intro:** TW review persuasive language and the structure of a persuasive essay. TW review elements of the body paragraph in a persuasive essay. T&S will write body paragraph #2 to a persuasive essay. **WW:** SW write body paragraph #2 to a persuasive essay.	**T: Should students bring their own lunch? S: Should North Star cancel the after school program?**	**Persuasive Essay Poster Guided Practice persuasive prompt S individual prompt**
5.20	**Persuasive Essay**	**2.W.8 CCRA-**			SWBAT define the persuasive introduction as	SWBAT write the conclusion to a persuasive essay.	**Intro:** TW review persuasive language and the structure of a	**T: Should students bring**	**Persuasive Essay Poster**

Unit / Day	Topic	CORE Standard	Grammar Skill	Author's Craft	Shared Writing	Writer's Workshop	Activities / Assessment	Prompts	Materials
	Conclusion	**W.2 CCRA-W.4. CCRA-W.10. 2. W.2.**..			the paragraph that introduces the argument of the essay. SWBAT identify and apply that the topic sentence introduces the main idea of the essay. SWBAT identify and apply that the supporting details are sentences about the body paragraphs that support the argument of the essay. SWBAT identify and apply that the clincher sentence as a sentence that explains the argument of the essay.		persuasive essay. TW review the elements of the conclusion. T&S will write the conclusion. **WW:** SW write the conclusion.	**their own lunch?** **S: Should North Star cancel the after school program?**	**Guided Practice persuasive prompt** **S individual prompt**
5.21	**Assessment**	**2.W.8 2. W.2. CCRA-W.2.: CCRA-W.4.: CCRA-W.10.**				SWBAT write an essay to a given prompt.	**WW:** SW complete assessment.		**S Persuasive Essay Writing Paper**
5.22	**Assessment Edit / Revise**	**2.W.8 2. W.2. CCRA-W.2.: CCRA-W.4.: CCRA-W.10.**				SWBAT edit their writing using an editing checklist to ensure that all grammar is correct. SWBAT revise their writing to ensure they are effectively using writer's techniques.	**WW:** TW review editing. SW edit using the editing checklist. SW revise using revision checklist. SW begin rewriting with edits and revisions.		**S Persuasive Essay Writing Paper** **S Editing Checklist** **S Revision Checklist** **S Revision Paper**
5.23	**Assessment Publish**	CCSS.ELA-Literacy.W.2.6 **2.W.8 2. W.2. CCRA-W.2.: CCRA-W.4.:**				SWBAT rewrite their writing to include their edits and revisions.	**WW:** SW complete rewriting with edits and revisions. SW add illustrations to rewrite.		**S Persuasive Publishing Writing Paper**

Unit / Day	Topic	CORE Standard	Grammar Skill	Author's Craft	Shared Writing	Writer's Workshop	Activities / Assessment	Prompts	Materials
		CCRA-W.10.							
5.24	**Assessment Publish**	CCSS.ELA-Literacy.W.2.6 **2.W.8 2. W.2. CCRA-W.2.: CCRA-W.4.: CCRA-W.10.**				SWBAT publish their writing including instructions.	**WW:** SW complete rewriting with edits and revisions. SW add illustrations to rewrite.		**S Persuasive Publishing Writing Paper**
5.25	**Publishing Party: Author's Share**	**2.W.8 2.W.2. CCRA-W.2.: CCRA-W.4.: CCRA-W.10.**				SWBAT listen to another student's writing and evaluate if it sounds write and comment on use of writer's techniques.	SW have a publishing party SW listen to other's S writing		**Author's Share Checklist**

Unit 6: Third Person, Realistic

Grammar

- CCSS.ELA-Literacy.L.2.1c Use reflexive pronouns (e.g., *myself, ourselves*).
- CCSS.ELA-Literacy.L.2.1e Use adjectives and adverbs, and choose between them depending on what is to be modified.
- CCSS.ELA-Literacy.L.2.5a Identify real-life connections between words and their use (e.g.,*describe foods that are spicy or juicy*).
- CCSS.ELA-Literacy.L.2.5b Distinguish shades of meaning among closely related verbs (e.g.,*toss, throw, hurl*) and closely related adjectives (e.g., *thin, slender, skinny, scrawny*).
- CCSS.ELA-Literacy.L.2.4d Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., *birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark*).
- CCSS.ELA-Literacy.L.2.4b Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., *happy/unhappy, tell/retell*).
- CCSS.ELA-Literacy.L.2.4c Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., *addition, additional*).
- CCSS.ELA-Literacy.L.2.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

Shared Writing:

- CCSS.ELA-Literacy.W.2.3 Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words

Unit / Day	Topic	CORE Standard	Grammar Skill	Author's Craft	Shared Writing	Writer's Workshop	Activities / Assessment	Prompts	Materials

to signal event order, and provide a sense of closure.

Production / Distribution of Writing

- CCSS.ELA-Literacy.W.2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
- CCSS.ELA-Literacy.W.2.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

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6.1	Pronouns	2.L.1 2.L.1.a CCRA-W.4	SWBAT define a pronoun as a word that takes the place of a noun. SWBAT replace nouns with pronouns.			SWBAT write a paragraph in the third person.	**Intro:** TW review pronouns. GP: S and T will identify pronouns in sentences. GS: S and T will change pronouns when the name being used is repetitive. WW: SW write a paragraph in the third person.		
6.2	First Person vs. Third Person; Third Person Paragraph	2.W.3 CCRA-W.3 CCRA-L.2 CCRA-L.3 CCRA-W.4		SWBAT define third person point of view as coming from a narrator and is identified by the use of "he" "she" and "them" and character names. SWBAT identify a third person narrative prompt. SWBAT identify character name in a prompt and the pronouns used to describe character in prompt.		SWBAT write a paragraph in the third person. **Reinforced Objective(s):** SWBAT apply knowledge that an indent shows the start of a paragraph.	**SW:** S&T will write a third person paragraph that includes all parts. **WW:** SW plan and write a third person paragraph.	T: Tyrone is trying out for the school talent show. He feels confident and ready for the audition. However, while waiting to go on stage, Tyrone finds out that someone else is going to perform the same act. Write a paragraph about Tyrone, his problem, and what he does to solve it. S: Max packed his necessary belongings in his suitcase for a trip to visit his cousin. Several hours later, he reached his destination only	

Unit / Day	Topic	CORE Standard	Grammar Skill	Author's Craft	Shared Writing	Writer's Workshop	Activities / Assessment	Prompts	Materials
								to find he was missing an important item he intended to bring. Write a paragraph about what you think he is missing and what he does about it.	
6.3	Third Person Paragraph	2.W.3 CCRA-W.3 CCRA-L.2 CCRA-L.3 CCRA-W.4		SWBAT define third person point of view as coming from a narrator and is identified by the use of "he" "she" and "them" and character names. SWBAT identify a third person narrative prompt. SWBAT identify character name in a prompt and the pronouns used to describe character in prompt.		SWBAT write a paragraph in the third person. **Reinforced Objective(s):** SWBAT apply knowledge that an indent shows the start of a paragraph.	**SW:** S&T will write a third person paragraph that includes all parts. **WW:** SW plan and write a third person paragraph.	T: arrives home from school to find that the backdoor is ajar. She is not sure if she should go in. Write a paragraph about Ella and what she does next S: The last day of school was approaching. All of the students were excited in anticipation of the coming summer vacation. Jeremy had been planning his first day off from school. He could not wait. Then without warning something changed all of his careful planning. Write a paragraph about what happened to change Jeremy's plans.	
6.4	Third Person Paragraph	2.W.3 CCRA-W.3 CCRA-L.2		SWBAT define third person point of view as coming from a narrator and is identified by the use of "he" "she" and "them" and		SWBAT write a paragraph in the third person. **Reinforced Objective(s):** SWBAT apply knowledge that an indent shows the	**SW:** S&T will write a third person paragraph that includes all parts. **WW:** SW plan and write a third person paragraph.	T: Sasha dreams of becoming a famous inventor. She jots down ideas, and makes observations	

Unit / Day	Topic	CORE Standard	Grammar Skill	Author's Craft	Shared Writing	Writer's Workshop	Activities / Assessment	Prompts	Materials
		CCRA-L.3 CCRA-W.4		character names. SWBAT identify a third person narrative prompt. SWBAT identify character name in a prompt and the pronouns used to describe character in prompt.		start of a paragraph.		about how things work. She hopes to invent something that will help people. Imagine what Sasha might invent. Write a paragraph about her invention and how she came up with the invention. S: Two good friends, Jane and Tony, were having a problem on the playground. They have to decide how to solve their problem. Write a paragraph about the friends, their problem, and what they do to solve it.	
6.5	Grammar Assessment	2.W.3 2.L.1 2.L.1a 2.L.1b 2.L.1d 2.L.2 2.L.2a 2.L.2b 2.L.2c 2.L.2d CCRA-L.2 CCRA-L.3	**GS:** SW use what they know about complete sentences in a variety of ways. **WW:** SW plan and write a third person paragraph.				**GS:** SW complete a grammar assessment.		
6.6	Third Person Essay	2.L.1e L.2.5 CCRA-	SWBAT indent at the start of a paragraph.	SWBAT define third person point of view as coming from a narrator and is		SWBAT to write the introduction paragraph in third person.	**SW:** S&T will write a setting paragraph focusing on using adjectives in their writing.	T: Jahmir was planning to go the zoo	Pronoun Poster Third Person

Unit / Day	Topic	CORE Standard	Grammar Skill	Author's Craft	Shared Writing	Writer's Workshop	Activities / Assessment	Prompts	Materials
	Introduction	L.2 CCRA-L.3-2.W.3 CCRA-W.3 CCRA-W.4 CCRA-W.10		identified by the use of "he" "she" and "them" and character names. SWBAT identify a third person narrative prompt. SWBAT identify character name in a prompt and the pronouns used to describe character in prompt.			**WW:** SW write a setting paragraph focusing on using the best adjectives.	with his grandmother. Suddenly, something happens that stops their plans. Write an essay explaining what happens to stop their trip and how Jahmir and his grandmother solve their problem. S: It is April Fools. Jessica was planning a great prank, but then something goes very wrong. Write an essay describing Jessica's prank, what goes wrong and how she fixes her problem.	Poster T Writing Paper S GP Writing Paper S IP Writing Paper
6.7	Third Person Essay Character Snapshot	2.L.1e L.2.5 CCRA-L.2 CCRA-L.3-2.W.3	SWBAT indent at the start of a paragraph.	SWBAT define third person point of view as coming from a narrator and is identified by the use of "he" "she" and "them" and character names. SWBAT identify a third		SWBAT to write the character snapshot paragraph in third person.	**SW:** S&T will write a character paragraph focusing on using adjectives in their writing. **WW:** SW write a character paragraph focusing on using the best adjectives.	T: Jahmir and his grandma were going on a trip when something stops their trip. S: Jessica was planning a	Pronoun Poster Third Person Poster T Writing Paper S GP Writing

Unit / Day	Topic	CORE Standard	Grammar Skill	Author's Craft	Shared Writing	Writer's Workshop	Activities / Assessment	Prompts	Materials
		CCRA-W.3 CCRA-W.4 CCRA-W.10		person narrative prompt. SWBAT identify character name in a prompt and the pronouns used to describe character in prompt.				great April Fools prank when something goes wrong.	Paper S IP Writing Paper
6.8	Third Person Essay Problem	2.L.1e L.2.5 CCRA-L.2 CCRA-L.3-2.W.3 CCRA-W.3 CCRA-W.4 CCRA-W.10	SWBAT indent at the start of a paragraph.	SWBAT define third person point of view as coming from a narrator and is identified by the use of "he" "she" and "them" and character names. SWBAT identify a third person narrative prompt. SWBAT identify character name in a prompt and the pronouns used to describe character in prompt.		SWBAT to write the problem paragraph in third person.	**SW:** T&S will write a problem paragraph that focus on using dialogue with actions. **WW:** SW write a problem paragraph that focus on using dialogue with actions.	T: Jahmir and his grandma were going on a trip when something stops their trip. S: Jessica was planning a great April Fools prank when something goes wrong.	Pronoun Poster Third Person Poster T Writing Paper S GP Writing Paper S IP Writing Paper
6.9	Third Person Essay Attempt #1	2.L.1e L.2.5 CCRA-L.2 CCRA-L.3-2.W.3 CCRA-W.3 CCRA-W.4 CCRA-W.10	SWBAT indent at the start of a paragraph.	SWBAT define third person point of view as coming from a narrator and is identified by the use of "he" "she" and "them" and character names. SWBAT identify a third person narrative prompt. SWBAT identify character name in a prompt and the pronouns used to describe character in prompt. SWBAT determine when to use Show, Don't Tell and explain why they are using it.		SWBAT to write the attempt #1 paragraph in third person.	**SW:** T&S will write first attempt paragraph that focus on using dialogue with actions. **WW:** SW write first attempt paragraph that focus on using dialogue with actions.	T: Jahmir and his grandma were going on a trip when something stops their trip. S: Jessica was planning a great April Fools prank when something goes wrong.	Pronoun Poster Third Person Poster T Writing Paper S GP Writing Paper S IP Writing Paper
6.10	Third Person Essay Writers Workshop		SWBAT indent at the start of a paragraph.			SWBAT identify that a narrative essay includes the introduction (setting and characters), body (problem and 2 attempts) and conclusion (solution and	**WW:** SW write the attempt #2 and the conclusion of the essay.	T: Jahmir and his grandma were going on a trip when something stops their trip.	Pronoun Poster Third Person Poster S IP Writing Paper

Unit / Day	Topic	CORE Standard	Grammar Skill	Author's Craft	Shared Writing	Writer's Workshop	Activities / Assessment	Prompts	Materials
						lesson). SWBAT to complete writing to third person prompt that includes the introduction, body and conclusion.		S: Jessica was planning a great April Fools prank when something goes wrong.	
6.11	Complete Sentences Third Person Paragraph	2.L.2 2.L.2.a. 2.L.2.b: 2.L.2.c.: 2.L.2.d.: CCRA-L.1 CCRA-L.2- 2.L.2.a. 2.L.2.b CCSS.ELA-Literacy.L.2.3	SWBAT write a complete sentence. SWBAT figure out how to make a sentence complete. SWBAT correct errors in capitalization and punctuation.			SWBAT identify a third person narrative prompt. SWBAT identify character name in a prompt and the pronouns used to describe character in prompt. SWBAT write a paragraph in the third person.	**GS:** SW use what they know about complete sentences in a variety of ways. **WW:** SW plan and write a third person paragraph.	S: Kiara heard a noise in her closet. Write a paragraph telling what she did when she heard the noise and what was actually making the noise.	
6.12	Prefixes, Suffixes, and Root Words Third Person Paragraph	2.L.2 2.L.2.a. 2.L.2.b: 2.L.2.c.: 2.L.2.d.: CCRA-L.1 CCRA-L.2- 2.L.2.a. 2.L.2.b CCSS.ELA-Literacy.L.2.3	SWBAT identify the prefix, suffix and root word. SWBAT add the correct suffix to make a sentence make sense.			SWBAT identify a third person narrative prompt. SWBAT identify character name in a prompt and the pronouns used to describe character in prompt. SWBAT write a paragraph in the third person.	**GS:** SW use what they know about prefixes, suffixes, and root words in a variety of ways. **WW:** SW plan and write a third person paragraph.	S: Markita runs into an old friend. Write a paragraph telling what happens when they meet.	
6.13	Complete Paragraph Third Person Paragraph	2.L.2 2.L.2.a. 2.L.2.b: 2.L.2.c.: 2.L.2.d.: CCRA-L.1	SWBAT determine the sentence that makes the paragraph complete. SWBAT use the parts of a paragraph to identify the sentence			SWBAT identify a third person narrative prompt. SWBAT identify character name in a prompt and the pronouns used to describe character in prompt.	**GS:** SW use what they know about complete paragraphs and parts of a paragraph in a variety of ways. **WW:** SW plan and write a third person paragraph.	S: Brendan is shopping for a new toy. Write a paragraph telling what	

Unit / Day	Topic	CORE Standard	Grammar Skill	Author's Craft	Shared Writing	Writer's Workshop	Activities / Assessment	Prompts	Materials
		CCRA-L.2-2.L.2.a. 2.L.2.b CCSS.ELA-Literacy. L.2.3	that makes the paragraph complete.			SWBAT write a paragraph in the third person.		happens when he is in Toys R' Us.	
6.14	Complete Sentences, Combine Sentences Third Person Paragraph	2.L.2 2.L.2.a. 2.L.2.b: 2.L.2.c.: 2.L.2.d.: CCRA-L.1 CCRA-L.2-2.L.2.a. 2.L.2.b CCSS.ELA-Literacy. L.2.3	SWBAT identify the subject and the predicate. SWBAT combine sentences with like subjects. SWBAT combine sentences with like predicates.			SWBAT identify a third person narrative prompt. SWBAT identify character name in a prompt and the pronouns used to describe character in prompt. SWBAT write a paragraph in the third person.	**GS:** SW use what they know about complete sentences in a variety of ways. **WW:** SW plan and write a third person paragraph.	**S:** Timothy loves reading. Write a paragraph that tells what happens when he loses his favorite book.	
6.15	Friendly Letter Third Person Paragraph	2.L.2 2.L.2.a. 2.L.2.b: 2.L.2.c.: 2.L.2.d.: CCRA-L.1 CCRA-L.2-2.L.2.a. 2.L.2.b CCSS.ELA-Literacy. L.2.3	SWBAT identify the components of a friendly letter. SWBAT apply the correct grammar for a friendly letter. SW apply knowledge of letter writing and grammar for letters to write a letter. SWBAT write a friendly letter with all parts.			SWBAT identify a third person narrative prompt. SWBAT identify character name in a prompt and the pronouns used to describe character in prompt. SWBAT write a paragraph in the third person.	**GS:** SW use what they know about friendly letters in a variety of ways. **WW:** SW plan and write a third person paragraph.	**S:** Kyra tries hard in school, but one day she got in very big trouble with her teacher. Write a paragraph telling why Kyra got in trouble.	
6.16	Grammar Review: Prefix, Suffix, Root		SWBAT identify the prefix, suffix and root word. SWBAT add the correct suffix to make a			SWBAT write a third person paragraph	**GS:** T&S will complete a variety of different grammar skills to review what has already been instructed. **WW:** SW write a third person	Write a third person paragraph about Marcus and Jeremy	T GP S GP S IP S Writing Paper

Unit / Day	Topic	CORE Standard	Grammar Skill	Author's Craft	Shared Writing	Writer's Workshop	Activities / Assessment	Prompts	Materials
	Word, Compound Words		sentence make sense. SWBAT identify the two words that make a compound word. SWBAT create compound words.				paragraph using their grammar skills.	going to the movies.	
6.17	Grammar Review		SWBAT figure out what has the same beginning sound. SWBAT figure out what has the same vowel sound. SWBAT figure out what has the same ending sound. SWBAT determine which sentence is complete. SWBAT determine the sentence that makes the paragraph complete.			SWBAT write a third person paragraph	**GS:** T&S will complete a variety of different grammar skills to review what has already been instructed. **WW:** SW write a third person paragraph using their grammar skills.	Write a third person paragraph about Tommy and Jerome playing football together.	T GP S GP S IP S Writing Paper
6.18	Grammar Review		SWBAT identify the subject and the predicate. SWBAT combine sentences with like subjects. SWBAT combine sentences with like predicates. SWBAT identify the components of a friendly letter. SWBAT apply the correct grammar for a friendly letter. SW apply knowledge of letter writing and grammar for letters to write a letter.			SWBAT write a third person paragraph	**GS:** T&S will complete a variety of different grammar skills to review what has already been instructed. **WW:** SW write a third person paragraph using their grammar skills.	Write a third person paragraph that describes Rosa celebrating Valentine's Day in school.	T GP S GP S IP S Writing Paper

Unit / Day	Topic	CORE Standard	Grammar Skill	Author's Craft	Shared Writing	Writer's Workshop	Activities / Assessment	Prompts	Materials
			SWBAT write a friendly letter with all parts.						
6.20	Writer's Workshop (Introduction)	2.L.1e L.2.5 CCRA-L.2 CCRA-L.3-2.W.3 CCRA-W.3 CCRA-W.4 CCRA-W.10				SWBAT identify that a narrative essay includes the introduction (setting and characters), body (problem and 2 attempts) and conclusion (solution and lesson). SWBAT to complete writing to third person prompt that includes the introduction, body and conclusion.	WW: SW plan and write the introduction to a third person essay.	S: Eric and his best friend Brandon get in an argument. Write an essay telling what they fight about and how their fight is resolved.	
6.21	Third Person Essay Problem	2.L.1e L.2.5 CCRA-L.2 CCRA-L.3-2.W.3 CCRA-W.3 CCRA-W.4 CCRA-W.10	SWBAT indent at the start of a paragraph.	SWBAT define third person point of view as coming from a narrator and is identified by the use of "he" "she" and "them" and character names. SWBAT identify a third person narrative prompt. SWBAT identify character name in a prompt and the pronouns used to describe character in prompt.		SWBAT to write the problem paragraph in third person.	**SW:** T&S will write a problem paragraph that focus on using dialogue with actions. **WW:** SW write a problem paragraph that focus on using dialogue with actions.	T: Franklin looked outside and his heart sunk. It has started snowing. Franklin had big plans for the day. Write an essay telling what Franklin was planning to do and what he does instead when the snow starts. S: Eric and his best friend Brandon get in an argument.	Pronoun Poster Third Person Poster T Writing Paper S GP Writing Paper S IP Writing Paper

Unit / Day	Topic	CORE Standard	Grammar Skill	Author's Craft	Shared Writing	Writer's Workshop	Activities / Assessment	Prompts	Materials
								Write an essay telling what they fight about and how their fight is resolved.	
6.22	Third Person Essay Attempt #1	2.L.1e L.2.5 CCRA-L.2 CCRA-L.3-2.W.3 CCRA-W.3 CCRA-W.4 CCRA-W.10	SWBAT indent at the start of a paragraph.	SWBAT define third person point of view as coming from a narrator and is identified by the use of "he" "she" and "them" and character names. SWBAT identify a third person narrative prompt. SWBAT identify character name in a prompt and the pronouns used to describe character in prompt. SWBAT determine when to use Show, Don't Tell and explain why they are using it.		SWBAT to write the attempt #1 paragraph in third person.	**SW:** T&S will write first attempt paragraph that focus on using dialogue with actions. **WW:** SW write first attempt paragraph that focus on using dialogue with actions.		Pronoun Poster Third Person Poster T Writing Paper S GP Writing Paper S IP Writing Paper
6.23	Third Person Essay Attempt #2	2.L.1e L.2.5 CCRA-L.2 CCRA-L.3-2.W.3 CCRA-W.3 CCRA-W.4 CCRA-W.10	SWBAT indent at the start of a paragraph.	SWBAT define third person point of view as coming from a narrator and is identified by the use of "he" "she" and "them" and character names. SWBAT identify a third person narrative prompt. SWBAT identify character name in a prompt and the pronouns used to describe character in prompt. SWBAT determine when to use Show, Don't Tell and explain why they are using it.		SWBAT to write the attempt #2 paragraph in third person.	**SW:** T&S will write second attempt paragraph that focus on using dialogue with actions. **WW:** SW write second attempt paragraph that focus on using dialogue with actions.		Pronoun Poster Third Person Poster T Writing Paper S GP Writing Paper S IP Writing Paper
6.24	Third Person Essay			SWBAT define third person point of view as coming from a narrator and is		SWBAT write the solution paragraph in third person. SWBAT write the lesson to	**WW:** SW write the conclusion of the essay,		Pronoun Poster Third Person

Unit / Day	Topic	CORE Standard	Grammar Skill	Author's Craft	Shared Writing	Writer's Workshop	Activities / Assessment	Prompts	Materials
	Conclusion			identified by the use of "he" "she" and "them" and character names. SWBAT identify a third person narrative prompt. SWBAT identify character name in a prompt and the pronouns used to describe character in prompt.		the third person essay.			Poster T Writing Paper S GP Writing Paper S IP Writing Paper
6.25	Publish I	CCRA-W.3 CCRA-W.4 CCRA-W.5				SWBAT publish third person narrative essay. SWBAT rewrite third person narrative essay. SWBAT illustrate published writing.	**WW:** SW complete rewriting with edits and revisions. SW add illustrations to rewrite.	Eric and his best friend Brandon get in an argument. Write an essay telling what they fight about and how their fight is resolved.	S assessment writing S publishing paper Colored pencils/crayons
6.26	Publish II	CCRA-W.3 CCRA-W.4 CCRA-W.5				SWBAT publish narrative essay. SWBAT rewrite narrative essay with edits and revisions. SWBAT illustrate published writing.	**WW:** SW complete rewriting with edits and revisions. SW add illustrations to rewrite.	Eric and his best friend Brandon get in an argument. Write an essay telling what they fight about and how their fight is resolved.	T Author's Note S assessment writing S publishing paper Colored pencils/crayons
6.27	Publishing Party	CCRA-W.4 CCRA-W.5		SWBAT listen to a narrative essay and critique S writing to ensure that the essay includes all parts. SWBAT listen to a narrative essay and identify writer's				Eric and his best friend Brandon get in an argument. Write an essay	Published writing Author's Share Poster

Unit / Day	Topic	CORE Standard	Grammar Skill	Author's Craft	Shared Writing	Writer's Workshop	Activities / Assessment	Prompts	Materials
				techniques used in a piece of writing.				telling what they fight about and how their fight is resolved.	
6.28	End of 2nd Grade Letter Writing	2.L.2.b	SWBAT identify the components of a friendly letter. SWBAT apply the correct grammar for a friendly letter. SW apply knowledge of letter writing and grammar for letters to write a letter. SWBAT write a friendly letter with all parts.						**Chart paper for Friendly Letter example** **S friendly letter paper to incoming 2nd graders** **S friendly letter paper to themselves for 3rd grade** **Envelopes**
6.29	Editing Tense within a Paragraph (Movable Lesson)	2.L.1 2.L.1a CCRA-W.4	SWBAT define past, present, and future tense. SWBAT identify the tense of a paragraph or a chunk of text. SWBAT identify errors within a paragraph in regards to tense consistency. SWBAT revise tense errors within a paragraph. SWBAT write a paragraph written in the past tense.						**T intro/GP** **S intro/GP** **S IP**
6.30	Writer's Workshop Fantasy Essay	2.L.1e L.2.5 2.W.3 CCRA-				SWBAT complete a STORY map. SWBAT write a third person narrative essay.	**WW:** SW plan and write an essay including the introduction, body and conclusion.	Jeff woke up one day and realized he could turn	S planner and writing paper

Unit / Day	Topic	CORE Standard	Grammar Skill	Author's Craft	Shared Writing	Writer's Workshop	Activities / Assessment	Prompts	Materials
	(Movable Lesson)	W.3 CCRA-W.4 CCRA-W.10 CCRA-L.2 CCRA-L.3-				SWBAT write the introduction using their STORY map. SWBAT write the body using their STORY map. SWBAT write the conclusion using their STORY map.		invisible. Write a story about Jeff and what he does when he realizes that he can become invisible.	

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'15-'16 Unit/ Day	Topic	NJ Standards	CC Standards	Objectives	Vocabulary	Task/Assessment	Multimedia/Textual Components	Materials
Unit 1, 23 Days	**We've Got the Whole World in Our Hands – Geography and Maps!**							
	▪ **6.6.2 A.** The World in Spatial Terms o 1. Explain the spatial concepts of location, distance and direction, including: The location of school, home, neighborhood, community, state, and country; The relative location of the community and places within it; and The location of continents and oceans. o 2. Explain that the globe is a model of the Earth and maps are representations of local and distant places. o 3. Demonstrate basic globe and map skills. ▪ **6.6.2 B.** Places and Regions o 1. Describe the physical features of places and regions as on a simple scale. o 2. Describe the physical and human characteristics of places. ▪ **CCSS.ELA-Literacy.RI.2.7** Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text. ▪ **CCSS.ELA-Literacy.W.2.2** Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.							
Note: One day of SS/SCI will be replaced with Math IA review the two weeks before each Math IA								
Unit 1, Day 1	Introduction to Communication and Notes Procedures	**6.6.2 A.**	**CCSS.ELA-Literacy.RI.2.7 CCSS.ELA-Literacy.W.2.2**	▪ SWBAT describe and give examples of the three types of communication: oral, pictorial, and written.	▪ **Communication**: sharing ideas or information ▪ **Three Types of Communication:** orally (speaking or word of mouth), pictorially (using pictures or symbols), or they can be written (words on paper).	▪ DN - SW brainstorm determine what communication means ▪ AA – SW determine how people are communicating when given a set of pictures to help frame their thinking ▪ GP - SW be introduced to note taking procedures and take notes on types of communication and examples of each. ▪ IP - SW determine which type of communication is being used in various examples. SW respond to an open-ended response. SW use written and pictorial communication to give directions from the classroom to the main office.	▪ N/A	▪ Power Point ▪ Do Now ▪ Airtight Activity ▪ Day 1 Notes ▪ Show What You Know
Unit 1, Day 2	Perspectives	**6.6.2 A.**	**CCSS.ELA-Literacy.RI.2.7 CCSS.ELA-Literacy.W.2.2**	▪ SWBAT identify that a map is a flat drawing of the Earth's surface seen from above and that perspective is the way in which you see things.	▪ **Geography**: the study of land and water ▪ **Directions:** instructions for finding something. They can be given in 3 different ways: orally (speaking), pictorially (using pictures	▪ DN – SW determine what it means to see things from a bird's perspective, or how a bird sees things. ▪ SW define the key vocabulary terms map, perspectives, bird's eye view, and ground view.	▪ **Real Birds Eye View! Golden Eagle in Flight – Animal Camera – BBC** o http://www.youtube.com/watch?v=IswBDZuL-8w (3:09) – *whole video*	▪ Power Point ▪ Bird Graphic ▪ Perspective Graphics ▪ Do Now ▪ Airtight Activity ▪ Day 2 Notes

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'15-'16 Unit/ Day	Topic	NJ Standards	CC Standards	Objectives	Vocabulary	Task/Assessment	Multimedia/Textual Components	Materials
				▪ SWBAT differentiate between bird's eye view and ground view.	or a map), or they can be written (words on paper). ▪ **Map**: flat drawing of the Earth's surface seen from above ▪ **Birds eye view**: view a bird sees as it flies over the earth ▪ **Perspective**: the way in which you see things.	▪ AA – SW watch a video on a real bird's eye view and respond to questions about how a bird's perspective differs from a person's. ▪ IP - SW compare and contrast the difference between a bird's eye view and a ground view.	▪ **Maps and Mapping** by Deborah Chancellor o pgs. 10 – 11 **ISBN-10:** 0753461641	▪ Show What You Know
Unit 1, Day 3	**Directions and Maps: Which Way?!**	**6.6.2 A.**	**CCSS.ELA-Literacy.RI.2.7** **CCSS.ELA-Literacy.W.2.2**	▪ SWBAT differentiate between a compass rose and a compass ▪ SWBAT describe the sun is like a compass because it always rises in the east and sets in the west and can therefore tell you which direction you are facing.	▪ **Directions**: instructions for finding something. They can be given in 3 different ways: orally (speaking), pictorially (using pictures or a map), or they can be written (words on paper). ▪ **Map**: flat drawing of the Earth's surface seen from above ▪ **Birds eye view**: view from above- the view a bird sees as it flies over the earth ▪ **Perspective**: the way in which you see things. ▪ **Cardinal directions**: north, south east, and west. ▪ **Compass**: tool that tells you which direction you are facing. ▪ **Sun**: natural compass- rises in the east and sets in the west.	▪ DN – SW determine how a compass and compass rose are different. ▪ AA – SW watch a video on how to read and navigate on a map and respond to questions about cardinal directions with compasses and compass roses. ▪ GP - SW identify the 4 cardinal directions, explain why they are useful, and identify that the sun always rises in the east and sets in the west. SW label a map of the USA with the four cardinal directions. ▪ IP – SW determine how the sun is like a compass.	▪ **Reading Maps** o **http://www.brainpopjr.com/socialstudies/geography/readingmaps/** (4:25) *from beginning to 4:25*	▪ Power Point ▪ Do Now ▪ Airtight Activity ▪ Day 3 Notes ▪ Show what You Know
Unit 1, Day 4	**Parts of a Map**	**6.6.2 A.**	**CCSS.ELA-Literacy.RI.2.7**	▪ SWBAT describe how the four essential parts of	▪ **Treasure map**: map with symbols leading to hidden treasure that can	▪ DN – SW explain why they need to be able to understand a map	▪ **How to Read a Map** o http://www.youtube.com/watch?v=	▪ Power Point ▪ Envelope for Map

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'15-'16 Unit/ Day	Topic	NJ Standards	CC Standards	Objectives	Vocabulary	Task/Assessment	Multimedia/Textual Components	Materials
			CCSS.ELA-Literacy.W.2.2	a map help them to read a map.	only be found by following the path of sequenced of symbols ▪ **Directions**: instructions for finding something. They can be given in 3 different ways: orally (speaking), pictorially (using pictures or a map), or they can be written (words on paper). ▪ **Map**: flat drawing of the Earth's surface seen from above ▪ **Perspective**: the way in which you see things. ▪ **Cardinal directions**: north, south east, and west. ▪ **Compass**: tool that tells you which direction you are facing.	▪ AA – SW watch a video on the important things needed on a map and respond to questions about why these things are needed on a map. ▪ GP - SW identify the 4 essential parts of a map and skills needed in order to follow a treasure map to the buried treasure. ▪ IP – SW identify the missing pieces of a map and why those pieces are essential to understanding a map	8QIJn_iMeAg (3:44) *whole video* ▪ **Maps and Mapping** by Deborah Chancellor o pgs. 30 – 31	▪ Map ▪ Do Now ▪ Airtight Activity ▪ Day 4 Notes ▪ Show What You Know
Unit 1, Day 5	Treasure Hunt	**6.6.2 A.**	**CCSS.ELA-Literacy.RI.2.7** **CCSS.ELA-Literacy.W.2.2**	▪ SWBAT use a compass to determine the cardinal directions during a mock treasure hunt to follow directional clues leading to the treasure. ▪ SWBAT describe why a compass and a map are essential tools to a geographer.	▪ **Treasure map**: map with symbols leading to hidden treasure that can only be found by following the path of sequenced of symbols ▪ **Directions**: instructions for finding something. They can be given in 3 different ways: orally (speaking), pictorially (using pictures or a map), or they can be written (words on paper). ▪ **Map**: flat drawing of the Earth's surface seen from above ▪ **Perspective**: the way in	▪ DN – SW read a small excerpt and then respond to questions about the importance of a compass and a map both facing north. • AA – SW go on a mock treasure hunt using cardinal directions based on a compass ▪ IP – SW reflect on the tools and the skills they used on the treasure hunt. SW describe why the compass and map are essential geographer tools.	▪ **Up North and Down South** by Doreen Gonzales o pgs. 12 – 15 **ISBN-10:** 1429628812	▪ Power Point ▪ Compass ▪ Papers with "N", "S", "E", "W" for the walls ▪ Pieces of paper with clues written ▪ Treasure for students to find ▪ Do Now ▪ Day 5 Notes ▪ Show What You Know

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'15-'16 Unit/ Day	Topic	NJ Standards	CC Standards	Objectives	Vocabulary	Task/Assessment	Multimedia/Textual Components	Materials
					which you see things. ▪ **Cardinal directions**: north, south east, and west. ▪ **Compass**: tool that tells you which direction you are facing.			
Unit 1, Day 6	Urban vs. Suburban	**6.6.2 A.**	**CCSS.ELA-Literacy.RI.2.7 CCSS.ELA-Literacy.W.2.2**	▪ SWBAT compare and contrast urban and suburban areas based on photographs and characteristics of each.	▪ **Urban**- a city and the places around it- lots of people, buildings, and businesses ▪ **Suburban**- places located outside of the city- smaller less populated communities with more open space	▪ DN – SW think about what they know about a city and the country ▪ AA – SW read a passage and then watch a video on urban, suburban, and rural areas. ▪ GP - SW list the characteristics of urban and suburban places. ▪ IP – SW compare and contrast urban and suburban places	▪ **Rural, Suburban, and Urban** o http://www.brainpopjr.com/socialstudies/communities/ruralsuburbanandurban/ (4:19) *whole video* ▪ **Maps and Mapping** by Deborah Chancellor o pgs. 14 - 17	• Power Point ▪ Do Now ▪ Airtight Activity ▪ Day 6 Notes ▪ Show What You Know
Unit 1, Day 7	Our City, Troy ***Note: Lesson will need to be adjusted for each school***	**6.6.2 A.**	**CCSS.ELA-Literacy.RI.2.7 CCSS.ELA-Literacy.W.2.2**	▪ SWBAT support the fact that Troy is an urban location with specific evidence and characteristics of the city.	▪ **City**- place with tall buildings, businesses, busy streets, and lots of people	▪ DN – SW look at pictures of Troy and identify the location ▪ AA – SW read an article and identify why people would want to live and work in troy. They will also identify whether Troy is urban or suburban. ▪ GP - SW identify all the important details of their city of Troy ▪ IP – SW explain how they know that Troy is Urban or Suburban.	▪ **Article from http://www.visittroyny.com/** **For Newark Schools:** ▪ **Why Newark NJ.mov** o http://www.youtube.com/watch?v=f7XIO-Sv8mw (3:18) *from beginning to 3:18* ▪ **Newark** o **http://kids.britannica.com/comptons/article-9276059/Newark**	▪ Power Point ▪ Troy Pictures (in PP) ▪ Do Now ▪ Airtight Activity ▪ Day 7 Notes ▪ Show What You Know
Unit 1, Day 8	Mapping Troy ***Note: Lesson will need to be adjusted for each school***	**6.6.2 A. 6.6.2.B**	**CCSS.ELA-Literacy.RI.2.7 CCSS.ELA-Literacy.W.2.2**	▪ SWBAT support the fact that Troy is an urban location with specific evidence and characteristics of the city.	▪ **City**- place with tall buildings, businesses, busy streets, and lots of people ▪ **Urban**- a city and the places around it- lots of	▪ DN – SW explain why they need to be able to understand a map ▪ AA – SW watch a video on how to move around on a map and then use a map to	▪ **Reading Maps** o http://www.brainpopjr.com/socialstudies/geography/readingmaps/ (1:57) *start at 2:28*	▪ Power Point ▪ Troy Map (In PP) ▪ Do Now ▪ Airtight Activity

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'15-'16 Unit/ Day	Topic	NJ Standards	CC Standards	Objectives	Vocabulary	Task/Assessment	Multimedia/Textual Components	Materials
				▪ SWBAT use a compass rose to navigate to specific areas on a map.	people, buildings, and businesses ▪ **Suburban**- places located outside of the city- smaller less populated communities with more open space	give written directions on how to get to various locations ▪ IP – SW describe why cardinal directions and a compass rose are essential for helping us find different locations on a map	*and end at 4:25*	▪ Show What You Know
Unit 1, Day 9	New York, Our State Within Our Country ***Note: Lesson will need to be adjusted for New Jersey***	**6.6.2 A. 6.6.2.B**	**CCSS.ELA-Literacy.RI. 2.7 CCSS.ELA-Literacy.W. 2.2**	▪ SWBAT locate New York on a map of the USA. ▪ SWBAT describe New York using key characteristics about its location, geography, and culture.	▪ **New York**: state located northeast region of the country, one of the 50 states, our home ▪ **Northeast**: direction when the compass is halfway between north and east ▪ **The Empire State**: New York's nickname	▪ DN – SW watch a video on NY and then elaborate on what information they want more of regarding NY ▪ AA – SW read about the state of NY and respond to questions about the state ▪ GP - SW take notes on key facts about the state of New York, including its nickname, location, geography, bordering states/ocean, and fun facts. ▪ IP – SW share facts they learned about New York.	**New York State Song** http://www.youtube.com/watch?v=uO7s02PvG2U ▪ **New York- The Empire State** by Margery Facklam and Peggy Thomas o Pgs. 6-9 and 16-17 **ISBN-10:** 1570916608 **For New Jersey:** ▪ **New Jersey State Song** o http://www.youtube.com/watch?v=rbahvCPaUlo (1:29) *whole video* ▪ **Rookie Read-About Geography: New Jersey** by Susan Evento o pgs. 3 – 29 **ISBN-10:** 0516227548	▪ Power Point ▪ Do Now ▪ Airtight Activity ▪ Day 9 Notes ▪ Show What You Know
Unit 1, Day 10	New York, Our Unique State ***Note: Lesson will need to be adjusted for New Jersey***	**6.6.2 A. 6.6.2.B**	**CCSS.ELA-Literacy.RI. 2.7 CCSS.ELA-Literacy.W. 2.2**	▪ SWBAT describe New York City using key characteristics about its location, geography, and culture. ▪ SWBAT persuade visitors to come to New York City	▪ **New York**: state located northeast region of the country, one of the 50 states, our home ▪ **Northeast**: direction when the compass is halfway between north and east ▪ **Empire State**: New York's nickname	▪ DN – SW watch a video on NYC and describe the city of New York based on what they watched. ▪ AA – SW read about fun facts on New York City and respond to questions about the state ▪ GP - SW take notes on unique facts they hear about	**For NY schools:** • **The Twelve Days of Christmas in New York City** by Lisa Adams o pgs. 3, 13, and 15 **ISBN-10:** 1402764405 **All videos are in plan and PP**	▪ Power Point ▪ Do Now ▪ Airtight Activity ▪ Day 10 Notes ▪ Show What You Know

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'15-'16 Unit/ Day	Topic	NJ Standards	CC Standards	Objectives	Vocabulary	Task/Assessment	Multimedia/Textual Components	Materials
				using unique facts about the state.		▪ New York ▪ IP – SW persuade people to come visit NY	**For NJ schools:** **New Jersey** o http://www.youtube.com/watch?v=jy8ftzVjZ4c (4:17) *whole video* ▪ **The Twelve Days of Christmas in New Jersey** by Margaret Wollatt and Rich Rossi o pgs. 3, 13, and 15 **ISBN-10:** 1402738161	
Unit 1, Day 11	The USA: Contiguous States	**6.6.2 A. 6.6.2.B**	**CCSS.ELA-Literacy.RI.2.7 CCSS.ELA-Literacy.W.2.2**	▪ SWBAT locate the 48 contiguous states (US mainland) and the 2 non-contiguous states (Alaska and Hawaii) on a map of the USA.	▪ **USA**: United States of America ▪ **United States of America**: our country, made up of 50 unified states ▪ **United**: joined, unified ▪ **Contiguous**: adjoining or bordering. Of the 50 states, there are 48 contiguous states and the remaining 2 are separate: Hawaii and Alaska ▪ **Atlas**: book or collection of different maps	▪ AA –SW read about different parts of the USA and respond to questions about states that are contiguous vs. non-contiguous. • GP – SW identify that USA stands for the United States of America. SW define contiguous as touching and identify the two non-contiguous states, Alaska and Hawaii. ▪ IP – SW identify what is unique about Alaska and Hawaii	▪ **50 States Song** o **http://www.youtube.com/watch?v=Z6Idny5YrAw (4:01) *whole video*** ▪ **DK First Atlas** by Anita Ganeri and Chris Oxlade o pgs. 16-17, 20-21 **ISBN-10:** 0756602319	▪ Power Point ▪ Airtight Activity ▪ Day 11 Notes ▪ Show What You Know
Unit 1, Day 12	Map Scales, Part 1	**6.6.2 A. 6.6.2.B**	**CCSS.ELA-Literacy.RI.2.7 CCSS.ELA-Literacy.W.2.2**	▪ SWBAT describe that maps do not reflect actual size of the land they show. ▪ SWBAT describe that map scales are an essential part of a map because they allow geographers	▪ **Map scale**: a tool that tells the actual distance between places compared to the distance shown on the map. ▪ **Distance**: the space between one place and another.	▪ DN – SW watch a video on what map scales are and why we might use them. ▪ AA –SW read about map scales and respond to questions around the purpose and use of map scales. ▪ GP – SW describe what map scales are and why they are used. SW practice using	▪ **Reading Maps** o **http://www.brainpopjr.com/socialstudies/geography/readingmaps/** (1:36) *3:52 – End* ▪ **Are We There Yet?** by Doreen Gonzales o pgs. 4-7	▪ Power Point ▪ Rulers for each S ▪ Airtight Activity ▪ Day 12 Notes ▪ Show What You Know

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'15-'16 Unit/ Day	Topic	NJ Standards	CC Standards	Objectives	Vocabulary	Task/Assessment	Multimedia/Textual Components	Materials
				to determine the real distance between places.		a simple map scale. ▪ IP – SW identify the use and purpose of having and using map scales.	**ISBN-10:** 1429600535	
Unit 1, Day 13	Map Scales, Part 2	**6.6.2 A. 6.6.2.B**	**CCSS.ELA-Literacy.RI. 2.7 CCSS.ELA-Literacy.W. 2.2**	▪ SWBAT use a map scale and map to determine actual distances between two given places. SWBAT describe that map scales are an essential part of a map because they allow geographers to determine the real distance between places.	▪ **Map scale**: a tool that tells the actual distance between places compared to the distance shown on the map. ▪ **Distance**: the space between one place and another.	▪ DN – SW watch a video on using map scales and then record how they would measure the distance between two points on a map. ▪ AA – SW use a ruler and a map scale to determine how far two places are from one another. ▪ IP – SW explain why map scales are an essential part of a map.	▪ **Lesson 3: Using Map Scale** o http://www.packwoman.com/lesson-three-using-map-scale.html	▪ Power Point ▪ Rulers for each S ▪ Colored pencils (3 for each student) ▪ Map scales steps written on poster paper ▪ Do Now ▪ Airtight Activity ▪ Show What You Know
Unit 1, Day 14	Many Kinds of Maps	**6.6.2 A. 6.6.2.B**	**CCSS.ELA-Literacy.RI. 2.7 CCSS.ELA-Literacy.W. 2.2**	▪ SWBAT describe various types of maps and their use. ▪ SWBAT select the type of map that would be most useful in a given situation.	▪ **N/A**	▪ DN – SW watch a video on different types of maps and respond to why they think we have different maps ▪ AA –SW read about different maps and respond to questions around the use of the different maps ▪ GP – SW explain what different maps are used for ▪ IP – SW identify the purpose of having different maps.	▪ **How to Read a Map** o **http://www.youtube.com/watch?v=DfwEAxVAKxc** (1:59) *whole video* ▪ **Maps and Mapping** by Deborah Chancellor o pgs. 10-15 and 36-37 **ISBN-10:** 0753461641	▪ Power Point ▪ Airtight Activity ▪ Day 14 Notes ▪ Show What You Know
Unit 1, Day 15	Physical Maps and Landforms	**6.6.2 A. 6.6.2.B**	**CCSS.ELA-Literacy.RI. 2.7 CCSS.ELA-Literacy.W. 2.2**	▪ SWBAT describe key characteristics of each of the following landforms found on a physical map: island, valley, river, peninsula, mountain, plains, and ocean.	▪ **Physical maps**: maps that show the Earth's surface- its landforms and water. ▪ **Island**: land surrounded on all sides by water ▪ **Peninsula**: land surrounded by water on all sides but one ▪ **Valley**: very low area between	▪ DN – SW watch a video on different types of landforms and respond to what they think we call maps that show us geography ▪ AA –SW observe pictures of different landforms and why they think the picture is the landform they think it is ▪ GP – SW describe each landform's identifying characteristics. ▪ IP – SW explain why we	▪ **Landforms** o http://www.brainpopjr.com/science/land/landforms/zoom.weml (4:37) *whole video*	▪ Power Point ▪ White boards ▪ Airtight Activity ▪ Day 15 Notes ▪ Show What You Know

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'15-'16 Unit/ Day	Topic	NJ Standards	CC Standards	Objectives	Vocabulary	Task/Assessment	Multimedia/Textual Components	Materials
					hills/mountains ▪ **River**: large, natural stream of water ▪ **Mountain**: tall, steep landmass ▪ **Plains**: flat, low land ▪ **Ocean**: large body of salt water	would call a map that shows landforms a physical map		
Unit 1, Day 16	Many Maps: Physical, Political, and Road Maps	**6.6.2 A. 6.6.2.B**	**CCSS.ELA-Literacy.RI.2.7 CCSS.ELA-Literacy.W.2.2**	▪ SWBAT classify a map as physical, political, or road. ▪ SWBAT compare and contrast physical, political, and road maps.	▪ **Physical map**: map that shows the features (landforms and water) of the Earth's surface. ▪ **Political map**: map that shows where different countries, states, and cities are. ▪ **Road maps**: map that shows streets and highways.	▪ DN – SW watch a video on different types of maps and determine what they think is different between physical maps compared to road and political maps. ▪ AA –SW read an article on different types of maps and determine which map best fits a given situation. ▪ GP – SW breakdown the three main types of maps and the unique characteristics to each one. ▪ IP – SW identify whether a map is a physical, road, or political map.	▪ **Types of Maps** https://www.youtube.com/watch?v=stc_2E8fg5M ▪ **Types of Maps** by Amanda Briney (article taken from About.com) o *This article has been modified to meet the needs of 2nd grade S and only three specific types of maps, however the content has been kept intact to enforce the correct information.*	▪ Power Point ▪ Types of Landforms – Article ▪ Airtight Activity ▪ Day 16 Notes ▪ Show What You Know
Unit 1, Day 17	Introduction to Hemispheres and Latitude	**6.6.2 A. 6.6.2.B**	**CCSS.ELA-Literacy.RI.2.7 CCSS.ELA-Literacy.W.2.2**	▪ SWBAT describe lines of latitude as running horizontally from east to west. ▪ SWBAT identify the equator as the middle line of latitude that cuts the earth into the northern hemisphere and the southern hemisphere.	▪ **Equator**: an imaginary line that cuts the earth in half horizontally (east to west), splitting the earth into north and south. ▪ **Hemisphere**: half the earth (half of a sphere) ▪ **Latitude**: imaginary numbered lines on maps that run horizontally (east to west) that help you read a map. ▪ **Poles**: farthest possible distance from the equator	▪ DN- SW watch videos on the lines of latitude and longitude as we as hemispheres and record their take-aways ▪ AA –SW read about what lines of latitude are. ▪ GP – SW explain what lines of latitude are. ▪ IP – SW describe why we have lines of latitude running east to west however the top portion of the equator is the northern hemisphere and the bottom portion of the equator is the southern hemisphere.	▪ **Longitude and Latitude** o **http://www.youtube.com/watch?v=cKT16DjHo_8** (0:58) *whole video* ▪ **The Earth's Hemispheres** o **http://www.youtube.com/watch?v=DYwA_8qMt9I** (0:52) *whole video* ▪ **Latitude and Longitude** by Rebecca Aberg o pgs. 4, 5, 8 -19 **ISBN-10:** 0516277650	▪ Power Point ▪ Airtight Activity ▪ Day 17 Notes ▪ Show What You Know

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'15-'16 Unit/ Day	Topic	NJ Standards	CC Standards	Objectives	Vocabulary	Task/Assessment	Multimedia/Textual Components	Materials
Unit 1, Day 18	Hemispheres and Longitude	**6.6.2 A. 6.6.2.B**	**CCSS.ELA-Literacy.RI.2.7 CCSS.ELA-Literacy.W.2.2**	▪ SWBAT describe lines of longitude as running vertically from north to south. ▪ SWBAT identify the Prime Meridian as the middle line of longitude that cuts the earth into the eastern hemisphere and the western hemisphere.	▪ **Prime Meridian**: imaginary line like the equator, but it cuts the earth in half vertically, splitting the earth into east and west. ▪ **Longitude**: name for the numbered lines that run vertically (north to south) which help you read a map. ▪ **Equator**: an imaginary line that cuts the earth in half horizontally (east to west), splitting the earth into north and south. ▪ **Hemisphere**: half the earth (half of a sphere) ▪ **Latitude**: imaginary numbered lines on maps that run horizontally (east to west) that help you read a map. ▪ **Poles**: farthest possible distance from the equator	▪ DN- SW watch a video and determine how the lines of latitude and longitude help them find locations on Earth ▪ AA –SW read about what lines of longitude are. ▪ GP – SW explain what lines of longitude are. ▪ IP – SW describe why we have lines of longitude running north to south however the right portion of the prime meridian is the eastern hemisphere and the left portion of the prime meridian is the western hemisphere.	▪ **Latitude and Longitude** o **http://www.brainpop.com/socialstudies/geography/latitudeandlongitude/preview.weml** *(whole video)*	▪ Power Point ▪ Airtight Activity ▪ Day 18 Notes ▪ Show What You Know
Unit 1, Day 19	The Sun	**6.6.2 A. 6.6.2.B**	**CCSS.ELA-Literacy.RI.2.7 CCSS.ELA-Literacy.W.2.2**	▪ SWBAT describe that when half of the Earth is facing the sun (daylight), the other half is in darkness (nighttime). ▪ SWBAT explain how the spinning of the earth creates day and night over a 24 hour time period.	▪ **Sun**: burning ball of fire that lights the whole earth ▪ **One day**= 24 hours= 12 hours of daylight + 12 hours of darkness ▪ **Earth**: our planet, always spinning	▪ DN- SW watch a video and determine what makes day and night on Earth ▪ AA –SW read about what makes day and night ▪ GP – SW complete a diagram of the earth and the sun. SW explain that 12 hours of light plus 12 hours of darkness equals one day of twenty-four hours. SW identify that the earth is always spinning and the sun is always shining.	▪ **Day and Night on Earth** o **http://www.youtube.com/watch?v=R3jr0DaV8N8** *(2:30) whole video* ▪ **What Makes Day and Night** by Franklyn M. Branley o **(**pgs. 10, 14, 18-19, 24-27, 30) **ISBN-10:** 0064450503	▪ Power Point ▪ Airtight Activity ▪ Day 19 Notes ▪ Show What You Know

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'15-'16 Unit/ Day	Topic	NJ Standards	CC Standards	Objectives	Vocabulary	Task/Assessment	Multimedia/Textual Components	Materials
						▪ IP – SW describe what they think makes day and night and why.		
Unit 1, Day 20	My Global Address *Note: Lesson will need to be adjusted for each school*	**6.6.2 A. 6.6.2.B**	**CCSS.ELA-Literacy.RI.2.7 CCSS.ELA-Literacy.W.2.2**	▪ SWBAT order locations in a global address from most specific to most general. ▪ SWBAT describe a global address as their complete address on the planet and create their own global address.	▪ **Global address**: your complete address on the planet- includes: name, street, city, state, country, continent, and planet. It gives all the information of your location in the world. It goes from most specific or exact to broadest or most general. ▪ **Specific**: exact or detailed. The most specific or exact part of your global address is your house number and street address. ▪ **Broad**: general or wide ranging. The broadest or most general part of your global address is the planet that you live on.	▪ DN- SW watch the video and record what parts of the global address they learned about ▪ AA- SW learn their global address by singing the global address song ▪ GP – SW complete a graphic organizer of their global address, from most specific to most general. SW locate each piece of their global address on a world/country map ▪ IP – SW describe their global address to someone they've never met	▪ **Cities, States, Countries and Continents** https://www.youtube.com/watch?v=9g-Px4TRZgU	▪ Power Point ▪ Day 20 Notes ▪ Show What You Know
Unit 1 Day 21	*End of Unit Research Project*	**6.6.2 A. 6.6.2.B**	**CCSS.ELA-Literacy.RI.2.7 CCSS.ELA-Literacy.W.2.2**	▪ SWBAT write a research paper based on their Global Address	▪ **N/A**	▪ DN- SW watch videos on different parts of the global address and discuss what they learned ▪ GP – SW identify fun facts about their global address. ▪ IP – SW take fun facts about their global address and put it into a report.	▪ **Nations of the World** o **http://www.youtube.com/watch?v=BoaLSUKeGWw** *(1:54) whole video* ▪ **50 States and Capitals** o **http://www.youtube.com/watch?v=MSvJ9SN8THE** *(2:32) whole video*	▪ Power Point ▪ Global Address Additional Information ▪ Research Map ▪ This is MY GLOBAL ADDRESS broken down!

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'15-'16 Unit/ Day	Topic	NJ Standards	CC Standards	Objectives	Vocabulary	Task/Assessment	Multimedia/Textual Components	Materials
Unit 1, Day 22	Geographer Review	**6.6.2 A. 6.6.2.B**	**CCSS.ELA-Literacy.RI.2.7 CCSS.ELA-Literacy.W.2.2**	▪ SWBAT demonstrate mastery of material presented throughout Geography unit.	▪ **N/A**	▪ IP – SW review all information taught throughout the geography unit	▪ Power Point Game	▪ Power Point Game ▪ Notes Packet ▪ Whiteboards and markers (one per group) ▪ Black chart paper
Unit 1, Day 23	End of Unit Assessment	**6.6.2 A. 6.6.2.B**	**CCSS.ELA-Literacy.RI.2.7 CCSS.ELA-Literacy.W.2.2**	▪ SWBAT demonstrate mastery of material presented throughout Geography unit.	▪ **N/A**	▪ SW complete an end of the unit assessment	▪ **N/A**	▪ End of the Unit Assessment
Unit 2, 26 Days	**The Earth: Rocks, Fossils, and Volcanoes!**							
	▪ **5.1.4 A**. Habits of Mind o 1. Raise questions about the world around them and be willing to seek answers through making careful observations and experimentation. ▪ **5.6.2 A**. Structure and Properties of Matter o 2. Use magnifiers to observe materials, then draw and describe what more can be seen using the tools. ▪ **5.8.2 A**. Earth's Properties and Materials o 1. Observe and describe rocks and soil. ▪ **5.8.2 D**. How We Study the Earth o 1. Record observations that describe the features of the natural world in their local environment. ▪ **CCSS.ELA-Literacy.RI.2.7** Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text. ▪ **CCSS.ELA-Literacy.W.2.2** Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.							
Note: One day of SS/SCI will be replaced with Math IA review the two weeks before each Math IA								
Unit 2, Day 1	Introduction to Rocks	**5.1.4 A. 5.6.2 A.**	**CCSS.ELA-Literacy.RI.2.7 CCSS.ELA-Literacy.W.2.2**	▪ SWBAT explain that rocks are natural resources because they are useful and found in nature. ▪ SWBAT use the key characteristics of texture, color, and weight to describe a rock sample.	**Natural resources**: useful things that come from nature **Rocks:** natural resource, made of minerals **Minerals**: any solid element found naturally in the Earth **Geologist**: a scientist that studies the Earth **Observe**: to examine or look at closely **Texture:** describes the surface of an object or how it feels when touched **Color**:	▪ DN- SW watch a video and determine the different characteristics people use to describe rocks. ▪ AA –TW read **If You Find a Rock** and explain the characteristics of the rocks in the book. ▪ GP – SW identify the way to classify rocks. ▪ IP – SW observe a rock	▪ **Brain Pop Video (Rocks and Minerals)** http://www.brainpopjr.com/science/land/rocksandminerals/ *(3:39) whole video* ▪ **If You Find a Rock** by Peggy Christian and Barbara Hirsch Lember **ISBN-10:** 0152063544	▪ Copy of **If You Find a Rock** by Peggy Christian and Barbara Hirsch Lember ▪ Graphic organizer ▪ Airtight Activity (attached)

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'15-'16 Unit/ Day	Topic	NJ Standards	CC Standards	Objectives	Vocabulary	Task/Assessment	Multimedia/Textual Components	Materials
					Weight: how heavy an object is (mass)	sample for color, texture, and weight.		▪ Day 1 Notes (attached) ▪ Show What You Know (attached) ▪ Rock samples ▪ Index cards (to place rock samples on) ▪ Magnifying glasses
Unit 2, Day 2	Layers of the Earth	**5.8.2 A.** **5.8.2 D.**	**CCSS.ELA-Literacy.RI.2.7** **CCSS.ELA-Literacy.W.2.2**	▪ SWBAT describe the distinguishing characteristics of each layer of the Earth. ▪ SWBAT compare and contrast the layers of the Earth.	**Core:** innermost layer at the very center of the Earth, it is 4,000 miles down. It is a hot ball of iron and nickel and is hotter than 1,500 degrees. **Mantle**: layer around the core. It is partially solid, and partially melted rock because it is 7,500 degrees. **Crust:** outermost layer, on top of the mantle. This layer is very thin- it is the outer surface of the Earth and is made up of rock and soil. **Natural resources**: useful things that come from nature **Rocks:** natural resource, made of minerals **Minerals:** any solid element found naturally in the Earth **Geologist:** a scientist that studies the Earth **Observe:** to examine or look at closely **Texture:** describes the surface of an object or how it feels when touched	▪ DN- SW watch a video and describe what is the Earth is made of as well as what the name of the three layers of the Earth are. ▪ AA –SW read exerts from Planet Earth/Inside Out, and compare the different layers of the Earth and explain what they know about mantle. ▪ GP – SW label a cross-sectional diagram of the Earth with names of the layers. SW identify layers of the Earth, their location, composition, and temperature. ▪ IP – SW label a diagram of the Earth with names of each layer. SW describe the differences between the different layers of the Earth.	▪ **What is the Earth Made Of?** http://www.youtube.com/watch?v=bgnn096PfWQ *(2:08) – up to 1:45* **Planet Earth/Inside Out** by Gail Gibbons **ISBN-10:** 0688158498	• Power Point ▪ Copies of **Planet Earth/Inside Out** by Gail Gibbons ▪ Graphic Organizer ▪ Airtight Activity (attached) ▪ Day 2 Notes (attached) ▪ Independent Practice (attached)

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'15-'16 Unit/ Day	Topic	NJ Standards	CC Standards	Objectives	Vocabulary	Task/Assessment	Multimedia/Textual Components	Materials
					Color **Weight**: how heavy an object is… juicy word: mass			
Unit 2, Day 3	Igneous Rocks	**5.8.2 A.** **5.8.2 D.**	**CCSS.ELA-Literacy.RI.2.7** **CCSS.ELA-Literacy.W.2.2**	▪ SWBAT compare and contrast magma and lava. ▪ SWBAT explain why igneous rocks are nicknamed fire rocks.	**Igneous rocks:** formed when magma from inside the Earth, comes out and cools on the Earth's surface. Also called "fire rocks" because they are formed from hot, molten magma. **Magma:** hot liquid rock inside the Earth. **Lava:** liquid magma that reaches the Earth's surface by flowing out of volcanoes.	▪ DN- SW watch a video and determine they think igneous rocks are called fire rocks. ▪ AA –SW read excerpts from **Let's Go Rock Collecting.** SW compare and contrast lava and magma. SW determine why igneous rocks are called "fire rocks". ▪ GP – SW identify the way igneous rocks are formed and what igneous means. ▪ IP – SW explain why igneous rocks are called fire rocks and how magma is different than lava.	▪ **Formation of Igneous Rocks** http://www.makemegenius.com/video_play.php?id=105 *(0:13 – 2:00) do not show the beginning of the video* • **Let's Go Rock Collecting** by Roma Gans **ISBN-10:** 0064451704	• Power Point ▪ Copies of **Let's Go Rock Collecting** pages 12-15 ▪ Airtight Activity (attached) ▪ Day 3 Notes (attached) ▪ Show What You Know (attached)
Unit 2, Day 4	Igneous Rocks and Volcanoes	**5.8.2 A.** **5.8.2 D.**	**CCSS.ELA-Literacy.RI.2.7** **CCSS.ELA-Literacy.W.2.2**	▪ SWBAT label and describe the parts of a volcano. ▪ SWBAT describe the cause and effect relationship between volcanic eruptions and the formation of igneous rocks.	**Igneous rocks:** formed when magma from inside the Earth, comes out and cools on the Earth's surface. Also called "fire rocks" because they are formed from hot, molten magma. **Magma:** hot liquid rock inside the Earth. **Lava:** liquid magma that reaches the Earth's surface by flowing out of volcanoes. **Volcano**: hole in the crust of the Earth from which hot rock and steam erupt because of movement and pressure inside the Earth. **Volcanic eruption:** when	▪ DN- SW watch a video and describe how volcanoes are formed and how magma escapes. ▪ AA –SW read exerts from **The Best Book of Volcanoes** and explain how volcanoes change shape and how magma escapes the mantle. ▪ GP – SW define the vocabulary terms volcano, volcanic eruption, magma, lava, and vents. SW complete a diagram of a	▪ **What is a Volcano?** http://www.youtube.com/watch?v=WgktM2luLok **The Best Book of Volcanoes** by Simon Adams **ISBN-10:** 0753455838	▪ Power Point ▪ Copies of **The Best Book of Volcanoes** by Simon Adams ▪ Airtight Activity (attached) ▪ Day 4 Notes (attached) ▪ Show What You Know (attached)

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'15-'16 Unit/ Day	Topic	NJ Standards	CC Standards	Objectives	Vocabulary	Task/Assessment	Multimedia/Textual Components	Materials
					hot molten igneous rock bursts out of the top of a volcano	volcano. ▪ IP – SW describe the cause and effect relationship between volcanic eruptions and the formation of igneous rocks.		
Unit 2, Day 5	Volcanoes and Earthquakes	**5.8.2 A.** **5.8.2 D.**	**CCSS.ELA-Literacy.RI. 2.7** **CCSS.ELA-Literacy.W. 2.2**	SWBAT explain that the plates are always moving because of the molten magma underneath. SWBAT describe that a volcano occurs when the plates move apart and an earthquake occurs when the plates collide. SWBAT compare and contrast the causes/effects of volcanoes and earthquakes.	**Igneous Rocks:** formed when magma from inside the Earth, comes out and cools on the Earth's surface. Also called "fire rocks" because they are formed from hot, molten magma. **Magma:** hot liquid rock inside the Earth **Lava:** liquid magma that reaches the Earth's surface by flowing out of volcanoes **Volcanic eruption:** when hot molten igneous rock bursts out of the top of a volcano ▪ **Earthquake**: trembling/shaking of the ground caused by a sudden burst of energy in rocks below the ground	▪ DN- SW watch a video and determine the difference between earthquakes and volcanoes ▪ AA –SW read exerts from the text **Volcanoes: Let's Read and Find Out Science** and explain why geologists job to be so important. ▪ GP – SW label a diagram of plate movement. SW complete a Venn Diagram on earthquakes and volcanoes. ▪ IP – SW identify the cause and effect relationship between plate movement and volcano/earthquake occurrences.	▪ **Fast Land Changes** http://www.brainpopjr.com/science/land/fastlandchanges/ *(3:02) stop video at 3:02; **DO NOT SHOW TSUNAMIS*** **Volcanoes: Let's Read and Find Out Science** **ISBN-10:** 0064451895	• Copies of **Volcanoes: Let's Read and Find Out Science** by Franklyn M. Branley • Airtight Activity (attached) • Day 5 Notes (attached) • Show What You Know (attached)
Unit 2, Day 6	Lab Day: Volcanoes and Earthquakes	**5.8.2 A.** **5.8.2 D.**	**CCSS.ELA-Literacy.RI. 2.7** **CCSS.ELA-Literacy.W. 2.2**	▪ SWBAT explain that the plates of the Earth's crust are always moving because of the molten magma underneath. ▪ SWBAT describe that a volcano occurs when the	**Igneous rocks**: formed when magma from inside the Earth, comes out and cools on the Earth's surface. Also called "fire rocks" because they are formed from hot, molten magma. **Magma:** hot liquid rock inside the Earth. **Lava:** liquid magma that reaches the Earth's surface by	▪ DN- SW watch videos and make observations about Earthquakes and Volcanoes ▪ GP – SW participate in an activity to simulate the movement of the crust's plates on top of the magma in the mantle.	▪ Volcano Video: https://www.youtube.com/watch?v=uZp1dNybgfc ▪ Earthquake Video: https://www.youtube.com/watch?v=VSgB1IWr6O4	▪ Power Point ▪ Experiment Notes sheet (attached) ▪ Graham crackers ▪ Syrup ▪ Waxed paper ▪ *NOTE: Prior to lesson*

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'15-'16 Unit/ Day	Topic	NJ Standards	CC Standards	Objectives	Vocabulary	Task/Assessment	Multimedia/Textual Components	Materials
				plates move apart and an earthquake occurs when the plates collide.	flowing out of volcanoes. **Volcano:** hole in the crust of the Earth from which hot rock and steam erupt because of movement and pressure inside the Earth. **Volcanic eruption**: when hot molten igneous rock bursts out of the top of a volcano **Earthquake:** trembling/shaking of the ground caused by a sudden burst of energy in rocks below the ground.	▪ IP – SW describe the materials they used, the procedure they followed. Conclusions they can draw from the modified scientific method lab activity.		*beginning, TW set out piece of wax paper with 2 graham cracker squares for each S.*
Unit 2, Day 7	Earthquakes… when the Earth shakes!	**5.8.2 A. 5.8.2 D.**	**CCSS.ELA-Literacy.RI. 2.7 CCSS.ELA-Literacy.W. 2.2**	▪ SWBAT explain the interaction of the mantle and the crust that causes an earthquake to occur. ▪ SWBAT describe the causes and effects an earthquake has on buildings, homes, and people.	**Earthquake:** trembling/shaking of the ground caused by a sudden burst of energy in rocks below the ground.	▪ DN- SW watch a video and determine why the earth shakes when an earthquake occurs. ▪ AA –SW read from **Earthquakes and explain what causes an earthquake to occur.** ▪ GP – SW identify the cause of earthquakes and the visible effects they have. ▪ IP – SW write a descriptive paragraph to the prompt, "A major earthquake just occurred! You walk outside…what do you see, hear, and feel?"	▪ **What is an Earthquake?** http://www.youtube.com/watch?v=hlePrsXTGxQ *(2:55) stop at 2:55* **Earthquakes: Let's Read and Find Out Science** by Franklyn M. Branley **ISBN-10:** 0064451887	▪ Power point ▪ Copies of **Earthquakes: Let's Read and Find Out Science** by Franklyn M. Branley ▪ Graphic Organizer ▪ Airtight Activity (attached) ▪ Day 7 Notes (attached) ▪ Independent Practice (attached)
Unit 2, Day 8	Volcanic Eruption Experiment	**5.8.2 A. 5.8.2 D.**	**CCSS.ELA-Literacy.RI. 2.7 CCSS.ELA-Literacy.W. 2.2**	▪ SWBAT explain that volcanoes erupt because of plate movement and pressure inside the Earth. ▪ SWBAT describe a volcanic	**Volcano:** hole in the crust of the Earth from which hot rock and steam erupt because of movement and pressure inside the Earth. **Volcanic eruption:** when hot molten igneous rock bursts out of the top of a	▪ DN- SW describe how volcanoes are similar to fireworks ▪ AA –SW read exerts from **Volcanoes Nature's Incredible Fireworks** and explain what occurs when two	▪ **Volcanoes: Natures Incredible Fireworks (Earthworks)** by David L. Harrison and Cheryl Nathan Pages 1-14 20-24 **ISBN-10:** 1563979969	▪ Fireworks graphic (attached) ▪ Pre-made volcano: Large paper plate, 2 bathroom

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'15-'16 Unit/ Day	Topic	NJ Standards	CC Standards	Objectives	Vocabulary	Task/Assessment	Multimedia/Textual Components	Materials
				eruption.	volcano **Igneous rocks:** formed when magma from inside the Earth, comes out and cools on the Earth's surface. Also called "fire rocks" because they are formed from hot, molten magma. **Magma:** hot liquid rock inside the Earth. **Lava:** liquid magma that reaches the Earth's surface by flowing out of volcanoes	plates meet. ▪ GP – SW participate in a teacher-led experiment simulating the eruption of a volcano. SW describe the materials used, procedures followed, and conclusions drawn from the experiment. ▪ IP – SW apply vocabulary and results of the experiment to a written description of why a volcano occurs.		disposable cups, Aluminum foil, Scotch tape, scissors ▪ Red water ▪ Dish soap ▪ Baking Soda ▪ Vinegar ▪ Tray/Pan ▪ Copies of **Volcanoes: Natures Incredible Fireworks (Earthworks)** by David L. Harrison and Cheryl Nathan ▪ Graphic Organizer ▪ Day 8 Notes (attached) ▪ Independent Practice (attached)
Unit 2, Day 9	Life on a Volcano	**5.8.2 A. 5.8.2 D.**	**CCSS.ELA-Literacy.RI. 2.7 CCSS.ELA-Literacy.W. 2.2**	▪ SWBAT distinguish between active and inactive volcanoes. ▪ SWBAT describe aspects of a culture different from their own (Central America).	**Igneous rocks:** formed when magma from inside the Earth, comes out and cools on the Earth's surface. Also called "fire rocks" because they are formed from hot, molten magma. **Magma:** hot liquid rock inside the Earth. **Lava:** liquid magma that reaches the Earth's surface by flowing out of volcanoes. **Volcano:** hole in the crust of the Earth from which hot rock and steam erupt because of movement and pressure	▪ AA –SW read exerts from **Kids Who Walk on Volcanoes,** and SW explain what life would be like living in a village near a volcano. ▪ GP – SW compare volcanoes and mountains. SW record information learned about culture in Central America. ▪ IP – SW describe the impacts that a volcano has on the surrounding area.	▪ **What is the Earth Made Of?** http://www.youtube.com/watch?v=5O9JRDfCGiY • **Kids Who Walk on Volcanoes Pgs. 4-8** *Cannot order will need to scan*	• Earthquake, Volcano, Mountain graphics (attached) ▪ Copies of **Kids Who Walk on Volcanoes** by Paul Otteson ▪ Graphic Organizer ▪ Airtight Activity (attached) ▪ Day 9 Notes

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'15-'16 Unit/ Day	Topic	NJ Standards	CC Standards	Objectives	Vocabulary	Task/Assessment	Multimedia/Textual Components	Materials
					inside the Earth. **Volcanic eruption:** when hot molten igneous rock bursts out of the top of a volcano **Earthquake:** trembling/shaking of the ground caused by a sudden burst of energy in rocks below the ground.			(attached) ▪ Independent Practice (attached)
Unit 2, Day 10	Igneous Rocks: Geologist/Reader Challenge!	**5.8.2 A.** **5.8.2 D.**	**CCSS.ELA-Literacy.RI.2.7** **CCSS.ELA-Literacy.W.2.2**	▪ SWBAT observe and describe rock samples using the key characteristic of color, weight, and texture. ▪ SWBAT describe the relationship between volcanoes and the formation of igneous rocks.	**Igneous rocks:** formed when magma from inside the Earth, comes out and cools on the Earth's surface. Also called "fire rocks" because they are formed from hot, molten magma. **Magma:** hot liquid rock inside the Earth. **Lava:** liquid magma that reaches the Earth's surface by flowing out of volcanoes **Natural resources:** useful things that come from nature **Mineral:** any solid element found naturally in the Earth, building blocks that make up the Earth **Rocks:** solid element made of many minerals that form over a very long period of time, sometimes over one million years. They change over time because of weather and movement of the earth. There are 3 kinds: igneous, sedimentary, and metamorphic. **Geologist:** scientist that studies the earth. When geologists study rocks they examine their texture, color,	▪ GP (Station 1) – SW observe and describe igneous rock using the key characteristics of color, weight, and texture. SW describe the formation of igneous rocks and the significance of the nickname "fire rocks." • GP (Station 2) – SW read a description of a volcanic eruptions and select phrase that help them to visualize what an eruption looks like. SW write a paragraph describing a volcanic eruption. ▪ GP (Station 3) – SW complete a word scramble challenge with volcano vocabulary. SW read a passage about igneous rock and complete comprehension questions based on the text. ▪ IP – SW describe the relationship between volcanoes and igneous rocks.	**Volcano Eruptions** http://www.sciencekids.co.nz/videos/earth/amazingvolcanoes.html *(0:31) – whole video* • Hot Rocks – reading and questions (Mailbox Science, pg. 81) • Hot Rocks – scramble/unscramble worksheet (Mailbox, page 82) • Volcanoes Reading (Lakeshore Learning box) *Cannot locate- will need to scan*	• Geologist Packet for each S, containing: • Igneous Rock Report • Igneous Rock Observation • Volcanoes Reading (Lakeshore Learning box) • Volcanoes WS • Hot Rocks – reading and questions (Mailbox Science, pg. 81) • Hot Rocks – scramble/unscramble worksheet (Mailbox, page 82) • Stickers/Labels for each student

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					and weight.			
Unit 2, Day 11	Sedimentary Rocks	**5.8.2 A. 5.8.2 D.**	**CCSS.ELA-Literacy.RI.2.7 CCSS.ELA-Literacy.W.2.2**	▪ SWBAT define sediments as loose pieces sand, mud, and pebbles. ▪ SWBAT identify limestone and sandstone as examples of sedimentary rocks.	**Sedimentary rocks:** formed by layers of older rocks/sediments that have been squeezed together because of large amounts of pressure. **Sediments:** lose pieces of rock that have been deposited by wind, water, or ice. **Natural resources:** useful things that come from nature **Mineral:** any solid element found naturally in the Earth, building blocks that make up the Earth **Rocks:** solid element made of many minerals that form over a very long period of time, sometimes over one million years. They change over time because of weather and movement of the earth. There are 3 kinds: **igneous, sedimentary, and metamorphic.** **Geologist:** scientist that studies the earth. When geologists study rocks they examine their texture, color, and weight. **Observe:** to examine or look at closely **Texture:** describes the surface of an object or how it feels when touched **Weight:** how heavy an object is… juicy word: mass **Earth:** made up of 3 main layers: the crust, mantle, and core. **Core:** innermost layer at the	▪ AA –SW read exerts from **Let's Go Collecting Rocks** and will describe how sedimentary rocks are formed and how they are resourceful. ▪ GP – SW define sedimentary, describe the formation step of sedimentary rocks, and identify two examples of sedimentary rocks. ▪ IP –SW compare igneous rocks to sedimentary rocks.	▪ **Sedimentary Rocks Video for Kids** http://www.youtube.com/watch?v=NygkD8uATng *(0:14-2:24)* • **Let's Go Rock Collecting** by Roma Gans **Pages 18-23** **ISBN-10:** 0064451704	• Examples of sediments (sand and pebbles) • Pictures to sequence formation of sedimentary rocks ▪ Copies of **Let's Go Rock Collecting** by Roma Gans and Holly ▪ Graphic organizer ▪ Airtight Activity (attached) ▪ Day 11 Notes (attached) ▪ Show What You Know (attached)

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					very center of the Earth, it is 4,000 miles down. It is a hot ball of iron and nickel and is hotter than 1,500 degrees. **Mantle:** layer around the core. It is partially solid and partially melted rock because it is 7,500 degrees. **Crust:** outermost layer, on top of the mantle. This layer is very thin- it is the outer surface of the Earth and is made up of rock and soil.			
Unit 2, Day 12	Fossils Found in Sedimentary Rocks	**5.8.2 A. 5.8.2 D.**	**CCSS.ELA-Literacy.RI.2.7 CCSS.ELA-Literacy.W.2.2**	▪ SWBAT describe how fossils form over long periods of time. ▪ SWBAT explain how fossils help us understand the past.	**Fossils:** traces or imprint of plants/animals trapped in layers of rock, mostly found is sedimentary rocks. They form over a long period of time. A fossil is a rock with a print or a part of a living thing from long ago. **Sedimentary rocks:** formed by layers of older rocks/sediments that have been squeezed together because of large amounts of pressure. **Sediments:** loose pieces of rock that have been deposited by wind, water, or ice.	▪ AA –SW read exerts from the text **The Best Book of Fossils, Rocks, and Minerals** and explain how fossils are formed and how they are tools for the past. ▪ GP – SW complete the sequence of fossil formation and observe fossils based on color, texture, and weight. ▪ IP – SW explain how fossils help us understand the past. SW sequence formation of fossils.	▪ **Fossils** http://www.brainpopjr.com/science/land/fossils/ *(5:49 whole video)* • **The Best Book of Fossils, Rocks, and Minerals** by Chris Pellant **Pages. 16-19** **ISBN-10:** 0439372755	▪ Copies of **The Best Book of Fossils, Rocks, and Minerals** by Franklyn M. Branley ▪ Pictures of Fossils to sequence formation ▪ Fossil samples ▪ Index cards to place fossils on ▪ Magnifying glasses ▪ Graphic Organizer ▪ Airtight Activity (attached) ▪ Day 12 Notes (attached) ▪ Show What You Know (attached)

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'15-'16 Unit/ Day	Topic	NJ Standards	CC Standards	Objectives	Vocabulary	Task/Assessment	Multimedia/Textual Components	Materials
Unit 2, Day 13	Paleontologists and Learning from Fossils	**5.8.2 A. 5.8.2 D.**	**CCSS.ELA-Literacy.RI. 2.7 CCSS.ELA-Literacy.W. 2.2**	▪ SWBAT describe how studying fossils helps us discover what plant and animal life was like in the past. ▪ SWBAT compare and contrast the formation of sedimentary rocks and the formation of fossils.	**Fossils:** traces or imprint of plants/animals trapped in layers of rock, mostly found is sedimentary rocks. They form over a long period of time. **Sedimentary rocks:** formed by layers of older rocks/sediments that have been squeezed together because of large amounts of pressure. **Sediments:** loose pieces of rock that have been deposited by wind, water, or ice.	▪ AA –SW read exerts from **Fossils Tell Of Long Ago** and SW explain why fossils are rare. ▪ GP – SW complete a worksheet as the T introduces new content about fossils. SW identify that a paleontologists studies fossils and that we study fossils to find out about the past. SW revisit the formation of fossils, adding more details to each step. ▪ IP – SW draw conclusions about what clue a specific fossil might give us to the past.	▪ What is Paleontology? http://www.youtube.com/watch?v=SEyI2rRa2YY *(2:23 whole video)* • **Fossils Tell of Long Ago Let's Read and Find Out Science** by Aliki **Pages. 1-17, 22-32** **ISBN-10:** 0064450937	• Posters with vocabulary ▪ Copies of **Fossils Tell of Long Ago** by Aliki ▪ Graphic Organizer ▪ Airtight Activity (attached) ▪ Day 13 Notes (attached)
Unit 2, Day 14	Making Mountains	**5.8.2 A. 5.8.2 D.**	**CCSS.ELA-Literacy.RI. 2.7 CCSS.ELA-Literacy.W. 2.2**	▪ SWBAT describe the process of plates pushing and pressing against one another to form a folded mountain. ▪ SWBAT describe the process of volcanic mountains growing after each eruption.	**Sedimentary rocks**: formed by layers of older rocks/sediments that have been squeezed together because of large amounts of pressure. **Sediments:** loose pieces of rock that have been deposited by wind, water, or ice.	▪ AA –SW read exerts from **How Mountains are Made** and explain how folded mountains are created. ▪ GP – SW describe the steps in the formation of a folded and volcanic mountains. ▪ IP – SW compare folded and volcanic mountains.	**What is A Mountain** http://www.youtube.com/watch?v=HVqfaUWurSs_ *(1:55 whole video)* **How Mountains are Made** by Kathleen Weidner Zoelfield ▪ Pages 9-19 and 22-29 **ISBN-10:** 0064451283	• Brown construction paper for each S ▪ Copies of **How Mountains are Made** ▪ Graphic organizer ▪ Airtight Activity (attached) ▪ Day 14 Notes (attached) ▪ Show What You Know (attached)
Unit 2, Day 15	Sedimentary Rock Stations	**5.8.2 A. 5.8.2 D.**	**CCSS.ELA-Literacy.RI.**	▪ SWBAT observe and describe rock	**Fossils**: traces or imprint of plants/animals trapped in layers of rock, mostly found is	▪ IP (Station 1), SW observe and describe	▪ Sedimentary Rocks worksheets from	Sedimentary rock samples

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'15-'16 Unit/ Day	Topic	NJ Standards	CC Standards	Objectives	Vocabulary	Task/Assessment	Multimedia/Textual Components	Materials
			2.7 CCSS.ELA-Literacy.W. 2.2	samples using the key characteristic of color, weight, and texture. ▪ SWBAT describe the formation of sedimentary rocks and fossils.	sedimentary rocks. They form over a long period of time. **Sedimentary rocks**: formed by layers of older rocks/sediments that have been squeezed together because of large amounts of pressure. **Sediments**: loose pieces of rock that have been deposited by wind, water, or ice. **Natural resources**: useful things that come from nature **Mineral**: any solid element found naturally in the Earth, building blocks that make up the Earth **Rocks**: solid element made of many minerals that form over a very long period of time, sometimes over one million years. They change over time because of weather and movement of the earth. There are 3 kinds: igneous, sedimentary, and metamorphic. **Geologist**: scientist that studies the earth. When geologists study rocks they examine their texture, color, and weight.	sedimentary rock using the key characteristics of color, weight, and texture. ▪ IP (Station 2), SW read a passage about sedimentary rocks from Mailbox Science, answer comprehension questions, and decode a sedimentary riddle. ▪ IP (Station 3), SW read a passage from How the Earth Works (Dynamic Earth Fossil Facts) and answer comprehension questions. SW read a passage about sand and its importance in the formation of sedimentary rocks from Mailbox Science and complete word challenge. ▪ IP (Station 4), SW research fossils on a preselected website and take notes in their packet about interesting facts that they learn while researching.	Mailbox Science (Sedimentary Stories, Sand) ▪ Dynamic Earth Fossil Facts and Questions from How the Earth Works *Cannot locate- will need to scan* ▪ **Fossils for Kids** ▪ http://www.fossilsforkids.com/Website_Directory.html	Sedimentary packet for each student, containing: Sedimentary Rock Report (attached) Sedimentary Rocks worksheets from Mailbox Science (separate document) Dynamic Earth Fossil Facts and Questions from How the Earth Works (separate document) Blank Note Pages Stickers/labels for each student
Unit 2, Day 16	Metamorphic Rocks	**5.8.2 A. 5.8.2 D.**	**CCSS.ELA-Literacy.RI. 2.7 CCSS.ELA-Literacy.W. 2.2**	▪ SWBAT describe the formation of metamorphic rock, identifying the key factors of heat, pressure, and chemical actions inside the Earth. ▪ SWBAT identify that metamorphic rocks form inside	**Metamorphic rocks:** rocks that are changed by heat, pressure, and chemical actions that form inside the Earth. **Metamorphic:** meta means change, morph means form… metamorphic means to change form	▪ AA –SW read exerts from **Let's Go Rock Collecting,** and explain the effect that heat and pressure have on metamorphic rocks. ▪ GP – SW take notes on the meaning of the word metamorphic and the formation of metamorphic rocks.	**Metamorphic Rocks** ▪ http://www.youtube.com/watch?v=-MSK3n5uNvg *(0:13-1:43)* **Let's Go Rock Collecting** by Roma Gans ▪ Pgs. 26-29 **ISBN-10:** 0064451704	▪ Copies of **Let's Go Rock Collecting** by Roma Gans ▪ Graphic Organizer ▪ Airtight Activity (attached)

'15-'16 Unit/ Day	Topic	NJ Standards	CC Standards	Objectives	Vocabulary	Task/Assessment	Multimedia/Textual Components	Materials
				the earth's crust.		SW identify an example of a metamorphic rock. ▪ IP – SW explain the formation of metamorphic rock.		▪ Day 16 Notes (attached) ▪ Independent Practice (attached) ▪ Blank chart paper ▪ 2 slices each of white bread, wheat bread, and potato bread ▪ Red water ▪ Paper Plate
Unit 2, Day 17	Metamorphic Rocks, Part II	**5.8.2 A. 5.8.2 D.**	**CCSS.ELA-Literacy.RI. 2.7 CCSS.ELA-Literacy.W. 2.2**	▪ SWBAT describe the formation of metamorphic rock, identifying the key factors of heat, pressure, and chemical actions inside the Earth. ▪ SWBAT identify that most mountains are made of metamorphic rock.	**Metamorphic rocks:** rocks that are changed by heat, pressure, and chemical actions that form inside the Earth. **Metamorphic:** meta means change, morph means form… metamorphic means to change form	▪ AA –SW read exerts from **The Best Book of Fossils, Rocks, and Minerals** and compare sedimentary layers and metamorphic layers in mountain ranges. ▪ GP – SW describe the formation of metamorphic rock, identifying the key factors of heat, pressure, and chemical actions inside the Earth. ▪ IP – SW describe metamorphic rocks including the weight, size, color, and texture.	**Geology Kitchen: Metamorphism** ▪ http://www.youtube.com/watch?v=e15n7-zq0mA *(3:48 whole video)* **The Best Book of Fossils, Rocks, and Minerals** by Chris Pellant • Pages 6-7 **ISBN-10:** 0439372755	• Posters with vocabulary ▪ Copies of **The Best Book of Fossils, Rocks, and Minerals** ▪ Graphic organizer ▪ Airtight Activity (attached) ▪ Day 17 Notes (attached) ▪ Show What You Know (attached) ▪ Melted butter, Melted marshmallows, Rice Krispies Ceral ▪ Latex gloves ▪ Metamorphic Rock Samples ▪ Magnifying glasses

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Unit 2, Day 18	Many Minerals	**5.8.2 A. 5.8.2 D.**	**CCSS.ELA-Literacy.RI. 2.7 CCSS.ELA-Literacy.W. 2.2**	▪ SWBAT identify that every rock is made up of one or more minerals. ▪ SWBAT explain how minerals are the building blocks of the earth and describe uses throughout history and today.	**Natural resources:** useful things that come from nature **Mineral:** any solid element found naturally in the Earth, building blocks that make up the Earth	▪ AA –SW read exerts from **The Best Book of Fossils, Rocks, and Minerals** and explain how geologist study minerals. ▪ GP – SW complete a worksheet with a concept map about minerals. SW define mineral, identify that minerals are the building blocks of rocks, generate examples of minerals, identify key characteristics, and describe mineral uses in history. ▪ IP – SW explain how minerals are the building blocks of the Earth..	▪ **Minerals and Rocks** ▪ http://www.brainpopjr.com/science/land/rocksandminerals/ *(3:29 whole video)* ▪ **The Best Book of Fossils, Rocks, and Minerals** by Chris Pellant Pages 10-13 **ISBN-10:** 0439372755	• Copies of **The Best Book of Fossils, Rocks, and Minerals** ▪ Graphic organizer ▪ Airtight Activity (attached) ▪ Day 18 Notes (attached) ▪ Show What You Know (attached) ▪ Mineral samples/Magnifying glasses ▪ Aluminum can
Unit 2, Day 19	Minerals, Part II: Gemstones and Birthstones	**5.8.2 A. 5.8.2 D.**	**CCSS.ELA-Literacy.RI. 2.7 CCSS.ELA-Literacy.W. 2.2**	▪ SWBAT compare and contrast rocks and gemstones.	**Glacier:** a huge mass of ice slowly flowing over a land mass	▪ AA –SW read exerts from **The Big Rock** and explain why the northern part of the world is so rocky and why the rocks are raised. ▪ GP – SW sequence the events that led to the movement of a boulder. ▪ IP – SW explain how the surface of the Earth is constantly changing and describe what forces cause rock movements.	**What is a Glacier?** http://www.youtube.com/watch?v=6YMJBNpwsNQ *(1:55 whole video* **The Big Rock (Aladdin Picture Books)** by Bruce Hiscok Pgs.6-22 **ISBN-10:** 0689829582	▪ Copies of **The Big Rock (Aladdin Picture Books)** by Bruce Hiscok ▪ Graphic Organizer ▪ Airtight Activity (attached) ▪ Day 20 Notes (attached) ▪ Pictures of glaciers (attached) ▪ Independent Practice (attached)
Unit 2, Day 20	Rocks: Sequencing Their Movement	**5.8.2 A. 5.8.2 D.**	**CCSS.ELA-Literacy.RI.**	▪ SWBAT provide examples of ways	**Glacier:** a huge mass of	▪ AA –SW read exerts	**What is a Glacier?** http://www.youtube.com/	▪ Copies of **The Big**

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			2.7 CCSS.ELA-Literacy.W. 2.2	in which the earth's surface is always changing/has changed over millions of years. ▪ SWBAT describe how movements of the plates of the crust and the earth's weather affect rock movement.	ice slowly flowing over a land mass	from **The Big Rock** and explain why the northern part of the world is so rocky and why the rocks are raised. ▪ GP – SW sequence the events that led to the movement of a boulder. ▪ IP – SW explain how the surface of the Earth is constantly changing and describe what forces cause rock movements.	watch?v=6YMJBNpwsNQ *(1:55 whole video* **The Big Rock (Aladdin Picture Books)** by Bruce Hiscok Pgs.6-22 **ISBN-10:** 0689829582	**Rock (Aladdin Picture Books)** by Bruce Hiscok ▪ Graphic Organizer ▪ Airtight Activity (attached) ▪ Day 20 Notes (attached) ▪ Pictures of glaciers (attached) ▪ Independent Practice (attached)
Unit 2, Day 21	Caves	**5.8.2 A. 5.8.2 D.**	**CCSS.ELA-Literacy.RI. 2.7 CCSS.ELA-Literacy.W. 2.2**	▪ SWBAT classify types of caves on the basis of their formation. ▪ SWBAT design and illustrate an accurate cave and describe its formation.	▪ **Cave –** Dark Hollow places that form in rocks	▪ AA –SW read exerts from **Caves and Caverns,** and explain how caves are formed. ▪ GP – SW take notes on the four types of caves, their formation, and observations/facts about each. ▪ IP – SW describe the formation of a cave and answer cave riddles based on formation.	**CAVES** http://www.youtube.com/watch?v=0rFgXghKH9U *(0:18 whole video)* **Caves and Caverns** by Gail Gibbons: Pgs.1, 4-12 **ISBN-10:** 0152013652	• Caves pictures ▪ Copies of **Caves** by Gail Gibbons ▪ Graphic Organizer ▪ Airtight Activity (attached) ▪ Day 21 Notes (attached) ▪ Independent Practice (attached)
Unit 2, Day 23	Ring of Fire…So Many Volcanoes!	**5.8.2 A. 5.8.2 D.**	**CCSS.ELA-Literacy.RI. 2.7 CCSS.ELA-Literacy.W. 2.2**	▪ SWBAT apply knowledge of plate boundaries and movement to the existence of the Ring of Fire. ▪ SWBAT evaluate the name "Ring of Fire" to the region based on volcanic	**Plates:** pieces that fit together like a puzzle that makes up the Earth's crust. **Igneous rocks**: formed when magma from inside the Earth, comes out and cools on the Earth's surface. Also called "fire rocks" because they are formed from hot, molten magma. **Magma**: hot liquid rock	▪ AA –SW read exerts from **The Best Book of Volcanoes** and explain why we can't see most of the volcanoes and how the Earth's crust is like a puzzle. ▪ GP – SW take notes on where and what the Ring of Fire is. SW explain	**The Pacific Ring of Fire** http://www.youtube.com/watch?v=LgTRpSEJxEw *(1:44 whole video)* **My Favorite Nature Book: Volcanoes of the World** by Sonia Goldie **Pages** 6-10 *Cannot order will need to scan*	• Copies of **My Favorite Nature Book: Volcanoes of the World** by Sonia Goldie • Ring of Fire Map ▪ Graphic

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				knowledge.	inside the Earth. **Lava:** liquid magma that reaches the Earth's surface by flowing out of volcanoes. **Volcano**: hole in the crust of the Earth from which hot rock and steam erupt because of movement and pressure inside the Earth. **Volcanic eruption**: when hot molten igneous rock bursts out of the top of a volcano **Earthquake:** trembling/shaking of the ground caused by a sudden burst of energy in rocks below the ground.	why the Ring of Fire exits based on plate boundaries. ▪ IP – SW explain why the Ring of Fire exits where it does.		organizer ▪ Airtight Activity (attached) ▪ Day 22 Notes (attached) ▪ Show What You Know (attached) ▪ Ring of Fire Partner Worksheet (attached)
Unit 2 Day 24	End of Unit Project	**5.8.2 A. 5.8.2 D.**	**CCSS.ELA-Literacy.RI. 2.7 CCSS.ELA-Literacy.W. 2.2**	▪ SWBAT create a map of the volcanoes of the world. ▪ SWBAT compile and highlight important and relevant information from their knowledge of volcanoes.	▪ **N/A**	▪ SW play a review game in groups. They will prepare to take the end-of-unit assessment which occurs the following day.	▪ **N/A**	▪
Unit 2, Day 25	Geologist Review Day	**5.8.2 A. 5.8.2 D.**	**CCSS.ELA-Literacy.RI. 2.7 CCSS.ELA-Literacy.W. 2.2**	▪ SWBAT demonstrate mastery of material presented throughout geology unit.	▪ **N/A**	▪ SW play a review game in groups. They will prepare to take the end-of-unit assessment which occurs the following day.	▪ **N/A**	▪
Unit 2, Day 26	End of Unit Assessment	**5.8.2 A. 5.8.2 D.**	**CCSS.ELA-Literacy.RI. 2.7 CCSS.ELA-Literacy.W. 2.2**	▪ SWBAT demonstrate mastery of material presented throughout geology unit.	▪ **N/A**	▪ SW p take the end-of-unit assessment	▪ **N/A**	▪

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Unit 3, 28 Days	**The American Revolution**							
	▪ **6.1.2 A**. Social Studies Skills o 1. Explain the concepts of long ago and far away. o 2. Apply terms related to time including past, present, and future. o 4. Retell events or stories with accuracy and appropriate sequencing. o 5. Develop simple timelines. ▪ **6.2.2 A**. Civic Life, Politics, and Government o 2. Give examples of authority and recognize problems that might arise from lack of effective authority. o 4. Explain that justice means fairness to all. ▪ **6.6.2 A**. The World in Spatial Terms o 2. Explain that the globe is a model of the Earth and maps are representations of local and distant places. o 3. Demonstrate basic globe and map skills. ▪ **CCSS.ELA-Literacy.RI.2.7** Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text. ▪ **CCSS.ELA-Literacy.W.2.2** Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.							
Unit 3, Day 1	The Study of History and Timelines	**6.6.2 A.** **6.1.2 A.**	**CCSS.ELA-Literacy.RI.2.7** **CCSS.ELA-Literacy.W.2.2**	▪ SWBAT create a timeline that sequences events from history in chronological order.	**Timeline**: a line that represents events in order **Sequence**: to put events in order **History**: the study of the past **Historian**: a scholar that studies the past **Explorer:** someone who searches for something **Voyage:** long journey across the ocean **Expedition**: trip people take to find out more about something **Discover:** to find for the first time	▪ AA –SW create a class-wide timeline. ▪ GP – SW define history and timeline and identify how timelines are organized. ▪ IP – SW explain why timelines are used.	**American Revolution: Timeline** http://www.youtube.com/watch?v=Qm5IuoCf2o8 *(1:31 – whole video)*	• Graphic Organizer ▪ Airtight Activity (attached) ▪ Day 1 Notes (attached) ▪ Independent Practice (attached) ▪ Picture year cards for: George Washington, Abraham Lincoln, Martin Luther King, Barack Obama. ▪ Timeline event:s
Unit 3, Day 2	England Explores! Colony Review	**6.6.2 A.** **6.1.2 A.**	**CCSS.ELA-Literacy.RI.2.7** **CCSS.ELA-Literacy.W.2.2**	▪ SWBAT describe motivations of the King of England for exploring the New World and	**Colony-** a place ruled by someone far away. Somewhere travelers settle. **England-** country in Europe, wanted to explore the "New World" and became	▪ AA –SW read exerts from **You Wouldn't Want To Be an American Colonist** and explain why the colony of Roanoke was not	▪ **Thirteen Colonies** http://www.brainpopjr.com/socialstudies/americanhistory/thirteencolonies/ *(0:00-2:35)*	• Copies of **You Wouldn't Want To Be an American**

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'15-'16 Unit/ Day	Topic	NJ Standards	CC Standards	Objectives	Vocabulary	Task/Assessment	Multimedia/Textual Components	Materials
				the motivations of the settlers for moving there.	interested in claiming land after Spain had journeyed to the Americas. **Voyage-** long journey across the ocean **Expedition-** trip people take to find out more about something **New World-** the name the European Explorers gave North and South America because it seemed like a brand new place to them just was just discovered or "new" **Timeline-** a line that represents events in order **Sequence**- to put events in order **History**- the study of the past **Historian-** a scholar that studies the past **Explorer-** someone who searches for something **Expedition**- trip people take to find out more about something	successful and compare Jamestown to Roanoke. ▪ GP – SW take notes on why the English left England and what they wanted in the New World. ▪ IP – SW explain why the English wanted colonies in the New World.	• **You Wouldn't Want To Be an American Colonist** by Jacqueline Morley Pgs. 5-13 **ISBN-10:** 0531245020	**Colonist** by Jacqueline Morley ▪ Graphic Organizer ▪ Airtight Activity (attached) ▪ Day 2 Notes (attached) ▪ Independent Practice (attached) ▪ Picture year cards for: George Washington, Abraham Lincoln, Martin Luther King, Barack Obama. ▪ Timeline Events
Unit 3, Day 3	Life in the New World as a Colonist- What was it like in America?	**6.6.2 A. 6.1.2 A.**	**CCSS.ELA-Literacy.RI.2.7 CCSS.ELA-Literacy.W.2.2**	▪ SWBAT describe the vision of life in the New World as plentiful and full of freedom and opportunity. ▪ SWBAT describe life in the New World colonies as filled with hardships and challenges.	**Timeline**: a line that represents events in order **Sequence**: to put events in order **History**: the study of the past **Historian**: a scholar that studies the past **Explorer:** someone who searches for something **Voyage:** long journey across the ocean **Expedition**: trip people take to find out more about something **Discover:** to find for the first time	▪ AA –SW read exerts from **You Wouldn't Want To Be An American Colonist,** and explain the challenges that the colonists faced and the relationship between the colonists and the Native American life. ▪ GP – SW identify the settlers' motivation for moving to the New World. SW complete a T-chart on the vision and the reality of life in the colonies.	▪ **The Mayflower and the First Thanksgiving** http://www.youtube.com/watch?v=0vCiqK29W6M *(1:37 whole video)* ▪ **You Wouldn't Want to be an American Colonist** by Jacqueline Morley Pgs. 12, 13, 16, 17, 22-28 **ISBN-10:** 0531245020	▪ Copies of **You Wouldn't Want to be an American Colonist** by Jacqueline Morley ▪ World map with labels for colonies (New World) and England ▪ Graphic Organizer ▪ Airtight Activity

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'15-'16 Unit/ Day	Topic	NJ Standards	CC Standards	Objectives	Vocabulary	Task/Assessment	Multimedia/Textual Components	Materials
						▪ IP – SW label a world map with England, the New World, and the route the colonists took. SW compare the vision of colonial life and the reality of colonial life.		(attached) ▪ Day 3 Notes (attached) ▪ Independent Practice (attached)
Unit 3, Day 4	The Thirteen Colonies: Map Skills	**6.6.2 A.** **6.1.2 A.**	**CCSS.ELA-Literacy.RI.2.7** **CCSS.ELA-Literacy.W.2.2**	▪ SWBAT locate and classify the original 13 colonies based on location (New England; Mid-Atlantic; Southern). ▪ SWBAT describe the relationship between a ruling country (England) and its colonies.	**Independence:** freedom from control or being self-ruled or self-governed **Colony:** a place that is ruled by somewhere far away. **Colony:** can also mean a group of people that left their homeland to settle or live in a different land. However they have to still obey or follow the rules of where they came from. For example, the colonists we are learning about were people that left England to live in the colonies in the New World, however they still had to follow to rules of English King and Queen. **The 13 original colonies**: were organized or broken into different sections. The three sections were the New England Colonies, the Mid-Atlantic Colonies and the Southern Colonies.	▪ AA –SW read exerts from **The 4th of July Story** and will describe why the 13 colonies were located on the east coast and why these areas needed ports. ▪ GP – SW label a map of 13 original colonies with colony name and section (New England, Mid-Atlantic, and Southern) ▪ IP –SW describe the relationship between the colonists and England.	▪ **No More Kings** http://www.youtube.com/watch?v=cAZ8QJgFHOg *(3:01 whole video)* **The 4th of July Story** by Alice Dalgliesh **ISBN-10:** 0689718764 **Pages 7-6**	▪ Copies of **4th of July Story** by Alice Dalgliesh ▪ Graphic organizer ▪ Airtight Activity (attached) ▪ Day 4 Notes (attached) ▪ Show What You Know (attached) ▪ World Map ▪ 13 original colonies map printout (purple USA with red colonies) ▪ 13 original colonies map overhead (names of each colony labeled) ▪ 13 original colonies map printout (regions of colonies labeled) ▪ Colony map

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'15-'16 Unit/ Day	Topic	NJ Standards	CC Standards	Objectives	Vocabulary	Task/Assessment	Multimedia/Textual Components	Materials
								for each S
Unit 3, Day 5	Loyalists vs. Patriots	**6.6.2 A. 6.1.2 A.**	**CCSS.ELA-Literacy.RI.2.7 CCSS.ELA-Literacy.W.2.2**	▪ SWBAT describe the perspectives of the Loyalists and the Patriots. ▪ SWBAT evaluate the arguments of the Loyalists and Patriots.	**Independence:** freedom from control or being self-ruled or self-governed **Colony:** a place that is ruled by somewhere far away. **Colony:** can also mean a group of people that left their homeland to settle or live in a different land. However they have to still obey or follow the rules of where they came from. For example, the colonists we are learning about were people that left England to live in the colonies in the New World, however they still had to follow to rules of English King and Queen. **The 13 original colonies**: were organized or broken into different sections. The three sections were the New England Colonies, the Mid-Atlantic Colonies and the Southern Colonies. **Patriots:** colonists that wanted independence from England **Loyalists:** colonists that wanted to stay ruled by England, or loyal to England.	▪ AA –SW read exerts from **If You Lived At The Time of The American Revolution** and explain why they think England was treating the colonists unfairly. ▪ GP – SW complete a T-chart comparing the motivations and nicknames of the Loyalists and Patriots. ▪ IP –SW describe the views of Loyalists and Patriots. SW select a perspective and write a persuasive letter to fellow colonists.	▪ **Loyalists vs. Patroits** http://www.youtube.com/watch?v=coK_9ZVeufI *(0:00-1:00)* **If You Lived During the American Revolution** by Kay Moore **ISBN-10:** 0590674447 **Pg. 19 & 23**	▪ Copies of **If You Lived At The Time of the American Revolution** by Kay Moore ▪ Graphic organizer ▪ Airtight Activity (attached) ▪ Day 5 Notes (attached) ▪ Show What You Know (attached) ▪ Loyalist/Patriot stickers for each ½ of the class ▪ Visuals for Loyalists/Patriots
Unit 3, Day 6	Angry Colonists: Causes of the Boston Tea Party	**6.6.2 A. 6.2.2 A**.	**CCSS.ELA-Literacy.RI.2.7 CCSS.ELA-Literacy.W.2.2**	▪ SWBAT describe the relationship between English taxes and growing anger among the colonists. ▪ SWBAT explain the meaning of the phrase, "No	**Patriots:** colonists that wanted independence from England **Loyalists:** colonists that wanted to stay ruled by England, or loyal to England. **Taxes:** money that people give the government/or people that run the country..	▪ AA –SW read exerts from **The Boston Tea Party Angry Colonists** and explain why the colonists were smuggling tea. ▪ GP – SW explain why the colonists are growing angry.	▪ **Penn's Woods Puppet Theater** http://www.youtube.com/watch?v=qnHXBPopmN0 *(2:05 whole video)* **The Boston Tea Party Angry Colonists** by Allison Stark Draper **ISBN-10:** 082396177X	▪ Copies of **Boston Tea Party Angry Colonits** by Allison Stark

'15-'16 Unit/ Day	Topic	NJ Standards	CC Standards	Objectives	Vocabulary	Task/Assessment	Multimedia/Textual Components	Materials
				taxation without representation."		▪ IP –SW explain what the phrase no taxation without representation means.	**Pages 6, 12-13**	Draper ▪ Graphic organizer ▪ Airtight Activity (attached) ▪ Day 6 Notes (attached) ▪ Show What You Know (attached) ▪ No Taxation Without Representation Signage ▪ Book for each student from library
Unit 3, Day 7	Boston Tea Party!	**6.6.2 A.**	**CCSS.ELA-Literacy.RI.2.7** **CCSS.ELA-Literacy.W.2.2**	▪ SWBAT describe the patriot perspective that England was treating the colonies unfairly through high taxation and a lack of representation. ▪ SWBAT describe the causes and effect relationship between unfair taxation and the	**Patriots:** colonists that wanted independence from England **Loyalists:** colonists that wanted to stay ruled by England, or loyal to England. **Taxes:** money that people give government/or people that run country. **Boston Tea Party**: Event that urred as a result of the colonists GER towards England for b g taxed unfairly. *1773- Patriots oston dump all the tea*	▪ AA –SW read exerts from **The Boston Tea Party** and describe what the Boston Tea Party was and what the patriots were trying to show England. ▪ GP – SW take notes on the essential question about the Boston Tea Party. Who, What, Where, What, When, and Why. ▪ IP –SW write a letter to King George as an angry	▪ **Sesame Street: Kermit News and Boston T Party** http://www.youtube.com/watch?v=Ar6cFIfPFW4 *(3:28 whole video)* **The Boston Tea Party!** by Pamela Duncan Edwards **ISBN-10:** 0399233571 **Pages 1,3,5,7,9,11,13,16,18,19,20,24-25**	▪ Copies of **Boston Tea Party!** by Pamela Duncan Edwards ▪ Graphic organizer ▪ Airtight Activity (attached) ▪ Day 7

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'15-'16 Unit/ Day	Topic	NJ Standards	CC Standards	Objectives	Vocabulary	Task/Assessment	Multimedia/Textual Components	Materials
				Boston Tea Party.		colonist explaining why they dumped the tea into the harbor.		Notes (attached) ▪ Show What You Know (attached) ▪ Timeline year for 1773
Unit 3, Day 8	Boston Tea Party, Part II: Multimedia and Simulation Day	**6.2.2 A.**	**CCSS.ELA-Literacy.RI.2.7 CCSS.ELA-Literacy.W.2.2**	▪ SWBAT describe the patriot perspective that England was treating the colonies unfairly through high taxation and a lack of representation. ▪ SWBAT describe the causes and effect relationship between unfair taxation and the Boston Tea Party.	**Patriots:** colonists that wanted independence from England **Loyalists:** colonists that wanted to stay ruled by England, or loyal to England. **Taxes:** money that people give government/or people that run country. **Boston Tea Party**: Event that occurred as a result of the colonists ANGER towards England for b being taxed unfairly. *1773- Patriots in Boston dump all the tea*	▪ AA –SW will watch the Liberty Kid and take notes on the key points during the movie that affected the Boston Tea Party. ▪ GP – SW participate in a Boston Tea Party simulation. SW use their knowledge of the events surrounding the Boston Tea Party to state their discontent as a colonist being unfairly taxed. ▪ IP –SW explain why the Boston Tea Party made such a statement to England.	o N/A	▪ Graphic organizer ▪ Airtight Activity (attached) ▪ Day 8 Notes (attached) ▪ Show What You Know (attached) ▪ Timeline for review ▪ Patriot stickers for each S ▪ One teabag for each S ▪ Large bucket of water
Unit 3, Day 9	Revolutionary Soldiers: Minutemen and Redcoats	**6.6.2 A.**	**CCSS.ELA-Literacy.RI.2.7 CCSS.ELA-Literacy.W.2.2**	▪ SWBAT describe the colonial militia and the job of a minuteman. ▪ SWBAT create an accurate written description of a minuteman being called into battle.	**Minutemen:** Patriot soldiers they were ready to fight in a minute's notice. The minutemen were a militia- or a volunteer army. **Militia:** volunteer army **Redcoats:** British (or English) iers. They had fancy uniforms were formal and all matched	▪ AA –SW read exerts from **Sam the Minuteman** and compare the redcoats and the minuteman and explain why the colonists started a riot. ▪ GP – SW contrast Minutemen and Redcoats in a T-chart. ▪ IP –SW write a mock	▪ **Defends Against the Redcoats** → http://www.youtube.com/watch?v=UT3dCp6HSFs *(2:20 whole video)* **Sam the Minuteman!** by Nathaniel Benchley **ISBN-10:** 0064441075 **Whole Book**	▪ Copies of **Sam the Minuteman I Can Read Book 3** by Nathaniel Benchley and Arnold Lobel ▪ Graphic organizer ▪ Airtight

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'15-'16 Unit/ Day	Topic	NJ Standards	CC Standards	Objectives	Vocabulary	Task/Assessment	Multimedia/Textual Components	Materials
						diary entry about being a minuteman called into battle.		Activity (attached) ▪ Day 9 Notes (attached) ▪ Show What You Know (attached) ▪ Redcoats and Minutemen signage
Unit 3, Day 10 (Moveable)	Life in Colonial America *(*Note: Can be used at any point throughout unit)*	**6.2.2 A.**	**CCSS.ELA-Literacy.RI.2.7 CCSS.ELA-Literacy.W.2.2**	▪ SWBAT identify that colonial times refers to the time before/leading up to the American Revolution and independence from England. ▪ SWBAT compare and contrast life in Colonial America and life in America today.	**Colonial America:** the 13 colonies before they became independent from England	▪ IP – SW complete packet for each station.	o N/A	▪ Copies of **If You Lived in Colonial Times** by Ann McGovern ▪ Signs and pictures for each of the 3 colonial life stations (all on chart paper to be hanging at each center) ▪ Computers loaded with site: http://library.thinkquest.org/J002611F/ ▪ Independent observation packets for S to carry from station to station
Unit 3, Day 11	Paul Revere: The Patriot Leader	**6.6.2 A.**	**CCSS.ELA-Literacy.RI.2.7 CCSS.ELA-Literacy.W.2.2**	▪ SWBAT identify that Paul Revere was a Patriot because he thought America should be free	▪ **Paul Revere:** Famous Patriot that went on a secret midnight ride to warn the colonists about the British's plans to attack. Paul Revere's	▪ AA –SW read exerts from **Paul Revere's Ride** and explain who Paul Revere is and why he was important. ▪ GP – SW take notes on	▪ **The Flame Paul Revere's Ride** http://www.youtube.com/watch?v=hd310VsYbR4 *(1:39-5:15)*	▪ Copies of **If You Lived At The Time of the American Revolution** by Kay Moore

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'15-'16 Unit/ Day	Topic	NJ Standards	CC Standards	Objectives	Vocabulary	Task/Assessment	Multimedia/Textual Components	Materials
				from British rule. ▪ SWBAT describe the historical significance of Paul Revere's midnight ride.	ride was very important because it gave the minutemen a chance to gather and prepare to fight the British.	who Paul Revere was and why he was important. ▪ IP –SW explain why Paul Revere was a Patriot and why his ride was significant to the colonies	**Paul Revere's Ride** by Henry Wadsworth Longfellow **ISBN-10:** 0140556125 **Pgs. All Odd Pages with text**	▪ Copies of **Paul Reverse's Ride** by Henry Wadsworth Longfellow ▪ Graphic organizer ▪ Airtight Activity (attached) ▪ Day 11 Notes (attached) ▪ Show What You Know (attached) ▪ Timeline Year – 1775 ▪ Pictures of Paul Revere and his ride ▪ Tri-corned hat and Paul Revere name tag ▪ Sequencing events for Paul Revere's ride
Unit 3, Day 12	Paul Revere's Ride: Longfellow's Famous Poem	**6.2.2 A.**	**CCSS.ELA-Literacy.RI.2.7** **CCSS.ELA-Literacy.W.2.2**	▪ SWBAT describe why Paul Revere's ride was an essential event in the American Revolution. ▪ SWBAT describe the events leading up to and during the midnight ride.	▪ **<u>Paul Revere</u>**	▪ AA –SW read exerts from **Paul Revere's Ride** and explain the importance of Paul Revere knowing that the British were coming by land and sea. ▪ GP – SW take notes on who Paul Revere was and the purpose/outcome of his	▪ **The Midnight Ride of Paul Revere** ▪ http://www.youtube.com/watch?v=U4hUMQG3MI8 *(0:00-3-40)* ▪ **Paul Revere's Ride** by Henry Wadsworth Longfellow and Ted Rand	▪ Copies of **Paul Revere's Ride** by Henry Wadsworth Longfellow and Ted Rand ▪ Graphic organizer ▪ Airtight

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'15-'16 Unit/ Day	Topic	NJ Standards	CC Standards	Objectives	Vocabulary	Task/Assessment	Multimedia/Textual Components	Materials
						midnight ride. SW trace the route of his ride on a map of the Boston area. ▪ IP –SW write a mock newspaper article about the midnight ride of Paul Revere.	**ISBN-10:** 0140556125 **All odd pages with text**	Activity (attached) ▪ Day 5 Notes (attached) ▪ Show What You Know (attached) ▪ Loyalist/Patriot stickers for each ½ of the class ▪ Visuals for Loyalists/Patriots
Unit 3, Day 13	Build Up to the American Revolution: Review Day	**6.6.2 A.**	**CCSS.ELA-Literacy.RI.2.7 CCSS.ELA-Literacy.W.2.2**	▪ SWBAT synthesize how all the events leading up to the American Revolution resulted the American Revolutionary War.	▪ **Paul Revere**	▪ AA –SW read exerts from **Let It Begin Here!** and explain why the British wanted to capture Paul Revere. ▪ GP – SW complete a T-chart of important American and British figures in the Revolutionary War. SW match names and pictures and identify what each person is known for. ▪ IP –SW write a mock encyclopedia entry on the causes of the American Revolution.	▪ **Liberty's Kids: The Shot Heard Round the World →** http://www.youtube.com/watch?v=sLLg7l_rSuY *(7:35-9:59)* **Let It Begin Here!** by Dennis Brindell Fradin **ISBN-10:** 0802797113 **Pages 2-11**	▪ Copies of **Let It Begin Here! Lexington and Concord: The First Battles of the American Revolution** by Dennis Brindell Fradin ▪ Graphic organizer ▪ Airtight Activity (attached) ▪ Day 13 Notes (attached) ▪ Show What You Know (attached)
Unit 3, Day 14	Beginning Battles: Lexington	**6.2.2 A.**	**CCSS.ELA-Literacy.RI.2.7 CCSS.ELA-Literacy.W.**	▪ SWBAT describe the significance of the "shot heard 'round the	▪ **Battle of Lexington:** 1st battle of the Revolutionary War. Occurred right after Paul	▪ AA –SW read exerts from **Let It Begin Here! The Battle of Lexington and**	▪ **The Battles of Lexington and Concord** ▪ http://www.youtube.	▪ Copies of **Let It Begin Here! Lexington**

'15-'16 Unit/ Day	Topic	NJ Standards	CC Standards	Objectives	Vocabulary	Task/Assessment	Multimedia/Textual Components	Materials
			2.2	world."	Revere's midnight ride.	**Concord** and explain what the British thought the colonists were going to do, and why the British won the first battle. ▪ GP – SW explain the events that happened at Lexington. ▪ IP –SW explain the essential questions of the Battle of Lexington.	com/watch?v=fpLs5HgQusQI *(0:00-3:09)* **Let It Begin Here! Lexington and Concord** **ISBN-10:** 0802797113 by Dennis Brindell Fradin **Pg. 13-17**	**and Concord: First Battles of American Revolution** by Dennis Brindell Fradin and Larry Day ▪ Graphic organizer from Day 13 (Who's Who?!) ▪ Airtight Activity (attached) ▪ Day 14 Notes (attached) ▪ Show What You Know (attached) ▪ Battle of Lexington Timeline Event
Unit 3, Day 15	Beginning Battles: Concord	**6.6.2 A.**	**CCSS.ELA-Literacy.RI.2.7** **CCSS.ELA-Literacy.W.2.2**	▪ SWBAT compare and contrast the Battles of Lexington and Concord.	**Battle of Lexington:** 1st battle of the Revolutionary War. Occurred right after Paul Revere's midnight ride. **Battle of Concord:** 2nd battle of the Revolutionary War	▪ AA –SW read exerts from **Let It Begin Here! The Battle of Lexington and Concord** and explain what the motivation of the British and the colonists was to fight the battle. ▪ GP – SW explain the events that happened building up to Concord and what happened at Concord. ▪ IP –SW compare and contrast the battle of	▪ **The Battle at Lexington and Concord** http://www.youtube.com/watch?v=fpLs5HgQusQ *(2:03-3:56)* **Let It Begin Here! Lexington and Concord** by Dennis Brindell Fradin **ISBN-10:** 0802797113 **Pg. 18-23**	▪ Copies of **Let It Begin Here! Lexington and Concord: First Battles of American Revolution** by Dennis Brindell Fradin and Larry Day ▪ Graphic organizer ▪ Airtight

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'15-'16 Unit/ Day	Topic	NJ Standards	CC Standards	Objectives	Vocabulary	Task/Assessment	Multimedia/Textual Components	Materials
						Lexington and Concord.		Activity (attached) ▪ Day 15 Notes (attached) ▪ Show What You Know (attached) ▪ Battle of Concord Timeline Event
Unit 3, Day 16	George Washington: Soldier and Leader	**6.2.2 A**.	**CCSS.ELA-Literacy.RI.2.7 CCSS.ELA-Literacy.W.2.2**	▪ SWBAT describe George Washington based on his leadership roles and character traits in colonial and revolutionary America. ▪ SWBAT explain why George Washington was a good selection to be the first president of the new USA.	▪ **George Washington:** 1st President of the United States of America, important military leader during the American Revolution	▪ AA –SW read exerts from **George Washington Solider, Hero, President** and explain why George Washington was a great leader for the Patriots. ▪ GP – SW explain the character traits and actions that George Washington partook in. ▪ IP –SW explain why George Washington made a good president. .	▪ **George Washington** ▪ http://www.youtube.com/watch?v=-gVhoOp4KrU *(0:00-1:57)* **George Washington Solider, Hero, President** by Justine and Ron Fontes **ISBN-10:** 075847377X **Pgs. 18-23 & 34-35**	▪ Copies of **George Washington – Soldier, Hero, President (DK Readers, Level 3: Reading Alone)** by Justine Korman Fontes and Ron Fontes ▪ Graphic organizer ▪ Airtight Activity (attached) ▪ Day 16 Notes (attached) ▪ Show What You Know (attached) ▪ George Washington Timeline Event ▪ Pictures of

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'15-'16 Unit/ Day	Topic	NJ Standards	CC Standards	Objectives	Vocabulary	Task/Assessment	Multimedia/Textual Components	Materials
								George Washington ▪
Unit 3, Day 17	Schoolhouse Rock Review of Revolutionary Events	**6.6.2 A.**	**CCSS.ELA-Literacy.RI.2.7** **CCSS.ELA-Literacy.W.2.2**	▪ SWBAT describe the historical significance of the beginning events of the American Revolution.	**Independence:** Freedom from control or being self-ruled or self-governed **Colony:** A place that is ruled by somewhere far away ▪ **The 13 original colonies:** Were organized or broken into different sections. The three sections are England Colonies, the Mid-Atlantic Colonies, and the Southern Colonies.	▪ GP – SW use the School House Rock songs to identify and describe key early events in the revolution. ▪ IP –SW use the School House Rock songs to identify and describe key early events in the revolution.	**No More Kings (2:59 minutes):** http://www.youtube.com/watch?v=WvOZs3g3qIo **Shot Hear'Round the World (3:01 minutes):** http://www.youtube.com/watch?v=Y6ikO6LMxF4	▪ Projector and computer for School House Rock Video ▪ Enlarged copy of part one of No More Kings and verse one of Shot Heard 'Round the World ▪ Lyrics Sheet ▪ Blank Chart Paper for modeled writing
Unit 3, Day 18	Declaration of Independence	**6.2.2 A.**	**CCSS.ELA-Literacy.RI.2.7** **CCSS.ELA-Literacy.W.2.2**	▪ SWBAT describe the Declaration of Independence as an important document written by Patriot leaders in the colonies to King George in England stating that America was free from England. ▪ SWBAT describe and evaluate the basic rights outlined in the Declaration of Independence.	▪ **Independence:** freedom from control or being self-ruled or self-governed	▪ AA –SW read exerts from **4th of July Story** and explain what rights the Declaration of Independence gave the colonists. ▪ GP – SW define the words "declaration" and "independence." SW describe why the Declaration of Independence was important and what it said. ▪ IP –SW summarize the rights outlined by the Declaration and write a personal response to those rights.	**The Declaration School House Rock Copy** http://www.youtube.com/watch?v=vrSeCYSnj5Y *(0:00-2:57)* **The 4th of July Story** by Alice Dalgliesh **ISBN-10:** 0689718764 **Pgs. 12-17**	▪ Copies of **The 4th of July** ▪ Original Text Declaration of Independence ▪ Graphic organizer ▪ Blank chart paper with title: "*Class Name's* Declaration of Independence" ▪ Airtight Activity (attached) ▪
Unit 3, Day 19	Primary Source Investigation: The	**6.6.2 A. 6.2.2 A.**	**CCSS.ELA-Literacy.RI.**	▪ SWBAT analyze, discuss, and think	▪ **Independence**	▪ GP – SW read a scripted Theatre piece to set the	▪ **Packet including Declaration of**	▪ Packet including

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'15-'16 Unit/ Day	Topic	NJ Standards	CC Standards	Objectives	Vocabulary	Task/Assessment	Multimedia/Textual Components	Materials
	Declaration of Independence		**2.7 CCSS.ELA-Literacy.W. 2.2**	critically about the original text of the Declaration of Independence. ▪ SWBAT create a class-wide rewrite of the Declaration of Independence in their own words.		scene of the growing tension in the colonies before the writing of the Declaration of Independence. TW read the words of the actual Declaration while students read and record a modern adaptation. The n the class will create their own Declaration. ▪ IP –SW synthesize their understanding of the primary source in a discussion groups differentiated by literacy group.	**Independence, Throwback Theatre Script**	Declaration of Independence, Throwback Theatre Script ▪ Declaration of Independence Poster ▪ Notes = Primary Source Documents ▪ Graphic organizer ▪ Discussion Question Worksheet ▪ Blank chart paper with title: "*Class Name's* Declaration of Independence"
Unit 3, Day 20	Thomas Jefferson	**6.6.2 A. 6.2.2 A**	**CCSS.ELA-Literacy.RI. 2.7 CCSS.ELA-Literacy.W. 2.2**	▪ SWBAT describe the role that Thomas Jefferson had in the colonies before, during, and after the revolution.	**Thomas Jefferson:** Patriot leader during the American Revolution. Author of the Declaration of Independence and after the Revolution becam the third President of the USA. ▪ **Independence:** Freedo m from control or being self-ruled or self-governed	▪ AA –SW read exerts from **The 4th of July Story** and explain the importance of Thomas Jefferson. ▪ GP – SW explain why the Patriots created a Congress and what Thomas Jefferson believed in. ▪ IP –SW create a resume to explain all the jobs that Thomas Jefferson had and why they were important for his leadership creating the United States.	**Boston Tea Party and Thomas Jefferson** http://www.youtube.com/watch?v=JfBzkH-GFto *(0:00-2:17)* **The 4th of July Story** by Alice Dalgliesh **ISBN-10:** 0689718764 **Pg. 12-15**	▪ Copies of **The 4th of July** ▪ Graphic organizer ▪ Graphic organizer for Q & A ▪ Tri-corned hat and Thomas Jefferson Name Tag ▪ Airtight Activity (attached) ▪ Day 14 Notes (attached) ▪ Show What

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'15-'16 Unit/ Day	Topic	NJ Standards	CC Standards	Objectives	Vocabulary	Task/Assessment	Multimedia/Textual Components	Materials
								You Know (attached) ▪ Pictures of Jefferson ▪ Sentence Strips with TJ jobs: An Author of Declaration of Independence, Architect, Inventor, Scientist, and President
Unit 3, Day 21	Independence Day: The 4th of July!	**6.6.2 A. 6.2.2 A**	**CCSS.ELA-Literacy.RI.2.7 CCSS.ELA-Literacy.W.2.2**	▪ SWBAT describe the reasons why the day is celebrated as a holiday and its historical significance. ▪ SWBAT compare and contrast the first Fourth of July and the holiday today.	▪ **Independence**	▪ AA –SW read a Time for Kids magazine article about the 4th of July and Independence Day. SW explain what the original Independence Day was like. ▪ GP – SW take notes on the essential facts about the original Independence Day. Who, What, When, Where, and Why. ▪ IP –SW explain how would our lives be different if Independence Day never occurred.	**Liberty Kids: The First Fourth of July** http://www.youtube.com/watch?v=eccgj5u_Ydc *(17:20-21:37)* **Time Kids Article: A Star-Spangled Celebration (attached)**	▪ Copies of **Time Magazine Article** (attached) ▪ Graphic organizer ▪ Airtight Activity (attached) ▪ Day 21 Notes (attached) ▪ Show What You Know (attached) ▪ 4th of July → Independence Day! Signage
Unit 3, Day 22	Betsy Ross and the American Flag	**6.6.2 A. 6.2.2 A**	**CCSS.ELA-Literacy.RI.2.7 CCSS.ELA-Literacy.W.2.2**	▪ SWBAT describe the changes to the American flag over time, from colonial time through present day. ▪ SWBAT compare and contrast the original American	**Betsy Ross:** believed to have sewn the 1st American Flag that represented the 13 original colonies **Original American Flag:** The flag sewn by Betsey Ross had 13 stars that represented the 13 original colonies.	▪ AA –SW read exerts from **Stars and Stripes – The Story of the American Flag** and explain the characteristics of the new American flag and why there are 13 stripes. ▪ GP – SW describe the	▪ **Besty Ross and the 1st American Flag** ▪ http://www.youtube.com/watch?v=l9aGW3YNajE *(0:00-2:40)* ▪ **Stars and Stripes – The Story of the American Flag** by	▪ Copies of **Stars and Stripes – The Story of the American Flag** by Kay Moore ▪ Graphic organizer

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'15-'16 Unit/ Day	Topic	NJ Standards	CC Standards	Objectives	Vocabulary	Task/Assessment	Multimedia/Textual Components	Materials
				flag with today's flag.		significance of each flag that has represented the colonies/America. SW match each flag with the ruling country of the time. ▪ IP –SW describe how the American flag has changed over time.	Sarah L. Thomson **ISBN-10:** 0060504161 **Pg. 1-11 15-17 20-21 24-27**	▪ Airtight Activity (attached) ▪ Day 22 Notes (attached) ▪ Show What You Know (attached) ▪ Pictures of Betsy Ross ▪ Betsy Ross Timeline Event ▪ Pictures of flags: British, American, 1st American, American Today
Unit 3, Day 23	Colonial Perspectives: Voices of the Revolution	**6.6.2 A. 6.2.2 A**	**CCSS.ELA-Literacy.RI. 2.7 CCSS.ELA-Literacy.W. 2.2**	▪ SWBAT identify and describe motivations behind having Loyalist/Patriot/ neutral perspective. ▪ SWBAT compare and contrast the Loyalist and Patriot perspectives on the Revolutionary War.	**Perspective:** the way we see things **Patriots:** colonists that wanted independence from England **Loyalists:** colonists that wanted to stay ruled by England, or loya to England **Neutral:** colonists who did not choose either side	▪ AA –SW read exerts from **Colonial Voices: Hear Them Speak** and describe the colonist's motivation behind their viewpoint. ▪ GP – SW identify the perspective of a Loyalists/Patriot/Neutral colonist during the beginning of the war. SW describe the motivation behind the viewpoint. ▪ IP –SW read to identify a perspective and describe the colonist's motivation behind their viewpoint.	**Patriots vs. Loyalists Debate 2012** http://www.youtube.com/watch?v=ypfm7yU-X3w *(0:00-4:57)* **Colonial Voices: Hear Them Speak** by Kay Winters **ISBN-10:** 0147511623 **Pgs. 8, 9, 16, 24**	▪ Copies of **Colonial Voices: Hear Them Speak** by Kay Winters ▪ Graphic organizer ▪ Airtight Activity (attached) ▪ Day 23 Notes (attached) ▪ Show What You Know (attached)
Unit 3, Days 24 and 25	American Revolution Project Day	**6.6.2 A. 6.2.2 A**	**CCSS.ELA-Literacy.RI. 2.7 CCSS.ELA-**	▪ SWBAT synthesize knowledge gained	▪ **N/A**	▪ AA – SW create a story map organizing the events of the American	**Liberty Kids: The Shot Heard Around the World** http://www.youtube.com/watch?v=NfxrNXOZsYk	▪ Liberty's Kids *The Shot Heard Round the*

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'15-'16 Unit/ Day	Topic	NJ Standards	CC Standards	Objectives	Vocabulary	Task/Assessment	Multimedia/Textual Components	Materials
			Literacy.W. 2.2	throughout this unit into the creation of two projects: a sign announcing the Declaration of Independence and a flag representing the colony of Massachusetts.		Revolution into a story. SW write and illustrate a book that shows and describes important events that took place before, during, and after the Revolutionary War.		*World* (only part 1) ▪ Enlarged Story Map for T ▪ Enlarged a key events for STORY Map (attached) ▪ Student Books
Unit 3, Day 26	Historian Jeopardy Review	**66.6.2 A. 6.2.2 A**	**CCSS.ELA-Literacy.RI. 2.7 CCSS.ELA-Literacy.W. 2.2**	▪ SWBAT demonstrate mastery of material presented throughout American Revolution unit.	▪ **N/A**	▪ AA – SW play a game of Jeopardy-style review. They will prepare to take the end of the unit assessment, which occurs the following day.	▪ **N/A**	▪ Jeopardy Game ▪ Projector ▪ Note packet for each S ▪ Historian stickers
Unit 3, Day 27	End of Unit Assessment	**6.6.2 A. 6.2.2 A**	**CCSS.ELA-Literacy.RI. 2.7 CCSS.ELA-Literacy.W. 2.2**	▪ SWBAT demonstrate mastery of material presented throughout American Revolution unit.	▪ **N/A**	▪ Final Assessment	▪ **N/A**	▪ Assessment
Unit 3, Day 28	Experiencing Colonial Life: Food, Culture, and Clothing	**6.6.2 A.**	**CCSS.ELA-Literacy.RI. 2.7 CCSS.ELA-Literacy.W. 2.2**	▪ SWBAT identify and describe aspects of colonial life and culture through experiencing historically accurate videos, food, games, and community traditions.	▪ **N/A**	▪ Final Assessment	▪ **N/A**	▪ Assessment
Unit 4, 26 Days	**Water, Water, Everywhere!**							
	▪ **5.8.2 B**. Atmosphere and Water o 1. Identify the sources and uses of water.							

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'15-'16 Unit/ Day	Topic	NJ Standards	CC Standards	Objectives	Vocabulary	Task/Assessment	Multimedia/Textual Components	Materials
	○ 2. Recognize that water can disappear (evaporate) and collect on cold surfaces (condense). ○ 3. Describe current weather conditions and recognize how those conditions affect our daily lives. ○ 4. Describe daily and seasonal changes and patterns in the weather. ▪ **6.6.2 A**. The World in Spatial Terms ○ 2. Explain that the globe is a model of the Earth and maps are representations of local and distant places. ○ 3. Demonstrate basic globe and map skills. ▪ **CCSS.ELA-Literacy.RI.2.7** Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text. ▪ **CCSS.ELA-Literacy.W.2.2** Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.							
Unit 4, Day 1	Introduction to Water and the Water Cycle	**6.6.2 A. 5.8.2 B.**	**CCSS.ELA-Literacy.RI.2.7 CCSS.ELA-Literacy.W.2.2**	▪ SWBAT explain why water is essential to the human body. ▪ SWBAT describe multiple sources of and uses for water.	**Water –** transparent, tasteless liquid **Water cycle –** the way in which water moves on and around the Earth **Cycle –** a cycle is a series of events in order that repeat	▪ AA –SW read exerts from **why Drinking Water is the Way to Go!** and explain why water is so important to your body and what uses water has for our body. ▪ GP – SW brainstorm uses for and sources of water. SW identify that ¾ of the Earth's surface is covered by water and ¼ is covered by land. ▪ IP –SW represent the ratio of water to land on the Earth's surface.	▪ **Earth: The Water Planet (0:00-1:11)** http://www.youtube.com/watch?v=moSBExILu2M **Why Drinking Water is the Way to Go!** By Mary L. Gavin (attached)	▪ Copies for each student of **Why Drinking Water is the Way to Go!** By Mary L. Gavin (attached) ▪ Blank chart paper for uses/sources of water brainstorm ▪ Airtight Activity (attached) ▪ Day 1 Notes (attached) ▪
Unit 4, Day 2	The Water Cycle and Introduction to Evaporation	**6.6.2 A. 5.8.2 B.**	**CCSS.ELA-Literacy.RI.2.7 CCSS.ELA-Literacy.W.2.2**	▪ SWBAT describe the water cycle in general terms, as the way the water moves on and around the earth.	**Hypothesis –** a smart predictio that will be tested during an experiment **Evaporation –** the change of state from liquid to gas due to heat. When a water molecule evaporates, it becomes invisible water vapor	▪ AA –SW read exerts from **Water Cycle** and explain the step of evaporation and condensation. ▪ GP – SW define evaporation, identify evaporation in the water cycle, identify the source of heat that causes evaporation and generate examples of evaporation. ▪ IP –SW explain why	▪ **The Water Cycle (0:00-5:25)** http://www.brainpopjr.com/science/weather/watercycle/ **The Water Cycle** *(attached)*	▪ Copies of **The Water Cycle** (attached) ▪ Water Cycle Song Poster ▪ Water Cycle Poster (each step covered with blank white paper) ▪ Cup of water

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'15-'16 Unit/ Day	Topic	NJ Standards	CC Standards	Objectives	Vocabulary	Task/Assessment	Multimedia/Textual Components	Materials
						evaporation is essential to the water cycle.		for each S ▪ 2 clear cups with equal amounts of water in them ▪ Airtight Activity (attached) ▪
Unit 4, Day 3	The Life of a Drop of Water and Evaporation	**6.6.2 A. 5.8.2 B.**	**CCSS.ELA-Literacy.RI. 2.7 CCSS.ELA-Literacy.W. 2.2**	▪ SWBAT draw and label a detailed diagram of evaporation. ▪ SWBAT record and explain observations and conclusions from an evaporation experiment.	**Hypothesis –** a smart predictio that will be tested during an experiment **Evaporation –** the change of state from liquid to gas due to heat. When a water molecule evaporates, it becomes invisible water vapor **Water –** tasteless (it has no taste) and its transparent (you can see through it)	▪ AA –SW read exerts from **The Life and Times of a Drop of Water** and explain how water changes through the water cycle. ▪ GP – SW label the diagram of a water cycle. ▪ IP –SW explain the difference between water and water vapor.	▪ **Evaporation (0:00-1:10)** http://www.youtube.com/watch?v=pS2O6ITng2Q **The Life and Times of a Drop of Water** by Angela Royston **ISBN-10:** 1410919560 **Pgs. 4-9 & 28-29**	▪ Copies of **The Life and Times of a Drop of Water** by Rain Tree ▪ Cups of water from yesterday's experiment ▪ Class hypothesis charted from yesterday ▪ Airtight Activity (attached) ▪ Day32 Notes (attached)
Unit 4, Day 4	Humidity	**6.6.2 A. 5.8.2 B.**	**CCSS.ELA-Literacy.RI. 2.7 CCSS.ELA-Literacy.W. 2.2**	▪ SWBAT compare and contrast humid and dry locations. ▪ SWBAT describe the relationship between humidity levels and proximity of a location to a body of water.	**Hypothesis –** a smart predictio that will be tested during an experiment **Evaporation –** the change of state from liquid to gas due to heat. When a water molecule evaporates, it becomes invisible water vapor **Water –** tasteless (it has no taste) and its transparent (you can see through it)	▪ AA –SW read exerts from **Humidity** and explain how humidity affects the area that people live in. ▪ GP – SW define humidity as the amount of moisture in the air and identify that it occurs because of water drops or water vapor in the air. SW identify	**BrainPOP Humidity (0:00-1:07)** http://www.brainpop.com/science/weather/humidity/ **Humidity** (attached)	▪ Copies of **Humidity** (attached) ▪ Airtight Activity (attached) ▪ Day 4 Notes (attached) ▪ Show What You Know (attached)

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'15-'16 Unit/ Day	Topic	NJ Standards	CC Standards	Objectives	Vocabulary	Task/Assessment	Multimedia/Textual Components	Materials
						humid places around the US and connect proximity to a body of water or coast with levels of humidity. ▪ IP –SW describe how those places feel and the factor that affects the humidity levels of those places.		
Unit 4, Day 5	Condensation	**6.6.2 A. 5.8.2 B.**	**CCSS.ELA-Literacy.RI. 2.7 CCSS.ELA-Literacy.W. 2.2**	▪ SWBAT compare and contrast the processes of evaporation and condensation.	**Condensation -** the change of state from gas to liquid due to cooling, when water vapor turns into water droplets **Clouds –** clusters or groups of water droplets	▪ AA –SW read exerts from **The Life and Times of a Drop of Water** and explain the process of condensation. ▪ GP – SW define condensation and identify it as the opposite process as evaporation, and identify clouds as lots of drops of water droplets altogether. SW identify condensation in the water cycle as clouds. ▪ IP –SW compare and contrast condensation in the water cycle to evaporation.	▪ **Evaporation and Condensation (0:00-3:08)** http://www.youtube.com/watch?v=SfzUBe7lp44 **The Life and Times of a Drop of Water** by Angela Royston **ISBN-10:** 1410919560 **Pgs. 10-11**	▪ Copies of **The Life and Times of a Drop of Water** by Rain Tree ▪ Airtight Activity (attached) ▪ Day 5 Notes (attached) ▪ Show What You Know (attached)
Unit 4, Day 6	Clouds: Condensation in the sky	**6.6.2 A. 5.8.2 B.**	**CCSS.ELA-Literacy.RI. 2.7 CCSS.ELA-Literacy.W. 2.2**	▪ SWBAT identify the 4 types of clouds (cumulus, cirrus, stratus, and fog) and describe what each looks like.	**Condensation -** the change of state from gas to liquid due to cooling, when water vapor turns into water droplets **Clouds –** clusters or groups of water droplets **Cirrus –** clouds high in the sky, indicate GOOD weather, looks like a horse's tail **Cumulus –** big, white puffy clouds that are flat on the bottom and look like marshmallows on the top **Stratus –** flat, gray clouds, lower than other clouds	▪ AA –SW read exerts from **Weather Clouds** and explain how clouds are important to the water cycle and describe the three types of clouds. ▪ GP – SW draw and identify characteristics of the four types of clouds. ▪ IP –SW name each cloud based on a photograph and write a mock weather report about the forecast based on the	▪ **Ms. Mykie's Lesson Plan 3: Clouds (0:00-3:18)** http://www.youtube.com/watch?v=kL6tfEEzXtM **Weather Clouds** by Blastoff! Readers **ISBN-10:** 1600140246 **Pgs. 4-23**	▪ Copies of **Weather Clouds** by Blastoff Readers! ▪ Airtight Activity (attached) ▪ Day 6 Notes (attached

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'15-'16 Unit/ Day	Topic	NJ Standards	CC Standards	Objectives	Vocabulary	Task/Assessment	Multimedia/Textual Components	Materials
						clouds.		) ▪ Show What You Know (attached) ▪ Cloud Pictures
Unit 4, Day 7	Precipitation: Rain, Snow, Hail, Sleet	**6.6.2 A. 5.8.2 B.**	**CCSS.ELA-Literacy.RI. 2.7 CCSS.ELA-Literacy.W. 2.2**	▪ SWBAT compare and contrast the causes and formation of the four main types of precipitation.	**Precipitation:** water that falls from the sky **Rain:** precipitation in water droplet form **Hail:** precipitation in ice form **Sleet:** precipitation that is a mix of water and ice **Snow:** frozen precipitation that comes down in white flakes	▪ AA –SW describe the experiment, using water cycle vocabulary to identify what each step represented. ▪ GP – SW define precipitation, place it within the sequence of the water cycle, and describe the four different types of precipitation. ▪ IP –SW compare and contrast rain, snow, sleet, and hail.	▪ **Precipitation (0:00-3:07)** http://www.youtube.com/watch?v=fSkK288YCbw	▪ Airtight Activity (attached) ▪ Day 7 Notes (attached) ▪ Show What You Know (attached) ▪ Precipitation pictures ▪ Precipitation experiment materials Hot Water A Pyrex of other glass container with a handle Ice cubes A pie pan or other container
Unit 4, Day 8	The Water Cycle: Putting it All Together!	**6.6.2 A. 5.8.2 B.**	**CCSS.ELA-Literacy.RI. 2.7 CCSS.ELA-Literacy.W. 2.2**	▪ SWBAT identify and sequence the steps of the water cycle.	**Precipitation:** water that falls from the sky **Rain:** precipitation in water droplet form **Hail:** precipitation in ice form **Sleet:** precipitation that is a mix of water and ice **Snow:** frozen precipitation that comes down in white flakes	▪ AA –SW read **The Water Cycle** and describe the different steps of the water cycle. ▪ GP – SW make observations of and predictions about the solar still. SW draw a diagram of the experiment. ▪ IP –SW describe the water cycle in words.	▪ **Water Cycle: Magic School Bus (0:00-1:41)** http://www.youtube.com/watch?v=AQKdkponoZM • **The Water Cycle** Kids Encyclopedia (attached)	▪ Airtight Activity (attached) ▪ Day 8 Notes (attached) ▪ Show What You Know (attached) ▪ Solar Still Materials Clear plastic container Soil

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'15-'16 Unit/ Day	Topic	NJ Standards	CC Standards	Objectives	Vocabulary	Task/Assessment	Multimedia/Textual Components	Materials
								Water Clear Plastic Cup Clear Plastic Wrap Tape Pebble/Rock
Unit 4, Days 9 and 10	Oceans (Two-day group work and presentations)	**6.6.2 A. 5.8.2 B.**	**CCSS.ELA-Literacy.RI. 2.7 CCSS.ELA-Literacy.W. 2.2**	▪ SWBAT name, locate, and describe the 4 main oceans and their location on the map and the globe.	**Ocean**: a huge body of saltwater that surrounds Earth's continents, separated into 4 regions **Water:** transparent, tasteless liquid **Water cycle**: the way in which water moves on and around the earth	▪ AA –SW read exerts from **The ABC's of Oceans** and explain the location of the equator and how it impacts the certain oceans. ▪ GP – SW identify that oceans cover ¾ of Earth's surface, describe key characteristics of oceans, and name and label all four oceans of the world. ▪ IP –SW in a group to research and create a poster and presentation about one ocean of the world.	▪ 2:58 minute video **The Ocean That We Want To Know (0:00-2:58)** http://www.youtube.com/watch?v=z1pxmcE3S8k **The ABC's of Oceans** by Bobbie Kalman **ISBN-10:** 0778734323 **Pgs. 4-5**	▪ Copies of **The ABC's of Oceans** by Bobbie Kalman ▪ Airtight Activity (attached) ▪ Day 9 Notes (attached) ▪ Show What You Know (attached) ▪ World Map ▪ Globe ▪ 4 flags for each ocean ▪ Ocean research packets ▪ Posters and colored pencils ▪ Ocean Prize
Unit 4, Days 11 and 12	Oceans and Their Physical Surface	**6.6.2 A. 5.8.2 B.**	**CCSS.ELA-Literacy.RI. 2.7 CCSS.ELA-Literacy.W. 2.2**	▪ SWBAT describe key components of physical ocean features, including coast, shore, and ocean floor landforms. ▪ SWBAT evaluate two types of deep sea exploration.	**Ocean floor:** the bottom surfac underneath the ocean. The ocean floor has different landforms such as mountains and trenches. • **Trench**: a V shaped valley under the ocean • **Continental shelf:** the underwater land that boarders a	▪ AA –SW read exerts from **The Magic School Bus** and explain the different locations of the ocean and the characteristics of these land forms. ▪ GP – SW match key ocean floor vocabulary terms with their definitions. ▪ IP – SW compare different features of the	**The Ocean Floor Revealed (0:00-1:52)** http://www.youtube.com/watch?v=K8bIL9Ki2mQ **The Magic School Bus on the Ocean Floor** by Joanna Cole and Bruce Degen **ISBN-10:** 0590414313 **Pgs. 13-31 40-41**	▪ Copies of **The Magic School Bus on the Ocean** by Joanna Cole and Bruce Degen ▪ Physical Map of the World ▪ World Map ▪ Sentence strips with ocean floor

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'15-'16 Unit/ Day	Topic	NJ Standards	CC Standards	Objectives	Vocabulary	Task/Assessment	Multimedia/Textual Components	Materials
					continent • **Continental slope:** the slope downward from the continental shelf TO the deep ocean bottom or floor • **Reef**: ridges of rock/coral/sand lying close to/or near the surface/or top of the water	ocean floor.		geography terms and definitions ▪ Airtight Activity (attached) ▪ Day 11 Notes (attached) ▪ Show What You Know (attached)
Unit 4, Day 13	Waves and Tide Pools (Motion in the Ocean Part I)	**6.6.2 A. 5.8.2 B.**	**CCSS.ELA-Literacy.RI.2.7 CCSS.ELA-Literacy.W.2.2**	▪ SWBAT identify the cause and effect relationship between wind and waves. ▪ SWBAT describe the formation, importance, and plant/animal life of life pools.	**Hypothesis –** a smart predictio that will be tested during an experiment **Evaporation –** the change of state from liquid to gas due to heat. When a water molecule evaporates, it becomes invisible water vapor **Water –** tasteless (it has no taste) and its transparent (you can see through it)	▪ AA –SW read exerts from **Life in a Tide Pool** and explain how tide pools are created and their impact on the species that live there. ▪ GP – SW describe the relationship between wind and the creation of waves. SW identify the importance of waves. SW identify and record key facts about tide pools. ▪ IP –SW write a description of a visit to a tide pool, including how it formed, animal/plant life observed, and its importance as a habitat.	▪ **Life in a Tide Pool (0:00 – 1:46)** ▪ http://www.youtube.com/watch?v=hhpO1VAZ6nA **Life in a Tide Pool** by Allan Fowler **ISBN-10:** 0516260839 **(Pgs. 3-30)**	▪ Copies of **Life in Tide Pool** by Allan Fowler ▪ Airtight Activity (attached) ▪ Day 13 Notes (attached) ▪ Show What You Know (attached) ▪ Pictures of tide pools and creatures Tub of water
Unit 4, Day 14	Tides (Motion in the Ocean Part II)	**6.6.2 A. 5.8.2 B.**	**CCSS.ELA-Literacy.RI.2.7 CCSS.ELA-**	▪ SWBAT describe the way in which the sun and moon	▪ **N/A**	▪ AA –SW read exerts from **Tides** and explain how the moon creates	**Fundy Tides (0:00-1:22)** http://www.youtube.com/watch?v=5W2sM1Ma7YA	▪ Copies of **Tides** (attached)

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'15-'16 Unit/ Day	Topic	NJ Standards	CC Standards	Objectives	Vocabulary	Task/Assessment	Multimedia/Textual Components	Materials
			Literacy.W. 2.2	pull the waters of the earth in a patterned way, causing the tides. ▪ SWBAT compare and contrast the appearance and effects of high and low tides.		tides and the difference between the two different tides on the Earth. ▪ GP – SW define high and low tide, identify that tides are caused by the way the moon and sun pull the ocean, and make observations about differences between high and low tide. ▪ IP –SW describe the cause and effect relationship between the moon, the sun, and the Earth's tides.	**Tides** (edited version of National Geographic Education article attached)	▪ Airtight Activity (attached) ▪ Day 14 Notes (attached) ▪ Show What You Know (attached) ▪ Pictures of high/low tide (from yesterday's lesson) ▪ Globe ▪ Balls to represent moon and sun
Unit 4, Day 15	Currents: Focus on the Gulf Stream Current (Motion in the Ocean Part III)	**6.6.2 A. 5.8.2 B.**	**CCSS.ELA-Literacy.RI. 2.7 CCSS.ELA-Literacy.W. 2.2**	▪ SWBAT describe that water saltiness and energy from the sun cause currents.	▪ **N/A**	▪ AA –SW read exerts from **Currents** and explain what causes the Gulf Stream. ▪ GP – SW define currents and identify their causes. SW record important facts about the strongest currents, the Gulf Stream. ▪ IP –SW describe the movement of the Gulf Stream through the Atlantic Ocean.	**Ben Franklin and the Gulf Stream** (0:00-4:11) http://www.youtube.com/watch?v=rR5TFWNLtOc **Currents** (edited version of National Geographic Education article attached)	▪ Copies of **Tides** (attached) ▪ Airtight Activity (attached) ▪ Day 15 Notes (attached) ▪ Show What You Know (attached) ▪ Current Map ▪ Globe ▪ World map to label the Gulf Stream Current ▪ Experiment Materials: Clear plastic tub full of water, cup of blue heavily

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'15-'16 Unit/ Day	Topic	NJ Standards	CC Standards	Objectives	Vocabulary	Task/Assessment	Multimedia/Textual Components	Materials
								salted water
Unit 4, Day 16	Deep in the Ocean: Reading Day!	**6.6.2 A. 5.8.2 B.**	**CCSS.ELA-Literacy.RI.2.7 CCSS.ELA-Literacy.W.2.2**	▪ SWBAT describe characteristics of the midnight zone: landforms, explorations, and life forms.	**Midnight Zone:** Bottom layer of the ocean – deepest part **Ocean Floor:** Surface underneath the ocean water	▪ AA –SW read exerts from **Deep in the Ocean** and explain why this zone of the ocean is called the midnight layer and how scientists are able to explore this zone. ▪ GP – SW preview the non-fiction text Deep in the Ocean. ▪ IP –SW describe the adaptations the creatures have that live in the midnight zone of the ocean	**Strangely Beautiful Deep Sea Creatures** (0:00-4:25) http://www.youtube.com/watch?v=4gk2vbz8XBE • **Deep in the Ocean (A-Z book) ABC's of the Oceans** by Bobbie Kalman **ISBN-10:** 0778734323 **Pg. 31**	▪ Copies of **Deep in the Ocean: A-Z Books** ▪ Copies of **Page 31: ABC's of the Oceans** ▪ Airtight Activity (attached) ▪ Show What You Know (attached)
Unit 4, Day 17	Dangers to the Ocean: Oil Spill	**6.6.2 A. 5.8.2 B.**	**CCSS.ELA-Literacy.RI.2.7 CCSS.ELA-Literacy.W.2.2**	▪ SWBAT describe the causes of oil spills, including human pollution. ▪ SWBAT describe the effects of oil spills on wildlife and the oceans.	▪ **Pollution:** the contamination of a natural place which results in the harming of living organisms (creatures, animals, plants)	▪ AA –SW read exerts from **Oil Spills** and explain why oil spills are so challenges and why they are so urgent to clean up. ▪ GP – SW identify causes and effects of oil spills. SW identify solutions and measures against oil spills from the read aloud book. ▪ IP –SW describe the causes and effects of oil spills on wildlife and the oceans.	**Oil Spills – Save the animals!** (0:00-0:51) http://www.youtube.com/watch?v=ZOg0oTgttCg **Oil Spills** by Melvin Berger **ISBN-10:** 0064451216 **Pages 5-28**	▪ Copies of **Oil Spill** by Melvin Berger ▪ Airtight Activity (attached) ▪ Day 17 Notes (attached) ▪ Show What You Know (attached) ▪ Experiment Materials: Tub of water with blue food coloring, vegetable oil, feathers and latex gloves
Unit 4, Day 18	Water Pollution	**6.6.2 A. 5.8.2 B.**	**CCSS.ELA-Literacy.RI.2.7 CCSS.ELA-Literacy.W.2.2**	▪ SWBAT describe various effects of water pollution on plants, animals, and human beings. ▪ SWBAT support	▪ **Pollution:** the contamination of a natural place which results in the harming of living organisms (creatures, animals,	▪ AA –SW read exerts from **Water Pollution** and explain what it is essential that we take care of the water and how we can prevent	**Types of Pollution!** (0:00-2:19) http://www.youtube.com/watch?v=33bw1PX6t0M **Water Pollution** by	▪ Copies of **Water Pollution** by Rhonda Lucas Donald ▪ Airtight

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'15-'16 Unit/ Day	Topic	NJ Standards	CC Standards	Objectives	Vocabulary	Task/Assessment	Multimedia/Textual Components	Materials
				an anti-water pollution viewpoint and describe preventative measures.	plants)	water pollution. ▪ GP – SW answer the essential questions about water pollution: What, Why, and How. ▪ IP –SW create a flyer to advertise the harmful effects of water pollution and preventative measures that should be taken.	Rhonda Lucas Donald **ISBN-10:** 0516273574 **Pages 5-22 & 32-38**	Activity (attached) ▪ Day 18 Notes (attached) ▪ Show What You Know (attached) ▪ Pictures/Vocabulary
Unit 4, Day 19	Water Pollution Experiment Day	**6.6.2 A. 5.8.2 B.**	**CCSS.ELA-Literacy.RI.2.7 CCSS.ELA-Literacy.W.2.2**	▪ SWBAT identify various types of pollutant and describe their integration into water. ▪ SWBAT synthesize experiment observations into answers to focus questions: How does water become polluted? How can pollution spread? Which is more harmful – pollutants that mix with water or those that do not?	▪ **Pollution:** the contamination of a natural place which results in the harming of living organisms (creatures, animals, plants)	▪ GP – SW work in groups to complete an experiment/simulation, and investigate how various pollutants mix with water and spread. ▪ IP –SW answer post-experiment application questions to demonstrate understanding of what water pollution is and how it spreads. SW describe pollutants that mix with water and those that do not mix with water.	▪ **N/A**	▪ Show What You Know (attached) ▪ Graphic organizer for pre-experiment discussion ▪ Chart paper with essential questions for experiment ▪ Observation Sheet ▪ Material for each group of 4:
Unit 4, Day 20	Flow of Water: From Brook to Ocean	**6.6.2 A. 5.8.2 B.**	**CCSS.ELA-Literacy.RI.2.7 CCSS.ELA-Literacy.W.2.2**	▪ SWBAT sequence the flow of water: rain to puddle/pond, to brook/stream, to river or lake, all the way to the ocean. ▪ SWBAT explain the effects that pollution has on	▪ **Pollution:** the contamination of a natural place which results in the harming of living organisms (creatures, animals, plants)	▪ AA –SW read exerts from **Follow the Water from Brook to Ocean** and explain why it is important to control the water pollution. ▪ GP – SW sequence the flow of water from rain to puddle/pond, to brook/stream, to river	▪ **Mental Illness in Finding Nemo Fish Tank** (2:06-3:51) http://www.youtube.com/watch?v=6lQkm65btGo **Follow the Water from Brook to Ocean** by Arthur Dorros **ISBN-10:** 0064451151 **Pages 5-32**	▪ Copies of **Follow the Water from Brook to Ocean** by Arthur Dorros ▪ Airtight Activity (attached)

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'15-'16 Unit/ Day	Topic	NJ Standards	CC Standards	Objectives	Vocabulary	Task/Assessment	Multimedia/Textual Components	Materials
				the flow of ground water.		or lake, all the way to the ocean. SW brainstorm possible ways to prevent pollutants from contaminating this water flow. ▪ IP –SW identify and describe the sequence of ground water flow. SW evaluate whether or not it is necessary for the government to control water pollution based on what they know about ground water flow.		▪ Day 20 Notes (attached) ▪ Show What You Know (attached) ▪ Finding Nemo – Gill poster
Unit 4, Day 21	Effects of Water Pollution: River Case Study	**6.6.2 A. 5.8.2 B.**	**CCSS.ELA-Literacy.RI. 2.7 CCSS.ELA-Literacy.W. 2.2**	▪ SWBAT describe cause and effect relationships between pollution and a river, based on the true story of the Nashua River in Massachusetts. ▪ SWBAT generate ideas for how the pollution could have been stopped.	**Common Good:** resources shared for the collective benefit of the whole group of people **Preserve:** to keep or save from destruction or pollution (contamination)	▪ AA –SW read exerts from **River Ran Wild** and explain the impact that the pollution had on the Native Americans and how not polluted solved the problem. ▪ GP – SW identify cause and effect relationships presented about water pollution throughout the read aloud book. ▪ IP –SW identify and describe cause and effect relationships surrounding river pollution.	▪ **A River Ran Wild** by Lynee Cherry **ISBN-10:** 0152163727 **Whole Text**	▪ Copies of **A River Ran Wild** by Lynee Cherry ▪ Airtight Activity (attached) ▪ Day 21 Notes (attached) ▪ Show What You Know (attached)
Unit 4, Day 22	Reduce, Reuse. Recycle!	**6.6.2 A. 5.8.2 B.**	**CCSS.ELA-Literacy.RI. 2.7 CCSS.ELA-Literacy.W. 2.2**	▪ SWBAT name and explain the significance of the "3 R's" of saving water: reduce, reuse, and recycle. ▪ SWBAT create a persuasive argument about putting the "3	**Common Good:** resources shared for the collective benefit of the whole group of people **Preserve:**save from destruction or pollution (contamination)	▪ AA –SW read exerts from **Reduce, Reuse, Recycle** and explain how water is renewable and ways that we can reduce our water usage. ▪ GP – SW fill in a graphic organizer to describe how three key words relate to our	▪ **Water Pollution** (0:00-1:17) **Water- Reduce, Reuse, Recycle** by Alexandra Fix **ISBN-10:** 1403497222 **Pgs. 12-25**	▪ Copies of **Reduce, Reuse, and Recycle** by Alexandra Fix ▪ Airtight Activity (attached) ▪ Day 22 Notes (attached)

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'15-'16 Unit/ Day	Topic	NJ Standards	CC Standards	Objectives	Vocabulary	Task/Assessment	Multimedia/Textual Components	Materials
				R's" into action.		consumption of water: reduce, reuse, and recycle. ▪ IP –SW respond to writing prompt: You are a clean water activist. Why do we need to prevent water pollution and how we can prevent water pollution.		▪ Show What You Know (attached) ▪ Pollution pictures/graphics/vocabulary
Unit 4, Day 23-24	The Snowflake: A Water Cycle Story (2-day writing project)	**6.6.2 A. 5.8.2 B.**	**CCSS.ELA-Literacy.RI.2.7 CCSS.ELA-Literacy.W.2.2**	▪ SWBAT sequence the steps of the water cycle, using the journey of one snowflake through an entire year to highlight each step. ▪ SWBAT apply their knowledge of the water cycle and oceans/bodies of water from throughout this unit. ▪ SWBAT create – write and illustrate – their own story of a snowflake moving through the cycle.	▪ **N/A**	▪ AA –SW read exerts from **The Snowflake A Water Cycle Story** and explain the journey of a snowflake through the water cycle. ▪ GP – SW identify each phase of the water cycle the snowflake is traveling through during each month over the course of one year. ▪ IP –SW create their own story about a form of precipitation traveling through the water cycle, using the read aloud as a model.	**Bill Nye the Science Guy Episode 47: Water Cycle** (two different clips from the same video (14:48-15:48) (20:28 - 21:58) http://www.youtube.com/watch?v=YPJYPo2qhOM	▪ Copies of **The Snowflake A Water Cycle Story** by Neil Waldman ▪ Airtight Activity (attached) ▪ Day 23 Notes (attached) ▪ Show What You Know (attached)
Unit 4, Day 25	Scientist Water Cycle Review	**6.6.2 A. 5.8.2 B.**	**CCSS.ELA-Literacy.RI.2.7 CCSS.ELA-Literacy.W.2.2**	▪ SWBAT demonstrate mastery of material presented throughout water cycle unit.	▪ **N/A**	▪ IP –SW play a review game in groups. They will prepare to take the end-of-unit assessment that occurs the following day.	▪ **N/A**	▪ Document Camera ▪ Projector ▪ Notes packet for each S ▪ One packet per student
Unit 4, Day 26	End of Unit Assessment	**6.6.2 A. 5.8.2 B.**	**CCSS.ELA-Literacy.RI.2.7**	▪ SWBAT demonstrate mastery of	▪ **N/A**	▪ IP –SW complete an end of the unit assessment.	▪ **N/A**	▪ N/A

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'15-'16 Unit/ Day	Topic	NJ Standards	CC Standards	Objectives	Vocabulary	Task/Assessment	Multimedia/Textual Components	Materials
			CCSS.ELA-Literacy.W.2.2	material presented throughout water cycle unit.				
Unit 5, 14 Days	**Matter: Solid, Liquid, Gas**							
	▪ **5.6.2 A.** Structure and Properties of Matter o 1. Sort objects according to the materials from which they are made or their physical properties, and give a rationale for sorting. o 3. Observe that water can be a liquid or a solid and can change from one form to the other. ▪ **CCSS.ELA-Literacy.RI.2.7** Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text. ▪ **CCSS.ELA-Literacy.W.2.2** Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.							
Unit 5, Day 1	Matter and Mass	**5.6.2 A.**	**CCSS.ELA-Literacy.RI.2.7** **CCSS.ELA-Literacy.W.2.2**	▪ SWBAT classify matter as solid, liquid, or gas and describe the properties of each. ▪ SWBAT compare and contrast solids, liquids, and gases.	**Matter:** anything that takes up space- what all things are made of. Three states: solids, liquids, gases. **Property:** attribute or characteristic, something that you can observe with your senses. Examples of properties are: color, shape, size mass and the way something feels. **Mass:** the amount of matter in an object	▪ AA –SW read exerts from **Matter** and explain different properties that they can use to describe matter and which item has more mass. ▪ GP – SW record key information about the new vocabulary terms matter, mass, and properties during the read aloud. ▪ IP –SW categorize photographs of matter as solid, liquid, or gas and describe the properties of each type of matter. SW fill in a graphic organizer describing the similarities and differences among solids, liquids, and gases.	**Solid, Liquid, and Gases** (0:00-3:30) http://www.brainpopjr.com/science/matter/solidsliquidsandgases/ **Matter** by Sally M. Walker **ISBN-10:** 0822551314 **Pgs. 6-10**	▪ Copies of **Matter** (attached) ▪ Airtight Activity (attached) ▪ Day 1 Notes (attached) ▪ Show What You Know (attached) ▪ Mystery Matter Box (containing block, clear plastic bag, colored water in cup, empty Tupperware) ▪ Matter, states, and properties signage
Unit 5, Day 2	Molecules and Atoms	**5.6.2 A.**	**CCSS.ELA-Literacy.RI.2.7** **CCSS.ELA-Literacy.W.2.2**	▪ SWBAT describe atoms as building blocks because they are the tiny particles that make up all things. ▪ SWBAT create	**Matter:** anything that takes up space- what all things are made of. Three states: solids, liquids, gases. **Property:** attribute or characteristic, something that you can observe with your senses. Examples of properties are: color, shape, size	▪ AA –SW read exerts from **Matter** and explain different properties that they can use to describe matter and which item has more mass. ▪ GP – SW identify the difference between atoms and molecules,	▪ **What is an Atom – Basics for Kids** (0:17-2:47) http://www.youtube.com/watch?v=R1RMV5qhwyE **Matter** by Sally M. Walker **ISBN-10:** 0822551314 **Pgs. 10-13**	▪ Copies of **Matter** (attached) ▪ Airtight Activity (attached) ▪ Day 2 Notes (attached)

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'15-'16 Unit/ Day	Topic	NJ Standards	CC Standards	Objectives	Vocabulary	Task/Assessment	Multimedia/Textual Components	Materials
				representations of molecules based on atom composition.	mass and the way something feels. **Mass:** the amount of matter in an object	explain why atoms are like building blocks, and analyze a diagram of a molecule of water. ▪ IP –SW explain why atoms are building blocks.		▪ Show What You Know (attached) ▪ Chart paper for charting H_2O molecule ▪ Enlarged photocopy of page 11 of read aloud of graphic organizer
Unit 5, Day 3	Solid Matter and Density	**5.6.2 A.**	**CCSS.ELA-Literacy.RI.2.7** **CCSS.ELA-Literacy.W.2.2**	▪ SWBAT determine and explain properties of various samples of solid matter. ▪ SWBAT compare properties across samples of solid matter and make conclusions about the properties of all solid matter.	**Matter:** anything that takes up space- what all things are made of. Three states: solids, liquids, gases. **Property:** attribute or characteristic, something that you can observe with your senses. Examples of properties are: color, shape, size mass and the way something feels. **Mass:** the amount of matter in an object **Dense:** tightly packed **Density:** measure of mass or how solid matter is	▪ AA –SW read exerts from **Matter** and explain different properties of a solid and explain density. ▪ GP – SW use properties of matter to describe the solid state of matter. SW describe and draw molecular arrangement of solids and define density. ▪ IP –SW describe a solid matter using properties of color, size, visibility, shape, mass, density, and number of molecules. SW compare the properties of various solid objects and make a conclusion of the properties that all solids share.	▪ **States of Matter** (0:00-0:47) http://www.youtube.com/watch?v=bMbmQzV-Ezs **Matter** by Sally M. Walker **ISBN-10:** 0822551314 **Pgs. 21-23**	▪ Copies of **Matter** (attached) ▪ Airtight Activity (attached) ▪ Day 3 Notes (attached) ▪ Show What You Know (attached) ▪ Vocabulary and graphics ▪ Matter Checklist ▪ Geoblock cube
Unit 5, Day 4	Liquids	**5.6.2 A.**	**CCSS.ELA-Literacy.RI.2.7** **CCSS.ELA-Literacy.W.2.2**	▪ SWBAT compare and contrast the properties of solids and liquids, identifying that	**Matter:** anything that takes up space- what all things are made of. Three states: solids, liquids, gases. **Property:** attribute or characteristic, something that you can observe with your	▪ AA –SW read exerts from **Matter** and explain different properties that they can use to describe a liquid and if the density of all liquids is the same. ▪ GP – SW use properties	▪ **States of Matter** (0:48-1:35) http://www.youtube.com/watch?v=bMbmQzV-Ezs **Matter** by Sally M. Walker **ISBN-10:** 0822551314	▪ Copies of **Matter** (attached) ▪ Airtight Activity (attached) ▪ Day 4 Notes

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'15-'16 Unit/ Day	Topic	NJ Standards	CC Standards	Objectives	Vocabulary	Task/Assessment	Multimedia/Textual Components	Materials
				a solid keeps its shape, where as liquids take the shape of their container. ▪ SWBAT compare the density of various liquids.	senses. Examples of properties are: color, shape, size mass and the way something feels. **Mass:** the amount of matter in an object **Dense:** tightly packed **Density:** measure of mass or how solid matter is	of matter to describe the liquid state of matter. SW describe and draw molecular arrangement of liquids. ▪ IP –SW compare and contrast solids and liquids.	**Pgs. 24-28**	(attached) ▪ Show What You Know (attached)
Unit 5, Days 5 and 6	Gases	**5.6.2 A.**	**CCSS.ELA-Literacy.RI.2.7** **CCSS.ELA-Literacy.W.2.2**	▪ SWBAT compare and contrast the properties of solids, liquids, and gases on the matter checklist. ▪ SWBAT apply experiment findings to the properties and behavior of gases.	**Matter:** anything that takes up space- what all things are made of. Three states: solids, liquids, gases. **Property:** attribute or characteristic, something that you can observe with your senses. Examples of properties are: color, shape, size mass and the way something feels. **Mass:** the amount of matter in an object **Dense:** tightly packed **Density:** measure of mass or how solid matter is	▪ AA –SW read exerts from **Matter** and explain different properties that they can use to describe a gas. ▪ GP – SW use properties of matter to describe the gas state of matter. SW describe and draw molecular arrangement of gas. ▪ IP –SW draw a diagram of their experiment and describe observations and procedure. SW synthesize the experiment gases to describe properties of gases. SW design an experiment through which they could observe more about gases.	▪ **States of Matter** (1:47-2:32) http://www.youtube.com/watch?v=bMbmQzV-Ezs **Matter** by Sally M. Walker **ISBN-10:** 0822551314 **Pgs. 31-36**	▪ Copies of **Matter** (attached) ▪ Airtight Activity (attached) ▪ Day 5 Notes (attached) ▪ Show What You Know (attached) ▪ Ziploc Bags
Unit 5, Day 7	State Changes and Temperature	**5.6.2 A.**	**CCSS.ELA-Literacy.RI.2.7** **CCSS.ELA-Literacy.W.2.2**	▪ SWBAT apply and describe the cause and effect relationship between temperature and state changes.	▪ **Temperature:** the measure of how hot or how cold something is	▪ AA –SW read exerts from **What is the World Made of** and explain how temperature affects the change of matter. ▪ GP – SW identify the names of changes from state to state (evaporation, condensation, melting,	**Changing States of Matter** (1:23-4:38) http://origin-www.brainpopjr.com/science/matter/changingstatesofmatter/ **What is the World Made of? By:** Kathleen Weidner Zoehfeld **ISBN-10:** 0064451631	Copies of **What is the World Made of?** (attached) Airtight Activity (attached) Day 7 Notes (attached) Show What You Know (attached)

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'15-'16 Unit/ Day	Topic	NJ Standards	CC Standards	Objectives	Vocabulary	Task/Assessment	Multimedia/Textual Components	Materials
						freezing) and their cause (temperature rising/lowering). ▪ IP – SW apply the cause-effect relationship between temperature and states of matter to real-life examples, identifying whether temperature was raised or lowered and what effect that had on the matter. SW brainstorm their own examples.	**Pgs. 19-24**	
Unit 5, Day 8	State Changes Experiment, Part 1	**5.6.2 A.**	**CCSS.ELA-Literacy.RI.2.7 CCSS.ELA-Literacy.W.2.2**	▪ SWBAT generate a plausible hypothesis for what happens when matter is either heated or cooled based on particle motion and density. ▪ SWBAT design an experiment to test their hypothesis on temperature and state changes.	▪ **Temperature:** the measure of how hot or how cold something is	▪ GP – SW make a hypothesis about what will happen to each state of matter as heat added to or taken away from it. SW design an experiment to test their hypothesis	o N/A	Copies of **3rd Grade Scott Foreman Textbook pg. 304 & 305** (attached) ▪ Experiment Packet (attached) ▪ Experiment:
Unit 5, Day 9	State Changes Experiment, Part 2	**5.6.2 A.**	**CCSS.ELA-Literacy.RI.2.7 CCSS.ELA-Literacy.W.2.2**	▪ SWBAT design and complete an experiment to test their hypothesis on temperature and state changes. ▪ SWBAT generate conclusions about the effect of temperature on state of	▪ **Temperature:** the measure of how hot or how cold something is	▪ GP – SW make a hypothesis about what will happen to each state of matter as heat added to or taken away from it. SW design an experiment to test their hypothesis	o N/A	Copies of **3rd Grade Scott Foreman Textbook pg. 304 & 305** (attached) ▪ Experiment Packet (attached) ▪ Experiment:

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'15-'16 Unit/ Day	Topic	NJ Standards	CC Standards	Objectives	Vocabulary	Task/Assessment	Multimedia/Textual Components	Materials
				matter.				
Unit 5, Day 10	Physical and Chemical Changes	**5.6.2 A.**	**CCSS.ELA-Literacy.RI.2.7 CCSS.ELA-Literacy.W.2.2**	▪ SWBAT compare and contrast chemical and physical changes. ▪ SWBAT classify changes to matter as either chemical or physical.	**Physical change:** when a substance changes but keeps the same identity **Chemical change:** when a substance changes into a new substance	▪ IP –SW draw a diagram of their experiment and describe observations and procedure. SW synthesize the experiment gases to describe properties of gases. SW design an experiment through which they could observe more about gases.	▪ **Physical and Chemical Changes** (0:00-5:16) http://origin-www.brainpopjr.com/science/matter/physicalandchemicalchanges/	▪ Experiment Observation Sheet Completed ▪ Show What You Know (attached) ▪ Experiment materials per group ▪
Unit 5, Day 11	Comparing and Contrasting All Three States	**5.6.2 A.**	**CCSS.ELA-Literacy.RI.2.7 CCSS.ELA-Literacy.W.2.2**	▪ SWBAT observe properties of matter and classify into states of matter. ▪ SWBAT draw conclusions about similarities and differences among solids, liquid, and gases.	▪ N/A	▪ GP – SW complete a properties checklist for each type of matter observed, color, size, shape, mass, density, visibility, and number of molecules. SW classify each piece of matter into states. ▪ IP –SW compare and contrast the three states of matter to describe the similarities and differences among the states.	o N/A	• Show What You Know (attached) ▪ Properties checklist ▪ Experiment materials per pair ▪
Unit 5, Day 12	Matter Project and Writing	**5.6.2 A.**	**CCSS.ELA-Literacy.RI.2.7 CCSS.ELA-Literacy.W.2.2**	▪ SWBAT create a mini matter module to represent various types of matter interacting in the world around us. ▪ SWBAT describe each state of matter and its properties before	▪ **N/A**	▪ GP – SW complete an observation on each state of matter. SW build a mini matter module with solids, liquids, and a gas. SW write to the prompt, "How does your project represent the make-up of the world?"	▪ **N/A**	▪

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'15-'16 Unit/ Day	Topic	NJ Standards	CC Standards	Objectives	Vocabulary	Task/Assessment	Multimedia/Textual Components	Materials
				combining them all within their project. ▪ SWBAT explain how their projects represents the make-up of the world.				
Unit 5, Day 13	Scientist Matter Review	**5.6.2 A.**	**CCSS.ELA-Literacy.RI.2.7 CCSS.ELA-Literacy.W.2.2**	▪ SWBAT demonstrate mastery of material presented throughout the matter unit.	▪ **N/A**	▪ IP –SW play a review game in groups. They will prepare to take the end-of-unit assessment that occurs the following day.	▪ **N/A**	▪ N/A
Unit 5, Day 14	End of Unit Assessment	**5.6.2 A.**	**CCSS.ELA-Literacy.RI.2.7 CCSS.ELA-Literacy.W.2.2**	▪ SWBAT demonstrate mastery of material presented throughout mini matter unit.	▪ **N/A**	▪ IP –SW complete an end of the unit assessment.	▪ **N/A**	▪ N/A
Unit 6, 30 Days	**Slavery and the Civil War**							
	▪ **5.8.2 B**. Atmosphere and Water o 1. Identify the sources and uses of water. o 2. Recognize that water can disappear (evaporate) and collect on cold surfaces (condense). o 3. Describe current weather conditions and recognize how those conditions affect our daily lives. o 4. Describe daily and seasonal changes and patterns in the weather. ▪ **6.6.2 A**. The World in Spatial Terms o 2. Explain that the globe is a model of the Earth and maps are representations of local and distant places. o 3. Demonstrate basic globe and map skills. ▪ **CCSS.ELA-Literacy.RI.2.7** Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text. ▪ **CCSS.ELA-Literacy.W.2.2** Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.							
Unit 6, Day 1	Life in the Colonies: The Beginning of Slavery	6.1.2 A. Social Studies Skills 6.4.2 B. State and Nation	**CCSS.ELA-Literacy.RI.2.7 CCSS.ELA-Literacy.W.2.2**	▪ SWBAT describe the historical context of the Civil War period – after the American	**Timeline –** a line that represent events in order, over time **Slave –** someone who is owned by another person **Slavery –** when people are treated like property, not humans, and forced to do	▪ AA –SW read exerts from **If You Lived When There Was Slavery in America** and explain what slavery is and the difference between the northern	▪ **The History of Slavery in America** (0:43-2:44) http://www.youtube.com/watch?v=Jc1RbUxQv4E **If You Lived When**	▪ Copies of **If You Lived When There Was Slavery in America** ▪ Airtight Activity

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'15-'16 Unit/ Day	Topic	NJ Standards	CC Standards	Objectives	Vocabulary	Task/Assessment	Multimedia/Textual Components	Materials
				Revolution, but still about 150 years ago.	work without pay	and southern colonies at this time. ▪ GP – SW identify time period of slavery, define what slavery is, describe why slavery occurred, and describe implications from the Declaration of Independence. ▪ IP –SW explain why the years of slavery were such a sad time to our country.	**There Was Slavery in America** by Anne Kamma **ISBN-10:** 0439567068 **Pgs. 6-11**	(attached) ▪ Day 1 Notes (attached) ▪ Show What You Know (attached) Whole Unit Timeline (attached) (Only hang events that have been previous discussed and two events from today's lesson) **11**
Unit 6, Day 2	The Middle Passage and Voyage from Africa	6.1.2 A. Social Studies Skills 6.4.2 B. State and Nation	**CCSS.ELA-Literacy.RI. 2.7 CCSS.ELA-Literacy.W. 2.2**	▪ SWBAT describe the conditions and hardships of the voyage across the Middle Passage. ▪ SWBAT compare and contrast the journey of the colonists to the New World and the journey of the slaves to the New World.	**Timeline –** a line that represent events in order, over time **Slave –** someone who is owned by another person **Slavery –** when people are treated like property, not humans, and forced to do work without pay	▪ AA –SW read exerts from **If You Lived When There Was Slavery in America** and explain the difference of an indentured servant and slave. SW explain the voyage on a trip to the colonies. ▪ GP – SW identify why slavery occurred in the colonies, locate the Middle Passage on a world map, and describe a voyage across the Middle Passage. ▪ IP –SW describe the journey across the Middle Passage from the perspective of a slave, including feelings about being taken from Africa and three hardships faced on the voyage.	▪ **The Passage** (22:58 - 25:44) http://www.youtube.com/watch?v=IDQSUvP9oxw **If You Lived When There Was Slavery in America** by Anne Kamma **ISBN-10:** 0439567068 **Pgs. 9-13**	▪ Copies of **If You Lived When There Was Slavery in America** ▪ Airtight Activity (attached) ▪ Day 2 Notes (attached) ▪ Show What You Know (attached) ▪ World Map ▪
Unit 6, Days 3 and 4	From Slave Ship to Freedom Road: Deepening Our Understanding of	6.1.2 A. Social Studies Skills	**CCSS.ELA-Literacy.RI. 2.7 CCSS.ELA-**	▪ SWBAT identify why it is important to study the history	**Timeline –** a line that represent events in order, over time **Slave –** someone who is owned by another person	▪ AA –SW read exerts from **From Slave Ship to Freedom Road** and explain the meaning of	▪ Copies of **From Slave Ship to Freedom Road by: Julius Lester**	▪ **The Middle Passage Slave Trade** (0:00 - 1:20)

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'15-'16 Unit/ Day	Topic	NJ Standards	CC Standards	Objectives	Vocabulary	Task/Assessment	Multimedia/Textual Components	Materials
	the Slave Experience	6.4.2 B. State and Nation	**Literacy.W. 2.2**	of slavery in our country's history. ▪ SWBAT reflect on their own feelings and reactions on the slave experience presented through the book From Slave Ship to Freedom Road.	**Slavery –** when people are treated like property, not humans, and forced to do work without pay	quotes from the text. ▪ GP – SW lift and record text/ideas from the read aloud book that helps them understand what the slave experience was like. ▪ IP –SW respond to lifted text from read aloud and prompt: "What would it be like not to know where you are going or what was going to happen to you when you got there?"	**ISBN-10:** 0140566694	http://www.youtube.com/watch?v=UksolvR8NW8&list=PL7594D52CBDDC2267 **From Slave Ship to Freedom Road** by Julius Lester **Pgs. 5-11** ▪ Airtight Activity (attached) ▪ Day 3 Notes (attached) Show What You Know (attached)
Unit 6, Day 5	Slavery in the Colonies	6.1.2 A. Social Studies Skills 6.4.2 B. State and Nation	**CCSS.ELA-Literacy.RI. 2.7 CCSS.ELA-Literacy.W. 2.2**	▪ SWBAT compare and contrast slave codes and job in the Northern and Southern colonies..	**Timeline –** a line that represent events in order, over time **Slave –** someone who is owned by another person **Slavery –** when people are treated like property, not humans, and forced to do work without pay	▪ AA –SW read exerts from **From Slave Ship to Freedom Road** and explain the meaning of quotes from the text. ▪ GP – SW lift and record text/ideas from the read aloud book that helps them understand what the slave experience was like. ▪ IP –SW respond to lifted text from read aloud and prompt: "What would it be like not to know where you are going or what was going to happen to you when you got there?"	▪ Copies of **From Slave Ship to Freedom Road by: Julius Lester** **ISBN-10:** 0140566694 ▪	▪ **The Middle Passage Slave Trade** (0:00 - 1:20) http://www.youtube.com/watch?v=UksolvR8NW8&list=PL7594D52CBDDC2267 **From Slave Ship to Freedom Road** by Julius Lester **Pgs. 5-11** ▪ Airtight Activity (attached) ▪ Day 3 Notes (attached) Show What You Know (attached)
Unit 6, Day 6	Slave Families: What was it Like to be a Slave?	6.1.2 A. Social Studies Skills	**CCSS.ELA-Literacy.RI. 2.7 CCSS.ELA-**	▪ SWBAT describe various aspects of the daily life of	**Timeline –** a line that represent events in order, over time **Slave –** someone who is owned by another person	▪ AA –SW read exerts from **A Slave Family** and compare and contrast the northern	▪ **The Origins of Black Codes** (0:00-2:31) http://video.pbs.org/video	▪ Copies of **A Slave Family** ▪ Airtight Activity

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		6.4.2 B. State and Nation	**Literacy.W. 2.2**	slaves: education, profit, families, children and rights. ▪ SWBAT compare and contrast their views about education and justice with the views of slave owners during the Civil War time period.	**Slavery –** when people are treated like property, not humans, and forced to do work without pay **Plantation –** a large farm with a main crop **Overseer –** one who kept watch over the work of slaves **Slave quarters –** area near the fields/crops on a plantation where the slaves lived **Slave code –** set of slaves rules and laws that slaves had to follow	and southern colonies with regards to slavery. ▪ GP – SW locate the northern and southern colonies and describe the jobs that slaves complete in each region. ▪ IP –SW compare and contrast the northern and southern colonies with regards to the different jobs that the slaves had in each region.	/2177404523/ **A Slave Family** by Bobbie Kalman **ISBN-10:** 077870792X **Pgs. 8-9**	(attached) ▪ Day 5 Notes (attached) ▪ Show What You Know (attached)
Unit 6, Day 7	Slave Life on the Plantation	6.1.2 A. Social Studies Skills 6.4.2 B. State and Nation	**CCSS.ELA-Literacy.RI. 2.7** **CCSS.ELA-Literacy.W. 2.2**	▪ SWBAT describe why some jobs (i.e., tradespeople, house servants) were more coveted than others (i.e., field hands). ▪ SWBAT explain that the hardships of daily life caused slaves to create spirituals as a coping mechanism.	**Timeline –** a line that represent events in order, over time **Slave –** someone who is owned by another person **Slavery –** when people are treated like property, not humans, and forced to do work without pay **Plantation –** a large farm with a main crop **Overseer –** one who kept watch over the work of slaves **Slave quarters –** area near the fields/crops on a plantation where the slaves lived **Slave code –** set of slaves rules and laws that slaves had to follow	▪ AA –SW read exerts from **A Slave Family** and compare and contrast different slave jobs. ▪ GP – SW identify and record slave jobs from the read aloud. SW distinguish between preferred jobs and jobs that were not preferred by slaves. ▪ IP – SW describe why some slave jobs were more favorable than others.	**Slaves Working on American Plantation** (0:00-3:00) http://www.youtube.com/watch?v=NolzEpUStak **A Slave Family** by Bobbie Kalman **ISBN-10:** 077870792X **Pgs. 20-29**	▪ Copies of **A Slave Family** ▪ Airtight Activity (attached) ▪ Day 6 Notes (attached) ▪ Show What You Know (attached
Unit 6, Days 8 and 9	The Great Escape: The Underground Railroad and Henry "Box" Brown	6.1.2 A. Social Studies Skills 6.4.2 B. State and Nation 6.2.2 D. Citizenship	**CCSS.ELA-Literacy.RI. 2.7** **CCSS.ELA-Literacy.W. 2.2**	▪ SWBAT describe the experience of escaping to freedom on the Underground Railroad. ▪ SWBAT describe the motivation and	**Underground Railroad –** the name given to the secret ways slaves were helped escape to freedom. This journey or route was kept a secret because it was illegal to run away if you were a slave or if you were going to help slaves run away **Henry "Box" Brown –** real slave that escaped slavery in	▪ AA –SW read exerts from **Henry's Freedom Box** and explain the meaning of the author's words and how they relate to slavery. ▪ GP – SW record the important events about Henry "Box" Brown's life, his motivations, and	▪ **Underground Railroad** (0:00 - 2:09) http://www.youtube.com/watch?v=1woVv982Tcc **Henry's Freedom Box** by Ellen Levine and Kadir Nelson **ISBN-10:** 043977733X **Whole Book**	▪ Copies of **Henry's Freedom Box** ▪ Airtight Activity (attached) ▪ Day 8 Notes (attached) ▪ Show What

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				personality of Henry "Box" Brown.	the south by mailing himself, north to Freedom in Philadelphia in a box	his personality/character traits.		You Know (attached)
Unit 6, Days 10 and 11	The Great Escape Part II: The Underground Railroad and Harriet Tubman	6.1.2 A. Social Studies Skills 6.4.2 B. State and Nation 6.2.2 D. Citizenship	**CCSS.ELA-Literacy.RI.2.7 CCSS.ELA-Literacy.W.2.2**	▪ SWBAT describe the motivation and personality of Harriet Tubman. ▪ SWBAT describe the impact Harriet Tubman's determination and courage had on slaves.	**Underground Railroad –** the name given to the secret ways slaves were helped escape to freedom. This journey or route was kept a secret because it was illegal to run away if you were a slave or if you were going to hel slaves run away **Harriet Tubman –** one of the most famous conductors of the Underground Railroad, and is remembered for her bravery and leadership in helping free slaves.	▪ AA –SW read exerts from **Moses: When Harriet Tubman Led Her People to Freedom** and describe different perspectives of slavery for Harriet Tubman. ▪ GP – SW identify each of the following characters' perspectives on slavery. ▪ IP – SW apply work they have down with Harriet Tubman's perspective and character traits to interpret and analyze one of her quotes about her escape from slavery.	▪ **Harriet Tubman Story** (0:00 – 2:45) *http://www.youtube.com/watch?v=NQ_gRFYgXM0* **Moses: When Harriet Tubman Led Her People to Freedom by Carole Boston Weatherford ISBN-10:** 0786851759 **Pgs. 2-3, 6-13, 17-25, 28-37**	▪ Copies of **Moses: When Harriet Tubman Led Her People to Freedom** ▪ Airtight Activity (attached) ▪ Day 11 Notes (attached) ▪ Show What You Know (attached)
Unit 6, Day 12	Harriet Tubman Movie Day	6.1.2 A. Social Studies Skills 6.4.2 B. State and Nation 6.2.2 D. Citizenship	**CCSS.ELA-Literacy.RI.2.7 CCSS.ELA-Literacy.W.2.2**	▪ SWBAT describe the experience of escaping to freedom on the Underground Railroad.	**Underground Railroad –** the name given to the secret ways slaves were helped escape to freedom. This journey or route was kept a secret because it was illegal to run away if you were a slave or if you were going to hel slaves run away **Harriet Tubman –** one of the most famous conductors of the Underground Railroad, and is remembered for her bravery and leadership in helping free slaves.	▪ IP – SW rotate to 3 stations in order to apply work they have done with Harriet Tubman and other slaves' perspectives in order to complete activities/answer questions about escaping to freedom on the Underground Railroad.	▪ 1st station: http://teacher.scholastic.com/activities/bhistory/underground_railroad/escape.htm	▪ Packet with activities and instructions for each station ▪ Show What You Know (attached)
Unit 6, Day 13	Frederick Douglass' Humble Beginnings	6.1.2 A. Social Studies Skills 6.4.2 B. State and Nation	**CCSS.ELA-Literacy.RI.2.7 CCSS.ELA-Literacy.W.2.2**	▪ SWBAT describe the impact that those early events had on his character. ▪ SWBAT	▪ **Frederick Douglass:** famous leader from history- he was born into slavery and had escaped, earned his freedom and ultimately became a great public	▪ AA –SW read excerpts from **Frederick Douglass: The Last Day of Slavery** and describe how early events in Douglass' life built his character and	▪ **Frederick Douglass and the Women Who Fostered an American Hero** (1:30 – 3:50) http://www.youtube.com/	▪ Copies of **Frederick Douglass: The Last Day of Slavery** ▪ Airtight

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		6.2.2 D. Citizenship		describe that the internal strength of Frederick Douglass led him to be able to triumph the tragedy of slavery and become a great and inspiring leader.	speaker, leader of the abolitionist movement and an advisor to President Abraham Lincoln.	gave him strength to overcome slavery ▪ GP – SW identify important events in Frederick Douglass' life and sequence them on a timeline ▪ IP – SW apply their new knowledge of Frederick Douglass to identify various cause and effect relationships from his life	watch?v=x4iYYeuU14w **Frederick Douglass: The Last Day of Slavery** by William Miller **ISBN-10:** 1880000423 (entire book)	Activity (attached) ▪ Day 13 Notes (attached) ▪ Show What You Know (attached)
Unit 6, Day 14	Frederick Douglass' Life as a Leader	6.1.2 A. Social Studies Skills 6.4.2 B. State and Nation 6.2.2 D. Citizenship	**CCSS.ELA-Literacy.RI.2.7 CCSS.ELA-Literacy.W.2.2**	▪ SWBAT describe how Frederick Douglass impacted history (author, Liberator and North Star, anti-slavery leader, public speaker, and presidential advisor). ▪ SWBAT describe that the internal strength of Frederick Douglass led him to be able to triumph the tragedy of slavery and become a great and inspiring leader.	▪ **Frederick Douglass:** famous leader from history- he was born into slavery and had escaped, earned his freedom and ultimately became a great public speaker, leader of the abolitionist movement and an advisor to President Abraham Lincoln.	▪ AA –SW read and identify events from Frederick Douglass' later life that continued to shape his character; SW identify ways that Frederick Douglass triumphed slavery and his achievements as a great leader. ▪ GP – SW identify each of the following characters' perspectives on slavery. ▪ IP – SW choose two events from Frederick Douglass' life and explain their historical significance and implications.	▪ **Frederick Douglass: From Slave to Literary Celebrity! (stop at 4:15)** http://www.brainpop.com/socialstudies/famoushistoricalfigures/frederickdouglass/ **A Picture Book of Frederick Douglass** by David A. Adler **ISBN-10:** 0823412059 **(pages 10-24)**	▪ Copies of **A Picture Book of Frederick Douglass** by David A. Adler ▪ Airtight Activity (attached) ▪ Day 14 Notes (attached) ▪ Show What You Know (attached)
Unit 6, Days 15 and 16	Frederick Douglass: The North Star and Creating Freedom Papers	6.1.2 A. Social Studies Skills 6.4.2 B. State and	**CCSS.ELA-Literacy.RI.2.7 CCSS.ELA-Literacy.W.2.2**	▪ SWBAT describe why Frederick Douglass is such a remembered and honored	▪ **Frederick Douglass:** famous leader from history he was born into slavery and had escaped, earned h freedom and ultimately became a great public	▪ AA – N/A ▪ GP – SW read and respond to prompts focused on Frederick Douglass' life,	▪ **Douglass Publishes The North Star (stop at 2:17)** http://www.thirteen.org/programs/american-experience/douglass-	▪ Frederick Douglass Article/Writing Prompts ▪ Blank chart

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		Nation 6.2.2 D. Citizenship		leader from history. ▪ SWBAT describe the significance of the name North Star for Douglass' anti-slavery publication.	speaker, leader of the abolitionist movement and an advisor to President Abraham Lincoln. ▪ **The North Star:** (also known as the freedom papers) was an anti-slavery publication created and written by Frederick Douglass.	accomplishments, and contributions. ▪ IP – SW use their knowledge of Frederick Douglass and his accomplishments to explain why he created the North Star	publishes-the-north-star/	paper to chart topics ▪ Brainstorm sheet ▪ Article template ▪ S notes sheets from throughout unit ▪ Butcher paper with title: (Class name)'s NORTH STAR
Unit 6, Day 17	Putting All the Pieces Together: Causes of the Civil War and Abolitionists	6.1.2 A. Social Studies Skills 6.4.2 B. State and Nation 6.2.2 D. Citizenship	**CCSS.ELA-Literacy.RI.2.7 CCSS.ELA-Literacy.W.2.2**	▪ SWBAT describe the growing conflict between the North and the South. ▪ SWBAT describe at least one cause of the Civil War other than slavery	▪ **Abolish:** to end or get rid of. ▪ **Abolitionist:** someone who wanted to abolish or end slavery. Abolitionists acted drastically to fight against slavery. Abolitionists not only believed slavery was wrong, but they actively worked to end it and took risks to stand up for what they believed in. Many Northern colonists were "anti-slavery" and believed it was wrong; however, abolitionists were extremely against slavery and were the colonists that took action to stop it.	▪ AA –SW read and identify causes of the growing tension in the United States and identify a cause of the Civil War other than slavery. ▪ GP – SW record and discuss key pre-Civil War facts ▪ IP – SW write a letter to President Lincoln discussing their anger towards him, further exploring a major cause of the Civil War other than slavery.	▪ **Civil War Causes (stop at 4:16)** http://www.brainpop.com/socialstudies/ushistory/civilwarcauses/ • Chapters in History: Who Conducted the Underground Railroad and Other Questions About the Path to Freedom **ISBN-10:** 0439025249 (chapters 5 & 6)	• Copies from *Chapters in History*: Who Conducted the Underground Railroad and Other Questions About the Path to Freedom (chapters 5 & 6) • Airtight Activity (attached) • Day 17 Notes (attached) • Show What You Know (attached)
Unit 6, Day 18	Union vs. Confederate	6.1.2 A. Social Studies Skills	**CCSS.ELA-Literacy.RI.2.7 CCSS.ELA-**	▪ SWBAT compare the perspectives of the North and	▪ **Union-** northern states that wanted the country to stay united ▪ **Confederates-** southern	▪ AA –SW read and describe different aspects of the Confederate perspective	▪ **Civil War (stop at 1:08) http://www.brainpop.com/socialstudies/freemo**	▪ Copies from ***If You Lived at the Time of the Civil***

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		6.4.2 B. State and Nation 6.2.2 D. Citizenship	**Literacy.W. 2.2**	the South on the escalating tension prior to the start of the Civil War.	states that wanted to be separate from the US government ▪ **Yankee-** nickname given to the Northerners given by the south ▪ **Rebel-** nickname given to the Southerners given by the north	before the war ▪ GP – SW record several key differences between the Union and Confederacy pre-Civil War ▪ IP – SW identify and discuss differences among the Confederate and Union perspective going into the Civil War	vies/civilwar/ ▪ **If You Lived at the Time of the Civil War** by Kay Moore **ISBN-10:** 0590454226 (pages 6-15)	***War*** *by Kay Moore* (pages 6-15) ▪ Enlarged map from page 15 for each scholar ▪ Airtight Activity (attached) ▪ Day 18 Notes (attached) ▪ Show What You Know (attached)
Unit 6, Day 19 and 20	Union vs. Confederate and Life During the Civil War Primary Sources	6.1.2 A. Social Studies Skills 6.4.2 B. State and Nation 6.2.2 D. Citizenship	**CCSS.ELA-Literacy.RI. 2.7** **CCSS.ELA-Literacy.W. 2.2**	▪ SWBAT compare and contrast the armies of the north and the south. ▪ SWBAT describe the hardships and challenges of various roles in the war: soldiers, children, and civilian life.	▪ **INDIVISIBLE-** undividable, inseparable, something that cannot be divided… ▪ **Robert E. Lee-** general of the Southern Army. (LEE-eave the UNION) ▪ **Ulysses S. Grant-** general of the Northern Army. (U(uuu)lysesses-UNITED) ▪ **Union-** northern states that wanted the country to stay united ▪ **Confederates-** southern states that wanted to be separate from the US government ▪ **Yankee-** nickname given to the Northerners given by the south ▪ **Rebel-** nickname given to the Southerners given by the north	▪ AA –SW read and identify key facts about the Union and Confederate armies. ▪ GP – SW complete a T-chart on the generals, armies, conditions, battles, and civilian life for the North and the South. ▪ IP – SW discuss how the Civil War was a different experience in the North and the South.	▪ **http://www.history.com/topics/american-civil-war/american-civil-war-history/videos/confederate-vs-union-soldiers (2:39)** ▪ **If You Lived at the Time of the Civil War** by Kay Moore **ISBN-10:** 0590454226 (pages 16-29)	▪ Copies from ***If You Lived at the Time of the Civil War*** *by Kay Moore* (pages 16-29) ▪ Airtight Activity (attached) ▪ Day 19 Notes (attached) ▪ Show What You Know (attached)
Unit 6, Day 21	Introduction to Abraham Lincoln	6.1.2 A. Social Studies	**CCSS.ELA-Literacy.RI. 2.7**	▪ SWBAT describe that Abraham	▪ **Abraham Lincoln:** the 16th President of the United States of	▪ AA –SW read and identify character traits of Abraham Lincoln and	▪ **Abraham Lincoln** http://www.brainpopjr.com/socialstudies/biographie	• Quote pre-charted (*Abraham*

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		Skills 6.4.2 B. State and Nation 6.2.2 D. Citizenship	**CCSS.ELA-Literacy.W.2.2**	Lincoln had humble beginnings as a result of his poor, modest early life on a farm. ▪ SWBAT describe how Abraham Lincoln's character traits of determination, honesty, and fairness made him a good candidate for leadership and presidency.	America, leader throughout the time period of the Civil War. He is seen as one of the most important symbols of American equality and social justice. Born to a common, ordinary family, his life proved that in America any boy can grow up to be President one day and fight for change.	cite examples to support their thinking. ▪ GP – SW complete a graphic organizer with examples from Lincoln's childhood that highlight his humble beginnings and make the connection between these events and why he would go on to become a very impactful president. ▪ IP – SW analyze a quotation about Abraham Lincoln that discusses his humble beginnings and requires scholars to explain what the quote means.	s/abrahamlincoln/ *(4:03)* ▪ **Getting to Know the US Presidents-Abraham Lincoln** by Mike Venezia **ISBN-10:** 0516254839 (pages 1-3, 8-13, 16-22; *do not read 4-7 or 14-15*)	*Lincoln is seen as one of the most important symbols of American equality and social justice. Born to a common, ordinary family, his life proved that in America any boy can grow up to be President one day and fight for change.)* • Copies from **Getting to Know the US Presidents-Abraham Lincoln** by Mike Venezia (pages 1-3, 8-13, 16-22; *do not read 4-7 or 14-15*) ▪ Airtight Activity (attached) ▪ Day 19 Notes (attached) ▪ Show What You Know (attached)
Unit 6, Day 22	Abraham Lincoln: President and Leader	6.1.2 A. Social Studies Skills 6.4.2 B. State and Nation	**CCSS.ELA-Literacy.RI.2.7 CCSS.ELA-Literacy.W.2.2**	▪ SWBAT describe how Abraham Lincoln's character traits of determination,	▪ **Abraham Lincoln:** the 16th President of the United States of America, leader throughout the time period of the Civil War. He is seen as one of the most important symbols of American equality and	▪ AA –SW describe the character traits of Abraham Lincoln that made him a good president. ▪ GP – SW complete a graphic organizer with accomplishments from	▪ **Abraham Lincoln: Mini Biography** (*stop at 2:13)* ▪ http://www.youtube.com/watch?v=L80_q2tPveo	• Copies from **Getting to Know the US Presidents-Abraham Lincoln** by Mike Venezia

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		6.2.2 D. Citizenship		honesty, and fairness made him a good candidate for leadership and presidency. ▪ SWBAT describe the state of the US when Lincoln took office and his perspective on the conflict (i.e., that the nation should be indivisible).	social justice. Born to a common, ordinary family, his life proved that in America any boy can grow up to be President one day and fight for change.	Lincoln's presidency. ▪ IP – SW analyze the different perspectives on slavery/the Civil War.	▪ **Getting to Know the US Presidents- Abraham Lincoln** by Mike Venezia **ISBN-10:** 0516254839 (pages 3-7, 23-29)	(pages 3-7, 23-29) ▪ Airtight Activity (attached) ▪ Day 22 Notes (attached) ▪ Show What You Know (attached)
Unit 6, Day 23	The Emancipation Proclamation	6.1.2 A. Social Studies Skills 6.4.2 B. State and Nation 6.2.2 D. Citizenship	**CCSS.ELA-Literacy.RI.2.7 CCSS.ELA-Literacy.W.2.2**	▪ SWBAT describe the causes and effects of the Emancipation Proclamation, written by Lincoln as an attempt to abolish slavery. ▪ SWBAT evaluate the release of the Emancipation Proclamation from various perspectives.	▪ **Abraham Lincoln:** the 16th President of the United States of America, leader throughout the time period of the Civil War. He is seen as one of the most important symbols of American equality and social justice. Born to a common, ordinary family, his life proved that in America any boy can grow up to be President one day and fight for change.	▪ AA –SW read and analyze how Abraham Lincoln's motivation changed from the beginning of the war to the middle. SW also describe the importance of the Emancipation Proclamation to the United States' history. ▪ GP – SW complete a graphic organizer highlighting the different opinions of the Emancipation Proclamation and the document's historical significance. ▪ IP – SW write a letter to Abraham Lincoln from the perspective of a Northerner or a Southern discussing their opinion of the Emancipation Proclamation.	**The Emancipation Proclamation** ▪ http://www.youtube.com/watch?v=Tb6xCHVQG5U (stop at 1:32) ▪ **Getting to Know the US Presidents- Abraham Lincoln** by Mike Venezia **ISBN-10:** 0516254839 (pages 30-31)	• Copies from **Getting to Know the US Presidents- Abraham Lincoln** by Mike Venezia (pages 30-31) ▪ Airtight Activity (attached) ▪ Day 23 Notes (attached) ▪ Show What You Know (attached)
Unit 6, Day 24	Primary Source Investigation: The Emancipation Proclamation	6.1.2 A. Social Studies Skills 6.4.2 B.	**CCSS.ELA-Literacy.RI.2.7 CCSS.ELA-Literacy.W.**	▪ SWBAT analyze, discuss, and think critically about the original text	**Abraham Lincoln:** the 16th President of the United States of America, leader throughout the tim period of the Civil War. He is see as one of the most important	▪ AA –SW read and interpret pieces of lifted text from the Emancipation Proclamation	**Abraham Lincoln – The Emancipation Proclamation (2:06)** ▪ http://www.youtub	• Emancipation Proclamation- enlarged document and lifted text

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		State and Nation 6.2.2 D. Citizenship	**2.2**	of the Emancipation Proclamation.	symbols of American equality and social justice. Born to a common, ordinary family, his life proved tha in America any boy can grow up t be President one day and fight for change. ▪ **Emancipation Proclamation:** an announcement made by President Lincoln in an attempt to end the Civil War stating that all slaves in rebelling states (the Confederacy) are free	▪ GP – NA ▪ IP – SW watch a video about Abraham Lincoln and answered a differentiated question (based on reading group) about the Emancipation Proclamation	e.com/watch?v=xh3-9R7Q0OE ▪ Emancipation Proclamation- enlarged document and lifted text	▪ Airtight Activity (packet) ▪ Differentiated questions (by reading group) for each scholar
Unit 6, Day 25	Civil War Wrap Up: 13th Amendment, End of the Civil War, and Lincoln's Assassination	6.1.2 A. Social Studies Skills 6.4.2 B. State and Nation 6.2.2 D. Citizenship	**CCSS.ELA-Literacy.RI.2.7 CCSS.ELA-Literacy.W.2.2**	▪ SWBAT describe why ending slavery was the key to ending the war. ▪ SWBAT describe the historical significance of and Lincoln's role in each of the end of the war events.	**Abraham Lincoln:** the 16th President of the United States of America, leader throughout the time period of the Civil War. He is seen as one of the most important symbols of American equality and social justice. Born to a common, ordinary family, his life proved that in America any boy can grow up to be President one da and fight for change. ▪ **Amendment:** A change to a document	▪ AA –SW read and discuss the importance of ending slavery in order to end the Civil War. ▪ GP – SW complete a graphic organizer highlighting the events in order of Lincoln's final months as president. ▪ IP – SW complete a chart highlighting Lincoln's role in several historical events.	**The Emancipation Proclamation** ▪ http://www.youtube.com/watch?v=fRMEARzCyY8 *(1:33 – 2:24)* ▪ **Getting to Know the US Presidents- Abraham Lincoln** by Mike Venezia **ISBN-10:** 0516254839 (pages 31-32)	• Copies from **Getting to Know the US Presidents- Abraham Lincoln** by Mike Venezia (pages 31-32) ▪ Airtight Activity (attached) ▪ Day 25 Notes (attached) ▪ Show What You Know (attached)
Unit 6, Day 26	Aftermath and Reconstruction	6.1.2 A. Social Studies Skills 6.4.2 B. State and Nation 6.2.2 D. Citizenship	**CCSS.ELA-Literacy.RI.2.7 CCSS.ELA-Literacy.W.2.2**	▪ SWBAT describe the cause and effect relationship between the Civil War and the Reconstruction period. ▪ SWBAT compare and contrast the period of Reconstruction in the North	**Abraham Lincoln:** the 16th President of the United States of America, leader throughout the tim period of the Civil War. He is see as one of the most important symbols of American equality and social justice. Born to a common, ordinary family, his life proved tha in America any boy can grow up t be President one day and fight for change. **Amendment:** A change to a document **Reconstruction:** to make or build again ▪ **Aftermath:** effects,	▪ AA –SW read and identify positive changes that came from the Civil War. ▪ GP – SW complete a graphic organizer identifying the differences between reconstruction in the north and the south. ▪ IP – SW complete a Venn diagram with information about reconstruction in the south and the north.	▪ **Reconstruction Period: Goals, Success and Failures (stop at 2:58)** ▪ http://education-portal.com/academy/lesson/reconstruction-period-goals-success-and-failures.html#lesson ▪ **If you Lived at the Time of the Civil War**	• Copies from **If you Lived at the Time of the Civil War** (pages 58 – 64) ▪ Airtight Activity (attached) ▪ Day 26 Notes (attached) ▪ Show What You Know (attached)

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'15-'16 Unit/ Day	Topic	NJ Standards	CC Standards	Objectives	Vocabulary	Task/Assessment	Multimedia/Textual Components	Materials
				and the South.	repercussions, or results of an event		**ISBN-10:** 0590454226 (pages 58 – 64)	
Unit 6, Days 27 and 28	End of Unit Project: Civil War Leaders	6.1.2 A. Social Studies Skills 6.4.2 B. State and Nation 6.2.2 D. Citizenship	**CCSS.ELA-Literacy.RI.2.7 CCSS.ELA-Literacy.W.2.2**	▪ SWBAT describe common characteristics of leaders and what makes a leader great. ▪ SWBAT describe leadership qualities and historical impact of leaders from Civil War period.	**Abraham Lincoln:** the 16th President of the United States of America, leader throughout the tim period of the Civil War. He is see as one of the most important symbols of American equality and social justice. Born to a common, ordinary family, his life proved tha in America any boy can grow up t be President one day and fight for change. **Amendment:** A change to a document **Reconstruction:** To make or build again ▪ **Aftermath:** effects, repercussions, or results of an event	▪ AA – N/A ▪ GP – SW work in a group to identify characteristics of an effective leader. ▪ IP – SW read and complete a report sheet about 4 out of the 6 Civil War leaders we have studied.	▪ Information about Civil War leaders	▪ Chart paper to list examples of different leaders ▪ Leaders chart (6 copies: 5 groups, 1 whole-class share out) ▪ Chart paper to list leaders we have studied ▪ Information about Civil War leaders ▪ Project packet for each scholar
Unit 6, Days 29	End of Unit Assessment	6.1.2 A. Social Studies Skills 6.4.2 B. State and Nation 6.2.2 D. Citizenship	**CCSS.ELA-Literacy.RI.2.7 CCSS.ELA-Literacy.W.2.2**	▪ SWBAT demonstrate mastery of material presented throughout Civil War unit.	▪ **N/A**	▪ AA – SW play a review game. They will prepare to take the end of the unit assessment, which occurs the following day.	▪ **N/A**	▪ Powerpoint
Unit 6, Bonus Day	Passport to the Past	6.1.2 A. Social Studies Skills 6.4.2 B. State and Nation 6.2.2 D. Citizenship	**CCSS.ELA-Literacy.RI.2.7 CCSS.ELA-Literacy.W.2.2**	▪ SWBAT demonstrate mastery of material by connecting prior knowledge of the American Revolution with their knew knowledge of slavery in America.	▪ **N/A**	▪ IP –SW complete an end of the unit assessment.	▪ **N/A**	▪ One assessment per scholar

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Second Grade Social Studies/Science Curriculum Plan 2015 - 2016

'15-'16 Unit/ Day	Topic	NJ Standards	CC Standards	Objectives	Vocabulary	Task/Assessment	Multimedia/Textual Components	Materials
Unit 7, 7 Days	**Get Energized: Energy, Sound, and Magnets!**							
	▪ 5.2.C Forms of Energy: Knowing the characteristics of familiar forms of energy, including potential and kinetic energy, is useful in coming to the understanding that, for the most part, the natural world can be explained and is predictable. ▪ **CCSS.ELA-Literacy.RI.2.7** Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text. ▪ **CCSS.ELA-Literacy.W.2.2** Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.							
Unit 7, Day 1	What is Energy?	**5.2.C**	**CCSS.ELA-Literacy.RI.2.7 CCSS.ELA-Literacy.W.2.2**	▪ SWBAT compare and contrast potential and kinetic energy. ▪ SWBAT generate examples of potential and kinetic energy.	▪ **Kinetic energy:** the energy of motion ▪ **Potential energy:** stored energy that is not being used	▪ AA –SW read and identify the difference between potential and kinetic energy. ▪ GP – SW complete a graphic organizer with the definition and examples of kinetic and potential energy. ▪ IP – SW answer a variety of questions about kinetic and potential energy.	• Potential Energy (2:06) o http://www.brainpop.com/science/energy/potentialenergy/ • Kinetic Energy (2:28) o http://www.brainpop.com/science/energy/kineticenergy/ ▪ **Foresman Chapter 13 p. 359-361365** (Resource can be borrowed from 3rd grade)	• Copies from **Foresman Chapter 13 p. 359-361** ▪ Airtight Activity (attached) ▪ Day 1 Notes (attached) ▪ Show What You Know (attached)
Unit 7, Day 2	How Does Energy Change Form?	**5.2.C**	**CCSS.ELA-Literacy.RI.2.7 CCSS.ELA-Literacy.W.2.2**	▪ SWBAT describe how energy can change and give an example of energy changing form. ▪ SWBAT identify and describe how energy moves.	▪ **crest:** top of the wave ▪ **trough:** bottom of the wave ▪ **midpoint:** midway between the crest and trough on a wave ▪ **Kinetic energy:** the energy of motion ▪ **Potential energy:** stored energy that is not being used	▪ AA- SW read pages from Scott Foresman and evaluate the amount of energy different objects have and discuss how our bodies get the energy we need. ▪ GP- SW identify an example of energy changing forms, describe how energy moves, and name characteristics of an energy wave. ▪ IP- SW name forms of energy, describe a change in energy in a real-world example, describe two ways	▪ **Brain Pop – Forms of Energy (1:52)** **http://www.brainpop.com/science/energy/formsofenergy/** ▪ **Foresman Chapter 13 p. 362-365** (Resource can be borrowed from 3rd grade)	• Copies from **Foresman Chapter 13 p. 362-365** ▪ Airtight Activity (attached) ▪ Day 2 Notes (attached) ▪ Show What You Know (attached)

Second Grade Social Studies/Science Curriculum Plan 2015 - 2016

'15-'16 Unit/ Day	Topic	NJ Standards	CC Standards	Objectives	Vocabulary	Task/Assessment	Multimedia/Textual Components	Materials
						energy can move, and label a diagram of an energy wave.		
Unit 7, Day 3	Heat Energy	**5.2.C**	**CCSS.ELA-Literacy.RI.2.7 CCSS.ELA-Literacy.W.2.2**	▪ SWBAT describe how thermal energy can be observed. ▪ SWBAT explain why changes in states of matter relate directly to changes in temperature.	▪ **thermal energy:** the energy of moving particles in matter	▪ AA- SW read pages from Scott Foresman and describe thermal energy, how it moves, and identify which object has more thermal energy using their newfound knowledge. ▪ GP- SW take notes on thermal energy and effects of heat. SW describe the types of energy used in a mini experiment. ▪ IP- SW apply their knowledge of thermal energy to real life application questions, including the experiment completed in the lesson. SW describe how heat affects each state of matter.	▪ **Brain Pop: Heat (2:35)** *http://www.brainpop.com/science/energy/heat/* ▪ **Foresman Chapter 13 p. 366-369** (Resource can be borrowed from 3rd grade)	• Copies from **Foresman Chapter 13 p. 366-369** ▪ Airtight Activity (attached) ▪ Day 3 Notes (attached) ▪ Show What You Know (attached)
Unit 7, Day 4	Light Energy	**5.2.C**	**CCSS.ELA-Literacy.RI.2.7 CCSS.ELA-Literacy.W.2.2**	▪ SWBAT identify that the sun is the primary source of energy for the earth in the forms of light and heat. ▪ SWBAT evaluate and identify the different ways we see light energy in our daily lives.	▪ **reflect**: to bounce off ▪ **refract**: to bend ▪ **absorb**: to take in	• AA- SW read pages from Scott Foresman and describe what light energy is and how it moves. • GP- SW take notes on sources of light, how light changes, and how we see color. ▪ IP- SW apply their knowledge of thermal energy to identify different kinds of thermal energy that we encounter on a daily basis.	▪ **Brain Pop: Light (2:23)** *http://www.brainpop.com/science/energy/light/* ▪ **Foresman Chapter 13 p. 370-373** (Resource can be borrowed from 3rd grade)	• Copies from **Foresman Chapter 13 p. 370-373** ▪ Airtight Activity (attached) ▪ Day 4 Notes (attached) ▪ Show What You Know (attached) ▪ Mirror ▪ Target (attached) ▪ Flashlight
Unit 7,	What is Electrical	**5.2.C**	**CCSS.ELA-Literacy.RI.**	▪ SWBAT	▪ **electric charge:** tiny	• AA- SW read pages from Scott Foresman	▪ **Brain Pop: Light**	• Copies from

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'15-'16 Unit/ Day	Topic	NJ Standards	CC Standards	Objectives	Vocabulary	Task/Assessment	Multimedia/Textual Components	Materials
Day 5	Energy?		**2.7 CCSS.ELA-Literacy.W. 2.2**	explain whether a piece of matter is positively or negatively charged based on the charges of its atoms. ▪ SWBAT describe how charged matter acts when put in close proximity to other charged matter.	amount of energy in the particles of matter ▪ **electric current:** the movement of electrical energy or electric charge from one place to another ▪ **electric circuit:** the path that a controlled electric current flows through	and describe what electrical energy is and how matter interacts. ▪ GP-, SW take notes on electric charges, how charged matter acts, and electrical energy. ▪ IP- SW apply their knowledge of electrical energy to analyze why the balloon was able to stick to the wall in our mini-experiment.	**(2:23)** *http://www.brainpop.com/science/energy/light/* ▪ **Foresman Chapter 13 p. 374-377** (Resource can be borrowed from 3rd grade)	**Foresman Chapter 13 p. 374-377** ▪ Airtight Activity (attached) ▪ Day 5 Notes (attached) ▪ Show What You Know (attached) ▪ Wool cloth ▪ Inflated balloon
Unit 7, Day 6	Energy Review Day	**5.2.C**	**CCSS.ELA-Literacy.RI. 2.7 CCSS.ELA-Literacy.W. 2.2**	▪ SWBAT synthesize content presented throughout the energy unit so far.	▪ N/A	▪ AA- SW play a review game. They will prepare to take the end of the unit assessment, which occurs the following day.	o	▪ Review Game PowerPoint ▪ Projector ▪ Note packet for each S
Unit 7, Day 7	End of Unit Assessment	**5.2.C**	**CCSS.ELA-Literacy.RI. 2.7 CCSS.ELA-Literacy.W. 2.2**	▪ SWBAT demonstrate mastery of material presented throughout Energy unit.	▪ N/A	▪ IP- SW complete assessment of unit 7, demonstrating their mastery of topics learned through the unit. ▪ After assessment, SW watch 2 videos and complete packet about energy	▪ 2 minutes (Kids Saving Energy) http://www.youtube.com/watch?v=GYD2qS_QnfE ▪ 3 minutes (School House Rock Energy Blues) http://www.youtube.com/watch?v=0dn_pV9fbCE	▪ Unit 7 assessment copy for each scholar ▪ Copy of packet for after assessment for each scholar http://c03.apogee.net/contentplayer/templates/kids/pdf/EnergyEfficiency_LetsSave.p

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'15-'16 Unit/ Day	Topic	NJ Standards	CC Standards	Objectives	Vocabulary	Task/Assessment	Multimedia/Textual Components	Materials
								df ▪ Letter writing template (attached)
9 Days	**Extra Lessons**							
	▪ **CCSS.ELA-Literacy.RI.2.7** Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text. ▪ **CCSS.ELA-Literacy.W.2.2** Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.							
Pre-Winakung at Waterloo Field Trip	The Lenape: New Jersey Native Americans Part I	6.4.2 B. State and Nation	**CCSS.ELA-Literacy.RI.2.7** **CCSS.ELA-Literacy.W.2.2**	▪ SWBAT describe lifestyle characteristics of the Lenape people. ▪ SWBAT compare and contrast Lenape lifestyle to their own.	▪ N/A	▪ AA – SW describe why the seasons are important to the Lenape people. ▪ GP – SW record characteristics of Lenape lifestyle: clans, longhouses, roles of children, food, and games. ▪ IP – SW describe their global address to someone they've never met	▪ **The Lenape Tribe** → http://www.youtube.com/watch?v=XfyR3QAzvVA *(4:39) whole video*	▪ Copies of **New Jersey Native People** by Mark Stewart ▪ Graphic Organizer ▪ Notes (attached) ▪ Show What You Know (attached)
Pre-Winakung at Waterloo Field Trip	The Lenape: New Jersey Native Americans Part II	6.4.2 B. State and Nation	**CCSS.ELA-Literacy.RI.2.7** **CCSS.ELA-Literacy.W.2.2**	▪ SWBAT describe spiritual beliefs of the Lenape people. ▪ SWBAT describe the cause and effect relationship between the English settlements in the New World and the decline of the	▪ N/A	▪ AA – SW explain the impact that the English settlers had on the Lenape people and how important the beliefs that the Lenape people had. ▪ GP – SW record characteristics of Lenape lifestyle: clans, longhouses, roles of children, food, and games. ▪ IP – SW describe their global address to someone they've never met	▪ **The Lenape Culture** http://www.youtube.com/watch?v=U5P1EgQZJHY *(2:49 whole video)* • **New Jersey Native People** by Mark Stewart **Pgs. 10-12 & 35-36** **Who Are The Lenape? http://www.lenapenation.org/lenapeculture.html (attached)**	▪ Copies of **New Jersey Native People** by Mark Stewart ▪ Graphic Organizer ▪ Notes (attached) ▪ Show What You Know (attached)

Second Grade Social Studies/Science Curriculum Plan 2015 - 2016

'15-'16 Unit/ Day	Topic	NJ Standards	CC Standards	Objectives	Vocabulary	Task/Assessment	Multimedia/Textual Components	Materials
				Lenape.				
Elections and Voting: Day 1	Why Democracy?	6.2.2 A. Civic Life, Politics, and Government 6.4.2 B. State and Nation	**CCSS.ELA-Literacy.RI.2.7 CCSS.ELA-Literacy.W.2.2**	▪ SWBAT identify that there are 3 different branches of government. ▪ SWBAT identify that people must vote in order for our democracy to work.	▪	▪	o	▪
Elections and Voting: Day 2	Why we Vote and the Political Parties	6.2.2 A. Civic Life, Politics, and Government 6.4.2 B. State and Nation	**CCSS.ELA-Literacy.RI.2.7 CCSS.ELA-Literacy.W.2.2**	▪ SWBAT identify that we vote to help create the rules and to pick leaders. ▪ SWBAT identify that voting makes us equal.	▪	▪	o	▪
Elections and Voting: Day 3	The Campaign Process and Election Day	6.2.2 A. Civic Life, Politics, and Government 6.4.2 B. State and Nation	**CCSS.ELA-Literacy.RI.2.7 CCSS.ELA-Literacy.W.2.2**	▪ SWBAT identify different ways in which candidates can campaign ▪ SWBAT define an educated voter as a voter who knows who the candidates are and what they stand for	▪	▪	o	▪

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'15-'16 Unit/ Day	Topic	NJ Standards	CC Standards	Objectives	Vocabulary	Task/Assessment	Multimedia/Textual Components	Materials
				before they vote.				
Elections and Voting: Day 4	The Campaign Process and Election Day	6.2.2 A. Civic Life, Politics, and Government 6.4.2 B. State and Nation	**CCSS.ELA-Literacy.RI.2.7 CCSS.ELA-Literacy.W.2.2**	▪ SWBAT complete a mock election	▪	▪	o	▪
Pre-Thanksgiving	Thanksgiving Station Day		**CCSS.ELA-Literacy.RI.2.7 CCSS.ELA-Literacy.W.2.2**	▪ SWBAT describe the first Thanksgiving: the people who celebrated, what they celebrated, and the reasons why they celebrated.	▪ **Pilgrim, Journey, England, America, Hardship, Native American, bountiful, harvest**	▪ In the Independent Practice (Station 1), SW read the book, *The First Thanksgiving*, and answer comprehension questions. ▪ In the Independent Practice (Station 2), SW interactively explore facts and myths about Thanksgiving and take notes. (http://kids.nationalgeographic.com/kids/stories/history/first-thanksgiving/) ▪ In the Independent Practice (Station 3), SW write a descriptive paragraph about the First Thanksgiving. SW complete Thanksgiving word search/vocabulary challenges.	o http://kids.nationalgeographic.com/kids/stories/history/first-thanksgiving/) ▪ **The First Thanksgiving** *(pages in separate document)*	▪ Copies of **The First Thanksgiving** by Garnet Jackson ▪ Computers loaded to (http://kids.nationalgeographic.com/kids/stories/history/first-thanksgiving/) ▪ Packet for each S
100th Day of School	If You Lived 100 Years Ago	6.4.2 B. State and Nation		▪ SWBAT describe life 100 years ago	▪ N/A	▪ GP –SW take notes on key characteristics of life 100 years ago.	▪ **Life 100 Years Ago 2012 http://www.youtube.com/watch?v=bw7PbHLPxqA (0:00 – 2:16)**	▪ Copies of **If You Lived 100 Years Ago** by Ann

Second Grade Social Studies/Science Curriculum Plan 2015 - 2016

'15-'16 Unit/ Day	Topic	NJ Standards	CC Standards	Objectives	Vocabulary	Task/Assessment	Multimedia/Textual Components	Materials
				(in 1912). ▪ SWBAT compare and contrast their life and the life of a child growing up in 1912.		▪ IP – SW compare and contrast their lives to the lives of children about 100 years ago.	▪ **The Year Was 1912** **http://www.youtube.com/watch?v=3CaieEwEuiw** *(0:00 – 2:16) – For Music Purposes Only!* **If You Live 100 Years Ago** by Ann McGovern **ISBN-10:** 0590960016 **Pgs. 6-7, 14, 32, 38-41, 48-53, 79-80**	McGovern ▪ Airtight Activity (attached) ▪ Show What You Know (attached) ▪ 100th Day of School Notes (attached) ▪ Blank chart paper for timeline
Space	Introduction to Space			▪ SWBAT describe components of our solar system, including the sun, planets, stars, asteroids, meteors, comets, and moons. ▪ SWBAT represent the solar system in a labeled, accurate diagram.	▪	▪	o	▪

3rd Grade Curriculum Map: 2015-2016

Unit 1: Foundations

How does this unit connect to past and future units?
This unit sets the tone for the beginning of the year by first establishing the foundations of student habits with MOLE steps, RACE in mathematics, and the addition/subtraction standard algorithm. After that, students begin to grapple with the concept of multiplication as repeated addition and ultimately are able to solve multiplication equations by skip-counting, using known facts that are spiraled throughout the unit, and creating equations with unknowns in all positions. Additionally, students learn about patterns and relationships in multiplication in this unit, analyzing multiples and factors of numbers within 100.
What key Common Core standards does this unit address?
CCSS.Math.Practice.MP1 Make sense of problems and persevere in solving them. CCSS.Math.Practice.MP6 Attend to precision.

Unit	Day	Type	CCS	Lesson Overview	Materials
Foundations	1	Habits	CCSS.Math.Practice.MP1 Make sense of problems and persevere in solving them. CCSS.Math.Practice.MP6 Attend to precision.	**Title:** MOLE Review and Expectation-Setting **Objective:** SWBAT understand and utilize MOLE steps in the classroom. **Intro:** TW introduce MOLE structure and review rationale. TW model effective MOLE steps on several problem types. **Guided:** SW practice using MOLE on several problem types with teacher feedback. **Independent:** SW solve several math problems using MOLE.	• Student packets: MOLE chart copy and IP problems (attached at the end of this document. The MOLE chart should be the first page of their packet) • MOLE chart – poster printer size • MOLE feedback chart – poster printer size • Blank piece of paper

3rd Grade Curriculum Map: 2015-2016

				Skill: MOLE steps	titled: Showing Work
Foundations	2	Habits	CCSS.Math.Practice.MP3 Construct viable arguments and critique the reasoning of others.	**Title:** RACE in Mathematics **Objective:** SWBAT write a response to a question about a math problem using RACE. **Intro:** TW introduce RACE structure and explain rationale of math RACE. TW model several iterations of RACE and how to complete each step. **Guided:** SW practice using math RACE for multiple problem types with teacher feedback. **Independent:** SW use math RACE to answer multiple problem types. **Skill:** Math RACE	• Math RACE chart: made by teacher beforehand (see Math RACE chart example in unit folder) • Math RACE Transitions Guide (copies for S and one poster printer for classroom) • IP Packet (copies for S) • Student packet should have Math RACE Transitions Guide followed up the 5 IP questions
Foundations	3	PC	3.NBT.A.2 Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.	**Title:** Addition/Subtraction Standard Algorithm **Objective:** SWBAT explain what is occurring when numbers are regrouped, taking into consideration place value. **Intro:** TW model how to perform the addition standard algorithm. TW model regrouping and work with students to explain rationale. **Guided:** Students practice performing the addition standard algorithm. **Independent:** Students complete multiple practice problems with the addition standard algorithm.	• Student packets: all IP • Whiteboard materials for students in desks: whiteboards, markers, erasers (or socks)

3rd Grade Curriculum Map: 2015-2016

				Skill: Using the addition standard algorithm.	
Foundations	4	PC	3.NBT.A.2 Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.	**Title:** Addition/Subtraction Standard Algorithm **Objective:** SWBAT explain what is occurring when numbers are regrouped, taking into consideration place value. **Intro:** TW model how to perform the subtraction standard algorithm. TW model regrouping and work with students to explain rationale. **Guided:** Students practice performing the addition standard algorithm. **Independent:** Students complete multiple practice problems with the addition standard algorithm. **Skill:** Using the subtraction standard algorithm.	• Student packets: all IP • Whiteboard materials for students in desks: whiteboards, markers, erasers (or socks)
Foundations	5	PC	3.NBT.A.2 Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.	**Title:** Addition/Subtraction Standard Algorithm **Objective:** SWBAT explain what is occurring when numbers are regrouped, taking into consideration place value. **Intro:** TW model how to perform the addition standard algorithm. TW model regrouping and work with students to explain rationale. **Guided:** Students practice performing the addition standard algorithm. **Independent:** Students complete multiple practice problems with the addition standard algorithm. **Skill:** Using the addition standard algorithm.	• Student packets: all IP
Foundations	6	PC	3.NBT.A.2	**Title:** Evaluative Task: Addition/Subtraction Standard	• Student packets: all

3rd Grade Curriculum Map: 2015-2016

			Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.	Algorithm **Mathematical Understanding:** **Launch:** **Task:** **Chart:** **Extra At-Bats:**	IP • T scrap paper or white board for opening problem
Foundations	7	PC	3.OA.1. Interpret products of whole numbers, e.g., interpret 5 × 7 as the total number of objects in 5 groups of 7 objects each. For example, describe a context in which a total number of objects can be expressed as 5 × 7.	**Title:** Single-Step Story Problem Practice: Multiplication Strategies **Mathematical Understanding:** **Launch:** **Task:** **Chart:** **Extra At-Bats:**	• Student packets: all IP • 50 units cubes in bags for students (should already be in S desks) • 4 empty pencil boxes; 8 extra pencils (will be used for T modeling) • T charts: 5 charts with story problems pre-written; a place to chart; a place to write big idea when applicable
Foundations	8	PC	3.OA.1. Interpret products of whole numbers, e.g., interpret 5 × 7 as the total number of objects in 5	**Title:** Single-Step Story Problem Practice: Multiplication Number Sentences **Mathematical Understanding:**	• Student packets: all IP • 50 units cubes in bags for students (should already be in

3rd Grade Curriculum Map: 2015-2016

			groups of 7 objects each. For example, describe a context in which a total number of objects can be expressed as 5 × 7.	**Launch:** **Task:** **Chart:** **Extra At-Bats:**	S desks) • 5 pencils boxes or some sort of jar, 10 markers (for modeling in lesson) • T charts: 4 charts with story problems pre-written; a place to chart; a place to write big idea when applicable
Foundations	9	PC	3.OA.1. Interpret products of whole numbers, e.g., interpret 5 × 7 as the total number of objects in 5 groups of 7 objects each. For example, describe a context in which a total number of objects can be expressed as 5 × 7.	**Title:** Single-Step Story Problem Practice: Partitive Division **Mathematical Understanding:** **Launch:** **Task:** **Chart:** **Extra At-Bats:**	• Student packets: all IP • 50 units cubes in bags for students (should already be in S desks) • 2 pencil boxes and 20 snap cubes for T modeling during lesson • T charts: 4 charts with story problems pre-written; a place to chart; a place to write big idea when applicable
Foundations	10	PC	3.OA.1. Interpret products of whole numbers, e.g., interpret 5 × 7 as the total number of objects in 5	**Title:** Single-Step Story Problem Practice: Measurement Division **Mathematical Understanding:**	• Student packets: all IP • 50 units cubes in bags for students (should already be in

3rd Grade Curriculum Map: 2015-2016

			groups of 7 objects each. For example, describe a context in which a total number of objects can be expressed as 5 × 7.	**Launch:** **Task:** **Chart:** **Extra At-Bats:**	S desks) • 2 pencil boxes, 10 snap cubes for T modeling • T charts: 4 charts with story problems pre-written; a place to chart; a place to write big idea when applicable
Foundations	11	PC	3.OA.1. Interpret products of whole numbers, e.g., interpret 5 × 7 as the total number of objects in 5 groups of 7 objects each. For example, describe a context in which a total number of objects can be expressed as 5 × 7.	**Title:** Single-Step Story Problem Review: Multiplication/Division (All Types) **Mathematical Understanding:** **Launch:** **Task:** **Chart:** **Extra At-Bats:**	• Student packets: all IP • 50 units cubes in bags for students (should already be in S desks) • T charts: 6 charts with story problems pre-written; a place to chart; a place to write big idea when applicable

Unit 2: Multiplication

How does this unit connect to past and future units?
In this unit, students begin to grapple with the concept of multiplication as repeated addition and ultimately are able to solve multiplication equations by skip-counting, using known facts that are spiraled throughout the unit, and creating equations with unknowns in all positions. Additionally, students learn about patterns and relationships in multiplication in this unit, analyzing multiples and factors of numbers within 100.
What key Common Core standards does this unit address?

3rd Grade Curriculum Map: 2015-2016

<table>
<tr><td colspan="6">3.NBT.A.2
Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.
3.OA.1. Interpret products of whole numbers, e.g., interpret 5 × 7 as the total number of objects in 5 groups of 7 objects each. For example, describe a context in which a total number of objects can be expressed as 5 × 7.
3.OA.4. Determine the unknown whole number in a multiplication or division equation relating three whole numbers. For example, determine the unknown number that makes the equation true in each of the equations 8 × ? = 48, 5 = _ ÷ 3, 6 × 6 = ?
3.OA.5. Apply properties of operations as strategies to multiply and divide.2 Examples: If 6 × 4 = 24 is known, then 4 × 6 = 24 is also known. (Commutative property of multiplication.) 3 × 5 × 2 can be found by 3 × 5 = 15, then 15 × 2 = 30, or by 5 × 2 = 10, then 3 × 10 = 30. (Associative property of multiplication.) Knowing that 8 × 5 = 40 and 8 × 2 = 16, one can find 8 × 7 as 8 × (5 + 2) = (8 × 5) + (8 × 2) = 40 + 16 = 56.
3.OA.6. Understand division as an unknown-factor problem. For example, find 32 ÷ 8 by finding the number that makes 32 when multiplied by 8.
3.OA.D.8
Solve two-step word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.
3.OA.D.9
Identify arithmetic patterns (including patterns in the addition table or multiplication table), and explain them using properties of operations. For example, observe that 4 times a number is always even, and explain why 4 times a number can be decomposed into two equal addends.
3.MD.7. Relate area to the operations of multiplication and addition. Find the area of a rectangle with whole-number side lengths by tiling it, and show that the area is the same as would be found by multiplying the side lengths.</td></tr>
<tr><td>Multiplication</td><td>1</td><td>I</td><td>3.NBT.2: Fluently add and subtract within 1000 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction</td><td>Title: Inside the Grocery Store

Mathematical Understanding:

Launch:
• Activate Prior Knowledge:
  • What are some of the things you see? Apples, paper towels, peanut butter, water, plums, oranges, etc.
• Set Parameters:
  • Today you are going to work as mathematicians to find clever ways to determine the totals for each of the items you see in the picture!</td><td>• Worksheets (attached) – Grocery store worksheet, recording sheet
• Visual of worksheets for teachers</td></tr>
</table>

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				• Your job is to record the quantities of each type of item you saw and describe the strategy you used to find those totals. • You will work with your partner to complete this. You and your partner will fill in the attached worksheet to record how many of each item you found and your strategy for finding that item. • **Bright Line:** • You have 12 minutes. Go to work! **Task:** SW count the items in the grocery store using different strategies. **Extra At-Bats:** Sarah went to the grocery store and was counting bananas. She saw 2 boxes with 14 bananas in each box. How could she figure out how many bananas there were in all? Solve and show your strategy below.	
Multiplication	2	I	3.OA.1. Interpret products of whole numbers, e.g., interpret 5 × 7 as the total number of objects in 5 groups of 7 objects each. For example, describe a context in which a total number of objects can be expressed as 5 × 7.	**Title:** Postage Stamps **Mathematical Understanding:** **Launch:** Look at the worksheets on the board. What are these? Have you seen these before? *These are postage stamps!* • Countries all around the world produce postage stamps; the price paid for the stamps goes to pay the costs of delivering mail. Artists are often asked to design sets of stamps for the governments. Some stamps have portraits of famous people on them. Others show animals, ships, birds, flowers, famous buildings, or beautiful scenes of historic places. Stamps are issued with many different prices because mail is	• Worksheets (attached) • Postage stamps posters • Visual of worksheets for teachers

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				priced by weight and often several stamps have to be used together to get the correct price of sending a particular letter or package. Some people collect stamps. People might collect stamps from around the world or collect different sets on the day they are issued. Some people like to look for rare, very old stamps. • What are some things you see on the postage stamp posters? • **T will show Appendix C worksheet (stamps in groups)** • Now that we've discussed what stamps are and where they come from, let's talk more about how stamps are packaged. • *Note: The numbers in the sets are arranged to support students in their exploration of relationships; for example, the 8 five-cent stamps are arranged so they could be counted as 2 rows of 4 fives or 4 columns of 2 fives to facilitate use of fives as a relatively easy grouping.* Today and tomorrow we are going to to use grouping strategies to quickly find the total value of groups of items. On your own, you will count the stamps in each set. I am looking to see who can use the juiciest strategies to solve! **Task:** SW count the postage stamps in each set. **Extra At-Bats:** SW count additional sets of postage stamps using a grouping strategy.	
Multiplication	3	I	3.OA.1. Interpret products of whole numbers, e.g., interpret 5 × 7 as the total number of objects in 5	**Title:** Counting Stamps **Mathematical Understanding:** **Launch:** Yesterday, we worked on calculating the total	• Worksheets (attached) • Postage stamps posters • Visual of worksheets

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			groups of 7 objects each. For example, describe a context in which a total number of objects can be expressed as 5 × 7.	value of groups of stamps. • What are some of the strategies we used yesterday to find these values? *We skip counted; we used our doubles facts; we used partial products, et cetera.* • For the past few days, we have used many strategies to count the totals or values of groups.. • Today, you are going to get a chance to act as postal workers, calculating the cost of a variety of customers' purchases. Remember, mathematicians are always looking for the easiest ways to find the value of something. **Task:** Students will complete the attached worksheet. **Extra At-Bats:** SW find the cost of another set of stamps.	for teachers
Multiplication	4	PC	3.OA.D.8 Solve two-step word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.	**Title:** Multi-Step Problem: Groups **Mathematical Understanding:** **Launch:** **Task:** **Chart:** **Extra At-Bats:**	
Multiplication	5	PC	3.OA.1. Interpret products of whole numbers, e.g., interpret 5 × 7 as the total	**Title:** Many Things Come in Groups **Objective:** SWBAT understand multiplication as combining equal groups.	▪ Multiplication Chart, T60 ▪ Picture Problems, SAB Unit 5 pg. 4-6

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			number of objects in 5 groups of 7 objects each. For example, describe a context in which a total number of objects can be expressed as 5 × 7.	**Intro:** TW ask students to name groups we could count in our everyday lives. Then, talk with students about how items are packaged and how we might be able to count the total items in a package. **Guided:** SW create a sketch of their own with groups and draft an equation to describe the groupings. **Independent:** SW complete a worksheet with additional counting and multiplication equation tasks. **Skill:** Multiplication as combining equal groups	▪ Third Grade, Unit 5, SAB pg. 3 ▪ RM Unit 5, M6
Multiplication	6	PC	3.OA.D.9 Identify arithmetic patterns (including patterns in the addition table or multiplication table), and explain them using properties of operations. *For example, observe that 4 times a number is always even, and explain why 4 times a number can be decomposed into two equal addends.*	**Title:** Multiples on 100s Chart: 2, 5 and 10 **Objective:** SWBAT find the multiples of the numbers 2, 5, and 10 by skip counting. **Intro:** TW illustrate how to highlight numbers if counting by 2's. T and S will fill in counting by 2's, marking each as they go. Then, T and S will use Skip Counting circles to help students count the number of groups they will need for the task. **Guided:** SW create towers of five to make a total of 100 in their tower of 5. SW then use their hundred chart to count the multiples of 5 and 10, also using skip counting circles. **Independent:** SW complete additional problems that ask them to skip-count a given number of groups aligned to a multiple of 2, 5 or 10. **Skill:** Multiplication as counting groups of multiples	▪ 100 Chart with Skip Counting Circles, RM M12 (3 for each student) ▪ 100 Chart ▪ Multiples of 5 and 10 100 Chart (see Unit 5, pg. 54 for reference) Exit ticket (attached)
Multiplication	7	PC	3.OA.D.9	**Title:** Multiples on 100s Chart: 3 and 6	• Third Grade, Unit 5,

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			Identify arithmetic patterns (including patterns in the addition table or multiplication table), and explain them using properties of operations. *For example, observe that 4 times a number is always even, and explain why 4 times a number can be decomposed into two equal addends.*	**Objective:** SWBAT find the multiples of the numbers 3 and 6 by skip-counting. **Intro:**. T and S will fill in counting by 3's, marking each as they go. Then, T and S will use Skip Counting circles to help students count the number of groups they will need for the task. **Guided:** then use their hundred chart to count the multiples of 3 and 6, also using skip counting circles. **Independent:** WS attached- Ms. Ross owns an apple orchard. She was making bags to sell with three apples in each bag. If she made ten bags of apples, how many apples did she use? On another day, she decided to put six apples in each bag. If she made ten bags of apples, how many apples did she use this time? **Skill:** Multiplication as counting groups of multiples	SAB pg. 14-16 "Related Problems"
Multiplication	8	PC	3.OA.4. Determine the unknown whole number in a multiplication or division equation relating three whole numbers. For example, determine the unknown number that makes the equation true in each of the equations 8 × ? = 48, 5 = _ ÷ 3, 6 × 6 = ? 3.OA.D.9 Identify arithmetic patterns (including	**Title:** Patterns and Relationships in Multiplication **Objective:** SWBAT describe and compare characteristics of the multiples of a number. ▪ SWBAT use known multiplication combinations to determine the product of more difficult combinations **Intro:** T will present several story problems to the class with context: Our class was counting by 6's, and the fourth person's number was larger than when they counted by 3. Why is that? T will record conversation on chart paper. **Guided:** SW work with a partner to solve problems 1 and 2 on SAB pg. 14.	• Third Grade, Unit 5, M12, "100 Chart with Skip Counting Circles"

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			patterns in the addition table or multiplication table), and explain them using properties of operations. *For example, observe that 4 times a number is always even, and explain why 4 times a number can be decomposed into two equal addends.*	**Independent:** SW then complete the remaining problems on SAB pgs. 15 and 16. If students finish early, they can begin working on making a chart of the multiples of 4 using the M12 WS. **Skill:** Students describe the relationship between multiples of a number.	
Multiplication	9	I	3.OA.1 .Interpret products of whole numbers, e.g., interpret 5 × 7 as the total number of objects in 5 groups of 7 objects each. For example, describe a context in which a total number of objects can be expressed as 5 × 7.	**Title:** Evaluative Task: Multiplication **Mathematical Understanding:** **Launch:** **Task:** **Chart:** **Extra At-Bats:**	

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Multiplication	10	I	3.OA.1 .Interpret products of whole numbers, e.g., interpret 5 × 7 as the total number of objects in 5 groups of 7 objects each. For example, describe a context in which a total number of objects can be expressed as 5 × 7.	**Title:** Measuring strips **Mathematical Understanding:** **Launch:** T will introduce task: scholars will use grouping strategies to count items in a set, and then use the value of that set to find new values. T: I can't wait to see all of the strategies you use to count these objects. You have 8 minutes to complete this work. **Task:** Students will work individually to answer questions on the worksheet using multiplication notation and group counting. 2 x 3 = 6 and 4 x 3 = 12. How can I use these products to find the product of 6 x 3? **Extra At-Bats:** Students complete additional work with multiplication notation and group counting.	• Worksheets (attached) • Measuring strips (sentence strips) for scholars • Recording sheet • Visual of worksheets for teachers
Multiplication	11	I	3.OA.1 .Interpret products of whole numbers, e.g., interpret 5 × 7 as the total number of objects in 5 groups of 7 objects each. For example, describe a context in which a total number of objects can be expressed as 5 × 7.	**Title:** Multiplication Counting Jar **Mathematical Understanding:** **Launch:** T will introduce steps of multiplication counting jar. The best mathematicians will find efficient ways to count the items they arrange. You have 11 minutes to count. I can't wait to see the strategies you use! **Task:** Students will complete their counting jar: 1st count, 2nd count, explanation of strategy. **Extra At-Bats:** Students answer questions about an additional set of tiles that has been "counted."	• Worksheets (attached) • Tiles for counting jar (L/M/H differentiated) sheet • Visual of worksheets for teachers

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Multiplication	12	I	3.MD.7. Relate area to the operations of multiplication and addition. Find the area of a rectangle with whole-number side lengths by tiling it, and show that the area is the same as would be found by multiplying the side lengths.	**Title:** Introduction to Arrays **Mathematical Understanding:** **Launch:** • TW begin this lesson by placing 12 cubes on the board. • "Here's a problem called "Arranging Chairs." Imagine that these 12 cubes are chairs and that you need to arrange them in straight rows for an audience to watch a class play. You want to arrange the chairs so that there will be the same number in every row with no chairs left over. How many different ways could you do this? How many chairs would be in each row? How many rows would there be? Try different ways to arrange the chairs, even if some of the ways don't seem very good for watching a class play." • Give students time to make as many different arrangements as they can, using their 12 cubes. **Task:** Students will complete the task and arrange the 12 cubes into the audience. **Extra At-Bats:** 4th Grade, Unit 1, SAB pg. 1 "How Many in This Array," SAB pg. 3 "Arrays All Around Us," and SAB pg. 8 "Things That Come in Groups"	• Unifix cubes for each student • 3rd Grade, Unit 5, Half Inch Grid Paper (T62) or (M14) • Exit Ticket- 4th Grade, Unit 1, SAB pg. 1 "How Many in This Array," SAB pg. 3 "Arrays All Around Us," and SAB pg. 8 "Things That Come in Groups"

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Multiplication	13	I	3.OA.1. Interpret products of whole numbers, e.g., interpret 5 × 7 as the total number of objects in 5 groups of 7 objects each. For example, describe a context in which a total number of objects can be expressed as 5 × 7.	**Title:** Finding the Number of Squares in an Array **Mathematical Understanding:** **Launch:** • Scholars, yesterday we figured out the dimensions of arrays with a certain total number of squares. Today, we are going to figure out the total number of squares with given dimensions. Let's give one a try. • Today you will have the opportunity to continue determining how many squares are in a given array. As you figure out how many squares, be sure to show your thinking on your WS just like we showed Ade'Shyah and Avante's thinking on our chart paper. • I want to see who can make connections to the other work we've been doing to help them understand this task. **Task:** SW determine the total number of squares in each of the arrays on 3rd Grade, Unit 5, RM M19 and M21. **Extra At-Bats:** SW figure out other multiplication combinations that will help them find the product for 9x3.	• Do Now- Attached • WS-3rd Grade, Unit 5, RM M19 and M21 "Array Cards" (these should be outlined so that students can clearly see the arrays; do not cut out) • Exit Ticket- Attached

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Multiplication	14	PC	3.OA.4. Determine the unknown whole number in a multiplication or division equation relating three whole numbers. For example, determine the unknown number that makes the equation true in each of the equations 8 × ? = 48, 5 = _ ÷ 3, 6 × 6 = ?	**Title:** Evaluative Task: Arrays **Mathematical Understanding:** **Launch:** **Task:** **Extra At-Bats:**	
Multiplication	15	I	3.OA.5. Apply properties of operations as strategies to multiply and divide.2 Examples: If 6 × 4 = 24 is known, then 4 × 6 = 24 is also known. (Commutative property of multiplication.) 3 × 5 × 2 can be found by 3 × 5 = 15, then 15 × 2 = 30, or by 5 × 2 = 10, then 3 × 10 = 30. (Associative property of multiplication.) Knowing that 8 × 5 = 40 and 8 × 2 = 16, one can find 8 × 7 as 8 × (5 + 2) = (8 × 5) + (8 × 2) = 40 + 16 = 56.	**Title:** Factor Pairs **Mathematical Understanding:** **Launch:** The array game Factor Pairs is designed to help students learn their multiplication combinations with products up to 50. Introduce the game to the class. • "**This year, our goal is for everyone in the class to know the products of all of the multiplication combinations on our Array Cards.** One way to help us do this is to complete a mathematical task called Factor Pairs. You may remember playing this game last year. This game will help us use the combinations we know to find the ones we don't know." TW place four Array Cards (T63-T70) on the overhead projector (or chart paper) and explain that you are placing them dimensions side up (e.g. 3x5). Choose a volunteer to be your partner as you play two sample rounds. You will get to play this game with your partner and we want to see your smart ways to find the answer to what we don't know by thinking about what we already know.	

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				Task: Students will play the game in pairs. **Extra At-Bats:** S answer questions about factor pairs and complete a mathematical task that asks students to identify factor pairs.	
Multiplication	16	I	3.OA.1. Interpret products of whole numbers, e.g., interpret 5 × 7 as the total number of objects in 5 groups of 7 objects each. For example, describe a context in which a total number of objects can be expressed as 5 × 7.	**Title:** Count and Compare **Mathematical Understanding:** • **Launch:** *Note: Count and Compare is a game that provides practice with multiplication combinations and encourages thinking about the relationship between size, shape, and dimensions. The game is played by groups of two or three players with a single set of array cards divided evenly among them.* • Scholars, today we are going to complete a mathematical task that is similar to a task we did in first and second grade—Compare and Double Compare. However, today we are "stepping it up" by comparing products and using multiplication. • TW play a few rounds with the whole class. You can use Count and Compare (M36) to make extra copies of the rules (only a few copies are needed). • TW begin by placing two transparency array cards (T63-T70) with the same product (such as a 3x4 and a 2x6) on the overhead projector. (This may also be	• Count and Compare (M36) (only a few are needed) • Transparency Array Cards (T63-T70) (or chart paper versions) • IP WS Packet (Attached)

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				accomplished with chart paper versions.) • TW explain that, when this happens, the players decide together who will get the cards; for example, each player places another card down and the one with the larger product takes all four cards. • **Tell them that counting by 1s is not allowed in this game.** • Make sure that students understand that they determine which array is larger without turning them over to look at the product side. Explain that they not only need to determine which array is bigger but must also give a reason why. • Tell students that play continues until one player runs out of cards. The array cards can then be reshuffled (with the leftovers) and dealt out for a new game. TW play several additional rounds until students are comfortable with the process. **Task:** Students will play the game in pairs. **Extra At-Bats:** SW complete a series of Count and Compare WSs, showing their strategy and using greater than/less than/equal to signs.	

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Multiplication	17	I	3.OA.6. Understand division as an unknown-factor problem. For example, find 32 ÷ 8 by finding the number that makes 32 when multiplied by 8.	**Title:** Introduction to Division **Mathematical Understanding:** • **Launch:** "I am going to choose something from our list of "Things That Come in Groups" to make a problem for you to solve. This problem is going to be different from the ones we have been solving." • TW read the following story problem aloud: o Frogs usually have four legs. In a pond, there are 16 legs altogether. How many frogs are in the pond? • "What is the same or different about this problem and the ones we have been solving and writing for the past few weeks?" Some students may notice that this problem is about equal groups, as are all of the multiplication problems. Other students may be able to explain that, in this problem, you start with the total and separate it into equal groups, whereas in the other problems you started with the groups and found the total. Students may identify the earlier problems as multiplication and these as division. TW play several additional rounds until students are comfortable with the process. **Task:** SW complete a series of division story problems. **Extra At-Bats:** SW complete an exit ticket that assesses the objectives (SAB pg. 44)	• Things That Come in Groups posters (displayed) • Half-Inch Grid Paper (M14) • Third Grade, SAB pg. 39-40 • Exit Ticket- Third Grade, SAB pg. 44 • Additional Practice- (attached)

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Multiplication	18	PC	3.OA.6. Understand division as an unknown-factor problem. For example, find 32 ÷ 8 by finding the number that makes 32 when multiplied by 8.	**Title:** Division as the Inverse Operation of Multiplication **Objective:** SWBAT use the inverse relationship between multiplication and division to solve problems. **Intro:** TW show Problem 1 from SAB pg. 42 on chart paper. o A robot has 4 hands. Each hand has 6 fingers. How many fingers does the robot have altogether? • "Describe this problem. What do you know and what are you trying to find out?" • Ensure students highlight the following, otherwise do so for students: o this problem identifies the number of groups and the number of items that are in each group o because they need to find how many are there altogether (product), this is a multiplication problem • Have students work on their own to solve this problem on their worksheet, using any method that makes sense to them. Encourage students to act out the action of each problem, using cubes or drawings. Doing so will help students recognize that the division situations have them starting out with an amount that gets divided into equal groups. Share out student work prior to sending them off to solve the remainder of the problems. **Guided:** SW solve the problems on Third Grade, SAB pg. 42-43. **Independent:** SW complete SAB pg. 47 to assess the objectives.	• Problems 1, 2, and 3 from Third Grade, SAB pg. 42 on separate pieces of chart paper • Story Problems, Third Grade, SAB pg. 42-43 • Multiplication and Division Chart (M39) (chart paper) • IP- Multiply or Divide, Third Grade, SAB pg. 47 • Extension- Attached

				Skill: SW explore the relationship between division and multiplication.	

Unit 3: Area Measurement

How does this unit connect to past and future units?
This unit picks up where the previous unit left off with arrays and immediately connects array work to finding the area of a given figure. Throughout the unit, students learn to find the area first of rectangular then of rectilinear figures by translating what they know about array measurement first to tiling, then to finding side lengths and skip-counting, and ultimately, to using multiplication to find area. In this unit, students grapple with how to decompose rectilinear figures into rectangles in order to find the area and find efficient ways to use what they know about area to solve for these figures. This knowledge of partitioning connects in a key way to the fraction unit, which immediately follows Area and Measurement.
What key Common Core standards does this unit address?
3.MD.7 Find the area of a rectangle with whole-number side lengths by tiling it, and show that the area is the same as would be found by multiplying the side lengths. 3.MD.C.7.D Recognize area as additive. Find areas of rectilinear figures by decomposing them into non-overlapping rectangles and adding the areas of the non-overlapping parts, applying this technique to solve real world problems 3.MD.C.7.B Multiply side lengths to find areas of rectangles with whole-number side lengths in the context of solving real world and mathematical problems, and represent whole-number products as rectangular areas in mathematical reasoning. 3.MD.C.5

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Recognize area as an attribute of plane figures and understand concepts of area measurement.
.MD.C.5.A
A square with side length 1 unit, called "a unit square," is said to have "one square unit" of area, and can be used to measure area.
3.MD.C.5.B
A plane figure which can be covered without gaps or overlaps by *n* unit squares is said to have an area of *n* square units.
3.MD.C.6
Measure areas by counting unit squares (square cm, square m, square in, square ft, and improvised units).

Unit	Day	Type	CCS	Lesson Overview	Materials
Area Measurement	1	I	3.MD.C.5 Recognize area as an attribute of plane figures and understand concepts of area measurement. 3.MD.C.5.B A plane figure which can be covered without gaps or overlaps by *n* unit squares is said to have an area of *n* square units. 3.MD.C.6 Measure areas by counting unit squares (square cm, square m, square in, square ft, and improvised units).	**Title:** Area Measurement with Tiles **Mathematical Understanding:** **Launch:** • Today we are going to work more with our tiles to understand *area*. • **Pass out 10 square-centimeter tiles to each student.** • Arrange all of your square tiles in 2 equal rows to create a rectangle. Make sure the tiles are touching and don't overlap. (Allow students time to create rectangle.) What is the area of your rectangle? *10 square units.* • Make a rectangle now that has an area smaller than 7 square cm. • **T will observe as students create rectangles.** • T will debrief any class-wide misunderstandings before jumping into work time. • During your work time today, you will be asked to compare the areas of rectangles that have been captured on the grid paper in front of you. I can't wait to see what you learn while you work! **Task:** Ms. De La Garza made her inch tiles into a rectangle with an	• White boards (minilesson) • Appendix C (for each student) • Worksheet (attached) • Quick write (attached)

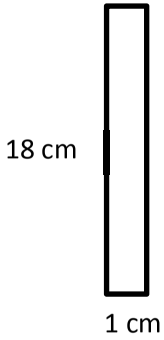
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				area of 12 square inches. Draw two rectangles that she could have created. **Extra At-Bats:** Each tile is 1 square unit. Write the area of Rectangle A. Then draw another rectangle with the same area in the space provided.	
Area Measurement	3	I	3.MD.C.7.A Find the area of a rectangle with whole-number side lengths by tiling it, and show that the area is the same as would be found by multiplying the side lengths.	**Title:** Area Measurement and Side Lengths **Mathematical Understanding:** **Launch: Pass out 15 square-inch tiles to each student.** • These tiles are square…? • Inches! • Use the tiles to make a 3 by 5 array. (Allow students time to ma ke array.) Push the tiles together to form a rectangle with no gaps or overlaps. What is the area of your rectangle? *15 square inches*. • I see your squares are nicely arranged to form a rectangle. Wha t about these? (Project A and B shown below. I used 15 inch tiles to make both of these rectangles. Tal k to a partner. Is the area of both rectangles 15 square inches? *Yes, the number of tiles is the same OR No, A's area is bigger than 15 square inches because there are gaps between the tiles.* • Use your ruler to measure across the top of your rectangle in inc hes. What is the length of this side? *5 inches.* • How many tiles are on this side? *5 tiles.* • Use your ruler to measure the shorter side of the rectangle in in ches. What is the length of this side? *3 inches.* Today during your work time, you will be asked to analyze the areas of given rectangles and figure out their side lengths.	• Worksheets (attached) • Inch tiles (15) for each child • Visual of worksheets for teachers

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				Task: Students will measure the side lengths of a given rectangle. **Extra At-Bats:** Label the side lengths of each rectangle. Then match the rectangle to its total area.	
Area Measurement	4	PC	3.MD.7. Relate area to the operations of multiplication and addition. Find the area of a rectangle with whole-number side lengths by tiling it, and show that the area is the same as would be found by multiplying the side lengths.	**Title:** Area and Multiplication **Objective:** SWBAT apply their understanding of multiplication by multiplying the dimensions of a rectangle to find the area. **Intro:** T and S will discuss how to find area using square units and how they could find the area of a rectangle based on the unit. T and S walk through how to use a ruler to answer problems about area and how to find area using side lengths. **Guided:** SW complete SAB pages 26B-26E or C22-C25, "Finding the Area." • TW introduce the task to students: o On the first two pages, SW use tiles to find the area of each rectangle. They record the dimensions and the area of each rectangle. o On the third page, students build a rectangle described in words and then answer the same questions. o On the final page, students compile the dimensions and area for each rectangle in a table. **Independent:** SW complete SAB page 26F or C26 and http://www.superteacherworksheets.com/geometry/area-rectangle-1_TWBFD.pdf. **Skill:** Creating rectangles using side lengths for area	• Fourth Grade, Unit 3, SAB pg. 16-17 "Division Stories" • Cubes, Tiles, Grid Paper
Area Measurement	5	I	3.MD.7 Find the area of a rectangle with whole-	**Title:** Area Models and Arrays	• Worksheets (attached)

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			number side lengths by tiling it, and show that the area is the same as would be found by multiplying the side lengths..	**Mathematical Understanding:** **Launch:** • Let's draw a rectangular array with an area of 18 square centimeters. How might we find the side lengths? *We could use our tiles to make the array and see what we could group these into; we could use known facts; if you multiply side lengths you get area, so we can think about what numbers you can multiply to make 18.* • Let's draw a 3 cm by 6 cm rectangular array. Use a ruler to measure the side lengths on your board. Draw hash marks for each centimeter and connect them to draw in all of the squares. After you've drawn your squares, check your work by skip-counting the rows to find the total number of tiles you drew. • The grid you drew inside of your 3 cm by 6 cm rectangle shows a picture of all the tiles that make up the area. Carefully erase the grid lines in your rectangle. The empty rectangle with labeled side lengths that's left is called an area model. • How did we draw an area model by first using a grid? *We drew the grid, then erased the lines to make sure we were accurate.* Today during your work time, you will get to work with creating area models of your own! **Task:** Students will find the area of a rectangle given the side length measurements but no grid.  **Extra At-Bats:** The area of Benjamin's bedroom floor is shown on the grid to the right. Each square = 1 square foot. How many total square feet is Benjamin's floor?	• Visual of worksheets for teachers • Whiteboards • Ruler or straightedge
Area	6	I	3.MD.7. Relate area to	**Title:** Evaluative Task: Area	• Worksheet

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Measurement			the operations of multiplication and addition. Find the area of a rectangle with whole-number side lengths by tiling it, and show that the area is the same as would be found by multiplying the side lengths.	**Mathematical Understanding:** **Launch:** **Task:** **Extra At-Bats:**	• Quick write (attached) • Exit ticket (attached)
Area Measurement	7	I	3.MD.C.7.D Recognize area as additive. Find areas of rectilinear figures by decomposing them into non-overlapping rectangles and adding the areas of the non-overlapping parts, applying this technique to solve real world problems	**Title:** Rectilinear Figures Introduction **Mathematical Understanding:** **Launch:** T: How do you find the area of a rectangle? *Multiply the side lengths!* T: Today you will get the chance to work with ew types of figures, called rectilinear figures. Use what you know about finding area of rectangles to find the areas of these figures. Your job is to complete the independent practice on your own. Take 15 minutes and get to work. **Task:** Students will find the area of a rectilinear figure on a grid. **Extra At-Bats:** The figure shows a small rectangle cut out of a big rectangle. Find the area of the shaded region.	• Personal whiteboards Worksheets
Area Measurement	8	PC	3.MD.C.7.D Recognize area as additive. Find areas of rectilinear figures by	**Title:** Area of Rectilinear Figures **Objective:** SWBAT decompose figures into rectangles and recognize area as additive.	• Worksheet (attached) • Quick write (attached)

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			decomposing them into non-overlapping rectangles and adding the areas of the non-overlapping parts, applying this technique to solve real world problems	**Intro:** T and S discuss how to find the area of a gridded rectilinear figure and name the multiple options to use to find the area of a rectilinear figure. Then, T stamps the strategies. **Guided:** S solve multiple problems involving the rectilinear area of a gridded and non-gridded figure. **Independent:** S solve multiple problems involving the rectilinear area of a gridded and non-gridded figure. **Skill:** Students solve to find the area of rectilinear figures.	
Area Measurement	9	PC	3.MD.C.7.D Recognize area as additive. Find areas of rectilinear figures by decomposing them into non-overlapping rectangles and adding the areas of the non-overlapping parts, applying this technique to solve real world problems	**Title:** Area of Rectilinear Figures **Objective:** SWBAT decompose figures into rectangles and recognize area as additive. **Intro:** T and S walk through how to find the area of non-gridded rectilinear figures and how to write equations to represent each portion they have sectioned of the rectilinear figure. **Guided:** S solve multiple problems with non-gridded rectilinear figures and problems that ask them to solve for the missing side length(s) of a rectilinear figure. **Independent:** S solve multiple problems with non-gridded rectilinear figures and problems that ask them to solve for the missing side length(s) of a rectilinear figure. **Skill:** Students find the area of non-gridded rectilinear figures by first finding the missing side lengths then writing equations to represent how they decomposed the rectangle.	• Worksheet (attached)
Area Measurement	10	I	3.MD.C.7.B Multiply side lengths to	**Title:** Multi-Step Story Problems: Area	• Worksheet (attached)

			find areas of rectangles with whole-number side lengths in the context of solving real world and mathematical problems, and represent whole-number products as rectangular areas in mathematical reasoning.	**Mathematical Understanding:** **Launch:** **Task:** **Extra At-Bats:**	



Unit 4: Fractions

How does this unit connect to past and future units?
This unit connects to previous units by building on the understanding from Area Measurement that we can break down rectangles, or wholes, into parts to better understand and work with the model. Additionally, it builds on multiplicative foundations by connecting to our work with patterns, multiples and skip-counting as students break down wholes, add fractions, and compare sizes. Within the unit, students will first begin by working with models of unit fractions, then move into work with comparing and finding equivalence, both with models and on the number line. Then, students will work with fraction sets, translating their work with fraction models to fractions of a numerical whole, building the foundation for division that comes after.
What key Common Core standards does this unit address?
3.NF.1 Understand a fraction 1/b as the quantity formed by 1 part when a whole is partitioned into b equal parts: understand a fraction a/b as the quantity formed by a parts of size 1/b. a. Represent a fraction 1/b on a number line diagram by defining the interval from 0 to 1 as the whole and partitioning it into b equal parts. 3.NF.A.3.D.

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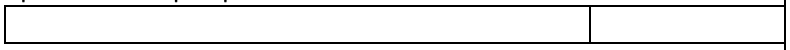
Compare two fractions with the same numerator or the same denominator by reasoning about their size. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with the symbols >, =, or <, and justify the conclusions, e.g., by using a visual fraction model
3.NF.A.2 Understand a fraction as a number on the number line; represent fractions on a number line diagram.
3.NF.A.3.A
Understand two fractions as equivalent (equal) if they are the same size, or the same point on a number line
3.NF.A.2.B
Represent a fraction *a*/*b* on a number line diagram by marking off a lengths 1/*b* from 0. Recognize that the resulting interval has size *a*/*b* and that its endpoint locates the number *a*/*b* on the number line

Unit	Day	Type	CCS	Lesson Overview	Materials
Fractions	1	I	3.NF.1 Understand a fraction 1/b as the quantity formed by 1 part when a whole is partitioned into b equal parts: understand a fraction a/b as the quantity formed by a parts of size 1/b. a. Represent a fraction 1/b on a number line diagram by defining the	**Title:** Specify and Partition a Whole into Equal Parts Using Concrete Models **Mathematical Understanding:** **Launch:** • Today we are going to begin our work with fractions by first thinking about a man you might have heard of. His name is Willy Wonka! • What is Willy Wonka known for making? *Candy!* • We are going to take a peek into Willy Wonka's candy factory and get some practice working with fractions as we do it. • Our friend Willy Wonka was trying to decide the best way to divide his candy bars into pieces. The first way he divided his candy bar was into two equal pieces. • Today, you will get the chance to use fractions to represent several different candy bars that our friend Mr. Willy Wonka created. As you're representing your candy bars, think about which candy bar pieces *you* would want to eat and why. You will have 15 minutes to complete the student work time items on your own.	• Student worksheets • Teacher charts with problems pre-charted

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			interval from 0 to 1 as the whole and partitioning it into b equal parts.	**Task:** Willy Wonka invited scholars to come to his chocolate factory. They saw how he divided the candy bars into pieces the following ways: a. Three equal parts b. Four equal parts c. Six equal parts d. Eight equal parts In the space below, draw each candy bar Willy Wonka made, shade one piece and label the fraction the shaded piece represents. **Extra At-Bats:** SW represent and name fractions of thirds, fourths and sixths on models.	
Fractions	2	PC	3.NF.1 Understand a fraction 1/b as the quantity formed by 1 part when a whole is partitioned into b equal parts: understand a fraction a/b as the quantity formed by a parts of size 1/b. a. Represent a fraction 1/b on a number line diagram by defining the	**Title:** Sharing Things **Objective:** SWBAT divide a group into equal parts and name the fraction with parts with the fractional part being a whole number. **Intro:** SW represent the fractional part of a single object that is shaded. **Guided:** SW solve problems about sharing 12 discrete objects that end in whole numbers. **Independent:** SW solve problems finding the fractional part of a group when the fractional part is a whole number. **Skill:** SW solve problems finding the fractional part of a group.	• Do Now Third Grade, Unit 7, SAB pg. 10, "What Fraction is Shaded?" • GP-Third Grade, Unit 7, SAB pg. 8, "Sharing 12 Things" • IP- Attached

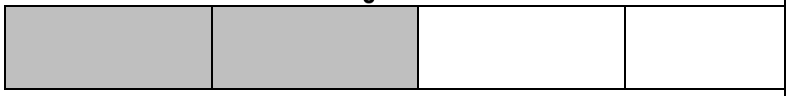
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			interval from 0 to 1 as the whole and partitioning it into b equal parts.		
Fractions	3	I	3.NF.1 Understand a fraction 1/b as the quantity formed by 1 part when a whole is partitioned into b equal parts: understand a fraction a/b as the quantity formed by a parts of size 1/b. a. Represent a fraction 1/b on a number line diagram by defining the interval from 0 to 1 as the whole and partitioning it into b equal parts.	**Title:** Counting Unit Fractions and Multiple Partitions **Mathematical Understanding:** • **Launch:** Today we are going to continue our work with fractions and our friend Willy Wonka's factory. • Yesterday, we looked at different ways Willy Wonka had broken up his candy bars in the factory. • Yesterday, you told me Willy Wonka could've split his candy bar up into two equal parts and it looked like this:  • Is there another way I could've split that candy bar? *Yes!* How? Show me on your whiteboards. • **Students will divide the candy bar on their whiteboards. Look for scholars who have divided their whiteboards either horizontally or diagonally.** • How else could I split that candy bar? **Show call two examples.** • Could I still call that section one half? Why or why not? *Yes, because it is still one of two equal parts!* • How could I represent that as a fraction? *½!* • Today, you will get the chance to use fractions to represent several different candy bars that our friend Mr. Willy Wonka created. Willy Wonka wanted to create his candy bars with different designs, so it'll be your job to see if you can come up with different ways he could break his bars up. • You will have 15 minutes to complete the student work time items on your own.	• Student worksheets • Teacher charts with problems pre-charted

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				Task: Students will draw representations of equal parts on their paper. Students will be asked to create two different representations of each fraction. • Students will label each shaded piece with the fraction that represents it. **Extra At-Bats:** SW divide rectangles into equal parts and label the name of each fraction in fraction notation.	
Fractions	4	I	3.NF.1 Understand a fraction 1/b as the quantity formed by 1 part when a whole is partitioned into b equal parts: understand a fraction a/b as the quantity formed by a parts of size 1/b. a. Represent a fraction 1/b on a number line diagram by defining the interval from 0 to 1 as the whole and	**Title:** Evaluative Task: Equal Shares **Mathematical Understanding:** **Launch:** **Task:** **Chart:** **Extra At-Bats:**	

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			partitioning it into b equal parts.		
Fractions	5	I	3.NF.1 Understand a fraction 1/b as the quantity formed by 1 part when a whole is partitioned into b equal parts: understand a fraction a/b as the quantity formed by a parts of size 1/b. a. Represent a fraction 1/b on a number line diagram by defining the interval from 0 to 1 as the whole and partitioning it into b equal parts.	**Title:** Counting Unit Fractions with Pictorial Area Models **Mathematical Understanding:** **Launch:** Yesterday, we talked more about Willy Wonka and his chocolate factory. Well, after we left our friend Willy Wonka, he turned over the factory to Charlie Bucket. When Charlie took over the factory, it became a little bit of a mess. When Charlie walked into the factory, there were candy bars everywhere! • Charlie found this candy bar on the ground. This was one of Wonka's favorite candy bars, half dark chocolate and half white chocolate. **T will show the diagram below.**  • He wanted to tell the factory workers how to replicate the candy bar to keep making it. What should he tell the factory workers about how the candy bar is divided? *He should tell the workers to divide it into four pieces!* • What else should he tell the factory workers? *That two of the four pieces should be dark chocolate!* • Interesting. What does each of these pieces represent? *One fourth!* What is the unit fraction? *One fourth!* How do you know? *I know because it is divided into four pieces.* • So how many fourths need to be dark chocolate? *Two fourths!* **T will record student thinking on chart.** • How much of the bar should be white chocolate? *Two fourths!* How did you know it was two fourths? *I know because each piece is one fourth, and two pieces are white. We can count each piece as a fourth.* • Today, you will get the chance to help Charlie Bucket practice	• Student worksheets • Teacher charts with problems pre-charted

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				communicating more candy bar designs to the factory workers. You will have 15 minutes to complete the student work time items on your own. Be sure to label each section of the candy bars you draw! **Task:** • Students will draw representations of candy bars given the unit fraction and the total fraction that is dark chocolate • Students will name the unit fraction and fractional part of shaded fractions that are dark chocolate **Chart:** **Extra At-Bats:** SW name the shaded and unshaded parts of more rectangular candy bar designs.	
Fractions	6	I	3.NF.A.3.D. Compare two fractions with the same numerator or the same denominator by reasoning about their size. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of	**Title:** Numerical Unit Fractions **Mathematical Understanding:** **Launch:** • Today we are going back into Mrs. Fields' bakery! • Mrs. Fields divided her brownies up into different fractional parts. She wanted to see which size of piece would be the most popular: not too big, not too small. • One day, she decided to divide one tray of brownies into eighths. • She divided another tray of brownies into fourths. • How do we represent the unit fraction for eighths numerically? *1/8!* • How do we represent the unit fraction for fourths numerically? *¼!* • Mrs. Fields was curious to see which piece would be bigger, and which tray would be more popular with her customers!	• Student worksheets • Teacher charts with problems pre-charted

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			comparisons with the symbols >, =, or <, and justify the conclusions, e.g., by using a visual fraction model	• Which piece do you think will be larger? 1/8 or ¼? Don't tell me yet! Your job today is going to be to work with Mrs. Fields' brownie trays to figure out which pieces will be larger. **Task:** • Students will partition a whole into eighths and fourths • Students will compare the size of unit fractions using models • Students will explain what makes a unit fraction larger **Extra At-Bats:** S will compare more of Mrs. Fields' cookie trays and explore which of the new fractional models is larger and why.	
Fractions	7	PC	3.NF.A.2 Under stand a fraction as a number on the number line; represent fractions on a number line diagram. 3.NF.A.2.B Represent a fraction *a*/*b* on a number line diagram by marking off a lengths 1/*b* from 0. Recognize that the resulting interval has size *a*/*b* and that its	**Title:** Placing Fractions on a Number Line **Objective:** SWBAT place fractions on a number line with endpoints 0 and 1. **Intro:** TW introduce the number line and explain how we can use what we already know about fraction bars to represent fractions on a number line. TW explain that number lines help us visualize where fractions are and how large they are. **Guided:** T and S work to label fractions ¾, several other examples on the number line by partitioning the end points into the unit fraction and placing the fraction on the appropriate hash mark. **Independent:** S label multiple fractions on the number line. **Skill:** SW label fractions on the number line.	▪ Fraction strip for modeling ▪ Construction paper for creating fraction strips ▪ Rulers ▪ Student and teacher worksheets (modified from EngageNY materials) ▪ Exit ticket

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			endpoint locates the number *a/b* on the number line		
Fractions	8	PC	3.NF.A.2 Under stand a fraction as a number on the number line; represent fractions on a number line diagram.	**Title:** Placing More Fractions on a Number Line **Objective:** SWBAT place unit, mixed and whole number fractions on a number line with varying endpoints. **Intro:** T and S will practice labeling more fractions on the number line, including fractions above one whole. T and S will experiment with end points to identify that when the fraction is greater than one whole, we will need to move past the end points. **Guided:** T and S work to label fractions greater and less than one whole on the number line. **Independent:** S label multiple fractions on the number line. **Skill:** SW label fractions on the number line.	▪ Whiteboards ▪ Student and teacher worksheets ▪ Exit ticket ▪ Fraction strips (if needed)
Fractions	9	I	3.NF.A.3.D. Compare two fractions with the same numerator or the same denominator by reasoning about their size. Recognize that comparisons are valid only	**Title:** Multiple Groups Story Problems **Mathematical Understanding:** **Launch:** **Task:** **Extra At-Bats:**	

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			when the two fractions refer to the same whole. Record the results of comparisons with the symbols >, =, or <, and justify the conclusions, e.g., by using a visual fraction model		
Multiplication	10	PC	3.NF.A.3.A Understand two fractions as equivalent (equal) if they are the same size, or the same point on a number line	**Title:** Fractions on a Number Line **Objective:** SWBAT identify equivalent fractions SWBAT compare fractions to the landmarks 0, $\frac{1}{2}$, 1, and 2. **Intro:** Students will compare fractions to landmarks 0, $\frac{1}{2}$, 1, and 2. **Guided:** Students will sort fractions according to whether they are less than, more than, or equal to $\frac{1}{2}$ and 1. **Independent:** Students will order fractions on a number line. **Skill:** SW order and compare fractions on a number line.	▪ Fraction Cards (half of the deck—all students should have the same half of the deck) ▪ GP/IP-Fourth Grade, Unit 6, SAB pg. 39 "Making Fraction Number Lines" recording sheet ▪ IP- Fourth Grade, Unit 6, pg. 43 "Make Your Move" ▪ Extension: Unit 6, SAB pg. 97, Unit 7, SAB, pg. 8, pg. 15, pg. 34, 5th Grade, Unit 4, SAB, pg. 41
Multiplication	11	I	3.NF.A.3.A Understand two fractions	**Title:** Comparing Unit Fractions **Mathematical Understanding:**	• Student worksheets • Teacher charts

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			as equivalent (equal) if they are the same size, or the same point on a number line	**Launch:** Scholars, we have been working so much with fractions. You have been working to compose and decompose fractions, add and subtract fractions, and now you are going to be working with comparing fractions to see which amount is larger. • Today, we are going to start our work by thinking about how we could figure out which quantity is larger? *Weigh it on a scale; measure it on a rule; et cetera.* • What's tricky about finding the greater value of fractions? *In other mathematical standards, they can easily compare, but in 3rd and 4th grade it is tricky because there is no fraction tool. We just have to visualize!* Today you will have 10 minutes to complete the problem about Ms. Nelson and her brownies. Continue to help Ms. Nelson make sure that everyone gets the right and fair amount of brownies. Then, you'll need to think about who got more brownies. Go to work! **Task:** SWBAT compare the size of unit fractions by using fractional models • SWBAT compare the size of unit fractions by thinking about denominator conjecture **Extra At-Bats:** SW answer additional questions about comparing unit fractions using a model.	with problems pre-charted
Fractions	12	PC	3.NF.A.3 Compare two fractions with the same numerator or the same denominator by reasoning about their size. Recognize	**Title:** Comparing Fractions on a Number Line **Objective:** SWBAT compare fractions by reasoning about their distance from zero. **Intro:** TW name that we have compared unit fractions with visual models; now, we are going to use the number line to compare fractions by thinking about which is farthest from zero. **Guided:** S compare fractions by looking at their distance from zero	• Student worksheets • Teacher charts with problems pre-charted

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			that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with the symbols <, =, or >, and justify the conclusions, e.g. by using a visual fraction model.	on the number line. T guides students through first task by modeling how to use the number line to place fractions. **Independent:** S complete additional problems asking them to locate and compare fractions on a number line. **Skill:** SW use the number line to compare fractions.	
Fractions	13	PC	3.NF.A.3.A Understand two fractions as equivalent (equal) if they are the same size, or the same point on a number line	**Title:** Equivalent Fractions on a Number Line **Objective:** SW use the number line to identify if fractions are equivalent. **Intro:** TW introduce the idea of equivalence by placing ½ and 2/4 on the number line and asking what students notice. T will explain that equivalence is when our fractions are at the same place on the number line. **Guided:** S will work with additional fractions to plot on the number line and find equivalence. **Independent:** S will work with additional fractions to plot on the number line and find equivalence. **Skill:** SW use the number line to find equivalence.	• Student worksheets • Teacher charts with problems pre-charted

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Fractions	14	PC	3.NF.A.3d Compare two fractions with the same numerator or the same denominator by reasoning about their size. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with the symbols >, =, or <, and justify the conclusions, e.g., by using a visual fraction model.	**Title:** Comparing Fractions with Models **Objective:** SWBAT compare fractions and whole numbers using multiple models, including the number line and fraction strips**.** **Intro:** TW introduce that we can use multiple models to compare and review the ways we have compared fractions thus far. **Guided:** S use multiple models to compare fractions and begin to use the numerator and denominator as methods of comparison **Independent:** S use multiple models to compare fractions and explain their thinking about the comparison. **Skill:** SW use multiple models to compare fractions.	▪ Whiteboards ▪ Student and teacher worksheets ▪ Exit ticket ▪ Large number line (for all students to see) ▪ Markers to mark off distance on the number line (post-its, etc.) ▪ Fraction strips (if needed)
Fractions	15	I		**Title:** Fraction Sets I **Objective:** SW practice using arrays to find the factors of different numbers, writing multiplication equations, and identifying knowledge of large numbers, using knowledge of factors' factors. **Intro:** TW set context that we have done a lot of work on	

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				multiplication so far this year and will take a step back to review the work we have done so far. **Guided:** TW work through packet with students, debriefing as appropriate when more than 20% of students have demonstrated the same misunderstanding. **Independent:** TW work through packet with students, debriefing as appropriate when more than 20% of students have demonstrated the same misunderstanding. **Skill:** SW practice multiplication skills from previous unit.	
Fractions	16	PC		**Title:** Fraction Sets II **Objective:** SW practice using arrays to find the factors of different numbers, writing multiplication equations, and identifying knowledge of large numbers, using knowledge of factors' factors. **Intro:** TW set context that we have done a lot of work on multiplication so far this year and will take a step back to review the work we have done so far. **Guided:** TW work through packet with students, debriefing as appropriate when more than 20% of students have demonstrated the same misunderstanding. **Independent:** TW work through packet with students, debriefing as appropriate when more than 20% of students have demonstrated the same misunderstanding. **Skill:** SW practice multiplication skills from previous unit.	
Fractions	17	PC		**Title:** Fraction Sets III **Objective:** SW practice using arrays to find the factors of different	

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				numbers, writing multiplication equations, and identifying knowledge of large numbers, using knowledge of factors' factors. **Intro:** TW set context that we have done a lot of work on multiplication so far this year and will take a step back to review the work we have done so far. **Guided:** TW work through packet with students, debriefing as appropriate when more than 20% of students have demonstrated the same misunderstanding. **Independent:** TW work through packet with students, debriefing as appropriate when more than 20% of students have demonstrated the same misunderstanding. **Skill:** SW practice multiplication skills from previous unit.	
Fractions	18	I	3.NF.A.3.D. Compare two fractions with the same numerator or the same denominator by reasoning about their size. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of	**Title:** Multi-Step Problems: Fraction Comparison **Mathematical Understanding:** **Launch:** **Task:** **Extra At-Bats:**	• Student worksheets • Teacher charts with problems pre-charted

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			comparisons with the symbols >, =, or <, and justify the conclusions, e.g., by using a visual fraction model		
Fractions	20	PC	3.NF	**Title:** Fraction Review: Comparing and Placing on a Number Line **Objective:** SW review mastery of fraction tasks. **Intro:** TW set context that we have done a lot of work on multiplication so far this year and will take a step back to review the work we have done so far. **Guided:** TW work through packet with students, debriefing as appropriate when more than 20% of students have demonstrated the same misunderstanding. **Independent:** TW work through packet with students, debriefing as appropriate when more than 20% of students have demonstrated the same misunderstanding. **Skill:** SW practice fraction skills from previous unit.	• Student worksheets • Teacher charts with problems pre-charted
Fractions	21	I	3.NF.A.3.D. Compare two fractions with the same numerator or the same denominator by reasoning	**Title:** Evaluative Task: Fractions **Mathematical Understanding:** **Launch:** **Task:**	• Student worksheets • Teacher charts with problems pre-charted

			about their size. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with the symbols >, =, or <, and justify the conclusions, e.g., by using a visual fraction model	**Extra At-Bats:**	



Unit 5: Time

How does this unit connect to past and future units?
This unit connects to the fraction unit because we are working within a whole and partitioning it into parts (increments of 5). We have also begun to use the number line in fractions, which is what students will begin to use to understand time. This is a very short unit, inserted early to give students multiple opportunities to master this and give teachers a chance to spiral the unit back in if students have not mastered the work.
What key Common Core standards does this unit address?

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3.MD.A.1 Tell and write time to the nearest minute and measure time intervals in minutes. Solve word problems involving addition and subtraction of time intervals in minutes, e.g., by representing the problem on a number line diagram.

Unit	Day	Type	CCS	Lesson Overview	Materials
Time	1	PC	**3.MD.A.1** Tell and write time to the nearest minute and measure time intervals in minutes. Solve word problems involving addition and subtraction of time intervals in minutes, e.g., by representing the problem on a number line diagram.	**Title:** Measuring Time Part I **Objective:** SWBAT identify minutes and hours as the unit of measure for time. **Intro:** T and S use a number line to model the passage of time in increments of 5 minute intervals. **Guided:** S use the number line to tell time to the nearest 5 minutes within one hour. Then, S will relate the number line to the clock to tell time. **Independent:** S identify the time to the nearest 5 minutes within one hour by using increments on a clock. **Skill:** SW tell time to the nearest 5 minutes on a clock.	• T and S clocks • Dry erase boards • Stopwatch • WS (attached) • Clock template (attached)
Time	2	PC	**3.MD.A.1** Tell and write time to the nearest minute and measure time intervals in minutes. Solve word problems involving addition and subtraction of time intervals in minutes, e.g., by representing	**Title:** Measuring Time Part II **Objective:** SWBAT relate skip-counting by 5 on the clock and telling time to a continuous measurement model, the number line. • SWBAT count by 5s and ones on the number line as a strategy to tell time to the nearest minute on the clock. **Intro:** T and S work to refine telling time to the one minute on the clock by finding the nearest 5 minute increment then counting on or counting back the additional minutes on the clock.	• WS from Day 1 • Analog clock for T and S • WS (attached)

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			the problem on a number line diagram.	**Guided:** T and S work to identify the time to the exact minute for a series of problems. **Independent:** S tell time to the exact minute and solve story problems about time. **Skill:** S tell time to the nearest minute on a clock.	
Time	3	PC	**3.MD.A.1** Tell and write time to the nearest minute and measure time intervals in minutes. Solve word problems involving addition and subtraction of time intervals in minutes, e.g., by representing the problem on a number line diagram.	**Title:** Measuring Time Part III **Objective:** SWBAT solve word problems involving time intervals within 1 hour. **Intro:** T poses a story problem involving elapsed time to the hour; S and T work together to solve. **Guided:** T and S work to solve story problems involving elapsed time over hours and minutes. **Independent:** S solve story problems involving elapsed time with hours and minutes. **Skill:** S solve story problems involving elapsed time.	• Story Problem Worksheet (Attached) • Practice Worksheet (Attached)

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Unit 6: Division

How does this unit connect to past and future units?
This unit connects to prior units because it builds on the foundation of multiplication and fractional understanding. Students will readily be able to use what they already know about both concepts to understand how to approach division: that we are breaking down a whole into numerical groups, using the inverse of multiplication. This also sets students up nicely to approach the tutoring curriculum: they can approach problems flexibly by using either multiplication or division and can begin to understand the connection between the two operations.
What key Common Core standards does this unit address?
3.OA.2. Interpret whole-number quotients of whole numbers, e.g., interpret 56 ÷ 8 as the number of objects in each share when 56 objects are partitioned equally into 8 shares, or as a number of shares when 56 objects are partitioned into equal shares of 8 objects each. For example, describe a context in which a number of shares or a number of groups can be expressed as 56 ÷ 8. 3.OA.B.6 Understand division as an unknown-factor problem. *For example, find 32 ÷ 8 by finding the number that makes 32 when multiplied by 8.*

Unit	Day	Type	CCS	Lesson Overview	Materials
Division	1	I	3.OA.2. Interpret whole-number quotients of whole numbers, e.g., interpret 56 ÷ 8 as the number of objects in each share when 56 objects are partitioned equally into 8 shares, or as a number of shares when 56 objects	**Title:** Introduction to Division **Mathematical Understanding:** **Launch:** TW read the following story problem aloud: o Frogs usually have four legs. In a pond, there are 16 legs altogether. How many frogs are in the pond? • Tell students to work with a partner to solve the problem on their dry erase board. Have available such tools as Half-Inch Grid Paper (M14) and cubes for those students who want to use them. • After 5 minutes, collect and chart a few strategies. Students should be able to solve the problem in several ways:	• Half-Inch Grid Paper (M14) • Third Grade, Unit 5, SAB pg. 39-40 (attached) • Exit Ticket- Third Grade, Unit 5, SAB pg. 44 (attached) • Additional Practice- (attached)

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			are partitioned into equal shares of 8 objects each. For example, describe a context in which a number of shares or a number of groups can be expressed as 56 ÷ 8.	o Drawing a picture and assigning legs to frogs until they have 16 total o Skip counting up to 16 by 4s o Reasoning by using a combination they know (I know that two frogs have eight legs, so four frogs have 16 legs because 8+8=16.) • Stretch student thinking with the following: o "Consider this story problem—There are four frogs in a pond and each frog has four legs. How many legs are there altogether?" o "What is the same or different about this problem and the problem we just solved?" Some students may notice that the first problem (division) is about equal groups, as is the multiplication problem that was just presented. Other students may be able to explain that in the first problem, you start with the total and separate it into equal groups, whereas in the second problem you started with the groups and found the total. Students may identify the second problem as multiplication and the first problem as division. **Task:** SW complete division problems on SAB pg. 39-40. **Extra At-Bats:** S complete additional division problems.	
Division	2	I	3.OA.2. Interpret whole-number quotients of whole numbers, e.g., interpret 56 ÷ 8 as the number of objects in each share when 56 objects are partitioned equally	**Title:** Multi-Step Problems: Division **Mathematical Understanding:** **Launch:** **Task:** **Extra At-Bats:**	• White boards • Worksheet • Exit ticket

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			into 8 shares, or as a number of shares when 56 objects are partitioned into equal shares of 8 objects each. For example, describe a context in which a number of shares or a number of groups can be expressed as 56 ÷ 8.		
Division	3	I	3.OA.2. Interpret whole-number quotients of whole numbers, e.g., interpret 56 ÷ 8 as the number of objects in each share when 56 objects are partitioned equally into 8 shares, or as a number of shares when 56 objects are partitioned into equal shares of 8 objects each. For example, describe a context in which a number of shares or a number of	**Title:** Introduction to Division, Part II **Mathematical Understanding:** **Launch:** T will launch an additional division problem for studnets to solve. What do we know about division? What did we learn yesterday about division? **Task:** Coach P had 32 students in his physical education class. He needed to make teams of 4 students. How many teams can Coach P make? **Extra At-Bats:** S complete additional division problems.	• Half-Inch Grid Paper (M14) • Third Grade, Unit 5, SAB pg. 39-40 (attached) • Exit Ticket- Third Grade, Unit 5, SAB pg. 44 (attached) • Additional Practice- (attached)

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			groups can be expressed as 56 ÷ 8.		
Division	4	I	3.OA.2. Interpret whole-number quotients of whole numbers, e.g., interpret 56 ÷ 8 as the number of objects in each share when 56 objects are partitioned equally into 8 shares, or as a number of shares when 56 objects are partitioned into equal shares of 8 objects each. For example, describe a context in which a number of shares or a number of groups can be expressed as 56 ÷ 8.	**Title:** Looking at Division **Objective:** SWBAT solve division story problems. SWBAT use and interpret division notation. **Intro:** T and S will solve division story problems and T will model how to create a division number sentence with a variable standing in for the unknown. T and S will discuss division notation and how the symbol stands for breaking into groups of. **Guided:** S solve division story problems and write number sentences with a variable as the unknown to solve. **Independent:** S solve additional division story problems and create equations. **Skill:** S solve division story problems and create equations.	• Fourth Grade, Unit 3, SAB pg. 16-17 "Division Stories" • Cubes, Tiles, Grid Paper
Division	5	PC	3.OA.B.6 Understand division as an unknown-factor problem. *For example, find 32 ÷*	**Title:** Missing Factors **Objective:** SWBAT identify a missing factor based on a known factor and the product. SWBAT use multiplication or division notation to record their equations.	• Fourth Grade, Unit 6, SAB pg. 6-7 and 9-10 (GP) • Fourth Grade, Unit 6, SAB pg. 12-13 (IP)

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			8 by finding the number that makes 32 when multiplied by 8.	**Intro:** T and S walk through how to find the missing dimension of an array (one factor) when the number of squares in the array (product) and one dimension (the other factor) are given. **Guided:** SW generate equations to represent the unknown given an array with a missing factor. **Independent:** SW generate equations to represent the unknown given an array with a missing factor and solve to find the value of that factor. **Skill:** S compare division to multiplication by recognizing it as an unknown-factor problem.	• Fourth Grade, Unit 6, SAB pg. 14 (ET) • Extension: Fourth Grade, Unit 6, SAB pg. 15 and Unit 7, SAB pg. 19 and pg. 49 • 4x6 Rectangles (Fourth Grade T64)
Division	6	I	3.OA.B.6 Understand division as an unknown-factor problem. *For example, find 32 ÷ 8 by finding the number that makes 32 when multiplied by 8.*	**Title:** Evaluative Task: Division **Mathematical Understanding:** **Launch:** **Task:** **Extra At-Bats:**	• White boards • Worksheet • Exit ticket

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Unit / Day	Common Core Standard	Topic	Handwriting	Grammar Obj.	Writing Obj.	Materials	Assessment	Books

Days: 30

Unit 1: Narrative Writing
Snapshots and Dialogue

Common Core Standards Covered in Unit 1

Writing

- CCSS.ELA-Literacy.W.3.3
  Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
- CCSS.ELA-Literacy.W.3.3.a
  Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
- CCSS.ELA-Literacy.W.3.3.b
  Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
- CCSS.ELA-Literacy.W.3.3.c
  Use temporal words and phrases to signal event order.
- CCSS.ELA-Literacy.W.3.3.d
  Provide a sense of closure.

Language Arts

- **L.3.1:** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
  - Produce simple, compound, and complex sentences.
  - Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.*

- **L.3.2.** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
  - Capitalize appropriate words in titles.
  - Use commas in addresses.
  - Use commas and quotation marks in dialogue.

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Unit / Day	Common Core Standard	Topic	Handwriting	Grammar Obj.	Writing Obj.	Materials	Assessment	Books
Unit / Day		**Topic**	**Handwriting**	**Grammar Obj.**	**Writing Obj.**	**Materials**	**Assessment**	
Unit 1, Day 1	CCSS.ELA-Literacy.W.3.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	**Assessment: Plan, Write**			▪ SWBAT write a narrative essay using a STORY Map.	▪ **STORY Map, diagnostic writing paper**	▪ Narrative essay prompt: **Tell about the most interesting day of your summer vacation.** ▪ Students will use STORY to write a 5 paragraph narrative composition in the 1st person POV ▪ TW grade on the rubric	▪
Unit 1, Day 2	**L.3.1:** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	**Do Now:** **Handwriting:** **Grammar:** **Writing:**		▪ SWBAT complete a grammar diagnostic test**.**		▪ **Grammar Diagnostic Test (identifying nouns, verbs, adjectives; correcting sentences for capitalization/ punctuation; dialogue; subject/predicate; writing complete sentences; compound sentences; combining sentences; possessive nouns;**	▪ SW complete the assessment in order to gauge proficiency based on end of year goals of proficiency. ▪ Grammar Diagnostic will be scored and put into assessment binders ▪ *TW record areas of strength/struggle in tracker.*	▪

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Unit / Day	Common Core Standard	Topic	Handwriting	Grammar Obj.	Writing Obj.	Materials	Assessment	Books
						demonstrative adjectives; comparative adjectives; subject verb agreement; letters)		
Unit 1, Day 3	**L.3.1:** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	**Do Now: Handwriting:** Intro to cursive (Up to page 28) **Grammar:** Complete Sentences_Subject and Predicate Review **Writing:**	▪ SWBAT identify and use models and guidelines (headline, midline, baseline as guides when writing.	▪ SWBAT write a complete sentence with a subject and a predicate.		▪ **Subject / Predicate Poster** ▪ **Complete Sentence Poster**	▪ Students will write complete sentences with a subject and a predicate.	▪
Unit 1, Day 4	**L.3.1:** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	**Do Now:** Complete Sentences **Handwriting:** Downcurve, undercurve **Grammar:** Sentence Fragments **Writing:**	▪ SWBAT to recognize and write the lowercase Downcurve stroke for cursive. ▪ SWBAT to recognize and write the lowercase Undercurve stroke for cursive.	**Do Now** ▪ SWBAT write complete sentences and identify the subject and the predicate within their sentences. **Lesson** ▪ SWBAT identify and revise sentence fragments		▪ **Complete Sentence Poster** ▪ **Handwriting books and modeling board.** ▪ **Sentence fragment poster**	▪ Students will identify and revise errors within complete sentences ▪ Students will transform sentence fragment to complete sentences ▪ Students will write a series of complete sentence.	▪
Unit 1, Day 5	CCSS.ELA-Literacy.W.3.3.a Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.	**Do Now:** Types of Sentences **Handwriting:** overcurve, slant**_Keys of legibility IP Grammar: Writing:** Setting Snapshot	▪ SWBAT recognize the four keys to legibility. ▪ SWBAT recognize the keys to legibility for cursive for Shape and Size.	**Do Now** ▪ SWBAT write a complete interrogative, exclamatory, imperative, and declarative sentences.	▪ SWBAT define a setting snapshot ▪ SWBAT write a setting snapshot	▪ **Setting Snapshot poster** ▪ **S writing paper**	▪ Students will analyze multiple examples of setting snapshots ▪ SW discuss when to use setting snapshots (beginning of a story; whenever the setting changes) ▪ TW model writing a setting snapshot	▪

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Unit / Day	Common Core Standard	Topic	Handwriting	Grammar Obj.	Writing Obj.	Materials	Assessment	Books
							▪ GP SW will write multiple examples of setting snapshots ▪ IP SW will write an independent setting snapshot	
Unit 1, Day 6	CCSS.ELA-Literacy.W.3.3.a Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.	**Do Now:** **Handwriting:** i **Grammar:** **Writing:** Setting Snapshot	▪ SWBAT recognize and write a cursive letter i		▪ SWBAT define a setting snapshot ▪ SWBAT write a story that includes at least 2 setting snapshots	▪ **S writing paper**	▪ Students will be given a picture that depicts a specific setting, they will then use this picture to write a descriptive paragraph about the setting. ▪ SW write a story that includes at least 2 setting snapshots	▪
Unit 1, Day 7	CCSS.ELA-Literacy.W.3.3.a Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.	**Do Now:** **Handwriting:** cursive t **Grammar:** **Writing:** Setting Snapshot	▪ SWBAT recognize and write lowercase cursive t.		▪ SWBAT define a character snapshot ▪ SWBAT write a character snapshot	▪ **Character pictures** ▪ **Character snapshot poster** ▪ **S writing paper**	▪ Students will analyze multiple examples of character snapshots ▪ SW discuss when to use character snapshots (whenever you introduce an important character; during dialogue; with the main character) ▪ TW model writing a character snapshot ▪ GP SW will write multiple examples of character snapshots ▪ IP SW will write an independent character snapshot	▪
Unit 1,	**L.3.1. Produce**	**Do Now:**	▪ SWBAT recognize	▪ SWBAT define a run on		▪ **Run-on**	▪ Students will identify run on	▪

Unit / Day	Common Core Standard	Topic	Handwriting	Grammar Obj.	Writing Obj.	Materials	Assessment	Books
Day 8	**complete sentences, recognizing and correcting inappropriate fragments and run-ons**	**Handwriting:** cursive u **Grammar:** Run on sentences **Writing:**	and write lowercase cursive u	sentence as two or more complete sentences that have been joined without the proper punctuation.		**sentences poster**	sentences both in isolation and within a paragraph. ▪ Students will then edit and revise those sentences to ensure they are complete.	
Unit 1, Day 9	**L.3.1. Produce simple, compound, and complex sentences**	**Do Now: Handwriting:** cursive w **Grammar: Writing:**	▪ SWBAT recognize and write lowercase cursive w	▪ SWBAT define a run on sentence as two or more complete sentences that have been joined without the proper punctuation.		▪ **Run-on sentences poster**	▪ Students will identify run on sentences both in isolation and within a paragraph. ▪ Students will then edit and revise those sentences to ensure they are complete.	▪
Unit 1, Day 10	CCSS.ELA-Literacy.W.3.3.a Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.	**Do Now: Handwriting: Grammar: Writing:** Character Snapshot	▪		▪ SWBAT define a character snapshot ▪ SWBAT write a story that includes at least 2 character snapshots	▪ **Character Snapshot poster** ▪ **S writing paper**	▪ Students will be given a picture that depicts a specific character, they will then use this picture to write a descriptive paragraph about the character and provide context. ▪ SW write a story that includes at least 3 character snapshots	▪
Unit 1, Day 11	CCSS.ELA-Literacy.W.3.3.a Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.	**Do Now: Handwriting: Grammar: Writing:** Problem Snapshot	▪		▪ SWBAT define a character snapshot ▪ SWBAT write a problem snapshot	▪ **Problem Pictures (storm, vase breaking, child falling and scraping a knee, etc.)** ▪ **problem snapshot poster** ▪ **S writing paper**	▪ SW discuss when to use problem snapshots (when the main character encounters conflict) ▪ TW model writing a problem snapshot – "explode the moment" ▪ GP SW will write multiple examples of problem snapshots ▪ IP SW will write an independent problem	▪

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Unit/ Day	Common Core Standard	Topic	Handwriting	Grammar Obj.	Writing Obj.	Materials	Assessment	Books
							snapshot	
Unit 1, Day 12	CCSS.ELA-Literacy.W.3.3.a Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.	**Do Now:** **Handwriting:** **Grammar:** **Writing:** Problem Snapshot	▪		▪ SWBAT define a problem snapshot ▪ SWBAT write a story that includes at least 2 problem snapshots	▪ **Problem Snapshot poster** ▪ **S writing paper**	▪ Students will be given a picture that depicts a specific problem, they will then use this picture to write a descriptive paragraph about the problem. ▪ SW write a story that includes at least 2 problem snapshots	▪
Unit 1, Day 13	CCSS.ELA-Literacy.W.3.3.a Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.	**Do Now:** **Handwriting:** **Grammar:** **Writing:** Snapshot Assessment	▪		SWBAT write a story that includes at least 2 setting snapshots; 2 character snapshots, and 1 problem snapshot	▪	▪ SW write a story that includes at least 2 setting snapshots, 2 character snapshots, and 1 problem snapshot. ▪ This will be graded on the rubric and used as the benchmark assessment for snapshots.	▪
Unit 1, Day 14	**L.3.2.** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	**Do Now:** **Handwriting:** cursive f **Grammar:** Dialogue **Writing:**	▪ SWBAT recognize and write cursive letter f	Dialogue and Quotations: ▪ SWBAT apply knowledge around capitalization and punctuation rules revise sentences with dialogue ▪ SWBAT apply knowledge of using quotation marks to write their own dialogue.		▪ **Dialogue Poster**	▪ TW introduce dialogue rules ▪ Students will revise sentences that contain dialogue by capitalizing the correct words and inserting commas and quotation marks.	

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Unit / Day	Common Core Standard	Topic	Handwriting	Grammar Obj.	Writing Obj.	Materials	Assessment	Books
Unit 1, Day 15	**L.3.2.** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	**Do Now:** **Handwriting:** cursive k **Grammar:** **Writing:** Dialogue (Day 2)	▪ SWBAT recognize and write the cursive k	Dialogue and Quotations: ▪ SWBAT apply knowledge of using quotation marks to write their own dialogue.		▪ **Dialogue Poster**	▪ Students will revise sentences that contain dialogue by capitalizing the correct words and inserting commas and quotation marks. ▪ Students will write their own dialogue sentences using tags within a sentence as well as proper dialogue punctuation. Students will use a checklist to guide their sentences/self assess their work.	▪
Unit 1, Day 16	CCSS.ELA-Literacy.W.3.3.b Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.	**Do Now:** **Handwriting:** cursive r **Grammar:** Dialogue **Writing:** Snapshot, infusion of dialogue	▪ SWBAT recognize and write the cursive r		▪ SWBAT write a setting snapshot with the infusion of dialogue to set the scene.	▪ **Hooking the Reader Poster**	▪ Students will use a picture prompt to write a setting snapshot with the infusion of dialogue. 	▪
Unit 1, Day 17	CCSS.ELA-Literacy.W.3.3.b Use dialogue and descriptions of actions, thoughts,	**Do Now:** **Handwriting:** cursive s **Grammar:** **Writing:**	▪ SWBAT recognize and write the cursive s	▪	▪ SWBAT write a paragraph with the infusion of a setting snapshot with the infusion of dialogue to	▪ **Hooking the Reader Poster** ▪ **Parts of paragraph**	▪ Students will use a prompt to write a paragraph. ▪ **Prompt: Using the picture as a guide, write a**	▪

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Unit / Day	Common Core Standard	Topic	Handwriting	Grammar Obj.	Writing Obj.	Materials	Assessment	Books
	and feelings to develop experiences and events or show the response of characters to situations.	Snapshot, infusion of dialogue			set the scene.	**poster**	**paragraph about what might be happening.** ***Students will use a checklist to assist in writing / self assess their work.*** 	
Unit 1, Day 18		**Do Now:** **Handwriting:** cursive e **Grammar:** subject verb agreement **Writing:**	▪ SWBAT recognize and write the cursive e.	▪ SWBAT identify whether the subject and the present "To Be" verb agree in a sentence. **Reinforced:** SWBAT distinguish between Standard English and dialect.		▪ **Subject / Verb present tense chant**	▪ Students will review the To Be Chant. ▪ Students will read a variety of sentences and choose the correct "To Be" verb to complete the sentence.	▪
Unit 1, Day 19	CCSS.ELA-Literacy.W.3.3.b Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to	**Do Now:** **Handwriting:** cursive a **Grammar:** **Writing:** Infusing Dialogue into a story	▪ SWBAT recognize and write the cursive a		▪ SWBAT use the STORY map to plan a narrative story ▪ SWBAT infuse Dialogue into the introduction and problem paragraphs of a story	▪ Introduction Must Poster… ▪ Problem Paragraph Must Poster ▪	▪ Do Now: SW plan a STORY map ▪ I do: TW model infusing dialogue into a prewritten introduction paragraph ▪ We do: SW write their introduction paragraphs and then share with a partner the dialogue they infused ▪ TW have students share out dialogue	▪

Unit / Day	Common Core Standard	Topic	Handwriting	Grammar Obj.	Writing Obj.	Materials	Assessment	Books
	situations.						▪ IP: SW write a problem paragraph and infuse at least 2 pieces of dialogue	
Unit 1, Day 20	CCSS.ELA-Literacy.W.3.3.b Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.	**Do Now:** **Handwriting:** cursive d **Grammar:** **Writing:** Infusing Dialogue into a story	SWBAT recognize and write the cursive d		▪ SWBAT use STORY map and infuse dialogue into the attempts to resolve paragraphs	▪ **Attempts to Resolve Paragraph must have**	▪ I DO: TW model using dialogue in an attempt to resolve paragraph (at least two pieces of dialogue – conversation with another character) ▪ GP: SW use dialogue in their first attempt to resolve paragraph and practice what their characters would say with a partner to work on authentic dialogue ▪ SW share out ▪ IP: SW write their second attempt to resolve paragraph	▪
Unit 1, Day 21	CCSS.ELA-Literacy.W.3.3.b Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.	**Do Now:** **Handwriting:** cursive g **Grammar:** **Writing:** Speculative Writing Prompt, Infuse dialogue into the Conclusion Paragraph	▪ SWBAT recognize and write the cursive letters g		▪ SWBAT write a conclusion paragraph that infuses dialogue to share the lesson the character learns	▪ **Conclusion Paragraph must have**	▪ GP: SW assist T with writing a conclusion paragraph that infuses dialogue that shows the lesson the character learns ▪ IP: SW write their own conclusion paragraphs that infuse dialogue to show the lesson the character learns ▪ SW share out their conclusion paragraphs	
Unit 1, Day 22		**Do Now:** **Handwriting:** Cursive uppercase I **Grammar:**	▪ SWBAT to recognize and write the uppercase I	▪ SWBAT use superlative and comparative adjectives to compare nouns within their writing. ▪		▪ **Comparative and superlative adjective**	▪ Students will write sentences with the proper usage of comparative and superlative adjectives. ▪ Students will write a short story that infuses	▪

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Unit / Day	Common Core Standard	Topic	Handwriting	Grammar Obj.	Writing Obj.	Materials	Assessment	Books
		Writing:					comparative and superlative adjectives into snapshot and dialogue ▪	
Unit 1, Day 23		**Do Now:** **Handwriting:** Cursive uppercase J **Grammar:** **Writing:**	▪ SWBAT to recognize and write the uppercase J	▪ SWBAT use superlative and comparative adjectives to compare nouns within their writing.		▪ **Comparative and superlative adjective**	▪ Students will write sentences with the proper usage of comparative and superlative adjectives. ▪ Students will write a short story that infuses comparative and superlative adjectives into snapshot and dialogue	▪
Unit 1, Day 24	CCSS.ELA-Literacy.W.3.3.b Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.	**Do Now:** **Handwriting:** cursive o **Grammar:** **Writing:** Infusing Dialogue	▪ SWBAT recognize and write the cursive o		▪ SWBAT write a story that infuses dialogue in the introduction, problem paragraph, attempts to resolve paragraph, and conclusion	▪ **All writing posters – i.e. Introduction must…**	▪ Students will write a short story that infuses dialogue into each paragraph to move the plot along	
Unit 1, Day 25	CCSS.ELA-Literacy.W.3.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details,	**Do Now:** **Handwriting:** cursive c **Grammar:** **Writing:** Speculative Writing Prompt, plans, 1st person_Solution	SWBAT recognize and write letters: cursive c		▪ SWBAT write a story that infuses dialogue in the introduction, problem paragraph, attempts to resolve paragraph, and conclusion	▪ **All writing posters – i.e. Introduction must…**	▪ Students will write a short story that infuses dialogue into each paragraph to move the plot along	

Unit / Day	Common Core Standard	Topic	Handwriting	Grammar Obj.	Writing Obj.	Materials	Assessment	Books
	and clear event sequences.							
Unit 1, Day 26	CCSS.ELA-Literacy.W.3.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	**Do Now: Handwriting:** **Writing:** Unit 1 timed writing assessment				▪ **Timed narrative unit assessment**	▪ **SW write a full narrative story and focus on infusing snapshot and dialogue into the writing** ▪ **TW Grade writing on the rubric and focus primarily on Snapshot and Dialogue as they grade**	▪

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Unit/ Day	Common Core Standard	Topic	Handwriting	Grammar Obj.	Writing Obj.	Materials	Assessment	Books

Days:	**Unit 2: Speculative Narrative Writing** **Focus on Thoughtshot, Character Action and Character Feeling** **Common Core Standards Covered in Unit 3** **Writing** ☐ W.3.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. • Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. • Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. • Use temporal words and phrases to signal event order. • **W.3.10.** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. • **W.4.5**. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. **Language** **L.3.1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. • Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. • Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified. • Use coordinating and subordinating conjunctions.

Unit/Day	Common Core Standard	Topic	Handwriting	Grammar Obj.	Writing Obj.	Materials	Assessment	Books
Unit 2, Day 1		**Do Now:** **Adjective review** **Handwriting:** cursive uppercase Q **Grammar:** **Writing:** Comparative and	▪ SWBAT recognize and write uppercase cursive Q	▪ SWBAT write sentences with regular and irregular superlative and comparative adjectives.			▪ Students will write sentences with irregular comparative and superlative adjectives. ▪ Students will write a short paragraph using a checklist and infusing comparative and superlative adjectives.	▪

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Unit / Day	Common Core Standard	Topic	Handwriting	Grammar Obj.	Writing Obj.	Materials	Assessment	Books
		Superlative adjectives						
Unit 2, Day 2		**Do Now:** **Handwriting: cursive T** **Grammar:** **Writing:** Comparative and superlative adjectives (irregular)	▪ SWBAT recognize and write uppercase cursive T	▪ SWBAT write sentences with regular and irregular superlative and comparative adjectives. ▪			▪ Students will write sentences with irregular comparative and superlative adjectives. ▪ Students will write a short paragraph using a checklist and infusing comparative and superlative adjectives.	▪
Unit 2, Day 3		**Do Now:** **Handwriting: cursive** **Grammar:** **Writing:** Infusing a Thoughtshot		▪	▪ SWBAT define thoughtshot as: "What the character is thinking inside of their head." ▪ SWBAT create character thoughtshots in isolation		▪ TW show 3 examples of thoughtshots in mentor texts ▪ SW create a definition of thoughtshot and why they are used ▪ TW model writing a thoughtshot ▪ GP: SW write a thoughtshot with the teacher ▪ SW write thoughts with partners ▪ IP: SW write three thoughts in isolation together	▪
Unit 2, Day 4		**Do Now:** **Handwriting: cursive** **Grammar:** **Writing:** Infusing a Thoughtshot		▪	▪ SWBAT define thoughtshot as: "What the character is thinking inside of their head." ▪ SWBAT infuse character thoughtshots into a short paragraph		▪ TW model infusing a thoughtshot into a paragraph ▪ GP: SW work with a partner to write a paragraph that infuses thoughtshot (two times) ▪ IP SW write to two separate prompts to infuse thoughtshot into two short paragraphs	▪

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Unit / Day	Common Core Standard	Topic	Handwriting	Grammar Obj.	Writing Obj.	Materials	Assessment	Books
Unit 2, Day 5		**Do Now:** **Handwriting: cursive** **Grammar:** **Writing:** Infusing a Thoughtshot		▪	▪ SWBAT define thoughtshot as: "What the character is thinking inside of their head." ▪ SWBAT infuse character thoughtshots into short paragraph		▪ TW model infusing a thoughtshot into a paragraph ▪ GP: SW work with a partner to write a paragraph that infuses thoughtshot (two times) ▪ IP SW write to two separate prompts to infuse thoughtshot into two short paragraphs	▪
Unit 2, Day 6		**Do Now:** **Handwriting:** cursive F **Grammar:** Demonstrative adjectives **Writing:**	▪ SWBAT recognize and write uppercase cursive F	▪ SWBAT define a demonstrative adjective as a word that identifies a thing that is nearby or far away. Students will be able to write sentences with the infusion of demonstrative adjectives.		▪	▪ Students will be able to turn a positive sentence into one that has negative connotation. ▪ Students will write their own sentences that have a *negative* in them.	▪
Unit 2, Day 7		**Do Now:** **Handwriting:** cursive Review I, J, Q, T, F **Grammar:** Double Negatives **Writing:**	Do Now: Handwriting: cursive review, I, J, Q, T, F Grammar: Writing: Secondary character dialogue	▪ SWBAT identify be able to add the correct negative word to a sentence ▪ SWBAT identify a sentence that has a double negative and correct it ▪		▪ **Double Negatives poster**	▪ Students will be able to turn a positive sentence into one that has negative connotation. ▪ Students will write their own sentences that have a *negative* in them.	▪
Unit 2, Day8		**Do Now:** **Handwriting:** **Grammar:** **Writing:** **Thoughtshot**	**Do Now:** **Handwriting:** **Grammar:** **Writing:** S	▪ SWBAT identify be able to add the correct negative word to a sentence ▪ SWBAT identify a sentence that has a double negative and correct it ▪		▪ **Thoughtshot Poster**	▪ TW show an essay that has no thoughtshots and model infusing thoughtshots in each paragraph and go over rationale o Introduction: T owned o Problem: T owned o Attempts to Resolve: SW turn and talk and teacher will hunt and gather o Conclusion: SW write	▪

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Unit / Day	Common Core Standard	Topic	Handwriting	Grammar Obj.	Writing Obj.	Materials	Assessment	Books
							independently and SW share out ▪ Note: This should only take 20 minutes max ▪ SW write a short story that infuses a thoughtshot in every paragraph	
Unit 2, Day 9		**Do Now:** **Handwriting:** cursive G **Grammar:** **Writing:** Thoughtshot	▪ SWBAT recognize and write uppercase cursive G		▪ SWBAT define thoughtshot as: "What the character is thinking inside of their head." ▪ SWBAT infuse character thoughtshots into short story	▪ **Thoughtshot Poster**	▪ SW write a short story that infuses thoughtshot in each paragraph independently	▪
Unit 2, Day 10		**Handwriting:** cursive S **Grammar** **Writing**: Thoughtshot	▪ SWBAT recognize and write uppercase cursive S		▪ SWBAT define thoughtshot as: "What the character is thinking inside of their head." ▪ SWBAT infuse character thoughtshots into short story	▪ **Thoughtshot Poster**	▪ Students will write a short story that infuses each technique that has been covered so far: snapshot, dialogue, and thoughtshot ▪ SW use a checklist as they write	▪
Unit 2 Day 11		**Do Now:** **Handwriting:** cursive **Grammar: Common and Proper Nouns** **Writing:**	▪	▪ SWBAT write sentences with common, proper, and abstract nouns ▪ SWBAT identify and revise errors within sentences (noun errors)	▪	▪	▪ Students will be able to write sentences with common, proper, and abstract nouns ▪ nouns ▪ IP: SW use a checklist to write a paragraph with the infusion of writer's techniques and a variety of nouns.	▪
Unit 2, Day 12		**Do Now:** **Handwriting:** cursive **Grammar: Common and**	▪	▪ SWBAT define an apostrophe as punctuation that takes place of a letter or letters or shows ownership. SWBAT write the proper	▪	▪	▪ Students will be able to write sentences with possessive nouns ▪ IP: SW use a checklist to write a paragraph with the	▪

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Unit / Day	Common Core Standard	Topic	Handwriting	Grammar Obj.	Writing Obj.	Materials	Assessment	Books
		Proper Nouns Writing:		form of singular possessive nouns.			infusion of writer's techniques and a variety of possessive nouns.	
Unit 2 Day 13		**Handwriting:** cursive L **Grammar** **Writing** Show, don't tell Character Action	▪ SWBAT recognize and write uppercase cursive L		▪ SWBAT define Character Action as: Showing What the Character is doing using words ▪ SWBAT insert show, don't tell character action into a sentences.	▪ **Show, Don't Tell Poster** ▪ **Character Action Poster**	▪ TW present a mentor text that displays Character Action ▪ TW brainstorm with students other actions that would demonstrate that same action ▪ TW work with S generated list to write a sentence infusing character action ▪ SW write a sentence infusing the character action from the same list ▪ TW present a new character action ▪ Students will insert character action into a set of sentences around the action above.	▪
Unit 2, Day 14		**Handwriting:** cursive P **Grammar: Writing** Show, don't tell Character Action	▪ SWBAT recognize and write uppercase cursive P		▪ SWBAT define Character Action as: Showing What the Character is doing using words ▪ SWBAT insert show, don't tell character action into short paragraphs.	▪ **Show, Don't Tell Poster** ▪ **Character Action Poster**	▪ TW present a paragraph that tells character action instead of showing ▪ TW model fixing paragraph by using character action ▪ SW work in partners to write character action around Riding a Rollercoaster ▪ SW then write a paragraph about going on a rollercoaster and infusing character action throughout	▪
Unit 2, Day 15		**Handwriting:** cursive R	▪ SWBAT recognize and write uppercase cursive *R*		▪ SWBAT define Character Action as: Showing What the Character is doing	▪ **Show, Don't Tell Poster** ▪ **Character**	▪ TW present a character action: Riding a Bike ▪ SW brainstorm a list of	▪

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Unit / Day	Common Core Standard	Topic	Handwriting	Grammar Obj.	Writing Obj.	Materials	Assessment	Books
		Grammar: Past Tense (I do, We do) **Writing** Show, don't tell Character Action			using words ▪ SWBAT insert show, don't tell character action into short paragraphs.	**Action Poster**	actions that SHOW a character is riding a bike ▪ SW work in partners to write a paragraph about a boy who is riding a bike ▪ SW brainstorm a list independently around character action: playing soccer ▪ SW independently write a paragraph that infuses character action to show that a character is playing soccer.	
Unit 2, Day 16		**Handwriting: cursive** application of uppercase letters ***B*** **Grammar:** possessive nouns (plural) **Writing:**	▪ SWBAT recognize and write uppercase cursive ***B***	▪ SWBAT apply knowledge that an apostrophe used after the letter s shows ownership for a plural noun. ▪ SWBAT write the proper form of plural possessive nouns		▪ **Possessive Nouns**	▪ Students will write nouns in the possessive form ▪ Students will write sentences with singular and plural possessive nouns.	▪
Unit 2, Day 17		**Handwriting: cursive** Review uppercase: **G, S, L, P, R, B** **Grammar** Possessive Nouns (Singular/Plural) **Writing:**	▪ SWBAT recognize and write the cursive letters **G, S, L, P, R, B**	SWBAT write the proper form of possessive nouns	▪	▪ **Possessive Nouns**	▪ Students will write sentences with possessive singular and plural nouns	▪
Unit 2, Day 18		**Handwriting cursive** Review **Grammar:**	▪ SWBAT recognize the cursive Review	▪ SWBAT identify irregular possessive nouns. ▪ SWBAT write sentences with irregular possessive	▪	▪ **List of irregular possessive nouns**	▪ Teacher and students will generate a list of irregular possessive nouns. ▪ Students will write sentences with possessive nouns.	▪

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Unit / Day	Common Core Standard	Topic	Handwriting	Grammar Obj.	Writing Obj.	Materials	Assessment	Books
		Irregular Possessive Nouns **Writing:**		nouns				
Unit 2, Day 19		**Handwriting** Reinforcement Sheets **Grammar:** **Writing:** Character Action			▪ SWBAT define Character Action as: Showing What the Character is doing using words ▪ SWBAT insert show, don't tell character action into a story.	▪ **Show, Don't Tell Poster** ▪ **Character Action Poster**	▪ SW write a short story and infuse at least four examples of character action ▪ SW share out and evaluate character action ▪ SW revise for stronger character action	▪
Unit 2, Day 20		**Handwriting** Reinforcement Sheets **Grammar: Contractions** **Writing:**		SWBAT combine two words with an apostrophe to create a contraction		▪ **List of common contractions generated in class**	▪ Students will identify two words that can be combined with an apostrophe to form contractions	▪
Unit 2, Day 21		**Handwriting** Reinforcement Sheets **Grammar: Contractions** **Writing:**		SWBAT combine two words with an apostrophe to create a contraction		▪ **List of common contractions generated in class**	▪ Students will write sentences with the infusion of contractions by combining two words with an apostrphe	▪
Unit 2, Day 22		**Handwriting** Reinforcement Sheets **Grammar:** **Writing:** Character Feeling			▪ SWBAT define Character Feeling as: Showing What the Character is feeling using words ▪ SWBAT insert show, don't tell character feeling into a sentences.	▪ **Show, Don't Tell Poster** ▪ **Character Feeling Poster**	▪ TW present a mentor text that displays Character Feeling ▪ TW brainstorm with students other actions that would demonstrate that same feeling ▪ TW work with S generated	▪

Unit / Day	Common Core Standard	Topic	Handwriting	Grammar Obj.	Writing Obj.	Materials	Assessment	Books
							list to write a sentence infusing character feeling ▪ SW write a sentence infusing the character feeling from the same list ▪ TW present a new character feeling ▪ Students will insert character feeling into a set of sentences around the feeling above.	
Unit 2 Day 23		**Handwriting** Reinforcement Sheets **Grammar:** **Writing:** Character Feeling			▪ SWBAT define Character Feeling as: Showing What the Character is feeling using words ▪ SWBAT insert show, don't tell character feeling into short paragraphs.	▪ **Show, Don't Tell Poster** ▪ **Character Feeling Poster**	▪ TW present a paragraph that tells character feeling instead of showing ▪ TW model fixing paragraph by using character feeling ▪ SW work in partners to write character feeling around being sad ▪ SW then write a paragraph about feeling scared and infusing character feeling throughout	▪
Unit 2, Day 24		**Do Now:** **Handwriting:** Reinforcement Sheets **Grammar:** **Writing:** Character Feeling			▪ SWBAT define Character Feeling as: Showing What the Character is feeling using words ▪ SWBAT insert show, don't tell character feeling into short paragraphs.	▪ **Show, Don't Tell Poster** ▪ **Character Feeling Poster**	▪ TW present a character action: Terrified ▪ SW brainstorm a list of actions that SHOW a character is terrified ▪ SW work in partners to write a paragraph about a boy who is riding a bike ▪ SW brainstorm a list independently around character feeling: disgusted ▪ SW independently write a paragraph that infuses character feeling to show that	▪

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Unit/ Day	Common Core Standard	Topic	Handwriting	Grammar Obj.	Writing Obj.	Materials	Assessment	Books
							a character is feeling disgusted.	
Unit 2, Day 25		**Do Now:** **Handwriting:** **Grammar:** Homophones **Writing:**		▪ SWBAT apply their knowledge of homophones to determine the appropriate form of the homophone in context to a sentence	▪		▪ Students will infuse the appropriate form of a homophone based on the context of a sentence and write their own sentences infusing homophones.	▪
Unit 2, Day 26		**Do Now:** **Handwriting:** **Grammar:** Commonly confused adjectives and adverbs (good, well, very, real) **Writing:**		▪ SWBAT apply knowledge of when to use *good* or *well* and *real* or *very* in a sentence	▪	▪ **Good/Well and Real/Very Poster**	▪ Students will write sentences with the proper form of *good* or *well* and *real* or *very*	▪
Unit 2, Day 27		**Do Now:** **Handwriting:** **Handwriting** Reinforcement Sheet **Grammar:** Unit 2 Grammar assessment **Writing:**		▪	▪	▪ **Grammar Unit Assessment**	▪ IP: SW complete a Unit 2 grammar assessment on the following o Noun Review o Possessive Nouns o Homophones o Contractions o Adverbs/Adjectives (*Good, Well, Real, Very*)	▪
Unit 2, Day 28		**Handwriting** Reinforcement Sheets **Grammar:** **Writing:** Character Feeling			▪ SWBAT define Character Feeling as: Showing What the Character is Feeling using words ▪ SWBAT insert show, don't tell character feeling into a story.	▪ **Show, Don't Tell Poster** ▪ **Character Feeling Poster**	▪ SW write a short story and infuse at least four examples of character feeling ▪ SW share out and evaluate character feeling ▪ SW revise for stronger character feeling	▪
Unit2, Day 29		**Handwriting** Reinforcement Sheets			▪ SWBAT define Character Action as: Showing What the Character is doing	▪ **Show, Don't Tell Poster** ▪ **Character**	▪ SW write a short story and infuse at least four examples of character action and four	▪

Unit / Day	Common Core Standard	Topic	Handwriting	Grammar Obj.	Writing Obj.	Materials	Assessment	Books
		Grammar: **Writing:** Character Action and Character Feeling			using words ▪ SWBAT define Character Feeling as: Showing What the Character is Feeling using words ▪ SWBAT insert show, don't tell character action and character feeling into a story.	**Action Poster**	example of character feeling ▪ SW use a checklist to ensure that they infuse 8 examples total ▪ SW share out and evaluate character action and character feeling with a partner ▪ SW revise for stronger character action and character feeling	
Unit 2, Day 30		**Do Now:** **Handwriting:** **Grammar:** **Writing:** Unit 2 timed writing assessment				▪ **End of the unit grammar assessment** ▪ **Timed narrative unit assessment**	▪ **SW write a full narrative story and focus on infusing thoughtshot, character action, and character feeling** ▪ **TW reinforce previous unit on Snapshots and Dialogue** ▪ **TW Grade writing on the rubric and focus primarily on Snapshot, Dialogue, Thoughtshot, Character Action, and Character Feeling as they grade**	▪

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Unit/ Day	Common Core Standard	Topic	Handwriting	Grammar Obj.	Writing Obj.	Materials	Assessment	Books
Days: 9	**Unit 3: Figurative Language** **Common Core Standards Covered in Unit 3** **Writing** ☐ W.3.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. • Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. • Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. • Use temporal words and phrases to signal event order. • **W.3.10.** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. • **W.4.5**. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. **Language** CCSS.ELA-Literacy.L.3.5 Demonstrate understanding of figurative language, word relationships and nuances in word meanings.							
Unit/ Day	**Common Core Standard**	**Topic**	**Handwriting**	**Grammar Obj.**	**Writing Obj.**	**Materials**	**Assessment**	**Books**
Unit 3, Day 1	CCSS.ELA-Literacy.L.3.5 Demonstrate understanding of figurative language, word relationships and nuances in word meanings.	**Do Now:** **Handwriting:** **Grammar:** **Writing:** Figurative Language - Simile			▪ SWBAT use similes to make their sentences more descriptive and engaging	▪ Simile Poster	▪ TW use mentor texts to introduce similes ▪ SW define similes and create examples as a class ▪ TW model using similes in complete sentences to describe a given person, place, or thing ▪ SW practice writing sentences with similes in partners ▪ SW write sentences independently that utilize similes.	▪
Unit 3,	CCSS.ELA-	**Do Now:**			▪ SWBAT use similes to	▪ Simile Poster	▪ Students will write sentences	▪

Unit / Day	Common Core Standard	Topic	Handwriting	Grammar Obj.	Writing Obj.	Materials	Assessment	Books
Day 2	Literacy.L.3.5 Demonstrate understanding of figurative language, word relationships and nuances in word meanings.	**Handwriting:** **Grammar:** **Writing:** Figurative Language - Simile			make their sentences more descriptive and engaging		with similes. ▪ Students will write a short paragraph using a checklist and infusing similes.	
Unit 3, Day 3	CCSS.ELA-Literacy.L.3.5 Demonstrate understanding of figurative language, word relationships and nuances in word meanings.	**Do Now:** **Handwriting:** **Grammar:** **Writing:** Figurative Language - Metaphor			▪ SWBAT use metaphors to make their sentences more descriptive and engaging	▪ Metaphor Poster	▪ TW use mentor texts to introduce metaphors ▪ SW define metaphors and create examples as a class ▪ TW model using metaphors in complete sentences to describe a given person, place, or thing ▪ SW practice writing sentences with metaphors in partners ▪ SW write sentences independently that utilize metaphors	▪
Unit 3, Day 4	CCSS.ELA-Literacy.L.3.5 Demonstrate understanding of figurative language, word relationships and nuances in word meanings.	**Do Now:** **Handwriting:** **Grammar:** **Writing:** Figurative Language - Metaphor			▪ SWBAT use metaphors to make their sentences more descriptive and engaging	▪ Metaphor Poster	▪ Students will write sentences with metaphors. ▪ Students will write a short paragraph using a checklist and infusing metaphors	▪
Unit 3, Day 5	CCSS.ELA-Literacy.L.3.5 Demonstrate understanding of figurative language, word relationships and nuances in	**Do Now:** **Handwriting:** **Grammar:** **Writing:** Figurative Language - Onomatopoeia		▪	▪ SWBAT use onomatopoeia to make their sentences more descriptive and engaging	▪ onomatopoeia Poster	▪ TW use mentor texts to introduce onomatopoeia ▪ SW define onomatopoeia and create examples as a class ▪ TW model using onomatopoeia in complete	▪

Unit / Day	Common Core Standard	Topic	Handwriting	Grammar Obj.	Writing Obj.	Materials	Assessment	Books
	word meanings.						sentences to describe a given person, place, or thing ▪ SW practice writing sentences with onomatopoeia in partners ▪ SW write sentences independently that utilize onomatopoeia	
Unit 3, Day 6	CCSS.ELA-Literacy.L.3.5 Demonstrate understanding of figurative language, word relationships and nuances in word meanings.	**Do Now:** **Handwriting:** **Grammar:** **Writing:** Figurative Language - Onomatopoeia			▪ SWBAT use onomatopoeia to make their sentences more descriptive and engaging	▪ onomatopoeia Poster	▪ Students will write sentences with onomatopoeia. ▪ Students will write a short paragraph using a checklist and infusing onomatopoeia	▪
Unit 3, Day 7	CCSS.ELA-Literacy.L.3.5 Demonstrate understanding of figurative language, word relationships and nuances in word meanings.	**Do Now:** **Handwriting:** **Grammar:** **Writing:** Figurative Language			▪ SWBAT use similes and metaphors in a short story	▪ Simile Poster ▪ Metaphor Poster	▪ Students will write a short story where they must use at least one simile and one metaphor in each paragraph ▪ SW share out and evaluate their similes and metaphors ▪ SW revise their work to make their similes more accurate and descriptive	▪
Unit 3, Day8	CCSS.ELA-Literacy.L.3.5 Demonstrate understanding of figurative language, word relationships and nuances in word meanings.	**Do Now:** **Handwriting:** **Grammar:** **Writing:** Figurative Language			▪ SWBAT use onomatopoeia in a short story	▪ Onomatopoeia Poster	▪ Students will write a short story where they must use at least one example of onomatopoeia in each paragraph ▪ SW share out and evaluate their use of onomatopoeia ▪ SW revise their work to make their examples of onomatopoeia more accurate and descriptive	▪

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Unit / Day	Common Core Standard	Topic	Handwriting	Grammar Obj.	Writing Obj.	Materials	Assessment	Books
Unit 3, Day 9	CCSS.ELA-Literacy.L.3.5 Demonstrate understanding of figurative language, word relationships and nuances in word meanings.	**Do Now:** **Handwriting:** **Grammar:** **Writing:** Figurative Language			▪ **SWBAT use figurative language in a story to engage the reader with descriptive details**	▪ **Simile Poster** ▪ **Metaphor Poster** ▪ **Onomatopoeia Poster**	▪ **SWBAT write a short story that includes all figurative language that has been covered in the figurative language unit: simile, metaphor, onomatopoeia** ▪ **TW grade on the rubric focusing only on the row that addresses the use of figurative language**	▪

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Unit/ Day	Common Core Standard	Topic	Handwriting	Grammar Obj.	Writing Obj.	Materials	Assessment	Books

Days:	**Unit 4: Informational Writing** **Common Core Standards Covered in Unit 3** **Writing** ▪ CCSS.ELA-Literacy.W.3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly. ▪ CCSS.ELA-Literacy.W.3.2.a Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. ▪ CCSS.ELA-Literacy.W.3.2.b Develop the topic with facts, definitions, and details. ▪ CCSS.ELA-Literacy.W.3.2.c Use linking words and phrases (e.g., *also*, *another*, *and*, *more*, *but*) to connect ideas within categories of information. ▪ CCSS.ELA-Literacy.W.3.2.d Provide a concluding statement or section. **Language** CCSS.ELA-Literacy.L.3.5 Demonstrate understanding of figurative language, word relationships and nuances in word meanings.

Unit/ Day	Common Core Standard	Topic	Handwriting	Grammar Objective	Writing Objective	Materials	Assessment	Books
4.1	CCSS.ELA-Literacy.W.3.2 Write informative/explanatory texts to examine a topic and convey ideas and information	**Do Now:** **Handwriting:** **Grammar:** **Writing:** Informational Writing			SWBAT define informational writing as writing that informs the reader about a topic using facts and research. SWBAT research a topic with peers using multiple sources to develop relevant information to include in their research paper.	• **Model Informational Essays** • **Chart paper** **Informational articles/texts**	**Intro:** TW introduce informational writing by having students read model informational writing and develop a list of characteristics in informational writing GP: TW model reading an informational text and pulling out the most important piece of information WW: TW provide three topics that groups can choose to research and provide the groups	•

Unit/ Day	Common Core Standard	Topic	Handwriting	Grammar Obj.	Writing Obj.	Materials	Assessment	Books
	clearly.				SWBAT create a list of relevant facts for a research paper by conducting research using books and articles		with at least 4 texts to read. SW create a list of important facts i n groups	
4.2	CCSS.ELA-Literacy.W.3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	**Do Now:** **Handwriting:** **Grammar:** **Writing:** Informational Writing			SWBAT research a topic with peers using multiple sources to develop relevant information to include in their research paper. SWBAT create a list of relevant facts for a research paper by conducting research using books and articles	• **Model Informational Essays** • **Chart paper** **Informational articles/texts**	**SW:** Continue to research facts.	
4.3	CCSS.ELA-Literacy.W.3.2.a Introduce a topic and group related information together; include illustrations when useful to aiding comprehension	**Do Now:** **Handwriting:** **Grammar:** **Writing:** Informational Writing			SWBAT write a research paper using facts gathered from various sources as a group	• **Chart paper** • **Informational articles/texts** • **Writing packets**	**Intro:** TW model writing an introduction paragraph on an informational topic WW: SW write an introduction paragraph on their researched topic in groups	•
4.4	CCSS.ELA-Literacy.W.3.2.b	**Do Now:** **Handwriting:** **Grammar:** **Writing:**			SWBAT write a research paper using facts gathered from various	• **Chart paper** • **Informational articles/texts**	**Intro:** TW model writing first body paragraph SW write a body paragraph TW have S share and evaluate	•

Unit / Day	Common Core Standard	Topic	Handwriting	Grammar Obj.	Writing Obj.	Materials	Assessment	Books
	Develop the topic with facts, definitions, and details.	Informational Writing			sources as a group	• **Writing packets**	SW write remaining body paragraphs	
4.5	CCSS.ELA-Literacy.W.3.2.d Provide a concluding statement or section.	**Do Now:** **Handwriting:** **Grammar:** **Writing:** Informational Writing			SWBAT write a research paper using facts gathered from various sources as a group SWBAT write a conclusion paragraph	• **Chart paper** • **Informational articles/texts** • **Writing packets**	**SW finish any body paragraphs they want to include on their informational topic** **I Do:** TW model writing a conclusion paragraph on an informational topic WW: SW a conclusion paragraph on their researched topic in groups	•
4.6	CCSS.ELA-Literacy.W.3.2.c Use linking words and phrases (e.g., *also*, *another*, *and*, *more*, *but*) to connect ideas within categories of information.	**Do Now:** **Handwriting:** **Grammar:** **Writing:** Informational Writing			SWBAT revise a research paper using facts gathered from various sources as a group	• **Chart paper** • **Informational articles/texts** • **Writing packets**	Intro: TW model revising a paragraph – including better citations, fixing transitions, making the intro hook better, fixing the conclusion, etc. WW: SW use a revision checklist to revise their papers in groups	•
4.7	CCSS.ELA-Literacy.W.3.5 With guidance and support from peers and adults, develop and strengthen writing	**Do Now:** **Handwriting:** **Grammar:** **Writing:** Informational Writing			SWBAT edit a research paper using an editing checklist	• **Chart paper** • **Informational articles/texts** • **Writing packets**	Intro: TW model editing a paragraph – including: fixing citations, commas, punctuations, indentions, spelling. WW: SW use an editing checklist to edit their papers in groups	•

Unit / Day	Common Core Standard	Topic	Handwriting	Grammar Obj.	Writing Obj.	Materials	Assessment	Books
	as needed by planning, revising, and editing.							
4.8	CCSS.ELA-Literacy.W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.	**Do Now:** **Handwriting:** **Grammar:** **Writing:** Informational Writing			SWBAT publish a research paper	• **Chart paper** • **Informational articles / texts** • **Writing packets**	Intro: TW model publishing a paper– including: writing neatly in pen, including all revisions and edits, making a cover page. WW: SW publish their papers in groups	•
4.9	CCSS.ELA-Literacy.SL.3.4 Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace	**Do Now:** **Handwriting:** **Grammar:** **Writing:** Informational Writing			SWBAT present a research paper in front of an audience	• **Chart paper** • **Informational articles / texts** • **Writing packets**	WW: SW present in front of another class, parents, or the other groups in the classroom	•
4.10	CCSS.ELA-Literacy.SL.3.4 Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace	**Do Now:** **Handwriting:** **Grammar:** **Writing:** Informational Writing			SWBAT present a research paper in front of an audience	• **Chart paper** • **Informational articles / texts** • **Writing packets**	WW: SW present in front of another class, parents, or the other groups in the classroom	•

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Unit/ Day	Common Core Standard	Topic	Handwriting	Grammar Obj.	Writing Obj.	Materials	Assessment	Books
4.11	CCSS.ELA-Literacy.W.3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	**Do Now:** **Handwriting:** **Grammar:** **Writing:** Informational Writing			SWBAT research a topic independently using multiple sources to develop relevant information to include in their research paper. SWBAT create a list of relevant facts for a research paper by conducting research using books and articles	• **Model Informational Essays** • **Chart paper** **Informational articles/texts**	**SW research** facts using multiple sources to develop key ideas for an independent research paper	
4.12	CCSS.ELA-Literacy.W.3.2.a Introduce a topic and group related information together; include illustrations when useful to aiding comprehension	**Do Now:** **Handwriting:** **Grammar:** **Writing:** Informational Writing			SWBAT write a research paper using facts gathered from various sources	• **Chart paper** • **Informational articles/texts** • **Writing packets**	WW: SW write an introduction paragraph on their researched topic SW evaluate various introductions and work to revise their work to make the introductions more engaging.	•
4.13	CCSS.ELA-Literacy.W.3.2.b Develop the topic with facts, definitions, and	**Do Now:** **Handwriting:** **Grammar:** **Writing:** Informational Writing			SWBAT write a research paper using facts gathered from various sources	• **Chart paper** • **Informational articles/texts** • **Writing packets**	SW write a body paragraph TW have S share and evaluate SW write remaining body paragraphs	•

Unit/ Day	Common Core Standard	Topic	Handwriting	Grammar Obj.	Writing Obj.	Materials	Assessment	Books
	details.							
4.14	CCSS.ELA-Literacy.W.3.2.d Provide a concluding statement or section.	**Do Now:** **Handwriting:** **Grammar:** **Writing:** Informational Writing			SWBAT write a research paper using facts gathered from various sources SWBAT write a conclusion paragraph	• **Chart paper** • **Informational articles/texts** • **Writing packets**	**SW finish any body paragraphs they want to include on their informational topic** WW: SW a conclusion paragraph on their researched topic TW have students share out SW revise their conclusion paragraphs	•
4.15	CCSS.ELA-Literacy.W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.	**Do Now:** **Handwriting:** **Grammar:** **Writing:** Informational Writing			SWBAT edit a research paper using an editing checklist	• **Chart paper** • **Informational articles/texts** • **Writing packets**	Intro: TW model editing a paragraph – including: fixing citations, commas, punctuations, indentions, spelling. WW: SW use an editing checklist to edit their papers in groups	•
4.16	CCSS.ELA-Literacy.W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.	**Do Now:** **Handwriting:** **Grammar:** **Writing:** Informational Writing			SWBAT publish a research paper	• **Chart paper** • **Informational articles/texts** • **Writing packets**	WW: SW publish their papers independently	•
4.17	CCSS.ELA-Literacy.SL.3.4 Report on a topic or text, tell a story, or recount an experience with	**Do Now:** **Handwriting:** **Grammar:** **Writing:** Informational Writing			SWBAT present a research paper in front of an audience	• **Chart paper** • **Informational articles/texts** • **Writing packets**	WW: SW present in front of another class, parents, or the other groups in the classroom	•

Unit/ Day	Common Core Standard	Topic	Handwriting	Grammar Obj.	Writing Obj.	Materials	Assessment	Books
	appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace							
4.18	CCSS.ELA-Literacy.SL.3.4 Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace	**Do Now:** **Handwriting:** **Grammar:** **Writing:** Informational Writing			SWBAT present a research paper in front of an audience	• **Chart paper** • **Informational articles/texts** • **Writing packets**	WW: SW present in front of another class, parents, or the other groups in the classroom	•

Days: 10	**Unit 5: Narrative STORY Unit** **2012 Common Core Standards** **Writing Standards** CCSS.ELA-Literacy.W.3.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. CCSS.ELA-Literacy.W.3.3.a Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. CCSS.ELA-Literacy.W.3.3.b Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. CCSS.ELA-Literacy.W.3.3.c Use temporal words and phrases to signal event order. CCSS.ELA-Literacy.W.3.3.d Provide a sense of closure **Language Standards** • **L.4.1**. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Unit/ Day	Common Core Standard	Topic	Handwriting	Grammar Obj.	Writing Obj.	Materials	Assessment	Books

	o Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. • **L.4.2**. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. o Use correct capitalization ***This is a unit that should explore Narrative STORY plans that were written in 2014-2015, but should expand to cover telling a story from another character's perspective, picking up a year later, telling what happened before, etc.**

Days: 10	**Unit 6: Literary Analysis, Narrative Description, Research Simulation** **2012 Common Core Standards** **Writing Standards** Write informative/explanatory texts to examine a topic and convey ideas and information clearly. CCSS.ELA-Literacy.W.3.2.a Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. CCSS.ELA-Literacy.W.3.2.b Develop the topic with facts, definitions, and details. CCSS.ELA-Literacy.W.3.2.c Use linking words and phrases (e.g., *also*, *another*, *and*, *more*, *but*) to connect ideas within categories of information. CCSS.ELA-Literacy.W.3.2.d Provide a concluding statement or section. **Language Standards** ☐ **L.4.1**. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. o Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. • **L.4.2**. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. o Use correct capitalization ***This is a unit that should explore the various writing styles on the PARCC assessment. There are plans from 2014-2015; however, they will probably be expanded upon.**

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Unit / Day	Common Core Standard	Topic	Handwriting	Grammar Obj.	Writing Obj.	Materials	Assessment	Books

Days: 10	**Unit 7: Persuasive Writing** **2012 Common Core Standards** **Writing Standards** ▪ CCSS.ELA-Literacy.W.3.1 Write opinion pieces on topics or texts, supporting a point of view with reasons. ▪ CCSS.ELA-Literacy.W.3.1.a Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. ▪ CCSS.ELA-Literacy.W.3.1.b Provide reasons that support the opinion. ▪ CCSS.ELA-Literacy.W.3.1.c Use linking words and phrases (e.g., *because*, *therefore*, *since*, *for example*) to connect opinion and reasons. ▪ CCSS.ELA-Literacy.W.3.1.d Provide a concluding statement or section. **Language Standards** • **L.4.1**. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. o Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. • **L.4.2**. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. o Use correct capitalization

Unit / Day	Common Core Standards	Topic	Handwriting	Grammar Obj.	Writing Obj.	Materials	Assessment	Books
Unit 7, Day 1		**Do Now:** Comparative and Superlative Adjectives **Grammar:**	▪	▪ SWBAT define relative pronouns and list examples ▪ SWBAT edit sentences with incorrect pronouns ▪ SWBAT write a paragraph with correct pronouns	▪	▪ **Do Now** ▪ **Chart Paper** ▪ **GP worksheets** ▪ **IP worksheets**	▪ SW write a paragraph and circle all of the relative pronouns	▪

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Unit / Day	Common Core Standard	Topic	Handwriting	Grammar Obj.	Writing Obj.	Materials	Assessment	Books
		Relative Pronouns **Writing:**						
Unit 7, Day 2		**Do Now:** Comparative and Superlative Adjectives **Grammar:** Articles **Writing:**	▪	▪ SWBAT define an article and list examples ▪ SWBAT edit sentences with incorrect or missing articles ▪ SWBAT write a paragraph with correct artciles	▪	▪ **Do Now** ▪ **Chart Paper** ▪ **GP worksheets** ▪ **IP worksheets**	▪ SW write a paragraph and circle all of the articles	▪
Unit 7, Day 3	▪ CCSS.ELA-Literacy.W.3.1 Write opinion pieces on topics or texts, supporting a point of view with reasons.	**Do Now:** **Grammar:** **Writing:** Plan/Provide Facts that are supported by facts and details			▪ SWBAT form an opinion based off of facts from articles ▪ SWBAT create a plan that orders facts and details in a logical order	▪ **Flower Plan** ▪ **Two articles – pro/against eating meat**	T and SW fill out a graphic organizer for an opinion piece on eating meat	
Unit 7, Day 4	▪ CCSS.ELA-Literacy.W.3.1 Write opinion pieces on topics or texts, supporting a point of view with reasons.	**Do Now:** **Grammar:** **Writing:** Plan/Provide Facts that are supported by facts and details			▪ SWBAT form an opinion based off of facts from articles ▪ SWBAT create a plan that orders facts and details in a logical order	▪ **Flower Plan** ▪ **Flower plan from previous day** ▪ **Two articles pro/against taking standardized tests**	SW set up flower plan to write an opinion piece and plan their argument	
Unit 7, Day 5	▪ CCSS.ELA-Literacy.W.3.1.a	**Do Now:** **Grammar:**			▪ SWBAT write a thesis statement that supports a point of view	▪ **Flower plan for Eating Meat** ▪ **Flower plan for**	SW complete introduction paragraph using checklist	

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Unit / Day	Common Core Standard	Topic	Handwriting	Grammar Obj.	Writing Obj.	Materials	Assessment	Books
	Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.	**Writing:** Forming a Thesis Statement			▪ SWBAT introduce a topic clearly and state an opinion	**Taking Standardized Tests** ▪ **Articles** ▪ **Writing Packet GP** ▪ **Writing Packet IP**		
Unit 7, Day 6		**Do Now:** Capitalization/Punctuation Review **Grammar:** Prepositional Phrases **Writing:**	▪	▪ SWBAT define prepositional phrases ▪ SWBAT use prepositional phrases in a sentence correctly ▪ SWBAT identify when a sentence is missing a prepositional phrase	▪	▪ **Do Now** ▪ **GP worksheets** ▪ **IP worksheets**	▪ SW write a paragraph and circle all of the prepositional phrases	▪
Unit 7, Day 7		**Do Now:** Capitalization Review **Grammar:** Prepositional Phrases **Writing:**	▪	▪ SWBAT define prepositional phrases ▪ SWBAT use prepositional phrases in a sentence correctly ▪ SWBAT identify when a sentence is missing a prepositional phrase	▪	▪ **Do Now** ▪ **GP worksheets** ▪ **IP worksheets**	▪ SW write a paragraph and circle all of the prepositional phrases	▪
Unit 7, Day 8	▪ CCSS.ELA-Literacy.W.3.1.b Provide	**Do Now:** **Grammar:**	▪	▪ SWBAT write body paragraphs that support thesis statement with evidence from a text	▪	▪ **Flower plan – Meat** ▪ **Flower plan- Standardized**	▪ TW model writing a body paragraph for eating meat essay ▪ SW write body paragraphs	▪

Unit / Day	Common Core Standard	Topic	Handwriting	Grammar Obj.	Writing Obj.	Materials	Assessment	Books
	reasons that support the opinion. ▪ CCSS.ELA-Literacy.W.3.1.c Use linking words and phrases (e.g., *because*, *therefore*, *since*, *for example*) to connect opinion and reasons.	**Writing: Linking opinions and reasons using words and phrases**		▪ SWBAT use transitional phrases throughout essay		**tests** ▪ **Articles** ▪ **Writing packets**	for their essay on taking standardized tests	
Unit 7, Day 9	▪ CCSS.ELA-Literacy.W.3.1.d Provide a concluding statement or section.	**Do Now:** **Grammar:** **Writing: Concluding statement**	▪	▪ SWBAT write conclusion paragraphs that supports argument from the essay ▪ SWBAT use transitional phrases throughout essay	▪	▪ **Flower plan-meat** ▪ **Flower plan-standardized testing** ▪ **Articles** ▪ **Writing packet**	▪ TW model writing conclusion paragraph ▪ SW write conclusion paragraphs	▪
Unit 7, Day 10	▪ CCSS.ELA-Literacy.W.3.1 Write opinion pieces on topics or texts, supporting a point of view with reasons.	**Do Now:** **Grammar:** **Writing: Writing a Full Opinion Piece**	▪	▪ SWBAT write an opinion essay based on a specific topic by including supporting details ▪ SWBAT write a thesis statement ▪ SWBAT include supporting details from outside sources	▪	▪ **Articles pro/against smoking in public places** ▪ **Writing packet** ▪ **Flower plan**	▪ SW write an opinion piece using model from week and flower plan on whether or not people should be able to smoke in public places	▪

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Unit / Day	Common Core Standard	Topic	Handwriting	Grammar Obj.	Writing Obj.	Materials	Assessment	Books
Days:	**Unit 8: Poetry** **2012 Common Core Standards** **Writing Standards** ☐ **L.3.5**. Demonstrate understanding of figurative language, word relationships and nuances in word meanings. • Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., *take steps*). • Identify real-life connections between words and their use (e.g., describe people who are *friendly* or *helpful*). • Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., *knew, believed, suspected, heard, wondered*). ☐ **L.4.5.** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. • Explain the meaning of simple similes and metaphors (e.g., *as pretty as a picture*) in context. • Recognize and explain the meaning of common idioms, adages, and proverbs. • Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).							
Unit 8, Day 1		**Do Now:** **Handwriting:** **Grammar:** **Writing:** Figurative Language, Simile, Metaphor		▪	▪ SBWAT write metaphors by writing phrases that are not meant literally but mean something else.	▪ **Figurative Language Poster** ▪ **Definition of simile and metaphor** ▪ **Basic paragraphs to add figurative language to**	▪ Students will analyze the symbolism and deeper meaning behind the metaphors ▪ Students will write their own metaphors	▪
Unit 8, Day 2		**Do Now:** **Handwriting:** **Grammar:** **Writing:**			▪ SWBAT write sentences using alliteration.	▪ **Figurative Language Poster** ▪ **Definition of personification**	▪ Students will write sentences using alliteration.	▪

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Unit / Day	Common Core Standard	Topic	Handwriting	Grammar Obj.	Writing Obj.	Materials	Assessment	Books
		Figurative Language, Personification, Alliteration				**and alliteration**		
Unit 8, Day 3		**Do Now:** **Handwriting:** **Grammar:** **TERRA NOVA PREP** **Writing:** Rhythm, Rhyming Patterns			▪ SWBAT define/identify rich rhymes as words that rhyme with their homonyms ▪ SWBAT define/identify one-syllable rhymes in which rhyme occurs on the final stressed syllables	▪ **Definition of Couplet** ▪ **Example of Couplet**	▪ Students will determine the rhyme scheme in a given set of poetry. Students will write their own couplets, and quatrains.	▪
Unit 8, Day 4		**Do Now:** **Handwriting:** **Grammar:** **TERRA NOVA PREP_Combining Sentences** **Writing:** Hyperbole			▪ SWBAT write hyperboles to infuse extreme exaggeration and enhance the engagement of their writing/poetry.	▪ **Definition of Limerick** ▪ **S writing paper**	• Students will write hyperboles to enhance the engagement of their poetry	▪
Unit 8, Day 5		**Do Now:** **Handwriting:** **Grammar:** Cinquain Poem, Format 1 (I do, We do) **Writing:**			▪ SWBAT define a Cinquain Poem as a 5-line poem or stanza. ▪ SWBAT write Cinquain Poem format 1 as: 1 word, 2 words, 3 words, 4 words, 1 word	▪ **Definition of Cinquain Poem** ▪ **Cinquain Format 1** ▪ **Example of Cinquain poem format 1**	▪ Students will write Cinquain poem format 1	▪
Unit 8 Day 6		**Do Now:** **Handwriting:** **Grammar:** **Writing:** Lines/Stanzas/verses			▪ SWBAT Define a stanza as: A group of lines of poetry (usually 4 or more) arranged according to a fixed plan ▪ SWBAT to distinguish and identify the difference between lines, stanzas, and verses within	▪ **Lines/Stanzas/verses**	▪ Students will compare a poem written in standard writing form and then that same poem with proper line breaks and stanzas and analyze the differences. ▪ Students will write a poem using a checklist with proper line breaks and stanzas.	▪

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Unit / Day	Common Core Standard	Topic	Handwriting	Grammar Obj.	Writing Obj.	Materials	Assessment	Books
					a poem(s)			
Unit 8, Day 7		**Do Now:** **Handwriting:** **Grammar:** **Writing:** Free Verse			▪ SWBAT write free verse poems with a powerful theme		▪ Students will choose a topic to write a free verse poem on with a powerful theme.	▪
Unit 8, Day 8		**Do Now:** **Handwriting:** **Grammar:** **Writing:** Cinquain Poem, Format 2 (We do, You do)	▪	▪	▪ SWBAT define a Cinquain Poem as a 5-line poem or stanza. ▪ SWBAT identify Cinquain Poem format 2 as: Noun, 2 adjectives, 3-ing words, a phrase, another word for noun ▪ SWBAT write Cinquain Poem format 2 as: Noun, 2 adjectives, 3-ing words, a phrase, another word for noun	▪ **Definition of Cinquain Poem** ▪ **Cinquain Format 2** ▪ **Example of Cinquain poem format 2** ▪ **S writing paper**	▪ Intro: TW review Cinquain poem format 2 ▪ GP: T & S will write Cinquain poem format 2 ▪ IP: SW write Cinquain poem format 2 ▪ IP: SW read Cinquain poem format 2	▪
Unit 8, Day 9		**Do Now:** **Handwriting:** **Grammar:** **Writing:** Cinquain Poem, Format 3 (I do, We do)	▪	▪	▪ SWBAT define a Cinquain Poem as a 5-line poem or stanza. ▪ SWBAT identify Cinquain Poem format 3 as: 2 syllables, 4 syllables, 6 syllables, 8 syllables, 2 syllables ▪ SWBAT write Cinquain Poem format 3 as: 2 syllables, 4 syllables, 6 syllables, 8 syllables, 2 syllables	▪ **Definition of Cinquain Poem** ▪ **Cinquain Format 3** ▪ **Example of Cinquain poem format 3**	▪ Intro: TW define Cinquain Format 3 ▪ Intro: TW review syllables ▪ Intro: TW write Cinquain poem format 3 ▪ GP: T & S will write Cinquain poem format 3	▪
Unit 8,		**Do Now:**	▪	▪	▪ SWBAT define a	▪ **Definition of**	▪ Intro: TW review Cinquain	▪

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Unit / Day	Common Core Standard	Topic	Handwriting	Grammar Obj.	Writing Obj.	Materials	Assessment	Books
Day 10		**Handwriting:** **Grammar:** **Writing:** Cinquain Poem, Format 3 (We do, You do)			Cinquain Poem as a 5-line poem or stanza. ▪ SWBAT identify Cinquain Poem format 3 as: 2 syllables, 4 syllables, 6 syllables, 8 syllables, 2 syllables ▪ SWBAT write Cinquain Poem format 3 as: 2 syllables, 4 syllables, 6 syllables, 8 syllables, 2 syllables	▪ **Cinquain Poem** ▪ **Cinquain Format 3** ▪ **Example of Cinquain poem format 3** ▪ **S writing paper**	poem format 3 ▪ GP: T & S will write Cinquain poem format 3 ▪ IP: SW write Cinquain poem format 3 ▪ IP: SW read Cinquain poem format 3	
Unit 8, Day 11		**Do Now:** **Handwriting:** **Grammar:** **Writing:** Diamond Poem (I do, We do)	▪	▪	▪ SWBAT define a Diamond Poem as a poem that uses adjectives, verbs, and nouns that forms a diamond ▪ SWBAT identify Diamond Poem format as: noun 1, 2 adj. to describe noun 1, 3 action verbs to go with noun 1, 4 nouns that 2 nouns have in common, 3 verbs that go with noun 2, 2 adj. that describe noun 2, noun 2 ▪ SWBAT write Diamond Poem	▪ **Definition of Diamond Poem** ▪ **Format Diamond Poem** ▪ **Example of Diamond Poem**	▪ Intro: TW define Diamond Poem ▪ Intro: TW define Diamond Poem format ▪ Intro: TW write Diamond Poem ▪ GP: T & S will write Diamond Poem	▪
Unit 8, Day 12		**Do Now:** **Handwriting:** **Grammar:** **Writing:** Diamond Poem (We do, You do)	▪	▪	▪ SWBAT define a Diamond Poem as a poem that uses adjectives, verbs, and nouns that forms a diamond ▪ SWBAT identify Diamond Poem format as: noun 1, 2 adj. to	▪ **Definition of Diamond Poem** ▪ **Format Diamond Poem** ▪ **Example of Diamond**	▪ Intro: TW review Diamond Poem format ▪ GP: T & S will write Diamond Poem ▪ IP: SW write Diamond Poem ▪ IP: SW share diamond poem	▪

Unit / Day	Common Core Standard	Topic	Handwriting	Grammar Obj.	Writing Obj.	Materials	Assessment	Books
					describe noun 1, 3 action verbs to go with noun 1, 4 nouns that 2 nouns have in common, 3 verbs that go with noun 2, 2 adj. that describe noun 2, noun 2 ▪ SWBAT write Diamond Poem	▪ **Poem** ▪ **S writing paper**		
Unit 8, Day 13		**Do Now:** **Handwriting:** **Grammar:** **Writing:** Haiku (I do, We do)	▪	▪	▪ SWBAT be able to define a Haiku as a Japanese Poem. ▪ SWBAT identify Haiku format as a: 3-line Japanese poem, each line has a syllable as it goes 5-7-5 ▪ SWBAT write Haiku	▪ **Definition of Haiku** ▪ **Haiku format** ▪ **Example of Haiku**	▪ Intro: TW define Haiku ▪ Intro: TW define Haiku format ▪ Intro: TW write Haiku ▪ GP: T & S will write Haiku	▪
Unit 8, Day 14		**Do Now:** **Handwriting:** **Grammar:** **Writing:** Haiku (We do, You do)	▪	▪	▪ SWBAT be able to define a Haiku as a Japanese Poem. ▪ SWBAT identify Haiku format as a: 3-line Japanese poem, each line has a syllable as it goes 5-7-5 ▪ SWBAT write Haiku	▪ **Definition of Haiku** ▪ **Haiku format** ▪ **Example of Haiku** ▪ **S writing paper**	▪ Intro: TW review Haiku ▪ Intro: TW review Haiku format ▪ Intro: TW write Haiku ▪ GP: T & S will write Haiku ▪ IP: SW write Haiku ▪ IP: SW read Haiku	▪
Unit 8, Day 15		**Do Now:** **Handwriting:** **Grammar:**	▪	▪	▪ SWBAT be able to define a Haiku as a Japanese Poem.	▪ **Definition of Haiku** ▪ **Haiku format**	▪ Intro: TW review Haiku format ▪ GP: T & S will write Haiku	▪

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Unit / Day	Common Core Standard	Topic	Handwriting	Grammar Obj.	Writing Obj.	Materials	Assessment	Books
		Writing: Haiku (We do, You do)			▪ SWBAT identify Haiku format as a: 3-line Japanese poem, each line has a syllable as it goes 5-7-5 ▪ SWBAT write Haiku	▪ **Example of Haiku** ▪ **S writing paper**	▪ IP: SW write Haiku ▪ IP: SW read Haiku	

3rd Grade Core Curriculum Plan 2015-2016

Unit 1, 5 Days	**Unit 1: Scientific Inquiry and the Scientific Method** **NJ Standard:** **5.1.4.A Connections developed between fundamental concepts are used to explain, interpret, build, and refine explanations, models, and theories.** 5.1.4.A.2 Use outcomes of investigations to build and refine questions, models and explanations. 5.1.3.A.3 Use scientific facts, measurements, observations, and patterns in nature to build and critique scientific arguments. 5.1.4.B.1 Design and follow simple plans using systematic observations to explore questions and predictions 5.1.4.B.2 Measure, gather, evaluate, and share evidence using tools and technologies 5.1.4.B.3 Formulate explanations from evidence **Common Core Standards** CCSS.ELA-Literacy.RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea. CCSS.ELA-Literacy.W.3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly. **Main Idea: There are specific scientific practices/skills that must be used in order to answer scientific questions.**

Unit	Daily Topic	Resource	Video/Hands On	Vocabulary	Objectives	Assessment
Unit 1, Day 1	Overview of the Scientific Method	Reasoning in Science (attached to plan)	http://www.brainpopjr.com/science/scienceskills/scientificmethod/preview.weml	Scientific Method	▪ SWBAT identify that the scientific method is a series of steps to ask questions by making observations and doing experiments. ▪ SWBAT evaluate the importance of the scientific method in order to make accurate claims about scientific questions.	▪ SW identify that the scientific method is a series of steps that scientists use to ask questions by making observations and doing experiments. ▪ SW identify the 5 steps of the scientific method: 1. Ask a question and do background research, 2. Construct a hypothesis, 3. Conduct an experiment, 4. Collect and analyze data, 5. Draw Conclusions
Unit 1, Day 2	Ask a Question, Background	Interactive Science by Pearson Grade 4 pages 7-8	Start of Class Lab: Textbook and	Hypothesis	▪ SWBAT identify the importance of the first two steps of the	▪ SW begin to answer the scientific question, "Which object will fall faster, a piece of paper or a book?"

	Research, Hypothesis	(attached to plan) isbn10: 0328641197 isbn13: 9780328641192	one piece of computer paper for teacher		scientific method (1. Ask a question and do background research, 2. Construct a hypothesis). ▪ SWBAT identify that a hypothesis is an educated guess or prediction that a scientists makes before completing an experiment.	▪ SW do background research on this question where they will identify 4 facts about gravity from the text, "Forces That Make Us Move." ▪ SW create their own hypothesis for the question which object will drop faster, a book or a tissue?"
Unit 1, Day 3	Experiment & Collect Data	Interactive Science grade 3rd grade pages 24-25 (attached to plan) isbn10: 0328641189 isbn13: 9780328641185	Experiment for S in partner pairs: Each pair will need a book and a piece of computer paper	Experiment Data	▪ SWBAT identify the importance of the third and fourth steps of the scientific method: conduct an experiment and collect data. ▪ SWBAT identify an experiment as steps scientists follow to test their hypothesis and either support or disprove it. ▪ SWBAT identify data as scientific or factual information.	▪ SW work in pairs to test the scientific question from yesterday's class, "Which object will fall faster, a piece of paper or a book?" ▪ SW record observations in lab report. This will be the data for the experiment that will be analyzed in the next class period.
Unit 1, Day 4	Analyze Data & Draw Conclusion	Interactive Science grade 3rd grade pages 23, 26, 27 (attached to plan) isbn10: 0328641189	No New materials needed	Data Conclusion	▪ SWBAT identify the importance of the fourth and fifth steps of the scientific method: analyzing data and drawing conclusions.	▪ SW analyze data that was collected yesterday during the experiment. ▪ SW draw conclusions based on the experiment that has been performed in class over the past few days.

		isbn13: 978032864 1185			▪ SWBAT analyze data from the class experiment and be able to draw conclusions from it. ▪ SWBAT identify a conclusion as the solution or answer to the problem; what the scientist has learned about the problem through the experiment.	
Unit 1, Day 5	Magnet Lab	No text	Lab Trays for each group that contains: -3 inch piece of magnet tape/strips -10 small paperclips -10 small pieces of cut pipe cleaners -10 unused staples -10 rubber bands -1 scissor	Scientific Method Hypothesis Experiment Data Conclusions	▪ SWBAT implement the steps of the scientific method in an experiment. ▪ SWBAT go through each step of the scientific method and understand why each step is important while following the procedure of the experiment.	▪ SW watch video from the first day of class and start asking questions about magnets. TW give S question that will be answered by the end of class using the steps of the scientific method, "What will happen if a magnet is cut in half?" ▪ SW work in partners to complete the experiment while following the steps of the scientific method.
Unit 2, 12 Days	**Unit 2: The Animal Kingdom** **5.3 Life Science:** **5.3.4 A Living organisms are composed of cellular units that carry out functions required for life.** 5.3.4.A.2 Essential function require for the well-being of an organism are carried out by specialized structures in plants and animals. **5.3.4.E Individuals of the same species may differ in their characteristics and sometimes these differences give individuals an advantage in surviving and reproducing in different environments.**					

	5.4.4.E.1 Model an adaptation to a species that would increase its chances of survival, should the environment become wetter, dryer, warmer, and colder over time.					
Unit 2, Day 1	What is classifying? Living vs Nonliving	N/A	Lab Trays/ Baggie with a variety of materials in it (enough for partners) o Coin o Rubber band o Paperclip o Staple o Pen o Eraser o Bead	Classifying Living Nonliving	▪ SWBAT define classify as to categorize or to organize. ▪ SWBAT analyze things to determine if they are classified as an organism	▪ SW identify that scientists classify things on earth so that they can better study relationships. ▪ SW determine if an object is living or nonliving.
Unit 2, Day 2	What is the animal kingdom? (Classifying Animals)	Science: A Closer Look grade 3 Pages 22-50 **ISBN-10:** 0022880070 **ISBN-13:** 978-0022880071	Science: A Closer Look 3rd Grade page 51 (cards need to be cut for CFU)	Classification Animal Kingdom	▪ SWBAT evaluate the importance of classifying organisms in different groups. ▪ SWBAT identify that animals are classified according to the physical characteristics that they share. ▪ SWBAT define classify as to categorize or to organize.	▪ SW identify why scientists classify organisms and the importance of this to allow scientists to understand and study organisms and their interactions. ▪ SW determine which organisms will be classified under the animal kingdom and begin to brainstorm the sub-divisions within that kingdom.
Unit 2, Day 3	Vertebrates & Invertebrates	(Attached to plan) Interactive Science Grade 3 pages 139, 140, 142 Attached to Plan: Warm-blooded	http://www.brainpopjr.com/science/animals/classifyinganimals/	Vertebrates Invertebrates Warm-blooded Cold-blooded	▪ SWBAT identify that animals are classified according to the physical characteristics. ▪ SWBAT determine the main classification of animals is vertebrate or invertebrate. ▪ SWBAT determine that	▪ SW identify that vertebrates are animals with backbones. ▪ SW identify that invertebrates are animals without backbones. ▪ SW identify that warm-blooded animal's body temperature remains constant at 98.6

		and Cold-blooded (http://www.sheppardsoftware.com/content/animals/kidscorner/classification/kc_classification_blood.htm)			vertebrates are further classified into warm-blooded and cold-blooded.	degrees Fahrenheit. ▪ SW identify that cold-blooded animals' body temperature changes with the outside temperature of the air.
Unit 2, Day 4	Life Cycles	(Attached to plan) Interactive Science 3rd grade pages 155, 156, 160	http://www.brainpop.com/science/ecologyandbehavior/metamorphosis/ Butterfly Growing Kits: This kit needs to be ordered well in advanced. There are other websites that have kits like this. I have just attached this one for reference. (1 per classroom) • http://www.hometrainingtools.com/butterfly-garden	Life Cycle Life Stages Metamorphosis	▪ SWBAT identify the different stages that animals go through in a life cycle. ▪ SWBAT compare the different life cycles animals go through	▪ SW determine that animals go through stages during their life. ▪ SW identify that metamorphosis is when an animal changes shape/form during its life cycle. ▪ SW identify the four stages of metamorphosis as egg, larva, pupa, and adult.
Unit 2, Day 5	Birds	"What is a bird?" from edhelper.com	http://www.brainpop.com/science/diversityoflif	Birds	▪ SWBAT identify that birds are classified based on the physical characteristics that	▪ SW identify the characteristics of birds such as feathers, warm-blooded, egg laying, two

		(attached to lesson)	e/birds/		they share. ▪ SWBAT name and describe three characteristics of birds. ▪ SWBAT distinguish birds from other animals based on its characteristics.	legs, flies, etc.) ▪ SW analyze certain animals to determine if they should be classified as birds.
Unit 2, Day 6	Reptiles	"What Is a Reptile?" By Cindy Grigg (attached to lesson)	http://www.brainpop.com/science/diversityoflife/reptiles/	Reptiles	▪ SWBAT identify that reptiles are classified based on the physical characteristics that they share. ▪ SWBAT name and describe three characteristics of reptiles. ▪ SWBAT distinguish reptiles from other animals based on its characteristics.	▪ SW identify the characteristics of birds such as cold-blooded, coverings (scales/plates), and inactivity in cold weather. ▪ SW analyze certain animals to determine if they should be classified as reptiles.
Unit 2, Day 7	Amphibians	"What Is an Amphibian?" By Cindy Grigg (attached to lesson) "Amphibians" Biology4Kids.com (combined into article)	http://www.brainpop.com/science/diversityoflife/amphibians/	Amphibians	▪ SWBAT identify that amphibians are classified based on the physical characteristics that they share. ▪ SWBAT name and describe three characteristics of amphibians. ▪ SWBAT distinguish amphibians from other animals based on its characteristics.	▪ SW identify the characteristics of amphibians such as life cycles, and changing from water to land based animals. ▪ SW analyze certain animals to determine if they should be classified as amphibians.
Unit 2, Day 8	Fish	"What Is a Fish?" from edhelper.com (attached to lesson)	http://www.brainpop.com/science/diversityoflife/fish/	Fish	▪ SWBAT identify that fish are classified based on the physical characteristics that they share. ▪ SWBAT name and describe three characteristics of fish. ▪ SWBAT distinguish fish	▪ SW identify the characteristics of fish such as cold-blooded, aquatic vertebrates, and have gills. ▪ SW analyze certain animals to determine if they should be classified as fish.

					from other animals based on its characteristics.	
Unit 2, Day 9	Mammals	"What Is a Mammal?" from edhelper.com (attached to lesson)	http://www.brainpop.com/science/diversityoflife/mammals/	Mammals	▪ SWBAT identify that mammals are classified based on the physical characteristics that they share. ▪ SWBAT name and describe three characteristics of mammals. SWBAT distinguish mammals from other animals based on its characteristics.	▪ SW identify the characteristics of mammals such as warm-blooded, covered in hair, active in cold weather. ▪ SW analyze certain animals to determine if they should be classified as mammals.
Unit 2, Day 10	Summative Day- Classifying an unknown animal	• Reading on each type of animal from previous 5 days • "What on Earth is a Platypus?" by Christina Wilsdon (Time for Kids) p.2-10 • ISBN: 9780022835460 o The word mammal will be whited out of the readings. • "Amazing Invertebrates!" by Joann Early Macken (Time for Kids) (extension) p.8&9	N/A	N/A	▪ SWBAT determine the classification of an animal by identifying the characteristics of that animal. ▪ SWBAT explain why this animal is classified in this way.	▪ SW use their knowledge from the previous 8 days to determine the classification of an unknown animal. ▪ SW write a response to a prompt to explain why this animal in classified in this way, giving at least three reasons.

		• ISBN-10: 0022858784 • ISBN-13: 978-0022858780				
Unit 2, Day 11	Review Day	N/A	jeopardylabs.com/play/jeopardy-challen7 7ge36	N/A	▪ SWBAT recall and analyze concepts from the first 15 days of Science.	▪ SW play a Jeopardy game to review concepts from the first two units.
Unit 2, Day 12	Assessment on both Units 1 & 2	N/A	N/A	N/A	▪ SWBAT score at least an 80% on the end of unit assessment on the scientific method and animal kingdom.	▪ SW take an end of unit assessment

Unit 3, Days 15	**Unit 3: Maps, geography, and our world!** **6.6.2 A. The World in Spatial Terms** 1. Explain the spatial concepts of location, distance and direction, including: . The location of school, home, neighborhood, community, state, and country; . The relative location of the community and places within it; and . The location of continents and oceans. 2. Explain that the globe is a model of the Earth and maps are representations of local and distant places. 3. Demonstrate basic globe and map skills. **BIG IDEA concept objectives:** • SWBAT understand how geography is vital to decisions and choices people have made in the past, present, and future. • SWBAT understand how geography helps us to better organize our world and our surroundings. • SWBAT understand the concepts of location, distance, and direction on maps and globes. **Resources for planning:** CORE knowledge 4th Grade Unit: Getting to the core of world and state geography					
Unit/ Day	**Daily Topic**	**Text**	**Media/Hands On**	**Vocabulary**	**Objectives**	**Assessment/Experiment**
Unit 3, Day 1	Physical Geography	The Everything Kids Geography Book by Jane P. Gardner and J.	http://www.brainpopjr.com/socialstudies/geography/landforms/	▪ Physical Geography ▪ Landforms ▪ Bodies of	▪ SWBAT compare and contrast landforms and bodies of water as solid structures and liquid	▪ SW identify physical geography as being composed of all landforms and bodies of water on earth.

		Elizabeth Mills, pg 2 **ISBN-13:** 978-1598696837 **ISBN-10:** 1598696831 Introducing Landforms by Bobbie Kalman pages 5, 8, 9, 16, 18 **ISBN-13:** 978-0778732136 **ISBN-10:** 0778732134		Water ▪ Oceans ▪ Coast ▪ Peninsula ▪ Valley ▪ Plains	structures. ▪ SWBAT explain that physical geography is the study of the surface of the Earth.	▪ SW classify different types of bodies of water and landforms based on physical features and their understanding of key vocabulary words.
Unit 3, Day 2	Cultural Geography	Cultural Geography (adapted by Mr. Feiler from http://www.p12.nysed.gov/ciai/socst/grade3/geograph.html) (attached to plan)	http://www.brainpopjr.com/socialstudies/geography/mexico/	▪ Geography ▪ Cultural Geography ▪ Culture ▪ Civilization ▪ Language ▪ Population ▪ History ▪ Traditions ▪ Customs	▪ SWBAT differentiate between examples of cultural and physical geography. ▪ SWBAT explain that cultural geography is the study of the people of the Earth.	▪ SW identify one of two parts of geography focusing specifically on cultural geography. ▪ SW determine the characteristics of cultural geography. ▪ SW analyze how physical geography impacts cultural geography.
Unit 3, Day 3	Directions and Compass Rose	Up North and Down South: Using Map Directions by: Doreen Gonzales pages 4-11	http://www.brainpopjr.com/socialstudies/geography/readingmaps/	▪ Compass Rose ▪ Compass ▪ Cardinal Directions (N, S, E, W)	▪ SWBAT name, describe, locate, and label a compass rose on a map. ▪ SWBAT describe the relationship between two locations on a map using	▪ SW identify the cardinal and intermediate directions on a compass rose. ▪ SW explain locations of places on a map using the cardinal and intermediate directions.

		ISBN-13: 978-1429628815 **ISBN10:** 1429628812		▪ Intermediate Directions (NE, SE, NW, SW)	the cardinal and intermediate directions.	
Unit 3, Day 4	Map Scales	Are We There Yet? Using Map Scales by: Doreen Gonzales pages 4-13 **ISBN-13:** 978-1429628792 **ISBN-10:** 1429628790	http://www.brainpopjr.com/socialstudies/geography/readingmaps/	• Map Scale • Distance	• SWBAT evaluate how different map scales represent different distances on the Earth. • SWBAT use a map scale to determine distance on a map.	• SW identify the purpose of a map scale. • SW determine distances between places using a map scale.
Unit 3, Day 5	Hemispheres and Globes	Maps and Mapping by: Deborah Chancellor Pages 18-19 **ISBN-13:** 978-0753467183 **ISBN-10:** 9780753467183	http://www.youtube.com/watch?v=DYwA_8qMt9I	▪ Globe ▪ Sphere ▪ Hemisphere ▪ Equator ▪ Prime Meridian ▪ Latitude ▪ Longitude	▪ SWBAT identify that the earth is divided into hemispheres by the Equator and the Prime Meridian. ▪ SWBAT label the hemispheres and determine which hemispheres a certain place lies.	▪ SW locate each hemisphere on a picture of earth. ▪ SW identify the hemispheres a certain place is located in
Unit 3, Day 6	Latitude and Longitude	Maps and Mapping by: Deborah Chancellor Pages 18-19 **ISBN-13:** 978-	http://www.youtube.com/watch?v=T1E0I4eLKNI	▪ Latitude ▪ Longitude ▪ Coordinates ▪ Degrees	▪ SWBAT identify that latitude and longitude identify a place's exact location on the globe. ▪ SWBAT locate different places using latitude and longitude.	▪ SW determine the location of a place on the global grid by using that location's coordinates.

		0753467183 **ISBN-10:** 9780753467183				
Unit 3, Day 7 (May need to put this lesson after the types of maps lessons	How to Read an Atlas	Timelinks World Atlas Grades 3-6, pages 4-33 ISBN-10: 0021517835 ISBN-13: 978-0021517831	N/A	▪ Atlas ▪ Map Title ▪ Map Key ▪ Physical ▪ Political	▪ SWBAT name, locate, and label essential map features (map title, map key, map scale, and compass rose). ▪ SWBAT determine the main idea of a map by explaining the information it provides. ▪ SWBAT explain that an atlas shows maps and provides different geographic information about continents, countries, and states.	▪ SW identify various features on a map. ▪ SW determine the topic of a variety of maps.
Unit 3, Day 8	Types of Maps - Physical	Mapping the Woods: Maps and Cartography Pages 14-16 From ReadingAtoZ.com Timelinks World Atlas Grades 3-6 pages 4-33 ISBN-10: 0021517835 ISBN-13: 978-0021517831	N/A	▪ Physical Maps ▪ Topographic Maps ▪ Relief Maps ▪ Vegetation Maps	▪ SWBAT explain that physical maps show the natural features of a place. ▪ SWBAT differentiate between topographic, relief, and vegetation maps.	▪ SW understand and explain that physical maps show natural features of a place. ▪ SW determine the difference between the different types of physical maps. ▪ SW use a map key to help them better understand what each physical map is showing
Unit 3, Day 9	Types of Maps -	Mapping the Woods: Maps and	N/A	▪ Political Map	▪ SWBAT explain that political maps show the	▪ SW understand and explain that political maps show

	Political	Cartography Pages 17-20 From ReadingAtoZ.com Timelinks World Atlas Grades 3-6 ISBN-10: 0021517835 ISBN-13: 978-0021517831		▪ Road Map ▪ Boundary Map ▪ Data Maps ▪ Symbols	cultural features of a place. ▪ SWBAT differentiate between boundary maps, road maps, and data maps.	cultural features of a place. ▪ SW use a map key to help them better understand what each political map is showing
Unit 3, Day 10	Project Day for Maps	N/A	▪	▪ N/A	▪	▪
Unit 3, Day 11	Northeast Physical Features	SF, Regions, Unit 2, 105-108, 115 **ISBN-13:** 978-0328075713	http://www.youtube.com/watch?v=rnPEtwQtmGQ	▪ Appalachian Mountain Range ▪ Northeast Coastline ▪ Niagara Falls ▪ Hydroelectricity	▪ SWBAT evaluate the impact of natural features and natural resources on the culture of the Northeast.	▪ Reading ▪ Stop and Jot ▪ Video ▪ Note-Taking ▪ Whiteboard Challenge ▪ OER
Unit 3, Day 12	Southeast Physical Features	SF, Regions, Unit 3, 167, 180-182 Map Graphic on Page 181 **ISBN-13:** 978-0328075713	▪	▪ Coast ▪ Plain ▪ Agriculture ▪ Crops ▪ Pulp	▪ SWBAT evaluate the impact of natural features and natural resources on the culture of the Southeast.	▪ Reading ▪ Graphic ▪ Stop and Jot ▪ Note-Taking ▪ Whiteboard Challenge ▪ OER
Unit 3, Day 13	Research Day – Map and Geography	Kids Brittanica Articles on States	▪ N/A	▪ N/A	▪ SWBAT integrate information from a text article and various maps	▪ Rapid Fire ▪ Investigation and Research ▪ Writing Informative Essay

	Investigation of a State	Timelinks World Atlas Grades 3-6 Student Atlas, 52, 53, 64, 65, 66, 74, 75, 77, 83, 84, 90			and atlas information to explain how the physical features of a state impact its culture.	▪ Share Out
Unit 3, Day 14	Unit Review	N/A	▪ N/A	▪ N/A	▪ SWBAT recall and analyze concepts from the first 20 days of Social Studies.	▪ GP: SW play a Jeopardy game to review concepts from the year.
Unit 3, Day 15	End of Unit Assessment	N/A	▪ N/A	▪ N/A	▪ SWBAT score at least an 80% on the end of unit assessment on geography and government.	▪ IP: SW take an end of unit assessment.

Unit 4, 15 Days	**Unit 4: Life Science: Ecosystems (Types of ecosystems, interactions in ecosystems, and energy in ecosystems)** **NJ Standard: 5.3 Life Science:** **5.3.4.C All animals and most plants depend on both other organisms and their environment to meet their basic needs.** 5.3.4.C.1 Organisms can only survive in environments in which their needs are met. Within ecosystems, organisms interact with and are dependent on their physical and living environment. 5.3.4.C.2 Some changes in ecosystems occur slowly, while others occur rapidly. Changes can affect life forms, including humans. **5.3.4.E Sometimes, differences between organisms of the same kind provide advantages for surviving and reproducing in different environments.** 5.3.4.E.2 In any ecosystem, some populations of organisms thrive and grow, some decline, and others do not survive at all. **BIGIDEA concept objectives / essential questions:** • Essential Questions (ecology): How do living things interact with each other and their environment? Why is it essential to take care of nature and not pollute the world around us? • Essential Objectives: SWBAT understand how living things interact with each other and their environment. SWBAT respond to different types of literature in a variety of ways. SWBAT write for a variety of purposes and audiences. SWBAT identify the basic needs of all living creatures.					
Unit 4, Day 1	What is an ecosystem?	Ecosystems on Earth by Barbara Fierman **ISBN 10:** 0328679879 **ISBN 13:** 9780328679874	http://www.youtube.com/watch?v=iRhdDs91aas unitl 2:52	Ecosystem Survival Habitat	▪ SWBAT identify that an ecosystem is a place where groups of living things interact with each other and their nonliving environment. ▪ SWBAT identify that within an ecosystem there are smaller habitats which is the interaction of living things in that area.	▪ SW analyze an ecosystem and all of its parts, including the living and nonliving things. ▪ SW analyze an ecosystem by breaking it down into its smaller habitiats.
Unit 4, Day 2	Energy in an ecosystem	Ecosystems, by Beth Stewart, pages 8-10	http://www.youtube.com/watch?v=SWvtRf4	Food Chain Producer Consumer	▪ SWBAT identify the purpose of a food chain. (IE the production of	▪ SW organize characteristics of producer, consumer, carnivores, herbivores, and

		ISBN 10 : 0328680141, ISBN 13: 9780328680146	TAO4 only until 2:35	Herbivore Carnivore Omnivore	energy in order for all living things to survive) ▪ SWBAT diagram the energy flow of living organisms, based on the food they eat. ▪ SWBAT classify living things as producer, consumers, carnivores, herbivore, and omnivore.	omnivores into a feature analysis table. ▪ SW diagram the food chain beginning with sun and ending with a carnivore (hawk).
Unit 4, Day 3	Grassland	Ecosystems on Earth by Barbara Fierman pages 8-9 ISBN 10 : 0328680141, ISBN 13: 9780328680146	http://videos.howstuffworks.com/discovery/28107-assignment-discovery-savanna-biomes-video.htm http://environment.nationalgeographic.com/environment/photos/grasslands-landscapes/#/colorado-winter-wheat_120_600x450.jpg (This is only pictures of grasslands. TW show this to S to frame their thinking before readings.)	Grassland	▪ SWBAT distinguish between various kinds of ecosystems, specifically focusing on grasslands. ▪ SWBAT identify food chains that exist in this ecosystem	▪ SW identify characteristics of a grassland ecosystem. ▪ SW identify locations of this ecosystem in our country/world.

Unit 4, Day 4	Desert/Tundra	Ecosystems on Earth by Barbara Fierman pages 10-13 ISBN 10 : 0328680141, ISBN 13: 9780328680146	http://videos.howstuffworks.com/discovery/28107-assignment-discovery-savanna-biomes-video.htm http://www.sciencesource.com/galleries/ecosystems_desert/index.html (This is only pictures of deserts (both hot and cold. TW show this to S to frame their thinking before readings.)	Desert Tundra	▪ SWBAT distinguish between various kinds of ecosystems, specifically focusing on deserts and the tundra. ▪ SWBAT identify food chains that exist in this ecosystem ▪ SWBAT evaluate the differences between a desert and a tundra.	▪ SW identify characteristics of a desert/tundra ecosystem. ▪ SW identify locations of these ecosystems in our country/world. ▪ SW compare and contrast desert and tundra ecosystems.
Unit 4, Day 5	Underwater: Freshwater & Saltwater	Ecosystems on Earth by Barbara Fierman pages 18-21 ISBN 10 : 0328680141, ISBN 13: 9780328680146	http://videos.howstuffworks.com/discovery/28107-assignment-discovery-savanna-biomes-video.htm	Freshwater Saltwater	▪ SWBAT distinguish between various kinds of ecosystems, specifically focusing on underwater ecosystems: freshwater and saltwater. ▪ SWBAT identify food chains that exist in this ecosystem. ▪ SWBAT evaluate the differences between freshwater and saltwater.	▪ SW identify characteristics of underwater ecosystems: freshwater and saltwater. ▪ SW identify locations of these ecosystems in our country/world. ▪ SW compare and contrast freshwater and saltwater ecosystems.
Unit 4,	Rainforest	Ecosystems on	http://videos.h	Rainforest	▪ SWBAT distinguish	▪ SW identify characteristics of a

Day 6		Earth by Barbara Fierman pages 14-17 ISBN 10 : 0328680141, ISBN 13: 9780328680146	owstuffworks.com/discovery/28107-assignment-discovery-savanna-biomes-video.htm		between various kinds of ecosystems, specifically focusing on rainforests. ▪ SWBAT identify food chains that exist in this ecosystem	rainforest ecosystem. ▪ SW identify locations of this ecosystem in our country/world.
Unit 4, Day 7	Changes in Ecosystem	Interactive Science pages 225-226	http://www.brainpopjr.com/science/land/slowlandchanges/	Natural Event	▪ SWBAT conclude that changes in the habitat of an organism maybe beneficial or harmful. ▪ SWBAT examine how an event that causes change will affect the environment (IE food chain and habitat)	▪ SW predict whether a change in an ecosystem is beneficial or harmful. ▪ SW analyze the changes to an environment based on the natural event that caused those changes. ▪ SW determine if a change is a fast change or slow change.
Unit 4, Day 8	LAB→Erosion Rate/ Change in Ecosystem lab	N/A	o Lab Reports Each group will need the following: o 2 trays or baking pans o Dirt or sand to fill a small layer in the pans o 2 Wooden blocks o Watering can with removable head (milk jug- punch holes in top) o Water	N/A	▪ SWBAT complete the steps of the scientific method. ▪ SWBAT identify how erosion occurs and compare the rates at which it can occur.	▪ SW follow an experiment plan using systematic observations to explore a question and predictions. ▪ SW communicate and justify explanations with reasonable and logical arguments.

Unit 4, Day 9	Causes for Changes in Ecosystems	Interactive Science pages 227-229	N/A	N/A	▪ SWBAT conclude that organisms with similar needs in a climatic region will compete with one another for resources. ▪ SWBAT outline how plants and animals share and compete for limited resources.	▪ SW compare needs of animals within the same ecosystem/habitat and how they would compete with each other for resources. ▪ SW analyze a diagram of animals that share and compete for limited resources such as oxygen, water, food, and space.
Unit 4, Day 10	Competition in Ecosystems	Interactive Science pages 217 and 222	http://www.youtube.com/watch?v=4EU_tJWXaKc	Competition	▪ SWBAT identify how living things interact with each other and their environment. ▪ SWBAT identify the basic needs of animals as food, water, shelter, air and space in an environment. ▪ SWBAT match and then describe different organisms and their respective environments.	▪ SW analyze how living things interact with each other and their environments. ▪ SW conclude that the five basic things that all living things need are food, water, shelter, space, and air. ▪ SW match living things to its correct ecosystem and explain how it interacts with its environments.
Unit 4, Day 11	What is interdependence?	One Small Place in a Tree by Barbara Brenner http://kids.britannica.com/comptons/article-273213/ecology	http://www.youtube.com/watch?v=HURyGlOksR0	Interdependence	▪ SWBAT identify that interdependence is the relationship between wildlife and its environment. ▪ SWBAT find examples of interdependence in nature and identify why it is essential.	▪ SW identify cause and effect relationships of interdependence in nature and why it is essential. ▪ SW evaluate the role of interdependence in the environment by using a diagram to show the dependency.
Unit 4, Day 12	The Balance of Nature	Science: A Closer Look page 150	http://studyjams.scholastic.com/studyjams/jams/science/ecosystems/cha	Balance of Nature Constant	▪ SWBAT identify the balance of nature as the need to have everything in an environment stay balanced so the cycle of life	▪ SW explain how everything in an ecosystem depends on everything else.

			nges-ecosystems.htm		is not disrupted. ▪ SWBAT identify the consequences of destroying/ruining the balance of nature. ▪ SWBAT evaluate the difference between balanced environments and imbalanced environments.	
Unit 4, Day 13	Summative Day	Reading from the previous days on ecosystem.	https://www.youtube.com/watch?v=R9tQXY2GNxI	N/A	SW watch a natural disaster on video. Then SW need to write if this is a slow or fast change, positive or negative impact, how is life in the ecosystem now changed.	▪
Unit 4, Day 14	Review Day	N/A	▪	▪ N/A	▪ SWBAT recall and analyze concepts from the last 13 days of science.	▪ GP: SW play a Jeopardy game to review concepts from the year.
Unit 4, Day 15	End of Unit Assessment	N/A	▪ N/A	▪ N/A	▪ SWBAT score at least an 80% on the end of unit assessment on ecosystems	▪ IP: SW take an end of unit assessment.

Unit 5, 16 days	**Unit 5: We The People:** **The Constitution and The Branches of Government** **NJ Standard: 6.1 U.S. History: America in the World** **6.1.4.A.2 The United States Constitution and Bill of Rights guarantee certain fundamental rights for citizens.** 1. Explain how fundamental rights guaranteed by the United States Constitution and the Bill of Rights contribute to the continuation and improvement of American Democracy. **6.1.4.A.3 American Constitutional government is based on principles of limited government, shared authority, fairness, and equality.** 1. Determine how "fairness," "equality," and the "common good" have influenced change at the local and national levels of United States government.

	BIG IDEA concept objectives: • The learner will demonstrate an understanding of the foundations of American democracy, including its basic principles and the foundations of the American political system. • The learner will demonstrate an understanding of the role of the U.S. Constitution in American democracy, including the ways in which the U.S. government established by the Constitution embodies the purposes, values and principles of American democracy. • Students will understand that the purpose of the Bill of Rights (the first ten Amendments to the Constitution of the United States) is to "prevent misconstruction or abuse" of the government's powers **Resources for planning:** American Government- 3rd grade CORE knowledge					
Unit 5, Day 1	Laws and Government	Our National Government by Phyllis Naegeli, EdHelper (attached to plan)	N/A	Government Laws National Constitution Branches of Government Freedom Debate Bill of Rights Tax	▪ SWBAT identify the purpose of government and its importance in the development of the USA. ▪ SWBAT explain the purpose of laws.	▪ SW compare and contrast founding fathers and describe how their accomplishments made them good candidates to be an author of the Constitution.
Unit 5, Day 2	Constitution	The Documents that Shaped America by Phyllis Naegeli, EdHelper (attached to plan)	N/A	Constitution Tax Declaration of Independence Articles Cooperation Colonies	▪ SWBAT explain the purposes of the Declaration of Independence and the Constitution as documents in our nation's history. ▪ SWBAT compare and contrast the Declaration of Independence and the US Constitution.	▪ SW compare and contrast the Declaration of Independence and the Constitution and determine why each of these documents was essential in our nation's development. ▪ SW determine how the United States of America would be different today if our country was not based on these essential documents.
Unit 5, Day 3	Preamble to the Constitution	Preamble to the	School House Rock, Preamble	Preamble Constitution	▪ SWBAT explain the purpose of the Preamble to	▪ SW describe the constitution and its importance to everyday

		Constitution of the United States, adapted from Kids.Law.Com (attached to plan)	to the Constitution, http://www.youtube.com/watch?v=30OyU4O80i4 (full video)	Republic Union Establish justice	the Constitution. ▪ SWBAT interpret the meaning of each line of the Preamble to the Constitution.	life in American life. ▪ SW construct a Constitution for their family (i.e. rules, responsibilities, etc.).
Unit 5, Day 4	The Constitutional Convention, Great Compromise, and 3/5th Compromise	If You Were There When They Signed The Constitution by Elizabeth Levy, pages 46-49 ISBN-10: 1442066520	N/A	Compromise Great Compromise 3/5ths Compromise Virginia Plan New Jersey Plan Representatives Population	▪ SWBAT define compromise and evaluate why compromising is necessary in government. ▪ SWBAT explain the three-fifths compromise and the Great Compromise and their relationship to each other.	▪ SW identify what it means to compromise. ▪ SW role play what it means to compromise. ▪ SW examine why compromise was necessary when delegates created the three-fifths compromise. ▪ SW identify the importance of the Preamble.
Unit 5, Day 5	Legislative Branch	The US Constitution and You by Syl Sobel, pages 13-15 ISBN-10: 0764192302	▪ N/A	Legislative Branch Congress House of Representatives Senate	▪ SWBAT explain the powers of the legislative branch of government. ▪ SWBAT describe the components of the legislative branch of government.	▪ SW identify the role of the legislative branch of government. ▪ SW add to their graphic organizer of the branches of government. ▪ SW put the steps in order and explain the process of how a bill becomes a law.
Unit 5, Day 6	Passing Laws	If You Were There When They Signed the Constitution by Elizabeth Levy, pages 62-	School House Rock, How a Bill Becomes a Law, http://www.youtube.com/watch?v=l6MinvU93kI	Legislative Branch Congress House of Representatives Senate Bill	▪ SWBAT compare and contrast a bill and a law. ▪ SWBAT sequence the process of how a bill becomes a law.	▪ SW identify the role of the legislative branch of government. ▪ SW add to their graphic organizer of the branches of government. ▪ SW put the steps in order and

		63 ISBN-10: 1442066520	(full video)	Sign Veto		explain the process of how a bill becomes a law.
Unit 5, Day 7	Executive Branch	If You Were There When They Signed the Constitution by Elizabeth Levy, pages 55-57 The US Constitution and You by Syl Sobel, pages 16-17	N/A	Executive Branch President Vice President Chief Executive Commander in Chief Cabinet	▪ SWBAT describe the powers of the executive branch. ▪ SWBAT explain the components of the executive branch.	▪ SW evaluate the role of the executive branch of government. ▪ SW begin to create a graphic organizer of the branches of government. (only filling in the executive branch) ▪ SW write letters to the president evaluating his role and his involvement within the government
Unit5, Day 8	Barack Obama and the Presidency	Powers of the Presidency adapted by Mr. Feiler (attached to plan) Excerpts from Article 2 of the Constitution to the United States (attached to plan)	"A Mother's Promise: Barack's Biography", DNC 2008 Convention Video, http://www.youtube.com/watch?v=OjF51ALu0sc (full video)	Executive Branch President Barack Obama Appoint Sign Veto Enforce Commander in Chief	▪ SWBAT explain how the powers of the Presidency are derived from the Constitution's language. ▪ SWBAT retell the biography of Barack Obama and his journey to the Presidency.	▪
Unit 5, Day 9	Judicial Branch	If You Were There When They Signed the Constitution by Elizabeth Levy, page 64	▪ N/A	Judicial Branch Supreme Court Justices Judges Federal Courts	▪ SWBAT describe the powers of the judicial branch. ▪ SWBAT explain the components of the judicial branch.	▪ SW identify the role of the judicial branch of government. ▪ SW compose a proposal to be the next Supreme Court Justice to show understanding of role of the

		The US Constitution and You by Syl Sobel, pages 17-18				Judicial Branch.
Unit 5, Day 10	The Court System	The Courts System adapted by Mr. Feiler (attached to plan)	Role Play cards included in the lesson plan for the simulated court case	Court Trial Plaintiff Defendant Civil Trial Criminal Trial Jury Judge	▪ SWBAT compare and contrast the two types of cases (civil and criminal) decided in courts. ▪ SWBAT explain how courts decide cases.	▪ SW simulate and role-play court cases. ▪
Unit 5, Day 11	Summative Day: Checks and Balances	The US Constitution and You by Syl Sobel, pages 19-21	N/A	Checks and Balances Limits Veto Constitutional Impeachment	▪ SWBAT explain how the powers of each branch of government create a system of checks and balances. ▪ SWBAT evaluate whether the system of checks and balances is effective at limiting the power of the national government.	▪ SW role play the three branches of the government and simulate how the 3 sections work together to create checks and balances. ▪ SW debate the fairness of laws and lawmaking. ▪ SW synthesize the information they have learned in order to compare and contrast all three in a three part Venn diagram.
Unit 5, Day 12	Bill of Rights 1-4	The Bill of Rights by Christine Taylor-Butler, pages 30-35 ISBN-10: 1442025883	▪ N/A	Bill of Rights Amendments Rights Freedoms Assemble	▪ SWBAT describe why the Bill of Rights was written. ▪ SWBAT list and explain the first four amendments to the Constitution.	▪ SW identify that the Bill if Rights promises to protect and maintain certain rights and freedoms for all US citizens. ▪ SW determine why the Bill of Rights is an essential document for the people of the US. ▪ SW assess how US citizens lives are affected by the Bill of Rights by responding to a

						variety of different scenarios.
Unit 5, Day 13	Bill of Rights 5-10	The Bill of Rights by Christine Taylor-Butler, pages 36-39 ISBN-10: 1442025883	▪ N/A	Bill of Rights Amendments Rights Freedoms Trial Jury	▪ SWBAT evaluate why the Bill of Rights is important to every citizen's life. ▪ SWBAT list and explain the fifth, sixth, seventh, eighth, ninth, and tenth amendments to the Constitution.	▪ SW identify that the Bill if Rights promises to protect and maintain certain rights and freedoms for all US citizens. ▪ SW determine why the Bill of Rights is an essential document for the people of the US. ▪ SW assess how US citizens lives are affected by the Bill of Rights by responding to a variety of different scenarios.
Unit 5, Day 14	Research Day: Perspectives on the Constitution	The Bill of Rights by Christine Taylor-Butler, pages 23-27 ISBN-10: 1442025883 Excerpts from Kids Britannica about James Madison, Benjamin Franklin, and Alexander Hamilton	▪ N/A	▪ N/A	▪ SWBAT explain the different perspectives of the framers of the Constitution. ▪ SWBAT evaluate the effectiveness of the Constitution and the Bill of Rights.	▪ SW research with sources that will be given to them by the teacher ▪ SW write a persuasive essay to address the following prompt: **Which framer's perspective on the Constitution do you most agree with? Why?**
Unit 5, Day 15	Review Day!	N/A	▪ https://jeopardylabs.com/play/us-government181	▪ N/A	• SWBAT recall unit objectives as review game is being played. • SWBAT complete Government Review Packet to check for	• SW take part in a Constitution Jeopardy game to review unit's objectives. • SW complete Government Review Packet.

					understanding of unit's objectives.	
Unit 5, Day 16	End of Unit Assessment	N/A	▪ N/A	▪ N/A	▪ SWBAT complete the end of unit assessment.	▪ SW complete the end of unit assessment.

Unit 6, 16 Days	Unit 6: Physical Science: Matter Comparing types of matter and state changes **Standard 5.2 Physical Science- Properties of Matter** **NCES, Content Standard C (Grades 5-8)** • **Objects and substances have properties, such as weight and volume, which can be measured using appropriate tools.** • **Properties of solids, liquids, and gases are explained by a model of matter as composed of tiny particles (atoms) in motion.** • **Matter exists in several different states and can change states depending on if heat is added or removed.** • **All matter is made of atoms. Matter made of only one type of atom is called an element.**					
Unit 6, Day 1	What is matter?	Science: A Closer Look 4th Grade pages 412-413 ISBN-10: 0022841377	http://www.brainpop.com/science/matterandchemistry/measuringmatter/preview.weml	Matter Properties	▪ SWBAT identify and explain the properties of matter. ▪ SWBAT evaluate how the properties of matter can be measured.	▪ SWBAT categorize objects based on their properties.
Unit 6, Day 2	Mass	Science: A Closer Look 3rd Grade pages 376-377 ISBN-10: 0022841369	No video- SW use materials to perform how to measure mass including pan balance	Mass	▪ SWBAT identify that mass is one way to measure/describe matter. ▪ SWBAT measure the mass of a variety of different types of matter	▪ SW define mass as the amount of matter in an object. ▪ SW find the mass of various objects throughout the classroom using tools to measure mass.
Unit 6, Day 3	Weight	Science: A Closer Look 4th Grade pages 42 ISBN-10: 0022841377	No video- SW use materials to measure weight including a hanging balance	Weight	▪ SWBAT identify that weight is one way to measure/describe matter. ▪ SWBAT measure the weight of a variety of different types of matter	▪ SW define weight as the amount of mass in an object. ▪ SW find the weight of various objects throughout the classroom using tools to measure weight.

Unit 6, Day 4	Volume	Science: A Closer Look 4th Grade pages 422-423, 419 ISBN-10: 0022841377	No video- SW measure volume	Volume	▪ SWBAT identify that volume is one way to measure/describe matter. ▪ SWBAT measure the volume of a variety of different types of matter	▪ SW define volume as the amount of space matter takes up. ▪ SW find the volume of various objects throughout the classroom using tools to measure volume. ▪ SW find both liquid volume and solid volume of objects.
Unit 6, Day 5	Density	Science: A Closer Look 4th Grade pages 424 ISBN-10: 0022841377	No Video-SW measure density of an object	Density	• SWBAT identify that density is one way to measure/describe matter. • SWBAT measure the density of a variety of different types of matter	• SW define density as the amount of mass in a certain volume. • SW find the density of various objects throughout the classroom using tools to measure density.
Unit 6, Day 6	Buoyancy	Science: A Closer Look 4th Grade pages 425 ISBN-10: 0022841377	No video- SW test which materials are buoyant or not	Buoyancy	▪ SWBAT identify that buoyancy is one way to measure/describe matter. ▪ SWBAT measure the buoyancy of a variety of different types of matter	• SW define buoyancy as the resistance to sink. • SW determine which objects in the classroom are buoyant and which are not.
Unit 6, Day 7	What is matter composed of?	Science: A Closer Look 4th Grade pages 432-433 ISBN-10: 0022841377		Elements Atoms Periodic Table	▪ SWBAT evaluate the statement, "matter is made of basic building blocks." ▪ SWBAT identify and explain what matter is made of.	▪ SW explain that everything is composed of matter and that matter itself is made of a variety of particles. ▪ SW differentiate between the size of these particles that matter is composed.
Unit 6,	States of	Science: A	http://www.br	Solid	▪ SWBAT identify the	▪ SWBAT distinguish between

Unit 8	Matter	Closer Look(3rd Grade) pages 384-387 Or 4th Grade pages 414-415	ainpopjr.com/science/matter/solidsliquidsandgases/	Liquid Gas	distinguishing characteristics of each state of matter (solid, liquid, gases). ▪ SWBAT compare and contrast each state of matter's unique properties.	solids, liquids, and gases through investigation.
Unit 6, Day 9	What causes a change in state?	Science: A Closer Look (3rd Grade) pages 398-401	http://www.brainpopjr.com/science/matter/changingstatesofmatter/	Heat	▪ SWBAT analyze what causes matter to change state. ▪ SWBAT describe what happens to the particles in matter as a change in state is occurring.	▪
Unit 6, Day 10	LAB- melting ice lab	N/A	• Experiment Materials for each group: Lab trays 6 ice cubes per group 12 cups for variables Warm water Baking Soda Vinegar Salt Sugar Timer Paper Towels Water at room temperature	▪ N/A	▪ SWBAT complete the 5 steps of the scientific method to answer a question by working in lab groups. ▪ SWBAT understand that the warmer the variable to faster the ice will melt.	Melting ice lab: Which material will melt ice the fastest?
Unit 6, Day 11	Changes in matter:	Science: A Closer Look 4th	http://www.brainpopjr.com/s	Physical change Chemical	• SWBAT identify and evaluate the changes that	• SW differentiate between chemical change and chemical

	physical changes & chemical changes	Grade pages 446-447, 450-451	cience/matter/ physicalandchemicalchanges/	change	occur to matter when energy is added or removed. • SWBAT identify real world examples of physical changes and chemical changes and explain how the changes occur. • SWBAT identify and evaluate what happens when a chemical change occurs.	reactions. • SW identify that when a chemical change occurs, a chemical reaction has taken place.
Unit 6, Day 12	Combining Matter: Mixtures and Solutions	Science: A Closer Look 4th Grade pages 458-462	N/A	Solution Mixture	• SWBAT differentiate between substances that are composed of a single substance and objects composed of more than one substance. • SWBAT identify the differences between mixtures and solutions.	▪ SWBAT identify objects that are composed of a single substance and those that are composed of more than one substance using simple tools.
Unit 6, Day 13	LAB	N/A	• Experiment Trays: spoon 4 foam cups per group salt, sand, 3 marbles warm water graduated cylinder coffee filter rubber band tin foil	• N/A	• SWBAT use various kinds of instruments to collect and analyze information. • SWBAT analyze the process of how a mixture can be separated.	Mixture experiment (from 3rd grade previously)

Unit 6, Day 14	Research on Matter in Our Daily Life	N/A	▪ ipads	▪ N/A	▪ SWBAT explain the scientific causes and effects of numerous common activities in our daily lives by researching them on the internet.	▪
Unit 6, Day 15	Review Day	N/A	▪ https://jeopardylabs.com/play/matter1195	▪ N/A	▪ SWBAT recall and analyze concepts from this unit of science	▪ GP: SW play a Jeopardy game to review concepts from the year.
Unit 6, Day 16	Assessment Day	N/A	▪ N/A	▪ N/A	▪ SWBAT score at least an 80% on the end of unit assessment on matter	▪ IP: SW take an end of unit assessment.

Unit 7, Days 16	**Unit 7: Changes in American History→ The Industrial Revolution** **NJ Standard: 6.1 U.S. History: America in the World** 6.1.4: Economics, Innovation, and Technology • **6.1.4.C.12: Creativity and innovation affect lifestyle, access to information, and the creation of new products and services.** • **6.1.4.C.16: Creativity and innovation have led to improvements in lifestyle, access to information, and the creation of new products.** **6.1.4.C.18: The development of communication systems has led to increased collaboration and the spread of idea throughout the United States and the world.** **Resources for planning:** UEE→ http://www.google.com/search?hl=en&&sa=X&ei=WcMgTP6_GcSqlAfz4ZUp&ved=0CBIQvwUoAQ&q=the+industrial+revolution+for+kids&spell=1					
Unit 7, Day 1	Farming Economy	"Agriculture", Kids Britannica, http://kids.britannica.com/elementary/article-	▪ N/A	Agriculture Farming Industrial Revolution Efficiency	▪ SWBAT explain that the industrial revolution occurred as a result of a need for making agriculture more efficient. ▪ SWBAT compare and	• SW determine the cause of the industrial revolution • SW analyze the United States before and after the industrial revolution took place.

		352715/agriculture?#9352715.toc (attached to plan)			contrast the agricultural society and the industrial society of the United States before and after the Industrial Revolution.	
Unit 7, Day 2	Urbanization	• "The Industrial Revolution", Kids Britannica, adapted by Mr. Feiler (attached to plan)	▪ N/A	Urbanization Population Cities Industry Factories	▪ SWBAT define urbanization as the growth of cities because more people moved into cities from farms. ▪ SWBAT describe the reasons that people moved into cities during the Industrial Revolution: farms needed fewer workers, better machines meant it was easier to survive in a city, more job opportunities in cities with factories. ▪ SWBAT compare and contrast the positive (more jobs, better machines) and negative (pollution, health problems) effects of urbanization.	▪ SW determine the reasons why people moved into the cities from the farms during the Industrial Revolution ▪ SW analyze the pros and cons of urbanization during this time period.
Unit 7, Day 3	Inventions and Technology	"The Industrial Revolution", Kids Britannica, adapted by Mr. Feiler (attached to plan)	Industrial Revolution, by BrainPopJr., http://www.brainpop.com/socialstudies/ushistory/industrialrev	Invention Technology Efficiency Loom Cotton Gin Interchangeable Parts	▪ SWBAT explain that inventions are created in order to make things we do easier and more efficient. ▪ SWBAT justify why the Industrial Revolution was a time of great technological	• In the do now, students will use their white boards to answer Rapid Fire questions. • Students will takes notes about the Industrial Revolution, the inventions that occurred during this time of change, and then

			olution/ (0:00-1:47)	Steam Engine	change by citing examples of new inventions.	what the positive and negative effects were as a result of new industry. • In the guided practice, students will identify two positive effects and 2 negative effects and discuss with their partner why they were important to recognize as a result of this time. ▪ In the independent practice, students will complete a worksheet in which they analyze the changes and effect of the Industrial Revolution.
Unit 7, Day 4	Workhouses and Sweatshops	Primary Source Readers: Industrial Revolution by: Debra J. Housel, pages 16-17 Smokestacks and Spinning Jennys, by Sean Price, pages 18-21	▪ N/A	Workhouse (Company house) Sweatshop Regulate Conditions	▪ SWBAT describe the conditions of workhouses and sweatshops. ▪ SWBAT evaluate the conditions of workhouses and sweatshops.	• Students will takes notes about the working conditions during the Industrial Revolution and what it was like inside the workhouses and sweatshops. • In the guided practice, students will role play and consider what it would be like to be a woman, child, or factory owner. Students will identify how each type of person would have felt and why those feelings are valid. ▪ In the independent practice, students will complete a worksheet in which they analyze the conditions of a workhouse. Students will evaluate why these type of working conditions became so

						popular if there didn't seem to be any positive effects.
Unit 7, Day 5	Child Labor	Primary Source Readers: Industrial Revolution by: Debra J. Housel, pages 20-21 Smokestacks and Jennys, by Sean Price, pages 22-23	"Child Labor in the Industrial Revolution", http://www.youtube.com/watch?v=U2M9i1Wy6IU&feature=related (0:00-1:15)	▪ Child labor ▪ Sweatshop	▪ SWBAT compare and contrast the life of an American child during the Industrial Revolution to that of an American child today. ▪ SWBAT evaluate the impact of child labor and why it was eventually abolished.	• Students will take notes about the lives of children during the Industrial Revolution. • In the guided practice, students will act as though they are children during the Industrial Revolution. Students will analyze what life would be like and use a first person account to share their understanding. ▪ In the independent practice, students will complete a worksheet in which they identify why child labor was so frequently used, followed by completing a Venn diagram in which students compare and contrast the lives of children during the Industrial Revolution and the lives of children today.
Unit 7, Day 6	Assembly Lines and Division of Labor	Primary Source Readers: Industrial Revolution by: Debra J. Housel, pages 10-11	"Assembly Line", by BrainPopJr., http://www.brainpop.com/technology/scienceandindustry/assemblyline/ (full video)	Assembly Line Division of Labor Conveyor Belt Model T	▪ SWBAT define an assembly line as an arrangement of machines and workers in a line so that the product is made piece by piece efficiently. ▪ SWBAT explain why the assembly line made American industry more efficient. ▪ SWBAT describe the division of labor that	• In the guided practice, students will act out an assembly line by making mini sandwiches and comparing the time to that of which it would take one person. Students will make connections between the classroom activity and the Industrial Revolution. ▪ In the independent practice, students will complete a worksheet in which they

					occurred as a result of assembly lines during the Industrial Revolution.	identify an assembly line and analyze why the assembly line with a division of labor was so revolutionary. Students will also need to consider and evaluate how the assembly line was a more efficient process.
Unit 7, Day 7	Unions	Labor, Kids Britannica, adapted by Mr. Feiler (attached to plan)	"Cesar Chavez", by BrainPop, http://www.brainpop.com/socialstudies/famoushistoricalfigures/cesarchavez/ (full video)	Labor Unions Negotiate Strike Wages Guilds	▪ SWBAT sequence the history of the labor union movement in the United States. ▪ SWBAT evaluate why unions were created and their purpose in the economy.	▪ In the independent practice, students will respond to a prompt about working conditions during the Industrial Revolution. In their writing, student responses should include understanding of the task at hand as well as how a primary account is written.
Unit 7, Day 8	Immigration and the Industrial Revolution	Smokestacks and Spinning Jennys, by Sean Price, page 24 Industrial Revolution, by Debra J. Housel, pages 18-19, 26	N/A	Immigration Immigrant	▪ SWBAT explain that immigration increased during the Industrial Revolution because of increased demand for labor and better transportation. ▪ SWBAT evaluate why union workers competed with immigrants for jobs.	▪ In the independent practice, students will complete a worksheet in which they analyze the two machines that made making cloth quicker and more efficient, the spinning jenny and the water frame. Students will then have to compare their machine that they came up with the spinning jenny or water frame and evaluate how theirs is either more or less efficient/quick and explain why.
Unit 7, Day 9	Summative Day – Evaluating	All previous readings Days 1-8 of this unit	▪ N/A	▪ N/A	▪ SWBAT explain and evaluate the positive and negative effects of the	▪

	the Positive and Negative Effects of the Industrial Revolution				Industrial Revolution. ▪ SWBAT persuasively argue whether the Industrial Revolution had an overall positive or negative impact on the history of the United States.	
Unit 7, Day 10	Textiles and the Cotton Gin	Smokestacks and Spinning Jennys, by Sean Price, pages 6-7 Industrial Revolution, by Debra J. Housel, page 9	"Industrial Revolution", BrainPOP, http://www.brainpop.com/socialstudies/ushistory/industrialrevolution/ (0:45-1:35)	Spinning Jenny Textile Mill Cotton Gin Eli Whitney Cloth Thread Plantation Slavery	▪ SWBAT explain the roles of the spinning jenny, the textile mill, and the cotton gin in increasing clothing production in the United States. ▪ SWBAT explain the impact of increased cotton production on slavery in the South.	▪
	How did life change? How did this affect history?				▪ SWBAT compare and contrast life before and after the Industrial Revolution. ▪ SWBAT analyze how life changed as a result of the Industrial Revolution. ▪ SWBAT recall on previously learned information in the unit about the causes and effects of changes that occurred during the Industrial Revolution.	• In the guided practice, students will complete a graphic organizer in which they analyze what life what like before and after the Industrial Revolution. The graphic organizer will be broken down so that students have to identify the changes for each aspect of life (i.e. clothing, production, cotton, daily life, etc.) ▪ In the independent practice, students will choose one aspect of life that had the most significant change on the United States. Then students will compare and contrast what

						life was like right after the Industrial Revolution and what life is like today in 2011.
Unit 7, Day 11	Machine Tools and Interchangeable Parts	Smokestacks and Spinning Jennys, by Sean Price, pages 8-9 Eli Whitney, Mary L. Bushong, EdHelper (attached to plan)	"Interchangeable Parts", http://www.youtube.com/watch?v=lxRu_RpVzxM (full video)	Interchangeable Parts American System Eli Whitney	▪ SWBAT explain Eli Whitney's role in the Industrial Revolution. ▪ SWBAT describe how interchangeable parts and the American system made manufacturing more efficient.	• In the guided practice, students will read a text with a partner, and then choose one word to describe what life was like for immigrants during the Industrial Revolution. ▪ In the independent practice, students will complete a worksheet in which they have to analyze *why* there was a rise in immigration during the Industrial Revolution. Students will have to evaluate why transportation and industry made immigration more popular.
Unit 7, Day 12	Inventions in Transportation: Steam Engine, Trains and Railroads, and Fuel	Smokestacks and Spinning Jennys, by Sean Price, pages 10-17	N/A	Steam Engine Steamboat Railroad Fuel Coal Oil Iron Steel	▪ SWBAT compare and contrast transportation before and after the Industrial Revolution. ▪ SWBAT analyze why transportation changed during the Industrial Revolution.	▪ In the independent practice, students will complete the end of unit project for the Industrial Revolution. The project is broken down into 6 steps and students will complete the project independently. The teacher will assess students understanding of each step as students complete the project.
Unit 7, Day 13 and 14	Research Project on Inventors of the Industrial	Kids Britannica Articles on iPads Attached	ipads	N/A	▪ SWBAT conduct research on an inventor from the Industrial Revolution and write an informative essay explaining their	▪ SW complete research using a variety of resources ▪ SW answer the following question using their research: Did your inventor and their

	Revolution	Printed Articles Packets			contributions to the Industrial Revolution.	inventions truly change the world? Why or why not?
Unit 7, Day 15	Review Day	N/A	https://jeopardylabs.com/play/industrial-revolution401	N/A	▪ SWBAT recall unit objectives to complete review packet. ▪ SWBAT complete Industrial Revolution Review Packet to check for understanding of unit's objectives. ▪ SWBAT recall unit objectives to complete a jeopardy review game.	• In the review, students will answer questions to review the unit's objectives. ▪ In the independent practice, students will work with a partner to evaluate and analyze all of the concepts taught throughout this unit. Scholars will complete the review packet with a partner and discuss each answer as students are going through the packet.
Unit 7, Day 16	End of Unit Assessment	N/A	N/A	N/A	• SWBAT complete the post unit assessment, assessing their knowledge of the Industrial Revolution. ▪ SWBAT predict facts about matter, motion and machines.	• SW complete the post unit assessment. ▪ SW answer questions to assess prior knowledge of matter, motion, and machines.

Unit 8, 20 Days	**Unit 8: Coming to America: IMMIGRATION** NJ Standard: 6.1 U.S. History: America in the World 6.1.D.4. Immigrants come to New Jersey and the United States for various reasons and have a major impact on the state and the nation. 6.1.D.4.2 Summarize reasons why various groups, voluntarily and involuntarily, immigrated to New Jersey and America, and describe the challenges they encountered. 6.1.D.4.3 Evaluate the impact of voluntary and involuntary immigration on America's growth as a nation, historically and today. **BIG IDEA concept objectives:** • SWBAT identify the reasons why people immigrated to the USA from other countries around the world.

	• SWBAT understand what it was like to be an immigrant arriving in a brand new foreign country. SWBAT identify what it was like to go through Ellis Island during a "mock" Ellis Island journey. • SWBAT compare and contrast stories of immigrants throughout history. • SWBAT explore their own family history and research their own roots. • SWBAT explore the immigrants experience and such explorations will serve as a personal link for students to the historical importance of immigration in United States history. **Resources for planning:** UEE units- both 2nd grade and 3rd grade Websites for media/videos/pictures: http://www.history.com/topics/ellis-island and PBS					
Unit 8, Day 1	Vocabulary Preview	Vocabulary Preview		▪ Immigrant ▪ Ancestors ▪ Heritage ▪ Homeland ▪ Detained ▪ Deported ▪ Examination ▪ Culture shock	▪ SWBAT use their schema to develop a preliminary understanding of vocabulary words. ▪ SWBAT organize concepts and vocabulary based on similarities of their characteristics. ▪ SWBAT differentiation between being deported and being detained.	▪ Students will predict meaning of new vocabulary words based off of their schema and using pictures to assist. ▪ Students will organize new vocabulary words based on their characteristics and similarities. ▪ Students will complete a worksheet in which they analyze the various vocabulary words that were introduced in this lesson.
Unit 8, Day 2	Unit 7, Day 1	Introduction to Immigration	Read Aloud: Coming to America- The Story of Immigration, by: Betsy Maestro (beginning of text to the page before	▪ Immigrant ▪ Immigrate ▪ Emigrate	▪ SWBAT identify that America is nation of immigrants because all people living here either immigrated here or are related to someone who immigrated here. ▪ SWBAT identify and explain that immigrants are people who come to a new	• Students will take notes about the immigrants and immigration to the USA. ▪ In the independent practice, students will identify what an immigrant is and analyze why immigrants wanted to make America their new home as well as evaluate what life will be like for them in their new

			westward expansion)		land to make a new home. ▪ SWBAT analyze why people would want to immigrate to a new place.	country.
Unit 8, Day 3	Unit 7, Day 2	Review of Industrial Revolution and Immigrating- Why leave?	Read Aloud: If Your Name was Changed at Ellis Island, pages 6-7, pages 10- 20	▪ ancestors ▪ Heritage ▪ homeland	▪ SWBAT evaluate why the Industrial Revolution sparked large waves of immigration. ▪ SWBAT analyze the reasons that people emigrated from their homelands and the significance of personal heritage. ▪ SWBAT analyze the reasons why immigrants chose America to immigrate to.	• Students will take notes about the Industrial Revolution and immigration, why immigrants left their native countries, and why they chose America as their new home. • In the guided practice, students will identify what they would each bring in their own "bundle of memories" if they were immigrating to a new country. In the independent practice, students will analyze why the Industrial Revolution caused a rise in immigration, why immigrants chose to leave their home countries, and why immigrants chose America as their new home.
Unit 8, Day 4	Unit 7, Day 3	Transportation and The Transatlantic Journey	Read Aloud: If Your Name was Changed at Ellis Island, pages 21- 30	▪	▪ SWBAT identify the ways in which people traveled from their homelands to their new destinations. ▪ SWBAT describe the hardships immigrants faced during the transatlantic journey from an immigrants perspective.	▪ Students will take notes on the transatlantic journey and how it was different if you were traveling in first class or steerage. ▪ In the independent practice, students will compare and contrast first class and steerage travel. Then students will write a travel journal about their journey, including why they left

						their country and what they voyage was like traveling across the Atlantic Ocean.
Unit 8, Day 5	Unit 7, Day 4	What is it like once you arrive? ELLIS ISLAND arrival	Read Aloud: If Your Name was Changed at Ellis Island, pages 8-9, 31-44 Additional Resource for lessons on Ellis Island: Coming to America: The Story of Immigration (middle section on Ellis Island)	▪ Mental tests ▪ Legal inspector ▪ Detainment	▪ SWBAT identify that Ellis Island was the main immigration station for the USA and all immigrants had to pass through Ellis Island to be admitted into the country. ▪ SWBAT identify and describe the process that immigrants had to go through when they arrived at Ellis Island. ▪ SWBAT sequence the immigration process at Ellis Island: arrival, examination by a doctor, then examination by an immigrant/legal inspector, then freedom or detainment.	▪ Students will take notes on what it was like for immigrants once they arrived at Ellis Island. ▪ In the guided practice, students will role play what it was like to be examined by doctors and legal inspectors at Ellis Island. ▪ In the independent practice, students complete a worksheet in which they describe Ellis Island and its significance to immigration as well as identify the stages that needed to be completed in order to gain access into this new country.
Unit 8, Day 6	Unit 7, Day 5	Understanding the Ellis Island Experience: challenges and hardships	Read Aloud: If Your Name was Changed at Ellis Island, pages 45-62	▪ Detained ▪ Examination	▪ SWBAT identify that some immigrants were detained (or not allowed to enter the US) at Ellis Island. ▪ SWBAT identify at least 3 reasons why Ellis Island was a very challenging experience for many immigrants.	• Students will take notes on the challenges and hardships that immigrants faced once they arrived at Ellis Island. • In the guided practice, students will watch and video and analyze how immigrants mindsets changed after they spent time at Ellis Island. • In the independent practice, students will complete a worksheet in which they

						analyze the challenges and hardships that immigrants faced at Ellis Island. Students will then evaluate why this part of the journey caused such hardships and challenges.
Unit 8, Day 7	Unit 7, Day 6	Problems and Hardships faced by Immigrants	Read Aloud: If Your Name was Changed at Ellis Island, pages 45-62 and PBS: Once Upon Arrival	▪ Culture shock	▪ SWBAT identify that immigrants faced many problems once they arrived in America. ▪ SWBAT evaluate how immigrants experienced culture shock, which was shock of a new culture. ▪ SWBAT identify at least 3 challenges that immigrants faced after Ellis Island.	▪ Students will take notes on the problems and hardships that immigrants faced after leaving Ellis Island. ▪ In the guided practice, students will evaluate an account of immigrants in school and the hardships that these children faced. ▪ Students will complete a worksheet in which they analyze what life was like for immigrants once they left Ellis Island. In addition, students will evaluate the term "culture shock" and how immigrants might have faced it coming into a new country.
Unit 8, Day 8	Unit 7, Day 7	Applying all we've learned: The Memory Coat- immigrating from Russia ***2 day lesson***	Read Aloud: The Memory Coat by: Elvira Woodruff	(specific vocabulary to Russian immigrants in the story) ▪ Jewish ▪ Synagogue ▪ Tsar	▪ SWBAT identify key steps in the immigrant journey throughout the text. ▪ SWBAT identify the character's motivation for immigrating, as well as the hardships and uncertainty that lies ahead in the journey.	• After completion of first part of reading, students will analyze the character's motivation for immigrating to the United States. ▪ Students will complete the first part of a travel journal as if they were Rachel and Grisha from the story The Memory Coat.

Unit 8, Day 9	Unit 7, Day 8	Applying all we've learned: The Memory Coat- immigrating from Russia (Day 2) ***2 day lesson***	Read Aloud: The Memory Coat by: Elvira Woodruff	(specific vocabulary to Russian immigrants in the story) ▪ Jewish ▪ Synagogue ▪ Tsar	▪ SWBAT reflect and write a story as an immigrant, describing key moments throughout the journey: arriving in America and settling in America.	• After completion of second part of reading, students will answer an open ended response in which they now analyze the hardships and challenges of being an immigrant in American society. • In the guided practice, students will analyze what life was like for immigrants once the left Ellis Island. Students will take a side in opposing views of slavery and defend their response with evidence from this unit. ▪ In the independent practice, students will write an immigration story that is modeled after The Memory Coat. Students will identify key moments throughout the journey: arriving in America and settling in America.
Unit 8, Day 10 & 11	Unit 7, Day 9 and 10	Applying all we've learned: When Jessie Came Across the Sea ***2 day lesson***	Read Aloud: When Jessie Came Across the Sea by: Amy Hess	▪ Rabbi	Day 1 ▪ SWBAT identify why America was referred to as the "Promised Land." ▪ SWBAT compare and contrast the stories of The Memory Coat and When Jessie Came across the Sea Day 2 ▪ SWBAT compare and contrast the stories of The Memory Coat and When	Day 1: • In the guided practice, students will complete a Venn diagram in which they begin to compare and contrast The Memory Coat and When Jessie Came across the Sea. • After completion of the first part of reading, students will answer an open ended response in which they either

					Jessie Came across the Sea. ▪ SWBAT defend their position whether they believe America was the "promised land" or not based on the texts The Memory Coat and When Jessie Came across the Sea.	agree or disagree with the statement that America is the "promised land". Day 2: • In the guided practice, students will complete a Venn diagram in which they compare and contrast The Memory Coat and When Jessie Came across the Sea. ▪ After completion of text, students will answer an open ended response in which they compare and contrast The Memory Coat and When Jessie Came across the Sea. Students will use their Venn diagram as a resource in writing their open ended response.
Unit 8, Day 12	Unit 7, Day 11	Voices from the Immigrant Experience: Introduction	Voices from the Immigrant Experience: Introduction-headings: Learning to deal with differences, what is culture? What are stereotypes? Adjusting to a new culture.	▪ Culture ▪ Cultural adjustments ▪ Stereotypes	▪ SWBAT identify the challenges that immigrant children go through even today: dealing with differences, cultural adjustments, and facing stereotypes. ▪ SWBAT describe why stereotypes are often inaccurate and identify why being stereotyped can be very challenging/hurtful for immigrants. ▪ SWBAT create stereotypes for certain people and then reject the inaccurate	• Students will take notes on the challenges that immigrant children face today. • In the guided practice, students will answer some questions that were posed to the reader in the text about being an immigrant, being a friend of an immigrant, or having any interaction at all with a child who was born in another country. ▪ Students will complete a worksheet in which they analyze the hardships of being an immigrant child, evaluate why stereotypes can inaccurate

					generalizations using accurate evidence.	and hurtful for immigrants, and reject inaccurate stereotypes using accurate evidence.
Unit 8, Day 13	Unit 7, Day 12	Voices from the Immigrant Experience: Annie's Story	Voices from the Immigrant Experience: Our Round Bread Symbolizes Togetherness- pages 2-5	▪ Moldova, ▪ Hospitality	▪ SWBAT identify at least 3 aspects of Annie's cultural identity from Moldova. ▪ SWBAT interpret and respond to advice that, "Americans should not judge newcomers before they get to know them. They need to be more patient with newcomers and explain things." ▪ SWBAT locate Eastern Europe on the world map	• Students will read a modern account of immigration from a 10 year old girl named Annie who is from Moldova. • In the guided practice, students will identify 3 aspects of Annie's cultural identity from Moldova, the stereotypes that Annie must face as an immigrant from Moldova, her feeling on immigrants in America, as well as her thoughts on Americans and the way they treat immigrants. Students will then locate Moldova on the map of Europe in order to familiarize themselves with the country from which Annie is from. ▪ In the independent practice, students will answer an open-ended response in which they analyze the following quote: "Americans should not judge newcomers before they get to know them. They need to be more patient with newcomers and explain things."
Unit 8, Day 14	Unit 7, Day 13	Voices from the Immigrant	Voices from the Immigrant	▪ Sierra Leone,	▪ SWBAT identify at least 3 aspects of Sanuse's	• Students will take notes on the Sanuse's culture in Sierra

		Experience: Sanuse's Story	Experience: I Won't Go Back Unless There is Peace- pages 119-122	Africa	cultural identify from Sierra Leone. ▪ SWBAT analyze the hardships and challenges that Sanuse faces as an immigrant in today's American society. ▪ SWBAT compare and contrast the experiences of Annie and Sanuse who are both immigrant children.	Leone, the stereotypes that he faces, and his views on immigrants and being an immigrant. • In the guided practice, students will compare and contrast Annie's story and Sanuse's story using a Venn diagram. ▪ In the independent practice, students will answer an open-ended response in which they compare and contrast the experience that Annie and Sanuse had as immigrants in the United States. Students will identify the similarities and differences using their Venn diagram as a resource.
Unit 8, day 15 & 16	Unit 7, Day 14 and 15	End of Unit Project: Our Own Family Heritage		▪ Heritage ▪ Ancestors	▪ SWBAT use realistic information to describe a real life account of immigration to the United States. ▪ SWBAT describe the immigrant experience through the use of fictional writing.	▪ In the independent practice, students will complete the Passport Packet in which they analyze experiences that immigrants had to go through and use their own family's heritage to further enrich their writing about being an immigrant in the early 1900's.
Unit 8, Day 17	Unit 7, Day 16	Review Day: Immigration Jeopardy		▪	• SWBAT recall unit objectives to complete review game. • SWBAT complete Immigration Jeopardy game.	• In the independent practice, students will work with their group to evaluate and analyze all of the concepts taught throughout this unit. Scholars will complete a Jeopardy game to review all objectives for this

						unit on Immigration.
Unit 8, Day 18	Unit 7, Day 17	End of Unit Assessment		▪	• SWBAT complete the post unit assessment, assessing their knowledge of the Immigration. ▪ SWBAT predict facts about Get Energized: Energy, Sound, and Magnets.	• SW complete the post unit assessment. ▪ SW answer questions to assess prior knowledge of energy, sound, and magnets.
Unit 8, Day 19	Unit 7, Day 18	End of Unit Writing Assessment		▪	▪ SWBAT complete the end of unit writing assessment.	▪ SW complete the end of unit writing assessment.

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Unit 1: Foundations and Multiplication

How does this unit connect to past and future units?
This unit sets the tone for the beginning of the year by first establishing the foundations of student habits with MOLE steps, RACE in mathematics, and the addition/subtraction standard algorithm. In this unit, students begin to grapple with the concept of multiplication as repeated addition and ultimately are able to solve multiplication equations by skip-counting, using known facts that are spiraled throughout the unit, and creating equations with unknowns in all positions. Additionally, students learn about patterns and relationships in multiplication in this unit, analyzing multiples and factors of numbers and using this knowledge to find common multiples of more than one number.
What key Common Core standards does this unit address?
CCSS.Math.Practice.MP1 Make sense of problems and persevere in solving them. CCSS.Math.Practice.MP6 Attend to precision. 4.NBT.B.5. Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models. 4.OA.B.4. Find all factor pairs for a whole number in the range 1-100. Recognize that a whole number is a multiple of each of its factors. Determine whether a given whole number in the range 1-100 is a multiple of a given one-digit number. Determine whether a given whole number in the range 1-100 is prime or composite. 4.OA.A.1 Interpret a multiplication equation as a comparison, e.g., interpret 35 = 5 × 7 as a statement that 35 is 5 times as many as 7 and 7 times as many as 5. Represent verbal statements of multiplicative comparisons as multiplication equations.

Unit	Day	Type	CCS	Lesson Overview	Materials
Foundations	1	Habits	CCSS.Math.Practice.MP1 Make sense of problems and persevere in solving them. CCSS.Math.Practice.MP6	**Title:** MOLE Review and Expectation-Setting **Objective:** SWBAT understand and utilize MOLE steps in the classroom.	• Math MOLE Poster • MOLE Feedback Codes • Problem and Written Response Packet

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			Attend to precision.	**Intro:** TW introduce MOLE structure and review rationale. TW model effective MOLE steps on several problem types. **Guided:** SW practice using MOLE on several problem types with teacher feedback. **Independent:** SW solve several math problems using MOLE. **Skill:** MOLE steps	(copies for S)
Foundations	2	Habits	CCSS.Math.Practice.MP3 Construct viable arguments and critique the reasoning of others.	**Title:** RACE in Mathematics **Objective:** SWBAT write a response to a question about a math problem using RACE. **Intro:** TW introduce RACE structure and explain rationale of math RACE. TW model several iterations of RACE and how to complete each step. **Guided:** SW practice using math RACE for multiple problem types with teacher feedback. **Independent:** SW use math RACE to answer multiple problem types. **Skill:** Math RACE	• Math RACE Poster • Math RACE Prompting Guide (for T) • Math RACE Transitions Guide (copies for S) • Math RACE Checklist (copies for S) • Problem and Written Response Packet (copies for S)
Foundations	3	Review	4.NBT.B.5. Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of	**Title:** Multiplication Combinations/Fact Review **Objective:** SW recall and review multiplication combinations and facts up to 12. **Intro:** TW review rationale of multiplication combinations. T and S will walk through skip-counting songs and do a fact drill.	• Whiteboards (for S) • Student Work Packet (for S)

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			operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.	**Guided:** Students answer fast fact questions for all multiplication combinations, then mixed combinations. **Independent:** Students answer fast fact questions and use fast fact questions to answer multiplication story problems. **Skill:** Recollection of multiplication fast facts	

Multiplication	4	I	4.NBT.B.5. Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.	**Title:** Packaging Muffles' Truffles **Mathematical Understanding:** Adding together smaller products of one factor (partial products) equals a larger product. **Launch:** Scholars, Muffles has a small truffles shop. He makes truffles and packages them in boxes of ten. Muffles makes the truffles and he has a helper, Patrick, who packages the truffles. When Patrick comes to package them, he sees many different types of truffles to package. When he sees the many trays before him, he asks himself, "How many boxes do I need to get from the shelf? Will there be any leftovers that can be used to make boxes that might contain an assortment of truffles?" Each box looks just like this (TW have charted). How many truffles can each box hold? Your job is to figure out how Patrick can package Muffles' truffles. You will have 12 minutes to figure this out. I can't wait to see who can come up with an efficient way to solve these	• Whiteboards (for S) • Student Work Packet (for S)

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				problems! **Task:** SW answer questions about Muffles' Truffles and how they could be packaged. **Extra At-Bats:** SW answer additional questions about another set of truffles and how to package.	
Multiplication	5	PC	4.NBT.B.5. Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.	**Title:** Packaging Muffles' Truffles: Writing Equations to Match **Objective:** SW create multiplication equations to represent the way they sorted Muffles' truffles. **Intro:** TW model how to create a multiplication equation based on a given set of Muffles' truffles from the previous day. **Guided:** SW practice creating equations based on a giving set of Muffles' truffles from the previous day. Then, students create equations for different sets of circumstances involving multiplication. **Independent:** SW create equations for multiple contexts involving multiplication. **Skill:** Creating equations that match multiplication situations	• Whiteboards (for S) • Student Work Packet (for S)
Multiplication	6	I	CCSS.MATH.PRACTICE.MP3 Construct viable arguments and critique the reasoning of others. CCSS.MATH.PRACTICE.MP6 Attend to precision.	**Title:** Evaluative Task: Multiplication **Mathematical Understanding:** When decomposing to partial products, the	

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				products must equal the total area. **Launch:** Today we are going to determine whether the work of other students is correct or incorrect. Also if there is an error, explain what the error is and how it can be fixed. In order to do this, you must attend to the precision of the work you are looking at. When writing your response, you will identify if the work is right or wrong. If it is wrong you will explain what is wrong and how to fix the error. • TW have charted for S to write: o Is the work accurate or wrong? o Why is it wrong? o How can you fix it? **Task:** SW evaluate decomposed multiplication equations. **Chart:** Connecting partial products to an array **Extra At-Bats:** SW solve multiplication equations and draw an array to match.	
Multiplication	7	PC	4.NBT.B.5. Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models. 4.OA.A.1 Interpret a multiplication equation as a	**Title:** Writing and Solving Multiplication Equations to Match **Objective:** SW accurately create multiplication equations with a variable standing in for the unknown. **Intro:** TW introduce the idea of variables standing in for unknowns and model how to create a multiplication number sentence with a	• Whiteboards (for S) • Student Work Packet (for S)

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			comparison, e.g., interpret 35 = 5 × 7 as a statement that 35 is 5 times as many as 7 and 7 times as many as 5. Represent verbal statements of multiplicative comparisons as multiplication equations.	variable as the unknown. TW introduce the process of thinking through what is known, what is not known, and matching that to a number sentence. **Guided:** SW practice creating multiplication equations with variables as unknowns from multiple multiplication contexts. **Independent:** SW practice creating multiplication equations with variables as unknowns from multiple multiplication contexts. **Skill:** Creating multiplication equations with a variable as the unknown.	
Multiplication	8	I	4.NBT.B.5. Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.	**Title:** Blueprints for Muffles' Assortment Boxes **Mathematical Understanding:** To solve a larger multiplication equation, we can break down either factor into combinations that we know. **Launch:** One day, Patrick tells Muffles, "You can put boxes together and make a new, larger box for your assortments. You could put the vanilla in one box and the chocolate in another, and sell this two flavor assortment for $20!" Muffles loves Patrick's idea and wonders, "What sizes of larger boxes can be made using several of the original boxes, put together?" There are 10 flavors, and each flavor can only be used once in each assortment box. • Scholars, you are going to use the original 2x5 boxes to explore: o What sizes and shapes of boxes can	• Muffles Truffles Appendix C: 2x5; 1x5; 3x5; 4x5; 5x4; 5x5 • Muffles' New Boxes poster (or Appendix D) • Muffles' Truffles Appendix E (multiple copies, pre-cut) • Grid paper • Muffles' Truffles Appendix F

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				be made from several of the original boxes put together? o How many total truffles would fit in each box that you create? o What are the new dimensions of the boxes that you create? • Ensure that students understand that only rectangular boxes can be made, with only one layer. *What do we know about how rectangular boxes need to be packaged?* Let's see who can find a strategy to determine the new blueprints for Muffles' new boxes! You will have 12 minutes to solve. **Task:** SW answer questions about Muffles' Truffles using arrays to stand in for boxes of truffles. **Extra At-Bats:** Muffles starts out with a box that is 14x5. He wants to create a box that is a 22x5. How can Muffles figure out how many truffles fit in a 22x5? Write an equation to show how you figured out the number of truffles in a 22x5 box.	
Multiplication	9	PC	4.OA.B.4. Find all factor pairs for a whole number in the range 1-100. Recognize that a whole number is a multiple of each of its factors. Determine whether a given whole number in the range 1-100 is a multiple of a given one-digit number. Determine whether a given whole number in the range 1-100 is prime or composite.	**Title:** Building Arrays/Identifying Properties of Numbers **Objective:** SWBAT use an array to model a multiplication situation. SWBAT use an array to find and record factors of 2-digit numbers up to 50. **Intro:** TW ask students to create an array using 24 tiles. Then, TW will label and discuss the	• Tiles for each student • 5th Grade, SAB pg. 1 and 2 • Blank paper or grid paper for students to record arrays (5th Grade, Unit 1, RM M15) • Extension: 5th

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				dimensions of each array with students. The teacher will ask partners to create other arrays with 24 tiles. **Guided:** SW work with a partner to create multiple arrays with 24 tiles. T and S will then name all of the factors they have found to create 24 tiles. T will use this to teach and emphasize the meaning of factors and multiples. **Independent:** SW repeat the activity for 10 tiles and find all of the factors of 10 to make the array. Then, T will facilitate a discussion about factors, square numbers and multiples and stamp the definition of each. **Skill:** Building arrays to identify factors and properties of numbers	Grade, Unit 1, SAB pg. 3
Multiplication	10	I	4.OA.A.1 Interpret a multiplication equation as a comparison, e.g., interpret 35 = 5 × 7 as a statement that 35 is 5 times as many as 7 and 7 times as many as 5. Represent verbal statements of multiplicative comparisons as multiplication equations.	**Title:** Multi-Step Problem: Arrays **Mathematical Understanding:** Multiplying the side lengths is an efficient way to count the total number of unit squares in each row or column in the rectangle/array. Rectangles/arrays can be decomposed into smaller rectangles/arrays. **Launch:** Scholars, today we are going to apply our knowledge of multiplication and division to a multi-step problem. As you solve, make sure that you are using MOLE and marking up your question. **Task:** SW solve one multi-step area problem and	• Worksheet (attached)

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				draw an array to represent their work. **Chart:** Skip counting and partial products related to an array. **Extra At-Bats:** SW solve additional at bats requiring them to draw arrays and relate their arrays to multiplication. Arrays can lead to S using partial products.	
Multiplication	11	PC	4.NBT.B.5. Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.	**Title:** Making Arrays (Big Arrays/Small Arrays) **Objective:** SW create arrays to find the factors of related 2-digit numbers. SW explain how they were able to determine all of the factors. **Intro:** TW review array activities from earlier lessons and ask students to name how to use multiplication to describe a given array. Then, students will work to arrange arrays with multiple dimensions. Then, T will introduce the task that will ask students to grapple with pairs of numbers that are related. **Guided:** SW work in partners to generate multiplication equations to find the factor of each of their array numbers, then to explore the relationship between the numbers in the pair. T will then pull the group together to discuss their findings. **Independent:** SW create arrays to determine the factors of another pair of numbers.	• Worksheet

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				Skill: Using arrays to generate factors of two given numbers.	
Multiplication	12	I	4.NBT.B.5. Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models. 4.OA.A.1 Interpret a multiplication equation as a comparison, e.g., interpret 35 = 5 × 7 as a statement that 35 is 5 times as many as 7 and 7 times as many as 5. Represent verbal statements of multiplicative comparisons as multiplication equations.	**Title:** The Big Mix-Up **Mathematical Understanding:** Adding together smaller products of one factor (partial products) equals a larger product. If we break down both factors, we have to multiply each by the other factor **Launch:** Display the Big Mix Up poster (or Appendix G): • Muffles decides to order some wrapping paper for his new boxes. Patrick wrapped the boxes but did not label them. Unwrapping the boxes would spoil the gold paper but Muffles needs to know how many truffles are inside each box in order to know what to charge his customers. Muffles needs to figure out a way to determine how many truffles are in each box. • Scholars, we have the outlines of the boxes and a few of the previous blueprints that we used to solve Muffles' dilemmas. • TW explain that students will outline the small arrays from Appendix I onto the open arrays made from Appendix H and label them with dimensions. SW label each open array with an equation to determine the total number of truffles. **Task:** SW outline small arrays from Appendix I	• Worksheet

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				onto the open arrays from Appendix H and label them with dimensions. SW will then label each open array with an equation to determine the total. **Extra At-Bats:** Muffles makes a really large box for a special party. He wants it to be a 16x18 box. How many truffles fit into the box? Explain how Muffles can figure out how many truffles fit into this box.	
Multiplication	13	PC	4.OA.B.4. Find all factor pairs for a whole number in the range 1-100. Recognize that a whole number is a multiple of each of its factors. Determine whether a given whole number in the range 1-100 is a multiple of a given one-digit number. Determine whether a given whole number in the range 1-100 is prime or composite.	**Title:** Factors of 100 **Intro:** "Scholars, before we begin, we are going to review some of our math vocabulary. What is the difference between a factor and a multiple?" o *"When you are skip counting, factors are the numbers you are skip counting by. Like, if you count by 2s, then 2 is a factor of each number."* o *"The numbers you land on when you are skip counting are multiples."* "Scholars, you are now going to find all the factors of 100. As you're working on this problem, think about what factors you already know you can multiply to get a product of 100. What numbers do you know that can't possibly be factors of 100? When are you pretty sure that you have all the factors? We'll come back and talk about these questions." **Task:** Students use knowledge of multiplication combinations they know and reasoning about number relationships to generate all the factors	• Grid paper (M2) • Connecting cubes • Investigations 4th Grade, SAB pg. 27 • Worksheet

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				of 100. Students will work on grid paper or use connecting cubes. Students will record their answers on SAB pg. 27. **Independent:** Students name and explain if given numbers are factors of 100 and how they know. **Skill:** SW find all the factors of 100 by using arrays on grid paper, or their knowledge of other multiplication combinations.	
Multiplication	14	PC	4.OA.B.4. Find all factor pairs for a whole number in the range 1-100. Recognize that a whole number is a multiple of each of its factors. Determine whether a given whole number in the range 1-100 is a multiple of a given one-digit number. Determine whether a given whole number in the range 1-100 is prime or composite.	**Title:** Factors of Related Numbers **Objective:** SWBAT use representations to show that a factor of a number is also a factor of its multiples (e.g. if 25 is a factor of 100, then 25 is also a factor of 300) SW identify factors of large numbers, using knowledge of their factors' factors. **Intro:** T and S will discuss how the relationship between 16 and 48 relates to the relationship between its multiples. Then, S will work to explain their thinking on the dry erase board. T will introduce the question, which is, "are all the factors of a number also factors of a multiple of that number?" **Guided:** T and S debrief partner work and discuss the relationship between 16 and 64 as it pertains to the relationship between 16 and 48. **Independent:** Students complete a worksheet with factor pairs.	• Fourth Grade, Unit 1, Factors of 16 and 48, SAB pg. 39-40 (these should be copied separately and students should only get pg. 40 after they have proven that all the factors of 16 are factors of 48) • Connecting cubes, color tiles, and grid paper for students to use in proving their argument

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				Skill: Students recognize that a whole number is a multiple of each of its factors.	
Multiplication	15	PC	4.NBT.B.5. Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.	**Title:** Multiplication Review: Arrays, Equations and Factors **Objective:** SW practice using arrays to find the factors of different numbers, writing multiplication equations, and identifying knowledge of large numbers, using knowledge of factors' factors. **Intro:** TW set context that we have done a lot of work on multiplication so far this year and will take a step back to review the work we have done so far. **Guided:** TW work through packet with students, debriefing as appropriate when more than 20% of students have demonstrated the same misunderstanding. **Independent:** TW work through packet with students, debriefing as appropriate when more than 20% of students have demonstrated the same misunderstanding. **Skill:** SW practice multiplication skills from previous unit.	• Worksheet

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Unit 2: Division Foundations

How does this unit connect to past and future units?
This immediately follows the multiplication unit and builds on the connections students have made in that unit by connecting multiplication to division and further exploring the inverse relationship between the two operations. Students will get practice using multiple strategies for division as well as many opportunities to use these strategies in the context of a story problem. This unit sets students up to approach the place value and estimation unit by priming them to think about base ten during division and to assess the reasonableness of their work in division problems. It also sets students up to approach the next unit, priming them to think about multiples and factors and the relationship both have to multiplication and division concepts.
What key Common Core standards does this unit address?
4.NBT.B.6. Find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models. 4.OA.A.2 Multiply or divide to solve word problems involving multiplicative comparison, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison.

Unit	Day	Type	CCS	Lesson Overview	Materials
Division Foundations	1	I	4.NBT.B.6. Find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors, using strategies based on	**Title:** The Iced-Tea Machine **Mathematical Understanding:** **Launch:** • (Display iced tea machine poster or Appendix C) Scholars, there is also an iced tea machine in the teacher workroom that holds 132 bottles. • TW ask students what they notice about the poster o *The box holds ten 6-packs* o *Each box is sold at a discount* • Scholars, the iced-tea machine needs to be filled up! I want you to find:	• White boards (minilesson) • Appendix C (for each student) • Worksheet (attached) • Quick write (attached)

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			place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.	o How many six-packs will the machine hold? How many full boxes can be used? **Task:** Students will work with partners to answer these two questions. **Extra At-Bats:** The school decides to get a machine just for Diet Coke. The Diet Coke machine can fit 144 cans. Each box holds ten 4-packs of diet coke. How many four-packs will the machine hold? How many boxes will we need to order?	
Division Foundations	2	PC	4.NBT.6. Find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors, using strategies based on place value, the	**Title:** Looking at Division/Strategies for Division **Objective:** SW solve division story problems and write number sentences to represent the story problems using flexible division notation. **Intro:** TW work with students to solve an open-ended division problem with 56 apples divided into 4 rows. Teacher will share multiple strategies to solve, including multiplication combinations and tiles. T will ask students how to represent this problem with an equation. **Guided:** T will work with S on similar problems and introduce division notation when exploring these problems. S will share strategies for solving division problems.	• Fourth Grade, Unit 3, SAB pg. 16-17 "Division Stories" • Cubes, Tiles, Grid Paper

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			properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.	**Independent:** Fourth grade SAB (multiple division problems) **Skill:** Solving division problems and representing with division notation	
Division Foundations	3	PC	4.NBT.6. Find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors, using strategies based on place value, the properties of operations,	**Title:** Solving for Unknown Variables Using Division **Objective:** SW generate and solve division equations used to solve division story problems. **Intro:** TW open with a MD problem and asks students to represent with a division equation with a variable standing in for the unknown. T will then ask students to solve the MD problem followed by several other problems. **Guided:** TW continue with a PD problem and ask students to represent with a division equation with a variable standing in for the unknown. T will then ask students to solve additional MD/PD problems with equations containing variables. **Independent:** Students will solve both MD/PD problems as well as solve basic division equations with a variable standing in for the unknown.	

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			and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.	**Skill:** Creation of division equations and more strategies to solve.	
Division Foundations	4	I	4.NBT.6. Find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship	**Title:** Multi-Step Problem: Multiplication and Division **Mathematical Understanding:** Word problems can be solved with different strategies and different representations There can be more than one action in a problem **Launch:** Scholars, today we are going to apply our knowledge of multiplication and division to a multi-step problem. As you solve, make sure that you are using MOLE and marking up your question. **Task:** SW solve a multi-step problem that require multiplication/division **Extra At-Bats:** SW solve additional multi-step problems that require them to use multiplication/division	Worksheets

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			between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.		
Division Foundations	5	I	4.NBT.6. Find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication	**Title:** Fill the Machine **Mathematical Understanding:** **Launch:** • Scholars, today we are going to fill different sized machines with bottles. We are going to represent these machines using these cards (Appendix D). Now, we need to know how many packages we need to buy to put all of our bottles into the machines. In previous lessons, they have been in packages of 6 or packages of 10. Today, our packages may be even bigger or smaller! • TW model playing one round of "Fill the Machine" with a student. SW choose a card from the deck (Appendix D) and give it to the teacher. TW write on Appendix E (TW chart to show S). TW roll number cube and decide what size array to draw. For example, if 357÷7 is chosen, TW say, "357 represents the total number of bottles that fit into the machine. If we are trying to figure out how many packages we need to fill the machine, what does the 7 represent?" *The number of bottles in one package.* TW model rolling and if she rolls, for example, a 5, teacher can: o Multiply the divisor (7) by 5. o Multiply the divisor by 10 (and ignore the roll).	• Appendix D (one set for each pair – set of cards) • Appendix E (multiple copies for each student – to record the turns in the game) • Quick write (attached) • Exit ticket (attached)

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			and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.	o Multiply the divisor by 10 and by 5 (50). o TW introduce vocabulary words **divisor** and **dividend** during modeling and chart with example that teacher rolled. ▪ The **dividend** is the number that we are dividing (357). The **divisor** is the number we are dividing by (7). • T can choose to do roll x divisor x 10 (see Appendix E) and mark an X on the pre-charted box, and below write 7x5x10=7x50 (and direct S to write this on the empty space of Appendix E when they play). • TW then draw an array on chart: 50 7 | 350 | • TW continue to roll until complete (i.e., T rolls a 1). TW explain that if S roll more than they need, that is okay, as long as they add on to the array correctly (i.e., if roll a 2, mark that it is too much and correctly write what would need to roll). • TW write: (7x50)+(7x1)=7x51=357. SW write final equation at the bottom of each Appendix E. • TW leave rules up as S play. **Task:** Students will play Fill the Machine in pairs. **Extra At-Bats:** SW solve different examples using strategies discussed.	
Division Foundations	6	PC	4.OA.5. Generate a number or shape pattern that	**Title:** Multiplying Groups of Ten **Objective:** SWBAT apply their understanding of the effect of multiplying by a multiple of 10 to solve 2-digit multiplication problems.	• Intro-"Problems About Oranges", Fourth Grade, SAB Unit 3 pg. 41. • GP-"Multiplying by

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			follows a given rule. Identify apparent features of the pattern that were not explicit in the rule itself. For example, given the rule "Add 3" and the starting number 1, generate terms in the resulting sequence and observe that the terms appear to alternate between odd and even numbers. Explain informally why the numbers will continue to alternate in this way.	**Intro:** Students complete questioning to compare the relationship between 6 x 4 and 6 x 40. Then, T will explore the relationship between more numbers to develop understanding around how to multiply groups of ten. **Guided:** Students create visual representations of the relationship between 3 x 4 and 3 x 40 using tools like connecting cubes, arrays or sketches. Students repeat this for several relationships as T debriefs. **Independent:** Students repeat this for multiple relationships and multiplication equations. **Skill:** SW solve multiplication and division problems that include multiples of ten.	Multiples of 10: What Happens?" Fourth Grade, SAB Unit 3, pg. 42-43. • IP-"Multiples of 10: Related Problems" on Fourth Grade, SAB Unit 3 pg. 47 and "Story Problems about 10s" on Fourth Grade, SAB Unit 3, pg. 48. • Centimeter Grid Paper • 300 Chart
Division	7	I	4.NBT.6. Find	**Title:** Amusement Park Conversation	• Appendix F

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Foundations			whole-number quotients and remainders with up to four-digit dividends and one-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.	**Mathematical Understanding:** **Launch:** Scholars, the other day the teachers started to discuss our 4th grade trip to Six Flags. We were thinking that there are 100 students and we have 13 chaperones to help. We were trying to figure out how many students should be in each group if we made 13 groups. What did we learn yesterday about division problems? Today, you are going to help us figure out how many students should be in each group. TW pass our Appendix F to all students. I can't wait to see who can use their multiplication and division strategies to solve this problem. Please begin. **Task:** Students will determine how many students will fit in each group. **Extra At-Bats:** As the trip comes closer, the teachers run into a problem. 33 more students sign up for the trip! Luckily, the teachers find 2 more chaperones. There are now 133 students and 15 chaperones. How many students should be in each group?	• Quick write (attached) • Exit ticket (attached)
Division Foundations	8	PC	4.NBT.6. Find whole-number	**Title:** Solving Division Problems Using Arrays **Objective:** SW use arrays to solve division problems.	

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			quotients and remainders with up to four-digit dividends and one-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.	**Intro:** TW open by asking students to represent an array with a multiplication equation. Then, TW will discuss how to represent that array with a division equation. T and S will discuss the relationship between the equations and how we can use arrays to solve division problems that match that equation. **Guided:** TW continue with another division equation and ask students to use arrays to solve. TW share multiple student representations of how they used arrays to solve division problems with larger numbers. **Independent:** Students will use arrays to solve division problems. **Skill:** Students use arrays to solve division problems.	
Division Foundations	9	I	4.OA.A.2 Multiply or divide to solve word problems	**Title:** Amusement Park Tickets for Rides **Mathematical Understanding:** **Launch:** (Display amusement park ride tickets poster, or Appendix G)	• Worksheet (attached) • Quick write (attached)

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			involving multiplicative comparison, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison.	We decided to organize the trip with nine groups of eight children and four groups of seven children. Most of the rides at the park cost between 3-5 tickets so we are going to buy a lot of tickets. We are thinking of giving 336 tickets to each chaperone who has a group of eight children and 294 to each chaperone who has a group of seven children. Is this fair? TW highlight on the poster that the tickets are sold in strips of ten, to activate students to think about the use of tens when solving. **Task:** Students will determine how many tickets each student will get. **Extra At-Bats:** When the teachers realized there would be 133 students and 15 chaperones, they made13 groups of 9 students and 2 groups of 8 students. Groups of 9 will receive 504 tickets and groups of 8 will receive 464 tickets. Is this fair?	
Division Foundations	10	PC	.4.OA.A.2 Multiply or divide to solve word problems involving multiplicative comparison, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem,	**Title:** Related Multiplication and Division Problems **Objective:** SWBAT use known multiplication combinations to solve division problems. **Intro:** T and S compare two related problems, 15x6 and 90 ÷ 6. T give S time to solve, then debrief strategies for solving each one. T and S will debrief the relationship between these two numbers. **Guided:** S solve multiple problems using the relationship between the problems to solve. T debrief with S around how to use the relationship and known multiplication facts to solve division problems. **Independent:** Students solve more division problems using known multiplication combinations and facts.	• Worksheet (attached)

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			distinguishing multiplicative comparison from additive comparison.	**Skill:** Students solve division problems using multiplication combinations.	
Division Foundations	11	PC		**Title:** Solving Division Problems by Breaking Apart **Objective:** SW solve division problems by breaking one or more numbers apart. **Intro:** TW open by reviewing division strategies. Then, T will ask students to solve the problem 93 divided by 3. T will ask students if there is a way to make the problem more simple given what we know about 90 and about 3. S will explain that 93 can be broken into 90 and 3, and that 90 divided by 3 is 30, and 3 divided by 3 is 1. T and S will practice several more problems and debunk why this works. **Guided:** S will solve several more division problems by breaking apart and decide if break apart will work for each problem and why or why not. T and S will debrief student work. **Independent:** Students will solve additional problems using break apart or another division strategy if break apart does not work. **Skill:** Students solve division problems by breaking apart.	• Worksheet (attached)
Division Foundations	12	PC	4.NBT.B.6. Find whole-number quotients and remainders with up to four-digit dividends	**Title:** Solving Division Problems by Using Base Ten **Objective:** SW solve division problems by using base ten understanding. **Intro:** TW open by reviewing division strategies. Then, T will ask students to solve 110 divided by 10 and share multiple strategies. T and S will discuss how to use understanding of 10's groupings to quickly understanding how to divide decade numbers by 10. T will	• Worksheet (attached)

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			and one-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.	facilitate conversation around the problem 330 divided by 10 then around 400 divided by 20. **Guided:** S will solve several more division problems using base ten and decide if base ten understanding can be applied to each problem. If not, they will choose another strategy to solve a given division problem. **Independent:** Students will solve additional problems using base ten understanding or another division strategy. **Skill:** Students solve division problems using base ten understanding.	
Division Foundations	13	I	4.NBT.B.6. Find whole-number quotients and remainders with up to four-digit dividends and one-digit	**Title:** What to Do with Remainders **Mathematical Understanding:** **Launch:** Scholars, we are now going to solve problems that have leftovers, or remainders. As we solve these problems, I want you to think about what we should do with the remainder based off of the context of the problem. What are some strategies we know to solve division problems? I can't wait to see how you use the context of the problem to think	

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			divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.	about what we should do with the leftovers in this problem! TW pass out Appendix I for each student. **Task:** Students will work in pairs to answer story problems with remainders. o 1. 13 tables o 2. $12.50 o 3. 12 pizzas **Extra At-Bats:** Students will solve similar problems using strategies debriefed in the charting.	
Division Foundations	14	PC	4.NBT.B.6. Find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors,	**Title:** Division Review: Breaking Up, Base Ten and Remainders **Objective:** **Objective:** SW practice using multiple strategies to divide as well as identify what to do with remainders in a division problem. **Intro:** TW set context that we have done a lot of work on division so far this year and will take a step back to review the work we have done so far. **Guided:** TW work through packet with students, debriefing as	

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			using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.	appropriate when more than 20% of students have demonstrated the same misunderstanding. **Independent:** TW work through packet with students, debriefing as appropriate when more than 20% of students have demonstrated the same misunderstanding. **Skill:** SW practice division skills from previous unit.	
Division Foundations	15	I	4.NBT.B.6. Find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors, using	**Title:** Evaluative Task: Division with Remainders **Mathematical Understanding:** There are various remainder types including: • Exclude (discard) • Include by increasing the answer to include one extra • Remainder is the answer • Include the remainder as a fractional part. **Launch:** Today we are going to determine whether the work of other students is correct or incorrect. Also if there is an error, explain what the error is and how it can be fixed. This doesn't just mean you are	• Worksheet (attached)

			strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.	looking for the wrong answer – you are looking for if the student made a mistake in their work in any way, or if you think their reasoning is incorrect. You might also be asked to justify why the student did what he or she did, or why their work makes sense. In order to do this, you must attend to the precision of the work you are looking at. When writing your response, you will identify if the work is right or wrong. If it is wrong you will explain what is wrong and how to fix the error. **Task:** SW evaluate other scholars work to determine if they interpreted the remainder correctly. **Extra At-Bats:** SW work on how to interpret the remainder based on the context of the story problem.	

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Unit 3: Place Value and Estimation

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How does this unit connect to past and future units?
This unit connects to previous units around multiplication and division because it builds on previous base-ten understandings and the idea of reasonableness of answers. Students grapple in this unit with how to identify and use place value to read and understand larger values, then to work with those values in the context of story problems or tasks. Additionally, students learn how to decompose larger numbers using place value understanding, which connects directly to division and multiplication concepts of factors and multiples.
What key Common Core standards does this unit address?
4.NBT.A.1 Recognize that in a multi-digit whole number, a digit in one place represents ten times what it represents in the place to its right. For example, recognize that 700 ÷ 70 = 10 by applying concepts of place value and division. 4.NBT.2. Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form. Compare two multi-digit numbers based on meanings of the digits in each place, using >, =, and < symbols to record the results of comparisons 4.NBT.3. Use place value understanding to round multi-digit whole numbers to any place. 4.OA.3. Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.

Unit	Day	Type	CCS	Lesson Overview	Materials
Place Value and Estimation	1	PC	4.NBT.1. Recognize that in a multi-digit whole number, a digit in one place represents ten times what it represents in the place to its right. For example, recognize that 700 ÷ 70 = 10 by applying concepts of place value and division. 4.NBT.2. Read and write multi-digit whole numbers	**Title:** Place Value and Value **Objective:** SWBAT identify the place value and value of digits in multi-digit numbers. **Intro:** TW review the place values and work with students to read and name numbers up to 100,000,000. **Guided:** T and students work together to identify the place value and value of digits in numbers up to 100,000,000 and read those numbers. **Independent:** Students answer problems asking them to identify place value and value of digits in multi-digit numbers.	

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			using base-ten numerals, number names, and expanded form. Compare two multi-digit numbers based on meanings of the digits in each place, using >, =, and < symbols to record the results of comparisons	**Skill:** Students identify the place value and value of digits in multi-digit numbers.	
Place Value and Estimation	2	I	4.NBT.2. Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form. Compare two multi-digit numbers based on meanings of the digits in each place, using >, =, and < symbols to record the results of comparisons	**Title:** Compare Numbers Based on Value of Digits **Mathematical Understanding:** • When we compare, we are comparing the value of the digits. • We should first compare the largest place values • We should continue comparing the next largest place value until the numbers are different. • If the larger place values are different, we do not need to compare the smaller place values. **Launch:** "Scholars, we have been doing a great job determining the place value of numbers and determining the worth of each digit. Today, scholars we are going to compare our numbers." **Task:** Independently, you are going to compare 43,021 and 45,302. I do not just want you to compare these numbers but I want you to think about *why* one number is greater than the other. You will explain your thinking using words or representation.	

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				Extra At-Bats: SW continue to compare numbers based on the value of the digits	
	3	PC	4.NBT.2. Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form. Compare two multi-digit numbers based on meanings of the digits in each place, using >, =, and < symbols to record the results of comparisons	**Title:** Comparing and Ordering Numbers to 1,000,000 **Objective:** SWBAT read, write, and sequence numbers to 100,000,000. **Intro:** Let's start by comparing 3,764 and 3,746. With your turn and talk partners compare these numbers on your white boards using <, >, or =. • SW come back together and TW chart S work. • Now I want to think about the steps we took in order to compare. SW share out steps as T charts on the same chart paper as work. o Create a place value chart and place both numbers in the chart (*Note: this is more necessary for S who are still struggling to determine place values OR just compare the first digit in each number)* o Compare the digits in the same greatest place value o If they are the same, compare the digits in the next place value. o Continue comparing the digits until you determine which has the greatest value **Guided:** Students work together to compare numbers using <, >, and =. **Independent:** Students work independently to compare numbers using <, >, and =. **Skill:** Students identify the place value of a digit in a	

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				number, compare two numbers using the greater than, less than or equal to sign, and order a series of numbers from least to greatest or greatest to least	
Place Value and Estimation	4	I	4.NBT.A.1 Recognize that in a multi-digit whole number, a digit in one place represents ten times what it represents in the place to its right. For example, recognize that 700 ÷ 70 = 10 by applying concepts of place value and division.	**Title:** Relationships Between Digits **Mathematical Understanding:** A digit's value is 10 times greater than the place to its right. We multiply by 10 as we move up to a larger place value. **Launch:** Let's quickly review—starting with the ones, what are our place values? SW identify ones, tens, hundreds, thousands, ten thousands, hundred thousands, millions. • Take a look at the number I have written on the board in our place value chart. Who can read this number for us? Yes, 5, 555,555. • Every digit in this number is a 5—do all of these 5's have the same value? Right, each of these 5's have different values. Why? • Today you are going to complete some problems that ask you to use your understanding of place value. As you work, be thinking about what you know about place value to help you solve. Get to work! **Task:** SW complete a series of problems that require them to apply their understanding of the relationship between place values. **Extra At-Bats:** SW complete additional problems that require them to apply their understanding of the relationship between place values.	
Place Value and Estimation	5	PC	4.NBT.A.1 Recognize that in a multi-digit whole number, a	**Title:** Recognizing 10 Times the Value **Objective:** SWBAT apply concepts of place value,	

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			digit in one place represents ten times what it represents in the place to its right. For example, recognize that 700 ÷ 70 = 10 by applying concepts of place value and division.	multiplication, and division to answer Common Core aligned questions. **Intro:** SW solve 10 times 4,000 by using a place value chart to show the relationship. **Guided:** SW work with partners to multiply and divide numbers by multiples of 10 by using a place value chart. **Independent:** SW work independently to multiply and divide numbers by multiples of 10 by using a place value chart. **Skill:** SW complete a series of place value questions on their dry erase board and attached worksheets to gauge their ability to apply their understanding of base ten within the number system.	
Place Value and Estimation	6	I	4.NBT.A.1 Recognize that in a multi-digit whole number, a digit in one place represents ten times what it represents in the place to its right. For example, recognize that 700 ÷ 70 = 10 by applying concepts of place value and division. 4.OA.3 Solve multistep word problems posed with whole	**Title:** Multi-Step Problem: Place Value **Mathematical Understanding:** When multiplying by multiples of 10, we can think about the relationship between the place values. **Launch:** Scholars, today we are going to apply our knowledge of place value to solve a multi-step problem. As you solve, make sure that you are using MOLE and marking up your question. **Task:** A factory fits 54 tennis balls into a box. They can place 10 boxes into a crate. The same factory can also fit 540 golf balls into a box. They can place 100 boxes into a crate. How many times greater is the number of golf balls the factory can fit into a crate than the number of tennis balls they can fit into a crate?	

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			numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted.	**Extra At-Bats:** SW solve additional story problems multiplying by multiples of 10.	
Place Value and Estimation	7	PC	4.NBT.3. Use place value understanding to round multi-digit whole numbers to any place.	**Title:** Rounding to Tens **Objective:** SWBAT round to the nearest tens using number lines. **Intro:** TW have a beaker holding 73 milliliters of water. (Show a beaker holding 73 milliliters of water.) "This beaker has 73 milliliters of water in it." If I didn't have a tool to measure this water, would it be more accurate for me to say that I have 80 milliliters of water or 70 milliliters of water? Why?" SW show their thinking on their dry erase board and then share out thinking. TW model thinking on a number line. **Guided:** SW work with partners to estimate numbers to the tens place using a number line. **Independent:** SW work independently to estimate numbers to the tens place using a number line. **Skill:** SW estimate to the tens using number line.	
Place Value and Estimation	8	PC	4.NBT.3. Use place value understanding to round multi-digit whole numbers to any place.	**Title:** Rounding to Hundreds **Objective:** SWBAT round to the nearest hundreds using number lines.	

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				Intro: "Scholars, today I have a new beaker with 117 milliliters. If I didn't have a measurement tool, would it be more accurate to say I have 100 milliliters or 200 milliliters? Why?" With help of S, TW model on number line. **Guided:** SW work with partners to estimate numbers to the hundreds place using a number line. **Independent:** SW work independently to estimate numbers to the hundreds place using a number line. **Skill:** SW estimate to the hundreds using number line.	
Place Value and Estimation	9	PC	4.NBT.3. Use place value understanding to round multi-digit whole numbers to any place.	**Title:** Engage NY 1.8: Round Multi-Digit Numbers Using Vertical Number Line **Objective:** SWBAT round to the nearest thousands using number lines. **Intro:** TW round 14,500 and 14,345 to the nearest thousands with help of S modeled on a number line **Guided:** SW work with partners to estimate numbers to the thousands place using a number line. **Independent:** SW work independently to estimate numbers to the thousands place using a number line. **Skill:** SW estimate to the thousands using number line.	
Place Value and Estimation	10	PC	4.NBT.3. Use place value understanding to round multi-digit whole numbers to any place.	**Title:** Rounding to Any Place Value **Objective:** SWBAT round to any place value. **Intro:** Because we have such a strong understanding of	

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				how and why we round, today, we are going to round without drawing our number line each time. • Steps: o Find the place value we are rounding and circle the digit o Underline the place value to the right o If the underlined digit is 1-4: the circled digit stays the same; 5-9: circled digit goes up one time • Why do we look at the place value to the right? *Because that digit's value will tell us which our number is closer to* • Let's look at an example. TW chart 142 and go through the steps to round. **Guided:** SW work with partners to estimate numbers to any place value. **Independent:** SW work independently to estimate numbers to any place value. **Skill:** Rounding to any place value	
Place Value and Estimation	11	I	4.NBT.3. Use place value understanding to round multi-digit whole numbers to any place. 4.OA.3. Solve multistep word problems posed with whole numbers and having whole-number answers using the	**Title:** Estimating Sums and Differences **Objective:** SW estimate sums and differences using rounding. **Intro:** Scholars, today we are going to use what we have learned about rounding to estimate the sum or difference of two numbers. • (Discuss using estimation to prevent careless errors and check work. Should be used often as a quick check to make sure you are in the right ballpark.) • Let's look at: 34+27. Without solving the actual	• Do Now (Attached) • GP WS (Attached) • IP WS(Attached) • Exit Ticket

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			four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.	problem, estimate what you think the answer will be "about." Don't just guess—use the numbers there to have a reason for your estimate. How can we find an estimate of the answer before solving this problem? Yes, we can round! • What would my new number sentence be after rounding? SW show their thinking on their dry erase board. o 30+30=60 o What if I said 61? Yes, this isn't an estimate. Sixty-one is the exact answer. o We know that 60 is a reasonable estimate because it is only 1 away from the exact answer. **Guided:** Students will receive a number of problems that they will have to estimate the sums and differences of. Students will find both the estimate and the actual answers of these problems to confirm how reasonable the estimate was compared to the exact answer. **Independent:** SW be given a sheet of addition and subtraction problems for which they will have to estimate the sums and differences. Students will also find the actual sum and difference to further practice addition and subtraction using the US standard algorithm. **Skill:** SW estimate sums and differences using rounding and check their estimations.	
Place Value and Estimation	12	PC	4.NBT.3. Use place value understanding to round multi-digit whole numbers to	**Title:** Estimating Products **Objective:** SWBAT estimate solutions to 2-digit multiplication problems.	Worksheet

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			any place.	**Intro:** TW discuss with students how to estimate to solve 28x15. T will collect student strategies to solve and how they thought about the problem. T and S will discuss several other examples for how to solve, and T will name process that students solved by rounding. **Guided:** T and S will complete several other examples to determine which of three possible estimates is the closest. **Independent:** SW now complete T82 showing their work and then choosing the correct estimate. TW debrief as necessary. **Skill:** S estimate products and quotients using rounding and known facts.	
Place Value and Estimation	13	I	4.NBT.3. Use place value understanding to round multi-digit whole numbers to any place. 4.OA.3. Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted.	**Title:** Multi-Step Problem: Estimating Products (Buying Tickets) **Mathematical Understanding:** **Launch:** **Task:** **Chart:** **Extra At-Bats:**	•

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			Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.		
Place Value and Estimation	14	PC	4.OA.3. Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation	**Title: Evaluative** Reasonableness of Answers (Addition/Subtraction/Multiplication) **Objective:** SWBAT determine if an estimate is reasonable. **Intro:** Scholars, today we are going to use what we have learned about rounding to estimate the sum or difference of two numbers to answer open ended responses. • Let's look at an example of an open ended question that uses estimation: o Martina said that the sum of 312+492 is about 700. Is she correct? Explain your answer. • SW go to work with their partner showing their strategy on their worksheet. TW circulate to gauge student understanding and have a student share out their work. If a strong student strategy does not present itself, consider the following steps: o The first thing I need to do is set-up my work space (TW label and organize work area.) o Next, I need to figure out the strategy that I	• Do Now (Attached) • OER WS (Attached)

			and estimation strategies including rounding.	am going to use to estimate which is rounding. Since these are 3-digit numbers, I am going to round to the greatest place value—the hundreds place. (Note: Students may also round to the tens place as well.) o When I round 312 down to 300 because there is a 1 in the tens and I round 492 to 500 because there is a 9 in the tens place, I have a new number sentence 300+500 which equals 800. o I disagree with Martina because when you use rounding to the hundreds place, your answer is 800 instead of 700. I also know that when you solve for the exact answer, it is 804—only a difference of 4, making this a reasonable explanation. **Guided:** S and T complete another example, Stan saved $53 and his sister saved $112. What is a good estimate of how much more money his sister has? Explain how you made the estimate. **Independent:** SW be given a sheet of open-ended problems for which they will have to estimate the sums and differences, explain their thinking, and determine if an answer is accurate or not. **Skill:** S assess the reasonableness of their estimations once they have estimated the sum, difference, product or quotient of an equation.	

Unit 4: Fractions

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How does this unit connect to past and future units?
This unit connects to multiplication and division units by building on the idea of composition and decomposition into smaller component parts. Additionally, students use all four operations when working with fractions, and this work will necessarily build on their understanding of multiplication and division as covered previously in the year. In this unit, students will work with fractions both in the context of a model and on the number line, and students will add, subtract, multiply and divide both fractions and mixed numbers. Throughout the unit, students work with fractions both greater than a whole and less than a whole and use these values in various contexts.
What key Common Core standards does this unit address?
4.NF.1. Explain why a fraction a/b is equivalent to a fraction (n × a)/(n × b) by using visual fraction models, with attention to how the number and size of the parts differ even though the two fractions themselves are the same size. Use this principle to recognize and generate equivalent fractions 4.NF.3. Understand addition and subtraction of fractions as joining and separating parts referring to the same whole. 4.NF.B.3.B Decompose a fraction into a sum of fractions with the same denominator in more than one way, recording each decomposition by an equation. Justify decompositions, e.g., by using a visual fraction model. *Examples: 3/8 = 1/8 + 1/8 + 1/8 ; 3/8 = 1/8 + 2/8 ; 2 1/8 = 1 + 1 + 1/8 = 8/8 + 8/8 + 1/8.* 4.NF.A.2 Compare two fractions with different numerators and different denominators, e.g., by creating common denominators or numerators, or by comparing to a benchmark fraction such as 1/2. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with symbols >, =, or <, and justify the conclusions, e.g., by using a visual fraction model. 4.NF.B.3.D Solve word problems involving addition and subtraction of fractions referring to the same whole and having like denominators, e.g., by using visual fraction models and equations to represent the problem.

Unit	Day	Type	CCS	Lesson Overview	Materials
Fractions	1	PC	4.NF.1. Explain why a fraction a/b is equivalent to a fraction (n × a)/(n × b) by using visual fraction models, with attention to how the number and size of the parts differ even though	**Title:** Fractions of an Area **Objective:** SWBAT determine fractional parts of a rectangular area. SWBAT draw connections between fractional parts. **Intro:** T and S will walk through how to divide a sandwich modeled on a 4 x 6 array into halves, fourths and eighths and label each portion with fraction notation.	• Fourth Grade, Unit 6, SAB pg. 1- 4x6 rectangles (double side the copies so that students have multiple arrays. Also, have a few rectangles cut out so that L students can fold paper if needed.)

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			the two fractions themselves are the same size. Use this principle to recognize and generate equivalent fractions	**Guided:** S work to find different fractional parts of the same rectangle and explore the relationship to determine the size of fractional parts. Students explain their thinking and T and S debrief. **Independent:** SW complete Fourth Grade, Unit 6, SAB pg. 3 "Halves, Fourths, and Eighths and TW debrief as necessary. **Skill:** Students use their understanding of the relationship between halves, fourths and eighths to determine the fractional part of a rectangle.	• Fourth Grade, Unit 6, T65-"1/4 of a 4x6 Rectangle" • Fourth Grade, Unit 6, SAB pg. 3 "Halves, Fourths, and Eighths • Fourth Grade, Unit 6, SAB pg. 1- 4x6 rectangles (label with the fractions before copying for mini-lesson 2)
Fractions	2	PC	4.NF.1. Explain why a fraction a/b is equivalent to a fraction (n × a)/(n × b) by using visual fraction models, with attention to how the number and size of the parts differ even though the two fractions themselves are the same size. Use this principle to recognize and generate equivalent fractions	**Title:** Fractions of a Group **Objective:** **Intro:** Scholars, yesterday we talked about fractional parts of a 4x6 rectangle or 24 squares in an array. Today we are going to think about fractional parts of a group of 24 objects. • Let's start off by thinking about this problem: o I have a crate of 24 oranges. ¼ of the oranges go to Mr. Freed. The rest go to Ms. Lee. o What fraction of the oranges will Ms. Lee get? o How many oranges will Mr. Freed get? o How many oranges will Ms. Lee get? • SW work with a partner using their dry erase boards to solve these questions. S may also use cubes to solve this problem. • TW bring students back together to discuss. **Guided:** SW solve story problems on Fourth Grade, Unit 6, SAB pg. 6-7. T will bring S together to debrief and discuss. **Independent:** SW solve word problems in which they find fractional parts of a group of people on Fourth Grade, Unit 6,	• Fourth Grade, Unit 6, SAB pg. 6-7 and 9-10 (GP) • Fourth Grade, Unit 6, SAB pg. 12-13 (IP) • Fourth Grade, Unit 6, SAB pg. 14 (ET) • Extension: Fourth Grade, Unit 6, SAB pg. 15 and Unit 7, SAB pg. 19 and pg. 49 • 4x6 Rectangles (Fourth Grade T64)

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				SAB pg. 12-13. In these problems, students find fractions of different quantities (e.g. 28, 32, 60). Students may use grid paper as well as connecting cubes to help them solve these problems. **Skill:** S find fractional parts of a group of people using various strategies to solve.	
Fractions	3	I	4.NF.1. Explain why a fraction a/b is equivalent to a fraction (n × a)/(n × b) by using visual fraction models, with attention to how the number and size of the parts differ even though the two fractions themselves are the same size. Use this principle to recognize and generate equivalent fractions. 4.NF.B.3.B Decompose a fraction into a sum of fractions with the same denominator in more than one way, recording each decomposition by an equation. Justify	**Title:** Fraction Cookie Game **Mathematical Understanding:** **Launch:** TW introduce the Fraction Cookie Game and remind students that they completed this task before in Third Grade. TW remind students that in this game, students collect pieces of pattern block cookies. The basic game is played with one fraction number cube. On each turn, players roll a number cube and add the exact amount of their roll to their cookies. They use a copy of Hexagon Cookies (M16)to keep track of their cookies as they collect them. • TW give students clear directions: SW take the piece that matches their roll (1/2 = trapezoid, 1/3=blue rhombus, 2/6=2 green triangles, etc.) but TW not tell S fractional parts. • TW then introduce the idea of "trading." • "An important rule of the Fraction Cookie game is that you must always have as few pieces as possible when you've finished collecting cookie pieces on your turn. That means that you are able to trade multiple pieces for one piece." • This aspect of the game gives students an opportunity to recognize and make use of equivalent fractions and equivalent combinations of fractions. TW also explain that sometimes S must break a fraction apart to complete one hexagon and part of another. For example, if ½ of a hexagon is covered and a player rolls 5/6, fill the remaining ½	• Fraction number cube • Third Grade, Unit 7, RM 16- Hexagon Cookies Gameboard • See Third Grade, Unit 7, RM 14-15- Rules and Differentiation (only a few copies needed)

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			decompositions, e.g., by using a visual fraction model. *Examples: 3/8 = 1/8 + 1/8 + 1/8 ; 3/8 = 1/8 + 2/8 ; 2 1/8 = 1 + 1 + 1/8 = 8/8 + 8/8 + 1/8.*	and then 2/6 of another hexagon. You will have 15 minutes to play. Begin! **Task:** SW play the Fraction Cookie game in pairs. **Extra At-Bats:** S complete a worksheet that asks them to write fractions that could make designated fractions.	
Fractions	4	I	4.NF.B.3 Understand a fraction *a*/*b* with *a* > 1 as a sum of fractions 1/*b*.	**Title:** Represent Unit Fractions **Mathematical Understanding:** Different fractions can represent the same size/amount **Launch:** TW draw a tape diagram that represents 1 whole, and shade 1 third. Scholars, when Hershey was creating his chocolate bars, he originally decided to split his chocolate bar like this (TW show model). How many pieces are in his whole chocolate bar? *3.* • Every day, Hershey ate one piece of chocolate. However, his workers told him that 3 pieces was just not enough pieces for his chocolate bar. They told him he needed to break it up even more! Hershey was so concerned because he wanted to make sure he was eating the same amount of chocolate every day. • Scholars, you need to help Hershey out. First, you must figure out how you can break up Hershey's original 3 pieces of chocolate even more. Then, you have to tell Hershey how many pieces of chocolate he should eat to make sure he is still eating the same amount. • As you work, you will write a number sentence to represent your work. **Task:** SW complete worksheet to find equivalent fractions using	• White boards • Worksheet • Exit ticket

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				tape diagrams. **Extra At-Bats:** The total length of each tape diagram represents 1 whole. Decompose the shaded unit fractions as the sum of smaller unit fractions in at least two different ways. The first one has been done for you.	
Fractions	5	PC	4.NF.B.3 Understand a fraction *a*/*b* with *a* > 1 as a sum of fractions 1/*b*.	**Title:** Decompose Unit Fractions **Objective:** SWBAT decompose fractions into sums of smaller unit fractions using area models **Intro: TW draw an area model and decompose 5 parts into 10 parts. TW guide S to write equation to represent equivalent fraction to 1/5, based off of model** **Guided:** SW use area models to solve problems/statements about equivalent fractions. **Independent:** SW use area models to solve problems/statements about equivalent fractions.	• White boards • Worksheet • Exit ticket
Fractions	6	PC	4.NF.1. Explain why a fraction a/b is equivalent to a fraction (n × a)/(n × b) by using visual fraction models, with attention to how the number and size of the parts differ even though	**Title:** Use Area Models to Show Equivalence **Objective:** SWBAT use area models to combine fractions to equal other fractions (1/2=1/3+1/6). SWBAT identify equivalent fractional parts. **Intro:** • What is an equivalent fraction? *Fractions that are equal to each other*. • TW draw an area model representing 1 whole, and then shade 3/4.	• White boards • Worksheet • Exit ticket

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			the two fractions themselves are the same size. Use this principle to recognize and generate equivalent fractions	• How you can use this model to show the decomposition of 3 fourths into eighths? o *We could draw a line so that each of the fourths is split into 2 equal parts. That would give us eighths.* o *Drawing a line will make each unit into 2 smaller units, which would be eighths.* • On your white boards, work with a partner to write an addition and multiplication sentence to describe the decomposition. o ¾ = (1/8+1/8)+ (1/8+1/8)+ (1/8+1/8)=6/8 o 3/4= 3x2/8= 6x1/8=6/8 • What do these addition and multiplication sentences tell you? o *The shaded area didn't change. It's still the same amount.* o *The number of pieces increased, but the size of the pieces got smaller.* o *Adding together all the smaller units equals the total of the larger units shaded.* o *Multiplying also equals the total of the larger units shaded and is easier to write out!* Exactly scholars! When you find an equivalent fraction, the amount **stays the same**. **Guided:** SW use area models to solve problems/statements about equivalent fractions. **Independent:** SW use area models to solve problems/statements about equivalent fractions.	
Fractions	7	I	4.NF.A.1. Explain why a fraction *a*/*b* is	**Title:** Using Multiplication to Show Equivalence	• White boards • Worksheet

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			equivalent to a fraction $(n \times a)/(n \times b)$ by using visual fraction models, with attention to how the number and size of the parts differ even though the two fractions themselves are the same size. Use this principle to recognize and generate equivalent fractions.	**Objective:** SWBAT use an area model and multiplication to show the equivalence of two fractions. SWBAT explain and apply their understanding that multiplying the numerator and denominator by *n* results in an equivalent fraction. **Intro:** T and S will use area models to discuss the equivalence of ½ and 4/8. T and S will debrief how to represent the equivalency using multiplication, thinking about how we used four times as many units to produce 4/8 in the area model. T and S will then discuss how when we double the number of parts by 4, the number of *selected parts* (the numerator) also multiplies by 4. **Guided:** SW complete a series of problems in which they must use area models and multiplication to create/evaluate equivalent fractions. **Independent:** SW complete a series of problems in which they must use area models and multiplication to create/evaluate equivalent fractions. **Skill:** S use area models and multiplication to create and evaluate equivalent fractions.	• Exit ticket
Fractions	8	PC	4.NF.A.1. Explain why a fraction a/b is equivalent to a fraction $(n \times a)/(n \times b)$ by using visual fraction models, with attention to how the number and size of the parts differ even though the two fractions	**Title:** Using Multiplication/Division to Show Equivalence **Objective:** SWBAT use an area model and multiplication to show the equivalence of two fractions. SWBAT explain and apply their understanding that multiplying the numerator and denominator by *n* results in an equivalent fraction. **Intro:** T and S will use area models to discuss the equivalence of ½ and 4/8. T and S will debrief how to represent the equivalency using multiplication, thinking about how we used four times as	• White boards • Worksheet • Quick write • Exit ticket

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			themselves are the same size. Use this principle to recognize and generate equivalent fractions.	many units to produce 4/8 in the area model. T and S will then discuss how when we double the number of parts by 4, the number of *selected parts* (the numerator) also multiplies by 4. **Guided:** SW complete a series of problems in which they must use area models and multiplication to create/evaluate equivalent fractions. **Independent:** SW complete a series of problems in which they must use area models and multiplication to create/evaluate equivalent fractions. **Skill:** S use area models and multiplication to create and evaluate equivalent fractions.	
Fractions	9	I	4.NF.A.1. Explain why a fraction a/b is equivalent to a fraction $(n \times a)/(n \times b)$ by using visual fraction models, with attention to how the number and size of the parts differ even though the two fractions themselves are the same size. Use this principle to recognize and generate equivalent fractions.	**Title:** Multi-Step Problems: Equivalent Fractions **Mathematical Understanding:** Multiplying a fraction by 1 whole creates an equivalent fraction. Dividing a fraction by 1 whole creates an equivalent fraction. **Launch:** As you solve, make sure that you are using MOLE and marking up your question. **Task: Destiny was baking bread but could only find her 1/8 cup measuring cup. She needs ¼ cup, ¾ cup of whole wheat, ½ cup all purpose. How many 1/8 cups will she need for each ingredient?** **Extra At-Bats: SW work on additional multi-step problems to find equivalent fractions.**	
Fractions	10	PC	4.NF.A.2 Compare two fractions with different	**Title:** Comparing Fractions to Landmarks **Objective:** SWBAT compare two fractions by using a number	Worksheets (attached) Exit ticket (attached)

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			numerators and different denominators, e.g., by creating common denominators or numerators, or by comparing to a benchmark fraction such as 1/2. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with symbols >, =, or <, and justify the conclusions, e.g., by using a visual fraction model.	line. **Intro:** T models how to use a number line to plot a fraction and compare it to 0, ½ and 1. T and S then work on their whiteboards with several other fractions to compare using a number line as well as considering the denominator. **Guided:** SW complete a series of tasks that require them to place fractions on a number line and compare two fractions by comparing to a benchmark fraction. *Note: SW record their work on three different number lines so they can show their work of partitioning.* SW also record the results of comparisons with symbols >, <, or =. **Independent:** SW complete a series of tasks that require them to place fractions on a number line and compare two fractions by comparing to a benchmark fraction. *Note: SW record their work on three different number lines so they can show their work of partitioning.* SW also record the results of comparisons with symbols >, <, or =. **Skill:** Students use the number line and other strategies to compare fractions.	
Fractions	11	PC	4.NF.A.1. Explain why a fraction a/b is equivalent to a fraction $(n \times a)/(n \times b)$ by using visual fraction models, with attention to how the number and size of the parts differ even though	**Title:** Fractions Greater than 1 **Objective:** SWBAT represent fractions greater than 1. SWBAT move between improper fractions and mixed numbers. **Intro:** TW display 3/2 and SW represent using area models to show that it is greater than one whole. TW relate to sandwiches. **Guided:** SW complete a series of problems in which they must create improper/mixed numbers and represent.	Worksheets (attached) Exit ticket (attached)

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			the two fractions themselves are the same size. Use this principle to recognize and generate equivalent fractions 4.NF.3. Understand a fraction a/b with a > 1 as a sum of fractions 1/b.	**Independent:** Students draw representations of fractions that range from 0/2 to 2 ½ , including fractions with numerators greater than denominators, such as 9/6. SW practice changing improper fractions to mixed numbers and mixed numbers to improper fractions. **Skill:** SW model fractions below and above a whole. S change improper fractions to mixed numbers and vice-versa.	
Fractions	12	PC	4.NF.A.2 Compare two fractions with different numerators and different denominators, e.g., by creating common denominators or numerators, or by comparing to a benchmark fraction such as 1/2. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with symbols >, =, or <, and justify the conclusions, e.g., by	**Title:** Comparing Fractions Greater than 1 **Objective:** SWBAT represent fractions greater than 1. SWBAT move between improper fractions and mixed numbers. **Intro:** T and S work with the earlier 4x6 sandwich example to explore what happens when they have more than one sandwich. Students compare halves below and above one whole and model this with a visual fraction model or area model. T models and discusses fractional notation above 1 as well as the definition of an improper fraction and mixed number. **Guided:** SW create a representation of 3/5 of a whole on their dry erase board. TW debrief as needed. SW create a representation of 1 ½ of a whole on their dry erase board. TW debrief as needed. How else could you write 1 ½? Would the representation be the same? Why or why not? **Independent:** Students draw representations of fractions that range from 0/2 to 2 ½ , including fractions with numerators greater than denominators, such as 9/6. SW practice changing improper fractions to mixed numbers and mixed numbers to improper fractions.	• Note: Instead of making fraction cards, create a worksheet that gets at the same objectives. T will create fraction card sets for S. • Extension: Unit 6, SAB pg.25 and 31 and Unit 7, SAB pg. 14

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			using a visual fraction model.	**Skill:** SW model fractions below and above a whole. S change improper fractions to mixed numbers and vice-versa.	
Fractions	13	I	4.NF.A.2 Compare two fractions with different numerators and different denominators, e.g., by creating common denominators or numerators, or by comparing to a benchmark fraction such as 1/2. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with symbols >, =, or <, and justify the conclusions, e.g., by using a visual fraction model.	**Title:** Comparing Fractions Using Numerators **Mathematical Understanding:** If the numerators of 2 fractions are the same, compare the denominators to compare the size of the equal parts. **Launch:** What are some strategies we can use to compare fractions? *Number line, benchmarks, compare numerators. etc.* Today you are going to compare two fractions using what you already know. You are also going to answer some questions about the fractions you are comparing. **Task:** SW draw two fraction bars to model each pair of the following fractions with related denominators. Use <, >, or = to compare. **Extra At-Bats:** S complete extra worksheet asking them to compare fractions using the numerator.	Worksheets (attached) Exit ticket (attached)
Fractions	14	I	4.NF.A.2 Compare two fractions with different numerators and different denominators, e.g.,	**Title:** Comparing Fractions Using Denominators **Mathematical Understanding:** If the denominators of 2 fractions are the same, compare the numerators to compare the number of selected parts.	Worksheets (attached) Exit ticket (attached)

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			by creating common denominators or numerators, or by comparing to a benchmark fraction such as 1/2. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with symbols >, =, or <, and justify the conclusions, e.g., by using a visual fraction model.	**Launch:** What are some strategies we can use to compare fractions? *Number line, benchmarks, compare numerators. etc.* Today you are going to compare two fractions using what you already know. You are also going to answer some questions about the fractions you are comparing. **Task:** SW draw two fraction bars to model each pair of the following fractions with related denominators. Use <, >, or = to compare. **Extra At-Bats:** S complete extra worksheet asking them to compare fractions using the numerator.	
Fractions	15	I	4.NF.A.2 Compare two fractions with different numerators and different denominators, e.g., by creating common denominators or numerators, or by comparing to a benchmark fraction such as 1/2. Recognize that comparisons are	**Title:** Evaluative: Comparing Fractions **Objective:** SW practice comparing fractions using various strategies, including looking at the numerator, the denominator, and drawing fraction models. **Intro:** TW set context that we have done a lot of work on comparing fractions so far this year and will take a step back to review the work we have done so far. **Guided:** TW work through packet with students, debriefing as appropriate when more than 20% of students have demonstrated the same misunderstanding. **Independent:** TW work through packet with students, debriefing	Worksheets (attached) Exit ticket (attached)

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			valid only when the two fractions refer to the same whole. Record the results of comparisons with symbols >, =, or <, and justify the conclusions, e.g., by using a visual fraction model.	as appropriate when more than 20% of students have demonstrated the same misunderstanding. **Skill:** SW practice comparing fractions from previous unit.	
Fractions	16	I	4.NF.3. Understand a fraction a/b with a > 1 as a sum of fractions 1/b Understand addition and subtraction of fractions as joining and separating parts referring to the same whole. Decompose a fraction into a sum of fractions with the same denominator in more than one way, recording each decomposition by an equation. Justify decompositions, e.g., by using a visual fraction model.	**Title:** Adding/Subtracting Fractions with Models **Mathematical Understanding:** The denominator stays the same when (adding/subtracting) fractions because the size of the parts does not change. **Launch:** Scholars, Hershey has split his chocolate into many different sized pieces and they have scattered. He wants to figure out the total number of pieces if he adds them together. In front of you, you have models that represent the different sizes Hershey has cut his chocolate pieces into. You are going to help him determine the total number of chocolate pieces he has by answering the questions on your worksheet. He also ate some of the chocolate. You also have to determine how many pieces of chocolate he has left. You must use the models to represent your thinking. You have 10 minutes to complete this task. **Task:** SW solve addition and subtraction question using fraction models to represent their thinking. **Extra At-Bats:** S answer additional questions that ask them to add and subtract fractions using a fraction model.	Fraction bars Worksheets (attached) Quick Write (attached) Exit ticket (attached)

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Fractions	17	PC	4.NF.3. Understand a fraction a/b with a > 1 as a sum of fractions 1/b Understand addition and subtraction of fractions as joining and separating parts referring to the same whole. Decompose a fraction into a sum of fractions with the same denominator in more than one way, recording each decomposition by an equation. Justify decompositions, e.g., by using a visual fraction model.		• GP- Fourth Grade, Unit 6, SAB pg. 19 • IP- Fourth Grade, Unit 6, SAB pg. 20-21 • Exit Ticket- Fourth Grade, Unit 6, SAB pg. 32 and Unit 7, SAB pg. 24, pg. 36
Fractions	16	I	4.NF.B.3.C Add and subtract mixed numbers with like denominators, e.g., by replacing each mixed number with an equivalent fraction, and/or by using properties of operations and the	**Title:** Adding/Subtracting Fractions from Whole Number **Mathematical Understanding:** **Launch:** **Task:** **Chart:** **Extra At-Bats:**	

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			relationship between addition and subtraction.		
Fractions	17	PC	4.NF.B.3.C Add and subtract mixed numbers with like denominators, e.g., by replacing each mixed number with an equivalent fraction, and/or by using properties of operations and the relationship between addition and subtraction.	**Title:** Adding and Subtracting Fractions from a whole **Objective:** **Intro:** **Guided:** **Independent:** **Skill:**	
Fractions	18	PC	4.NF.B.3.C Add and subtract mixed numbers with like denominators, e.g., by replacing each mixed number with an equivalent fraction, and/or by using properties of operations and the relationship between addition and subtraction.	**Title:** Adding Mixed Numbers **Objective:** **Intro:** **Guided:** **Independent:** **Skill:**	
Fractions	19	PC	4.NF.B.3.C Add and subtract mixed numbers	**Title:** Subtracting Fractions from Mixed Numbers **Mathematical Understanding:**	

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			with like denominators, e.g., by replacing each mixed number with an equivalent fraction, and/or by using properties of operations and the relationship between addition and subtraction.	**Launch:** **Task:** **Chart:** **Extra At-Bats:**	
Fractions	20	PC	4.NF.B.3.C Add and subtract mixed numbers with like denominators, e.g., by replacing each mixed number with an equivalent fraction, and/or by using properties of operations and the relationship between addition and subtraction.	**Title:** Subtracting Mixed Numbers from Mixed Numbers **Mathematical Understanding:** **Launch:** **Task:** **Chart:** **Extra At-Bats:**	
Fractions	21	I	4.NF.B.3.D Solve word problems involving addition and subtraction of fractions referring to the same whole and having like denominators, e.g.,	**Title:** Multi-Step Problems: Adding/Subtracting Fractions and Mixed Numbers **Mathematical Understanding:** **Launch:** **Task:**	

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			by using visual fraction models and equations to represent the problem.	**Chart:** **Extra At-Bats:**	
Fractions	22	I	<u>4.NF.B.4.A</u> Understand a fraction *a*/*b* as a multiple of 1/*b*. *For example, use a visual fraction model to represent 5/4 as the product 5 × (1/4), recording the conclusion by the equation 5/4 = 5 × (1/4).*	**Title:** Finding the Product of Whole and Fraction **Mathematical Understanding:** Multiplication is repeated addition, and therefore only multiply the whole number by the numerator. **Launch:** **Task:** **Chart:** **Extra At-Bats:**	
Fractions	23	PC	<u>4.NF.B.4.A</u> Understand a fraction *a*/*b* as a multiple of 1/*b*. *For example, use a visual fraction model to represent 5/4 as the product 5 × (1/4), recording the conclusion by the equation 5/4 = 5 × (1/4).*	**Title:** Multiply Mixed Number by a Whole Number **Objective:** **Intro:** **Guided:** **Independent:** **Skill:**	

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Unit 5: Multiples and the Standard Algorithm

How does this unit connect to past and future units?
This unit comes on the heels of the division unit and begins by students analyzing how to follow a pattern of multiples. Students may use what they have learned about division to understand why multiples build on one another to create a larger number, and how we could break that number up into its factors. In this unit, students also build on their conceptual understanding of multiplication by learning the standard algorithm and performing evaluative tasks that require them to explore the conceptual "why" behind the standard algorithm rather than simply performing it. This work with multiples and factors sets students up to approach the next unit by thinking about reasonableness and value as well as the tens and ones understanding that comes with the standard algorithm.
What key Common Core standards does this unit address?
4.OA.5. Generate a number or shape pattern that follows a given rule. Identify apparent features of the pattern that were not explicit in the rule itself. For example, given the rule "Add 3" and the starting number 1, generate terms in the resulting sequence and observe that the terms appear to alternate between odd and even numbers. Explain informally why the numbers will continue to alternate in this way. 4.OA.4. Find all factor pairs for a whole number in the range 1–100. Recognize that a whole number is a multiple of each of its factors. Determine whether a given whole number in the range 1–100 is a multiple of a given one-digit number. Determine whether a given whole number in the range 1–100 is prime or composite. 4.NBT.5. Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models. 4.OA.A.2 Multiply or divide to solve word problems involving multiplicative comparison, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison.

Unit	Day	Type	CCS	Lesson Overview	Materials
Multiples and the Standard Algorithm	1	I	4.OA.5. Generate a number or shape pattern that	**Title:** Building Multiple Towers **Mathematical Understanding:** • **Launch:** "Scholars, before we begin, we are going to review	• "About Our Multiple Tower" Fourth Grade, SAB Unit 3 pages 37-38 • Multiple Tower WS (attached)

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			follows a given rule. Identify apparent features of the pattern that were not explicit in the rule itself. For example, given the rule "Add 3" and the starting number 1, generate terms in the resulting sequence and observe that the terms appear to alternate between odd and even numbers. Explain informally why the numbers will continue to alternate in this way.	some of our math vocabulary. What is the difference between a factor and a multiple?" o *"When you are skip counting, factors are the numbers you are skip counting by. Like, if you count by 2s, then 2 is a factor of each number."* o *"The numbers you land on when you are skip counting are multiples."* • "Scholars, today we are going to build multiple towers. You will all choose a 2-digit number and build a tower of many of the number's multiples." TW model with 30. • Draw attention to the list of "Starting Numbers for Multiple Towers" that you prepared (14, 15, 16, 18, 20, 24, 25, 27, 32, 35, 36, 40, 44, 45, 48, 50, 60, and 70). • "With your partner, choose a number from this list and build a multiple tower. As we did together, write a multiplication expression next to the 10th, 15th, 20th, 30th, and last multiple. When you finish, you will have some questions to answer about your tower." • You have 15 minutes. I can't wait to see those juicy strategies! Get to work. **Task:** Students will work to build multiple towers of other 2-digit numbers with a partner and generate a sequence of the multiples of a 2-digit number and reason about the number of relationships in their lists. **Extra At-Bats:** SW complete a WS based on "Kayla's Multiple Tower" Fourth Grade, SAB Unit 3, pg. 44 (attached).	• 300 Chart (Fourth Grade, RM pg. M47) • IP WS Attached (Draw jagged edges on ends of multiple tower before copying) • "Mystery Multiple Tower," Fourth Grade, SAB Unit 4 pg. 47-48
Multiples and the	2	I	4.OA.4. Find all factor	**Title:** Multiple Turn-Over	• Large Multiple Cards for demo

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Standard Algorithm			pairs for a whole number in the range 1–100. Recognize that a whole number is a multiple of each of its factors. Determine whether a given whole number in the range 1–100 is a multiple of a given one-digit number. Determine whether a given whole number in the range 1–100 is prime or composite.	**Mathematical Understanding:** **Launch:** "Scholars, before we begin, we are going to review some of our math vocabulary. What is the difference between a factor and a multiple?" o *"When you are skip counting, factors are the numbers you are skip counting by. Like, if you count by 2s, then 2 is a factor of each number."* o *"The numbers you land on when you are skip counting are multiples."* • "Scholars, today we are going to complete a mathematical task called Multiple Turn Over." • TW play a few rounds with the whole class. For this introduction, limit the Multiple Cards to those in the intermediate set, 2-80. Post 10 "random" cards on the board that are large enough for students to see. SW play along with the cards displayed in the front of the classroom. • TW begin by naming a factor. Start with a small number such as 3. (Do not start with 2 because too many numbers are its multiples.) • TW highlight the multiples of 3 among the Multiple Cards you have displayed on the board. • As you play, demonstrate how to keep track of each round on the transparent Multiple Turn Over Recording Sheet (T26). After you have recorded 15 and 48, turn over those numbers. • Today, you will get to play this game for 10 minutes. I can't wait to hear about all the strategies you use to find the multiples of these numbers! **Task:** SW play Multiple Turn Over in pairs or small groups and use the recording sheet on SAB pg. 19. **Extra At-Bats:** SW complete an exit ticket that assesses their ability to identify factors of a given number and apply game strategy with	• Multiple Turn Over Recording Sheet Transparency (4th Grade, Unit 1, T26) • Multiple Cards (4th Grade, Unit 1, RM M46-M49) [(2-50), intermediate (2-80), or advanced (2-113) version of the game (provide students beginning/intermediate.)] • Multiple Turn Over Directions (4th Grade, Unit 1, RM M5) • Multiple Turn Over Recording Sheet SAB (4th Grade, Unit 1, SAB pg. 19) • Quick Write (attached)

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				a simulation of the real game.	
Multiples and the Standard Algorithm	3	I	4.OA.4. Find all factor pairs for a whole number in the range 1–100. Recognize that a whole number is a multiple of each of its factors. Determine whether a given whole number in the range 1–100 is a multiple of a given one-digit number. Determine whether a given whole number in the range 1–100 is prime or composite.	**Title:** Evaluative Task: Multiples **Mathematical Understanding:** **Launch:** **Task:** **Chart:** **Extra At-Bats:**	
Multiples and the	4	PC	4.NBT.5. Multiply a	**Title:** Multiplication Standard Algorithm: Two Digit by One Digit	• Worksheet

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Standard Algorithm			whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.	**Objective:** SWBAT use the standard algorithm to calculate multi-digit times single-digit numbers. **Intro:** T will state rationale for the standard algorithm and model how to solve a problem without regrouping. Then, T will model again with another non-regrouping. T and S will work together to solve several problems, then T will work with S to solve an algorithm problem with regrouping. **Guided:** S will complete several problems using the algorithm with teacher feedback throughout. **Independent:** SW solve additional at-bats and multiply one-digit by two-digit numbers. **Skill:** Students solve multiplication problems using the standard algorithm.	
Multiples and the Standard Algorithm	5	PC	4.NBT.5. Multiply a whole number of up to four digits by a one-digit whole number, and multiply two	**Title:** Multiplication Standard Algorithm: Two Digit by Two Digit **Objective:** SWBAT use the standard algorithm to calculate multi-digit times multi-digit multiplication problems. **Intro:** T will model how to solve the first problem (63 x 45). T and S will work together to solve several problems as T works through the connection between today's work and yesterday's work.	• Attached worksheet

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			two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.	**Guided:** S will complete several problems using the algorithm with teacher feedback throughout. **Independent:** SW solve additional at-bats and multiply two-digit by two-digit numbers. **Skill:** Students solve multiplication problems using the standard algorithm.	
Multiples and the Standard Algorithm	6	PC		**Title:** Multiplication Standard Algorithm: Two Digit by Two Digit **Objective:** SWBAT use the standard algorithm to calculate multi-digit times multi-digit multiplication problems. **Intro:** T will review how to multiply 2-by-2 digit multiplication and S will complete Do Now. **Guided:** S will complete several problems using the algorithm with teacher feedback throughout. **Independent:** SW solve additional at-bats and multiply two-digit by two-digit numbers. **Skill:** Students solve multiplication problems using the standard algorithm.	

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Multiples and the Standard Algorithm	7	PC	4.NBT.6. Find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.	**Title:** Long Division **Objective:** SWBAT divide 2-digit and 3-digit numbers by 1-digit numbers using long division. **Intro:** SW complete Do Now relating multiplication and division. Then TW model dividing one-by-one, then model dividing a two digit dividend by a one-digit divisor. Then, with help of S TW model dividing a 3 digit number by a one-digit number. **Guided:** SW divide two and three digit numbers by one digit divisor. **Independent:** SW divide two and three digit numbers by one digit divisor. **Skill:** Students solve division problems using long division.	
Multiples and the	8	PC	4.NBT.6. Find whole-	**Title:** Long Division with Remainders	

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Standard Algorithm			number quotients and remainders with up to four-digit dividends and one-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.	**Objective:** SWBAT divide 2-digit, 3-digit, and 4-digit numbers by 1-digit numbers using long division, and division with remainders. **Intro:** TW review DMSBR and SW solve first problem, TW review and SW go to work. **Guided:** SW solve long division problems. TW then introduce that when we can no longer repeat, the final is our remainder. **Independent:** SW work on long division problems including remainders. **Skill:** Students solve division using the long division strategy, and practice long division with remainders.	
Multiples and the Standard Algorithm	9	I	.4.OA.A.2 Multiply or divide to solve word	**Title:** Multi-Step Problem: Multiplication **Mathematical Understanding:**	

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			problems involving multiplicative comparison, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison.	**Launch:** **Task:** **Chart:** **Extra At-Bats:**	
Multiples and the Standard Algorithm	10	PC	4.NBT.5. Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the	**Title:** Multiplication Review: Multiples, Two-Digit Standard Algorithm, Long Division **Objective:** SW practice using multiple strategies to multiply as well as identify how to use and find common multiples. **Intro:** TW set context that we have done a lot of work on multiples and the standard algorithm so far this year and will take a step back to review the work we have done so far. **Guided:** TW work through packet with students, debriefing as appropriate when more than 20% of students have demonstrated the same misunderstanding. **Independent:** TW work through packet with students, debriefing as appropriate when more than 20% of students have demonstrated	

			properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.	the same misunderstanding. **Skill:** SW practice multiplication and algorithm skills from previous unit.	



Unit 6: Area and Measurement



Unit 7: Geometry

Uncommon Schools | NORTH ★ STAR **Fourth Grade Writing Curriculum Plan**

Unit / Day	Common Core Standard	Topic	Grammar Obj.	Writing Obj.	Materials	Assessment	Books
Days: 24	**Unit 1: First Person Narrative Writing (1st Person Narrative)** **2013 Common Core Standards** **Writing Standards** • **W.4.3**. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. o Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. o Use dialogue and description to develop experiences and events or show the responses of characters to situations. o Use a variety of transitional words and phrases to manage the sequence of events. o Use concrete words and phrases and sensory details to convey experiences and events precisely. o Provide a conclusion that follows from the narrated experiences or events. **Language Standards** • **L.4.1**. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. • Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. • **L.4.2**. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. o Use correct capitalization						
Unit 1, Day 1 of 24	**Writing Standards** **W.4.3**. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	**Writing:** Assessment Diagnostic Prompt		▪ SWBAT create a graphic organized based on a first person writing prompt ▪ SWBAT write a first person essay ▪ SWBAT use an editing checklist to edit and revise their work	▪ **Diagnostic writing paper packet**	▪ SW write a Diagnostic First person narrative Writing Prompt **Notes:** *TW use assessment to gauge amount of time needed for students to work through the writing process; prewrite, writing their composition, editing/revising* *TW note the amount of time it takes for scholars to finish writing an entire essay* *TW allow students the entire duration of the period for students to work through the process*	▪

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Unit / Day	Common Core Standard	Topic	Grammar Obj.	Writing Obj.	Materials	Assessment	Books
Unit 1, Day 2 of 24	**L.4.1**. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. **L.4.2**. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Use correct capitalization	**Do Now:** **Grammar:** Grammar Diagnostic **Writing:** SW score their writing on the student friendly writing rubric	▪ SWBAT complete a grammar diagnostic test. (SW be assessed on review skills as well as skills that will be spiraled throughout 4th grade writing)	▪ SWBAT use student writing rubric to determine the score of their own writing piece ▪ SWBAT identify 2 areas of concentration (deltas) for their personal growth as writers	▪ **student writing rubric** ▪ **S writing from day 1** ▪ **Feedback packet** ▪ **Grammar Diagnostic** ▪ **Grammar Diagnostic spreadsheet** ▪ **Writing Assessment Spreadsheet**	▪ SW take grammar diagnostic ▪ *TW grade, log results into spreadsheet, record areas of strength/struggle in tracker for Curriculum Writer's reference* ▪ SW score their writing using student writing rubric ▪ SW give themselves feedback based off of their own writing o 1 positive o 2 deltas ▪ *TW collect S scores and grade over the weekend.* ▪ *TW return S writing and rubric on Day 4 so that students can compare grades and determine areas of focus* ▪ *NOTE: All student scores will be documented to assess and track student growth. Students writing samples will be immediately logged into spreadsheet/filed in student individual assessment binder*	▪
Unit 1, Day 3 of 24	L.4.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.*	**Do Now:** **Grammar:** Complete Sentences **Writing:**	▪ SWBAT define a sentence as a complete thought. ▪ SWBAT identify complete sentences. ▪ SWBAT identify the naming part of a sentence as the subject. ▪ SWBAT identify the telling part of a sentence at the predicate, which includes the verb of the sentence.		▪ **Subject/ Predicate Poster** ▪ **Complete Sentence Poster** ▪ **Fragment Poster** ▪ **Sentence Strips**	▪ SW write complete sentence and identify the subject and predicate in their writing. ▪ *As a challenge/extension* students will be able to write a short paragraph ensuring each sentence is complete and written correctly. Students will have a complete paragraph	

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Unit / Day	Common Core Standard	Topic	Grammar Obj.	Writing Obj.	Materials	Assessment	Books
			▪ SWBAT write complete sentences. ▪ SWBAT identify sentences that are incomplete ▪ SWBAT identify which element of the sentence is missing to make the sentence incomplete (Subject, or Predicate)			checklist to check/edit their work.	
Unit 1, Day 4 of 24	L.4.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.*	**Do Now:** **Grammar:** Simple and compound subjects and predicates **Writing:**	▪ SWBAT identify a fragment as an incomplete sentence because it does not have a subject or a predicate. ▪ SWBAT correct sentence fragments by including either the subject or verb that is missing to make the sentence complete	▪	▪ **Complete Sentence Poster** ▪ **Fragment poster** ▪ **GP copy of sentence fragments** ▪ **IP**	▪ Students will correct fragments and identify what part is missing from a sentence	▪
Unit 1, Day 5 of 24	W.4.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	**Do Now:** **Grammar:** **Writing:** Introduction to first person narrative writing		▪ SWBAT identify the elements of a 1st person narrative style first person narrative composition as openings, rising action, climax, falling action, conclusion ▪ SWBAT mark up an first person narrative writing prompt to demonstrate an understanding of 1. Main idea of prompt, 2. POV, 3. All components that must be addressed in composition. ▪ SWBAT fill out an first person narrative graphic organizer based off of the prompt.	▪ **First person narrative definition poster** ▪ **Rollercoaster map** ▪ **Enlarged First person narrative Graphic organizer** ***(to be filled out during modeling as a resource for students)*** ▪ **T & S writing packet with**	▪ SW fill in a graphic organizer based off of first person narrative prompt **Note:** *Graphic organizer and S Packet must be kept in writing folder. This packet will be used throughout first round of writer's workshop.*	▪

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Unit / Day	Common Core Standard	Topic	Grammar Obj.	Writing Obj.	Materials	Assessment	Books
					first person narrative prompt for writing workshop ▪ **Rollercoaster map for S to work in GP**		
Unit 1, Day 6 of 24	W.4.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally	**Do Now:** **Grammar:** **Writing:** Introduction to first person narrative writing		▪ SWBAT identify the elements of a 1st person narrative style first person narrative composition as openings, rising action, climax, falling action, conclusion ▪ SWBAT mark up an first person narrative writing prompt to demonstrate an understanding of 1. Main idea of prompt, 2. POV, 3. All components that must be addressed in composition. ▪ SWBAT fill out an first person narrative graphic organizer based off of the prompt.	▪ **First person narrative definition poster** ▪ **Unusual Trip Prompt** ▪ **Unusual Birthday prompt** ▪ **Rollercoaster map** ▪ **Enlarged First person narrative Graphic organizer** ***(to be filled out during modeling as a resource for students)*** ▪ **T & S writing packet with first person narrative prompt for writing workshop**	▪ SW fill in a graphic organizer based off of first person narrative prompt **Note:** *Graphic organizer and S Packet must be kept in writing folder. This packet will be used throughout first round of writer's workshop.*	▪

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Unit / Day	Common Core Standard	Topic	Grammar Obj.	Writing Obj.	Materials	Assessment	Books
Unit 1, Day 7 of 24	W.4.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.	**Do Now:** **Grammar:** **Writing:** Catchy Openings		▪ SWBAT apply knowledge that a descriptive snapshot is a paragraph that used specific details to create a clear picture in the reader's mind of a person, place, or thing. ▪ SWBAT write a catchy opening describing setting based off of an first person narrative prompt and infuse the snapshot into their introduction.	▪ **Summertime prompt** ▪ **Unusual birthday prompt** ▪ **Catchy Opening Planning Sheet** ▪ **Catchy Opening Poster**	▪ SW write a catchy opening to the Unusual Birthday prompt based off of the rollercoaster map created in day 9	▪
Unit 1, Day 8 of 24	W.4.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds	**Do Now:** **Grammar:** **Writing:** Catchy Openings		▪ SWBAT apply knowledge that a descriptive snapshot is a paragraph that used specific details to create a clear picture in the reader's mind of a person, place, or thing. ▪ SWBAT write a catchy opening describing setting based off of an first person narrative prompt and infuse the snapshot into their introduction.	▪ **Nature Prompt (Catchy opening prewritten as a model) (Day 8)** ▪ **Unusual Vacation Prompt (Day 9)** ▪ **Storm Prompt (Day 8)**	▪ SW write a catchy opening based off of a first person narrative style prompt with a prewritten rollercoaster map	▪

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Unit / Day	Common Core Standard	Topic	Grammar Obj.	Writing Obj.	Materials	Assessment	Books
	naturally.						
Unit 1, Day 9 of 24	• L.4.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.*	**Do Now:** **Grammar:** Identifying subject/predicate **Writing:**	▪ SWBAT identify a run on sentence as two or more complete sentences that have been joined without the proper punctuation ▪ SWBAT correct run-on sentences using the correct punctuation and capitalization to create complete sentences Reinforced Objectives ▪ SWBAT identify the naming part of a sentence as the subject ▪ SWBAT identify the telling part of a sentence at the predicate, which includes the verb of the sentence ▪ SWBAT recognize that the ends of sentences require punctuation (period, question mark, exclamation point)		▪ **Definition of a complete sentence** ▪ **Paragraph for lesson (I do, We do)** ▪ **S paragraphs to edit** ▪ **Independent work**	▪ SW correct a paragraph by editing for run on sentences	▪
Unit 1, Day 10 of 24	• L.4.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Produce complete sentences, recognizing and correcting inappropriate	**Do Now:** **Grammar:** Compound Sentences **Writing:**	▪ SWBAT define combining sentences as joining two sentences that either have the same subject of the same predicate to create one complex sentence ▪ SWBAT apply knowledge of combing sentences where either the subject or the predicate are the same to	▪	▪ **Compound Sentences poster** ▪ **Guided Practice** ▪ **Independent Practice**	▪ SW write a paragraph using compound sentences	▪

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Unit / Day	Common Core Standard	Topic	Grammar Obj.	Writing Obj.	Materials	Assessment	Books
	fragments and run-ons.*		create a compound sentence				
Unit 1, Day 11 of 24	W.4.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Use a variety of transitional words and phrases to manage the sequence of events. Use concrete words and phrases and sensory details to convey experiences and events precisely.	**Do Now:** Sentence Revisions **Grammar:** **Writing:** First person narrative Essay Rising Action Paragraph		▪ SWBAT write a body paragraph based off of a pre-written first person narrative prompt/rollercoaster plan ▪ SWBAT infuse sentence variety into their paragraph ▪ SWBAT identify and revise errors within sentences	▪ Do Now ▪ Model of Rising Action – Favorite Activity Outdoors ▪ Paragraph sheet for GP ▪ GP and IP writing packet (From Day 11)	▪ SW write rising action paragraph for the Storm Prompt	▪
Unit 1, Day 12 of 24	W.4.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	**Do Now:** Sentence Revisions **Grammar:** **Writing:** First person narrative Essay Climax Paragraph		▪ SWBAT write a body paragraph based off of a pre-written first person narrative prompt/rollercoaster plan ▪ SWBAT infuse sentence variety into their paragraph ▪	▪ Do Now ▪ Model of Climax – Favorite Activity Outdoors ▪ Paragraph planner for GP ▪ GP and IP writing packet	▪ SW write the climax paragraph to the Storm prompt	▪

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Unit / Day	Common Core Standard	Topic	Grammar Obj.	Writing Obj.	Materials	Assessment	Books
	Use a variety of transitional words and phrases to manage the sequence of events. Use concrete words and phrases and sensory details to convey experiences and events precisely.						
Unit 1, Day 13 of 24	W.4.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Use a variety of transitional words and phrases to manage the sequence of events. Use concrete words and phrases and sensory details to convey experiences and events	**Do Now:** Sentence Revisions **Grammar:** **Writing:** First person narrative Essay Falling Action Paragraph		▪ SWBAT write a body paragraph based off of a pre-written first person narrative prompt/rollercoaster plan ▪ SWBAT infuse sentence variety into their paragraph ▪ SWBAT identify and revise errors within sentences	▪	▪ SW write falling action paragraph for the Storm Prompt	▪

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Unit / Day	Common Core Standard	Topic	Grammar Obj.	Writing Obj.	Materials	Assessment	Books
	precisely.						
Unit 1, Day 14 of 24	W.4.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Use a variety of transitional words and phrases to manage the sequence of events. Use concrete words and phrases and sensory details to convey experiences and events precisely.	**Do Now:** Sentence Revisions – Using correct capitalization **Grammar:** **Writing:** End With a Bang		▪ SWBAT their conclusion based off of a written first person narrative prompt ▪ SWBAT infuse sentence variety into their conclusion	▪	▪ SW write conclusion paragraph for Storm Prompt	▪
Unit 1, Day 15 of 24	**Writing Standards W.4.3**. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear	**Do Now:** **Grammar:** **Writing:** First Person Narrative style prompt		▪ SWBAT create a graphic organized based on an first person narrative writing prompt ▪ SWBAT write an first person narrative essay ▪ SWBAT use an editing checklist to edit and revise their work	▪ **First Person Narrative Style diagnostic writing paper packet**	▪ SW write a Diagnostic First person narrative Writing Prompt	▪

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Unit / Day	Common Core Standard	Topic	Grammar Obj.	Writing Obj.	Materials	Assessment	Books
	event sequences.						
Unit 1, Day 16 of 24	L.4.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. • Use correct capitalization.	**Do Now:** Sentence Revisions – Using correct capitalization **Grammar:** Common/Proper Nouns **Writing:**	▪ SWBAT identify a proper noun and a common noun ▪ SWBAT differentiate between a common and a proper noun ▪ SWBAT use correct capitalization for common and proper nouns	▪	▪ **Chart paper for sorting common and proper nouns** ▪ **Nouns on sentence strips** ▪ **Common/Proper noun poster** ▪ **GP worksheets** ▪ **IP worksheets**	▪ SW write a paragraph using correct capitalization for common and proper nouns (at least 4 of each)	▪
Unit 1, Day 17 of 24	L.5.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	**Do Now:** **Grammar:** Contractions **Writing:**	▪ SWBAT identify the proper contraction to combine a pair of words; inserting the apostrophe in the proper place ▪ SWBAT write contractions putting the apostrophe in the proper place	▪	▪ **Do now** ▪ **Contractions poster** ▪ **Guided Practice for Document Camera** ▪ **Guided Practice: Handouts** ▪ **Independent Practice: Handouts**	▪ SW write a paragraph that correctly uses contractions with correctly placed apostrophes	▪
Unit 1, Day 18 of 24	L.5.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	**Do Now:** **Grammar:** Contractions **Writing:**	▪ SWBAT identify the proper contraction to combine a pair of words; inserting the apostrophe in the proper place ▪ SWBAT write contractions putting the apostrophe in the proper place	▪	▪ **Do now** ▪ **Contractions poster** ▪ **Guided Practice for Document Camera** ▪ **Guided Practice: Handouts**	▪ SW write a paragraph that correctly uses contractions with correctly placed apostrophes	▪

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Unit / Day	Common Core Standard	Topic	Grammar Obj.	Writing Obj.	Materials	Assessment	Books
					▪ **Independent Practice: Handouts**		
Unit 1, Day 19 of 24	W.4.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Use dialogue and description to develop experiences and events or show the responses of characters to situations.	**Do Now:** Compound Sentences **Grammar:** **Writing:** Thoughtshot		▪ SWBAT define Show, Don't Tell as a writer's technique that shows information about a character through feelings, dialogue, character actions, and thoughtshots ▪ SWBAT apply knowledge that a "thoughtshot" is the character's thoughts that reveal information about the plot or character's emotions. ▪ SWBAT write a thought-shot	▪ **Snapshot sentence strips** ▪ **Paragraph planner for overhead** ▪ **Prompt for overhead** ▪ **S paragraph paper GP** ▪ **S paragraph paper IP** ▪ **Grammar Do Now (Compound Sentences)**	▪ SW write a paragraph that includes a thoughtshot	▪
Unit 1, Day 20 of 24	W.4.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Use dialogue and description to develop experiences and events or show the responses of	**Do Now:** Compound Sentences **Grammar:** **Writing:** Thoughtshot		▪ SWBAT infuse a thought shot into writing to help reveal information about the plot or character's emotions **Reinforced Objectives:** ▪ SWBAT define Show, Don't Tell as a writer's technique that shows information about a character through feelings, dialogue, character actions, and thought shots	▪ **Snapshot sentence strips** ▪ **Paragraph planner for overhead** ▪ **Prompt for overhead** ▪ **S paragraph paper GP** ▪ **S paragraph paper IP**	▪ SW write a paragraph to include two thoughtshots	▪

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Unit / Day	Common Core Standard	Topic	Grammar Obj.	Writing Obj.	Materials	Assessment	Books
	characters to situations.			▪ SWBAT apply knowledge that a "thought shot" is the character's thoughts that reveal information about the plot or character's emotions. ▪ SWBAT write a thought-shot	▪ **Grammar Do Now (Compound Sentences)**		
Unit 1, Day 21 of 24	W.4.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. • Use dialogue and description to develop experiences and events or show the responses of characters to situations.	**Do Now:** Thoughtshot **Grammar:** **Writing:** Show-Don't-Tell character feeling		▪ SWBAT define Show, Don't Tell as a writer's technique that shows information about a character through feelings, dialogue, character actions, and thoughtshot ▪ SWBAT define Show, Don't Tell as a writer's technique that shows how a characters feelings/emotions by showing their actions. ▪ SWBAT to identify the action caused by particular feelings/emotions. ▪ SWBAT write a short story using Show, Don't Tell.	▪ **Do Now – Thoughtshots** ▪ **Show Don't Tell Poster** ▪ **Chart Paper – Enraged** ▪ **Chart Paper- Bewildered** ▪ **Chart Paper- Relieved** ▪ **S Brainstorm Papers**	▪ SW write a paragraph about being ecstatic and use show-don't-tell character feeling	▪
Unit 1, Day 22 of 24	W.4.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details,	**Do Now:** **Grammar:** **Writing:** Show-Don't-Tell character action		▪ SWBAT define Show, Don't Tell as a writer's technique that shows information about a character through feelings, dialogue, character actions, and	▪ **Show, Don't Tell Poster** ▪ **S Brainstorm Reading** ▪ **Chart Paper: Reading** ▪ **S Brainstorm**	▪ SW write a paragraph using at least 3 examples of show-don't-tell character action	▪

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Unit / Day	Common Core Standard	Topic	Grammar Obj.	Writing Obj.	Materials	Assessment	Books
	and clear event sequences. • Use dialogue and description to develop experiences and events or show the responses of characters to situations.			thoughtshot ▪ SWBAT define describing character actions as a form of Show, Don't Tell that provides information about a character's movements. ▪ SWBAT apply knowledge that character action is a form of Show, Don't Tell that provides information about a character's movements.	**Riding a Rollercoaster** ▪ **Chart Paper Riding a Rollercoaster** ▪ **S Brainstorm Baking a cake** ▪ **Chart Paper: Baking a cake**		
Unit 1, Day 23 24	W.4.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. • Use dialogue and description to develop experiences and events or show the responses of characters to situations.	**Do Now:** Write a paragraph using show-don't-tell to show someone is curious, not tell **Grammar:** **Writing:** Show-Don't-Tell character feeling		▪ SWBAT define Show, Don't Tell as a writer's technique that shows information about a character through feelings, dialogue, character actions, and thoughtshot ▪ SWBAT define Show, Don't Tell as a writer's technique that shows how a characters feelings/emotions by showing their actions. ▪ SWBAT to identify the action caused by particular feelings/emotions. ▪ SWBAT define describing character actions as a form of Show, Don't Tell that provides information	▪ **Show, Don't Tell Poster** ▪ **S Brainstorm Paper Talent Show** ▪ **Chart Paper: Talent Show** ▪ **S Brainstorm Paper Mortified** ▪ **Chart Paper: Mortified** ▪ **GP** ▪ **IP packet with brainstorm pages and writing paper**	▪ SW write a paragraph for someone who is running a race and feels exhausted by using show-don't-tell character action and character feeling	▪

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Unit / Day	Common Core Standard	Topic	Grammar Obj.	Writing Obj.	Materials	Assessment	Books
				about a character's movements. ▪ SWBAT apply knowledge that character action is a form of Show, Don't Tell that provides information about a character's movements. ▪ SWBAT write a short story using Show, Don't Tell.			
Unit 1, Day 24 of 24	W.4.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	**Do Now:** **Grammar:** **Writing: First Person Narrative** style prompt		▪ SWBAT create a graphic organized based on an first person narrative writing prompt ▪ SWBAT write an first person narrative essay ▪ SWBAT use an editing checklist to edit and revise their work	▪ **First Person Narrative Style diagnostic writing paper packet**	▪ Diagnostic First person narrative Writing Prompt ▪ *TW grade on the rubric to compare with the diagnostic essay from day 1* ▪ *This essay will be used to form curriculum decisions in future units around first person narrative essays*	▪

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Unit / Day	Common Core Standard	Topic	Grammar Obj.	Writing Obj.	Materials	Assessment	Books
Days: 6	**Unit 2: Triple RACCE (Narrative and Informational Writing)** **2013 Common Core Standards** **Writing Standards** **W.4.2.** Write informative/first person narrative texts to examine a topic and convey ideas and information clearly. • Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. • Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. • Link ideas within categories of information using words and phrases (e.g., *another*, *for example*, *also*, *because*). • Use precise language and domain-specific vocabulary to inform about or explain the topic **Language Standards** • **L.4.1**. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. o Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. • **L.4.2**. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. o Use correct capitalization						
Unit 2, Day 1 of 6	**W.4.2.** Write informative/first person narrative texts to examine a topic and convey ideas and information clearly.	**Writing:** Model Read and Annotate for Evidence	▪ N/A	▪ SWBAT read a narrative and informational text about the same topic and create a plan to answer a critical thinking written response ▪ SWBAT identify four pieces of text evidence to use as supporting evidence in a written response by annotating their texts.	▪ **Narrative Text (Teacher version)** ▪ **Informational Text (teacher version)**	▪ TW model reading two texts to find evidence to support a critical thinking question on a topic ▪ TW model creating a written brainstorming plan	▪
Unit 2,	**W.4.2.** Write	**Writing:**	▪ N/A	▪ SWBAT read a narrative	▪ **Narrative Text**	▪ SW read and identify evidence	▪

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Unit / Day	Common Core Standard	Topic	Grammar Obj.	Writing Obj.	Materials	Assessment	Books
Day 2 of 6	informative/first person narrative texts to examine a topic and convey ideas and information clearly.	Independent Practice: Read and Annotate for Evidence		and informational text about the same topic and create a plan to answer a critical thinking written response ▪ SWBAT identify four pieces of text evidence to use as supporting evidence in a written response by annotating their texts.	**(Teacher version)** ▪ **Informational Text (teacher version)** ▪ **Narrative Text (student version)** ▪ **Informational Text (Student version**	to support their thinking ▪ SW create an argument to support in their pre-plan	
Unit 2, Day 3 of 6	**W.4.2.** Write informative/first person narrative texts to examine a topic and convey ideas and information clearly.	**Writing:** Model and Practice Writing Thesis and Paragraphs 1 and 2	▪ N/A	▪ SBWAT create a thesis statement to a critical thinking question that requires evidence from two texts ▪ SWBAT write a response using evidence from an informational text to support a thesis statement	▪ **Narrative Text (Teacher version)** ▪ **Informational Text (teacher version)** ▪ **Narrative Text (student version)** ▪ **Informational Text (Student version**	▪ TW model writing thesis statement ▪ SW write thesis statement ▪ TW model first and second supporting evidence paragraph ▪ SW write a first and second supporting evidence paragraph	▪
Unit 2, Day 4 of 6	**W.4.2.** Write informative/first person narrative texts to examine a topic and convey ideas and information clearly.	**Do Now:** SW finish writing from previous day **Writing:** Model and Practice Writing Paragraph 3 (Conclusion)	N/A	▪ SWBAT write a conclusion statement that effectively supports the key points stated in the first two paragraphs.	▪ **Narrative Text (student version)** ▪ **Informational Text (Student version**	▪ TW model writing a conclusion statement ▪ SW write a conclusion statement	
Unit 2, Day 5 of 6	**W.4.2.** Write informative/first person	**Writing:** Practice Writing using Triple RACCE	N/A	▪ SWBAT write a response to a critical thinking question using evidence	▪ **Narrative Text (student version)**	▪ SW write a Triple RACE response to a narrative and informational text	▪

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Unit/ Day	Common Core Standard	Topic	Grammar Obj.	Writing Obj.	Materials	Assessment	Books
	narrative texts to examine a topic and convey ideas and information clearly.			from a narrative and informational text.	▪ **Informational Text (Student version**		
Unit 2, Day 6 of 6	**W.4.2.** Write informative/first person narrative texts to examine a topic and convey ideas and information clearly.	**Writing:** Practice Writing using Triple RACCE	▪ N/A	▪ SWBAT write a response to a critical thinking question using evidence from a narrative and informational text.	▪ **Narrative Text (student version)** ▪ **Informational Text (Student version**	▪ SW write a Triple RACE response to a narrative and informational text	

Days in Unit: 24 Days	**Unit 3: Narrative/Speculative Essays** **Realistic and Fantasy stories** **2012 Common Core Standards** **Writing Standards** **W.4.3.** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. • Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. • Use dialogue and description to develop experiences and events or show the responses of characters to situations. • Use a variety of transitional words and phrases to manage the sequence of events. • Use concrete words and phrases and sensory details to convey experiences and events precisely. • Provide a conclusion that follows from the narrated experiences or events.

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Unit / Day	Common Core Standard	Topic	Grammar Obj.	Writing Obj.	Materials	Assessment	Books
	Language Standards • **L.4.1**. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. o Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. • **L.4.2**. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. o Use correct capitalization						
Unit / Day	**CCSS**	**Topic**	**Grammar Obj.**	**Writing Obj.**	**Materials**	**Assessment**	**Books**
Day 1 of 24	CCSS.ELA-Literacy.L.5.1d Recognize and correct inappropriate shifts in verb tense.*	**Do Now:** Editing sentences to have more descriptive verbs **Grammar:** Verb Tense- Irregular Past Tense Verbs **Writing:**	▪ SWBAT edit sentences to include the correct form of an irregular past tense verb ▪ SWBAT write a paragraph using at least 5 irregular past tense verbs		▪ **Do Now** ▪ **GP worksheets** ▪ **IP worksheets** ▪ **Chart Paper**	▪ SW complete sentences using irregular verbs and use the correct form of irregular verbs ▪ SW write a paragraph that includes the use of at least 5 irregular verbs in their correct past tense form	▪
Day 2 of 24	CCSS.ELA-Literacy.L.5.1c Use verb tense to convey various times, sequences, states, and conditions.	**Do Now:** Sentence Fragments **Grammar:** Descriptive Verbs **Writing:**	▪ SWBAT revise sentences to include more descriptive verbs ▪ SWBAT write a paragraph with 8 descriptive verbs	▪	▪ **Do Now** ▪ **Chart paper** ▪ **Sentence Strip** ▪ **GP worksheets** ▪ **IP worksheets**	▪ SW edit sentences to include more descriptive verbs (change run to dashed) ▪ SW write a paragraph that includes at least 8 verbs that create a visualization for the reader	▪
Day 3 of 24	W.4.3. Write narratives to develop real or imagined	**Do Now:** **Grammar:**		▪ SWBAT use an third person narrative style prompt to fill out a STORY map based off of	▪ **Speculative Prompt** ▪ **STORY planning map**	▪	▪

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Unit / Day	Common Core Standard	Topic	Grammar Obj.	Writing Obj.	Materials	Assessment	Books
	experiences or events using effective technique, descriptive details, and clear event sequences.	**Writing:** Introduction to Speculative Writing		a speculative prompt ▪ SWBAT create a STORY map that addresses each topic of a third person narrative prompt			
Day 4 of 24	W.4.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	**Do Now:** **Grammar:** **Writing:** How to write a strong introduction to Speculative Writing		▪ SWBAT write a snapshot in the introduction paragraph to describe the setting ▪ SWBAT use their STORY map to write their introduction	▪ **Do Now** ▪ **Speculative Prompt (Cousin)** ▪ **Speculative prompt (girl with sleepover)** ▪ **STORY planning map** ▪ **Speculative introduction checklist poster**	▪ SW write a catchy opening that includes a snapshot to set the scene using the setting presented in a third person narrative style prompt ▪ The scene must be based on clues from the prompt ▪ Use show-don't-tell five senses to create strong visualization (SW use at least 3 senses)	▪
Day 5 of 24	W.4.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	**Do Now:** Possessive Nouns **Grammar:** **Writing:** Strong Introductions to Speculative Writing		▪ SWBAT write a catchy introduction paragraph based off of an third person narrative style prompt	▪ **Do Now** ▪ **Speculative Prompt (Friend who's sad)** ▪ **Speculative Prompt (Girl coming home, door ajar)** ▪ **Speculative Prompt (Last day of school)** ▪ **STORY planning map** ▪ **Speculative**	▪ SW write an introduction to two prompts that include the following - Setting Snapshot - Thoughtshot - Dialogue	▪

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Unit / Day	Common Core Standard	Topic	Grammar Obj.	Writing Obj.	Materials	Assessment	Books
					introduction checklist		
Day 6 of 24	CCSS.ELA-Literacy.W.4.3b Use dialogue and description to develop experiences and events or show the responses of characters to situations.	**Do Now:** **Grammar:** Dialogue Rules **Writing:**	▪ SWBAT edit dialogue for comma, punctuation, and quotation placement	▪ SWBAT write dialogue with correct comma, punctuation, and quotation usage	▪ **Dialogue Rules poster** ▪ **Mentor Text for dialogue within a story (included in the plan)** ▪ **GP worksheet** ▪ **IP worksheet**	▪ SW read examples of dialogue and correctly insert commas, punctuation, and quotation marks. ▪ SW write a paragraph that includes one character speaking and use correctly placed commas, punctuation, and quotation marks	▪
Unit 5, Day 7 of 24	CCSS.ELA-Literacy.W.4.3b Use dialogue and description to develop experiences and events or show the responses of characters to situations.	**Do Now:** **Grammar:** Dialogue Rules **Writing:**	▪ SWBAT edit dialogue for comma, punctuation, and quotation placement	▪ SWBAT write a conversation between two characters using correct comma, punctuation, and quotation placement	▪ **Dialogue Rules Poster** ▪ **GP worksheet** ▪ **IP worksheet**	▪ SW write a scene between two characters that includes at least 7 examples of dialogue ▪ SW use correct placement for commas, punctuation, and quotation marks	▪
Unit 5, Day 8 of 24	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. Use dialogue and description to	**Do Now:** **Grammar:** **Writing:** Character Snapshot		▪ SWBAT write a character snapshot to describe how a character looks ▪ SWBAT revise paragraphs to include three sensory details that create a visual of the main character	▪ **Snow White and the Seven Dwarves** ▪ **Ramona's World** ▪ **Speculative Prompt (Friend who's sad)** ▪ **Speculative Prompt (Girl coming home, door ajar)** ▪ **Speculative**	▪ SW revise two introduction paragraphs to include a character snapshot of the main character ▪ SW use at least three sensory details to describe the main character	▪ **Snow White and the Seven Dwarves** ISBN-10: 1569871051 ISBN-13: 978-1569871058 ▪ **Ramona's World** ISBN-10: 0380732726 ISBN-13: 978-0380732722

Unit / Day	Common Core Standard	Topic	Grammar Obj.	Writing Obj.	Materials	Assessment	Books
	develop experiences and events or show the				**Prompt (Last day of school)** ▪ **STORY planning map** ▪ **Speculative introduction checklist**		
Day 9 of 24	W.4.3.A: Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. Use dialogue and description to develop experiences and events or show the responses of characters to situations.	**Do Now:** **Grammar:** **Writing:** Character Snapshot		▪ SWBAT write a character snapshot to describe how a character looks ▪ SWBAT revise paragraphs to include three sensory details that create a visual of the main character	▪ **Holiday Prompt** ▪ **Grocery Prompt**	▪ SW write two introduction paragraphs to include a character snapshot of the main character ▪ SW use at least three sensory details to describe the main character	
Day 10 of 24	CCSS.ELA-Literacy.W.4.3b Use dialogue and description to develop experiences and	**Do Now:** Editing marks- Dialogue Rules **Grammar:** Dialogue tags	▪ SWBAT write dialogue with correct comma, punctuation, and quotation usage	▪ SWBAT create dialogue tags that use strong adjective, adverbs, and verbs to create a visual of the talking characters actions	▪ **Do Now** ▪ **Dialogue Rules Poster** ▪ **Mentor Text (from Harry Potter)**	▪ SW revise given dialogue with stronger dialogue tags ▪ SW write a paragraph that includes three examples of a strong dialogue tag	▪ **Harry Potter** ISBN-10: 0439708184 ISBN-13: 978-0439708180

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Unit / Day	Common Core Standard	Topic	Grammar Obj.	Writing Obj.	Materials	Assessment	Books
	events or show the responses of characters to situations.	**Writing:**			**included in the plan** ▪ **GP worksheet** ▪ **IP worksheet**		
Day 11 of 24	CCSS.ELA-Literacy.L.4.5a Explain the meaning of simple similes and metaphors (e.g., *as pretty as a picture*) in context.	**Do Now:** **Grammar:** **Writing:** Similes and Metaphors		▪ SWBAT create similes that create a visual in the readers mind ▪ SWBAT infuse two similes into a paragraph ▪ SWBAT create metaphors that create a visual in the readers mind ▪ SWBAT infuse two metaphors into a paragraph	▪ **Simile Poster** ▪ **Chart Paper** ▪ **GP worksheet** ▪ **IP worksheet** ▪ **Metaphor Poster** ▪ **Chart paper** ▪ **GP worksheet** ▪ **IP worksheet**	SW write a paragraph that includes two similes that are purposeful and create a clear visual in the readers mind. SW write a paragraph that includes two metaphors that are purposeful and create a clear visual in the readers mind.	▪
Day 12 of 24	W.4.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	**Do Now:** **Grammar:** **Writing:** Problem Paragraphs		▪ SWBAT use their STORY map to write their problem paragraph ▪ Must introduce a secondary character ▪ Infuse Show, Don't Tell ▪ Characterization ▪ Strong problem that is not easily solved	▪ **STORY map** ▪ **GP prompt** ▪ **Independent Prompt**	TW write a model a problem paragraph SW write a problem paragraph	▪

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Unit / Day	Common Core Standard	Topic	Grammar Obj.	Writing Obj.	Materials	Assessment	Books
Day 13 of 24	W.4.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	**Do Now:** **Grammar:** **Writing:** Problem Paragraphs		▪ SWBAT use their STORY map to write their problem paragraph ▪ Must introduce a secondary character ▪ Infuse Show, Don't Tell ▪ Characterization ▪ Strong problem that is not easily solved	▪ **STORY map** ▪ **GP prompt** ▪ **Independent Prompt**	SW write two problem paragraphs to third person narrative style writing prompts.	▪
Day 14 of 24	W.4.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	**Do Now:** **Grammar:** **Writing:** Attempts to Resolve # 1		▪ SWBAT write an attempt to resolve paragraph ▪ SWBAT evaluate attempt to resolve paragraphs for creativity	▪ **Speculative Prompt (Friend who's sad)** ▪ **Speculative Prompt (Girl coming home, door ajar)** ▪ **STORY planning map**	▪ SW identify elements that create an interesting and engaging attempts to resolve paragraph by evaluating various examples ▪ SW write the attempt to resolve paragraph #1 that includes a thoughtshot and purposeful dialogue	▪
Day 15 of 24	W.4.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive	**Do Now:** **Grammar:** **Writing:** Review character action / Attempts to Resolve #2		▪ SWBAT write an attempt to resolve paragraph that infuses show-don't-tell character action ▪ SWBAT evaluate attempt to resolve paragraphs for creativity	▪ **Speculative Prompt (Friend who's sad)** ▪ **Speculative Prompt (Girl coming home, door ajar)** ▪ **STORY planning map**	▪ SW identify elements that create an interesting and engaging attempts to resolve paragraph by evaluating various examples ▪ SW write the attempt to resolve paragraph #1 that includes character action	▪

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Unit / Day	Common Core Standard	Topic	Grammar Obj.	Writing Obj.	Materials	Assessment	Books
	details, and clear event sequences.						
Day 16 of 24	**W.4.3.D** Use concrete words and phrases and sensory details to convey experiences and events precisely.	**Do Now:** **Grammar:** **Writing:** Hyperbole		▪ SWBAT define hyperbole as the use of exaggeration as a rhetorical device or figure of speech. It may be used to evoke strong feelings or to create a strong impression, but is not meant to be taken literally. ▪ SWBAT create sentences using hyperbole ▪ SWBAT write a paragraph and include hyperbole	▪ **Chart paper** ▪ **Hyperbole poster** ▪ **GP worksheet** ▪ **IP worksheet**	(SW write a paragraph that includes at least 3 examples of hyperbole to infuse humor	▪
Day 17 of 24	**W.4.3.D** Use concrete words and phrases and sensory details to convey experiences and events precisely.	**Do Now:** **Grammar:** **Writing:** Onomatopoeia		▪ SWBAT create sentences using onomatopoeia ▪ SWBAT write a paragraph and include onomatopoeia	▪ **Chart paper** ▪ **Onomatopoeia poster** ▪ **GP worksheet** ▪ **IP worksheet**	(76) SW write a paragraph that includes 2 correctly used examples of onomatopoeia	▪
Day 18 of 24	CCSS.ELA-Literacy.L.4.5a Explain the meaning of simple similes and metaphors (e.g., *as pretty as a picture*) in context.	**Do Now:** **Grammar:** **Writing:** Simile/Metaphor Review		▪	▪		▪

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Unit / Day	Common Core Standard	Topic	Grammar Obj.	Writing Obj.	Materials	Assessment	Books
Day 19 of 24		**Do Now:** **Grammar:** **Writing:** Idioms		▪ SWBAT create sentences using idioms ▪ SWBAT write a paragraph and include at least 2 idioms	▪ **Do Now** ▪ **Idioms on Chart paper** ▪ **Amelia Bedelia** ▪ **GP worksheets** ▪ **IP worksheets**	SW write a paragraph that includes at least 2 idioms with correct context SW infuse at least 1 idiom in dialogue	▪ **Amelia Bedelia** ISBN-10: 0064441555 ISBN-13: 978-0064441551
Day 20 of 24	W.4.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	**Do Now:** **Grammar:** **Writing:** Conclusion/End with a bang Including a thoughtshot/dialogue to show the lesson		▪ SWBAT write a conclusion paragraph that includes a theme or a lesson ▪ SWBAT use show-don't-tell thoughtshot or dialogue to infuse the theme or lesson	▪ **Speculative Prompt (Friend who's sad)** ▪ **Speculative Prompt (Girl coming home, door ajar)** ▪ **STORY planning map**	▪ SW write a conclusion paragraph for Speculative Prompt (Girl coming home, door ajar) that includes a thoughtshot or dialogue to show the theme/lesson	▪
Day 21and 22 of 24	**W.4.3.D** Use concrete words and phrases and sensory details to convey experiences and events precisely.	**Do Now:** **Grammar:** **Writing:** Figurative Language Review		▪ Students will review figurative language (Similes, Metaphors, Hyperbole, Idiom, Onomatopoeia) ▪ SWBAT infuse purposeful figurative language throughout a story ▪	▪ **Whiteboards** ▪ **Sample work from students** ▪ **S worksheets** ▪ **Colored Pencils**	▪ SW identify purposeful vs not purposeful figurative language used within writing. ▪ SW write short stories using multiple styles of figurative language in purposeful ways.	▪
Day 23 of 24	W.4.3. Write narratives to develop real or imagined experiences or events using effective	**Do Now:** **Grammar:** **Writing:** Timed Prompt practice		▪ SWBAT create a graphic organized based on an speculative writing prompt (THIRD PERSON NARRATIVE style) ▪ SWBAT write an speculative essay	▪ **THIRD PERSON NARRATIVE Style diagnostic prompt (fantasy) writing paper**	▪ Speculative (Fantasy) Writing Prompt ▪ SW write an entire essay which will include the following -Catchy opening -Explode the moment -Attempts to resolve 1/2 -End with a bang conclusion	▪

Unit / Day	Common Core Standard	Topic	Grammar Obj.	Writing Obj.	Materials	Assessment	Books
	technique, descriptive details, and clear event sequences.			▪ SWBAT use an editing checklist to edit and revise their work	**packet**	-Snapshot -Thoughtshot -Dialogue -Character Action -Character Feeling	
Day 24 of 24	W.4.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	**Do Now:** **Grammar:** **Writing:** Wall Assessment Prompt		▪ SWBAT create a graphic organized based on an speculative writing prompt (THIRD PERSON NARRATIVE style) ▪ SWBAT write an speculative essay ▪ SWBAT use an editing checklist to edit and revise their work	▪ **THIRD PERSON NARRATIVE Style diagnostic prompt (fantasy) writing paper packet**	▪ Speculative (Fantasy) Writing Prompt ▪ SW write an entire essay which will include the following -Catchy opening -Explode the moment -Attempts to resolve 1/2 -End with a bang conclusion -Snapshot -Thoughtshot -Dialogue -Character Action -Character Feeling	▪

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Unit / Day	Common Core Standard	Topic	Grammar Obj.	Writing Obj.	Materials	Assessment	Books
Days: 15	**Unit 4: Informative Writing (Topic Based Essay)** **2013 Common Core Standards** **Writing Standards** **W.4.2.** Write informative/**first person narrative** texts to examine a topic and convey ideas and information clearly. • Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. • Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. • Link ideas within categories of information using words and phrases (e.g., *another*, *for example*, *also*, *because*). • Use precise language and domain-specific vocabulary to inform about or explain the topic **Language Standards** • **L.4.1**. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. o Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. • **L.4.2**. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. o Use correct capitalization						
Unit 2, Day 1 of 15	CCSS.ELA-Literacy.L.4.1d Order adjectives within sentences according to conventional patterns (e.g., *a small red bag* rather than *a red small bag*).	**Do Now:** Editing worksheets **Grammar:** Adjectives **Writing:**	▪ SWBAT define adjectives as words that describe nouns or pronouns ▪ SWBAT identify that the suffix –er added to an adjectives creates a comparative adjective that compares two nouns ▪ SWBAT identify that the suffix –est added to an adjective creates a superlative adjectives that compares more than two	▪	▪ **Do Now** ▪ **Definitions of comparative and superlative adjectives** ▪ **Picture of Mrs. Hinton and sisters** ▪ **GP worksheets** ▪ **IP worksheets**	▪ SW use comparative and superlative adjectives in sentences	▪

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Unit / Day	Common Core Standard	Topic	Grammar Obj.	Writing Obj.	Materials	Assessment	Books
			nouns				
Unit 2, Day 2 of 15	CCSS.ELA-Literacy.L.4.1d Order adjectives within sentences according to conventional patterns (e.g., *a small red bag* rather than *a red small bag*).	**Do Now:** Sentence Revisions **Grammar:** Comparative and Superlative Adjectives **Writing:**	▪ SWBAT define adjectives as words that describe nouns or pronouns ▪ SWBAT identify that the suffix –er added to an adjectives creates a comparative adjective that compares two nouns ▪ SWBAT identify that the suffix –est added to an adjective creates a superlative adjectives that compares more than two nouns	▪	▪ **Adjective cards** ▪ **Do Now** ▪ **GP worksheets** ▪ **IP worksheets**	▪ SW write a paragraph about themselves using comparative and superlative adjectives	▪
Unit 2, Day 3 of 15	CCSS.ELA-Literacy.W.4.2 Write informative/first person narrative texts to examine a topic and convey ideas and information clearly.	**Do Now:** **Grammar:** **Writing:** Planning/ Introduce First person narrative Writing (5 paragraph topic based essay)		▪ SWBAT mark up a topic based first person narrative prompt and determine how to address each bullet ▪ SWBAT plan for a topic based essay using the flower plan ▪ SWBAT plan three supporting details that support a given topic	▪ **3 Model Essays** ▪ **Grow up Prompt** ▪ **Vacation Prompt** ▪ **Best Friend Prompt** ▪ **Flower Plan Poster** ▪ **Flower Plans**	▪ S will plan for Best Friend Prompt using the flower plan	▪
Unit 2, Day 4 of 15	CCSS.ELA-Literacy.W.4.2 Write informative/first person narrative texts to examine a topic and convey ideas and information clearly.	**Do Now:** **Grammar:** **Writing:** Catchy Opening – Hook/ Thesis First		▪ SWBAT plan for a topic based essay using the flower plan ▪ SWBAT plan three supporting details that support a given topic ▪ SWBAT write a catchy opening that includes a	▪ **3 Model Essays** ▪ **Grow up Prompt** ▪ **Vacation Prompt** ▪ **Best Friend Prompt**	▪ S will write catchy opening to vacation Prompt in partners	▪

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Unit / Day	Common Core Standard	Topic	Grammar Obj.	Writing Obj.	Materials	Assessment	Books
		person narrative Writing (5 paragraph topic based essay)		hook and a thesis statement	▪ **Flower Plan Poster** ▪ **Flower Plans**		
Unit 2, Day 5 of 15	CCSS.ELA-Literacy.W.4.2a Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.	**Do Now:** **Grammar:** **Writing:** Catchy Opening- Hook/ Thesis First person narrative Writing (5 paragraph topic based essay)		▪ SWBAT plan for a topic based essay using the flower plan ▪ SWBAT plan three supporting details that support a given topic ▪ SWBAT write a catchy opening that includes a hook and a thesis statement	▪ **Catchy Opening Chart** ▪ **Best Friend prompt** ▪ **Flower Plan Poster** ▪ **Flower Plans**	▪ SW write the catchy opening to the Best Friend Prompt	▪
Unit 2, Day 6 of 15	CCSS.ELA-Literacy.L.4.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	**Do Now:** Commas in dates **Grammar:** Commas to separate items in a series **Writing:**	• SWBAT insert commas in a list • SWBAT write sentences using commas appropriately to show a series or list of things	▪	▪ **Do Now** ▪ **Definition of a comma on chart paper** ▪ **Guided Practice worksheets** ▪ **Independent worksheets** ▪ **Handwriting reinforcement sheets**	SW complete a worksheet where they insert commas and where they insert items into a list	
Unit 2, Day 7 of 15	CCSS.ELA-Literacy.L.4.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when	**Do Now:** Combining Sentences **Grammar:** Commas after Yes and No **Writing:**	• SWBAT insert commas into a sentence when the sentence begins with *yes* or *no* • SWBAT write sentences using commas appropriately after *yes* and *no*	▪	▪ **Do Now** ▪ **Definition of a comma on chart paper** ▪ **Guided Practice worksheets** ▪ **Independent**	SW complete worksheets with interjections and correctly place commas after interjections	

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Unit / Day	Common Core Standard	Topic	Grammar Obj.	Writing Obj.	Materials	Assessment	Books
	writing.				**Practice worksheets**		
Unit 2, Day 8 of 15		**Do Now:** **Grammar:** **Writing:** Body Paragraph One: First person narrative Writing (5 paragraph topic based essay)		▪ SWBAT plan three supporting details that support a given topic ▪ SWBAT write body paragraph that includes a topic sentence and supporting details	▪ **3 Model Essays** ▪ **Grow up Prompt** ▪ **Vacation Prompt** ▪ **Best Friend Prompt** ▪ **Flower Plan Poster** ▪ **Flower Plans**	▪ S will write first body paragraph for Best Friend Prompt using details from the flower plan	▪
Unit 2, Day 9 of 15		**Do Now:** **Grammar:** **Writing:** Body Paragraph Two: First person narrative Writing (5 paragraph topic based essay)		▪ SWBAT plan three supporting details that support a given topic ▪ SWBAT write body paragraph that includes a topic sentence and supporting details	▪ **3 Model Essays** ▪ **Grow up Prompt** ▪ **Vacation Prompt** ▪ **Best Friend Prompt** ▪ **Flower Plan Poster** ▪ **Flower Plans**	▪ S will write second body paragraph for Best Friend Prompt using details from the flower plan	▪
Unit 2, Day 10 of 15		**Do Now:** **Grammar:** **Writing:** Body Paragraph Three: First person narrative Writing (5		▪ SWBAT plan three supporting details that support a given topic ▪ SWBAT write body paragraph that includes a topic sentence and supporting details	▪ **3 Model Essays** ▪ **Grow up Prompt** ▪ **Vacation Prompt** ▪ **Best Friend Prompt** ▪ **Flower Plan Poster**	▪ S will write first body paragraph for Best Friend Prompt using details from the flower plan	▪

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Unit / Day	Common Core Standard	Topic	Grammar Obj.	Writing Obj.	Materials	Assessment	Books
		paragraph topic based essay)			▪ **Flower Plans**		
Unit 2, Day 11 of 15		**Do Now:** Compound sentences **Grammar:** Direct Address **Writing:**	• SWBAT to define Direct Address as: Direct Address is when you use commas to enclose a noun, nouns or a noun phrase to set off the person or people being spoken to within the sentence. • SWBAT insert commas into a sentence to show direct address • SWBAT write sentences using commas appropriately to show direct address	▪	▪ **Do Now** ▪ **Definition of a comma on chart paper** ▪ **Guided Practice worksheets** ▪ **Independent worksheets**	SW complete IP worksheets and write sentences that include direct address	
Unit 2, Day 12 of 15		**Do Now:** **Grammar:** Commas to separate an introductory clause **Writing:**	• SWBAT define a comma as a punctuation mark used to separate parts in a sentence, such as a word, phrase, or items in a list • SWBAT identify introductory clauses and write sentences that use introductory clauses • SWBAT create a list of introductory clauses	▪	▪ **Paragraph for Model** ▪ **Paragraph for GP** ▪ **GP worksheets** ▪ **Writing paper for IP**	▪ SW write a paragraph that includes introductory clauses and transitions	▪
Unit 2, Day 13 of 15		**Do Now:**		▪ SWBAT write a clincher sentence that sums up an entire essay without	▪ **3 Model Essays** ▪ **Grow up**	▪ SW write a conclusion paragraph for Best Friend prompt	▪

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Unit / Day	Common Core Standard	Topic	Grammar Obj.	Writing Obj.	Materials	Assessment	Books
		Grammar: **Writing:** Conclusion Paragraph Three: First person narrative Writing (5 paragraph topic based essay)		listing details ▪ SWBAT write a conclusion paragraph that includes a topic sentence and supporting details	**Prompt** ▪ **Vacation Prompt** ▪ **Best Friend Prompt** ▪ **Flower Plan Poster** ▪ **Flower Plans**		
Unit 2, Day 14 of 15		**Do Now:** **Grammar:** **Writing:** Body Paragraph Three: First person narrative Writing (5 paragraph topic based essay)		▪ SWBAT mark up a topic based first person narrative prompt and determine how to address each bullet ▪ SWBAT plan for a topic based essay using the flower plan ▪ SWBAT plan three supporting details that support a given topic ▪ SWBAT write a topic based essay	▪ **Two prompts** ▪ **Flower Plan Poster** ▪ **Flower Plans**	▪ SW use the flower plan to write one topic based essay	▪
Unit 2, Day 15 of 15		**Do Now:** **Grammar:** **Writing:** First person narrative Writing (5 paragraph topic based essay)		▪ SWBAT create a graphic organized based on an first person narrative writing prompt (THIRD PERSON NARRATIVE style) ▪ SWBAT write an first person narrative essay ▪ SWBAT use an editing checklist to edit and revise their work	▪ **THIRD PERSON NARRATIVE Style diagnostic writing paper packet** ▪ **Flower Plans**	▪ Diagnostic First person narrative Writing Prompt ▪ *TW grade on the rubric* ▪ *This essay will be used to form curriculum decisions in future units around first person narrative essays*	▪

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Unit/ Day	Common Core Standard	Topic	Grammar Obj.	Writing Obj.	Materials	Assessment	Books

Days: 15

Unit 5: Informative Writing (Research Based)

2012 Common Core Standards

Writing Standards

W.4.2. Write **informative** texts to examine a topic and convey ideas and information clearly.

- Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
- Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
- Link ideas within categories of information using words and phrases (e.g., *another*, *for example*, *also*, *because*).
- Use precise language and domain-specific vocabulary to inform about or explain the topic.

Language Standards

- **L.4.3**. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
  - Choose words and phrases to convey ideas precisely.*
  - Choose punctuation for effect.*
  - Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).
- **L.4.6**. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., *wildlife, conservation,* and *endangered* when discussing animal preservation).

Unit/ Day	Common Core Standards	Topic	Grammar Obj.	Writing Obj.	Materials	Assessment	Books
Unit 4, Day 1 of 15		**Do Now:** **Grammar:** Inserting quotations/	▪ SWBAT use commas and quotation marks to mark direct speech and quotations from a text ▪ SWBAT insert	▪ SWBAT write a paragraph that includes a quotation/evidence	▪ **Informational Article** ▪ **Writing Packet** ▪ **Quotation Rules**	SW read a prewritten paragraph with evidence and correct commas/quotation marks	

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Unit / Day	Common Core Standard	Topic	Grammar Obj.	Writing Obj.	Materials	Assessment	Books
		evidence **Writing:**	quotations/evidence into a paragraph				
Unit 4, Day 2 of 15		**Do Now:** **Grammar:** Using commas and quotations to mark direct speech and quotations from text **Writing:**	▪ SWBAT use commas and quotation marks to mark direct speech and quotations from a text ▪ SWBAT insert quotations/evidence into a paragraph	▪ SWBAT write a paragraph that includes a quotation/evidence	▪ **Informational Article** ▪ **Writing Packet** ▪ **Quotation Rules**	SW practice writing a paragraph that quotes evidence by reading a prompt, reading an informational article, planning, and writing a paragraph with quoted evidence	
Unit 4, Day 3 of 15		**Do Now:** **Grammar:** **Writing: Plan/Research**		▪ SWBAT use the flower plan to organize information and evidence ▪ SWBAT identify correct evidence in reading passages ▪ SWBAT research a given topic and answer a topic that conveys information on a specific topic	▪ **Social Studies text book** ▪ **Articles on the three branches of government** ▪ **Writing Prompt** ▪ **Flower plan** ▪ **Writing Packet**	T and SW read various sources to fill out the flower plan with evidence and examples to include in their paper	▪ **Social Studies: New Jersey** ISBN-10: 0-328-52083-7 ISBN-13: 978-0-328-52083-1
Unit 4, Day 4 of 15		**Do Now:** **Grammar:** **Writing: Plan/Research (group information into paragraphs – flower plan)**		▪ SWBAT use the flower plan to organize information and evidence ▪ SWBAT identify correct evidence in reading passages ▪ SWBAT research a given topic and answer a topic that conveys information on a specific topic	▪ **Social Studies text book** ▪ **Articles on the three levels of government** ▪ **Writing Prompt** ▪ **Flower plan** ▪ **Writing Packet**	SW work in groups to fill out the flower plan and research the three levels of government	
Unit 4, Day 5 of 15		**Do Now:** **Grammar:**		▪ SWBAT write an introduction paragraph that includes a thesis statement with three	▪ **Flower plan for Three branches** ▪ **Flower plan for**	IP: SW write an introduction paragraph to the three levels of government essay	

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Unit / Day	Common Core Standard	Topic	Grammar Obj.	Writing Obj.	Materials	Assessment	Books
		Writing: Introduce a topic clearly (Topic sentence, introductory paragraph, thesis statement)		supporting details	**three levels** ▪ **Writing Prompt for three branches** ▪ **Writing Prompt for three levels**		
Unit 4, Day 6 of 15		**Do Now:** Correctly use incorrect words (your/you're) **Grammar:** Possessive Nouns **Writing:**	▪ SWBAT apply knowledge that an apostrophe used before the letter s shows ownership for a singular noun. ▪ SWBAT apply knowledge that an apostrophe used after the letter s shows ownership for a plural noun. ▪ SWBAT define an apostrophe as punctuation that takes place of a letter or letters or shows ownership.	▪	▪ **Do now** ▪ **Guided Practice** ▪ **Independent Practice** ▪ **Chart with nouns** ▪ **Posters for Possessive nouns**	SW write sentences that include correctly written possessive nouns	
Unit 4, Day 7 of 15		**Do Now:** Correctly use incorrect words (their/they're/there) **Grammar:** Possessive Nouns **Writing:**	▪ SWBAT apply knowledge that an apostrophe used after the letter s shows ownership for a plural noun. ▪ SWBAT define an apostrophe as punctuation that takes place of a letter or letters or shows ownership.		▪ **Do now** ▪ **Guided Practice** ▪ **Independent Practice** ▪ **Posters for Possessive nouns**	SW write a paragraph that include correctly written possessive nouns	
Unit 4, Day 8 of 15		**Do Now:** Correctly using incorrect words		▪ SWBAT write a body paragraph that supports and given topic and	▪ **Do Now** ▪ **Flower plan for three branches**	T and SW work together to write the second body paragraph	

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Unit / Day	Common Core Standard	Topic	Grammar Obj.	Writing Obj.	Materials	Assessment	Books
		your/you're and their/they're/there **Grammar:** **Writing:** Transition words between paragraphs/Body Paragraphs		provides evidence ▪ SWBAT quote evidence using commas and quotation marks	**of government** ▪ **Writing packet – three branches of government**	SW work in partners to write the third body paragraph	
Unit 4, Day 9 of 15		**Do Now:** Possessive Nouns **Grammar:** **Writing:** Body Paragraphs		▪ SWBAT write a body paragraph that supports and given topic and provides evidence ▪ SWBAT quote evidence using commas and quotation marks ▪	▪ **Do Now** ▪ **Flower plan for three levels of government** ▪ **Writing packet – three levels of government**	SW write body paragraphs for three levels of government essay	
Unit 4, Day 10 of 15		**Do Now:** Possessive Nouns **Grammar:** **Writing:** Conclusion paragraphs		▪ SWBAT write a conclusion paragraph that supports and given topic and provides evidence ▪ SWBAT sum up an essay by reviewing topics that have been discussed ▪	▪ **Do Now** ▪ **Flower plan – three branches of government** ▪ **Flower plan- three levels of government** ▪ **Writing packet three branches of government** ▪ **Writing packet three levels of government**	SW write the conclusion paragraph for three levels of government	
Unit 4, Day 11 of 15		**Do Now:** **Grammar:** Shifts in Verb Tense	▪ SWBAT identify sentences where subjects and verbs do not agree ▪ SWBAT edit sentences for correct subjects and verbs	▪	▪ **Rules Poster for subject/verb agreement** ▪ **GP worksheet**	SW write paragraph with correct subject/verb agreement	

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Unit / Day	Common Core Standard	Topic	Grammar Obj.	Writing Obj.	Materials	Assessment	Books
		Subject Verb agreement **Writing:**	▪ SWBAT write a paragraph with correct subject verb agreement		▪ **IP worksheets**		
Unit 4, Day 12 of 15		**Do Now:** **Grammar:** Contractions Review **Writing:**	▪ SWBAT identify the proper contraction to combine a pair of words; inserting the apostrophe in the proper place ▪ SWBAT write contractions putting the apostrophe in the proper place		▪ **Do now** ▪ **Contractions poster** ▪ **Guided Practice for Document Camera** ▪ **Guided Practice: Handouts** ▪ **Independent Practice: Handouts**	SW write a paragraph that includes at least 6 properly written contractions	
Unit 4, Day 13 of 15		**Do Now:** **Grammar:** **Writing: Research / Plan independent project**		▪ SWBAT plan and research for a given informational prompt ▪ SWBAT fill out a flower plan with correctly organized details and evidence	▪ **Flower plan** ▪ **Prompt** ▪ **Articles for research**	SW read informational articles and fill out the flower plan for their informational essay	
Unit 4, Day 14 of 15		**Do Now:** **Grammar:** **Writing: Begin independent project** **Introduction / Body paragraph**		▪ SWBAT write an introduction paragraph that includes a thesis statement ▪ SWBAT write body paragraphs that provide properly quoted evidence	▪ **Flower plan** ▪ **Prompt** ▪ **Articles for research**	SW begin working on their independent informational essay	

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Unit / Day	Common Core Standard	Topic	Grammar Obj.	Writing Obj.	Materials	Assessment	Books
Unit 4, Day 15 of 15		**Do Now:** **Grammar:** **Writing: Finish Independent project (Body paragraph / conclusion)**		▪ SWBAT write an conclusion paragraph that summarizes the main idea of an informational essay ▪ SWBAT write body paragraphs that provide properly quoted evidence	▪ **Flower plan** ▪ **Prompt** ▪ **Articles for research**	SW finish working on their independent informational essay	

Days:	**Unit 6: PARCC Writing** **Narrative STORY; Narrative Descriptive; Literary Analysis** **2012 Common Core Standards** **Writing Standards**

Unit / Day	Common Core Standards	Topic	Grammar Obj.	Writing Obj.	Materials	Assessment	Books
			▪	▪	▪		▪
			▪	▪	▪		▪
				▪			
				▪	▪		
					▪		
			▪	▪	▪	▪	▪
			▪	▪	▪		▪
			▪	▪	▪	▪	▪

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Unit / Day	Common Core Standard	Topic	Grammar Obj.	Writing Obj.	Materials	Assessment	Books
			▪	▪	▪		▪
			▪	▪	▪		▪

Days: 10

Unit 7: Persuasive Writing

2012 Common Core Standards

Writing Standards

W.4.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

- Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.
- Provide reasons that are supported by facts and details.
- Link opinion and reasons using words and phrases (e.g., f*or instance*, *in order to*, *in addition*).
- Provide a concluding statement or section related to the opinion presented.

Language Standards

- **L.4.1**. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
  - Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
- **L.4.2**. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
  - Use correct capitalization

Unit / Day	Common Core Standards	Topic	Grammar Obj.	Writing Obj.	Materials	Assessment	Books
Unit 3, Day 1 of 10		**Do Now:** Comparative and Superlative Adjectives	▪ SWBAT define relative pronouns and list examples ▪ SWBAT edit sentences with incorrect pronouns	▪	▪ **Do Now** ▪ **Chart Paper** ▪ **GP worksheets** ▪ **IP worksheets**	▪ SW write a paragraph and circle all of the relative pronouns	▪

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Unit / Day	Common Core Standard	Topic	Grammar Obj.	Writing Obj.	Materials	Assessment	Books
		Grammar: Relative Pronouns **Writing:**	▪ SWBAT write a paragraph with correct pronouns				
Unit 3, Day 2 of 10		**Do Now:** Comparative and Superlative Adjectives **Grammar:** Articles **Writing:**	▪ SWBAT define an article and list examples ▪ SWBAT edit sentences with incorrect or missing articles ▪ SWBAT write a paragraph with correct artciles	▪	▪ **Do Now** ▪ **Chart Paper** ▪ **GP worksheets** ▪ **IP worksheets**	▪ SW write a paragraph and circle all of the articles	▪
Unit 3, Day 3 of 10		**Do Now:** **Grammar:** **Writing:** Plan/Provide Facts that are supported by facts and details		▪ SWBAT form an opinion based off of facts from articles ▪ SWBAT create a plan that orders facts and details in a logical order	▪ **Flower Plan** ▪ **Two articles – pro/against uniforms**	T and SW fill out a graphic organizer for an opinion piece on school uniforms	
Unit 3, Day 4 of 10		**Do Now:** **Grammar:** **Writing:** Plan/Provide Facts that are supported by facts and details		▪ SWBAT form an opinion based off of facts from articles ▪ SWBAT create a plan that orders facts and details in a logical order	▪ **Flower Plan** ▪ **Flower plan from previous day** ▪ **Two articles pro/against keeping animals in zoos**	SW set up flower plan to write an opinion piece and plan their argument	▪ **Should There be Zoos?** ISBN-10: 1572558172 ISBN-13: 978-1572558175
Unit 3, Day 5 of 10		**Do Now:** **Grammar:**		▪ SWBAT write a thesis statement that supports a point of view	▪ **Flower plan for Uniforms** ▪ **Flower plan for**	SW complete introduction paragraph using checklist	

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Unit / Day	Common Core Standard	Topic	Grammar Obj.	Writing Obj.	Materials	Assessment	Books
		Writing: Forming a Thesis Statement		▪ SWBAT introduce a topic clearly and state an opinion	▪ **Zoo** ▪ **Articles** ▪ **Writing Packet GP** ▪ **Writing Packet IP**		
Unit 3, Day 6 of 10		**Do Now:** Capitalization/Punctuation Review **Grammar:** Prepositional Phrases **Writing:**	▪ SWBAT define prepositional phrases ▪ SWBAT use prepositional phrases in a sentence correctly ▪ SWBAT identify when a sentence is missing a prepositional phrase	▪	▪ **Do Now** ▪ **GP worksheets** ▪ **IP worksheets**	▪ SW write a paragraph and circle all of the prepositional phrases	▪
Unit 3, Day 7 of 10		**Do Now:** Capitalization Review **Grammar:** Prepositional Phrases **Writing:**	▪ SWBAT define prepositional phrases ▪ SWBAT use prepositional phrases in a sentence correctly ▪ SWBAT identify when a sentence is missing a prepositional phrase	▪	▪ **Do Now** ▪ **GP worksheets** ▪ **IP worksheets**	▪ SW write a paragraph and circle all of the prepositional phrases	▪
Unit 3, Day 8 of 10		**Do Now:** **Grammar:** **Writing: Linking opinions and reasons using words and phrases**	▪ SWBAT write body paragraphs that support thesis statement with evidence from a text ▪ SWBAT use transitional phrases throughout essay	▪	▪ **Flower plan – uniforms** ▪ **Flower plan-zoo** ▪ **Articles** ▪ **Writing packets**	▪ SW write body paragraphs for their essay on animals in a zoo	▪
Unit 3, Day 9 of		**Do Now:**	▪ SWBAT write conclusion paragraphs that supports	▪	▪ **Flower plan-uniforms**	▪ SW write conclusion paragraphs	▪

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Unit / Day	Common Core Standard	Topic	Grammar Obj.	Writing Obj.	Materials	Assessment	Books
10		**Grammar:** **Writing: Concluding statement**	argument from the essay ▪ SWBAT use transitional phrases throughout essay		▪ **Flower plan- zoo** ▪ **Articles** ▪ **Writing packet**		
Unit 3, Day 10 of 10		**Do Now:** **Grammar:** **Writing: Writing a Full Opinion Piece**	▪ SWBAT write an opinion essay based on a specific topic by including supporting details ▪ SWBAT write a thesis statement ▪ SWBAT include supporting details from outside sources	▪	▪ **Articles pro/against smoking in public places** ▪ **Writing packet** ▪ **Flower plan**	▪ SW write an opinion piece using model from week and flower plan on whether or not people should be able to smoke in public places	▪

Days: 8

Unit 8: Poetry

2012 Common Core Standards

Writing Standards

- **W.4.10**. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Language Standards

- **L.4.1**. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
  - Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
- **L.4.2**. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
  - Use correct capitalization

Unit / Day	CCCS	Topic	Grammar Obj.	Writing Obj.	Materials	Assessment	Books
Unit 10, Day 1 of 8		**Do Now:** Adjectives/ Adverbs		▪ SWBAT identify different forms of poetry	▪ **Various poems** ▪ **Posters**	SW work in partners to sort poems into styles SW identify preliminary	

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Unit / Day	Common Core Standard	Topic	Grammar Obj.	Writing Obj.	Materials	Assessment	Books
		Grammar: **Writing:** Intro to Poetry		▪ SWBAT sort a variety of poems into a specific style	▪ **Post-it notes** ▪ **definitions on sentence strips**	characteristics/rules of poems that can be adjusted as they learn more in subsequent lessons	
Unit 10, Day 2 of 8		**Do Now:** Adjectives/ Adverbs **Grammar:** **Writing:** Poetry Terms		▪ SWBAT identify where there are examples of poetry terms: alliteration, assonance, consonance, personification, etc. in specific poems by highlighting them within a given poem	▪ **Definitions:** **1. alliteration** **2. assonance** **3. stanza** **4. personification** ▪ **Poem (I Do)** ▪ **Poem (GP)** ▪ **Poem (IP)** ▪ **Colored pencils**	SW highlight examples of alliteration, assonance, stanza, personification, etc. in poem	
Unit 10, Day 3 of 8		**Do Now:** **Grammar:** **Writing:** Haikus		▪ SWBAT Count the number of syllables in words or phrases ▪ SWBAT write a haiku poem following the format and structure	▪ **Basho's poem/other haiku on chart paper** ▪ **Definition/characteristics on chart paper** ▪ **GP/IP packet**	SW write their own haikus about nature and evaluate their peers haiku based on syllable count and word choice	
Unit 10, Day 4 of 8		**Do Now:** **Grammar:** **Writing:** Limericks		▪ SWBAT Identify the rhyme and rhyme scheme within a limerick ▪ SWBAT write a limerick with a designated rhyme scheme.	▪ **Poster with definition/example** ▪ **Prewritten examples** ▪ **Chart paper to model limerick** ▪ **GP/IP packets**	SW write a limerick with a humorous punch line about a classmate	
Unit 10, Day 5 of		**Do Now:**		▪ SWBAT Identify the rhyme and rhyme scheme	▪ **Limerick Poster**	SW write three limericks with humorous punch lines about	

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Unit / Day	Common Core Standard	Topic	Grammar Obj.	Writing Obj.	Materials	Assessment	Books
8		**Grammar:** **Writing:** Limericks		within a poem ▪ SWBAT write a limerick with a designated rhyme scheme.	▪ **Limericks for Document Camera** ▪ **GP worksheets** ▪ **IP worksheets**	subjects that they choose	
Unit 10, Day 6 of 8		**Do Now:** **Grammar:** **Writing: Cinquains**		▪ SWBAT create a brainstorming list of words to use within a cinquain that describes a person, place, or thing ▪ SWBAT write a cinquain	▪ **Cinquain definition poster** ▪ **Characteristics poster** ▪ **Graphic organizer poster** ▪ **Chart paper for modeling** ▪ **GP / IP packet**	SW write a cinquain about a person, place, or thing that they choose	
Unit 10, Day 7 of 8		**Do Now:** **Grammar:** **Writing:** Diamond Poems		▪ SWBAT Identify the rhyme and rhyme scheme within a diamond poem ▪ SWBAT write a diamond poem	▪ **Diamond Poem Poster** ▪ **Diamond Poems for the Document Camera** ▪ **GP worksheets** ▪ **IP worksheets**	SW write a diamond poem about two opposites that they choose	
Unit 10, Day 8 of 8		**Do Now:** **Grammar:** **Writing:** Poetry Book		▪ SWBAT create a poetry book of original poems and illustrate	▪ **Poetry Book kits** ▪ **Colored Pencils** ▪ **Black pens**	SW create poetry books using the poems they have written during the IP portions of the poetry unit	

4th Grade Core Curriculum Plan
2015-2016

Days: 16

Unit 1: Our Country and Its Regions: US Geography
State Standards:

B. Geography, People, and the Environment

- 6.1.4.B.1: Compare and contrast information that can be found on different types of maps, and determine when the information may be useful.
- 6.1.4.B.2: Use physical and political maps to explain how the location and spatial relationship of places in New Jersey, the United States, and other areas, worldwide, have contributed to cultural diffusion and economic interdependence.
- 6.1.4.B.3: Explain how and when it is important to use digital geographic tools, political maps, and globes to measure distances and to determine time zones and locations using latitude and longitude.
- 6.1.4.B.4: Describe how landforms, climate and weather, and availability of resources have impacted where and how people live and work in different regions of New Jersey and the United States.
- 6.1.4.B.6: Compare and contrast characteristics of regions in the United States based on culture, economics, politics, and physical environment to understand the concept of regionalism.
- 6.1.4.B.10: Identify the major cities in New Jersey, the United States, and major world regions, and explain how maps, globes, and demographic tools can be used to understand tangible and intangible cultural differences.

Unit/ Day	Topic	Text	Media/ Hands On	Vocabulary	Objectives	Assessment
Day 1	Spotlight on New Jersey: Our State's Importance Beyond Its Borders	Article on New Jersey	▪	▪ Innovation ▪ Inspired	▪ SWBAT list and describe three facts about New Jersey's importance to the United States. ▪ SWBAT track the speaker, raise vertical hands, execute whiteboard procedures, pick up and put down pencils, turn and talk with partners, copy down notes, learn Social Studies chant, passing down and up papers, and share reading using control the game.	▪ Stop and Jot Questions of Reading ▪ Note-Taking ▪ OER
Day 2	Bodies of Water – Rivers and Lakes	The Water Cycle by Curtis Slepian pgs 13-15	http://www.youtube.com/watch?v=idQdYYIF4bQ	▪ River System ▪ Rivers ▪ Mouths ▪ Sources	▪ SWBAT define physical geography as the study of the surface of the Earth and its landforms and bodies of water. ▪ SWBAT explain how bodies of water	▪ Stop and Jot Questions ▪ Note-Taking ▪ Framing Video ▪ OER

				▪ Lakes ▪ Oceans	(rivers, oceans, lakes) are formed, structured, and connected.	
Day 3	Landforms – Mountains, Volcanoes	Science by MacMillan/McGraw-Hill pages 256, 262-263 http://www.geography4kids.com/files/earth_tectonics.html (has been incorporated into student packet)	http://www.youtube.com/watch?v=GYVS_Yh6dTk	▪ Mountains ▪ Plates ▪ Compression ▪ Faults ▪ Crust ▪ Volcanoes ▪ Lava ▪ Magma ▪ Eruption	▪ SWBAT explain that mountains are formed when plates push into each other or rub past each other. ▪ SWBAT explain how volcanoes erupt because of the movement of plates.	▪ Plates Video and Paired Text ▪ Stop and Jot Questions ▪ Note-Taking ▪ OER
Day 4	Physical Geography vs. Cultural Geography	http://www.netplaces.com/kids-geography/geography-is-fun/what-is-geography.htm http://www.edhelperblog.com/cgi-bin/vspec.cgi?FORMMODE=RC54_1652_1&QUICK=1	"Stock Footage – Eskimos in Alaska" - http://www.youtube.com/watch?v=tgke-YktKx0 (full video)	▪ Physical Geography ▪ Cultural Geography	▪ SWBAT differentiate between cultural geography as the study of the people of the Earth and physical geography as the study of the surface of the Earth. ▪ SWBAT evaluate texts for examples of physical and cultural geography.	▪ Read Text ▪ Stop and Jot Questions ▪ Application to Australia Text ▪ Note-Taking ▪ OER
Day 5	Cultural Geography Deep Dive and Summative Day	First Atlas, 102-107	Documentary on China: http://www.youtube.com/watch?v=J6IrkUvJxio	▪ Cultural Geography ▪ Physical Geography ▪ Rivers ▪ Culture ▪ Settlement	▪ SWBAT evaluate where people and civilizations decide to settle. ▪ SWBAT describe how landforms and bodies of water determine cultural traditions.	▪ Rapid Fire Review ▪ Short Documentary on China ▪ Reading on China ▪ Stop and Jot ▪ Note-Taking ▪ OER
Day 6	Map Features	Our Country and It's Regions- Geography Review Section- pages GH6- GH7 Mapping the Woods: Maps and Cartography Pages 6-11 (ReadingA-Z.com)	N/A	▪ Title ▪ Inset map ▪ Map key ▪ Map scale ▪ Locator ▪ Boundary line ▪ compass rose ▪ cardinal directions	▪ SWBAT identify and label the essential features of a map. ▪ SWBAT define and describe the essential features of a map and the information each provides on a variety of maps.	▪ Reading about Map Features ▪ Stop and Jot ▪ Note-Taking ▪ Analyzing Variety of Maps ▪ Written Map Report Based on Map Features

Day 7	Hemispheres	Student Atlas, page 30 http://www.socialstudiesforkids.com/articles/geography/equatorprimemeridian.htm (article has been saved into lesson plan)	http://www.youutube.com/watch?v=DYwA_8qMt9I	▪ Hemispheres ▪ Northern Hemisphere ▪ Southern Hemisphere ▪ Eastern Hemisphere ▪ Western Hemisphere ▪ Equator ▪ Prime Meridian	▪ SWBAT label the 4 hemispheres, equator, and prime meridian on a flat map and a 2-D globe. ▪ SWBAT identify, locate, and label countries in each hemisphere.	▪ Readings ▪ Stop and Jot ▪ Note-Taking and Video ▪ Labeling Hemispheres ▪ Labeling Countries
Day 8	Latitude and Longitude	http://www.socialstudiesforkids.com/articles/geography/latitudelongitude.htm (article has been saved in the lesson plan)	http://www.abcya.com/latitude_and_longitude_practice.htm http://www.youutube.com/watch?v=swKBi6hHHMA	▪ Global Grid ▪ Coordinates ▪ Degrees ▪ Latitude ▪ Longitude	▪ SWBAT identify that latitude and longitude are a system for finding the exact locations of places on earth. ▪ SWBAT label the locations of places with the coordinates of longitude and latitude with the correct degrees. ▪ SWBAT locate various locations using coordinates of latitude and longitude.	▪ Interactive Locating Game ▪ Read Text ▪ Stop and Jot ▪ Note-Taking and Video ▪ Locating and Labeling
Day 9	US Regions: Physical Features of the *Northeast!*	SF, Regions, Unit 2, 105-108, 115	http://www.youutube.com/watch?v=rnPEtwQtmGQ	▪ region ▪ Niagara Falls ▪ Northeast Coastline ▪ Hydroelectricity ▪ Appalachian Mountain Range ▪ Minerals	▪ SWBAT identify the natural features (Niagara Falls, the Appalachian Mountain System, Northeast Coastline) of the Northeast region. ▪ SWBAT evaluate how certain natural features and resources affect the people of the Northeast region.	▪ Reading ▪ Stop and Jot ▪ Note-Taking ▪ OER
Day 10	Create a Northeast Travel Guide	SF, Regions, Unit 2, 105-108, 115 Student Atlas, 52, 52, 64, 65, 66, 74, 75, 77, 83, 84, 90	N/A	▪ N/A	▪ SWBAT integrate information from previous readings and atlas information about the Northeast to create a travel guide.	▪ Reading ▪ Discussion ▪ Travel Guide Writing ▪ Share Out
Day 11	Physical Features of the USA	Our Country and Its Regions Textbook pgs 71-73	For inntro: http://www.youutube.com/watch?v=TBWU4A2PNH0 Landform Regions of the	▪ Appalachian Mountains ▪ Rocky Mountains ▪ Great Plains ▪ Atlantic Ocean ▪ Pacific Ocean ▪ Great Lakes	▪ SWBAT identify, describe, locate, and label on a map 3 different landforms in the US: Appalachian Mountains, Rocky Mountains, and the Great Plains. ▪ SWBAT identify, describe, locate, and label on a map 5 different bodies of water in the US: Atlantic Ocean, Pacific Ocean, Great Lakes, the Mississippi River, and	▪ Reading ▪ Stop and Jot ▪ Note-Taking ▪ Map Labeling ▪ Written Responses

			United States, Interactive Map, http://www.eduplace.com/kids/socsci/books/applications/imaps/maps/g2_u2/	▪ Mississippi River ▪ Gulf of Mexico	Gulf of Mexico.	
Day 12	Elevation, Topographic and Relief Maps	Mapping the Woods: Maps and Cartography Pages 14-15 (ReadingA-Z.com)	http://www.youtube.com/watch?v=SymUFSwEm3c	▪ Elevation ▪ Topographic Maps ▪ Contour Lines ▪ Relief Map	▪ SWBAT read an elevation (colored, topographic, and contour) map and use it to describe the geography of different regions. ▪ SWBAT compare and contrast the elevations of different locations on maps.	▪ Reading ▪ Stop and Jot ▪ Note-Taking ▪ Video ▪ OER
Day 13	Our Country's Climate: rainfall, lake effect, and temperature	Our Country and Its Regions- Unit 2, pages 85-89 Datagraphic on page 89 of Our Country and Its Regions	N/A	▪ Precipitation ▪ Rain shadow ▪ Lake effect ▪ Tornado ▪ Hurricane	▪ SWBAT differentiate between climate (the pattern of weather over time) and weather (measure of precipitation, temperature, and wind at a specific time). ▪ SWBAT analyze diagrams, charts, and maps and draw conclusions about climate and weather patterns.	▪ Reading ▪ Stop and Jot ▪ Note-Taking ▪ Data Analysis ▪ OER
Day 14	Summative Day Research – Physical Features Impact on Climate and Culture	Student Atlas, 52, 52, 64, 65, 66, 74, 75, 77, 83, 84, 90	Kids Encyclopedia Brittanica Articles from KidsBrittanica.com (all articles have been saved in a pdf)	▪ Climate ▪ Culture ▪ Physical Feature	▪ SWBAT evaluate the impact of a state's physical features on its climate. ▪ SWBAT evaluate the impact of a state's physical features on its culture.	▪ Rapid Fire ▪ Investigation and Research ▪ Writing Informative Essay ▪ Group Debrief
Day 15	Unit Review	No Text	https://jeopardylabs.com/done/unit-1-challenge2	▪ No new vocab	▪ SWBAT recall and analyze concepts from the first 21 days of Social Studies.	▪ GP: SW play a Jeopardy game to review concepts from the unit.
Day 16	End of Unit Assessment	No Text	N/A	▪ No new vocab	▪ SWBAT score at least an 80% on the end of unit assessment on geography and government.	▪ IP: SW take an end of unit assessment.

Days:	**(Standard 5.1-Scientific Practices) Unit 2: Scientific Inquiry and the Scientific Method**

6	**NSES, Content Standard C (Grades 5-8)** • **Use outcomes of investigations to build and refine questions, models and explanations.** • **Use scientific facts, measurements, observations, and patterns in nature to build and critique scientific arguments.**					
Unit 2, Day 1	Introduction to the Scientific Method	Science in Reasoning Text (attached to plan)	http://www.brainpopjr.com/science/scienceskills/scientificmethod/zoom.weml	Scientific Method	▪ SWBAT identify that the scientific method is a series of steps to ask questions by making observations and doing experiments. ▪ SWBAT evaluate the importance of the scientific method in order to make accurate claims about scientific questions.	▪ SW name the purpose behind why scientists use the scientific method.
Unit 2, Day 2	Scientific Method (1. Ask a Question, 2. Form a Hypothesis)	Reasoning in Science (attached to plan)	Start of Experiment which will be on going. Needed for this lesson dirty pennies	Hypothesis Variable	▪ SWBAT identify that the scientific method is a series of steps that scientists use to ask and answer scientific questions by making observations and doing experiments. ▪ SWBAT identify the importance of the first two steps of the scientific method (1. Ask a Question; 2. Construct a hypothesis) ▪ SWBAT identify that a hypothesis is an educated guess or prediction that a scientist makes before completing an experiment. ▪ SWBAT create their own hypothesis.	▪ SW use question, "How to clean pennies?" as the scientific question needed to be solved for using the scientific method. ▪ SW create their own hypothesis for the question, "How to clean pennies?" ▪ SW be able to understand and apply the first two steps of the scientific method in order to answer multiple choice questions and practice writing their own scientific hypothesis to determine our whole class experiment.
Unit 2, Day 3	Scientific Method (3. Experiment)	Interactive Science grade 5 grade pages 13,14, 15, 18 (attached to plan)	Penny Lab Experiment: 6 non-shiny pennies for each group, 12 cups, Paper	Experiment Control	▪ SWBAT identify that the scientific method is a series of steps that scientists use to ask and answer scientific questions by making observations and doing experiments. ▪ SWBAT identify the importance of the third step completing an experiment. ▪ SWBAT identify experiment as steps scientists follow to test their hypothesis and either support or disprove it.	▪ SW use question, "How to clean pennies?" as the scientific question needed to be solved for using the scientific method. ▪ SW create their own experiment to test their hypothesis answering the

			towels Spoons, Vinegar, Salt, Cleaning wipes, Can of soda, Warm soapy water, Water at room temperature		▪ SWBAT create their own experiment to test the hypothesis they constructed yesterday in class.	question, "How to clean pennies?" ▪ SW be able to understand and apply the third step of the scientific method to answer multiple choice questions and write an experiment using the checklist to be sure to include on points of an experiment
Unit 2, Day 4	Scientific Method (4. Data)	Interactive Science grade 5 grade pages 21,22, 25 (attached to plan)	Continuation of previous days lab	Data	▪ SWBAT identify that the scientific method is a series of steps that scientists use to ask and answer scientific questions by making observations and doing experiments. ▪ SWBAT identify the importance of the fourth and fifth steps of the scientific method as being 5. Collecting Data ▪ SWBAT identify data as scientific or factual information. ▪ SWBAT analyze data from the class experiment.	▪ SW use question, "How to clean pennies?" as the scientific question needed to be solved for using the scientific method. ▪ SW collect and analyze data from the experiment completed yesterday in class. ▪ SW be able to understand and apply the fourth step of the scientific method to answer short answer questions.
Unit 2, Day 5	Scientific Method (5. Drawing Conclusions)	Interactive Science grade 5th grade pages 29-31 (attached to plan)	Continuation of lab	Conclusion	▪ SWBAT identify that the scientific method is a series of steps that scientists use to ask and answer scientific questions by making observations and doing experiments. ▪ SWBAT identify the importance of the fifth step of the scientific method, drawing	▪ SW use question, "How to clean pennies?" as the scientific question needed to be solved for using the scientific method.

					conclusions. ▪ SWBAT identify a conclusion as the solution or answer to the problem; what the scientist has learned about the problem through the experimentation. ▪ SWBAT draw conclusions on the experiment that was completed in class over the past week.	▪ SW draw conclusions based on the experiment that has been performed in class over the past few days. ▪ SW be able to understand the importance of the fifth step of the scientific method, drawing conclusions.
Unit 2, Day 6	Scientific Method: Experiment Day 1	N/A	6 ice cubes per group, 12 cups for variables: Warm water, Baking Soda, Vinegar, Salt, Sugar, Timer, Paper Towels, Water at room temperature	N/A	▪ SWBAT implement the steps of the scientific method in an experiment. ▪ SWBAT go through each step of the scientific method and understand why each step is important while following the procedure.	▪ Scholars are using the steps of the scientific method to follow the procedure of an experiment. ▪ Scholars will be working in lab partners to complete an experiment on their own.

Days: 12	**Unit 3: Life Science- Diversity of Life (Cells, Classification, Body Systems)** **Standard 5.3 Life Science- Organization and Development** **NSES, Content Standard C (Grades 5-8)** • **Living systems at all levels of organization demonstrate the complementary nature of structure and function.**

	• **All organisms are composed of cells.** • **The human organism has systems for digestion, respiration, reproduction, circulation, excretion, movement, control, and coordination, and for protection from disease.**

Unit/ Day	Topic	Resource	Media or Hands On	Vocabulary	Objectives	Assessment
Unit 3, Day 1	Introduction to Cells/Organisms	Article Attached to plan • NJASK Article • "Animal Cells and Life Processes" by Barbara A. Somervill pages 4 and 6	Shows size of cell http://www.cellsalive.com/howbig.htm http://www.youtube.com/watch?v=X6N82No4Nz8	▪ Organism ▪ Cell	▪ SWBAT identify that all living things are called organisms and made up of cells. ▪ SWBAT identify that cells are the building blocks of life. ▪ SWBAT identify the 5 characteristics that all living things share. ▪	▪ SW identify the definition of an organism. ▪ SW identify whether things are made up of cells (living) or not made up of cells (nonliving) ▪
Unit 3, Day 2	Multicellular and Unicellular	Science: A Closer Look Unit A, Chapter 1, 22-23 (Scanned copies)	http://www.youtube.com/watch?v=bnoIRNWKN6k	▪ Unicellular and Multicellular	▪ SWBAT identify the distinguishing features of both unicellular and multicellular organisms. ▪ SWBAT compare and contrast the characteristics and functions of unicellular and multicellular	▪ SW identify the definition of unicellular and multicellular. ▪ SW classify organisms as either unicellular or multicellular by looking at pictures and comparing the characteristics of each type of organism.
Unit3, Day 3	What are plants and animals composed of? (Cells and Organelles)	Article attached to plan	http://www.brainpop.com/science/cellularlifeandgenetics/cellstructures/	▪ Cell ▪ Organelle ▪ Plant Cell ▪ Animal Cell	▪ SWBAT identify that all living things are made up of cells ▪ SWBAT determine that cells have parts called organelles that the cell needs to function. ▪ SWBAT identify that plants and animals are composed of different cells.	▪ SW identify the definition of a cell. ▪ SW understand that importance of cells, being the building blocks of organisms. ▪ SW understand that cells make up living things, and there are different types of cells. ▪ SW identify that plants and animals are

						composed of different types of cells.
Unit 3, Day 4	Nucleus and Cytoplasm	"Animal Cells and Life Processes" by Barbara A. Somervill "Plant Cells and Life Processes" by Barbara A. Somervill (scanned copies)	https://www.youtube.com/watch?v=VJEfeXU3f24 (1:30-2:46)	▪ Nucleus ▪ Cytoplasm	▪ SWBAT identify and describe the organelle: nucleus and cytoplasm ▪ SWBAT determine the importance of these organelles.	▪ SW identify the definition of a nucleus and cytoplasm ▪ SW identify where in the cell these organelles are located. ▪ SW understand the certain functions of each organelle of cell. ▪ SW visualize and create an accurate diagram of a cell placing this organelle in the correct location.
Unit 3, Day 5	Cell Membrane and Osmosis/ Diffusion (Start of Egg Osmosis Experiment that will go through	Attached to plan (http://www.biguniverse.com/readkidsbooks/read/1558/looking-inside-cells)	https://www.youtube.com/watch?v=JShwXBWGMyY (Until 1:17) Start of Egg Osmosis Experiment: Eggs, Cups, Corn syrup, Rulers, String, Vinegar, water	Cell Membrane Osmosis Diffusion	▪ SWBAT identify and describe the organelles cell membrane ▪ SWBAT determine the importance of this organelle as it is the reason that osmosis and diffusion are allowed to happen. ▪ SWBAT complete an experiment that simulates how materials cross cell membranes. ▪ SWBAT analyze how the cell membrane allows materials in and out. ▪ SWBAT identify that osmosis is the process where water molecules move through membrane until the concentration on both sides is equal. (to be assessed again at the conclusion of the experiment)	▪ SW identify the definition of a cell membrane. ▪ SW identify where in the cell this organelles are located. ▪ SW understand the certain functions of each organelle of cell. ▪ SW visualize and create an accurate diagram of a cell placing this organelle in the correct location.
Unit 3, Day 6	Vacuole and Mitochondria	"Animal Cells and Life Processes" by Barbara A.	http://www.youtube.com/watch?v=	Vacuole Mitochondria	▪ SWBAT identify and describe the organelles vacuole and mitochondria. ▪ SWBAT determine the importance of these organelles.	▪ SW identify the definition of a vacuole and mitochondria. ▪ SW identify where in the

		Somervill "Plant Cells and Life Processes" by Barbara A. Somervill (scanned copies)	i8c5JcnFaJ0 (3:30-5:00) http://www.youtube.com/watch?v=evW93DtSoZY			cell these organelles are located. ▪ SW understand the certain functions of each organelle of cell. ▪ SW visualize and create an accurate diagram of a cell placing this organelle in the correct location.
Unit 3, Day 7	Extra Plant Cell Organelles	"Plant Cells and Life Processes" by Barbara A. Somervill (scanned copies)	▪ N/A	▪ Cell Wall ▪ Chloroplast ▪ Chlorophyll	▪ SWBAT identify and describe the organelles cell wall, chloroplast, and chlorophyll. ▪ SWBAT determine the importance of these organelles.	▪ SW make comparisons between the two types of cells and be able to distinguish the different organelles in both plant and animal cells. ▪ SW construct similes in order to compare the organelles in the cells to things in their own lives
Unit 3, Day 8	Cell Membrane/ Osmosis Experiment Completion	N/A	Completion of the experiment, no new materials required	Diffusion Osmosis	▪ SWBAT apply the steps of the scientific method and complete an experiment simulating the process in which materials cross cell membranes.	▪ SW explain the importance of osmosis in a cell and why the cell membrane allows this to happen. ▪ SW apply the steps of the scientific method and complete an experiment simulating the process in which materials cross cell membranes.
Unit 3, Day 9	Summative Day: Which organelle is the most important and why?	• I-pads	▪ N/A	▪ N/A	▪ SWBAT evaluate the function of each organelle. ▪ SWBAT write a persuasive writing essay to argue which organelle is the most essential	▪ SW argue which organelle is the most important to the function of a cell/organism.
Unit 3, Day 10	Review Day	N/A	▪ N/A	▪ No new vocab	▪ SWBAT recall and analyze concepts from the first 20 days of Social Studies.	▪ GP: SW play a Jeopardy game to review concepts from the year.
Unit 3, Day 11	Assessment for Unit 1 and 2	N/A	▪ N/A	▪ No new vocab	▪ SWBAT recall and analyze concepts from the first 20 days of Social Studies.	▪ GP: SW play a Jeopardy game to review concepts

						from the year.

Days: 17	Unit 4: Geography of New Jersey State Standards: **B. Geography, People, and the Environment** • 6.1.4.B.1: Compare and contrast information that can be found on different types of maps, and determine when the information may be useful. • 6.1.4.B.2: Use physical and political maps to explain how the location and spatial relationship of places in New Jersey, the United States, and other areas, worldwide, have contributed to cultural diffusion and economic interdependence. • 6.1.4.B.3: Explain how and when it is important to use digital geographic tools, political maps, and globes to measure distances and to determine time zones and locations using latitude and longitude. • 6.1.4.B.4: Describe how landforms, climate and weather, and availability of resources have impacted where and how people live and work in different regions of New Jersey and the United States. • 6.1.4.B.5: Describe how human interaction impacts the environment in New Jersey and the United States. • 6.1.4.B.6: Compare and contrast characteristics of regions in the United States based on culture, economics, politics, and physical environment to understand the concept of regionalism. • 6.1.4.B.7: Explain why some locations in New Jersey and the United States are more suited for settlement than others. • 6.1.4.B.8: Compare ways people choose to use and divide natural resources. • 6.1.4.B.9: Relate advances in science and technology to environmental concerns, and to actions taken to address them. • 6.1.4.B.10: Identify the major cities in New Jersey, the United States, and major world regions, and explain how maps, globes, and demographic tools can be used to understand tangible and intangible cultural differences. **C. Economics, Innovation, and Technology** • 6.1.4.C.14: Compare different regions of New Jersey to determine the role that geography, natural resources, climate, transportation, technology, and/or the labor force have played in economic opportunities. • 6.1.4.C.15: Describe how the development of different transportation systems impacted the economies of New Jersey and the United States. • 6.1.4.C.16: Explain how creativity and innovation resulted in scientific achievement and inventions in many cultures during different historical periods. • 6.1.4.C.17: Determine the role of science and technology in the transition from an agricultural society to an industrial society, and then to the information age. • 6.1.4.C.18: Explain how the development of communications systems has led to increased collaboration and the spread of ideas throughout the United States and the world.					
Unit/Day	**Topic**	**Resource**	**Media or Hands On**	**Vocabulary**	**Objectives**	**Assessment**
Unit 4, Day 1	Mid Atlantic Region/ Land	SF, Unit 1, pages 12-13	▪	▪ Mid Atlantic Region	▪ SWBAT identify 3 characteristics used to define the Mid Atlantic Region.	▪ INM: SW take notes on the characteristics of the

	Regions of New Jersey			▪ Atlantic Coastal Plain ▪ Jersey Shore ▪ Pinelands ▪ Central Corridor/Piedmont ▪ Highlands ▪ Appalachian Ridge and Valley	▪ SWBAT name, label, and describe the 4 regions within New Jersey: Atlantic Coastal Plain/Jersey Shore, the Pinelands, the Central Corridor/Piedmont, the Highlands, and then Appalachian Ridge and Valley.	Mid Atlantic Region and the 4 regions of NJ. ▪ GP: SW label a blank map of NJ with the region names and create an advertisement to attract people to New Jersey. ▪ IP: SW complete a worksheet that requires them to describe the Mid Atlantic Region and the 4 regions of NJ.
Unit 4, Day 2	Northwestern New Jersey and spotlight on the Appalachian Mountains	SF, Unit 2, pages 30-33 *elevation map on page 40*	▪	▪ Appalachian Ridge and Valley ▪ Appalachian Mountains ▪ Highland ▪ Northwestern New Jersey	▪ SWBAT locate the Appalachian Ridge and Valley region and the Highlands regions on a map of New Jersey. ▪ SWBAT list and describe the key natural and cultural features of the Appalachian Ridge and Valley (Appalachian Mountain System, Kittatinny Mountains, High Point State Park) and the Highlands (lakes, hills or ridges, recreational activities).	▪ INM: T and SW use a topographical map of New Jersey to show the difference in elevation between Northwest NJ and the rest of the state and take notes on the two regions and their key features. ▪ GP: SW create a travel map with partners that highlight the key features of the two regions. ▪ IP: SW complete a worksheet to locate and label a map of New Jersey and answer riddles about the key features of the two regions.
Unit 4, Day 3	Erosion Lab		▪	▪	▪	▪
Unit 4, Day 4	Weathering/Erosion and Glaciation	SF, Unit 2, pages 34 Geology: The Study of Rocks, by Susan H. Gray, pages 24-25	▪	▪ Glaciation ▪ Glaciers ▪ Weathering ▪ Erosion	▪ SWBAT define the processes of weathering, erosion, and glaciation and explain how they created the landforms in Northwest New Jersey. ▪ SWBAT compare and contrast the characteristics of weathering/erosion and glaciation.	▪ INM: SW watch videos of the processes and take notes on their characteristics. ▪ GP: TW lead S through a modeled demonstration of

	Add in an experiment day before or after this day so S get hands on with these topics					glaciation and weathering/erosion and SW make predictions and draw conclusions about the demonstration. ▪ IP: SW complete an independent practice worksheet to describe and explain the processes and compare and contrast them.
Unit 4, Day 5	Natural Resources: Renewable vs. Non-Renewable	SF, Unit 1, pages 20-23 and page 25	▪ Hands on separating materials into renewable and nonrenewable. TW select these materials	▪ Natural resource ▪ Mineral ▪ Renewable resource ▪ Erosion ▪ Nonrenewable resource ▪ Fossil fuel ▪ Environment ▪ Ecosystem	▪ SWBAT define natural resources and identify some of those found in New Jersey. ▪ SWBAT compare and contrast the nature and characteristics of renewable and non-renewable resources. ▪ SWBAT classify materials into renewable and nonrenewable based on characteristics.	▪ INM: SW take notes on natural resources and the differences between renewable and non-renewable resources and read about examples in NJ. ▪ GP: SW list renewable and non-renewable resources and prove that they belong in each category. SW classify a list of resources with partners into categories and prove why. ▪ IP: SW answer multiple choice questions and short answers about renewable and non-renewable resources.
Unit 4, Day 6	Central Corridor/Piedmont	SF, Unit 2, pages 36-37	▪	▪ Central Corridor/Piedmont ▪ Plateau ▪ Watchung Mountains ▪ Passaic River, Hackensack River, and Raritan River	▪ SWBAT describe the geography of the Central Corridor/Piedmont region as a region of plateaus with many large rivers. ▪ SWBAT identify and locate key features of the Central Corridor on a map: Watchung Mountains, Passaic River, and Raritan River.	▪ INM: SW analyze a map of the Central Corridor/Piedmont and identify its key features and take notes on its characteristics. SW analyze and draw conclusions about the relationship between the

						region's natural geography and human development. ▪ GP: SW label a map of the region with partners. ▪ IP: SW write a proposal to build a city in the Central Corridor, explaining why its geography is suited to urban settlement.
Day 7	Settlement of Cities	"Why do people settle in certain areas?" by Rebecca Burgess, http://www.studyzone.org/testprep/ss5/b/comsettlel.cfm	▪	▪ Settle ▪ Harbor ▪ Port ▪ Civilization ▪ Trade ▪ Society ▪ River Valley ▪ Fertile ▪ Crop	▪ SWBAT analyze the relationship between the bodies of water and human settlement of a place. ▪ SWBAT explain that bodies of water encourage human settlement because the water supports agriculture, transportation, and trade, all of which provide job opportunities in a community.	▪
Day 8	Transportation	New Jersey Transportation Systems (Kids Brittanica) http://kids.britannica.com/comptons/article-205469/New-Jersey	▪	▪ New Jersey Turnpike ▪ Garden State Parkway ▪ Newark Liberty International Airport ▪ Seaport ▪ Freight ▪ Transportation System	▪ SWBAT explain why New Jersey's population and key location influenced the development of large transportation systems. ▪ SWBAT determine the most efficient transportation route between places within and outside of New Jersey.	▪
Day 9	Population Density	Population Density article (adapted from Kids Britannica)	▪	▪ Population ▪ Land Area ▪ Population density	▪ SWBAT calculate the population density of an area by dividing the land area by the population. ▪ SWBAT analyze a population density map and draw conclusions about population density.	▪ INM: TW lead class through a paper clip experiment to understand the concept of population density. SW take notes on land area, population, and population density calculations.

						▪ GP: SW work with partners to answer questions about the population density within NJ and NJ's population density as compared to the rest of the nation based on data and maps. ▪ IP: SW answer questions independently about population density.
Day 10	Urban vs. Suburban Communities	Communities by Trista L. Pollard from EdHelper	▪	▪ Urban ▪ Suburban	▪ SWBAT compare and contrast urban and suburban communities. ▪ SWBAT draw conclusions about the interdependent relationship between urban and suburban areas in the Central Corridor/Piedmont.	▪ INM: SW read advertisements of urban and suburban communities in the Central Corridor and use them to describe the key characteristics of all urban and suburban communities by taking notes. ▪ GP: SW perform a simulation demonstrating why urban and suburban communities are linked. ▪ IP: SW complete a worksheet comparing and contrasting these communities and explain why they are important to each other.
Day 11	The Atlantic Coastal Plain	SF, Unit 1, pages 42-47	▪	▪ Atlantic Coastal Plain ▪ Inner Coastal Plain ▪ Outer Coastal Plain ▪ Atlantic City ▪ Cape May ▪ Jersey Shore ▪ Pinelands	▪ SWBAT identify and locate on a map the key geographical features of the Atlantic Coastal Plain, which includes the Outer Coastal Plain (Jersey Shore and Pinelands) and the Inner Coastal Plains (farmland and Delaware River Valley). ▪ SWBAT explain how the Atlantic Ocean and the Delaware River affect the	▪ INM: SW analyze a map of the Atlantic Coastal Plain to take notes on its geographical features. ▪ GP: SW draw connections between geography and natural and cultural outcomes

					environments of the Outer and Inner Coastal Plains.	by creating cause and effect charts with partners. ▪ IP: SW complete a worksheet labeling a map of the Atlantic Coastal Plain and explaining the region's cause and effect relationships.
Day 12	Tourism	Tourism article from Kids Britannica	▪	▪ Tourism ▪ Tourist ▪ Economy ▪ Economic development ▪ Employment	▪ SWBAT explain the economic impact of a region's geography on its people by promoting tourism. ▪ SWBAT explain the environmental impact of tourism on the natural environment of a region.	▪
Day 13	Agriculture and the Garden State	Article from NJ State Website About History of the Nickname	▪	▪ The Garden State ▪ Agriculture ▪ Production	▪ SWBAT explain the economic impact of a region's geography on its people by promoting agriculture. ▪ SWBAT evaluate why New Jersey is nicknamed the Garden State.	▪ INM: SW read text and analyze maps and data to take notes on why New Jersey has its nickname. ▪ GP: SW debate in groups whether NJ's nickname accurately describes the state's features. ▪ IP: SW write a persuasive written response evaluating New Jersey's nickname as an accurate description.
Day 14	Comparing the regions with an elevation map	SF, Unit 2- page 40	▪	▪ Elevation	▪ SWBAT analyze an elevation map. ▪ SWBAT compare the 4 regions of New Jersey with an elevation map and sequence them from highest to lowest. ▪ SWBAT identify and explain relationships among landforms and how they change the elevation of a region.	▪ INM: SW analyze an elevation map of New Jersey and take notes on the order of elevation of each region and the landforms each has. ▪ GP: SW work with

						partners to analyze elevation maps within New Jersey to predict the relationship between landforms and elevation. ▪ IP: SW complete a worksheet to analyze elevation maps and draw conclusions about landforms and elevation and sequence the regions of NJ by elevation.
Day 15	NJ Map Review	No text	▪	▪ Regions: Appalachian Ridge and Valley, Highlands, Central Corridor/Piedmont, Atlantic Coastal Plains ▪ Geographical features: Kittatinny Mountains, High Point, Jersey Shore, Pinelands, Delaware River, Hudson River, Passaic River ▪ Cities: Newark, Trenton, Atlantic City	▪ SWBAT locate and label the regions, important geographical features, and cities on a map of NJ. ▪ SWBAT name and describe 2 key features of each region of New Jersey. ▪ SWBAT analyze elevation, transportation, population density, and physical maps of NJ and draw a conclusion about the state from each map.	▪ INM: SW label a key features map of NJ. SW analyze four types of NJ Maps and draw a conclusion about each. ▪ GP: SW work with partners to make flashcards about the 2 key features of each region of NJ. SW play a whiteboard challenge to answer questions about the geography of NJ. ▪ IP: N/A
Day 16	Unit Review	No Text	▪	▪ No New Vocab	▪ SWBAT recall, analyze, synthesize, and evaluate geographical information about NJ to review for the end of unit assessment.	▪ GP: SW play a Jeopardy game to review concepts from the unit.
Day 17	End of Unit Assessment	No Text	▪	▪ No New Vocab	▪ SWBAT receive at least an 80% on the end of unit assessment by mastering material on NJ geography.	▪ Assessment

Days: 13	**Unit 5: Life Science- Diversity of Life (Cells, Classification, Body Systems)** **Standard 5.3 Life Science- Organization and Development** **NSES, Content Standard C (Grades 5-8)** • **Living systems at all levels of organization demonstrate the complementary nature of structure and function.** • **All organisms are composed of cells.** • **The human organism has systems for digestion, respiration, reproduction, circulation, excretion, movement, control, and coordination, and for protection from disease.**					
Unit/ Day	**Topic**	**Text**	**Media or Hands On**	**Vocabulary**	**Objectives**	**Assessment**
Unit 5, Day 1	How Organisms are Classified	Unit A, Chapter 1, pages 34-35	http://www.mensaforkids.org/lessons/kingdomanimalia/mfklessons-animalia-all.pdf	Classification Kingdom Species	▪ SWBAT describe kingdom and species. ▪ SWBAT identify the way organisms are classified: kingdom, phylum, class, order, family, genus and species. ▪ SWBAT evaluate the importance of classifying organisms in different groups.	• SW define kingdom and species. • SW identify why scientists classify organisms and the importance of this to allow scientists to understand and study organisms interactions. ▪ SW list the classification system that scientists use today.
Unit 5, Day 2	Classification System	Unit A, Chapter 1, Pages 34-35	N/A	Classification Kingdom Species	▪ SWBAT describe kingdom and species. ▪ SWBAT identify the way organisms are classified: kingdom, phylum, class, order, family, genus and species. ▪ SWBAT evaluate the importance of classifying organisms in different groups.	• SW define kingdom and species. • SW identify why scientists classify organisms and the importance of this to allow scientists to understand and study organisms interactions. • SW list the classification system that scientists use today.
Unit 5, Day 3	Animals:	Unit A, Chapter 1, Pages 36-37	▪ http://www.brainpopjr.com/science	▪ Invertebrates ▪ Vertebrates ▪ Fish	▪ SWBAT identify and describe the 2 main classifications for the animal kingdom: vertebrates and invertebrates.	▪ SW define invertebrate and vertebrate. ▪ SW distinguish the

			/animals/classifyinganimals/	▪ Amphibians ▪ Reptiles ▪ Birds ▪ Mammals	▪ SWBAT classify different animals into main categories based on distinguishing characteristics. ▪ SWBAT identify the five types of vertebrates and describe the characteristics they have in common. ▪	characteristics that differentiate the animal kingdom from other kingdoms ▪ SW use a Venn diagram to compare the two groups of the animal kingdom. Also within this diagram they will list examples within each group. ▪ SW name and describe the 5 types of vertebrates including at least one example of each type. ▪ SW name the characteristics that all animals share including what type of cells, how they move, get their food, etc.
Unit 5, Day 4	Plants	Unit A, chapter 1, pages 38-39	**Nonvascular plants** • http://www.watchknowlearn.org/Video.aspx?VideoID=20225&CategoryID=5857	• Vascular • Nonvascular	▪ SWBAT identify and describe the two main classifications for plants: nonvascular and vascular. ▪ SWBAT classify different plants into the 2 main categories based on distinguishing characteristics.	• SW define vascular and nonvascular. • SW distinguish the characteristics that differentiate the animal kingdom from other kingdoms ▪ SW use a Venn diagram to compare the two groups of the animal kingdom. Also within this diagram they will list examples within each group.
Unit 5, Day 5	Experiment Day	Celery in food coloring Planting seeds	•	•	▪	•
Unit 5, Day 6	Photosynthesis, Day 1	Readings attached to plan	http://www.brainpopjr.com/scie	▪ Photosynthesis	▪ SWBAT define photosynthesis ▪ SWBAT identify the components that are	• SW define photosynthesis

			nce/plants/parts ofaplant/		needed for a plant to go through the process of photosynthesis.	• SW identify three components of photosynthesis
Unit 5, Day 7	Animal Systems- Introduction to Animal Systems and the Skeletal System	Unit A, Chapter 1, pages 28 and 74	http://www.youtube.com/watch?v=8d-RBe8JBVs	▪ Organ ▪ Organ System ▪ Skeletal System	▪ SWBAT identify the levels of organization within the body of an animal, ▪ SWBAT identify the components and explain the main functions of the skeletal system.	▪ SW explain how cells are the essential part of all organ systems and the components that make up an organ system. ▪ SW identify the components of the skeletal system. ▪ SW name the two main functions of the skeletal system.
Unit 5, Day 8	Animal Systems- Muscular system and the Relationship between Skeletal and Muscular	Unit A, Chapter 1, Pages 74-75 Pages 34-35 in Big Book of Experiments for model of muscle and muscle tests- possibly for GP	▪ N/A	▪ Skeletal System ▪ Muscular System	▪ SWBAT identify and describe the main functions of and the relationship between both the skeletal and muscular systems. ▪ SWBAT analyze how the skeletal system and muscular system work together to produce movement.	▪ SW explain how cells are the essential part of all organ systems and the components that make up an organ system. ▪ SW identify the components of the skeletal system by labeling them on a diagram. ▪ SW name the two main functions of the skeletal system. ▪ Quick Lab Activity: SW model how the muscular system controls the skeletal system.
Unit5, Day 9	Animal Systems- Digestive and Excretory systems	Unit A, Chapter 1, Pages 76-77		Digestive System Excretory System	▪ SWBAT identify and describe the main functions of the digestive and excretory systems. ▪ SWBAT label the key parts of both the digestive and excretory systems.	▪ SW identify the components of the digestive and excretory systems by labeling them on a diagram. ▪ SW name the main functions of both the digestive and excretory systems. ▪ Read a Diagram: SW

						analyze how the placement of blood vessels is important to the function of organs. ▪ Quick Lab Activity: SW model the function of the nephrons in the kidneys.
Unit 5, Day 10	Animal Systems- Circulatory and Respiratory Systems	Unit A, Chapter 1, Interactive Science	http://www.brainpop.com/health/bodysystems/respiratorysystem/ http://www.brainpop.com/health/bodysystems/respiratorysystem/	Circulatory System Respiratory System	▪ SWBAT identify and describe the main functions of the respiratory and circulatory systems. ▪ SWBAT label the key parts of both the respiratory and circulatory systems.	▪ SW identify the components of the respiratory and circulatory systems by labeling them on a diagram. ▪ SW name the main functions of both the respiratory and circulatory systems.
Unit 5, Day 11	Animal Systems- Relationship between Circulatory and Respiratory Systems	Units A, Chapter 1, Pages 78-79	http://www.macmillanmh.com/science/2008/student/na/grade5/g5_ch1.html	Circulatory System Respiratory System	▪ SWBAT identify and describe the main functions of and the relationship between the respiratory and circulatory system.	▪ SW read a diagram and analyze the flow of blood in the heart and identify the process of how blood travels. ▪ SW describe the relationship between the respiratory and circulatory systems and the key components of each that work together that allow people to function. ▪ Read a diagram: SWBAT analyze the flow of blood in the heart and identify the process of how blood travels. *science in motion (page 79)* SW observe how circulatory and respiratory systems work

						together
Unit 5, Day 12	Animal Systems- Nervous System	Unit A, Chapter 1, Page 80	http://www.brainpop.com/health/bodysystems/nervoussystem/	Nervous System	▪ SWBAT identify and describe the main functions of the nervous. ▪ SWBAT label the key parts of nervous system.	▪ SW identify the components of the nervous by labeling them on a diagram. ▪ SW name the main functions of the nervous system.
Unit 5, Day 13	Summative Day: Nervous system is the control center of the body	N/A	http://www.kidsbiology.com/human_biology/ http://kids.discovery.com/tell-me/science/body-systems	N/A	▪ SWBAT identify how the nervous system is the control center of the body. ▪ SWBAT write an informative essay explaining how the nervous system controls the other organ systems of the body by giving 3 examples.	▪ SW do research (2 websites and their textbook) to explain how the nervous system is the control center of the body ▪ SW give 3 examples of how the nervous system controls the other organ systems in the body.
Unit 5, Day 13	Unit Review	N/A		N/A	▪	▪
Unit 5, Day 14	Assessment	N/A		N/A	▪	•

Days: 9	**(Standard 5.4- Earth Systems Science- Objects in the Universe)** **Unit 6: The Solar System- *Astronomy*** **NCES, Content Standard C (Grades 5-8)** • **The Sun is the central and most massive body in our solar system, which includes eight planets and their moons, dwarf planets, asteroids, and comets.** • **The relative positions and motions of the Sun, Earth, and Moon result in the phases of the Moon, eclipses, and the daily and monthly cycle of tides.** • **Earth's tilt, rotation, and revolution around the Sun cause changes in the height and duration of the Sun in the sky. These factors combine to explain the changes in the length of the day and seasons.** • **The Sun's gravity holds planets and other objects in the solar system in orbit, and planets' gravity holds moons in orbit.**					
Unit/ Day	**Topic**	**Text**	**Media or Hands On**	**Vocabulary**	**Objectives**	**Assessment**
Unit 6, Day 1	Gravity	Science a Closer Look grade 5	http://www.brainpopjr.com/	▪ Gravity	▪ SWBAT identify that gravity is the force that	▪ SW explain that gravity is a noncontact force that pulls two

		(scanned copies)	science/forces/gravity/ ▪		pulls down all objects on Earth. ▪ SWBAT identify that weight is a measure of how strongly an object is pulled down toward the ground by gravity. ▪ SWBAT evaluate the cause/effect relationship of gravity and weight.	objects towards each other. ▪ SW be able to analyze situations and determine when there will be greater gravity affecting the objects.
Unit 6, Day 2	Intro to Space	NJASK Reading (scanned passage)	http://studyjams.scholastic.com/studyjams/jams/science/solar-system/universe.htm	▪ Planet ▪ Solar System ▪ Comet ▪ Asteroid	▪ SWBAT identify that Earth is the third planet from the Sun in our solar system, which includes seven other planets. ▪ SWBAT name the components of our solar system.	▪ SW analyze and evaluate evidence in the form of data tables and photographs to categorize and relate solar system objects. (if applicable to this lesson)
Unit 6, Day 3	Planets	• Science: A Closer Look Grade 5 pages 422 • Paragraphs in notes pages	http://www.brainpopjr.com/science/space/solarsystem/	▪ Inner Planets ▪ Outer Planets	▪ SWBAT name the 8 planets in order from closets to furthest form the sun.	▪ SW classify planets based on characteristics of inner and outer planets
Unit 6, Day 4	Earth/ Sun	Reading Attached to the plan (Interactive Science pages 363- 365	https://jr.brainpop.com/science/space/earth/	▪ Orbit ▪ Revolve ▪ Day ▪ Night	▪ SWBAT determine the length of a year in relation to the distance from the sun for all planets. ▪ SWBAT evaluate what causes day and night. ▪	▪ SW explain the relationship between the planets and the sun.
Unit 6, Day 5	Earth/Sun- What causes Seasons?	• Science: A Closer Look Grade 5 pages 424-425 • Science: A Closer Look Grade 4 pages 362-364	http://studyjams.scholastic.com/studyjams/jams/science/solar-system/day-	▪ Axis Seasons	▪ SWBAT differentiate the season by thinking about the relationship between the Earth and the Sun.	▪ SW analyze diagrams of the earth and determine the season based on the its position as it is orbiting around the sun

			on-earth.htm http://www.macmillanmh.com/science/2008/student/na/grade4/g4_ch8.html Lesson 1, Science in Motion video			
Unit 6, Day 6	Earth/Moon	• Science: A Closer Look Grade 5 pages 424-425 • Science: A Closer Look Grade 4 pages 362-364	https://jr.brainpop.com/science/space/moon/ ▪ http://therealteacherp.blogspot.com/2013/03/phases-of-moon-rap-song.html (moon rap for the phases of the moon)	▪ Moon ▪ Phases	▪ SWBAT identify and explain the cycle in which the moon orbits the Earth and also why the Moon orbits the Earth.	▪ SW create a model or diagram that explains both why objects rolls down ramps, as well as why the Moon orbits the Earth.
Unit 6, Day 7	Eclipses/Tides, changing shadows	N/A	http://www.brainpop.com/science/space/eclipse/ http://www.brainpop.com/science/earthsys	▪ Lunar Eclipse ▪ Solar Eclipse ▪ Tides ▪ Shadows	▪ SWBAT identify and explain that objects in the sky have patterns of movement and the sun/moon appear to move across the sky on a daily basis. ▪ SWBAT determine and explain why the shadows of an object on Earth change over the course of the day	▪ SW formulate a general description of the daily motion of the Sun across the sky based on shadow observations. ▪ SW evaluate how shadows could be used to tell the time of day.

			tem/tides/			
Unit 6, Day 8	Stars	• Science: A Closer Look Grade 4 pages 394-398 (omitting page 397)	▪	▪ Star	• SWBAT explain stars including their composition, appearance and distance from Earth • SWBAT identify the characteristics of the Sun and its importance to life on Earth	▪
Unit 6, Day 9	Solar System Review Day	• N/A	▪ N/A	▪	•	▪

Days: 9	**Unit 7: Life Science- Ecosystems (Ecosystems, Interactions in Ecosystems, and Energy in Ecosystems)** **Standard 5.3 Life Science- Matter and Energy Transformations** **NCES, Content Standard C (Grades 5-8)** • **A Population consists of all individuals of a species that occur together at a given place and time.** • **Populations of organisms can be categorized by the function they serve in an ecosystem.** • **For ecosystems, the major source of energy is sunlight.** • **The number of organisms an ecosystem can support depends on the resources available and abiotic factors.** • **Biological adaptations include changes that enhance survival and reproductive success in a particular environment.**					
Unit/ Day	**Topic**	**Book**	**Media or Hands On**	**Vocabulary**	**Objectives**	**Assessment**
Unit 7, Day 1	Introduction to Interactions in Ecosystems	Science: A Closer Look pages 142-143	• http://studyjams.scholastic.com/studyjams/jams/science/ecosystems/ecosystems.htm	▪ Ecosystem ▪ Food web ▪ Energy pyramid ▪ Carrying capacity ▪ Commensalism ▪ Camouflage ▪ Producer ▪ Consumer	▪ SWBAT identify how organisms in a food chain interact and depend on one another for energy ▪ SWBAT identify the key characteristics of producers, consumers, and carnivores.	▪ INQUIRY QUESTION (to begin class): SW complete the "look and wonder" on page 140 and identify how organisms depend on one another for energy. ▪ SW review producer, primary consumer, and secondary consumer using illustrations on page 144-145. ▪ SW present a food web diagram made with note cards in order and label each producer, primary consumer, and secondary consumer to the food webs.

						SW identify examples of producers, carnivores, and herbivores, and describe their key features
Unit 7, Day 2	INSERT LIVING VS NONLIVING LAB		▪	▪	▪ http://www.stemmom.org/2012/06/living-non-living-vs-dead-lab.html	▪
Unit 7, Day 3	Food Chains	Science: A Closer Look page 144-145	http://www.brainpopjr.com/science/animals/foodchain/ STOP AT 4:14 ▪ http://www.brainpop.com/games/foodchaingame/ For GP	▪ Food chain ▪	▪ SWBAT explain how organisms in a food chain interact. ▪ SWBAT compare and contrast producers and consumers and identify examples of each. ▪ SWBAT draw connections between herbivores, carnivores, and omnivores. ▪ SWBAT identify and describe how energy flows in an ecosystem.	▪ TW pose scenarios of what would happen if the food chain was disturbed and SW will answer each scenario by completing a quick write. ▪ SW describe how organisms obtain and pass on energy from one organism to another.
Unit 7, Day 4	Food Webs	Science: A Closer Look page 144-145	http://studyjams.scholastic.com/studyjams/jams/science/ecosystems/food-webs.htm ▪	▪ Food web ▪ Predator ▪ Prey	▪ SWBAT differentiate between a food web and a food chain ▪ SWBAT construct a food web. ▪ SWBAT evaluate the importance of predators and prey in food chains and webs.	▪ Extension: SW create small skits in groups on the food chain in the human food web. SW incorporate the vocabulary words predator and prey. SW then ask/answer questions using new vocabulary, such as: who was the primary consumer? ▪ ***SW respond to "what if" scenarios having to support their answers with information about the role of predators/prey
Unit 7, Day 5	Energy Flow	Science: A Closer Look page 148-149	http://www.brainpop.com/science/energy/energypyramid/ ▪	▪ Energy, ecosystem, habitat	▪ SWBAT evaluate the importance of the sun in providing energy for all living things. ▪ SWBAT evaluate the essential components in ecosystems that allow organisms to survive.	▪ SWBAT identify sources of energy (food) in a variety of settings/ecosystems. ▪ SWBAT predict the biotic and abiotic characteristics of an unfamiliar organism's habitat.

					▪ SWBAT identify that organisms interact with and depend on their physical and living environment.	
Unit 7, Day 6	Changes in Ecosystems	• Interactive Science pages 225-226	http://www.brainpopjr.com/science/land/slowlandchanges/ ▪	▪ Flood, volcanic eruption, drought	▪ SWBAT evaluate the changes that take place in ecosystems and the effects of such changes.	▪ SWBAT explain the consequences of rapid ecosystem change and compare them to the consequences of gradual ecosystem change.
Unit 7, Day 7	Causes for Changes in an Ecosystem	Interactive Science pages 227-229	▪ N/A	▪ N/A	▪ SWBAT identify the different causes for how ecosystems change. ▪ SWBAT conclude that changes in the habitat of an organism maybe beneficial or harmful. ▪ SWBAT examine how an event that causes change will affect the environment (IE food chain and habitat)	▪
Unit 7, Day8	Competition in an Ecosystem	• Interactive Science pages 217 and 222	http://www.youtube.com/watch?v=4EU_tJWXaKc	▪ Habitat	▪ SWBAT conclude that organisms with similar needs in a climatic region will compete with one another for resources. ▪ SWBAT outline how plants and animals share and compete for limited resources.	▪ Extension Activity (not in text book) SW identify different habitats (this can be a review) and the identify the different niches within that habitat. SW identify how those niches are separate but still work together. *S could work in groups on different habitats*
Unit 7, Day 9	Interdependence	• http://kids.britannica.com/comptons/article-273213/ecology	http://www.youtube.com/watch?v=HURyGlOksR0	▪ Interdependence	▪ SWBAT identify that interdependence is the relationship between wildlife and its environment. ▪ SWBAT find examples of interdependence in nature and identify why it is essential.	▪

Unit 8, 16 Days	Unit 8: Physical Science: Matter-Comparing types of matter and state changes **Standard 5.2 Physical Science- Properties of Matter** **NCES, Content Standard C (Grades 5-8)** • **Objects and substances have properties, such as weight and volume, which can be measured using appropriate tools.** • **Properties of solids, liquids, and gases are explained by a model of matter as composed of tiny particles (atoms) in motion.** • **Matter exists in several different states and can change states depending on if heat is added or removed.** • **All matter is made of atoms. Matter made of only one type of atom is called an element.**					
Unit 8 Day 1	Properties of Matter	Pages 478- 485 NJASK- lesson 1 http://studyjams.scholastic.com/studyjams/jams/science/matter/properties-of-matter.htm	▪	▪ Mass, weight, volume, matter, density, buoyancy	▪ SWBAT identify and explain the properties of matter. ▪ SWBAT evaluate the properties of matter can be measured.	▪ SWBAT categorize objects based on their properties.
Unit 8, Day 2	States of Matter and Changes in State (basic review)	NJASK lesson 2 http://www.brainpopjr.com/science/matter/changingstatesofmatter/ http://studyjams.scholastic.com/studyjams/jams/science/matter/solids-liquids-gases.htm	▪	▪ Solid ▪ Liquid ▪ Gas	▪ SWBAT identify the distinguishing characteristics of each state of matter (solid, liquid, gases). ▪ SWBAT compare and contrast each state of matter's unique properties.	▪ SWBAT distinguish between solids, liquids, and gases through investigation.
Unit 8, Day 3	What is Matter Made of?	Pages 488-491 http://www.brainpop.com/science/matterandchemistry/periodictableofelements/preview.weml	▪	▪ Element, metal, atom, nucleus, proton, neutron, electron, molecule	▪ SWBAT evaluate the statement, "matter is made of basic building blocks." ▪ SWBAT identify and explain what matter is made of.	▪ SW explain that everything is composed of matter and that matter itself is made of a variety of particles. ▪ SW differentiate between the size of these particles that matter is composed.
Unit 8, Day 4	What are atoms and molecules made of?	Pages 492-493 http://studyjams.sc	▪	▪ Nucleus, proton, neutron, electron, molecule	▪ SWBAT compare and contrast the distinguishing characteristics or atoms and	▪ SW identify that atoms are composed of three particles: neutron, proton, electron.

		holastic.com/studyjams/jams/science/matter/atoms.htm			molecules. ▪ SWBAT create their own models of atoms and molecules and label the protons, neutrons, and electrons.	▪ SW explain the relationship atoms, elements and matter.
Unit 8, Day 5	Physical Changes and Chemical Changes	Pages 518- 523	▪	▪ Physical changes ▪ Chemical Changes	▪ SWBAT identify and evaluate the changes that occur to matter when energy is added or removed. ▪ SWBAT identify real world examples of physical changes and explain how the changes occur.	▪ Look and Wonder ▪ Explore/Inquiry Activity (T models)
Unit 8, Day 6	Mixtures and Solutions		▪	▪ Mixture ▪ Solution	▪ SWBAT differentiate between objects that are composed of a single substance and objects composed of more than one substance. ▪ SWBAT identify the differences between mixtures and solutions.	▪
Unit 8, Day 7	Motion, Speed, Velocity	Page 572-575	▪	▪	▪ SWBAT define motion as a change in position over time. ▪ SWBAT calculate average speed. ▪ SWBAT compare and contrast speed and velocity.	▪ SWBAT demonstrate through modeling that motion is a change in position over a period of time.
Unit 8, Day 8	Acceleration	576-578 http://studyjams.scholastic.com/studyjams/jams/science/forces-and-motion/acceleration.htm	▪	▪ Acceleration ▪ Deceleration ▪	▪ SWBAT calculate acceleration. ▪ SWBAT evaluate the effect curves have on the direction of acceleration.	▪ SWBAT demonstrate through modeling how curves effect acceleration.
Unit 8 Day 9	Momentum	http://studyjams.scholastic.com/studyjams/jams/science/f	▪	▪ Momentum ▪ Inertia	▪ SWBAT define momentum. ▪ SWBAT differentiate which objects will have more	▪

		orces-and-motion/inertia.htm			momentum based on their characteristics.	
Unit 8, Day 10	Contact Forces	Pages 584-585, and 587	▪	▪ force ▪ Push ▪ Pull ▪ Lift ▪ Friction	▪ SWBAT identify that a greater force always makes an object move faster and farther. ▪ SWBAT evaluate the effects of different forces on different objects.	▪ SWBAT identify the force that starts something moving or changes its speed or direction of motion.
Unit 8, Day 11	Non-Contact Forces		▪	▪ Force ▪ Gravity ▪ Magnetism ▪ Electric Forces	▪ SWBAT identify that a greater force always makes an object move faster and farther. ▪ SWBAT evaluate the effects of different forces on different objects. ▪	▪
Unit 8, Day 12	Forms of Energy			http://www.brainpop.com/science/energy/formsofenergy/	▪ SWBAT compare various forms of energy as observed in everyday life and describe their applications. ▪ SWBAT identify and describe the 4 forms of energy: electricity, light, heat (thermal), and sound. ▪	▪ SWBAT draw and label diagrams showing several ways that energy can be transferred from one place to another.
Unit 8, Day 13	Heat Energy	Pages 626-627 NJASK lesson 6		Heat, temperature, conduction, convection, radiation, thermal conductivity	▪ SWBAT identify at least different ways that energy can be transferred from one place to another. ▪ SWBAT evaluate the effects of heat energy when transferred from warmer things to colder things. SWBAT compare and contrast the flow of heat through metals and non-metals.	▪ Comprehension questions ▪ Read a diagram ▪ SWBAT draw and label diagrams showing several ways that energy can be transferred from one place to another. ▪
Unit 8, Day 14	Sound Energy	Pages 638-643	▪	▪	▪ SWBAT identify the properties of sound. ▪ SWBAT draw connections	

					between the density of the air and sound that are made.	
Unit 8, Day 15	Light Energy	Pages 652- 657 NJASK lesson 7 Page 70-71 in Big Book of Experiments	▪	▪	▪ SWBAT identify that light travels in straight lines and when traveling from one substance to answer, it changes direction. ▪ SWBAT illustrate and explain what happens when light travels from air into water.	▪ SWBAT categorize objects based on the ability to absorb or reflect light and conduct heat or electricity. ▪
Unit 8, Day 16	Electrical Circuits	NJASK lesson 8	▪	▪	▪ SWBAT identify that electrical circuits require a complete loop through conducting materials in which an electrical current can pass.	▪ SWBAT repair an electric circuit by completing a closed loop that includes wires, a battery (or batteries), and at least one other electrical component to produce observable change.

IA	Day	CCSS	Topic	Objective
NYS Exam	**1**	5.NBT.1	Decimals: relationship between places	Recognize that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right and 1/10 of what it represents in the place to its left.
NYS Exam	**2**	5>NBT.7	Decimal Multiplication	Multiply whole numbers by decimals.
NYS Exam	**3**	5>NBT.7	Decimal Multiplication	Multiply decimals by decimals.
NYS Exam	**4**	5>NBT.7	Decimal Division	Use models to divide decimals
NYS Exam	**5**	5.NBT.2	Decimals: multiplying and dividing by powers of ten	Explain patterns in the number of zeros of the product when multiplying a number by powers of 10, and explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10. Use whole-number exponents to denote powers of 10.
NYS Exam	**6**	5.MD.1	Unit Conversions: Customary	Using a reference sheet, convert among different-sized standard measurement units within the customary system: - Mile, feet, yards - Pound, ounces, tons - Fluid ounces, cups, pints, quarts, gallons, liters

NYS Exam	**7**	5.MD.1	Unit Conversions: Metric	Convert among different-sized standard measurement units within the metric system
NYS Exam	**8**	5.MD.1	Unit Conversions: Mixed multi-step	Solve multi-step word problems in which unit conversions are necessary for solving.
NYS Exam	**9**	5.G.3 5.G.4	Quad Hierarchy (Quad becomes trap becomes parallelogram)	• Describe and identify trapezoids and parallelograms. • Classify two-dimensional figures into categories based on their properties.
NYS Exam	**10**	5.G.3 5.G.4	Quad Hierarchy (parallelogram becomes rectangle becomes square OR rhombus)	• Describe and identify trapezoids and parallelograms. • Classify two-dimensional figures into categories based on their properties.
NYS Exam	**11**	5.G.3 5.G.4	Hierarchy Mixed Practice	Classify two-dimensional figures into categories based on their properties.

Post NYS Exam:

5.G.1: Coordinate system- understanding coordinate pair

5.G.2: Real word problems on coordinate plane

5.OA.3: Patterns with ordered pairs

15.16 English – Instructional Grid

<table>
<tr><th></th><th>Monday</th><th colspan="2">Tuesday</th><th>Wednesday</th><th>Thursday</th><th>Friday</th></tr>
<tr><td>Do-Now
(20 min.)</td><td>RETEACH:
Respond to st. writing from last week - ID the week's monitoring focus (e.g. zoom in, arguments)
(30 mins)</td><td colspan="2">Vocabulary in Context* or Grammar
(15 min)</td><td>Passage Practice, w/review
(35-40 minutes)
LLP's provide 3-4 Key ideas/Vic questions; paired passage 1x/month</td><td>Writing DN:
1) CR burst
(meaning or analysis)
2) Prompt breakdown or outlining
3) Analyzing a model (15-20 mins)</td><td>DN – Quiz: Mini Practice passage 2-6 MC questions (+ up to 5 on VIC) - 20 mins (incl time to monitor/respond)</td></tr>
<tr><td>Oral Drill
(5 min.)</td><td>Vocabulary/ Grammar</td><td colspan="2">Literary Terms/Novel Schema</td><td>Vocabulary/ Grammar</td><td>Cut for time</td><td rowspan="2">RETEACH – 80% should be writing based, though may include short practice passage work or skill remediation – especially via a mini-lesson (40 mins)</td></tr>
<tr><td>HOTL #1</td><td>Grammar / Writing
*focus is more on grammar in first half of year
(25 min)</td><td colspan="2">Lit Circles (novel or info text)
(60 min.)</td><td rowspan="2">Optional Mini-lesson before Close Reading
(15 min)

Close Reading or cold reading
(1.25 hours)

OR

Short Story Study or Literary comparative practice</td><td>Genre or Process Writing (usu. PARCC-aligned – paired with informational schema building passages)
(55 mins)</td></tr>
<tr><td>HOTL #2</td><td>Lit Circles
(60 min.)</td><td>Close Reading for Meaning (can be to preview close read or build schema) – info. text
(40 min)</td><td>Genre or Process Writing (40 mins)</td><td>Lit Circles (50 min.)</td><td>NA- 1 hour class</td></tr>
<tr><td>HW</td><td>1. Chapter Questions
2. Vocabulary/ Grammar
3. Short reteach HW</td><td colspan="2">4. Vocabulary/ Grammar
5. Independent Reading</td><td>6. Chapter questions
7. Reading skills/ vocabulary</td><td>8. Independent Reading
9. Genre-unit writing</td><td>10. Genre-unit writing
11. Chapter questions</td></tr>
</table>

For the first three months of the year, the 5th 1.0 block will build in 2, 15-20 minute fluency sessions for students each week. 6th will build in 1 session.

15.16 Curriculum Scope and Sequence

5th Grade ELA: How can living by the core values help an individual achieve his or her dreams?

15.16 – The Year in Brief

	Fiction Texts	Core Fiction Bottom Lines	Non Fiction Partner Texts	Core Non Fiction Bottom Lines	Close Reads	Writing Skills	Process Writing	Grammar
Q1	• *The Jacket* (summer reading) • *One Crazy Summer*	• RETELL • Characterization/ CHARACTER PERSPECTIVE • FIGURATIVE LANGUAGE ANALYSIS • TEXT STRUCTURE/ Author's Purpose	• Black Panther Party 10-Point Program • BPP Breakfast Program • Black Panther Party, Children, & Education • COINTELPRO • Police Brutality in the 1960s and Today (3 articles) Hippie Culture in San Francisco • Fiction: Name Motif Paired Passages	• RETELL • KEY IDEAS • TEXT STRUCTURE	• *Characterization* o "I, Too, Sing America" by Langston Hughes o Characterization, "We Real Cool" by Gwendolyn Brooks o excerpt from *The Witches* (cold read)	**General** • Echo the question • OER/Paragraph Structure • Compare & Contrast Key Words • NEZZ: overview, Zoom In **Research** • Essay Structure – Introduction & Conclusion **Narrative Elements** • Story Map • Point of View • Snapshot • Figurative Language	• Narrative: Liberation School Snapshot	• Ending Punctuation • Nouns & Verbs • Complete Sentences • Subject-Verb Agreement • Verb Tense • Homophones o To/Too/ Two o Its/It's o Your/You're o Their/They're
Q2	• *One Crazy Summer* • *Yolonda's Genius* • *Witnesses to Freedom*	• FIGURATIVE LANGUAGE ANALYSIS • RETELL • TEXT STRUCTURE/ Author's Purpose • Point of View • Theme	• Multiple Intelligences • Autism • Bullying • History of the Harmonica • "Friendship Secrets" (ThinkCERCA) • History of Jazz • BB King •	• RETELL • KEY IDEAS • TEXT STRUCTURE • RESEARCH I	• Figurative Language o "The Base Stealer" by Robert Francis o "Still I Rise" by Maya Angelou o "How to Eat a Poem" by Eve Merriam o "Minuet Three" o Cold Read • Symbolism o Harmonica Heart (YG Chapter 7) o "The Rose that Grew	**General** • NEZZ: Zoom In & Zoom Out **Argumentative Writing** • Best Evidence to Support an Argument • Quote with Context • Complete explanation of evidence **Narrative Structure** • Snapshot • Figurative Language • Dialogue	• F	• Verb Tense • Commas • Run-On Sentences • Adjectives & adverbs

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5th Grade ELA: How can living by the core values help an individual achieve his or her dreams?

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					from Concrete" o Monster (*YG* Chapter 18) o Cold Read: "This Morning" by Lucille Clifton			
Q3	• *Witnesses to Freedom* • *Esperanza Rising*	• Theme • Figurative Language • Character Perspective • Point of View	• Civil Rights Movement • Thurgood Marshall • Ghandi • Malala • History of "We Shall Overcome" • "Don't Go to Memphis, Dr. King" (ThinkCERCA) • Social Class • Mexican Revolution • Legend of the Phoenix • Crop Cycle • Figs • Proverbs & Dichos	• Text Features • Text Structure • Retell • Key Ideas	• CR for Meaning: o "The Wolf & The House Dog" (Aesop) • Tone o Truman's Speech to the NAACP o King's Speech Before the Youth March for Integrated Schools, 1959 o Cold Read: Obama Speech • Symbolism o Figs (*Esperanza* Chapter 3) o "Identity" o Cold Read: Four Skinny Trees	**Literary** • Intro & Conclusion for multiple texts • Compare & Contrast o Transitions • Supporting **an argument with evidence throughout a novel** **Spiral Review** • **Narrative – Point of View** • Research – Gathering Evidence & Selecting the Best Evidence • Sophisticated transitions • NEZZ: flow/style by eliminating awkward sentence starters **** Mid-Year Writing Portfolio Reflections**	•	(mostly spiral) • articles • commas #2 • complex sentences
Q4	• *Esperanza Rising* • *The Skin I'm In*	• Theme • Figurative Language • Character Perspective • Point of View	• Poverty • Great Depression & Dust Bowl • Migrant Farm Work Children Reading and Video Clip • Cyclical Poverty • Lessons of Dr. Martin	• Retell • Text Structure	• "Fish Cheeks" by Amy Tan • "The Bluest Eye" by Toni Morrison	• NEZZ o flow/style by eliminating awkward sentence starters	•	• (mostly spiral)

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5th Grade ELA: How can living by the core values help an individual achieve his or her dreams?

			Luther King by Cesar Chavez • What is Prejudice?" • "The Beauty of Color" • Elliot's Blue vs. Brown Eyes Social Experiment • Body Image & Self-Esteem • Clark's Doll Experiment • "Am I Pretty or Ugly" • "Peer Pressure Power"			o Connecting Zi/Zo to argument o Chunking Evidence • Final Performance Task: **** EOY Writing Portfolio Reflections**		

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5th Grade ELA: How can living by the core values help an individual achieve his or her dreams?

Core Texts Overview

One Crazy Summer by Rita Williams Garcia		
Connection to the Essential Question	**Key Skills and Knowledge for the book**	**Destination Writing**
Although Delphine is only eleven years old, she demonstrates responsibility by taking on the mother role for her two younger sisters, Fern and Vonetta. While in Oakland, visiting her estranged mother, Cecile, Delphine's mission is to keep her sisters safe and make sure they have an enjoyable summer. Delphine also displays caring by attempting to develop a connection with her mother, even though she resents Cecile for abandoning her family. When her mother becomes arrested at the end of the novel, Delphine and her sisters read one of their mother's poems at the rally. This moment is testament of Delphine's forgiveness. Delphine's choice to shows compassion results in a stronger bond with her mother in turn helping Delphine grow herself.	• 1968 when the book takes place was an extremely tumultuous time period for the U.S; Anti-Vietnam, civil rights protests, assassinations of Dr. Martin Luther King and Robert F. Kennedy, etc. In Oakland, police shot a young Black Panther, Bobby Hutton. • Names are a significant motif in the book. Cecile has changed her name to Nzilla, meaning "the path" in Yoruba. Delphine also describes her disappointment after learning that her name came from a "dolphin under the sea." Also, it is suggested that Cecile left her daughters because she couldn't name Fern, "Afua." • There are many symbols in the book, such as… o Printing press: This represents Cecile's abandonment of her daughters. The author uses this symbol to show readers that she takes better care and "mothers" the printing press instead of her own daughters. o Go cart ride: This symbolizes Delphine letting go and allowing herself to be a kid and have fun. o Police: The police represent a group of people who Delphine can't trust and do not keep her safe since they mistreated her mother and father. o Safeway: Initially it represents an escape from eating Chinese food, but then it stands for people who are against the BPP since they won't allow the flier to be posted. o Books: Books are an escape for Delphine from the real world. • The book sheds a positive light on the Black Panther Party (breakfast program, education of children, peaceful protest, etc.) • Crazy Kelvin is ironically critical of Fern for having a white doll and regards the police as "racist pigs."	**Narrative:** Write a narrative retelling one of the scenes from the novel's final chapter, "Afua" from another character's point of view [Bottom Line: NARRATIVE} Write your own chapter 2 for *P.S. Be Eleven* that describes what happens next as Delphine and her sisters return home and begin to adjust to their life in Brooklyn. As you write, be sure to use what you have learned about the protagonist Delphine and other secondary characters in both novels as you tell what happens next. [Bottom Line: NARRATIVE] **Research:** Task Intro: Today you will research the current issue of police brutality. You will read one article about police brutality in the 1960s during the Civil Rights movement and two articles about police brutality today, in 2014-2015. As you review these sources, you will gather information and answer questions about the relationship between the police and the people they are supposed to protect so you can write an essay. Texts: • "Fred Hampton Murder: December 4, 1959" • "Protests Spread Across the Country for Change" • "In One City, Police Try Talking with Young Black Men" Prompt: Write an essay comparing how the three articles examine police brutality and the relationship between the police and the people they are supposed to protect. Support your essay with information from all three sources. [Bottom Line: RESEARCH II]

	However, he is actually an informant for the police. Fern sees the police patting him on the head earlier in the novel, though the readers don't discover this until the end. This part can be confusing for students.	

Yolonda's Genius by Carol Fenner		
Connection to the Essential Question	**Key Skills and Knowledge for the book**	**Destination Writing**
Yolonda's Genius is about the growth and development of a young girl as she faces challenges surrounding race, bullies, family, and friendship. At the start of the text, Yolonda is an imperfect character who struggles with responsibility, honesty, and self-reflection. Over the course of the novel, she learns to take responsibility for mistakes, and shows caring and courage in helping her brother. Her overall dream is for the world to recognize her brother, Andrew's, musical talent. This novel is great way to for students to analyze characterization. The core understanding of the text is that Yolonda is a complex character – both admirable and flawed. Therefore, students will develop an ability to characterize in a sophisticated way that accounts for seemingly contrasting evidence. This is a skill that is so important for all advanced literature, and will really develop their ability to make inferences.	• Yolonda is a complex character because she starts off the novel deceitful, aggressive, and self-deceptive, but ends the novel taking responsibility for her mistakes with Shirley and showing courage as she helps her brother. Interesting moments to consider in this transformation are her interactions with Shirley, the moment when she beats up the Dudes, and her attempts to get Andrew on stage. • There are multiple different types of intelligence – not just academic intelligence. Andrew is an excellent example of a person who has struggles in school (specifically in reading), but has an alternate method to understand and connect with the world: music. • The story is told in 3rd person, limited omniscient point of view. There are moments in the narrative when we see into the heads of both Yolonda and Andrew. • Andrew's harmonica is a vital symbol representing his lifeline or best friend. When the Dudes break his harmonica, Andrew mourns the loss like that of a person. • Jazz and Blues are integral to the novel. There are cameos of famous musicians and the last part of the book takes at the Chicago Blues Festival at Grant Park in Chicago.	A dynamic character is one that experiences significant changes in their personality and learns a lesson during a text. Yolanda is dynamic since she undergoes several changes during the course of the book. You are going to create a visual and written project to represent how Yolonda changes from the beginning to the end of the book. [Bottom Line: THEME]

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5th Grade ELA: How can living by the core values help an individual achieve his or her dreams?

Witnesses to Freedom by Belinda Rochelle		
Connection to the Essential Question	**Key Skills and Knowledge for the book**	**Destination Writing**
Witnesses to Freedom is a nonfiction text that explores the roll that youth played in the Civil Rights Movement, from 1951 through the assassination of Dr. King, Jr. in 1968. Each of the children featured in the text participated in the civil rights movement, whether leading refusing to give up a bus seat like Claudette Colvin or leading various sit-ins, because of their firm belief in the need for equality and a sense of responsibility to their communities and the nation. They acted with integrity and courage to take action.	*Bullet point the top 5-10 things teachers need to know about how we teach this text and/or skills students will need to unlock it.* • This text explores the civil rights movement through the lens of the role of youth. The text is clear cut and written to be a stand-alone book, clearly defining essential terms (segregation, civil rights, etc.) and only requiring a basic knowledge of Rosa Parks and Martin Luther King, Jr. While we will pair the text with partner readings, our goal is to supplement the fifth grade history curriculum, not directly teach it. • While the text focuses on individuals within the civil rights movement, it also underscores the importance of collective action of many people that led to the success of the civil rights movement. This is especially underscored in the preface, chapters on bus boycotts and sit-ins, and the text features (first person anecdotes). • Text Features: This text includes quotes to introduce a chapter, photos, captions, and text boxes with first person anecdotes. In addition to learning to use these text features, students need to know when to use the text features (e.g. You might read several pages past the text box until you finish the main text, then return to the text box.) • Sequence/Cause & Effect: Primarily chronological in structure, the text provides numerous opportunities to	**Research:** Task Intro: Today you will research current activist who speak out against racism in different ways, Chuck D, Musa Ahmed, Tim Wise, and Mia McKenzie. As you review these sources, you will gather information and answer questions about the individuals methods of speaking out against racism and the effectiveness of these methods so you can write an essay Texts: • "Chuck D" by Kevin Corval • "Racism Starts College Protest" by Donovan M. Smith • "Tim Wise: About" from TimWise.org • "Blogger Talks About Inequality, Privilege" by Jason Nadboy Prompt: Write an essay contrasting the methods two individuals use to speak out against current-day racism and explain whose methods are most effective in addressing racism. Support your essay with information from at least two sources. [Bottom Line: RESEARCH II] **Argumentation:** In explaining her purpose for writing *Witnesses to Freedom*, Belinda Rochelle explains "Most of the books about the civil rights movement focus on the contributions of one person, yet the movement was successful because of many people" (Rochelle, 98). How does Rochelle support her claim about the role of "the many" in *Witnesses to Freedom*? Support your composition with at least two pieces of evidence. [Bottom Line: ARGUMENTATION I]

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Esperanza Rising by Pam Muñoz Ryan		
Connection to the Essential Question	**Key Skills and Knowledge for the book**	**Destination Writing**
Esperanza Rising is a riches to rags story. Esperanza is young affluent girl whose life is uprooted when he father dies, house burns down, and she is forced to move to California to become a migrant farm worker. Early on, the major challenge for Esperanza is her change in social class. Esperanza is used to wealthy lifestyle being the daughter of a prosperous hacienda (ranch) owner in Mexico. Therefore, she has difficulty adjusting to the harsh, menial living conditions of the migrant camps. Then, Esperanza's mother becomes sick and she must work to support the family. This event is the catalyst for Esperanza's character transformation into a mature, selfless, and hardworking young woman. This book introduces students to this essential question because Esperanza and her family experience countless obstacles that can easily be tracked throughout the work. Despite having to start over, Esperanza's decision to persevere and make the most of her challenges encapsulates what it means to overcome adversity.	• There are several sections of juxtaposition that are essential to understand the difference in social class in the novel. In the beginning, there is a description of Esperanza's dress and braided hair, versus the campesinos' overalls and straw hairs. Another prominent scene of juxtaposition is the description of the Esperanza's lower class car in the train compared to the flashback of high class train ride she took as a child. • The phoenix is described by Esperanza's grandmother and symbolizes a renewal or rebirth. Through the changes Esperanza experiences, she also undergoes a rebirth. • The title itself "Esperanza Rising" also relates to overcoming adversity since she is able to "rise" above her difficulties in life rather than being beaten down by them. • Students need to have a basic understanding of the lifestyle of migrant workers and how they move to work at other fruit/vegetable farm based on the seasons. Each chapter is titled after a different crop. • Abuelita's blanket connects all the different parts of Esperanza's story. It carries us from the beginning of the novel, where Abuelita teaches Esperanza to crochet the zigzag pattern, to the very end, where Esperanza finally finishes Abuelita's blanket and teaches little Isabel its complicated stitch. The zigzags are mountains and valleys, which symbolizes the highs and lows of the family's life. • Marta is a character that Esperanza meets at a migrant farm worker. She organizes a strike against the farmer for better wages and conditions. In one scene, she compares the workers to kittens. This is a key scene that is used to discuss author's purpose for symbolism. Pam Munoz Ryan chooses kittens	What adversities does Esperanza face? [Retell, Resolution: Build Up] • In one paragraph summarize the adversities that Esperanza faces. • Use textual evidence/diction to support your response Pick one of the major adversities faced during the time period of this book. Explain how people overcame that specific adversity. [Retell, Central Idea I] • For example, you may write a paragraph about the unjust working conditions migrant workers faced. As an example of how they worked to overcome these conditions, you could discuss Cesar Chavez and his impact. Your paragraph should contain textual evidence.

	since they are powerless and helpless like the migrant workers themselves.	

The Skin I'm In by Sharon G. Flake		
Connection to the Essential Question	**Key Skills and Knowledge for the book**	**Destination Writing**
Maleeka Madison struggles with low self-esteem in the beginning of the book because of her dark skin color. She is the victim of bullying, neglect from her so-called friend, Char, and even physical assault from a group of neighborhood young men. Through all of these tribulations, she presses on. Her goal is to gain confidence and love the skin she was born in. She utilizes both courage and perseverance to stand up to those that wrong her and show others that she is proud of who she is. Another important character that uses the core values to accomplish their dream is Maleeka's teacher, Miss Saunders. Similar to the Maleeka, Miss Saunders struggled with loving her own skin. She sees potential in Maleeka and helps her gain a positive self-concept about herself. Miss Saunders demonstrates caring by taking time to help Maleeka learn to love who she is.	*Bullet point the top 5-10 things teachers need to know about how we teach this text and/or skills students will need to unlock it.* • The practice of colorism is important for students to understand. It is the favoring of lighter skin over darker skin. • Maleeka is taunted for her dark skin color in the novel by other people of her own race. She has internalized what other people and the media have said about her skin color. Students will read and view schema about colorism in the media and how it affects young people. • Miss Saunders is a significant character in the novel. In the beginning, Maleeka struggles to love the skin she in, but with the help of her teacher, Miss. Saunders, she grows to accept and love who she is. • Maleeka writes from the perspective of a slave girl in journal entries in the novel. These entries mimic what she experiences in real life, but the names and events have been changed slightly. The journal provides Maleeka with a medium to express herself since she isn't able to voice her opinion to other people. • The acorn symbolizes Maleeka's growth. Her change has been gradual, similar to the growth of an acorn from a tree. The growing acorn also represents Maleeka's potential to rise above her setbacks. • The book is rich with figurative language especially hyperboles. Flake utilizes these devices to deepen the readers' understanding of character actions and emotions.	In *The Skin I'm In*, author Sharon G. Flake introduces readers to Maleeka Madison and her experience with her peers and the new teacher, Miss Saunders. [Bottom Line: THEME] • Explain one of the central themes of the novel *The Skin I'm In*. • How does Maleeka demonstrate one of the North Star core values? How does this benefit her? • Use evidence from the novel in your response.

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15.16 Weekly Planning Grid

Week Sketch	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1: August 24-August 28 **L:** *The Jacket* (review) **S:** Importance of Reading	**DN:** *The Jacket* Reading Check **OD:** n/a **HOL1:** Procedures **HOL2:** Genres of Text (Fiction vs. Nonfiction) & Classroom Library **HW:** IR & Procedures	**DN:** Procedures **OD:** Genres **HOL1:** Fluency #1: Rate **HOL2:** Essential Question **HW:** IR & Core Values	**DN:** Core Values Vocab **OD:** Trade & Grade **HOL1:** Active Reading #1: Nonfiction & Text Markings **HOL2:** Ending Punctuation & Four Kinds of Sentences **ET:** Ending Punctuation & Four Kinds of Sentences **HW:** Active Reading (Malleable Intelligence) & Ending Punctuation	**DN:** Active Reading (Malleable Intelligence) **OD:** Ending Punctuation & Active Reading **HOL1:** Active Reading #1: Marginal Notes & End-of-Passage Summary **HOL2:** Fluency #2: Intonation **HW:** Nonfiction Active Reading & IR	**DN:** Quiz – Ending Punctuation & Nonfiction Active Reading **HOL1:** VIC & Vocab #1 – Essential Question **HW:** Vocab Practice & Active Reading (Obama on Setting Goals)
Week 2: August 31-September 4 **L:** excerpts from Roald Dahl novels **S:** Black Panther's 10 Point Program **BL:** RETELL **G:** Nouns & Verbs **W:** Echo the Question	**DN:** Nonfiction Active Reading – Roald Dahl **OD:** Vocab #1 **HOL1:** Active Reading #3 - Fiction **HOL2:** Nouns & Verbs **ET:** Nouns & Verbs **HW:** Fiction Active Reading (*Matilda*)	**DN:** Fiction Active Reading: "Charlie's Birthday" **OD:** DN Trade & Grade with Review **HotL1:** Active Reading #4 – Fiction & Textual Evidence **HotL2:** Fluency #3: Phrasing **HW:** Fiction Active Reading	**DN:** Background on 1960s **OD:** Vocab #1 **HotL1:** Literary Terms – Story Elements (Character, Setting, Plot) **HotL2:** *OCS* Schema: 1960s and Black Panther Party Video Clips **HW:** Nouns & Verbs & Vocab #1 Review	**DN:** VIC Vocab #2: *OCS* I **OD:** Review Vocab & Notes **HotL1:** *OCS* Schema Black Panther Party's 10 Point Program **HotL2:** Fluency #4: Rate, Intonation & Phrasing **HW:** Vocab #2 & IR	**DN:** Quiz – Vocab #1 & Fiction Active Reading **HotL1:** RETEACH: Active Reading **ET:** RETEACH: Active Reading **HW:** RETEACH: Active Reading

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Week 3: September 7-11 **L:** *OCS* Chapter 1-3, p 1-22 **BL:** RETELL & Character Perspective **G:** Subjects & Predicates/Complete Sentences **W:** Paragraph (OER) Structure	**Labor Day: No School**	**DN:** Story Elements **OD:** Vocab #2 & Nouns & Verbs **HotL1:** Subjects & Predicates/Complete Sentences **HotL2:** *OCS* – Chapter 1 (Story Elements) **HW:** *OCS* – Chapter 2	**DN:** Vocab #3, OCS II • begrudgingly **OD:** Literary Terms & BPP Schema **HotL1:** *OCS* – Chapter 3 **HotL2:** Intro to Literature Circle with "Mother is a statement of fact" *(OCS,* 14) • What's the difference between a mother and a mom, etc.? What does this reveal about Cecile? **HW:** Subjects & Predicates & Active Reading (Quiz Alert)	**DN:** Subjects & Predicates/Complete Sentences **OD:** Trade & Grade **HotL1:** Characterization **ET:** Characterization **HotL2:** OER #1 – Identification/Coding **HW:** Characterization & OER Analysis #2	**DN:** Quiz – Vocab #2, Subjects & Predicates, Reading (Story Elements) **HotL1:** Fluency #5: Rate, Phrasing, & Intonation **HW:** Characterization & OER Analysis #2
Week 4: September 14-18 **L:** *OCS* Chapter 4-6, p 23-42 **BL:** RETELL & Character Perspective **G:** Subject Verb Agreement **W:** Paragraph (OER) Structure **CR:** Characterization in "I, Too, Sing America" by Langston Hughes ** Introduce Literature Circles	**DN:** OER Analysis **OD:** Vocab #3 **HotL1:** Subject Verb Agreement **HotL2:** OER #2 - Argument **HW:** Subject Verb Agreement & OER Argument	**DN:** Subject Verb Agreement **OD:** Literature Circle Procedures **HotL2:** OER #3 - Evidence **HotL1:** Literature Circle **HW:** Vocab & Grammar, Independent Reading	**DN:** Passage Practice (active reading and evidence focus) **OD:** Vocab #1-3 Review **HotL1:** Characterization in "I, Too, Sing America" by Langston Hughes **HotL2:** Fluency #6 **HW:** Passage Practice	**DN:** CR Burst - Characterization **HotL1:** Literature Circle **HotL2:** OER #4 - Clincher **HW:** OER Practice	**DN:** Quiz – Vocab #3 & Reading **HotL1:** RETEACH **HW:** RETEACH

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5th Grade ELA: How can living by the core values help an individual achieve his or her dreams?

Week 5: September 21-25 **L***:* *OCS* Chapter 7-10, p 43-67 **S:** BPP Breakfast Program; Black Panther Party, Children, & Education **BL:** Figurative Language **W:** NEZZ **CR:**	**DN:** **OD:** **HotL1:** Figurative Language **HotL2:** NEZZ, Day 1 **ET:** **HW:**	**DN:** Grammar Review **OD:** **HotL1:** Literature Circle **HotL2:** NEZZ Day 2 **ET:** **HW:**	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**	**DN:** Quiz **HotL1:** RETEACH **HW:** RETEACH
Week 6: September 28-October 2 **L***:* *OCS* Chapter 11-13, p 68-84 **S:** COINTELPRO **BL:** Author's Purpose & Text Structure **G:** Pronouns & Irregular Subject-Verb Agreement **W:** Narrative – Story Map **CR:** Characterization, "We Real Cool" by Gwendolyn Brooks	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**
Week 7: October 5-9 **L***:* *OCS* Chapter 14-15, p 84-101 **S:** Music & the 1960s **BL:** POINT of VIEW **W:** Narrative – Point of View ** IA #1, October 8-9	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**

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Week 8: October 12-16 **L:** *OCS* Chapter 16-17, p 102-115 **S:** Name Motif Passages **BL:** CONTRAST; Turning Point **G:** Capitalization **W:** OER (Paragraph) Structure & Compare/Contrast Key Words **Comparative Literature:** Name Motif ** IA #1, October 13-15	**Columbus Day: No School**	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**
Week 9: October 12-16 **L:** *OCS* Chapter 18-20, p 116-133 **BL:** Figurative Language **G:** Verb Tense **W:** Narrative - Snapshot **CR:** Cold Read: Characterization in excerpt from *The Witches*	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**
Week 10: October 19-23 **L:** *OCS* Chapter 21-22, p 134-145 **S:** Police Brutality in the 1960s and Today (3 articles) **BL:** RETELL, INTERACTION **G:** To/Too/Two **W:** Essay Structure – Introduction & Conclusion **Research Task:** Police Brutality	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**

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5th Grade ELA: How can living by the core values help an individual achieve his or her dreams?

Week 11: October 26-30 **L:** *OCS* Chapter 23-25, p 136-167 **S:** Hippie Culture in San Francisco **BL:** Figurative Language **G:** Its/It's, Your/You're & Their/They're **W:** NEZZ: Zoom In	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**
Week 12: November 2-6 **L:** *OCS* Chapter 26-29, p 168-191 **BL:** Figurative Language & Author's Purpose **W:** NEZZ: Zoom Out **CR:** Close Read Figurative Language – "The Base Stealer" by Robert Francis	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**
Week 13: November 9-13 **L:** *OCS* Chapter 30-33, p 192-215 **BL:** Figurative Language & Author's Purpose **G:** Commas **W:** Narrative Point of View (*OCS Project)* **CR:** Close Read Figurative Language "Still I Rise" by Maya Angelou	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**

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Week 14: November 16-20 **L:** *P.S. Be Eleven* Chapter 1-2 (Sequel to *OCS)* **BL:** Point of View **G:** Run-On Sentences **W:** Narrative Point of View (*OCS Project)* **CR:** Close Read Figurative Language – "How to Eat a Poem" by Eve Merriam	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**
Week 15: November 23-27 **L:** *YG* Chapter 1-2, p. 1-21 **S:** Multiple Intelligences; Autism **BL:** RETELL & TEXT STRUCTURE **CR:** Close Read Figurative Language – "Minuet Three"	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**	**Thanksgiving:** **No School**	**Thanksgiving:** **No School**
Week 16: November 30-December 4 **L:** *YG* Chapter 3-5, p. 22-50 **S:** Bullying, The History of the Harmonica, Friendship Secrets **BL:** RETELL & TEXT STRUCTURE **W:** Essay Structure **CR:** Cold Read Figurative Language	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**

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Week 17: December 7-11 **L:** *YG* Chapter 6-7, p. 51-78 **G:** Dialogue Punctuation **W:** Narrative – Dialogue **CR:** Close Read Symbolism: Harmonica Heart (*YG* Chapter 7) ** IA #2: December 7-11	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**
Week 18: December 14-18 **L:** *YG* Chapter 8-9, p. 79-105 **S:** *Wonder* excerpt **BL:** Theme & POV **G:** Apostrophes **W:** Narrative – Dialogue Tags *Darnell Rock Reporting:* Winter Break Novel Schema, Vocab, & Introduction	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**
Week 19: January 4-8 **L:** *YG* Chapter 10-11, p. 106-134 **S:** History of Jazz **BL:** Character Perspective & Key Ideas **G:** Apostrophes **W:** Argument Essay – Argument & Best Evidence **CR:** Close Read Symbolism: "The Rose that Grew from Concrete" by Tupac	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**

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Week 20: January 11-15 **L:** *YG* Chapter 12-14, p. 135-163 **S:** Friendship Secrets (ThinkCERCA) **BL:** Text Structure **G:** Adjectives **W:** Argument Essay – Explanation of Evidence **CR:** Close Read Symbolism /*Topic*	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**
Week 20: January 18-22 **L:** *YG* Chapter 15-18, p. 164-208 **S:** BB King **BL:** Text Structure, Research **W:** NEZZ – Zoom Out **CR:** Close Read Symbolism: Monster (*YG* Chapter 18) ** Q2 Ends: January 22	**Martin Luther King Jr. Day:** **No School**	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**
Week 21: January 25-29 **L:** *Witnesses* Chapter 1-3, p 1-27 **S:** Civil Rights Movement, KKK, Thurgood Marshall **BL:** Retell & Text Structure **G:** Adverbs **W:** Body Paragraph Structure – Quote with Context **CR:** Cold Read: Symbolism: "This Morning" by Lucille Clifton	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**

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Week 22: February 1-5 **L:** *Witnesses* Chapter 4-5, p 28-48 **S:** Ghandi, Malala **BL:** Text Structure – Compare & Contrast **W:** Essay Structure – intro & conclusion for comparative literature essay **CR:** Comparative Literature **CR:** Close Read for Meaning: "The Wolf & the House Dog" by Aesop	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**
Week 23: February 8-12 **L:** *Witnesses* Chapter 6-7, p 48-48 **S:** History of "We Shall Overcome" **BL:** Text Structure - Cause & Effect **G:** articles **W:** Body Paragraph Structure – Explanation **CR:** Close Read for Tone: Truman's Speech to the NAACP ** IA #3: February 8-10	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**
Week 24: February 15-19 **L:** *Witnesses* Chapter 8-9, p 48-48 **S:** "Don't Go to Memphis, Dr. King" (ThinkCERCA) **BL:** RETELL **CR:** Close Read for Tone: King's Speech Before the Youth March for Integrated Schools, 1959	**President's Day: No School**	**No School**	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**

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Week 25: February 22-26 **L:** Poetry • "Listen Children" by Luciel Clifton • "Human Family" by Maya Angelou • "Your World' by Georgia Douglas Johnson **BL:** Theme **W:** Supporting an argument with evidence throughout a novel **CR:** Close Reading for Meaning – RFK's Speech on death of Dr. King **CR:** Cold Read for Tone: Obama Speech	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**
Week 26: February 29-March 4 **L:** *Esperanza*, Intro & Chapter 1, p. 1-22 **S:** *Social Class, Mexican Revolution, Legend of the Phoenix* **BL:** RETELL, CHARACTER PERSPECTIVE **G:** Complex Sentences **W:** Sophisticated Transitions	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**

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Week 27: March 7-11 **L***:* *Esperanza*, Chapter 2-3, p. 23-57 **S:** Crop Cycle, Figs, Proverbs & Dichos **BL:** Figurative Language **W:** Mid-Year Writing Portfolio Reflection **CR:** Close Read Symbolism: Figs (*Esperanza* Chapter 3)	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**
Week 28: March 14-18 **L***:* *Esperanza*, Chapter 4-5, p. 58-80 **S:** Cesar Chavez, Migrant Workers, "Pedro Flores" **BL:** Figurative Language **W:** Research – concise explanations of evidence **CR:** Close Read Symbolism: "Identity" **Q3 Ends: March 16	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**
Week 29: March 21-25 **L***:* *Esperanza*, Chapter 6-7, p. 81-120 **BL:** Figurative Language **W:** NEZZ: Zoom In/Zoom Out – Connect back to argument **CR:** *Cold Read for Symbolism: Four Skinny Trees*	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**

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March 28-April 1	No School: Spring Break	No School: Spring Break	No School: Spring Break	No School: Spring Break	No School: Spring Break
Week 30: April 4-8 **L:** *Esperanza*, Chapter 8-9, p. 121-157 **S:** Poverty, Great Depression & Dust Bowl **BL:** Retell, Character Perspective **W:** Narrative – Point of View **CR:** Comparative Literature	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**
Week 31: April 11-15 **L:** *Esperanza*, Chapter 10-12, p. 158-213 **S:** Migrant Farm Work Children Reading and Video Clip, Cyclical Poverty **BL:** Theme **G:** Homophones Review **W:** Narrative – Theme & POV (Story with Dicho from two perspectives) **CR:** Comparative Literature	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**

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Week 32: April 18-22 **L:** *Esperanza*, Chapter 13-14, p. 214-253 **S:** Lessons of Dr. Martin Luther King by Cesar Chavez **BL:** Central Idea **W:** NEZZ – flow/style by eliminating awkward sentence starters **IA #4: April 18-22	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**
Week 33: April 25-29 **L:** *Skin*, Chapter 1-3, p. 1-25 **S:** "What is Prejudice?", "The Beauty of Color" **BL:** Figurative Language, Retell **W:** NEZZ- Chunking evidence **CR:** Close Read for Tone & FL: "Fish Cheeks" by Amy Tan	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**
Week 34: May 2-6 **L:** *Skin*, Chapter 4-6, p. 16-32 **S:** Colorism Paired Texts ("How Colorism Colors Our Daily Lives" & "The Color of My Skin" **BL:** Retell, Connect Between Texts **W:** FPT **CR:** Comparative Literature - Colorism	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**

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Week 35: May 9-13 **L:** *Skin,* Chapter 7-10, p. 33-54 **S:** Elliot's Blue vs. Brown Eyes Social Experiment, Body Image & Self-Esteem **BL:** Retell, Connect Between Texts) **W:** FPT **CR:** Comparative Literature – Body Image	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**
Week 36: May 16-20 **L:** *Skin,* Chapter 11-13, p. 54-74 **S:** "Lord, Why Did You Make Me Black?" by Runnet Nia Ebo **BL:** Point of View & Theme **W:** FPT **CR:** Close Read – The Bluest Eye	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**
Week 37: May 23-27 **L:** *Skin,* Chapter 14-18, p. 75-103 **S:** Clark's Doll Experiment **BL:** Theme, Character Motivation & Retell **W:** FPT	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**

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Week 38: May 30-June 3 **L:** *Skin,* Chapter 19-24, p. 104-136 **BL:** Symbolism, Figurative Language, Character Perspective **W:** FPT	**Memorial Day: No School**	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**	**5th Grade EOY Trip**	**5th Grade EOY Trip**	**5th Grade EOY Trip**
Week 39: June 6-10 **L:** *Skin,* Chapter 15-32, p. 137-171 **S:** "Am I Pretty or Ugly", "Peer Pressure Power" **BL:** *Text Structure, Theme* **W:** FPT	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**
Week 40: June13-17 **L:** n/a **S:** Importance of Summer Reading **BL:** Retell, Key Ideas	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**

NYS CC Key Idea	Learning Goal	Suggested Objective(s)	Standard(s)	Related Theme(s)	Assessment	Unit
5.1 GEOGRAPHY IN THE WESTERN HEMISPHERE: The diverse geography of the Western Hemisphere has influenced human culture and settlement in different ways. Human communities in the Western Hemisphere have modified the physical environment.	5.1a Physical maps reflect the varied climate zones, landforms, bodies of water, and natural resources of the Western Hemisphere.	Recognize a physical map from key features and summarize the information contained in a physical map.	3	GEO	IA 1	1
		Define natural resource and differentiate natural resources from other products. Provide examples of natural resources from a physical map.	3	GEO	IA 1	1
		Identify the cardinal and intermediate directions and explain which direction to travel depending on coordinates.	3	GEO	IA 1	1
		Calculate the distance between two places using a map scale.	3	GEO	IA 1	1
		Define landform and body of water. Identify major landforms and bodies of water in the different regions of the Western Hemisphere.	3	GEO	IA 1	1
		Differentiate between latitude and longitude and locate points on a globe using latitude and longitude.	3	GEO	IA 1	1
	5.1b The Western Hemisphere can be divided into regions. Regions are areas that share common identifiable characteristics such as physical, political, economic, or cultural features.	Name the major climate zones in the Western Hemisphere and explain why the different climate zones exist using knowledge of the equator.	3	GEO	IA 1	1
		Name major regions of the Western Hemisphere, including but not limited to North America (Canada and US), Mesoamerica (Mexico and Central America), Caribbean, and South America and recognize those regions on a map.	3	GEO	IA 1	1
		Create a map of the regions within the Western Hemisphere that locates major physical features of each region with the use of symbols and a legend.	3	GEO	IA 1	1
		Create a political map of the Western Hemisphere that uses a legend to note which countries are in which region.	3	GEO	IA 1	1
	5.1c The physical environment influences human population distribution, land use, and other forms of economic activity.	Examine bar graph to identify points and determine trends.	3	GEO	IA 1	1
		Examine line graphs to identify points and determine trends.	3	GEO	IA 1	1
		Compare and contrast the human settlement patterns of three cities in three climate zones across the Western Hemisphere.	3	GEO	IA 1	1
		Discern patterns in human settlement and economic activity based on physical environment, climate, and vegetation.	3	GEO	IA 1	1
5.2 EARLY PEOPLES OF THE AMERICAS: The first humans in the Western Hemisphere modified their physical environment as well as adapted to their environment. Their interactions with their environment led to various innovations and to the development of unique cultures.	5.2a Various forms of scientific evidence suggest that humans came to North America approximately 25,000 to 14,000 years ago and spread southward to South America.	Examine the Beringia ice bridge theory of migration and settlement of the Americas, including major supporting evidence and major problems with the theory.	1	MOV	IA 1	2
		Compare and contrast the Beringia theory to the watercraft theories of coastal migration of the Americas, including major supporting evidence and major problems with the theory.	1	MOV	IA 1	2
		Explain, using both theories, that scientific evidence suggests that the first humans arrived roughly during the last Ice Age and migrated from NA to SA.	1	MOV	IA 1	2
	5.2b Human populations that settled along rivers, in rainforests, along oceans, in deserts, on plains, in mountains, and in cold climates adapted to and made use of the resources and environment around them in developing distinct ways of life.	Define adapt and explain how people adapt to their environment using natural resources to meet basic needs.	1	TCC; GEO	IA 1	2
		Compare and contrast the cultures of two groups of people living in two different environments (such as Inuit people in the polar region to Brazilians living near the Amazon basin).	2	ID; MOV	IA 1	2
	5.2c Early peoples living together in settlements developed shared cultures with customs, beliefs, values, and languages that give identity to the group. These early peoples also developed patterns of organization and governance to manage their society.	Define culture and identify key features of the culture of the Clovis people.	3	ID; MOV	IA 1	2
		Name the different cultural regions of Native American groups located in the Western Hemisphere and explain that cultural groups developed due to different physical environments, climates, and vegetation using a variety of maps.	2, 3	MOV	IA 1	2
		Examine how the Native Americans of the Eastern Woodlands of North America (Haudenosaunee) adapted to and used the environment and its resources to meet their basic needs and elements of their culture, including customs, beliefs, values, languages, and patterns of organization and governance.	2, 3	ID; MOV	IA 1	2
		Research how a different Native American culture group adapted to and used the environment to meet their basic needs and elements of their culture, including customs, beliefs, values, languages, and patterns of organization and governance. These groups should include but should not be limited to the Cahokia, NA Great Plains, NA Southwest, Canadian Inuit, Caribbean Taino	2, 3	ID; MOV	IA 1	2
5.3 COMPLEX SOCIETIES AND CIVILIZATIONS: Between 1100 BCE and 1500 CE, complex societies and civilizations developed in the Western Hemisphere. Although these complex societies and civilizations have certain defining characteristics in common, each is also known for	5.3a Civilizations share certain common characteristics of religion, job specialization, cities, government, language and writing systems, technology, and social hierarchy.	Define civilization and name the key features of civilizations. Examine the Mayas as an example of an early civilization and identify the key features of civilization that are evident in the Mayan culture.	4	ID; TCC	IA 2	3
		Locate the regions inhabited by the Mayas and place the Mayan civilization on a timeline. Examine the key characteristics of the Mayas culture, including polytheism, developments in technology, and organized government.	3	ID	IA 2	3
		Locate the regions inhabited by the Aztecs and place the Aztec civilization on a timeline. Examine key characteristics of Aztec culture, noting similarities and differences from Mayan culture.	3	ID	IA 2	3
		Locate the regions inhabited by the Incas and place the Incan civilization on a timeline. Examine key characteristics of the Inca culture, noting key similarities and differences from the Mayas and Aztecs.	3	ID	IA 2	3

unique cultural achievements and contributions.		Summarize the similarities between the Mayas, Aztecs and Incas (specifically in religion and government) while noting specific key achievements of each culture.	2	TCC	IA 2	3
	5.3b Complex societies and civilizations adapted to and modified their environment to meet the needs of their people.	Explain how the Mayas adapted to and modified their environment to meet the needs of their people, examining the clothing, farming, shelter, and transportation systems	3	GEO	IA 2	3
		Explain how the Aztecs adapted to and modified their environment to meet the needs of their people, examining the clothing, farming, shelter, and transportation systems.	3	GEO	IA 2	3
		Explain how the Incas adapted to and modified their environment to meet the needs of their people, examining the clothing, farming, shelter, and transporation systems.	3	GEO	IA 2	3
		Summarize the key similarities and differences between the economies of the Mayas, Aztecs, and Incas; explain the connection between the geography of each civilization and its economy.	2	GEO; TCC	IA 2	3
	5.3c Political states can take different forms such as city-states and empires. A city-state is comprised of a city with a government that controls the surrounding territory,	Define "city-state" and "empire" and determine which term best fits with the Mayas, Aztecs, and Incas after reading secondary sources describing the political organization of each civilization.	4	GOV	IA 2	3
		Compare and contrast the Maya and Aztec political states, noting the territories they controlled, the type of rule each had, and how each ruler attempted to unify the people.	2, 4	GOV	IA 2	3
5.4 EUROPEAN EXPLORATION AND ITS EFFECTS: Various European powers explored and eventually colonized the Western Hemisphere. This had a profound impact on Native Americans and led to the transatlantic slave trade.	5.4a Europeans traveled to America in search of new trade routes, including a northwest passage, and resources. They hoped to gain wealth, power, and glory.	Name the motives of Christopher Columbus and map the area(s) of the Western Hemisphere that he explored and claimed. Examine the short-term effects of Columbus' exploration on the Taino people.	1, 4	MOV; TCC; GEO	IA 2	4
		Name the motives of John Cabot and map his voyage and exploration in the Western Hemisphere. Examine the short-term effects of Cabot on the native people(s) in the region as well as longer-term effects.	1, 2	MOV; TCC; GEO	IA 2	4
		Examine the motives of Jacques Cartier and map his voyage and exploration in the Western Hemisphere. Examine short- and long-term effects of Cartier's exploration in northern North America.	1, 2	MOV; TCC; GEO	IA 2	4
		Investigate the motives of Pedro Cabral and map his voyage in South America. Examine the short- and long-term effects of Cabral's exploration in the eastern portion of South America.	1, 2	MOV; TCC; GEO	IA 2	4
		Examine the motives and voyage of Vasco Nunez de Balboa and his effects, short and long-term, on Mesoamerica.	1, 2	MOV; TCC; GEO	IA 2	4
		Define "colony" and map key areas of the Western Hemisphere colonized by the English, Dutch, French, Portuguese, and Spanish. In a corresponding caption or written portion/key, compare the location, relative size, and key resources in each region.	1, 2, 3	GEO; MOV; SOC	IA 2	4
	5.4b Europeans encountered and interacted with Native Americans in a variety of ways.	Examine the conquests of Cortez. Investigate the resulting demographic changes in Mesoamerica as well as short-term effects on the Aztec people.	1, 2, 3	MOV; SOC	IA 2	4
		Examine the conquests of Pizarro, comparing and contrasting his impact with that of Cortez.	1, 2, 3	MOV; SOC	IA 2	4
		Investigate the impact of the French in North America and the resulting fur trade.	1, 2, 3	ECO	IA 2	4
		Compare and contrast the ; of the French in North America to the impact of the Spanish in Mesoamerica.	2	MOV	IA 2	4
	5.4c The transatlantic trade of goods, movement of people, and spread of ideas and diseases resulted in cultural diffusion. This cultural diffusion became known as the Columbian Exchange and reshaped the lives and beliefs of people.	Examine charts, graphs, and sources documenting the effects of Columbus and other explorers and interpret patterns in effects.	1, 2, 3	EXCH; TCC; GEO	IA 2	4
		Summarize the long-term effects of Columbus and the other explorers, including but not limited to the transatlantic slave trade/Triangle Trade, exchange of products and a global economy, and spread of disease.	1, 2	EXCH; TCC; GEO	IA 2	4
		Create a diagram of the Columbian Exchange and annotate the key features of cultural diffusion on the diagram from maps and secondary sources.	2, 4	EXCH; TCC; MOV; SOC	IA 2	4
	5.4d Africans were captured, brought to the Americas, and sold as slaves because laboreres were needed. Their transport across the Atlantic was known as the Middle Passage.	Investigate why sugar was brought to the Americas, noting where it was grown and why.	1, 3, 4	EXCH; ECO; GEO	IA 2	4
		Define the principle of supply and demand. Explain the role of supply and demand in the growth of the sugar and transatlantic slave trade.	1, 3	ECO; GEO	IA 2	4
		Examine the conditions experienced by enslaved Africans during the Middle Passage and summarize those experiences in a historical narrative.	2, 4	SOC; EXCH; MOV	IA 2	4
5.5 INDEPENDENCE MOVEMENTS: Beginning in the late 18th century, independence movements took place in the Western Hemisphere for a variety of reasons. These independence movements and their outcomes varied by location.	5.5a In some areas of the Western Hemisphere, the desire for independence led to political revolutions.	Define revolution. Examine a case study of a revolution (such as the American Revolution) and list the reasons why British colonists wanted independence in what became the United States.	1, 5	TCC; GOV; CIV	IA 3	5
		Examine documents related to the Haitian Revolution and summarize reasons people in Haiti wanted independence as well as a chronological timeline of the Haitian independence movement.	1, 5	TCC; GOV; CIV	IA 3	5
		Examine the efforts of Toussaint L'Ouverture in Haiti in obtaining independence and summarize his methods and beliefs, and evaluate his influence on the Haitian Revolution.	1, 5	TCC; CIV	IA 3	5
		Investigate reasons that people in Latin America (including Colombia, Panama, Venezuela, and Ecuador) and summarize their reasons for independence from Spain. Create a timeline of the Latin American independence movements.	1, 5	TCC; GOV; CIV	IA 3	5
		Examine the efforts of Simon Bolivar in Latin America and summarize his influence on the Latin American independence movements.	1, 5	TCC; CIV	IA 3	5
		Explain the key differences and similarities between the independence movements in America, Haiti, and Latin America.	1, 2	TCC	IA 3	5
		Explore efforts by Canadians to obtain self-government and create a timeline of the Canadian independence movement.	1, 5	TCC; GOV; CIV	IA 3	5
		Explain how the Canadian independence movement differed from the process by which British colonists gained independence in the American Revolution.	1, 2, 5	TCC	IA 3	5

5.6 GOVERNMENT: The political systems of the Western Hemisphere vary in structure and organization across time and place.	5.6a Government structures vary from place to place, as do the structure and functions of governments in the countries of the Western Hemisphere today.	Define government and explain the role of an executive, legislature, and judicial branch in a government as well as a governing document. Examine documents pertaining to the US, Canada, Mexico and Cuba to ascertain that all four countries have constitutions and branched governments.	5	CIV; GOV	IA 3	6
		Examine the US executive branch. Summarize both the powers of the president and the process by which a president is elected.	5	GOV	IA 3	6
		Compare and contrast the US executive branch to the Canadian, Mexican, and Cuban executive branches, including the process by which executives are selected.	5	GOV	IA 3	6
		Examine the US legislative branch and summarize how a bill becomes a law, noting the role of checks and balances.	5	GOV	IA 3	6
		Compare and contrast the US legislature to the Canadian, Mexican, and Cuban legislative bodies, noting differences in terms of office, selection, and powers.	5	GOV	IA 3	6
		Examine the US judicial branch and its powers in the US government, selection, and terms of office.	5	GOV	IA 3	6
		Compare and contrast the US judicial branch to the judicial branches of Canada, Mexico, and Cuba.	5	GOV	IA 3	6
		Evaluate which countries fit into the definition of "Constitutional Democracy" based on the definition provided using documents and sources.	5	CIV; GOV	IA 3	6
	5.6b Legal, political, and historic documents define the values, beliefs, and principles of constitutional democracy.	Summarize the key elements or values of a constitutional democracy, such as basic rights, freedom of expression, and justice.	5	CIV; GOV	IA 3	6
		Examine the Declaration of Independence for evidence of key values of a constitutional democracy.	5	GOV	IA 3	6
		Analyze the US Constitution for evidence of key values of a constitutional democracy as well as evidence of popular involvement in a dynamic government.	5	GOV	IA 3	6
		Explain the decision to include the Bill of Rights in context with the Constitution and frame its purpose in the US government.	5	CIV; GOV	IA 3	6
		Analyze the British North America Act for evidence of constitutional democracy. Compare the BNAA to the US Constitution.	5	GOV	IA 3	6
		Examine the Canadian Bill of Rights and compare it to the United States Bill of Rights.	5	CIV; GOV	IA 3	6
	5.6c Across time and place, different groups of people have struggled and fought for equality and civil rights using different means, and the sources of power and authority in Western Hemisphere nations have responded to issues of justice and inequality with different approaches.	Create a social pyramid or diagram to explain that throughout history, certain groups of people have struggled for their own rights and equality. Define social justice and explain the importance of social justice.	5	CIV	IA 3	6
		Compare and contrast the rights of Native Americans to those or white Americans in the United States in three time periods: 1750, 1880, and 1980.	5	CIV	IA 3	6
		Summarize the responses to Native Americans taken by the US government and/or other Western Hemsiphere governments (particularly in Mesoamerica). Evaluate which response was most just.	5	CIV; GOV	IA 3	6
		Compare and contrast the rights of black Americans to those or white Americans in the United States in three time periods: 1750, 1880, and 1960.	5	CIV	IA 3	6
		Summarize the approaches taken by black Americans and responses by the US government and/or other Western Hemsiphere governments (particularly in Mesoamerica). Evaluate which response was most just.	5	CIV; GOV	IA 3	6
		Compare the social status and rights of women in three different Western Hemisphere countries using a variety of charts, documents, and statistics pertaining to job holdings, salary, and voting rights. Evaluate which country is most just in its treatment of women.	5	CIV; GOV	IA 3	6
		Analyze the Mexican Revolution in the early 20th century and its significance with regard to social upheaval and the Mexican Constitution of 1917.	5	CIV; GOV	IA 3	6
		Analyze the Salvadoran Revolution (1970s-1990s) in comparison to the Mexican Revolution.	5	CIV; GOV	IA 3	6
	5.6d Multinational organizations and nongovernmental organizations in the Western Hemisphere seek to encourage	Students will examine multinational organizations and nongovernmental organizations and their role in promoting cooperation, peace, and cultural understanding.	5		IA 4	
5.7 ECONOMICS: The people of the Western Hemisphere have developed various ways to meet their needs and wants. Many of the countries of the Western Hemisphere trade with each other as well as other countries around the world.	5.7a Peoples of the Western Hemisphere have engaged in a variety of economic activities to meet their needs and wants.	Research the major economic activities of the United States, Canada, and Mexico and determine their major industries in relation to available resources.	1, 3, 4	ECO; GEO	IA 4	7
		Research two additional countries (including Brazil) using a similar research cycle and collect data about the key resources of those countries to formulate a hypothesis as to what industries could be supported by those available resources.	3, 4	ECO; GEO; TCC	IA 4	7
		Evaluate hypothesis regarding industries by examining the actual industries of countries researched.	3, 4	ECO; GEO	IA 4	7
		Explain why certain products are manufactured in particular places, taking into account the weight, transportation availability, and costs and markets (e.g., soda, gasoline, and t-shirts from a popular store).		ECO; GEO; EXCH	IA 4	7
	5.7b Countries trade with other countries to meet economic needs and wants. They are interdependent.	Locate at least 3 imports to the United States and where those imports originate. Explain why the United States imports those items and note how this affects US economy.		EXCH; ECO; GEO	IA 4	7
		Research at least 3 US exports to other market sin the Western Hemisphere and explain how this affects the US economy.		EXCH; ECO; GEO	IA 4	7
		Examine a case study regarding the elimination/reduction of a commonplace item from the market (i.e., war rations scenario). Hypothesize the effects of the product on the US market and/or the Western Hemisphere market.		TCC; ECO	IA 4	7
	5.7c Different types of economic systems	Explore and then summarize the characteristics of a traditional economy used by the Plains Indians.		ECO	IA 4	7

	have developed across time and place within the Western Hemisphere. These economic systems include traditional,	Explore and then summarize the market economy of Canada.		ECO	IA 4	7
		Explore and then summarize the command economy of Cuba.		ECO	IA 4	7
		Compare and contrast the three economies of the Plains Indians, Canada, and Cuba.		ECO; TCC	IA 4	7
5.8 COMPARATIVE CULTURES: The populations of the countries of the Western Hemisphere are diverse and the cultures of these countries are rich and varied. The nations of the Western Hemisphere have been participated in and benefited from international organizations that promote cultural understanding, peace,	5.8a The populations of the countries of the Western Hemisphere are diverse and varied.	Define diversity. Investigate the diversity of the United Statesby looking at the official langauge/languages and major religion(s) practiced, as well as regional analyses of immigrant groups.	1, 2	SOC; MOV; ID	IA 4	8
		Provide examples of cultural contributions of major immigrant groups to the United States and settlers.	1, 2	SOC; MOV; ID		
		Make hypotheses, based on historical knowledge, of the diversity of Canada, Mexico, and Brazil and then evaluate those hypotheses by examining charts, maps and other data to find information on official language(s), major religion(s), and different groups that have settled there.	1, 2	SOC; MOV; ID		
		Provide examples of cultural contributions of at least one major group in Brazil, Canada, and Mexico.	1, 2	SOC; MOV; ID		
		Create a presentation on the diversity of at least one other Western Hemisphere country.				
		Examine reasons that people emigrated from their country to another country, using case studies of the United States immigration periods in the 19th and 20th centuries, the Dominican Republic in the 1960s, and Indian emigration to Guyana.				
	5.8b The countries of the Western Hemisphere have unique characteristics and achievements that distinguish them from other countries.	Explore key characteristics that make the United States unique, including but not limited to climate/range of climates, economic products, government, language(s), or global achievements.				
		Compare the characteristics of Canada to the United States and surrounding countries to examine features that make it unique.				
		Through research, create a presentation or written paper on one Mesoamerican country, and one South American country, explaining how each is unique to the Western Hemisphere.				
	5.8c Countries in the Western Hemisphere face a variety of concerns and issues specific to the region.	Students will investigate a current issue that two or more Western Hemisphere countries are facing together. Some examples include environmental issues, natural disasters, and trade.				
		Examine the United Nations and summarize its purpose and history, citing at least one key example of its efforts in the Western Hemisphere.				
		Draft and then revise an opinion speech over what role U.S. humanitarian organizations should take in response to natural disasters in the Western Hemisphere.				

Grade 5: The Western Hemisphere SS Practices

Practice Number	Practice Name	Performance Goals	Specific to Grade 5
1	Chronological Reasoning and Causation	Articulate how events are related chronologically to one another in time and explain the ways in which earlier ideas and events may influence subsequent ideas and events	Employ mathematical skills to measure time in years and centuries. Understand the difference between B.C.E. and C.E. Identify the chronological significance of data presented in time lines.
		Identify causes and effects using examples from current grade level content and historical ideas and events	Use periods of time such as decades and centuries to orgnaize a historical narrative; compare histories in different places in the Western Hemisphere utilizing timelines.
		Identify, analyze and evaluate relationship between multiple causes and effects	
		Distinguish between long-term and immediate causes and effects	
		Recognize, analyze, and evaluate dynamics of historical continuity and change over periods of time	
		Recognize that changing the periodization affects the historical narrative	
		Relate patterns of continuity and change to larger historical processes and themes	
		Identify and describe models of historical periodization that historians use to categorize events (such as "Pre-Revolution Events")	
2	Comparison and Contextualization	Identify similarities and differences among geographic regions using specific geographic vocabulary	Identify a region in the Western Hemsiphere by describing a characteristic that places wtihin it have in common, and then compare it to other regions. Understand how regions can be defined as sharing common characteristics in contrast with other regions.
		Identify and compare multiple perspectives on a given historical experi	Describe and compare events in the history of the Western Hemisphere in societies in similar chronological contexts and in various geographical contexts

Practice Number	Practice Name	Performance Goals	Specific to Grade 5
		Identify similarities and differences between historical developments c	Identify a region in the Western Hemsiphere by describing a characteristic that places wtihin it have in common, and then compare it to other regions. Understand how regions can be defined as sharing common characteristics in contrast with other regions.
		Describe, compare, and evaluate multiple historical developments (wit	Identify how the relationship among geography, economics, and history helps to define a context for events in the study of the Western Hemisphere.
		Describe the relationship between geography, economics, and history	Describe historical developments in the history of the Western Hemisphere with specific references to circumstances of time and place and to connections to broader regional or global processes with teacher support.
		Connect historical developments to specific circumstances of time and place and to broader regional, national, or global processes	
3	Geographic Reasoning	Ask geographic questions about where places are located and why their location is important	Use location terms and use geographic representations such as maps, photographs, satellite images, and models to describe where places in the Western Hemisphere are in relation to each other, to describe connections among places, and to evaluate the ebenfits of a particular place for purposeful activities
		Identify and describe the relationship between people, places, and the environment using geographic tools to place them in a spatial content	Distinguish human activities and human-made features from "environments" (natural events or physical features - land, air, and water - that are not directly made by humans) in the Western Hemisphere
		Identify, analyze, and evaluate the relationship between the enrivonment and human activities, how the physical environment is modified by human activities and how human activities are also influenced by Earth's physical features and processes	Identify and describe how environments affect human activities and how human activities affect physical environments through the study of cases in the Western Hemisphere
		Recognize and interpret (at different scales) the relationship among patterns and processes	Recongize and explain how characteristics (cultural, economic, and physical-environmental) of regions affect the history of societies in the Western Hemisphere

Practice Number	Practice Name	Performance Goals	Specific to Grade 5
		Recognize and analyze how place and region influence the social, cultural, and economic characteristics of civilizations	Describe how human activities alter places and regions in the Western Hemisphere
		Characterize and analyze changing interconnections among places and regions	Reocgnize that boundaries and definitions of location are historically constructed
4	Gathering, Using, and Interpreting Evidence	Define and frame questions about events and the world in which we live and use evidence to answer these questions	Develop questions to help identify evidence about topics related to the historical events occurring in the Western Hemisphere that can be answered by gathering, using, and interpreting evidence.
		Identify, describe, and evaluate evidence about events from diverse sources (including written documents, works of art, photographs, charts and graphs, artifacts, oral traditions and other primary and secondary sources	Identify implicit ideas to draw inference with support
		Analyze evidence in terms of content, authorship, point of view, purpose, and format; identify bias; explain the role of bias and audience in presenting arguments or evidence with teacher support	
		Describe and analyze arguments of others	
		Make inferences and draw conclusions from evidence	
		Recognize an argument and identify evidence that supports the argument; examine arguments related to a specific Social Studies topic from multiple perspectives; deconstruct arguments, recognizing the perspective of the argument and identifying evidence used to support that perspective	
		Create meaningful and persuasive understandings of the past by fusing disparate and relevant evidence from primary and secondary sources	
5	Economics and Economic Systems	Explain how scarcity necessitates decision making; employ examples from the Western Hemisphere to illustrate the role of scarcity historically and in current events	
		Show examples of various types of resources (human capital, physical capital, and natural resources) required to provide goods and services	
		Provide examples of how currency makes exchange easier by comparing a barter economy to a currency-based economy; examine why corporations and labor unions have a role in a market economy	
		Examine the role of job specialization and trade historically and during contemporary times in the Western Hemisphere	

Practice Number	Practice Name	Performance Goals	Specific to Grade 5
		Explain the meaning of unemployment, inflation, income, and economic growth in the economy	
		Describe government decisions that impact economies in case studies from the Western Hemisphere	
6	Civic Participation	Demonstrate respect for the rights of others in discussions and classroom; respectfully disagree with other viewpoints	Consider alternate views in discussion with teacher support.
		Participate in activities that focus on a classroom, school, community, state, or national issue or problem	Participate in activities that focus on a localized issue or problem in a country other than the United States in the Western Hemisphere.
		Explain differing philsophies of social and political participation and the role of the individual leading to group-driven philosophies	Identify different types of political systems and ideologies used at various times and in various locations in the Western Hemisphere and identify the role of individuals in social and political participation at various times and in various locations in the Western Hemisphere outside the United States.
		Identify, describe, and contrast the role of the individual in opportunities for social and political participation in different societies	Describe the roles of people in power in the Western Hemisphere both historically and currently. Identify ways that current figures can influence people's rights and freedom.
		Participate in persuading, negotiating, and compromising in the resolution of conflicts and differences; introduce and examine the elements of debate	Identify rights and responsibilities of citizens within societies in the Western Hemisphere.
		Identify situations with a global focus in which social actions are required and determine an appropriate course of action	Develop and understanding of the interdependence of individuals and groups in communities in the Western Hemisphere.
		Work to influence those in positions of power to strive for extensions of freedom, social justice, and human rights	
		Fulfill social and political responsibilities associated with citizenship in a democratic society and interdependent global community by developing awareness and/or engaging in the political process	

Grade 5: The Western Hemisphere

		Key Ideas	5.1	5.2	5.3	5.4	5.5	5.6	5.7	5.8
	Themes									
1	Individual Development and Cultural Identity (ID)									
2	Development, Movement, and Interaction of Cultures (MOV)									
3	Time, Continuity, and Change (TCC)									
4	Geography, Humans, and the Environment (GEO)									
5	Development and Transformation of Social Structures (SOC)									
6	Power, Authority, and Governance (GOV)									
7	Civic Ideals and Practices (CIV)									
8	Creation, Expansion, and Interaction of Economic Systems (ECO)									
9	Science, Technology, and Innovation (TECH)									
10	Global Connections and Exchange (EXCH)									

READING

		Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8
Key Ideas and Details	1. Cite specific textual evidence to support analysis of primary and secondary sources.								
	2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.								
	3. Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes a law, how interest rates are raised or lowered).								
Craft and Structure	4. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.								
	5. Describe how a text presents information (e.g., sequentially, comparatively, causally)								
	6. Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).								
Integration of Knowledge and Ideas	7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.								
	8. Distinguish among fact, opinion and reasoned judgment in a text.								
	9. Analyze the relationship between a primary and secondary source on the same topic.								

WRITING

Arguments focused on discipline-specific content	1. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.								
	2. Support claim(s) with logical reasoning and relevant, accurate, data and evidence that demonstrate an understanding of the topic or text, using credible sources.								
	3. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.								
	4. Establish and maintain a formal style.								
	5. Provide a concluding statement or section that follows and supports the argument presented.								
Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.	6. Introduce a topic, clearly previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.								
	7. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.								
	8. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.								
	9. Use precise language and domain-specific vocabulary to inform about or explain the topic.								
	10. Establish and maintain a formal style and objective tone.								
	11. Provide a concluding statement or section that follows from and supports the information or explanation presented.								
Production & distribution of writing	12. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.								

	13. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.								
	14. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.								
Research	15. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.								
	16. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.								
	17. Draw evidence from informational texts to support analysis reflection, and research.								

Overview

5th Grade Science Scope and Sequence

Fifth grade science is a progression from low risk activities to higher risk activities designed to develop student autonomy and relationships between peers. Content knowledge in addition to scientific and engineering practices are developed through inquiry based lesson plans, nonfiction reading, group work, projects, and direct instruction. Content and practices are assessed through performance assessments, exit tickets, student writing, in-class assessments, and IAs.

The repeating table at the beginning of each unit outlines the NGSS Practices, NGSS Cross-Cutting Concepts, and Character Focal Points integrated into the curriculum. Though all of the Cross-Cutting Concepts are covered in the curriculum, the highlighted concepts are more prominent.

Yearlong Overview

Beginning of Year to IA #1 – 31 Teaching Days
IA #1 to IA #2 – 29 Teaching Days
IA #2 to IA #3 – 36 Teaching Days
IA #3 to IA #4 – 68 Teaching Days

Unit 1: Science vs. Engineering

This first unit guides students through the distinction between science and engineering. In the study of science students will learn about the process scientists use to understand the world, including making observations and inferences, measurement, conducting experiments, and analyzing data. We will compare this with what it means to be an engineer, where a person uses creativity and their understanding of math and science to design technology. Additionally, students will investigate the difference between the metric and customary systems of measurement, learn how to use scientific tools to measure the length, mass, volume, and temperature of objects, conduct experiments and use their data to draw conclusions and make predictions, and focus on how to communicate and be patient in a team setting.

PRACTICES	CROSS-CUTTING CONCEPTS	CHARACTER FOCAL POINTS
❑ **Asking questions (science) and defining problems (engineering)** ❑ **Developing and using models** ❑ **Planning and carrying out investigations** ❑ **Analyzing and interpreting data** ❑ **Using mathematics and computational thinking** ❑ **Constructing explanations (science) and designing solutions (engineering)** ❑ **Engaging in argument from evidence** ❑ **Obtaining, evaluating, and communicating information**	❑ **Patterns** ❑ **Cause and effect** ❑ **Scale, proportion, and quantity** ❑ **Systems and system models** ❑ **Energy and Matter** ❑ **Structure and function** ❑ **Stability and change**	❑ **Perseverance (Grit)** ➢ How to overcome struggle ➢ Patience ➢ Mindset ❑ **Self-Control** ➢ Patience ➢ Cooperation and compromise ➢ Communication

CONCEPT ONE: The Process of Science (Continuous)
Essential Question: What is Science? How do scientists answer questions about the natural world?

NGSS Performance Expectations:

3-5-ETS1-2. Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem.

3-5-ETS1-3. Plan and carry out fair tests in which variables are controlled and failure points are considered to identify aspects of a model or prototype that can be improved.

Days	Objective	Power Words	Pearson	Description of Activity
2	**Describe** how scientists use inquiry to learn about the world around them.	Hypothesis Observation Conclusions	Ch 1, Lesson 1	Mystery Tubes
3	**Describe** how scientists investigate problems in many different ways.	Experiment Independent Variable Dependent Variable Control Group Procedures	Ch 1, Lesson 2	Which Method Keeps Bread Freshest? What Will Keep the Apple Slices from Turning Brown? Making a Peanut Butter and Jelly Sandwich
2	**Describe** how scientists collect and interpret data using many different kinds of tools in a safe way.	Data Precision Accuracy Inference	Ch 1, Lesson 3	Why do Scientists Use Thermometers?
1	**Describe** how scientists measure the length of different objects.	Data Precision Accuracy Inference	Ch 1, Lesson 3	Types of Measurement
2	**Explain** how scientists draw conclusions and support them using evidence.	Evidence	Ch 1, Lesson 4	Which Towel Absorbs the Most Water? How does a Banana Slice Change Over Time?
1	**Understand** the background of the Splash Lab.	Hypothesis Procedure Variable	Splash Lab	Splash Lab
1	**Conduct** the Splash Lab experiment.	Observation Inference Data	Splash Lab	Splash Lab
1	**Draw conclusions** from collected data in the Splash Lab.	Conclusion	Splash Lab	Splash Lab

CONCEPT TWO: Engineering Design (Continuous)

Essential Question: What is engineering? How do engineers use the design process to solve problems?

NGSS Performance Expectations:

3-5-ETS1-2. Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem.
3-5-ETS1-3. Plan and carry out fair tests in which variables are controlled and failure points are considered to identify aspects of a model or prototype that can be improved.

Days	Objective	Power Words	Pearson	Description of Activity
3	**Compare** results from different groups to make inferences.	Engineering Design Cycle Constraints	Inquiry: How can you design a strong glue?	How Can You Design a Strong Glue?
2	**Explain** how technology solves problems and provides solutions.	Technology Microchip	Ch 2, Lesson 1	Which Transport System Works Best?
1	**Describe** the engineering design process.	Engineering Design Process Prototype Redesign	Ch 2, Lesson 3	
1	**Articulate** the differences and similarities between scientists and engineers.	Science Engineering		
IA #1				

Unit 2: Physics

Unit 2 begins with a continuation of the Process of Science with specific focus on graphing data. Students learn how to present data using both line and bar graphs and interpret data to decide whether or not the hypothesis is supported by the data. Students then dive into Physics and develop an understanding of the forces that they interact with on a daily basis. The second part of this unit offers a glimpse into Earth's place in our Universe. Students learn to differentiate between celestial bodies and how they move through reading, modeling, and watch real-life video clips. This unit called for determination and teamwork to prevail!

PRACTICES	CROSS-CUTTING CONCEPTS	CHARACTER FOCAL POINTS
❑ **Asking questions (science) and defining problems (engineering)** ❑ **Developing and using models** ❑ **Planning and carrying out investigations** ❑ **Analyzing and interpreting data** ❑ **Using mathematics and computational thinking** ❑ **Constructing explanations (science) and designing solutions (engineering)** ❑ **Engaging in argument from evidence** ❑ **Obtaining, evaluating, and communicating information**	❑ **Patterns** ❑ **Cause and effect** ❑ **Scale, proportion, and quantity** ❑ **Systems and system models** ❑ **Energy and Matter** ❑ **Structure and function** ❑ **Stability and change**	❑ **Perseverance (Grit)** ➢ How to overcome struggle ➢ Patience ➢ Mindset ❑ **Self-Control** ➢ Patience ➢ Cooperation and compromise ➢ Communication

CONCEPT ONE: Forces

Essential Question: What affects the motion of objects?

NGSS Performance Expectations

MS-PS 2-4. Construct and present arguments using evidence to support the claim that gravitational interactions are attractive and

depend on the masses of interacting objects.				
Days	**Objective**	**Power Words**	**Pearson**	**Description of Activity**
1	**Define** force and explain how forces affect motion.	Force Contact Force Friction	Ch 11, Lesson 1	How Can Forces Affect Motion?
2	**Collect and record data** on friction using spring scales.	Spring Scale Friction Newton	Ch 11, lesson 1	Spring Scale Activity
2	**Define** gravity.	Gravity	Ch 11, Lesson 1	Hw Can You Make a Paper Helicopter Drop Slowly?
2	**Identify** the factors that affect the gravitational force between two objects.	Air Resistance	Ch 11, Lesson 1	Air Resistance Activity
2	**Draw** line graphs to represent various data and **interpret** data from line graphs.			

CONCEPT TWO: Earth's Place in the Universe

Essential Question: How do objects move in space? How do scale and proportion help us understand space?

NGSS Performance Expectations

MS-ESS1-1. Develop and use a model of the Earth-sun-moon system to describe the cyclic patterns of lunar phases, eclipses of the

sun and moon, and seasons.
MS-ESS1-2. Develop and use a model to describe the role of gravity in the motions within galaxies and the solar system.
MS-ESS1-3. Analyze and interpret data to determine scale properties of objects in the solar system.

Days	Objective	Power Words	Pearson	Description of Activity
2	**Describe** how the Earth rotates and revolves.	Axis Orbit Rotation Revolution	Ch 1, Lesson 1	How Does Sunlight Strike Earth's Surface?
1	**Explain** how Earth's motion and orientation causes the seasons.	Seasons Hemisphere	Ch 9, Lesson 1	
2	**Describe** what makes up the solar system.	Gravity	Ch 9, Lesson 3	How does Distance Affect Orbiting Time?
2	**Describe** the pattern of lunar phases and eclipses.	Moon	Ch 9, Lesson 3	
2	**Compare and contrast** the characteristics of the inner planets and the outer planet.	Planet Inner Planet Moon Outer Planets	Ch 9, Lesson 4	How Are the Sizes of the Inner and Outer Planets Different?
2	**Describe** the characteristics of the different types of galaxies and solar systems.	Galaxy Solar System	Ch 9, Lesson 5	What Does a Spiral Galaxy Look Like from Different Angles?
2	Performance Assessment: Solar System			
IA #2				

Unit 3: Chemistry

Chemistry gives students lots of opportunities to feel like scientists in a science laboratory! Students navigate through describing matter, the states of matter, and phase changes, culminating in possibly the most exciting time of year—Dry Ice Experiments! We then transition into physical and chemical changes both in terms of observations with our senses and what is happening on an atomic level. The unit ends with a few days learning about how to convert between different units of metric measure.

PRACTICES	CROSS-CUTTING CONCEPTS	CHARACTER FOCAL POINTS
❑ **Asking questions (science) and defining problems (engineering)** ❑ **Developing and using models** ❑ **Planning and carrying out investigations** ❑ **Analyzing and interpreting data** ❑ **Using mathematics and computational thinking** ❑ **Constructing explanations (science) and designing solutions (engineering)** ❑ **Engaging in argument from evidence** ❑ **Obtaining, evaluating, and communicating information**	❑ **Patterns** ❑ **Cause and effect** ❑ **Scale, proportion, and quantity** ❑ **Systems and system models** ❑ **Energy and Matter** ❑ **Structure and function** ❑ **Stability and change**	❑ **Perseverance (Grit)** ➢ How to overcome struggle ➢ Patience ➢ Mindset ❑ **Self-Control** ➢ Patience ➢ Cooperation and compromise ➢ Communication

CONCEPT ONE: Atoms
Essential Question: What are th0065 building blocks of matter? How is matter arranged?
NGSS Performance Expectations

MS-PS 1-1. Develop models to describe the atomic composition of simple molecules and extended structures				
Days	**Objective**	**Power Words**	**Pearson**	**Description of Activity**
2	**Define** and **describe** matter and atoms.	Matter Element Atom Compound Molecule	Ch 10, Lesson 1	How are Weight and Volume Affected when Objects are Combined?
1	**Distinguish** between elements, molecules, and compounds.		Ch 10, Lesson 1	
2	**Observe** physical properties to distinguish between similar substances.	Color Mass Volume Temperature Texture	Ch 10, Lesson 2	What are Some Properties of Solids?
1	**Describe** and **differentiate between** solids, liquids, and gases.	Solid Liquid Gas	Ch 10, Lesson 3	
1	**Describe** how matter changes phases.	Freezing Melting Evaporation Condensation	Ch 10, Lesson 3	
1	**Apply** knowledge of phase changes to the compound, H_2O, or water.		Ch 10, Lesson 3	How Can Water Change State?
2	**Use** atomic numbers to identify elements. **Analyze** substances in terms of their elemental composition.	Atomic Number Atomic Mass		
1	**Label** the parts of an atom.	Proton Neutron Electron		
1	**Articulate** how the Periodic Table classifies elements based on similar characteristics.	Periodic Table		
2	Performance Assessment			Dry Ice

CONCEPT TWO: Metric Conversions
Essential Question: How do we convert measurements in order to help us solve real-world problems?
NGSS Performance Expectations

Convert like measurement units within a given measurement system. CCSS.MATH.CONTENT.5.MD.A.1 Convert among different-sized standard measurement units within a given measurement system (e.g., convert 5 cm to 0.05 m), and use these conversions in solving multi-step, real world problems.				
Day	**Objective**	**Power Words**	**Pearson**	**Description of Activity**
1	**Define** base unit and metric prefix **Identify** base units for length, volume and mass. **Identify** the metric prefixes (Kilo, Hecto, Deca, UNIT, Deci, Centi, Milli) and **compare** relative "size" of metric units.	Prefix Base Unit Kilo Hecto Deca Deci Centi Milli	Ch 1, Lesson 1	
1	**Connect** metric prefixes with place value and multiplication/division of the base unit. **Use** fractions and decimals to represent each prefix		Ch 1, Lesson 1	
1	**Use** metric prefixes to convert metric measurement units.		Ch 1, Lesson 1	
1	**Use** metric prefixes to convert measurements in word problems.		Ch 1, Lesson 1	
1	Performance Assessment		Ch 1, Lesson 1	
IA #3				

Unit 4: Biology

In the final quarter of fifth grade, scientists dive into the world of biology. Success in laboratory projects this quarter require students to collaborate and compromise, building both teamwork and problem solving skills. Young

scientists also learn how to use an optical microscope to magnify microscopic organisms and see the structure of cells in an *Elodea* plant. Other content topics covered included classification, body systems, and plants.

PRACTICES	CROSS-CUTTING CONCEPTS	CHARACTER FOCAL POINTS
❑ **Asking questions (science) and defining problems (engineering)** ❑ **Developing and using models** ❑ **Planning and carrying out investigations** ❑ **Analyzing and interpreting data** ❑ **Using mathematics and computational thinking** ❑ **Constructing explanations (science) and designing solutions (engineering)** ❑ **Engaging in argument from evidence** ❑ **Obtaining, evaluating, and communicating information**	❑ **Patterns** ❑ **Cause and effect** ❑ **Scale, proportion, and quantity** ❑ **Systems and system models** ❑ **Energy and Matter** ❑ **Structure and function** ❑ **Stability and change**	❑ **Perseverance (Grit)** ➢ How to overcome struggle ➢ Patience ➢ Mindset ❑ **Self-Control** ➢ Patience ➢ Cooperation and compromise ➢ Communication

CONCEPT ONE: Living and Nonliving Things

Essential Question: What makes something alive?

NGSS Performance Expectations:

MS-LS1-1. Conduct an investigation to provide evidence that living things are made of cells; either one cell or many different numbers and types of cells

Days	Objective	Power Words	Pearson	Description of Activity
1	**Identify** patterns that make something alive.	Organism Nonliving Thing Living Thing	Ch 4, Lesson 1	How Can Temperature Affect Seed Growth?

2	**Identify** the 8 characteristics of living things.	Exoskeletons Reproduction Respiration Circulation	Ch 4, Lesson 1	
1	**Construct** explanations for why certain things are not alive.		Ch 4, Lesson 1	
2	**Observe** different specimens for signs of life	Specimen	Ch 4, Lesson 1	FOSS: Is anything alive in there?

CONCEPT TWO: Microscopes

Essential Question: How do microscopes allow us to learn more about the natural world?

NGSS Performance Expectations:

- Crosscutting Concept: Complex and microscopic structures and systems can be visualized, modeled, and used to describe how their function depends on the relationships among its parts, therefore complex natural structures/systems can be analyzed to determine how they function. (MS-LS1-2)

Days	Objective	Power Words	Pearson	Description of Activity
1	**Label** the parts of an optical microscope.	Microscope Objective Lens	N/A	

1	**Articulate** how a microscope alters an image.	Mirror Magnification	N/A	
1	**Identify** the total magnification used with each objective lens.	Magnification Scale	N/A	
1	**Measure** the view for the 4x and 10x objective lenses.	Focus	N/A	
2	**Draw** diagrams of images of *Elodea* to scale.	Elodea	N/A	Elodea Lab

CONCEPT THREE: Cells

Essential Question: How does the building block of life function in different parts of different living things?

NGSS Performance Expectations

MS-LS1-1. Conduct an investigation to provide evidence that living things are made of cells; either one cell or many different numbers and types of cells.
MS-LS1-2. Develop and use a model to describe the function of a cell as a whole and ways parts of cells contribute to the function.

Days	Objective	Power Words	Pearson	Description of Activity
1	**Define** and **identify** unicellular and multicellular organisms.		N/A	
2	**Define** organelles		N/A	

	Identify the structures and functions of each organelle.			
1	**Describe** the similarities and differences between plant and animal cells.		N/A	
2	**Model** the cell using an analogy.		N/A	Cell City
1	**Use** a microscope to compare unicellular vs. multicellular organisms.		N/A	Using Microscopes – Onion Cells
3	Performance Assessment: Bacteria Lab		N/A	Bacteria Lab

CONCEPT FOUR: Cellular Organization and Body Systems

Essential Question: How is the human body structured to carry out its essential life functions?

NGSS Performance Expectations

MS-LS1-3. Use argument supported by evidence for how the body is a system of interacting subsystems composed of groups of cells.
MS-LS1-8. Gather and synthesize information that sensory receptors respond to stimuli by sending messages to the brain for immediate behavior or storage as memories.

Days	Objective	Power Words	Pearson	Description of Activity
1	**Describe** cellular organization.	Tissue Organ System	Ch 5, Lesson 1	How Do Parts of the Body Work Together Like a System?
1	**Describe** the difference between simple and complex organisms.		N/A	
1	**Describe** the structures function of the circulatory and respiratory systems.	Circulatory System Heart Atrium Ventricle Respiratory System Diaphragm Lungs Trachea	Ch 5, Lesson 1	How Much Air Can You Exhale
1	**Describe** how the circulatory and respiratory systems are related.	Capillaries Oxygen Carbon Dioxide	Ch 5, Lesson 2	What do you Breathe Out?
1	**Describe** the structures and function of skeletal and muscular systems.	Skeletal System Skeleton Muscles Muscular System	Ch 5, Lesson 3	How Do the Parts of the Skeletal System Fit Together?
1	**Describe** the structures and function of the nervous system.	Nervous System Nerves Spinal Cord Brain Senses Sense Organs	Ch 5, Lesson 4	What is Your Reaction Time?
1	**Describe** the structures and function of the digestive system	Digestive System Stomach Intestines	Ch 5, Lesson 5	What Can Speed Digestion?

CONCEPT FIVE: Classification

Essential Question: How does classification help us better understand living things?

NGSS Performance Expectations

Crosscutting Concept: Patterns – Observed patterns in nature guide organization and classification and prompt questions about relationships and causes underlying them.

Days	Objective	Power Words	Pearson	Description of Activity
1	**Define** classification and describe how living things are classified.	Classify	Ch 3, Lesson 1	How Can Shells Be Classified?
1	**List** the 7 levels of classification and their relative specificity.	Kingdom Phylum Species	Ch 3, Lesson 1	
1	**Identify** organisms that are more closely related than others.	Vertebrate Invertebrate	Ch 3, Lesson 1	How Can You Classify Animals Without Backbones?
1	**Use** a dichotomous key to identify living things.	Dichotomous Key	Ch 3, Lesson 1	
1	Performance Assessment: Create a New Organism OR Scranimal		Ch 3, Lesson 1	Classification Project

CONCEPT SIX: Plants

Essential Question: How do plants carry out their essential life functions?

NGSS Performance Expectations

MS-LS1-6. Construct a scientific explanation based on evidence for the role of photosynthesis in the cycling of matter and flow of energy into and out of organisms.

Days	Objective	Power Words	Pearson	Description of Activity
1	**Describe** the process of photosynthesis in a plant.	Photosynthesis Stomata	Ch 4, Lesson 1	
1	**Classify** vascular and nonvascular plants, Seed and seedless plants, and angiosperms and gymnosperms.	Vascular Angiosperms Gymnosperms	Ch 3, Lesson 3	How Can a Chart Help You Classify Living Things?
1.	**Identify** the main parts of a plant.	Roots Stems Leaves	Ch 4, Lesson 1	
1	**Describe** the function of the roots, stem, and leaves.	Roots Stems Leaves	Ch 4, Lesson 2	How Can Plants Survive in the Desert?
1	**Describe** the role of the seed and the sequence of germinating seeds.	Fertilization Ovary Pistlil Stamen	Ch 4, Lesson 1	
1	Plant Lab – Performance Assessment			Plant Lab
IA #4				

CCSS #	CCSS Standard - Language directly from THE Common Core State Standards	Objective #	Day of School Year	Daily Objectives: Clear and Measurable Standards/benchmark (What will students know and be able to do today?)	Day of the Unit
6.NS.3	Fluently add, subtract, multiply, and divide		1	Add decimals	1
6.NS.3	Fluently add, subtract, multiply, and divide multi-digit decimals using the standard algorithm for each operation.		2	Subtract Decimals	
			3	3 digit by 3 digit multiplication	2
			3	Decimal multiplication (decimal by whole)	3
6.NS.3	Fluently add, subtract, multiply, and divide multi-digit decimals using the standard algorithm for each operation.		4	Decimal multiplication (decimal by deicmal)	3
6.NS.3	Fluently add, subtract, multiply, and divide multi-digit decimals using the standard algorithm for each operation.		5	Quiz on adding/subtracting/multiplying decimals	4
6.NS.1	Interpret and compute quotients of fractions, and solve word problems involving division of fractions by fractions, e.g., by using visual fraction models and equations to represent the problem. For example, create a story context for (2/3) ÷ (3/4) and use a visual fraction model to show the quotient; use the relationship between multiplication and division to		6	Whole divided by whole getting a decimal answer and decimal divided by whole in real world scenario word problems, solvie using models and number sentences	5
			7	Whole divided by decimal in word problems	6
			7	Mix of decimal division learned so far (word problems)	7
6.NS.1	Interpret and compute quotients of fractions, and solve word problems involving division of fractions by fractions, e.g., by using visual fraction models and equations to represent the problem. For example, create a story context for (2/3) ÷ (3/4) and use a visual fraction model to		8	Decimal divided by decimal (word probs)	7
			9	Review of decimal division	8
			9	Decimal division quiz	9
			10	Fraction addition & subtraction with models	9
			10	Fraction multiplication with models	10
6.NS.1	Interpret and compute quotients of fractions, and solve word problems involving division of fractions by fractions, e.g., by using visual fraction models and equations to represent the problem. For example, create a story context for (2/3) ÷ (3/4) and use a visual fraction model to		11	Mixed number addition & subtraction with models	10
6.NS.1	Interpret and compute quotients of fractions, and solve word problems involving division of fractions by fractions, e.g., by using visual fraction models and equations to represent the problem. For				11

CCSS #	CCSS Standard - Language directly from THE Common Core State Standards	Objective #	Day of School Year	Daily Objectives: Clear and Measurable Standards/benchmark (What will students know and be able to do today?)	Day of the Unit
6.NS.1	Interpret and compute quotients of fractions, and solve word problems involving division of fractions by fractions,		13	Fraction & mixed number algorithm, modeling, real world context practice problems	13
6.NS.1	Interpret and compute quotients of fractions, and solve word problems involving division of fractions by fractions, e.g., by using visual fraction models and equations to represent the problem. For example, create a story context for (2/3) ÷ (3/4) and use a visual fraction model to show the quotient; use the relationship		14	Fraction & mixed number addition, subtraction, and multiplication quiz	14
6.NS.1	Interpret and compute quotients of fractions, and solve word problems involving division of fractions by fractions, e.g., by using visual fraction models and equations to represent the problem. For example, create a story context for (2/3) ÷ (3/4) and use a visual fraction model to show the quotient; use the relationship		15	Dividing a whole number by a fraction using algorithm and modeling	15
6.NS.1	Interpret and compute quotients of fractions, and solve word problems involving division of fractions by fractions, e.g., by using visual fraction models and equations to represent the problem. For example, create a story context for (2/3) ÷ (3/4) and use a visual fraction model to		16	Dividing a fraction by a whole number using algorithm and modeling	16
6.NS.1	Interpret and compute quotients of fractions, and solve word problems involving division of fractions by fractions, e.g., by using visual fraction models and equations to represent the problem. For example, create a story context for (2/3) ÷ (3/4) and use a visual fraction model to		17	Dividing a fraction by a fraction using algorithm and modeling	17
6.NS.1	Interpret and compute quotients of fractions, and solve word problems involving division of fractions by fractions, e.g., by using visual fraction models and equations to represent the problem. For example, create a story context for (2/3) ÷ (3/4) and use a visual fraction model to		18	Dividing a whole by a whole when the dividend is less than the divisor & proving division using inverse operations	18
6.NS.1	Interpret and compute quotients of fractions, and solve word problems involving division of fractions by fractions, e.g., by using visual fraction models and equations to represent the problem. For example, create a story context for (2/3) ÷ (3/4) and use a visual fraction model to show the quotient; use the relationship		19	Fraction division quiz	19
6.NS.1	Interpret and compute quotients of		20	MN divided by fraction (models??)	20
6.NS.1	Interpret and compute quotients of fractions, and solve word problems involving division of fractions by fractions, e.g., by using visual fraction models and equations to represent the problem. For example, create a story context for (2/3) ÷ (3/4) and use a visual fraction model to show the quotient; use the relationship		21	Mix of all MN division and multiplication problems (OER to differentiate between mult & div and WHY) (Use questions from NSA 6.1 from this year)	21

CCSS #	CCSS Standard - Language directly from THE Common Core State Standards	Objective #	Day of School Year	Daily Objectives: Clear and Measurable Standards/benchmark (What will students know and be able to do today?)	Day of the Unit
6.NS.1	Interpret and compute quotients of fractions, and solve word problems involving division of fractions by fractions, e.g., by using visual fraction models and equations to represent the problem. For example, create a story context for (2/3) ÷		22	Mix with all fraction and MN multiplication and division problems	22
6.NS.1	Interpret and compute quotients of fractions, and solve word problems involving division of fractions by fractions, e.g., by using visual fraction models and equations to represent the problem. For example, create a story context for (2/3) ÷ (3/4) and use a visual fraction model to		23	Report remainder as a fraction	23
			23	Report remainder as a decimal	23
6.RP.3.C	Find a percent of a quantity as a rate per 100 (e.g., 30% of a quantity means 30/100 times the quantity); solve problems involving finding the whole, given a part and the percent.		24	Define percent as a ratio that compares quantities per 100	24
			24	Model percents using 100s grids	24
6.RP.3.C	Find a percent of a quantity as a rate per 100 (e.g., 30% of a quantity means 30/100 times the quantity); solve problems involving finding the whole, given a part and the percent.		25	Estimate percent of a number using diagrams	25
			25	Convert decimals to percents	25
6.RP.3.C	Find a percent of a quantity as a rate per 100 (e.g., 30% of a quantity means 30/100 times the quantity); solve problems involving finding the whole, given a part and the percent.		26	Convert fractions to percents using equivalent fractions, estimation, and division	26
			26	Convert percents to fractions and decimals	26
6.RP.3.C	Find a percent of a quantity as a rate per 100 (e.g., 30% of a quantity means 30/100 times the quantity); solve problems involving finding the whole, given a part and the percent.		27	Convert percents greater than 100% to mixed decimals and mixed fractions	27
			27	Memorize decimal, fraction, and percent equivalents, (halves, thirds, fourths, fifths, eighths, tenths)	27
6.RP.3.C	Find a percent of a quantity as a rate per 100 (e.g., 30% of a quantity means 30/100 times the quantity); solve problems involving finding the whole, given a part and the percent.		28	Find the percent of a number using fraction equivalents	28
6.RP.3.C	Find a percent of a quantity as a rate per 100 (e.g., 30% of a quantity means 30/100 times the quantity); solve problems involving finding the whole, given a part and the percent.		29	Find the percent of a number using decimal equivalents	29
			29	Use ratio to calculate percent	29
6.NS.4	Find the greatest common factor of two whole numbers less than or equal to 100 and the least common multiple of two whole numbers less than or equal to 12. Use the distributive property to express a sum of two whole numbers 1–100 with a		30	Identify factors and multiples of whole numbers 1- 100	30
			30	Idenify common factors and common multiples of numbers 1-100	30
			30	Identify numbers as prime or composite	30

CCSS #	CCSS Standard - Language directly from THE Common Core State Standards	Objective #	Day of School Year	Daily Objectives: Clear and Measurable Standards/benchmark (What will students know and be able to do today?)	Day of the Unit
6.NS.4	Find the greatest common factor of two whole numbers less than or equal to 100 and the least common multiple of two whole numbers less than or equal to 12. Use the distributive property to express a sum of two whole numbers 1–100 with a common factor as a multiple of a sum of two whole numbers with no common factor. For example, express 36 + 8 as 4 (9 + 2).		31	Apply knowledge of common factors and distributive property to simplify expressions (or create equivalent expressions)	31
			31	Find the greatest common factor of two numbers	31
6.NS.4	Find the greatest common factor of two whole numbers less than or equal to 100 and the least common multiple of two whole numbers less than or equal to 12. Use the distributive property to express a sum of two whole numbers 1–100 with a common factor as a multiple of a sum of two whole numbers with no common factor. For example, express 36 + 8 as 4 (9 + 2).		32	Rewrite the sum of two numbers as the sum of two factor pairs	32
			32	Factor the greatest common factor from both factor pairs to show that the answer is equivalent	32
NSA Review			33,34,35,36,37	Review for NSA 6.1	34, 35, 36,
			38	NSA 6.1	38
North Star Assessment 1			**Content**	**All Pre-skills & 6.NS.1 - 6.NS.4**	
Unit 2: Ratios and Proportions					
6.RP.1	Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities. For example, “The ratio of wings to beaks in the bird house at the zoo was 2:1, because for every 2 wings there was 1 beak.” “For every vote candidate A received, candidate C received nearly three votes.”		39	Identify ratios and rates in real world situations	1
			39	Apply ratio language to describe the relationship between two quantities (Students will be able to use the following phrases: for every…, x out of x, per	1
6.RP.2	Understand the concept of a unit rate a/b associated with a ratio a:b with b not equal to 0, and use rate language in the context of a ratio relationship. For example, “This recipe has a ratio of 3 cups of flour to 4 cups of sugar, so there is 3/4 cup of flour for each cup of sugar.” “We paid $75 for 15 hamburgers, which is a rate of $5 per hamburger.”		39	Identify a unit rate as a comparison of a number of one quantity to one of a second quantity	1
			39	Express unit rates where both quantities are whole numbers	1

CCSS #	CCSS Standard - Language directly from THE Common Core State Standards	Objective #	Day of School Year	Daily Objectives: Clear and Measurable Standards/benchmark (What will students know and be able to do today?)	Day of the Unit
6.RP.3.B	B. Solve unit rate problems including those involving unit pricing and constant speed. For example, if it took 7 hours to mow 4 lawns, then at that rate, how many lawns could be mowed in 35 hours? At what rate were lawns being mowed?		40,41,42	Apply knowledge of rate and unit rate to solve a variety of pricing problems and constant speed problems.	2,3,4
			42	Ratio Quiz	4
			43	OPEN DAY	
6.RP.3.D	Use ratio reasoning to convert measurement units; manipulate and transform units appropriately when multiplying or dividing quantities.		44	Convert linear measurements within the standard measurement system(e.g feet, inches) using ratios	5
6.RP.3.D	Use ratio reasoning to convert measurement units; manipulate and transform units appropriately when multiplying or dividing quantities.		45	Express unit rates where the first quantity is a value less than one ("This recipe has a ratio of 3 cups of flour to 4 cups of sugar, so there is 3/4 cup of flour for each cup of sugar." "We paid $75 for 15 hamburgers, which is a rate of $5 per hamburger.")	6
6.RP.3.A	Make tables of equivalent ratios relating quantities with whole- number		46	Create tables demonstrating proportional relationships	7
6.RP.3.A	Make tables of equivalent ratios relating quantities with whole- number measurements, find missing values in the tables, and plot the pairs of values on the coordinate plane. Use tables to compare ratios.		47	Use knowledge of proportions to find the missing value in a table	8
			48	OPEN DAY	
6.RP.3.C	Find a percent of a quantity as a rate per 100 (e.g., 30% of a quantity means 30/100 times the quantity); solve problems		49	Find the total number when a percent is given	9
			49	Apply the ability to find the whole, given a percent to real world scenarios	9
Unit 3: Expressions and Equations					
6.EE.1	Write and evaluate numerical expressions involving whole-number exponents.		50	Identify exponents as repeated multiplication of the same number	1
			50	Evaluate exponents	1
			50	Write exponents in expanded form (3^2 = 3 x 3)	1
			50	Write exponent expressions for real-life situations	1
			50	Identify that in an exponent expression, the base is how growth occurs and the power is the number of growth	1
6.EE.2	Write, read, and evaluate expressions in which letters stand for numbers.		51	Define variable, expression, equation	2
			51	Use variables to represent unknown quantities	2
6.EE.2.A	Write expressions that record operations with numbers and with letters standing for numbers. For example, express the calculation "Subtract y from 5" as 5 – y."		51	Write expressions that record numbers with letters	2
6.EE.6	Use variables to represent numbers and write expressions when solving a real-world or mathematical problem; understand that a variable can represent an unknown number, or, depending on the purpose at hand, any number in a specified set.		51	Write expressions for addition statements	2
			51	Determine where the variable goes in a subtraction statement (y from 5 = 5 - y; 5 from y = y - 5	2

CCSS #	CCSS Standard - Language directly from THE Common Core State Standards	Objective #	Day of School Year	Daily Objectives: Clear and Measurable Standards/benchmark (What will students know and be able to do today?)	Day of the Unit
6.EE.6	Use variables to represent numbers and write expressions when solving a real-world or mathematical problem; understand that a variable can represent an unknown number, or, depending on the purpose at hand, any number in a specified set.		52	Write expressions for multiplication statements	3
			52	Express division as a fraction (m/5, 5/m)	3
			52	Determine when the variable in a division statement is the divisor or the dividend	3
			52	Write expressions for division statements	3
			52	Write multi step expressions with variables	3
			53	OPEN DAY	
6.EE.2.B	Identify parts of an expression using mathematical terms (sum, term, product, factor, quotient, coefficient); view one or more parts of an expression as a single entity. For example, describe the expression 2 (8 + 7) as a product of two factors; view (8 + 7) as both a single entity and a sum of two terms.		54	Identify coeeficients in expressions	4
			54	Model simple expressions using algebra tiles	4
			54	Identify and combine like terms in an expression	4
			54	Identify the number of terms in an expression	4
6.EE.2.B	Identify parts of an expression using mathematical terms (sum, term, product, factor, quotient, coefficient); view one or more parts of an expression as a single entity. For example, describe the		55	Identify that a number ouside of the parenthesis	5
			55	Identify that a quantitity multiplied by a coefficient is equivalent to the quantity added as many times as the coefficient (e.g. 2(x + y) = (x + y) + (x + y) and combine like terms to simplify	5
6.EE.3	Apply the properties of operations to generate equivalent expressions. For example, apply the distributive		55	Write factor pairs in expanded form (e.g. 2(3 + x) = (3 + x) + (3 + x))	5
6.EE.3	Apply the properties of operations to generate equivalent expressions.		56	Write equivalent expressions by distributing	6
			56	Write equivalent expressions by factoring ((24x -	6
6.EE.3	Apply the properties of operations to generate equivalent expressions. For example, apply the distributive property to the expression 3 (2 + x) to		57	Evaluate expressions by combining like terms	7
			57	Evaluate expressions using substitution and applying order of operations	7
			57	Apply order of operations to expressions	7
			58	OPEN DAY	
6.EE.3	Apply the properties of operations to generate equivalent expressions. For example, apply the distributive property to the expression 3 (2 + x) to produce the equivalent expression 6 + 3x; apply the distributive property to the expression 24x + 18y to produce the equivalent expression 6 (4x + 3y); apply properties of operations to y + y + y to produce the equivalent expression 3y.		59	Generate an expression for finding the perimeter of various regular polygons (e.g. the perimeter of a regular hexagon wtith a side length of n is 6n)	8
			59	Solve for perimeter and area using algebraic expressions (using substitution)	8
6.EE.3	Apply the properties of operations to generate equivalent expressions. For example, apply the distributive		60	Generate an expression for finding volume of a	9
			60	Find volume of a cube by using substitution, including fractional side lengths	9

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			61	Expressions Quiz Review	
			62	Expressions Quiz	
6.EE.4	Identify when two expressions are equivalent (i.e., when the two expressions		62	Prove that two expressions are equivalent by combining like terms and then using substitution	10
			63	OPEN DAY	
6.EE.5	Understand solving an equation or inequality as a process of answering a question: which values from a specified set, if any, make the equation or inequality true? Use substitution to determine whether a given number in a specified set makes an equation or inequality true.		64	Identify that the answer to an equation or inequality is a value that makes the equation or inequality true.	11
			64	Use substitution to determine if a value makes an equation or inequality true.	11
6.EE.7	Solve real-world and mathematical problems by writing and solving equations of the form x + p = q and px = q for cases in which p, q and x are all nonnegative rational numbers.		65, 66	Solve linear equations by using inverse operations	12,13
6.EE.7	Solve real-world and mathematical problems by writing and solving equations of the form x + p = q and px = q for cases in which p, q and x are all nonnegative rational numbers.		67	Write and solve equations for real world situations with multi step situations	14
6.EE.8	Write an inequality of the form x > c or x < c to represent a constraint or condition in a real-world or mathematical problem. Recognize that inequalities of the form x > c or x < c have infinitely many solutions; represent solutions of such inequalities on number line diagrams.		68	Write inqualities for real world situations where there are constraints (i.e. number is greater than x , but less than y)	15
			68	Solve inequalities where the solution set is bound by constraints	15
			68	Graph solutions for inequalities on a number line	15
			69,70,71,72	Review for NSA 6.2	
			73	NSA 6.2	
North Star Assessment 2			**Content**	**6.RP.1 - 6.RP.3 & 6.EE.1 - 6.EE.8**	
6.EE.9	Use variables to represent two quantities in a real-world problem that change in relationship to one another; write an equation to express one quantity, thought of as the dependent variable, in terms of the other quantity, thought of as the independent variable. Analyze the		74	Distinguish between independent and dependent variables	15
			74	Write expressions using two variables that change in relationship to each other	15
			74	Describe the effect of one variable on another using words	15
6.EE.9	Use variables to represent two quantities in a real-world problem that change in relationship to one another; write an equation to express one quantity, thought		75	Write equations from word problems	16
			75	Explain how a coefficient affects a variable in a table or graph	16
			76	OPEN DAY	
6.EE.9	Use variables to represent two quantities in a real-world problem that change in		77	Solving one step equations with decimals and fractions.	17
			78,79,80	OPEN REVIEW DAYS (before winter break)	
			81	OPEN DAY	
Unit 4: Number Sense 5-8 (Rational Numbers)					
6.NS.5	Understand that positive and negative numbers are used together to describe quantities having opposite directions or values (e.g., temperature above/below zero, elevation above/below sea level, credits/debits, positive/negative electric charge); use positive and negative		82	Define and identify integers as the set of positive whole numbers and their opposites	1
			82	Understand real world scenarios involving integers. NOTE: not yet finding distance in real world scenarios	1

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	charge), use positive and negative				
6.NS.6.A	Recognize opposite signs of numbers as indicating locations on opposite sides of 0 on the number line; recognize that the opposite of the opposite of a number is the number itself, e.g., –(–3) = 3, and that 0 is its own opposite.		82	Identify integers as a location on a number line	1
			82	Identify the opposite location of rational numbers on the number line	1
			82	Identify that the negative sign indicates the opposite value of a number	1
6.NS.5	Understand that positive and negative numbers are used together to describe quantities having opposite directions or values (e.g., temperature above/below zero, elevation above/below sea level,		83	Write integers for real world scenarios, defining what zero represents in the scenario, for example 0 = sea level in altitude scenarios and depositing/withdrawing/profit/loss concerning money. (NOTE: No absolute value yet.)	2
	credits/debits, positive/negative electric		83	Write expressions using integers	2
6.NS.6.A	Recognize opposite signs of numbers as indicating locations on opposite sides of 0 on the number line; recognize that the opposite of the opposite of a number is the number itself, e.g., –(–3) = 3, and that 0 is its own opposite.		83	Identify opposite opposite values (e.g., -(-x) = x	2
6.NS.6.C	Find and position integers and other rational numbers on a horizontal or vertical number line diagram; find and		83	Find and position integers and other rational numbers on a horizontal or vertical number line diagram; find and position pairs of integers and	2
6.NS.7.A	Interpret statements of inequality as statements about the relative position of two numbers on a number line diagram. For example, interpret –3 > –7 as a statement that –3 is located to the right of –7 on a number line oriented from left to right.		83	Describe the relative location of two or more integers on a number line, describing where the points are in relation to each other and the affect that position has on value (i.e. the farther to the right a number is, the greater its value).	2
6.NS.7.B	Write, interpret, and explain statements of order for rational numbers in real-world contexts. For example, write –3 oC > –7 oC to express the fact that –3 oC is warmer than –7 oC.		83	Compare integer values, using inequality symbols, in real world context including temperature, debt, and depth	2
			83	Write inequality statements for rational numbers in real world contexts using <,>, and =	2
6.NS.7.A	Interpret statements of inequality as statements about the relative position of		84	Identify the absolute value of integers	3
6.NS.7.C	Understand the absolute value of a rational number as its distance from 0 on the number line; interpret absolute value as magnitude for a positive or negative quantity in a real-world situation. For example, for an account balance of –30 dollars, write |–30| = 30 to describe the size of the debt in dollars.		84	Define absolute value as the distance a number is from zero	3
			84	Express numbers in context as absolute values	3
			84	Apply understanding of absolute value to determine which number is further from zero	3
6.NS.7.D	Distinguish comparisons of absolute value from statements about order. For example, recognize that an account balance less than –30 dollars represents a debt greater than 30 dollars.		84	Distinguish between value and absolute value	3
6.NS.7.C	Understand the absolute value of a rational number as its distance from 0 on the number line; interpret absolute value		85	Calculate the distance between two numbers which are located on opposite sides of of zero on the number line	4

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	as magnitude for a positive or negative quantity in a real-world situation. For example, for an account balance of –30 dollars, write |–30| = 30 to describe the size of the debt in dollars.		85	Write expressions using absolute value for problems that require students to calculate the distance between two numbers which are located on opposite sides of of zero on the number line	4
			86	OPEN DAY	
6.NS.6.B	Understand signs of numbers in ordered pairs as indicating locations in quadrants of the coordinate plane; recognize that when two ordered pairs differ only by signs, the locations of the points are related by reflections across one or both axes.		87	Identify the four quadrants of the coordinate plane	5
			87	Identify the signs of coordinates in each quadrant of the coordinate plane	5
			87	Locate and draw points in all four quadrants of	5
			87	Reflect points and figures on the coordinate grid.	5
			87	Identify points that have been reflected on the coordinate grid	5
6.NS.8	Solve real-world and mathematical problems by graphing points in all four quadrants of the coordinate plane. Include use of coordinates and absolute value to		87	Plot points in all four quadrants of the coordinate plane and find the distance between points by counting.	5
6.NS.6.B	Understand signs of numbers in ordered pairs as indicating locations in quadrants of the coordinate plane; recognize that when two ordered pairs differ only by signs, the locations of the points are related by reflections across one or both		88	Generalize the affect of a reflection on the signs of an ordered pair (e.g. if point (a,b) is reflected over the y axis, the new point will be at (-a,b)	6
6.NS.8	Solve real-world and mathematical problems by graphing points in all four quadrants of the coordinate plane. Include use of coordinates and absolute value to find distances between points with the same first coordinate or the same second coordinate.		88	Identify the distance between two points with one coordinate that is the same as the sum of the absolute values of the different coordinates	6
			89	Quiz Day on Integers	
6.NS.5	Understand that positive and negative numbers are used together to describe quantities having opposite directions or values (e.g., temperature above/below		90	Write integers for real world scenarios, defining what zero represents in the scenario, for	7
			90	Write expressions using integers	7
			91	OPEN DAY	
6.RP.3.A	Make tables of equivalent ratios relating quantities with whole- number measurements, find missing values in the tables, and plot the pairs of values on the coordinate plane. Use tables to compare ratios.		92	Use knowledge of proportions to find the missing value in a table	8
			92	Plot tables of equivalent relationships on the coordinate plane	8

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			92	Plot multiple tables on a coordinate plane and compare ratios	8
			92	Plot multiple tables of equivalent relationships on a coordinate and make comparisons about the rate change	8
Unit 5: Geometry					
6.G.1	Find the area of right triangles, other triangles, special quadrilaterals, and polygons by composing into rectangles or decomposing into triangles and other shapes; apply these techniques in the context of solving real-world and mathematical problems.		93	Derive the formula for the area of right triangles by cutting rectangles into two equal right triangles	1
			93	Determine if the area formula for right triangles applies to all triangle types	1
6.G.1	Find the area of right triangles, other triangles, special quadrilaterals, and polygons by composing into rectangles or		94	Identify the height of a triangle	2
			94	Find area for all types of triangles	2
			95	OPEN DAY	
6.G.1	Find the area of right triangles, other triangles, special quadrilaterals, and polygons by composing into rectangles or		96	Decompose irregular polygons into rectangles and triangles	3
6.G.1	Find the area of right triangles, other triangles, special quadrilaterals, and		97	Find length of missing sides in irregular polygons	4
6.G.1	Find the area of right triangles, other triangles, special quadrilaterals, and polygons by composing into rectangles or		98	Find the area of irregular polygons by decomposing them into rectangles and triangles	5
6.G.2	Find the volume of a right rectangular prism with fractional edge lengths by packing it with unit cubes of the appropriate unit fraction edge lengths, and show that the volume is the same as would be found by multiplying the edge lengths of the prism. Apply the formulas V = l w h and V = b h to find volumes of right rectangular prisms with fractional edge lengths in the context of solving real-world and mathematical problems.		99	Find volume of rectangular prisms by making models with unit cubes	6
			99	Apply the volume formula to rectangular prisms	6
			100	OPEN DAY	
6.G.2	Find the volume of a right rectangular prism with fractional edge lengths by packing it with unit cubes of the appropriate unit fraction edge lengths, and show that the volume is the same as would be found by multiplying the edge lengths of the prism. Apply the formulas V = l w h and V = b h to find volumes of right rectangular prisms with fractional edge lengths in the context of solving real-world and mathematical problems.		101	Find the volume of rectangular prisms with fractional side lengths	7
6.G.3	Draw polygons in the coordinate plane given coordinates for the vertices; use coordinates to find the length of a side joining points with the same first coordinate or the same second coordinate. Apply these techniques in the context of solving real-world and mathematical problems.		102	Draw and identify polygons in the coordinate plane given vertices (all four quadrants and across quadrants)	8
			102	Draw polygons with specific properties in the coordinate plane	8

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6.G.3	Draw polygons in the coordinate plane given coordinates for the vertices; use coordinates to find the length of a side joining points with the same first coordinate or the same second		103	Determine the length of sides of polygons drawn on the coordinate plane (given that they share a coordinate)	9
			103	Apply the ability to draw and identify polygons in the coordinate plane to real world problems	9
			103	Geometry Quiz Review	
			104	Geometry Quiz	
			105	OPEN DAY	
			106	Apply the ability to find the length of sidess of polygons drawn in the coordinate plane to real world scenarios	10
			107 108 109 110 111, 112, 113, 114	Review for NSA 6.3 and March PARCC	
			115	NSA 6.3	
North Star Assessment 3			**Content**	**6.EE.9 & 6.NS.5 - 6.NS.8 & 6.G.1 - 6.G.3**	
6.G.4	Represent three-dimensional figures using nets made up of rectangles and triangles, and use the nets to find the surface area of these figures. Apply these techniques in the context of solving real-world and mathematical problems		116	Desribe the properties of geometric solids	11
			116	Identify a solid from different projections(tops, sides, front)	12
			117	Draw a net for a given solid	13
			117	Identify a geometric solid based on its net	14,15
			118,119	Use nets to find surface area of geometric solids	
			120	Geometric Solids/Surface Area Quiz	
Unit 6: Statistics and Probability					
6.SP.1	Recognize a statistical question as one that anticipates variability in the data related to the question and accounts for it in the answers. For example, “How old am I?” is not a statistical question, but “How old are		121	Recognize a statistical question as one that anticipates variability in data	1
			121	Write statistical questions	1
			121	Distinguish between statistical questions and non-statistical questions	1
6.SP.2	Understand that a set of data collected to answer a statistical question has a		121	Pose statistical questions	1
			121	Collect data to answer statistical data	2
6.SP.2	Understand that a set of data collected to answer a statistical question has a distribution which can be described by its		122	Calculate range of statistical data	2
			122	Describe a set of data based on its center	2
			122	Find median	2
6.SP.3	Recognize that a measure of center for a numerical data set summarizes all of its		122	Calculate mean	2
			122	Calculate mode	2
6.SP.3	Recognize that a measure of center for a numerical data set summarizes all of its values with a single number, while a		123	Median and mean review.	3

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6.SP.5	Summarize numerical data sets in relation to their context, such as by: A. Reporting the number of observations. B. Describing the nature of the attribute under investigation, including how it was measured and its units of measurement. C. Giving quantitative measures of center (median and/or mean) and variability (interquartile range and/or mean absolute deviation), as well as describing any overall pattern and any striking deviations from the overall pattern with reference to the context in which the data were gathered. D. Relating the choice of measures of center and variability to the shape of the data distribution and the context in which the data were gathered.		124	Apply concept of mean to solve problems: A. Calculate missing number in a data set when mean is knows	4
			125	OPEN DAY	
6.SP.2	Understand that a set of data collected to answer a statistical question has a distribution which can be described by its center, spread, and overall shape.		126	Graphically display statistical data on line plots/dot plots	5
			126	Identify spread of data	5
			126	Describe the shape of data distribution and explain how the shape relates to distribution	5
6.SP.3	Recognize that a measure of center for a numerical data set summarizes all of its values with a single number, while a measure of variation describes how its		127	Describe data sets based on measures of central tendancy	6
			127	Calculate variation??? (Unsure of what this means.)	6
6.SP.5	Summarize numerical data sets in relation to their context, such as by: A. Reporting the number of observations. B. Describing the nature of the attribute under investigation, including how it was measured and its units of measurement. C. Giving quantitative measures of center (median and/or mean) and variability (interquartile range and/or mean absolute deviation), as well as describing any overall pattern and any striking deviations from the overall pattern with reference to the context in which the data were gathered. D. Relating the choice of measures of center and variability to the shape of the data distribution and the context in which the data were gathered.		127	Determine the best measure of central tendency to summarize a set of data	6

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6.SP.5	Summarize numerical data sets in relation to their context, such as by: A. Reporting the number of observations. B. Describing the nature of the attribute under investigation, including how it was measured and its units of measurement. C. Giving quantitative measures of center (median and/or mean) and variability (interquartile range and/or mean absolute deviation), as well as describing any overall pattern and any striking deviations from the overall pattern with reference to the context in which the data were gathered. D. Relating the choice of measures of center and variability to the shape of the data distribution and the context in which the data were gathered.		128	Apply concept of mean to solve problems: B. Calculate the next number in a data set to raise the mean to a given value.	7
6.SP.4	Display numerical data in plots on a number line, including dot plots, histograms, and box plots.		129	Create and analyze histograms	8
			130	OPEN DAY	
6.SP.4	Display numerical data in plots on a number line, including dot plots, histograms, and box plots.		131	Continuing to create and analyze histograms.	9
6.SP.5	Summarize numerical data sets in relation to their context, such as by: A. Reporting the number of observations. B. Describing the nature of the attribute under investigation, including how it was measured and its units of measurement. C. Giving quantitative measures of center (median and/or mean) and variability (interquartile range and/or mean absolute deviation), as well as describing any overall pattern and any striking deviations from the overall pattern with reference to the context in which the data were gathered. D. Relating the choice of measures of center and variability to the shape of the data distribution and the context in which the data were gathered.		131	Determine the best measure of central tendency to summarize a set of data, including the use of histograms.	9
6.SP.4	Display numerical data in plots on a number line, including dot plots, histograms, and box plots.		132	Create and analyze box and whisker plots	10
6.SP.5	Summarize numerical data sets in relation to their context, such as by: A. Reporting the number of observations.		132	Calculate interquartile range	10
			132	Calculate outliers	10
			132	Explain how outliers affect a data set	10
6.SP.5	Summarize numerical data sets in relation to their context, such as by: A. Reporting the number of observations.		133,134	Calculate mean absolute deviation	11,12
			135	OPEN DAY	
			136	Stats/Prob Review	
			137	Stats/Prob Test	
			138, 139, 140, 141, 142, 143	Review for NSA 6.4	
			144	NSA 6.4	

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North Star Assessment 4			**Content**	**6.G.4 & 6.SP.1 - 6.SP.5**	
			145 - 162	EoY PARCC Review	
PARCC ASSESSMENTS					
			163, 164, 165	Start FPTs	
			166	Adding/Subtracting Integers	
			167	OPEN DAY	
			168, 169	FPTs	
			170	Subtracting Integers	
			171	OPEN DAY	

Day of Unit	CCSS	Explore or Direct	Topic Title	Objective	if Explore, STAMP or NOTES
IA2, L1	6.RP.A.1	Explore	Ratios and Ratio Language	1) SWBAT identify ratios in real world scenarios. 2) SWBAT apply ratio language to describe the relationship between two quantities, knowing when to use a part to part and when to use a part to total ratio.	Ratios describe a relationship between two quantities. Every ratio can be described by comparing one quantity to another or one quantity to the total quantity. Example: For every 4 bluebirds there are 5 cardinals OR for every 4 bluebirds there are 9 birds total.
IA2, L2	6.RP.A.1, 6.RP.A.2, 6.RP.A.3.B	Explore	Unit Rates	1) SWBAT to identify a unit rate as an amount compared to its unit of measure. 2) SWBAT to determine unit rates when comparing whole number quantities.	To find our unit rate, we can split the given rate into equal groups.
IA2, L3	6.RP.A.2	Explore	Unit Rates Continued	1) SWBAT to determine unit rates when comparing quantities where the unit rate is not whole (e.g. ¾, 4.5).	A value in our unit rate will be less than one if you are splitting values into a larger number of groups than what you have.
IA2, L4	6.RP.A.2	Explore	Comparing Unit Rates	1) SWBAT compare unit rates.	Unit rates are an efficient way to compare rates.
IA2, L5	6.RP.A.3.D	Explore	Converting Measurements	1) SWBAT convert between measurements with rational values (e.g. inches to feet, between systems, and multi-step).	We can use ratios to convert measurements between different units. Units such as feet and inches have a multiplicative relationship (every 1 foot is equivalent to 12 inches).
IA2, L6	6.RP.A.3.A	Explore	Proportional Relationships	1) SWBAT complete and make tables demonstrating proportional relationships. 2) SWBAT use tables to compare rates.	We can use tables to show repeated groups of a ratio.
IA2, L7	6.RP.A.3.A	Explore	Plotting Points	1) SWBAT plot pairs of values on a coordinate plane to solve ratio and unit rate problems.	The graph of a proportional relationship will be a straight line that passes through the origin. The unit rate can be determined by setting up a proportion using a coordinate pair. STRETCH IT STAMP: The unit rate is equal to the value of y when x = 1.
IA2, L8	6.RP.A.3.A	Explore	Using Tables to Compare	1) SWBAT use tables to compare and interpret ratios.	Values in a table have a proportional relationship if their unit rate is constant.
IA2, L9	6.EE.A.1	Explore	Evaluating Exponents	1) SWBAT write and evaluate exponents, including in expanded form and in real world scenarios.	When we have groups within groups, we repeatedly multiply and when we have repeated groups of the same value we add.
IA2, L10	6.EE.A.2.A	Direct	Writing Expressions	1) SWBAT write expressions containing variables, including addition and subtraction statements.	
IA2, L11	6.EE.A.2.A	Direct	Writing Expressions Continued	1) SWBAT write expressions for multiplication and division statements including variables. 2) SWBAT express division as a fraction (m/5, 5/m). 3) SWBAT determine when the variable in a division statement is the dividend or the divisor. 4) SWBAT write multi-step equations with variables.	
IA2, L12	6.EE.A.4, 6.EE.2.B	Explore	Modeling Expressions with Algebra Tiles	1) SWBAT use algebra tiles to model combining like terms. 2) SWBAT determine the number of terms in an expression and the coefficient of a given term. 3) SWBAT identify variables, coefficients, terms, and constants in expressions and equations.	We can group together terms which are of the same unit or "alike." We combine like terms to simplify our expressions.
IA2, L13	6.EE.A.4, 6.EE.2.B	Direct	Combining Like Terms	1) SWBAT identify that the number outside a parentheses means to multiply. 2) SWBAT write factor pairs in expanded form.	
IA2, L14	6.EE.A.3	Explore	Combining Like Terms Continued	1) SWBAT write equivalent expressions by distributing with variables. 2) SWBAT write equivalent expressions by factoring with variables.	We can write various equivalent expressions by using expanded form, combining like terms, factoring, and the distributive property.

Day of Unit	CCSS	Explore or Direct	Topic Title	Objective	if Explore, STAMP or NOTES
IA2, L15	6.EE.A.2.C, 6.EE.A.3	Explore	More Equivalent Expressions	1) SWBAT evaluate expressions by combining like terms then using substitution. 2) SWBAT apply order of operations to expressions (including those with whole number exponents) with and without parentheses.	We can determine if two expressions are equivalent by substituting to see if multiple values yield the same result OR by simplifying. Simplifying will always work.
IA2, L16	6.EE.A.2.C, 6.EE.A.3	Direct (really just a practice day)	Expressions Mixed Practice	1) SWBAT evaluate expressions by simplifying and using substitution.	
IA2, L17	6.EE.A.2.C, 6.EE.A.3	Direct	Generating Expressions for Perimeter	1) SWBAT generate the expression for finding the perimeter of a polygon. 2) SWBAT solve for perimeter using substitution.	
IA2, L18	6.EE.A.4	Explore	Proving Equivalent Expressions	1) SWBAT prove equivalence by simplifying expressions and testing using substitution.	When two expressions are equivalent, they represent the same relationship. They have the same value for any number substituted into them.
IA2, L19	6.EE.B.5	Explore	Making Equations and Inequalities True	1) SWBAT identify that the answer to an equation or inequality is a value that makes the equation or inequality true. 2) SWBAT use substitution to determine if a value makes an equation or inequality true.	When solving an equation, only one possible value makes the equation true. However, when solving an inequality, a range of values makes the inequality true.
IA2, L20	6.EE.B.7	Explore	Solving One-Step Equations	1(SWBAT solve and write one-step addition equations by interpreting and drawing models and using the inverse operation.	An equation is a balanced scale. We add or remove equal quantities on both sides so the equation stays balanced. We use the inverse operation of addition, which is subtraction, to solve addition equations.
IA2, L21	6.EE.B.7	Explore	Solving One-Step Equations Continued	1) SWBAT solve and write one-step multiplication equations by interpreting and drawing models and using the inverse operation.	An equation is a balanced scale and we use the inverse operation of multiplication, which is division, to solve multiplication equations.
IA2, L22	6.EE.B.7, 6.EE.A.2	Explore (really just a practice day)	Solving One-Step Equations Practice Day	1) SWBAT write and solve one step equations (addition and multiplicaton).	N/A (no new material – just practicing from the previous 2 days material)
IA2, L23	6.RP.3	Performance Task	Performance Task #1	TBD: Multi-step, multi-standard Performance Task	
IA 2, L24	TBD	Performance Task	Performance Task #2	TBD: Multi-step, multi-standard Performance Task	
IA3, L1	6.EE.C.9	Mini-Explore	Independent vs. Dependent Variables Part 1	1) SWBAT distinguish between a dependent and independent variable in equations that have a proportional relationship. (e.g. in d = 65t representing the relationship between distance (dependent variable) and time (independent variable).	The independent variable is the value being manipulated and the dependent variable is the result.
IA3, L2	6.EE.C.9, 6.EE.6	Explore	Independent vs. Dependent Variables Part 2	1) SWBAT use knowledge of independent vs. dependent variables to write equations for proportional relationships.	Same as IA 3, L1
IA3, L3	6.EE.C.9	Explore	Independent vs. Dependent Variables Part 3)	1) SWBAT use real-world situations to write equations of the form px = q for cases in which p, q and x are all nonnegative rational numbers and represent these equations using tables and graphs.	N/A - Review day so no new STAMP.
IA3, L4	6.EE.B.7, 6.EE.A.2	Explore	Writing and Solving Equations with a Constant (Flat Fee)	1) SWBAT use real-world situations to write and evaluate two-step equations that include a flat-rate in the form of px + q = y.	The coefficient represents the amount being mutliplied and the constant represents the flat rate.

Day of Unit	CCSS	Explore or Direct	Topic Title	Objective	if Explore, STAMP or NOTES
IA 3, L5	6.EE.B.7, 6.EE.A.2	Direct	Independent vs. Dependent Variables Practice Day	1) SWBAT represent scenarios in multiple ways: on a table, graphically, as an equation, etc.	N/A - Review day so no new STAMP.
IA3, L6	6.EE.B.8	Explore	Writing Inequalities	1) SWBAT write inequalities for real world situations where there are constraints, of the form x < c or x > c.	Real world situations tell us where a constraint is within a given relationship as well as if the constraint is included in our solution set. We use inequality symbols to represent these constraints.
IA3, L7	6.EE.B.8	Direct	Solving Inequalities	1) SWBAT solve one-step inequalities for a given variable.	We solve inequalities just like equations, just with an inequality symbol.
IA3, L8	6.EE.B.8	Explore	Solve and Graph the solution set of inequalities	1) SWBAT graph inequalities for real world situations where there are constraints, of the form x < c or x > c.	When graphing an inequality solution set, we include all the values that make the inequality true.
IA3, L9	6.EE.B.8, 6.EE.C.9, 6.EE.B.7, 6.EE.A.2	Quiz	Inequalities & Equations Quiz	1) SWBAT demonstrate their knowledge of inequalities and equations on a quiz.	N/A - Quiz
IA3, L10	6.NS.C.5	Explore	Integers	1) SWBAT define integers, interpreting real world scenarios involving integers. 2) SWBAT identify positive integers and their opposites as a location on the rational number line. 3) SWBAT identify that a negative sign indicates the opposite of a value.	
IA3, L11	6.NS.C.5	Explore	Integers Continued	1) SWBAT write integer expressions for real world scenarios, e.g. temperature, credit vs. debt. 2) SWBAT define what zero represents in a real world scenario, e.g. zero is the ground if a bird is 10 feet above the ground.	
IA3, L12	6.NS.C.6.A, 6.NS.C.6.C	Explore	Identifying Values on a Number Line	1) SWBAT find and position integers and other rational numbers on a horizontal or vertical number line. 2) SWBAT use language to compare integers and rational numbers on a number line, e.g. if a value is further to the left it has a lesser value than a value to its right, it's more negative, -1 and -1 1/2 are half of a unit apart.	
IA3, L13	6.NS.C.5, 6.NS.C.7.A, 6.NS.C.7.B	Explore	Comparing Integer Values	1) SWBAT compare integer values with inequality symbols, including opposite opposite values. 2) SWBAT write inequality statements for positive and negative rational numbers in real world contexts, e.g. -4 degrees and -8 degrees is represented by -4 > -8.	
IA3, L14	6.EE.B.8	Direct (really just a practice day)	Inequalities Practice	1) SWBAT write, solve (one-step), and graph inequalities for real world situations where there are constraints, of the form x < c or x > c.	
IA3, L15	6.NS.C.7.C, 6.NS.C.7.D	Direct	Absolute Value	1) SWBAT define absolute value and identify the absolute value vs. the value of a given number. 2) SWBAT use counting to calculate the distance between two numbers which are located on opposite sides of zero on the number line. 3) SWBAT write expressions using absolute value to find the distance between two values on opposite sides of zero on the number line.	

Day of Unit	CCSS	plore or Dire	Topic Title	Objective	if Explore, STAMP or NOTES
IA3, L16	6.NS.C.7.C	Direct	More Absolute Value	1) SWBAT compare the absolute value of integers using inequality symbols. 2) SWBAT order values from least to greatest (absolute values, integers, rational numbers) by plotting on a number line.	
IA3, L17	6.NS.C.6.B, 6.NS.C.8	Direct	The Coordinate Plane Part 1	1) SWBAT identify the four quadrants in the coordinate plane and the signs of coordinates in each. 2) SWBAT locate and plot points (whole numbers and rationals) in all four quadrants of the coordinate plane.	
IA3, L18	6.NS.C.6.B	Explore	The Coordinate Plane Part 2	1) SWBAT reflect points and figures in the coordinate plane over a given axis. 2) SWBAT generalize the effect of a reflection on the signs of an ordered pair (e.g. if point (a,b) is reflected over the y axis, the new point will be at (-a,b))	
IA3, L19	6.NS.C.8	Explore	The Coordinate Plane Part 3	1) SWBAT find the distance between points with the same first coordinate or the same second coordinat by counting. 2) SWBAT identify the distance between two points, with one coordinate that is the same, as the sum of the absolute values of the different coordinates	
IA3, L20	All Integer/Absolute Value Standards	TBD	Integers and Absolute Value Quiz	1) SWBAT demonstrate their knowledge of integers and absolute value on a quiz.	
IA3, L21	All Integer/Absolute Value Standards	Direct	Integers and Absolute Value Review	1) SWBAT demonstrate their knowledge of integers and absolute value on a review worksheet.	
IA4, L1	6.G.A.1	Explore	Calculating Area	1) SWBAT derive the formula for the area of right triangles by cutting rectangles into two equal right triangles and apply the formula using substitution.	
IA4, L2	6.G.A.1	Explore	More Area of Triangles	1) SWBAT identify the base and height of a triangle and substitue those values into the area formula to solve.	
IA4, L3	6.G.A.1	Explore	Area of Irregular Polygons Part 1	1) SWBAT find the lengths of missing sides in irregular polygons and decompose/compose into rectangles to determine area.	
IA4, L4	6.G.A.1	Direct	Area of Irregular Polygons Part 2	1) SWBAT find the lengths of missing sides in irregular polygons and decompose/compose into rectangles to determine area.	
IA4, L5	6.G.A.1	Explore	Decomposing Polygons Part 1	1) SWBAT find the area of trapezoids and parallelograms by decomposing/composing them into triangles and rectangles.	
IA4, L6	6.G.A.1	Direct	Decomposing Polygons Part 2	1) SWBAT find the area of trapezoids and parallelograms by decomposing/composing them into triangles and rectangles.	
IA4, L7	6.G.A.1	Explore	More Area Part 1	1) SWBAT find the area of irregular polygons by decomposing them into rectangles and triangles and finding missing side lengths.	
IA4, L8	6.G.A.1	Direct	More Area Part 2	1) SWBAT find the area of irregular polygons with more complex side lengths by decomposing them into rectangles and triangles and finding missing side lengths.	

Day of Unit	CCSS	plore or Dire	Topic Title	Objective	if Explore, STAMP or NOTES
IA4, L9	6.G.A.3	Explore	Figures on the Coordinate Plane	1) SWBAT draw polygons in the coordinate plane given coordinates for the vertices. 2) SWBAT use coordinates to find the length of a side joining points with the same first coordinate or the same second coordinate.	
IA4, L10	6.G.A.1, 6.G.A.3	n/a	Area Quiz	1) SWBAT demonstrate their knowledge of finding area of regular and irregular polygons on a quiz.	
IA4, L11	6.G.A.2	Explore	Volume of Rectangular Prisms	1) SWBAT find volume of right rectangular prisms by making models with unit cubes. 2) SWBAT apply the volume formulas V = lwh or V = Bh to right rectangular prisms with whole number and rational side lengths and use given volume to determine a missing dimension.	
IA4, L12	6.G.A.2	Explore	Fractional Cubes Part 1	1) SWBAT find the volume of a right rectangular prism by packing it with unit cubes of fractional edge length.	
IA4, L13	6.G.A.2	Direct	Fractional Cubes Part 2	1) SWBAT find the number of fractional unit cubes that can be packed into a right rectangular prism.	
IA4, L14	6.G.A.1, 6.G.A.3	Direct	Area Reteach Day	1) SWBAT demonstrate their knowledge of finding area of regular and irregular polygons on a review worksheet. (This is a reteach from IA4, L10 Quiz data.)	
IA4, L15	6.G.A.4	Explore	Nets	1) SWBAT identify a given geometric solid based on its net. 2) SWBAT draw nets for a given geometric solid.	
IA4, L16	6.G.A.4	Explore	Surface Area Part 1	1) SWBAT use nets to find the surface area of 3-D figures composed of rectangles.	
IA4, L17	6.G.A.4	Explore	Surface Area Part 2	1) SWBAT to use nets to find the surface area of 3-D figures composed of rectangles and triangles.	
IA4, L18	6.G.A.1, 6.G.A.2, 6.G.A.3, 6.G.A.4	Direct	Geometry Review	1) SWBAT demonstrate their knowledge of area and volume on a review worksheet.	
IA 4					
ST, L01	6.SP.A.1	TBD	Statistical Questions	1) SWBAT recognize a statistical question as one that anticipates variability in data. 2) SWBAT write and pose statistical questions. 3) SWBAT distinguish between statistical questions and non-statistical question.	
ST, L02	6.SP.A.2, 6.SP.A.3	TBD	Describing a Data Set	1) SWBAT understand shape, center, and spread through visual inspection.	
ST, L03	6.SP.A.2, 6.SP.A.3	TBD	Calculating Range	1) SWBAT calculate range for a given data set.	
ST, L04	6.SP.A.2, 6.SP.A.3	TBD	Describing a Data Set Continued	1) SWBAT use visual inspection to describe the shape, center, and spread of a given data set now using "range" to describe the spread. 2) SWBAT understand that median represents the middle value in a data set and is a measure of center.	

Day of Unit	CCSS	plore or Dire	Topic Title	Objective	if Explore, STAMP or NOTES
ST, L05	6.SP.A.3	TBD	Another Measure of Center	1) SWBAT explain that the mean of a data set represents the data evenly distributed among all the data points, that it represents the idea of "fair share." 2) SWBAT understand that mean is a measure of center.	
ST, L06	6.SP.A.2, 6.SP.A.3, 6.SP.B.5.D	TBD	Calculating Mean	1) SWBAT discover the algorithm for mean. 2) SWBAT practice calculating mean in context.	
ST, L07	6.SP.A.2, 6.SP.A.3, 6.SP.B.5.D	TBD	Best Measure of Center	1) SWBAT practice calculating median in context. 2) SWBAT describe data sets based on measures of central tendency. 3) SWBAT understand what outliers are.	
ST, L08	6.SP.B.4	TBD	Creating Dot Plots	1) SWBAT graphically display statistical data on line plots/dot plots.	
ST, L09	6.SP.B.4	TBD	Creating Histograms	1) SWBAT analyze histograms.	
ST, L10	6.SP.B.4	TBD	Analyzing Histograms	1) SWBAT create histograms.	
ST, L11	6.SP.B.4	TBD	Box and Whisker Plots Day 1	1) SWBAT create and analyze box and whisker (box) plots.	
ST, L12	6.SP.B.4	TBD	Box and Whisker Plots Day 2	1) SWBAT calculate Interquartile Range and outliers for box and whisker (box) plots.	
ST, L13	6.NS.A.1		Number System Test Prep #1	1) SWBAT solve a varietly of fraction operation word problems by using the algorithm and modeling.	
ST, L14	6.NS.C.8		Number System Test Prep #2	1) SWBAT find distance between points on the coordinate plane including rational value coordinates. 2) SWBAT reflect coordinates over a given axis on the coordinate plane.	
ST, L15	6.EE.A.2.c		Expressions and Equations Test Prep #1	1) SWBAT to simplifying expressions using the Order of Operations. 2) SWBAT to evaluate expressions through substitution.	
ST, L16	6.EE.B.7, 6.EE.B.8		Expressions and Equations Test Prep #2	1) SWBAT solve one-step equations and inequalities and graph the solution set of an inequality.	
ST, L17	6.RP.A.2, 6.RP.A.3.b		Ratio and Proportions Test Prep #1	1) SWBAT to identify a unit rate as an amount compared to its unit of measure. 2) SWBAT use unit rates to answer a given question to make a comparison about two quantites. For example, which is the better buy? which is faster? etc	
ST, L18	6.RP.A.3.a		Ratio and Proportions Test Prep #2	1) SWBAT solve one-step ratio and rate problems where students use a variety of strategies to solve (i.e. tape diagrams, tables, double number lines, proportions, etc.)	
ST, L19	6.RP.A.3.a		Ratio and Proportions Test Prep #3	1) SWBAT solve two-step ratio and rate problems where students use a variety of strategies to solve (i.e. tape diagrams, tables, double number lines, proportions, etc.)	

Day of Unit	CCSS	plore or Dire	Topic Title	Objective	if Explore, STAMP or NOTES
ST, L20	6.RP.A.3.c		Ratio and Proportions Test Prep #4	1) SWBAT determine if they are solving for the percent, part, or total in a word problem. 2) SWBAT solve for a percent, part or total when given the other two values.	
ST, L21	6.NS.B.3, 6.EE.A.3, 6.NS.A.1, 6.EE.A.2		Fluency (1st half) and Geometry (2nd half) Test Prep	Fluency: 1) SWBAT solve a variety of fluency-based problems. These skills will include combining like terms, translating expressions, fraction division, and decimal division. Geometry: 1) SWBAT find the surface area of a 3-D solid and find the volume of a rectangular prism with rational side lengths	
ST, L22	TBD		Mixed Review (RP, EE, NS) Test Prep #1	TBD after IA 3 Network Analysis	
ST, L23	TBD		Mixed Review (RP, EE, NS) Test Prep #2	TBD after IA 3 Network Analysis	
ST, L24	TBD		Mixed Review (RP, EE, NS) Test Prep #3	TBD after IA 3 Network Analysis	
ST, L25	TBD		Mixed Review (RP, EE, NS) Test Prep #4	TBD after IA 3 Network Analysis	

15.16 English – Instructional Grid

	Monday	Tuesday	Wednesday	Thursday	Friday
Do-Now (20 min.)	**RETEACH:** Respond to st. writing from last week - ID the week's monitoring focus (e.g. zoom in, arguments) (30 mins)	Vocabulary in Context* or Grammar (15 min)	Passage Practice, w/review (35-40 minutes) LLP's provide 3-4 Key ideas/Vic questions; paired passage 1x/month	Writing DN: 1) CR burst (meaning or analysis) 2) Prompt breakdown or outlining 3) Analyzing a model (15-20 mins)	DN – Quiz: Mini Practice passage 2-6 MC questions (+ up to 5 on VIC) - 20 mins (incl time to monitor/respond)
Oral Drill (5 min.)	Vocabulary/ Grammar	Literary Terms/Novel Schema	Vocabulary/ Grammar	Cut for time	**RETEACH** – 80% should be writing based, though may include short practice passage work or skill remediation – especially via a mini-lesson (40 mins)
HOTL #1	Grammar / Writing *focus is more on grammar in first half of year (25 min)	Lit Circles (novel or info text) (60 min.)	Optional Mini-lesson before Close Reading (15 min) Close Reading or cold reading (1.25 hours) **OR** Short Story Study or Literary comparative practice	Genre or Process Writing (usu. PARCC-aligned – paired with informational schema building passages) (55 mins)	
HOTL #2	Lit Circles (60 min.)	Close Reading for Meaning (can be to preview close read or build schema) – info. text (40 min) / Genre or Process Writing (40 mins)		Lit Circles (50 min.)	NA- 1 hour class
HW	1. Chapter Questions 2. Vocabulary/ Grammar 3. Short reteach HW	4. Vocabulary/Grammar 5. Independent Reading	6. Chapter questions 7. Reading skills/ vocabulary	8. Independent Reading 9. Genre-unit writing	10. Genre-unit writing 11. Chapter questions

For the first three months of the year, the 5th 1.0 block will build in 2, 15-20 minute fluency sessions for students each week. 6th will build in 1 session.

15.16 Curriculum Scope and Sequence

6th Grade – What does it take to overcome adversity?

15.16 – The Year in Brief

	Fiction Texts (Class Novels)	Core Fiction Bottom Lines	Fiction Partner Texts	Non Fiction Partner Texts/Videos	Core Non Fiction Bottom Lines	Close Reads	Writing Skills	Process Writing	Grammar
Q1	• *Warriors Don't Cry*	• Theme • Figurative Language: Juxtaposition, Symbolism, Extended Metaphor, Color Imagery • Retell • Genre Contrast • Point of View II: Build Up • Diction Analysis (Tone) • Vocabulary in Context (Connotation) • Structure Analysis II – Build up • Resolution – Build Up	• *The Fist, The Clay, The Rock* • *Little Boys at Play* • *The Circuit* • *Revolt of the Evil Fairies* • *Two Dresses (Elizabeth & Hazel)* • *Damon & Pythias*	• *Reflections on Road to Harvard* • *Reflections on Road to Yale* • *By Any Means Necessary – Malcolm X* • *I Have a Dream – MLK* *Cyclical poverty* • *Lessons of Dr. Martin Luther King by Cesar Chavez* • *Background about the Four Little Girls* • *Four Little Girls Documentary* • *Stereotypes and Racial Profiling* • *Stereotypes of African American Men* • *Background about Michael Brown, Jordan Davis, Trayvon Martin and news clips* • *Paired Passages about Till, Martin, and Davis* • *Background about Emmet Till* • *Background about Civil Rights Movement* • *Changing the Meaning of freedom* • *National Guard & 101st Airborne* • *Separatism* • *Segregation Now, Segregation Forever* • *Simeon Wright*	• Argumentation II – Evaluation • Central Idea I • Retell • Diction Analysis (Tone) • Point of View II – Author • Key Moment Analysis I	• *Rose that Grew from Concrete (Cold Read–Symbolism)* • *Identity (Symbolism)* • *Four Skinny Trees (Cold Read – Personification, Symbolism)* • *The Rime of the Ancient Mariner (Cold Read – Irony)* • *Birmingham Sunday (Juxtaposition)* • *The Last Quatrain of the Ballad of Emmett Till (Diction Analysis and Color Imagery)* • *The Ethical Demands of Integration** • *The Death of Emmett Till by Bob Dylan (Diction Analysis)* • *Strange Fruit (Juxtaposition)*	**General** • Writing an argument statement that can be debated • Breaking down a prompt • Parts of NEZZ structure • Naming an author's technique • Distinguishing when to and when not to name a technique • Embedding and citing evidence • Zooming in on diction and discussing associations/connotations • Zooming out on purpose and how it relates to author's larger message • How to write a summary • Choosing best evidence to support argument Evaluating a claim (sound, flawed, weak) **Research** • Introduction to research: Comparing and contrasting information in	• Explain the purpose of Donald Holland's symbolism in "The Fist, The Rock, and the Clay." • Write a summary of "Little Boys at Play" • Write an ode poem to eulogy the Four Little Girls that uses symbolism to convey the message • Media Bias Essay: What are the similarities between Michael Brown, Trayvon Martin, Jordan Davis and Emmett Till? How media bias plays a role in history repeating itself in the modern day murders? • Write an essay in which you explain if you are for or against busing • Write a thoughtshot from the perspective of Melba Patillo Beals Write a poem using diction to develop the theme of *Warriors Don't Cry*	• Capitalization • Ending Punctuation • Affect/Effect • Commas • Appositives • Affect/Effect • Their/There/They're • Your/You're • Fragments • Run-ons • Hear/Here • Too/to/two • Cite/Sight/Site • Independent Clauses

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6th Grade – What does it take to overcome adversity?

				• *Emmett Till Documentary* • *Modern Day Civil Rights Movement Integration in Montclair* • *Segregation in Schools Video* • *Specter of Segregation Returns….* • *Charlotte Contemplates Life after Busing* • *Segregation Prominent in Schools Study Finds* • *Pro and Con Mini Segregation Articles* • *25 Years of Forced Busing in Charlotte* • *The Segregated Classrooms of a Proudly Diverse School*			different sources • Argumentative essay structure • Distinguishing between strong and weak claims • Comparing and contrasting claims using CHASES • Breaking down prompts • Writing an introduction with hook, context, and thesis On demand planning **Narrative Elements** • Narrative Planning (CSPST) • Story Elements • Fabulous Beginning (Action, Sound, Imagery) • Writing a snapshot with a personified emotion, rhetorical question, and theme • Writing an extended metaphor to demonstrate theme		
Q2	• *You Don't Know Me* • *Child Called It* • *Chew On This*	• Point of View II- Build Up • Figurative Language: Repetition, Extended	• *Phaethon and Helios* • *Handling Hermes* • *From Langston Hughes Poet of the*	• *Types of Abuse* • *Spider-Man Paired Passages and Clips* • *David Pelzer Biography*	• Research III – Multi-Medium • Central Idea I • Retell • Diction	• *I Never Knew (Cold Read – Repetition)*	**Argumentative** • Evaluating a claim (sound, flawed, weak) • Parts of strong introduction and	• Literary: In both stories, the main characters want the approval of their fathers. Write an essay explaining how	• Its vs It's • Apostrophes • Multiple Choice Edit • Irregular

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6th Grade – What does it take to overcome adversity?

		Metaphor, Symbolism • Diction Analysis • Theme • Genre Contrast • Resolution – Build Up Retell	*People* • *Tell Tale Heart* •	• *Child Abuse Statistics* • *Short Happy Life of the Serengeti Lions*	Analysis • Point of View II – Author		conclusion • Writing a convincing introduction and conclusion • Embedding strong evidence to support argument • Writing an essay that states position on a controversial topic • Using compositional risk to strengthen argument **Narrative** • Creating an ode poem that uses symbolism to convey message • Writing a thoughtshot about one moment • Writing a poem that uses diction to develop tone **Literary** • Writing an argument that states theme or author's purpose and includes author's technique • Using contrasting diction to demonstrate juxtaposition •	Phaethon and Sara's desire to win the approval of their fathers affected their actions and changed them. • Research: All the sources make claims about the creation of Spider-Man. Write an essay and that compares and contrasts the evidence each source uses to support this claim. • Narrative: Rewrite "The Tell Tale Heart" in the old man's perspective • Literary: In both *Before We Were Free* and "Raven's Song," the main characters must keep secrets because of the harsh governments they live under. Using at least two details from each story, explain how Anita and Raven feel about their secrets in ways that are alike and different • Research: Explain whether or not you agree with school uniforms • Literary: Compare and contrast themes from page 226 of You Don't Know Me and Invictus Poem • Compare and contrast the themes in Sandra Cisneros' vignettes "Minerva Writes Poems" and "Rafaela Who	Verbs • Quit, Quite, Quiet

15.16 Curriculum Scope and Sequence

6th Grade – What does it take to overcome adversity?

								Drinks Coconut Juice and Papaya Juice on Tuesday" from *House on Mango Street* • In the chapter 21, David Klass ends the chapter with John being suspended for calling his teacher, Mrs. Moonface. Write an original story to continue where the passage ended. In your story, be sure to incorporate the author's techniques and use what you have learned about John as you tell what happens next. • You have just read two texts and a video that make claims about healthy eating initiatives in schools. Write an essay that compares and contrasts the evidence each source uses to support their claim. • Compare and contrast themes and how they are developed in "A Boy's Life" and "Emancipation: A Life Fable" • You have just a read story called "Magic Elizabeth." Write what happens next when Sally arrives at Aunt Sarah's house. Be sure to use what you have learned about the characters and setting in your story.	

15.16 Curriculum Scope and Sequence

6th Grade – What does it take to overcome adversity?

								• Explain how John and C-boy are analogous. Explain how the Seregenti Lions and the Lashaha Palulu are analogous •	
Q3	• *Chew On This* (may continue from Q2) • *Raisin in the Sun*	• Retell • Theme • Figurative Language Analysis: Symbolism, Personification • Structure Analysis II – Build Up • Genre Contrast • Point of View II – Build Up	• *Excerpts from House on Mango Street* • *Invictus* • *Dreams Deferred – Langston Hughes* •	• *Background about Lorraine Hansberry* • *Themes of Raisin in the Sun* • *Roots of Debate* • *Introducing my Natural Hair Project* • *Tyra Clips* • *I Hate My Hair* • *Schema on Processed food and Fast Food Chains* • *Industrialization and Assembly line Schema*	• Retell • Central Idea I • Point of View II – Author • Idea in Depth • Key Moment Analysis I • Text Structure • Research III- Multi Medium	• *Conk expert from Malcolm X (Close Reading for Meaning* • *Section*	**Literary** • Components of essay that compares and contrast theme • Identifying best evidence to compare themes in two texts **Narrative** • Narrative on demand planning and review of structure • Rewriting story in different character's perspective • Continuing a narrative by demonstrating knowledge of story elements and author's craft	• Explain the symbolism of Mama's plant in Raisin in the Sun • Explain Hansberry purpose for including Walter's monologue about his dreams for future. • Consider all the sources you have read and viewed, compare and contrast the various viewpoints on hair. Explain your opinion about hair. Include evidence from 3 out of the 4 source • Write an argumentative essay on the topic of fast-food and create an advertisement to reflect the position taken	• N/A
Q4	• *Raisin in the Sun* • *Diary of a Young Girl Anne Frank* • *Summer novels (Contender/Outsiders)*	• Retell • Theme • Figurative Language Analysis: Symbolism, Personification • Structure Analysis II – Build Up • Genre Contrast • Point of View II – Build Up	• *Sneetches* • *Poisonous Mushrooms* • *Masterpiece Theatre Anne Frank movie*	• *Biography of Anne Frank* • *Holocaust and Concentration Camps* • *Nazi Germany* • *Fighting Hitler Scholastic article* • *Short Life of Anne Frank clip* • *Jewish Ghettos* • *Concentration Camp Stations* • *Concentration Camp images*	• Retell • Central Idea I • Point of View II – Author • Idea in Depth • Key Moment Analysis I • Research III- Multi Medium	• *Poisonous Mushrooms (Close Reading for Meaning)*	• **Narrative** • Narrative on demand planning and review of structure • Rewriting story in different character's perspective • Continuing a narrative by demonstrating knowledge of story elements and author's craft	• Choose two characters from the novels that you read during your 6th grade year and explain how they overcame adversity. • Write a summary about concentration camps • Write a narrative from the perspective of someone living in concentration camp	• (mostly spiral)

15.16 Curriculum Scope and Sequence

6th Grade – What does it take to overcome adversity?

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	•	•	•	•	•	•	**Literary** • Writing an essay that analyzes symbolism using NEZZ • Write an essay that explains why an author included a specific scene using NEZZ • Articulate argument about controversial idea using evidence from various sources **General** • Write a summary that captures takeaways of a series of articles **Narrative** Write a snapshot/thoughtshot from the perspective of person living during horrific time of history	•	•

15.16 Curriculum Scope and Sequence

6th Grade – What does it take to overcome adversity?

Core Texts Overview

Warriors Don't Cry		
Connection to the Essential Question	Key Skills and Knowledge for the book	Destination Writing
Warriors Don't Cry is a memoir told by one of the members of the Little Rock Nine, Melba Patillo Beals. The work provides personal insight on a pivotal event in history during school integration in the mid-20th century. Melba embodies how one can use the core values of courage and justice to overcome adversity. Despite being physically assaulted, taunted, threatened, and almost raped, she continues to attend Central High School. She is willing to withstand all of these adversities to attain her education and lay the foundation for future students. Secondly, her Grandma India also instills her how to combat racism with passive resistance. Melba refuses to give power to her racist abusers and gains strength as a result.	*Bullet point the top 5-10 things teachers need to know about how we teach this text and/or skills students will need to unlock it.* • *The symbol of a warrior is referenced throughout the work. Melba herself is a true warrior. The battlefield is Center High School and her enemies are the racist white students and community members.* • *Grandma India suggests that Melba say "thank you" when someone taunts or bullies her. Melba's decision to follow this advice is a turning point in the novel as well for her abusers. Melba learns no one has power over her unless she gives it to them.* • *The scene when Melba first the school. The diction in this section, particularly pages 68 and 72, reinforces the isolation and fear Melba experiences. Although she is attending the school with 8 other students, many times she was forced to fend for herself.* • *Defacto segregation which is by the people and de jure segregation which is by law is important for students to understand and distinguish* • *Students will read multiple articles about modern day segregation and it is important to them to understand that segregation didn't dissipate after Brown vs. Board of Education. Many schools are still segregated today such as Montclair, NJ and Maplewood, NJ that they will learn about. This segregation is harder to notice since it occurs within the actual classes, in which there are a disproportionate number of minority students in lower/remedial classes compared to white students.*	*Write an essay explaining if you are for or against busing [Research Analysis, Argumentation II – Evaluation]* • *Students will analyze graphs, watch videos, and read articles on busing to for integration. Students will use this evidence to formulate their own opinion on the topic* • *Ultimately, students will write a 4 paragraph essay in which they compare and contrast the information the authors present and the author's view on the topic* • *Students will also present their opinions on whether they pro or con busing in a Socratic Seminar*

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You Don't Know Me		
Connection to the Essential Question	Key Skills and Knowledge for the book	Destination Writing
John is an introverted young student who uses his imagination to escape reality of being abused by his mother's boyfriend, Stan. Specifically John fantasizes about an African tribe called the Lashasa Palulu that serves as his source of guidance and strength throughout the novel. John's adversity is different than Melba's and Esperanza's because it only against one person and not a social or racial force. More so, John must suffer through this child abuse alone since he fears telling his mother. John is a symbol of overcoming adversity since it doesn't give his power to Stan by running away and also eventually physically fighting against him. Even when he is losing the battle, he maintains resilience and fights until the last drop of blood similar to the Lashasa Palulu tribe.	*Bullet point the top 5-10 things teachers need to know about how we teach this text and/or skills students will need to unlock it.* • *The novel changes between second and first person. The "you" that John addresses is his mother. In the end, John learns that John actually is loved and recognized by his mother.* • *The repetition of "things that are not" reinforce how Johns wants to create an alternate reality to take his mind off the abuse.* • *John creates a father fantasy imagining what it would be like to have supportive, caring father that provides him with advice. The only one to come close to meeting this fantasy is Mr. Steenwilly, who is John's teacher. At the end of the story, he comes to John's rescue when he is fighting stand. Therefore, not only is Mr. Steenwilly representative of a father figure, but a guardian angel/fairy godmother as well.* • *John's tone is very sarcastic throughout the book and students needs to ready carefully to discern when he is being serious and when he is joking. For example.* • *The novel compared to others is very humorous. There are two major comical scenes such as when Billy Beezer steals an egg roll at the mall and when John makes of his teacher to her face.*	Explain how John and C-boy (one of Serengeti Lions) are analogous. Explain how the Serengeti Lions and the Lashaha Palulu are analogous [Genre Contrast]

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Chew On This		
Connection to the Essential Question	**Key Skills and Knowledge for the book**	**Destination Writing**
Chew on This is an informational text that will provide students with an in depth understanding of the fast-food and advertising. More importantly, this book will illustrate the groups in society that are most severely affected by the manipulation of advertisements and the food industry. Specifically, this book goes to great lengths to demonstrate children to be the targets of fast-food chains because they are more easily manipulated and draw in more customers. This book also spends time illustrating how people of low socieo-economic status are also greatly exploited by fast-food chains. However, the book does not end without present ways for people to resist the control of fast-food companies. *This book teaches students about exploitation of particular groups in society which is a reality that they will confront throughout their lives. It also demonstrates the impact that children can have if they utilize their own power and influence. Students can be like Kristina who protested the soda machines in her school. Knowledge of the issue is actually the first start to liberation.*	• *The chapters in this book are broken down into subsections. Each chapter has multiple subsections that contribute to the overall chapter and the book as a whole. Students need to understand the importance of text structure and its impact on meaning.* • *Eric Schlosser uses the following types of evidence to support his argument: statistics, anecdotes, historical context expert quotes, and counter-arguments. Students will need to be able to understand the types of evidence authors can use to prove their point. The C.H.A.S.E.S technique can be taught to students as a way for them to memorize the different kinds of evidence.* o *Counterargument/ refutation* o *Historical Context* o *Anecdote/Case study* o *Statistic* o *Expert Quote/Interview* • *Author's purpose will also play a significant role in student's ability to understand the text. Students need to be constantly asking why did the author start or end a paragraph in a particular way? Why did he include this section in this chapter? What is the author revealing through this anecdote? Etc.* • *Tone is also essential to this text. The author is pretty critical throughout the book, but often infuses sarcasm in order to emphasize a particular point. He does this at moments that seem to point out the reader's ignorance tot the chemicals and harm that we do to our bodies by indulging in fast-food.* • *The title Chew On This is also essential to their understanding. It is a play on words that evokes the idea of eating, since this book is about fast-food, but also has a deeper meaning. Schlosser is also suggesting that the author "chew on" the information presented in this book. Immediately in the title, Schlosser is urging the reader to ingest the truth and chew on the reality of fast-food. So many*	• *Students write an argumentative essay in which they will select the most significant impact of fast-food/processed food on society. Then students will determine a solution to the problem that they feel is most critical. [Retell, Central Idea I]* • *For example, student's first body paragraph can be about any of the following issues: health issues caused by fast-food, exploitation of children exploiting teenage and people of a lower social class, the loss of tradition such as the loss of traditional foods and activities, the incorporation of fast food into schools etc.* • *In the second body paragraph students will present a way to combat the issue presented in the first paragraph.* • *Lastly, students will create an advertisement that presents the reality of fast/processed food through pictures and statistics/quotes. The title of the advertisement should evoke the solution presented in their essay.*

	of us put food into our mouths without even thinking about the larger impact. Schlosser informs us of the harms of processed and fast-food so that we can take action.	

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Raisin in the Sun		
Connection to the Essential Question	Key Skills and Knowledge for the book	Destination Writing
What makes this work unique compared to others students read in 6th grade is that there are numerous characters that face adversities, rather than just the protagonist. A Raisin in the Sun is a play that tells the story of the Younger family struggling in poverty in 1940s-1950s. Mama struggles to work through the death of her husband, living in a cramped apartment, and having to watch her family suffer through life as she did. Beneatha, daughter of Mama, combats sexism. Walter, son of the Mama, aims to accomplish the American dream of having a well-paying job and living in a house, but he is stuck being the "help" to others. Lastly, Ruth, wife of Walter, is a weathered from life without her dreams coming true. Not only do the family members face individual obstacles, they are all the victims of racism/discrimination. In the end, the family learns that by combining their dreams, they are able to gain resilience and strive for a better life together.	• *The opening setting directions serve to symbolism the family themselves. The Younger apartment is cramped and worn, but it is decorated and made to look presentable. Even though, the family is struggling to make ends meet, they still make the best of what they have and take pride in their home.* • *The description of Ruth in the beginning of the play with her tired face and disheveled hair shows how she has been worn down by living in poverty. Additionally, she has also lost her beauty and desire to dream.* • *Mama has a plant that she frequently waters and puts on in the son to grow. Her maintenance of the plant is analogous to how she cares for the family and wants the best for him. The plant itself represents the family since it is small and weak, but still grows with perseverance.* • *Walter's monologue to his son about his dreams of having a large house and a well-paying office job contrast with the reality of his actual life. For example, in Walter's fantasy, he dreams of a coming home and being greeted by a man who trims the hedges at his home, but actually Walter is a chauffeur and lives in a cramped apartment.* • *The title relates to the line from Langston Hughes' poem "Dreams Deferred." Throughout the book, the character wrestle with the decision to let their dreams dry up like a raisin in the sun or attempt to accomplish them.*	*Consider all the sources you have read and viewed, compare and contrast the various viewpoints on hair. Explain your opinion about hair. Include evidence from 3 out of the 4 sources. [Argumentation II – Evaluation, Central Idea I]* • *Students will also have a visual component which requires them to create a poster that illustrates their argument about natural hair*

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Diary of Young Girl Anne Frank		
Connection to the Essential Question	Key Skills and Knowledge for the book	Destination Writing
The Diary of Young Girl by Anne Frank is interesting since the adversities Anne faced while writing her diary in the secret annex were nothing compared to those which occurred afterwards when she was captured and sent to concentrations camps. However, while in hiding Anne Frank struggles with being trapped and feeling helpless while many others are suffering. She and the other annex inhabitants must also learn to get along with each other's differences especially in such close quarters. All of them also live in constant fear of being caught by the Gestapo. Despite all of these adversities, Anne has a way of being able to look to look on the bright and see the good in the world. She uses nature and learning to take her mind away from the reality of living in hiding. Lastly, she also shows readers that one must stay true to themselves. Even though she knows Jews are being persecuted, she takes pride in her religion and won't change herself.	• *Anne personifies her diary by calling her "Kitty." Anne doesn't feel close to anyone and thus creates a close friend with the diary.* • *In the beginning of the book, Anne is reproaches others and has a very judgmental perspective. However, Anne eventually matures and decides to see both sides of the arguments before inserting her point. She recognizes that at times she is at fault, rather than others always being wrong. This is mostly in reference to Anne's arguments with the Van Daans.* • *Most of the entries are 1-2 pages, yet there is a section in the second half of the book that is longer. It recounts a burgluary which has happened before. However, this time the family discovers that the burglars may have seen Mr. Van Daan and could know that people are hiding in the Annex. This section also contains Anne's vow to never abandon her religion even though the world is against Jews.* • *There are many sections of contrast in the book that describe the differences of life inside and outside the annex. These descriptions reinforce how Anne's appreciates her safety and fact she is surrounded by loved ones instead of being alone and shipped off the concentration camp.* • *This book is read last and therefore sections of the book are skipped in order to be able to finish the novel before the last week of school. Although there are some areas that discuss Anne's period and interest in sexual intercourse that are not read due to their mature content for 6th graders.*	*N/A* **The students complete a thoughtshot/snapshot from the perspective of someone living in a concentration camp. Also, the major writing assignment during this time is their essay for the final performance task.*

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15.16 Weekly Planning Grid

Week Sketch	Monday	Tuesday	Wednesday	Thursday	Friday
August 24- August 28 - Week 1 ***L:*** *N/A no class novel* ***S:*** *The Fist, The Rock, The Clay, Little Boys at Play* ***BL:*** *Retell, Central Idea, Theme* ***G:*** *Capitalization , Ending Punctuation* ***W:*** *NEZZ Structure, Breaking down a prompt, Writing an argument, Embedding evidence, Writing a summary* ***CR:*** *N/A*	**DN:** Maniac Quiz **OD:** Core Values **HOL1:** Rules and Procedures **HOL2:** Introduce Essential Question **ET:** Rules and Procedures **HW**: Mania Reading Check; Signed Syllabus	**DN:** Rules and Procedures **OD:** Rules and Procedures **HOL1:** Intro to Fluency; Capitalization Pt.1 **HOL2:** CPI Fist, Clay, Rock **ET:** Capitalization **HW:** Capitalization Pt. 1	**DN:** Independent Reading **OD:** Essential Question Vocab **HOL1:** Intro/Review NEZZ Structure **HOL2:** CPI Little Boys at Play **ET:** NEZZ argument, n/e **HW:** Type Fist, Clay, Rock; IP book by Friday, study vocab Friday	**DN:** Strong vs Weak TS **OD:** Essential Question Vocab; NEZZ **HOL1:** Fluency Day 2 **HOL2:** CPI Little Boys at Play **ET:** n/a **HW:** Book by Friday; Cap. Practice; Study for quiz	**DN:** Quiz (non-fic, caps, end punc,) **OD:** N/A **HOL1:** How to write a summary **HOL2:** n/a **ET:** n/a **HW:** 4 boxes of thinkmark, non-fiction practice
August 31- September 4 -Week 2 **L:** *N/A no class novel* **S:** *Reflections on Road to Harvard, Reflections on Road to Yale,* **BL:** *Central Idea I, Idea in Depth, 4 Little Girls* **G:** *N/A* **W:** *Revising summary and first NEZZ OER* **CR:** *Birmingham Sunday*	**DN:** Warriors Vocab **OD:** Essential Question Vocab **HOL1:** Fluency **HOL2:** NEZZ Review **ET:** NEZZ Review **HW:** NEZZ Review	**DN:** Figurative Language **OD:** Essential Question Vocab/ NEZZ Review **HotL1:** Finish Summary Lesson from last Friday **HotL2:** Joan Baez CPI **ET:** n/a **HW:** Figurative Language Review	**DN:** 4 Little Girls Schema **OD:** Figurative Language **HotL1:** Juxtaposition Mini-Lesson **HotL2:** Joan Baez Close Reading **ET:** Final close reading OER **HW:** Non-fiction Reading	**DN:** Civil Rights DN **OD:** Figurative Language **HotL1:** Plessy vs. Ferguson Schema **HotL2:** NY Times Harvard/Yale **ET:** n/a **HW:** Finish NY Times Reading	**DN:** Week in Review Quiz **OD:** n/a **HotL1:** Revise Little Boys at Play Summary **HotL2:** n/a **ET:** n/a **HW:** Write final draft of summary (typed for extra credit)

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September 7-11– Week 3 (Tentative) ***L:*** *Warriors Prologue, 1&2* ***S:*** *4 Little Girls Reading and Documentary* ***BL****: Theme, Figurative Language Analysis; Symbolism; argumentation* ***G:*** *Its/It's, Apostrophes* ***W:*** *Creating an ode poem with symbolism, Writing an argument statement that states the author's technique and larger message, Numbered Revisions* ***CR:*** *N/A*	*No School Labor Day*	**DN:** Context Clue DN **OD:** Figurative Language Review **HotL1:** Ode Poem Reading, brainstorm, 1st draft **HotL2:** Warriors Literature Circle Prologue or CPI **ET:** Lit Circle OER **HW:** Apostrophe HW; study vocabulary	**DN:** Loaded Language Review **OD:** NEZZ Review **HotL1**: Warriors 1 Lit Circle **HotL2:** Ode Poem 1st draft continued; Apostrophe's **ET:** Apostrophe's **HW:** Apostrophe HW	**DN:** Apostrophe Review **OD:** Vocabulary **HotL1:** Zoom –in (strong words to zoom in on) HotL2: Warriors Ch. 2 Literature Circle **ET:** Zoom in ET and Lit Circle ET **HW:** Loaded Language Review	**DN**: Week in Review Quiz **OD:** n/a **HotL1:** Numbered Revisions and Final Draft of Ode Poem **HotL2**: n/a **ET**: n/a **HW:** Finish Ode Poem
September 14- 18 – 25- Week 4 ***L:*** *Warrior Ch 3-5* ***S:*** *Stereotypes and Racial Profiling, Stereotypes of African American Men, Background about Michael Brown, Trayvon Martin, Jordan Davis, Media Bias Clips* ***BL****: Argumentation II – Evaluation, Central Idea I, Retell* ***G:*** *N/A* ***W:*** *Evaluating a claim* ***CR:*** *N/A*	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**	DN: OD: HotL1: HotL2: ET: HW:	DN: OD: HotL1: HotL2: ET: HW:	DN: OD: HotL1: HotL2: ET: HW:	DN: OD: HotL1: HotL2: ET: HW:
September 21 – 25 – Week 5 ***L:*** *Warriors Chapters 6-8* ***S:*** *Paired Passages about Till, Martin, and Davis, Background about Emmett Till, Background about Civil Rights Movement* ***BL****: Genre Contrast, Retell, Point of View II Build Up,* ***G:*** *Multiple Choice Edit* ***W:*** *Identifying zoom in worthy diction, Evaluating a claim, Elements of a convincing introduction & conclusion* ***CR:*** *N/A*	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**	DN: OD: HotL1: HotL2: ET: HW:	DN: OD: HotL1: HotL2: ET: HW:	DN: OD: HotL1: HotL2: ET: HW:	DN: OD: HotL1: HotL2: ET: HW:

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September 28-Oct 2– Week 6 ***L:*** *Warriors Chapters 9-11* ***S:*** *Changing the Meaning of Freedom, Revolt of the Evil Fairies* ***BL****: Theme, Diction Analysis, (Tone), Figurative Language Analysis, Retell, Vocabulary in Context (Connotation)* ***G:*** *N/A* ***W:*** *Embedding strong evidence to support argument* ***CR:*** *N/A*	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**	DN: OD: HotL1: HotL2: ET: HW:	DN: OD: HotL1: HotL2: ET: HW:		
October 5-9-Week 7 ***L:*** *Warriors Don't Cry Chapters 12-14* ***S:*** *National Guard & 101st Airborne,* ***BL****: Diction Analysis, Central Idea I, Structure Analysis II – Build Up, Figurative Language Analysis: Extended Metaphor* ***G:*** *N/A* ***W:*** *Writing a thoughtshot about one moment,* ***CR:*** *N/A*	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**	DN: OD: HotL1: HotL2: ET: HW:	DN: OD: HotL1: HotL2: ET: HW:	DN: OD: HotL1: HotL2: ET: HW:	DN: OD: HotL1: HotL2: ET: HW:
October 12-16-Week 8 **IA WEEK** ***L:*** *Warriors 15-16* ***S:*** *Prologue Two Dresses (Elizabeth & Hazel), Separatism, Segregation Now, Segregation Forever" Speech by Governor George Wallace of Alabama* ***BL****: Figurative Language Analysis: Extended Metaphor, Juxtaposition, Color Imagery, Diction Analysis (Tone)* ***G:*** *Irregular Verbs* ***W:*** *Utilizing contrasting diction in order to demonstrate an author's use of juxtaposition*	*No School Columbus Day*	DN: OD: HotL1: HotL2: ET: HW:	DN: OD: HotL1: HotL2: ET: HW:	DN: OD: HotL1: HotL2: ET: HW:	DN: OD: HotL1: HotL2: ET: HW:

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CR: *The Last Quatrain of the Ballad of Emmett Till*					
October 19-23 – Week 9 ***L:*** *Warriors 17-18, Epilogue* ***S:*** *Documentary about Emmett Till, Simeon Wright* ***BL****: Retell, Structure Analysis II – Build Up, Diction Analysis, Figurative Language Analysis* ***G:*** ***W:*** *Writing a poem that uses diction to develop theme* ***CR:*** *The Ethical Demands of Integration*	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**	DN: OD: HotL1: HotL2: ET: HW:	DN: OD: HotL1: HotL2: ET: HW:	DN: OD: HotL1: HotL2: ET: HW:	DN: OD: HotL1: HotL2: ET: HW:
October 26-30 – Week 10 ***L:*** *N/A no class novel* ***S:*** *Modern Day Civil Rights Movement Integration in Montclair, NJ, Segregation in Schools Video, Modern Day Segregation, Specter of Segregation Returns; Montclair Schools Are Troubled by Racial Imbalance Among Classrooms, Charlotte Contemplates Life after School Busing, Segregation Prominent in Schools Study Finds* ***BL****: Central Idea I, Key Moment Analysis I, Point of View II – Author,* ***G:*** *N/A* ***W:*** *N/A*	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**	DN: OD: HotL1: HotL2: ET: HW:	DN: OD: HotL1: HotL2: ET: HW:	DN: OD: HotL1: HotL2: ET: HW:	DN: OD: HotL1: HotL2: ET: HW:

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CR: *N/A*					
November 2-6 – Week 11 ***L:*** *N/A* ***S:*** *Pro & Con Mini Segregation Articles, 25 Years of Forced Busing Ended (Charlotte), The Segregated Classrooms of a Proudly Diverse School* ***BL****: Argumentation II – Evaluation, Resolution – Build up, Key Moment Analysis, Theme, Point of View II – Build Up* ***G:*** *N/A* ***W:*** *Writing an argumentative essay that states a position on a topic* ***CR:*** *The Death of Emmett Till by Bob Dylan*	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**	DN: OD: HotL1: HotL2: ET: HW:	DN: OD: HotL1: HotL2: ET: HW:	DN: OD: HotL1: HotL2: ET: HW:	DN: OD: HotL1: HotL2: ET: HW:
November 9-13 – Week 12 ***L:*** *N/A* ***S:*** *Play Damon & Pythias* ***BL****: Structure Analysis II: Build Up, Theme, Figurative Analysis: Juxtaposition, Argumentation II – Evaluation* ***G:*** *Quiet, Quite, Quit* ***W:*** *Using compositional risks to strengthen argument in argumentative essay* ***CR:*** *Strange Fruit*	**MLK DAY**	DN: OD: HotL1: HotL2: ET: HW:	DN: OD: HotL1: HotL2: ET: HW:	DN: OD: HotL1: HotL2: ET: HW:	DN: OD: HotL1: HotL2: ET: HW:

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November 16-20 – Week 13 ***L:*** *You Don't Know Me Chapters 1-2* ***S:*** *Types of Child Abuse, From Langston Hughes Poet of the People* ***BL****: Research III – Multi-Medium, Point of View II – Build Up, Central Idea, Diction Analysis (Tone), Resolution - Build up, Retell, Figurative Language Analysis: Repetition, Metaphor* ***G:*** *N/A* ***W:*** *Introduction to Research: Comparing and contrasting information in multiple sources* ***CR:*** *I Never Knew (Cold Read)*	DN: OD: HotL1: HotL2: ET: HW:	DN: OD: HotL1: HotL2: ET: HW:	DN: OD: HotL1: HotL2: ET: HW:	DN: OD: HotL1: HotL2: ET: HW:	DN: OD: HotL1: HotL2: ET: HW:
November 23-27 – Week 14 ***L:*** *You Don't Know Me Chapters 4-8* ***S:*** *Pheathon and Helios, Handling Hermes, Spider-Man Paired Passages and Clip* ***BL****: Genre Contrast, Diction Analysis (Tone), Research III – Multi-Medium, Point of View II- Build Up* ***G:*** *N/A* ***W:*** *Components of Literary Analysis that compares and contrast theme, Research: Distinguishing between weak and strong claims, Essay structure* ***CR:*** *N/A*	DN: OD: HotL1: HotL2: ET: HW:	DN: OD: HotL1: HotL2: ET: HW:	DN: OD: HotL1: HotL2: ET: HW:	*No School- Thanksgiving Break*	*No School- Thanksgiving Break*

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December 1-4 – Week 15 ***L:*** *You Don't Know Me Chapters 8-13,* ***S:*** *Tell Tale Heart, David Pelzer Biography,* ***BL****: Point of View II – Build Up, Retell, Diction Analysis* ***G:*** *N/A* ***W:*** *Narrative Planning and Review of Structure, Rewriting story in different character's perspective and how to mimic author's technique* ***CR:*** *N/A*	DN: OD: HotL1: HotL2: ET: HW:	DN: OD: HotL1: HotL2: ET: HW:	DN: OD: HotL1: HotL2: ET: HW:	DN: OD: HotL1: HotL2: ET: HW:	No School Long Weekend
December 7-11 – Week 16 IA Week ***L:*** *You Don't Know Chapters 14-17* ***S:*** *N/A* ***BL****: Figurative Language Analysis, Diction Analysis, Argumentation II – Evaluation* ***G:*** *N/A* ***W:*** *Evaluating claims and determining strongest argument* ***CR:*** *N/A*	**Presidents' Day**	DN: OD: HotL1: HotL2: ET: HW:	DN: OD: HotL1: HotL2: ET: HW:	DN: OD: HotL1: HotL2: ET: HW:	DN: OD: HotL1: HotL2: ET: HW:
December 14-18 – Week 17 ***L:*** *You Don't Know Me Chapters 17-21* ***S:*** *N/A* ***BL****: Argumentation II – Evaluation, Figurative Language Analysis, Resolution – Build up* ***G:*** *N/A* ***W:*** *Distinguishing between weak and strong claims, Comparing and contrast claims using CHASES (Counter argument, historical context, anecdote, statistics, experts, specific example), Breaking down prompts* ***CR:*** *N/A*	DN: OD: HotL1: HotL2: ET: HW:	DN: OD: HotL1: HotL2: ET: HW:	DN: OD: HotL1: HotL2: ET: HW:	DN: OD: HotL1: HotL2: ET: HW:	DN: OD: HotL1: HotL2: ET: HW:

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January 4-8 – Week 18 ***L:*** *You Don't Know Me Chapters 22-24* ***S:*** *Excerpts from House on Mango Street, Invictus* ***BL****: Genre Contrast, Theme, Argumentation II – Evaluation, Structure Analysis – Build Up* ***G:*** *N/A* ***W:*** *Identifying best evidence to support similar themes in two texts, Review of different essay structures* ***CR:*** *N/A*	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**	DN: OD: HotL1: HotL2: ET: HW:	DN: OD: HotL1: HotL2: ET: HW:	DN: OD: HotL1: HotL2: ET: HW:	DN: OD: HotL1: HotL2: ET: HW:
January 11-15 – Week 19 ***L:*** *You Don't Know Me Chapters 25-26 & Epilogue* ***S:*** *N/A* ***BL****: Argumentation II – Evaluation, ReteII, Theme, Genre Contrast* ***G:*** *N/A* ***W:*** *Writing a strong introduction that hooks reader, provides context, and states argument/thesis, Identifying strongest evidence to support thesis, On demand planning for PARCC essays, Continuing a narrative by incorporating author's techniques* ***CR:*** *N/A*	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**	DN: OD: HotL1: HotL2: ET: HW:	DN: OD: HotL1: HotL2: ET: HW:	DN: OD: HotL1: HotL2: ET: HW:	DN: OD: HotL1: HotL2: ET: HW:
January 18-22 – Week 20 ***L:*** *Child Called It Chapters 1-4* ***S:*** *Child Abuse Statistics* ***BL****: Theme, ReteII, Diction Analysis* ***W:*** *Distinguishing between different types of prompt, On demand PARCC essay planning, Write a paragraph to convince audience of your position* ***CR:*** *N/A*	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**	DN: OD: HotL1: HotL2: ET: HW:	DN: OD: HotL1: HotL2: ET: HW:	DN: OD: HotL1: HotL2: ET: HW:	DN: OD: HotL1: HotL2: ET: HW:

15.16 Curriculum Scope and Sequence

6th Grade – What does it take to overcome adversity?

January 25-29 – Week 21 ***L:*** *Child Called It Chapters 5-7* ***S:*** *Short Happy Life of the Serengeti Lions, House on Mango Street: Linoleum Roses* ***BL****: Genre Contrast, Retell, Theme, Figurative Language Analysis: Symbolism* ***W:*** *Using evidence from multiple sources to compare two sources* ***CR:*** *N/A*	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**	DN: OD: HotL1: HotL2: ET: HW:	DN: OD: HotL1: HotL2: ET: HW:	DN: OD: HotL1: HotL2: ET: HW:	DN: OD: HotL1: HotL2: ET: HW:
February1- 5– Week 22 ***L:*** *COT pgs. 7-36* ***S:*** *Advertisement Schema, Processed food Schema, Assembly Line Schema* ***BL****: Central Idea, Argumentation II – Evaluation, Structure Analysis – Build Up, Retell Author's Craft, Author's Purpose,* ***W:*** *Literature Circle ET (line analysis and characterization)* ***CR:*** *n/a*	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**	DN: OD: HotL1: HotL2: ET: HW:	DN: OD: HotL1: HotL2: ET: HW:	DN: OD: HotL1: HotL2: ET: HW:	DN: OD: HotL1: HotL2: ET: HW:
February 8-12-Week 23 **IA WEEK** ***L:*** *COT pgs. 37-76* ***S:*** *Working Class article, Initialization Reading* ***BL****: Central idea, Argumentation II – Evaluation, Structure Analysis – Build Up, Retell Author's Craft, Author's Purpose,* ***W:*** *Literature Circle ET (argumentation; structure analysis)* ***CR:*** *n/a*	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**	DN: OD: HotL1: HotL2: ET: HW:	DN: OD: HotL1: HotL2: ET: HW:	DN: OD: HotL1: HotL2: ET: HW:	DN: OD: HotL1: HotL2: ET: HW:

15.16 Curriculum Scope and Sequence

6th Grade – What does it take to overcome adversity?

February 15-19-Week 24 ***L:*** *COT pgs. 76-110* ***S:*** *Flavor industry Schema, Kid Food testers* ***BL****: Key Moment Analysis, Central Idea, Argumentation II – Evaluation, Structure Analysis – Build Up, Retell Author's Craft, Author's Purpose,* ***W:*** *Literature Circle ET (argumentation, key moment analysis)* ***CR:*** *n/a*	*No School President's Day*	DN: OD: HotL1: HotL2: ET: HW:	DN: OD: HotL1: HotL2: ET: HW:	DN: OD: HotL1: HotL2: ET: HW:	DN: OD: HotL1: HotL2: ET: HW:
February 22-26-Week 25 ***L:*** *COT pgs 110-144* ***S:*** ***BL****: Argumentation II – Evaluation, Structure Analysis – Build Up, Retell Author's Craft, Author's Purpose,* ***W:*** *Literature Circle ET (structure analysis, compare/contrast)* ***CR:*** *COT pgs 131-132 (last 2 paragraphs of this section)*	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**	DN: OD: HotL1: HotL2: ET: HW:	DN: OD: HotL1: HotL2: ET: HW:	DN: OD: HotL1: HotL2: ET: HW:	DN: OD: HotL1: HotL2: ET: HW:
February 29-March 4-Week 26 ***L:*** *COT 145-178* ***S:*** *School Lunch Programs schema* ***BL****: Argumentation II – Evaluation, Structure Analysis – Build Up, Retell Author's Craft, Author's Purpose,* ***W:*** *Literature Circle ET (argumentation)* ***CR:*** *n/a*	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**	DN: OD: HotL1: HotL2: ET: HW:	DN: OD: HotL1: HotL2: ET: HW:	DN: OD: HotL1: HotL2: ET: HW:	DN: OD: HotL1: HotL2: ET: HW:

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6th Grade – What does it take to overcome adversity?

March 7-11- Week 27 ***L:*** *COT pgs. 178-207* ***S:*** *Child Obesity* ***BL****: Argumentation II – Evaluation, Structure Analysis – Build Up, Retell Author's Craft, Author's Purpose,* ***W:*** Literature Circle ET (argumentation) ***CR:*** n/a	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**	DN: OD: HotL1: HotL2: ET: HW:	DN: OD: HotL1: HotL2: ET: HW:	DN: OD: HotL1: HotL2: ET: HW:	DN: OD: HotL1: HotL2: ET: HW:
March 14-18-Week 28 ***L:*** *COT pgs. 207-237* ***S:*** *n/a* ***BL****: Argumentation II – Evaluation, Structure Analysis – Build Up, Retell Author's Craft, Author's Purpose,* ***W:*** *Literature Circle ET* ***CR:*** *n/a*	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**	DN: OD: HotL1: HotL2: ET: HW:	DN: OD: HotL1: HotL2: ET: HW:	DN: OD: HotL1: HotL2: ET: HW:	DN: OD: HotL1: HotL2: ET: HW:
March 21-25 - Week 29 ***L:*** *COT pgs. 238-264* ***S:*** *n/a* ***BL****: Argumentation II – Evaluation, Structure Analysis – Build Up, Retell Author's Craft, Author's Purpose,* ***W:*** *CR OER and Literature Circle ET* ***CR:*** *COT pgs 257-258- last 2 paragraphs (point of view and connection to theme- call to action)*	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**	DN: OD: HotL1: HotL2: ET: HW:	DN: OD: HotL1: HotL2: ET: HW:	DN: OD: HotL1: HotL2: ET: HW:	DN: OD: HotL1: HotL2: ET: HW:

15.16 Curriculum Scope and Sequence

6th Grade – What does it take to overcome adversity?

April 4-8– Week 30 ***L:*** *Raisin in the Sun Act I Scene 1 (Pages 26-39) Part 2 (Pages 40-53)* ***S:*** *Background about Lorraine Hansberry, Themes of Raisin in the Sun* ***BL****: Diction Analysis, Theme, Figurative Language Analysis: Symbolism, Vocabulary in Context, Key Moment Analysis I* ***W:*** *Revision of Serengeti Lions Essay* ***CR:*** *N/A*	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**	DN: OD: HotL1: HotL2: ET: HW:	DN: OD: HotL1: HotL2: ET: HW:	DN: OD: HotL1: HotL2: ET: HW:	DN: OD: HotL1: HotL2: ET: HW:
April 11-15– Week 31 **IA Week** ***L:*** *Raisin in the Sun Act 1 Scene 1 (Pages 40-53), Act 1 Scene 2, Act 2 Scene 1& 2* ***S:*** *N/A* ***BL****: Retell, Theme, Figurative Language Analysis: Symbolism, Structure Analysis II: Build Up* ***W:*** *Analyzing symbolism* ***CR:*** *N/A*	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**	DN: OD: HotL1: HotL2: ET: HW:	DN: OD: HotL1: HotL2: ET: HW:	DN: OD: HotL1: HotL2: ET: HW:	DN: OD: HotL1: HotL2: ET: HW:
April 18-22 – Week 32 **IA WEEK** ***L:*** *Raisin in the Sun Act 2 Scene 2-3* ***S:*** *Roots of a Debate* ***BL****: Idea in Depth, Retell, Structure Analysis II- Build Up, Central Idea I, Point of View II: Author, Retell* ***W:*** *Explain why author included specific scene.* ***CRM:*** *Conk excerpt from Malcolm X*	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**	DN: OD: HotL1: HotL2: ET: HW:	DN: OD: HotL1: HotL2: ET: HW:	DN: OD: HotL1: HotL2: ET: HW:	DN: OD: HotL1: HotL2: ET: HW:

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6th Grade – What does it take to overcome adversity?

April 25-29 – Week 33 ***L:*** *Raisin in the Sun Act 3* ***S:*** *Introducing My Natural Hair Project, I Hate My Hair, Tyra Bank Clips about opinions on natural hair* ***BL****: Theme (Character Development & Turning Point), Point of View II – Author, Key Moment Analysis I* ***W:*** *Research: Articulate argument about controversial topic and use evidence from various sources to support claim* ***CR:*** *N/A*	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**	DN: OD: HotL1: HotL2: ET: HW:	DN: OD: HotL1: HotL2: ET: HW:	DN: OD: HotL1: HotL2: ET: HW:	DN: OD: HotL1: HotL2: ET: HW:
May 2-6– Week 34 ***L:*** *Anne Frank Pages 1-6* ***S:*** *Biography of Anne Frank, Nazi Germany, Holocaust & Concentration Camp Schema* ***BL****: Retell, Point of View II – Author, Figurative Language Analysis: Personification, Genre Contrast, Theme* ***W:*** *FPT roll out* ***CR:*** *N/A*	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**	DN: OD: HotL1: HotL2: ET: HW:	DN: OD: HotL1: HotL2: ET: HW:	DN: OD: HotL1: HotL2: ET: HW:	DN: OD: HotL1: HotL2: ET: HW:
May 9-13 – Week 35 ***L:*** *Anne Frank Pages 12-21, 22-37, 38-46* ***S:*** *N/A* ***BL****: Retell, Point of View II – Build Up, Theme, Structure Analysis II – Build Up:* ***W:*** *Articulate author's purpose in theme statement and choose best diction to support claim* ***CRM:*** *Poisonous Mushrooms*	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**	DN: OD: HotL1: HotL2: ET: HW:	DN: OD: HotL1: HotL2: ET: HW:	DN: OD: HotL1: HotL2: ET: HW:	DN: OD: HotL1: HotL2: ET: HW:

15.16 Curriculum Scope and Sequence

6th Grade – What does it take to overcome adversity?

May 16-20 – Week 36 **PARCC Week** ***L:*** *Anne Frank 48, 52-55, 60-64, 63-64, 68-75, 76-81* ***S:*** *Fighting Hitler Scholastic Article, Short Life of Anne Frank Clips* ***BL****: Retell, Central Idea I, Theme* ***W:*** *FPT*	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**	DN: OD: HotL1: HotL2: ET: HW:	DN: OD: HotL1: HotL2: ET: HW:	DN: OD: HotL1: HotL2: ET: HW:	DN: OD: HotL1: HotL2: ET: HW:
May 23-27 – Week 37 ***L:*** *Anne Frank 84-89, 90-95, 95-102, 109-115* ***S:*** *Sneetches, Jewish Ghettos* ***BL****: Retell, Theme, Structure Analysis I – Build Up, Resolution – Build Up* ***W:*** *N/A*	DN: OD: HotL1: HotL2: ET: HW:	DN: OD: HotL1: HotL2: ET: HW:	DN: OD: HotL1: HotL2: ET: HW:	DN: OD: HotL1: HotL2: ET: HW:	DN: OD: HotL1: HotL2: ET: HW:
May 30-June 3– Week 38 **EOY Trips** ***L:*** *Anne Frank 199-2126-127* ***S:*** *N/A* ***BL****: Structure Analysis: Build Up, Theme*	*No School Memorial Day*	DN: OD: HotL1: HotL2: ET: HW:	DN: OD: HotL1: HotL2: ET: HW:	DN: OD: HotL1: HotL2: ET: HW:	DN: OD: HotL1: HotL2: ET: HW:

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6th Grade – What does it take to overcome adversity?

June 6-10 – Week 39 ***L:*** *Anne Frank 136-146, 147-157, 158-162, 166-175, 181-187, 199-208* ***S:*** *Concentration camp stations, Concentration camp gallery walk images* ***BL****: Theme, Structure Analysis – Build Up, Retell, Narrative* ***W:*** *Write a summary that captures takeaways of a series of articles, write a snapshot/thoughtshot about one moment living in a concentration camp*	DN: OD: HotL1: HotL2: ET: HW:	DN: OD: HotL1: HotL2: ET: HW:	DN: OD: HotL1: HotL2: ET: HW:	DN: OD: HotL1: HotL2: ET: HW:	DN: OD: HotL1: HotL2: ET: HW:
June 13-17 – Week 40 ***L:*** *Anne Frank, Summer reading novel (Contenders/Outsiders)* ***S:*** *Masterpiece Theatre Diary of a Young Girl Anne Frank film* ***BL****: Theme, Structure Analysis – Build Up*	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**	DN: OD: HotL1: HotL2: ET: HW:	DN: OD: HotL1: HotL2: ET: HW:	DN: OD: HotL1: HotL2: ET: HW:	DN: OD: HotL1: HotL2: ET: HW:

NYS CC Key Idea	Learning Goal	Suggested Objective(s)	Standa	Related T	Assessn	Unit
6.1 PRESENT-DAY EASTERN HEMISPHERE GEOGRAPHY: The diverse geography of the Eastern Hemisphere has influenced human culture and settlement patterns in distinct ways. Human communities in the Eastern Hemisphere have adapted to or modified the physical environment.	6.1a Maps can be used to represent varied climate zones, landforms, bodies of water, and resources of the Eastern Hemisphere.	SWBAT define River Valley and examine significant river valleys (Introduce 2-3 of the river valleys covered over the course of the year)	3	GEO	IA #1	1
	6.1b The Eastern Hemisphere can be divided into regions. Regions are areas that share common identifiable characteristics, such as physical, political, economic, or cultural features. Regions within the Eastern Hemisphere	SWBAT identify the regions of the Eastern Hemisphere on a map: Regions within the Eastern Hemisphere include: Middle East, Sub-Saharan Africa, Europe, Russia and the Independent States, East Asia, Southwest Asia, South Asia, Oceania	3	GEO	IA #1	1
	6.1c The physical environment influences human population distribution, land use, economic activities, and political connections.	SWBAT examine physical, climate and vegetation maps in combination with population density, land use, nad resource distribution maps	3	GEO	IA #1	1
		and	3	GEO	IA #1	1
6.2 THE FIRST HUMANS THROUGH THE NEOLITHIC REVOLUTION IN THE EASTERN HEMISPHERE: The first humans modified their physical environment as well as adapted to their environment.	6.2a Human populations that settled long rivers, in rainforests, along oastlines, in deserts, and in mountains made use of the resources and the nvironment around them in developing distinct ways of life.	SWBAT define and describe the Paleolithic Age.	3	GEO	IA #1	2
		SWBAT explain the lifestyle of Hunter/Gatherers	3	GEO	IA #1	2
		SWBAT establish that pastoral nomadic peoples are a culture type that have existed throughout history	2	MOV	IA #1	2
		SWBAT determine the reasons for early human migration and explain migration patterns	2	MOV	IA #1	2
	6.2b Early peoples in the Eastern misphere are often studied by analyzing artifacts and archaeological features. Archaeologists engage in digs and study artifacts and features in a particular location to gather evidence about a group of people and how they lived at a particular time.	SWBAT define archaology, archeologist and artifact and explain the importance of artifacts in studying ancient civilizations and cultures.	2	TECH	IA #1	2
	6.2c The Neolithic Revolution was arked by technological advances in griculture and domestication of animals that allowed people to form semi-sedentary and sedentary settlements.	SWBAT define and describe the Neolithic Age	3	GEO	IA #1	2
		SWBAT describe the Agricultural Revolution and explain its significance as a turning point	3	TECH	IA #1	2
		SWBAT infer the effects of a food surplus on the creation of early settlements	3	GEO	IA #1	2
	6.2d Historians use archaeological and other types of evidence to investigate patterns in history and identify turning points. A turning point can be an event, era, and/or development in history that has brought about significant social, cultural, ecological, political, or ecnomic change.	SWBAT compare and contrast the Paleolithic and Neolithic Age	2	TCC	IA #1	2
		SWBAT describe the Neolithic Revolution and explain its significance	2	TECH	IA #1	2
	6.3a Humans living together in settlements develop shared customs, beliefs, ideas, and	SWBAT define civilization and identify the components of a civilization	2	SOC	IA #1	3

NYS CC Key Idea	Learning Goal	Suggested Objective(s)	Standa	Related T	Assessn	Unit
	languages that give identity to the group.	SWBAT determine the relationship between food surpluses and the creation of social class	3	SOC	IA #1	3
	6.3b Complex societies and civilizations share the common characteristics of religion, job specialization, cities, government, language/record keeping system, technology, and social hierarchy. People in Mesopotamia, Yellow River valley, Indus River valley, and Nile River valley developed complex societies and civilizations.	SWBAT identify Mesopotamia on a map and locate the Tigris and Euphrates rivers and surrounding deserts.	3	GEO	IA #1	3
		SWBAT define Mesopotamia and Fertile Crescent and explain how the area was settled.	3	GEO		
		SWBAT identify the Sumerians. Identify and analyze the challenges that were faced the Sumerians and how they faced the challenges.	3	SOC	IA #1	3
		SWBAT describe Sumerian religion	2	SOC	IA #1	3
		SWBAT identify Hammurabi and his code of Law and explain its purpose	2	SOC	IA #1	3
		SWBATexplain the major impact of technological advances in Mesopotamia	2	TECH	IA #1	3
		SWBAT locate Egypt on a map and identify the Mediterranean and Red Seas, the Nile River and Delta, and the three deserts surrounding the Nile River Valley.	3	GEO	IA #1	4
		SWBAT describe the history of Ancient Egypt as divided into 3 Kingdoms: Old, Middle and New Kingdoms.	2	TCC	IA #1	4
	6.3c Mesopotamia, Yellow River valley, Indus River valley, and Nile River valley complex societies and civilizations adapted to and modified their environment to meet the needs of their population.	SWBAT describe the geography of Ancient Egypt and assess how it impacted permanent settlement (focus on influence of the Nile River and its "3 seasons" .	3	GEO	IA #1	4
		SWBAT describe the role of Pharaoh Ramses II and his influence on Egypt.	2	SOC	IA #2	4
		SWBAT identify the Egyptian form of writing as hieroglyphics and the Rosetta Stone as the key to understanding hieroglyphics.	2	SOC	IA #2	4
	6.3d Political and social hierarchies influenced the access that groups and individuals had to power, wealth, and jobs and influenced their roles within a society.	SWBAT identify the social classes of Ancient Egypt and develop an understanding of the purpose of social classes.	2	SOC	IA #2	4
		SWBAT describe the structure of the Egyptian government and assess its impact on people's lives.	2	SOC	IA #2	4
		SWBAT compare and contrast the development of Mesopotamia and Egypt as River Valley Civilizations				
		SWBAT describe the rule Pharaoh Khufu and assess the signficiance of his choice to build of the Great Pyramid of Giza.	2	SOC	IA #2	4
		SWBAT describe the rule of Hatshepsut and evaluate her role in encouraging tade.	2	SOC	IA #2	4
6.4 COMPARATIVE WORLD RELIGIONS (ca. 2000 B.C.E – ca. 630 C.E): Major religions and belief systems developed in the Eastern Hemisphere. There were important similarities and differences between these belief systems.	6.4a Civilizations and complex societies developed belief systems and religions that have similar as well as different characteristics.	SWBAT describe ancient Egyptian views on the afterlife and the mummification process.	2	SOC	IA #2	4
		SWBAT define polythesim and identify and describe the various Gods (deities) that ancient Egyptians worshipped.	2	SOC	IA #2	4
		SWBAT define religion	2	SOC	IA #2	5
	6.4b Belief systems and religions are based on a set of mutually held values.	SWBAT define monotheism and the origins of monotheism to Judaism	2	SOC	IA #2	5
		SWBAT describe the importance of Abraham and Moses' contributions to creating the Jewish religion and ethnic identity.	2	SOC	IA #2	5
		SWBAT describe the central beliefs of Judaism.	2	SOC	IA #2	5
		SWBAT begin to describe the importance of Jerusalem to Judaism and to other monotheistic religions.	2	SOC	IA #2	5
	6.4a Civilizations and complex societies developed belief systems and religions that have similar as well as different characteristics.	SWBAT locate and describe eight key physical features of the Indian subcontinent, including the major river systems and infer how geography affected the location of early settlement in India and supported the rise of civilization here.	2	GEO	IA #2	6
		SWBAT form hypotheses about the function of artifacts and ruins from an ancient city in the Indus Valley. Analyze artifacts to draw conclusions about daily life in the Indus Valley civilization.	2	GEO	IA #2	
	6.4b Belief systems and religions are based on a set of mutually held values.	SWBAT describe the origins of Hinduism and explain Hindu beliefs in multiple deities.	2	SOC	IA #2	6
		SWBAT explain the meanings of dharma, karma, reincarnation and samsara.	2	SOC	IA #2	6
		SWBAT describe the life of Siddhartha Gautama and his transformation into the Buddha.	2	SOC	IA #2	6
		SWBAT explain the Eightfold Path and the Four Noble Truths.	2	SOC	IA #2	6
	6.4c Belief systems and religions often are used to unify groups of people and may affect social order and gender roles.	SWBAT describe and critique the Indian caste system.	2	SOC	IA #2	6
		SWBAT describe and analyze the purpose of Ahsoka's Edicts	2	SOC	IA #2	

NYS CC Key Idea	Learning Goal	Suggested Objective(s)	Standa	Related T	Assessn	Unit
		SWBAT compare and contrast Hinduism and Buddhism.	2	SOC	IA #2	6
6.7 INTERACTIONS ACROSS THE EASTERN HEMISPHERE (ca. 600 C.E. – ca. 1450): Trade networks promoted the exchange and diffusion of language, belief systems, tools, intellectual ideas, inventions, and diseases.	6.7a The Silk Roads, the Indian Ocean, and the Trans-Saharan routes formed the major Afro-Eurasian trade networks connecting the East and the West. Ideas, people, technologies, products, and diseases moved along these routes.	SWBAT describe the spread of Buddhism from India to China	3	MOV	IA #3	7
		SWBAT define and describe cultural diffusion	3	MOV	IA #3	7
		SWBAT describe the purpose and location of the Silk Road.	3	GEO	IA #3	7
		SWBATdetermine the benefits and dangers of the Silk Road by reading texts.	4	MOV	IA #3	7
		SWBAT research interregional travelers such as Marco Polo, Ibn Battuta, Mansa Musa and Zheng He, and examine why they treveled, the places visited, what was learned, and what products were exchanged as a result of their travel.	4	MOV	IA #3	7
	6.8b The desire for knowledge and luxury items led to the revitalization of some trade routes and increased cross-cultural exchanges.	SWBAT define silk and explain the process of making silk.	2	TECH	IA #3	7
		SWBAT examine how technologies like gunpowder affected trade.	2	TECH	IA #3	7
		SWBAT identify the founder, holy book and main principles of Islam	2	SOC	IA #3	7
		SWBAT describe the spread of Islam through the Silk Road	2	MOV	IA #3	7
		SWBAT compare and contrast Islam, Hinduism, Buddhism and Judaism				
	6.7c Complex societies and civilizations adapted and designed technologies for transportation that allowed them to cross challenging landscapes and move people and goods efficiently.	SWBAT explain the main civilizations along the silk road	3	TECH	IA #3	7
		SWBAT described means of transportation used to move goods along the silk road	3	TECH	IA #3	7
	6.7d The location of resources, particularly in Africa, was a determining factor in the location of trade routes. The exchange of resources had economic impacts on different regions.	SWBAT describe the importance of the Kingdom of Mali and its influence on trade	2	TECH	IA #3	7
		SWBAT describe the importance of the Kingdom of Ghana and its influence on trade	2	TECH	IA #3	7
		SWBAT examine how the locatin of resources helped determine the location of trade routes and the economic impact of the exchange of resources.	3	GEO	IA #3	7
6.5 COMPARATIVE CLASSICAL CIVILIZATIONS IN THE EASTERN HEMISPHERE (ca. 600 B.C.E. – ca. 500 C.E.): As complex societies and civilizations change over time, their political and economic structures evolve. A golden age may be indicated when there is an extended period of time that is peaceful, prosperous, and demonstrates great cultural achievements.	6.5a Geographic factors influence the development of classical civilizations and their political structures.	SWBAT describe the geography of China by comparing inner and outer China	3	GEO	IA #3	8
		SWBAT define dynasty and list the first 4 dynasties of ancient China.	5	GOV	IA #3	8
		SWBAT define and describe the Mandate of Heaven and the Dynastic Cycle.	5	GOV	IA #3	8
	6.5c A period of peace, prosperity, and cultural achievements may be indicative of a golden age.	SWBAT identify the founder, holy book and main principles of Confucianism.	2	SOC	IA #3	8
		SWBAT explain filial piety and analyze excerpts of the Analects.	5	SOC	IA #3	8
		SWBAT identify the founder, holy book, and basic teachings of Daoism.	2	SOC	IA #3	8
		SWBAT identify the founder, holy book, and basic teachings of Legalism.	2	SOC	IA #3	8
	6.5b Political structures developed to establish order, to create and enforce laws, and to enable decision-making	SWBAT evaluate the significance of the Great Wall of China.	3	GEO	IA #3	8
		SWBAT explain the political conditions of the Zhou dynasty.	2	GOV	IA #3	8
		SWBAT describe the rule of the Shang Dynasty.	2	GOV	IA #3	8
		SWBAT critique the rule of Emperor Qin.	2	GOV	IA #3	8
		SWBAT describe the transition from Qin to Han Dynasty and describe how this transition influenced the Silk Road.	3	GOV	IA #3	8
	6.5a Geographic factors influence the development of classical civilizations and their political structures.	SWBAT explain the cause-and-effect relationship between Greek geography and Greek civilization.	3	GEO	IA #4	9
		SWBAT compare and contrast Athens and Sparta in terms of geography, government, economy, education, and treatment of women and slaves by creating a travel brochure.	5	SOC	IA #4	9
	6.5b Political structures developed to establish order, to create and enforce laws, and to enable decision-making.	SWBAT evaluate the strengths and weaknesses of monarchy, aristocracy/oligarchy, tyranny and democracy as systems of government in Ancient Greece	2	GOV	IA #4	9
		SWBAT evaluate the strengths and weaknesses of democracy as systems of government in Ancient Greece.	2	GOV	IA #4	9
		SWBAT differentiate between direct democracy and representative democracy (Athens vs. United States).	2	GOV	IA #4	9

NYS CC Key Idea	Learning Goal	Suggested Objective(s)	Standa	Related T	Assessn	Unit
		SWBAT describe the role of Athens and Sparta in the Persian Wars.	2	GOV	IA #4	9
		SWBAT evaluate the reign of Alexander the Great	5	GOV	IA #4	9
	6.5c A period of peace, prosperity, and cultural achievements may be indicative of a golden age.	SWBAT describe Greek religion and explain the purpose of Greek mythology.	2	SOC	IA #4	9
		SWBAT list the major Greek gods and their powers.	2	SOC	IA #4	9
		SWBAT determine the legacy of several Greek achievements during the Golden Age of Athens.	2	SOC	IA #4	9
		SWBAT interpret selections of The Odyssey, an epic poem written by Homer.	2	SOC	IA #4	9
	6.5a Geographic factors influence the development of classical civilizations and their political structures.	SWBAT explain the influence of geography on the development of Rome and cultural diffusion with its neighbors, Etruria and Greece	3	GEO	IA #4	10
	6.5b Political structures developed to establish order, to create and enforce laws, and to enable decision-making.	SWBAT define plebian and patrician.	2	SOC	IA #4	10
		SWBAT describe the Roman Republic and examine how it changed over time.	2	TCC	IA #4	10
		SWBAT compare and contrast the differences between Athenian direct democracy and the Roman republic.	2	GOV	IA #4	10
		SWBAT assess the influence of Julius Caesar in Rome's transition from a republic to an empire.	5	TCC	IA #4	10
		SWBAT assess the influence of Caesar Augustus in Rome's transition from a republic to an empire.	5	TCC	IA #4	10
	6.5c A period of peace, prosperity, and cultural achievements may be indicative of a golden age.	SWBAT describe the Pax Romana and daily life of the Ancient Romans	2	TECH	IA #4	10
		SWBAT give examples of the technological achievements of the Ancient Romans.	2	TECH	IA #4	10
		SWBATestablish the legacy of ancient Roman entertainment	2	TCC	IA #4	10
		SWBAT discuss the origins of Christianity.	2	SOC	IA #4	10
		SWBAT explain how Christianity spread throughout the Roman Empire.	2	SOC	IA #4	10
		SWBAT the reasons for Christian persecution.	2	SOC	IA #4	10
		SWBAT assess the impact of Emperor Constantine on world history.	2	SOC	IA #4	10
6.6 MEDITERRANEAN WORLD: FEUDAL WESTERN EUROPE, THE BYZANTINE EMPIRE, AND THE ISLAMIC CALIPHATES (ca. 600 C.E. – ca. 1450): The Mediterranean world was reshaped with the fall of the Roman Empire. Three distinct cultural regions developed: feudal Western Europe, the Byzantine Empire, and the Islamic caliphates. These regions	6.6a Overexpansion, corruption, invasions, civil wars, and discord led to the fall of Rome. Feudalism developed in Western Europe in reaction to a need for order and to meet basic needs.	SWBAT explain how overexpansion, corruption, invasions, civil wars, and discord led to the fall of Rome.	2	MOV	IA #4	10
		SWBAT research the legacy of ancient Rome	2	SOC	IA #4	10
		SWBAT compare and contrast the development of Chinese civilization and Roman/Greek civilization & debate which was more successful				
	6.6b The Byzantine Empire preserved elements of the Roman Empire, controlled lands within the Mediterranean basin, and began to develop Orthodox Christianity.	SWBAT describe the founding of the Byzantine Empire	3	GOV	IA #4	11
		SWBAT assess how much the Byzantine Empire preserved elements of the Roman Empire	2	TCC	IA #4	11
		SWBAT describe the Byzantine Empire's control over lands within the Mediterranean Basin	3	GOV	IA #4	11
		SWBAT describe Orthodox Christianity began to develop during the Byzantine Empire	2	SOC	IA #4	11
	6.6c Islam spread within the Mediterranean region from southwest Asia to northern Africa and the Iberian Peninsula.	SWBAT describe the continued spread of Islam and the impotance of Islamic Caliphates	2	MOV	IA #4	11
		SWBAT explain the importance of the Islamic Caliphates	2	GOV	IA #4	11

Grade 5: The Western Hemisphere Standards

Standard Number	Standard Name	Performance Goals
A/4	Gathering and Using Evidence	Develop and fram questions about topics related to historical events occuring in the Eatern Hemisphere that can be answered by gathering, using, and interpreting evidence.
		Identify, effectively select, and analyze different form sof evidence used to make meaning in social studies (including primary and secondary sources such as art and photographs, artifacts, oral histories, maps, and graphs).
		Identify evidence and explain content, authorship, point of view, purpose, and format; identify bias; explain the role of bias and potential audience.
		Describe the arguments of others.
		Identify implict ideas and draw inferences with support.
		Recognize arguments on specific social studies topics and identify evidence to support the arguments. Examine arguments related to a specific social studies topic from multiple perspectives.
B/1	Chronological Reasoning	Identify ways that events are related chronologically to one another in time.
		Employ mathematical skills to measure time by years, decades, centuries, and millennia; to calculate time from the fixed points of the calendar system (B.C.E. and C.E.); and to interpret the data presented in time lines with teacher support.
		Identify causes and effects from current events, grade-level content, and historical events.
		Identify and classify the relationship between multiple causes and multiple effects.
		Distinguish between long-term and immediate causes and effects of an event from current events or history.
		Recognize and analyze the dymanics of historical continuity and change over periods of time. Identify the role of turning points as an important dynamic in historical change.
		Compare histories in different places in the Eastern Hemisphere utilizing time lines. Identify ways that changing periodization affects the historical narrative.
		Identify the relationships of patterns of continuity and change to larger historical processes and themes.
		Understand that historians use periodization to categorize events. Describe general models of periodization in history.
C/2	Comparison and Contextualization	Identify a region in the Eastern Hemisphere by describing a characteristic that places within it have in common, and then compare it to othe rregions.
		Categorize and evaluate divergent persepctives on an individual historical event.
		Describe and compare multiple events in the history of the Eastern Hemisphere in societies in similar chronological contexts and in various geographical contexts.
		Identify how the relationsihp among geography, economics, and history helps to define a context for events in the study of the Eastern Hemisphere.
		Describe historical developments in the history of the Eastern Hemisphere with specific references to circumstances of time and place and to connections to broader regional or global processes.
		Understand the role that periodization and region play in developing the comparison of historcal civilizations. Identify general characteristics that can be employed to conduct comparative analysis of case studies in the Eastern Hemisphere in the same historical period with teacher support.
D	Economics and Economic Systems	Explain how scarcity necessitates decision making; emply examples from the Eastern Hemisphere to illustrate the role of scarcity historically and in current events; compare through historical examples the costs and benefts of economic decision.
		Examine the role tha tvarious type sof resources (human capital, physical capital, and natural resources) have in providing goods and services.
		Compare market economies to othe reconomic systems in the Eastern Hemisphere.
		Examine the role of job specialization and trade historically and durin gcontemporary times in the Eastern Hemisphere.
		Provide examples of unemployment, inflation, total production, income, and economic growth in economies in the Eastern Hemisphere.
		Describe government decision that impace economies in case studies from the Eastern Hemisphere.
E/3	Geographic Reasoning	Use location terms and geogrpahic representations such as maps, photographs, satellite images, and models to describe where places in the Eastern Hemisphere are in relation to each other, to describe connectison among places, and to evaluate the benefits of particular places for purposeful activities.
		Distinguish human activities and human-made forms from "environments" (natural evnets or physical featuers - land, air, and water - that are not directly made by humans) in the Eastern Hemisphere; identify the realtionship between human activities and the environment.
		Identify and describ ehow environments affect human activities and how human activities affect physical environemnts through the study of cases in the Eastern Hemisphere.
		Recognize and explain how characteristics (cultural, economic, and physical-environmental) of regions affect the history of societies in the Eastern Hemisphere.
		Describe how human activities alter places and regions in the Eastenr Hemisphere.
		Describe the spatial organization of place considering the historicla, social, political, and economic implication of that organization. Recognize that boundaries and efinitions of locaiton are historically constructed.
		Demonstrate respect for the rights of others in discussion and classroom debates regardless of whether one agrees with the other viewpoint. Consider alternate views in discussion.
		Participate in activities that focus on a localized issue or problem in a country in the Eastern Hemisphere.

		Identify and explore different types of political systems and ideologies used at various times and in various locations in the Eastern Hemisphere and identify the role of individuals and key groups in those political and social systems.
		Identify and describe opportunities for and the role of the individual in social and political participation at various times and in various locations in the Eastern Hemisphere.
		Participate in negotiating and compromising in the resolution of differences and conflict; introduce and examine the role of conflict resolution
		Identify situations with a global focus in which social actions are required and suggest solutions.
		Describe the roles of people in power in the Eastern Hemisphere both historically and currently. Identify ways that current figures can influence people's rights and freedom.
		Identify rights and responsibilities of citizens within societies in the Eastern Hemisphere.
F/6	Civic Participation	Develop an understanding of an inderdependent global commuinty by developing awareness and/or engaging in the political process as it relates to a global context.

Grade 6: The Eastern Hemisphere

	Themes	Key Ideas	6.1	6.2	6.3	6.4	6.7	6.5	6.6
1	Individual Development and Cultural Identity (ID)								
2	Development, Movement, and Interaction of Cultures (MOV)								
3	Time, Continuity, and Change (TCC)								
4	Geography, Humans, and the Environment (GEO)								
5	Development and Transformation of Social Structures (SOC)								
6	Power, Authority, and Governance (GOV)								
7	Civic Ideals and Practices (CIV)								
8	Creation, Expansion, and Interaction of Economic Systems (ECO)								
9	Science, Technology, and Innovation (TECH)								
#	Global Connections and Exchange (EXCH)								

READING

		Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8
Key Ideas and Details	1. Cite specific textual evidence to support analysis of primary and secondary sources.								
	2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.								
	3. Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes a law, how interest rates are raised or lowered).								
Craft and Structure	4. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.								
	5. Describe how a text presents information (e.g., sequentially, comparatively, causally)								
	6. Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).								
Integration of Knowledge and Ideas	7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.								
	8. Distinguish among fact, opinion and reasoned judgment in a text.								
	9. Analyze the relationship between a primary and secondary source on the same topic.								

WRITING

Arguments focused on discipline-specific content	1. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.								
	2. Support claim(s) with logical reasoning and relevant, accurate, data and evidence that demonstrate an understanding of the topic or text, using credible sources.								
	3. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.								
	4. Establish and maintain a formal style.								
	5. Provide a concluding statement or section that follows and supports the argument presented.								
Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.	6. Introduce a topic, clearly previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics								
	7. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.								
	8. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.								
	9. Use precise language and domain-specific vocabulary to inform about or explain the topic.								
	10. Establish and maintain a formal style and objective tone.								
	11. Provide a concluding statement or section that follows from and supports the information or explanation presented.								
Production & distribution of writing	12. Produce clear and coherent writing in which the development, organization, and style are appropriate								
	13. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and								
	14. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.								
Research	15. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.								
	16. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.								
	17. Draw evidence from informational texts to support analysis reflection, and research.								

Overview

UNIT PLANS: 6th GRADE SCIENCE

Sixth grade science is focused on scientific content, team building and peer relations, and concepts of engineering and design. Content knowledge in addition to scientific and engineering practices are developed through inquiry based lesson plans, nonfiction reading, group work, projects, and direct instruction. Content and practices are assessed through performance assessments, exit tickets, student writing, in-class assessments, and IAs.

The table below outlines the NGSS Practices, NGSS Cross-Cutting Concepts, and Character Focal Points integrated into the curriculum. Though all of the Cross-Cutting Concepts are covered in the curriculum, the highlighted concepts are more prominent.

PRACTICES	CROSS-CUTTING CONCEPTS	CHARACTER FOCAL POINTS
❑ **Asking questions (science) and defining problems (engineering)** ❑ **Developing and using models** ❑ **Planning and carrying out investigations** ❑ **Analyzing and interpreting data** ❑ **Using mathematics and computational thinking** ❑ **Constructing explanations (science) and designing solutions (engineering)** ❑ **Engaging in argument from evidence** ❑ **Obtaining, evaluating, and communicating information**	❑ **Patterns** ❑ **Cause and effect** ❑ **Scale, proportion, and quantity** ❑ **Systems and system models** ❑ **Energy and Matter** ❑ **Structure and function** ❑ **Stability and change**	❑ **Perseverance (Grit)** ➢ How to overcome struggle ➢ Patience ➢ Mindset ❑ **Optimism** ➢ Gets over frustrations and setbacks quickly ➢ Believes effort will improve his/ her situation or future ❑ **Situational Leadership/ Social Intelligence** ➢ Is able to find solutions during conflicts ➢ Demonstrates respect for thoughts and feelings of others ➢ Listens to peers and is able to respond ➢ Knows when and how to include others

Overarching Concepts: Science and Engineering
Essential Question: How do scientists design an experiment?
Objective
0.01 Identify the criteria and constraints of a scientific or design problem
0.02 Identify the variables in an experiment (independent or manipulated, dependent result, control or constant)
0.03 Identify the SI units of measure for length, mass, volume, density, time, and temperature
0.04 Organize and analyze data from an experiment in visual expressions (tables, charts, diagrams, models, graphs)
0.05 Analyze data from tests to determine similarities and differences among several design solutions to identify the best characteristics of each
0.06 Develop a model to generate data for testing
0.07 Cite specific textual evidence to support analysis of science and/or technical texts
0.08 Create visual expressions of data from quantities or technical information expressed in text (e.g. in a flowchart, diagram, model, graph, or table)
0.09 Compare and contrast the information gained from experiments, simulations, videos, or multimedia sources with that gained from reading a text on the same topic
0.10 Conduct short research projects to answer a question, drawing on several sources and generating additional related focused questions that allow for multiple avenues of exploration
0.11 Draw evidence from informational texts to support analysis, reflection, and research
0.12 Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points
0.13 Reason abstractly and quantitatively to draw reasonable conclusions

Suggested labs

Science and Engineering Air Drop	
Earth's Structure : -Modeling Mantle Convection Currents -Testing Rock Flooring -Modeling Sea-Floor Spreading -Engineering is Elementary Project design (Earthquakes in Haiti) -Gelatin Volcanoes -Finding the epicenter	
Life Science -World in a Bottle -Ecosystems Food Chains (use video clips) -Engineering is Elementary Project design (Hop To it) -Cookie Mining (Not in Pearson) -Waste, Away! -Design and build a solar cooker (field day? Rooftop?	
Computer Simulations Mineral Testing: Jason.org or Brain pop Mineral Detectives Plate tectonics: Jason or brain pop: Landform Detectives Ecology, invasive species brain pop -Simulation: http://www.brainpop.com/games/invasion/ and/or Jason.com or brain pop Eco defenders ecology, energy interactions, populations and communities, Jason Reef Sharks vs. Monk Seals Hawaiian Islands simulator	

Science and Engineering Connection: Air Drop
Essential Question: How can scientists design better air drop packages?
Objective
Engineering Design Connections: Students experiment to design a product that can be used to air drop food to areas in need
0.01 Identify the criteria and constraints of a scientific or design problem
0.02 Identify the variables in an experiment (independent or manipulated, dependent result, control or constant)
0.03 Identify the SI units of measure for **length**, mass, volume, density, time, and temperature
0.04 Organize and analyze data from an experiment in visual expressions (tables, charts, diagrams, models, graphs)
0.05 Analyze data from tests to determine similarities and differences among several design solutions to identify the best characteristics of each
0.06 Develop a model to generate data for testing
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0.12 Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points
0.13 Reason abstractly and quantitatively to draw reasonable conclusions

CONCEPT ONE: The Earth System			
Essential Question: What is the structure of Earth?			
Objective	**Inquiry Warm Ups**	**Quick Labs**	**Investigations**
Module 1: The Earth System			
ES 1.1.01 Identify and describe the main components of the Earth system	What is a system?	Parts of Earth's System	
ES 1.1.02 Summarize the effects of constructive and deconstructive forces		What Forces Shape Earth?	
Module 2: Earth's Interior			
ES 1.2.03 Explain how geologists learn about Earth's structures	Earth's Interior	How do scientists find out what's inside Earth	
ES 1.2.04 Identify the characteristics of Earth's crust, mantle, and core, and describe how temperature and pressure change inside the earth		Build a model of Earth	
Module Three: Convection and the Mantle			
ES 1.3.05 Describe convection currents in the Earth's mantle	Tracing Heat Flow		
ES 1.3.06 Explain how heat is transferred		How can heat cause motion in a liquid?	Modeling Mantle Convection Currents

CONCEPT TWO: Minerals and Rocks			
Essential Question: How do rocks form?			
Objective	**Inquiry Warm Ups**	**Quick Labs**	**Investigations**
Module One: Properties of minerals			
ES 2.1.01 Define a mineral	How does cooling affect crystals?		
ES 2.1.02 Explain how minerals form and where mineral resources are located		Classifying objects and minerals	
ES 2.1.03 Explain how minerals are identified		Identifying Minerals	
ES 2.1.04 Use tests and or mineral identification charts to find the identify of a mineral		Crystal hands (or pipe cleaners)	
IA #1			
Module Two: Classifying Rocks			
ES 2.2.05 List the characteristics used to identify rocks, and I identify the three major groups of rocks	How do rocks compare?	Classify these rocks	
Module Three: Igneous Rocks			
ES 2.3.06 Identify the characteristics used to identify igneous rock	Liquid to Solid	How do igneous rocks form?	
ES 2.3.07 Describe how igneous rocks form		The Rocks Around	
ES 2.3.08 Describe how igneous rocks are used			
Module Four: Sedimentary Rocks			
ES 2.4.09 Describe how sedimentary rocks form	Acid test for rocks	How does pressure affect particles of rock?	
ES 2.10 Describe how sedimentary rocks are used		What causes layers	Testing Rock Flooring
Module Five: Metamorphic Rocks			
ES 2.5.11 Describe the conditions under which metamorphic rocks form	A sequined rock	How do grain patterns compare?	
ES 2.5.12 Explain how geologists classify metamorphic rocks,			

ES 2.5.13 Describe how metamorphic rocks are used.			
Module Six: The Rock Cycle			
ES 2.6.14 Describe the rock cycle	Recycling Rocks	Which Rock Came First?	

CONCEPT THREE: Plate Tectonics			
Essential Question: How do moving plates change Earth's crust?			
Objective	**Inquiry Warm Ups**	**Quick Labs**	**Investigations**
Module One: Drifting Continents			
ES 3.1.01 Explain Alfred Wegner's hypothesis about the continents, evidence supporting the hypothesis, and why the hypothesis was rejected	How are Earth's Continents Linked Together?	Moving the Continents	
Module Two: Sea-floor spreading			
ES 3.1.04 Explain how sea floor spreading affects Earth's crust			
Module Three: The Theory of Plate Tectonics			
ES 3.1.02 Define and describe mid ocean ridges	What is the effect of a change in density	Mid-Ocean Ridges	
ES 3.3.05 Explain the theory of plate tectonics	Plate Interactions	Mantle Convection Currents	
ES 3.1.03 Explain deep ocean trenches and the process of subduction		Reversing Poles	Modeling Sea-Floor Spreading

CONCEPT FOUR: Earthquakes			
Essential Question: How do moving plates change Earth's crust?			
Objective	**Inquiry Warm Ups**	**Quick Labs**	**Investigations**
Module One: Forces in Earth's Crust			
ES 4.1.01 Describe the 3 major types of faults	How does stress affect Earth's Crust?	Effects of stress	
ES 4.1.02 Explain how stress in the crust changes the Earth's surface		Modeling Faults Modeling Stress	
Module Two: Earthquakes and seismic waves			
ES 4.2.03 Describe how the energy of an earthquake travels through Earth	How do seismic waves travel through earth?	Properties of seismic waves	
ES 4.2.04 Describe how earthquakes are measured		Measuring Earthquakes	
ES 4.2.05 Explain how to locate an epicenter			Finding the epicenter
Module Three: Monitoring Earthquakes			
ES 4.3.06 Explain how seismographs work	How can seismic waves be detected?		
ES 4.3.07 Identify the scales used to measure the strength of an Earthquake		Design a seismograph	
ES 4.3.08 Explain the patters that seismographic data reveal		Earthquake patterns	
IA #2			

Science and Engineering Connection: Earthquake Safety Design
Essential Question: How can engineering save lives during an earthquake?
Objective
Engineering Design Connections: Earthquake Safety Design (not in Pearson) Design a building to withstand an earthquake Engineering is Elementary Project design (Earthquakes in Haiti)
0.01 Identify the criteria and constraints of a scientific or design problem
0.02 Identify the variables in an experiment (independent or manipulated, dependent result, control or constant)
0.04 Organize and analyze data from an experiment in visual expressions (tables, charts, diagrams, models, graphs)
0.05 Analyze data from tests to determine similarities and differences among several design solutions to identify the best characteristics of each
0.06 Develop a model to generate data for testing
0.08 Create visual expressions of data from quantities or technical information expressed in text (e.g. in a flowchart, diagram, model, graph, or table)
0.09 Compare and contrast the information gained from experiments, simulations, videos, or multimedia sources with that gained from reading a text on the same topic
0.10 Conduct short research projects to answer a question, drawing on several sources and generating additional related focused questions that allow for multiple avenues of exploration
0.12 Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points
0.13 Reason abstractly and quantitatively to draw reasonable conclusions

CONCEPT FIVE: Volcanoes			
Essential Question: How do moving plates change Earth's crust?			
Objective	**Inquiry Warm Ups**	**Quick Labs**	**Investigations**
Module One: Volcanoes and plate tectonics			
ES 5.1.01 Identify where volcanic regions and hot spot volcanoes are found on Earth's surface, and why they are found there	Moving volcanoes	Where are volcanoes found on earth's surface?	
Module Two: Volcanic Eruptions			
ES 5.2.02 Describe the stages of volcanic activity	How fast do liquids flow?	Volcanic Stages	Gelatin Volcanoes
ES 5.2.03 Explain what happens when a volcano erupts and the two different types of eruptions that can occur			
Module Three: Volcanic Landforms			
ES 5.3.04 List the landforms that lava and ash create	How do Volcanoes Change Land?	Identifying volcanic landforms	
ES 5.3.05 Explain how magma that hardens beneath Earth's Surface creates Landforms		How can volcanic activity change earth's surface?	

OPTIONAL CONCEPT: Fossils			
Essential Question: How do scientists study Earth's past?			
Objective	**Inquiry Warm Ups**	**Quick Labs**	**Investigations**
Module One: Fossils			
ES 6.1.01 Explain how fossils form	What's in a rock?	Sweet Fossils	
ES 6.1.02 Identify the different kinds of fossils		Trace Fossils	
ES 6.1.03 describe what fossils tell about organisms and environments of the past		Modeling the Fossil Record	
Module Two: Relative Age of Rocks			
ES 6.2.04 Describe how geologists determine the relative age of rocks	Which Layer is the Oldest?		Exploring Geologic Time Through Core Samples
ES 6.2.05 Explain how un conformity and folding can alter the order of rock layers		How did it form?	
Module Three: The Geologic Time Scale			
ES 6.3.06 Explain how and why the geologic time scale is used to show Earth's history	This is Your Life	Going back in time	
Module Four: Early Earth			
ES 6.3.07 Explain how Earth developed during Precambrian time	How could Planet Earth form in space?	Learning from fossils	
Module Five: Eras of Earth's History			
ES 6.6.08 Explain how Earth developed during the Paleozoic Era	Dividing History		
ES 6.6.09 Explain how Earth developed during the Mesozoic Era		Graphing the fossil record	
ES 6.6.10 Explain how Earth developed during the Cenozoic Era		Modeling Astroid Impact Cenozoic Timeline	

CONCEPT ONE: Populations and Communities			
Essential Question: How do living things affect one another?			
Objective	**Inquiry Warm Ups**	**Quick Labs**	**Investigations**
Module One: Living Things in the Environment			
LS 1.1.01 Identify biotic and abiotic parts of a habitat	What's the Scene		World in a Bottle
LS 1.1.02 Identify the needs that must be met by an organism's surroundings		Organisms and their Habitats	World in a Bottle
LS. 1.1.03 Describe the levels of organization within an ecosystem		Organizing an ecosystem	World in a Bottle
Module Two: Interactions Among Living Things			
LS 1.3.08 Describe competition and predation		Competition and Predation	
LS 1.3.09 Identify the three types of symbiotic relationships		Type of Symbiosis	
Module Three: Populations			
LS 1.2.04 Explain how populations change in size	Populations	Growing and Shrinking	
LS 1.2.05 Explain the causes of changes in population size		Growing and Shrinking	
LS 1.2.06 Identify factors that limit population growth		Elbow Room	
Module Four: Energy Flow in Ecosystems			
LS 2.1.01 Name and describe energy roles that organisms play in an ecosystem	Where did your dinner come from?	Observing Decomposers	
LS 2.1.02 Explain how energy moves through an ecosystem			Ecosystems Food Chains (use video clips)
LS 2.1.03 Model energy flow by diagraming a food web and energy pyramid			
LS 2.1.04 Infer the impact changes in food web will have on a population			

Module Five: Interactions Among Living Things			
LS 1.3.07 Explain how an organism's adaptations (physical and behavioral) help it survive	Can you hide a butterfly?	Adaptations and survival	

CONCEPT TWO: Ecosystems and Biomes			
Essential Question: How do energy and matter move through ecosystems?			
Objective	**Inquiry Warm Ups**	**Quick Labs**	**Investigations**
Module One: Cycles of Matter			
LS 2.2.05 Name and describe processes involved in the water cycle	Are you part of a cycle?	Following Water	
LS 2.2.06 Explain how the carbon and oxygen cycles are related		Carbon and Oxygen Blues	
LS 2.2.07 Define and describe the nitrogen cycle		Nitrogen Cycle Roles	
Module Two: Biomes			
LS 2.3.08 Name the six major biomes found on Earth	How much rain is that?	Inferring Forest Climates	
Module Three: Aquatic Ecosystems			
LS 2.4.09 Name and describe the two major types of aquatic ecosystems	Where does it live?	Dissolved Oxygen	
Module Four: Changes in Communities			
LS 1.4.10 Describe the differences between primary and secondary succession	How Communities Change	Primary or Secondary?	
Module Five: Biogeography			
LS 2.5.10 Identify what factors affect species dispersal	How can you move a seed?	Continental Drift to Dispersal	

Science and Engineering Connection: Removal of Invasive Species
Essential Question: Can invasive species be safely removed?
Objective
Engineering Design Connections: Students experiment to design a product that can remove an invasive species http://www.eie.org/engineering-adventures/curriculum-units/hop-it and http://www.brainpop.com/games/invasion
0.01 Identify the criteria and constraints of a scientific or design problem
0.02 Identify the variables in an experiment (independent or manipulated, dependent result, control or constant)
0.03 Identify the SI units of measure for **length**, mass, volume, density, time, and temperature
0.04 Organize and analyze data from an experiment in visual expressions (tables, charts, diagrams, models, graphs)
0.05 Analyze data from tests to determine similarities and differences among several design solutions to identify the best characteristics of each
0.06 Develop a model to generate data for testing
0.08 Create visual expressions of data from quantities or technical information expressed in text (e.g. in a flowchart, diagram, model, graph, or table)
0.09 Compare and contrast the information gained from experiments, simulations, videos, or multimedia sources with that gained from reading a text on the same topic
0.10 Conduct short research projects to answer a question, drawing on several sources and generating additional related focused questions that allow for multiple avenues of exploration
0.11 Draw evidence from informational texts to support analysis, reflection, and research
0.12 Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points
0.13 Reason abstractly and quantitatively to draw reasonable conclusions

CONCEPT THREE: Resources and Living Things			
Essential Question: How do people use Earth's resources?			
Objective	**Inquiry Warm Ups**	**Quick Labs**	**Investigations**
Module One: Intro to Environmental Issues			
LS 3.1.01 Identify the general categories of environmental issues	How do you Decide?	Environmental Issues	
LS 3.1.02 Describe how decision makers balance opposing needs and concerns		Comparing Costs and Benefits	
Module Two: Intro to Natural Resources			
LS 3.2.03 Explain what natural resources are and distinguish between renewable and nonrenewable resources	Using Resources	Natural Resources	
LS 3.2.04 Explain why natural resources are important		Recycling Paper	
Module Three: Human Population Growth			
LS 3.3.05 Explain how the human population has grown over time	Doubling Time	Human Population Growth	
LS 3.3.06 Identify factors that affect the rate of human population growth		Comparing Populations	
Module Four: Forests and Fisheries			
LS 3.4.07 Describe how forests can be managed as renewable resources	What happened to the tuna?	Shelter wood cutting	
LS 3.4.08 Describe how fisheries can be managed for a sustainable yield		Managing Fisheries	
Module Five: Biodiversity			
LS 3.5.09 Explain the value of biodiversity	How much variety is there?	Modeling keystone species	
LS 3.5.10 Identify factors that affect biodiversity		Grocery Gene Pool	
LS 3.5.11 Identify ways that human activity threatens and protects biodiversity		Humans and Biodiversity	

OPTIONAL CONCEPT: Land, Air, and Water Resources			
Essential Question: What can people do to use resources wisely?			
Objective	**Inquiry Warm Ups**	**Quick Labs**	**Investigations**
Module One: Conserving the Land			
LS 4.1.01 Describe why soil management is important	How does Mining affect Land?	Modeling Soil Conservation	
LS 4.1.02 Tell how people use land		Land Use	Cookie Mining
Module Two: Water Disposal and Recycling			
LS 4.2.03 Name three methods of solid waste disposal	What's in the trash?		Waste, Away!
LS 4.2.04 Identify ways people can help control the solid waste problem		It's in the Numbers	
LS 4.2.05 Explain how hazardous wastes can be safely disposed of		Half Life	
Module Three: Air Pollution and Solutions			
LS 4.3.06 Identify the causes of indoor and outdoor air pollution	How does the scent spread?	How acid is your rain?	
4.3.07 Explain the importance of the ozone layer and how it has been damaged		Analyzing Ozone	
4.3.08 Explain the keys to reducing air pollution		It's in the Air	
Module Four: Water Pollution and Solutions			
4.4.09 Explain why fresh water is a limited resource	How does the water change?	Where's the water?	
4.4.10 Identify the major sources of water pollution		Cleaning up Oil Spills	
4.4.11 Describe how water pollution can be reduced		Getting Clean	
Module Five: Ocean Resources			
4.5.12 Identify the Ocean's Living and nonliving resources	Is it from the ocean?	Seaweed Candy	
4.5.13 Identify sources of ocean pollution		Ocean Trash	

Science and Engineering Connection: A Slick Solution In Engineering
Essential Question: What effect do oil spills have on their surroundings? How can science help?
Objective
Engineering Design Connections: Students experiment to understand the devastation caused by oil spills
0.01 Identify the criteria and constraints of a scientific or design problem
0.02 Identify the variables in an experiment (independent or manipulated, dependent result, control or constant)
0.03 Identify the SI units of measure for **length**, mass, volume, density, time, and temperature
0.04 Organize and analyze data from an experiment in visual expressions (tables, charts, diagrams, models, graphs)
0.05 Analyze data from tests to determine similarities and differences among several design solutions to identify the best characteristics of each
0.06 Develop a model to generate data for testing
0.08 Create visual expressions of data from quantities or technical information expressed in text (e.g. in a flowchart, diagram, model, graph, or table)
0.09 Compare and contrast the information gained from experiments, simulations, videos, or multimedia sources with that gained from reading a text on the same topic
0.10 Conduct short research projects to answer a question, drawing on several sources and generating additional related focused questions that allow for multiple avenues of exploration
0.11 Draw evidence from informational texts to support analysis, reflection, and research
0.12 Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points
0.13 Reason abstractly and quantitatively to draw reasonable conclusions

OPTIONAL: 7th Grade Preview			
Essential Question: What can people do to use resources wisely?			
Objective	**Inquiry Warm Ups**	**Quick Labs**	**Investigations**
Module One: Fossil Fuels			
Explain why fossil fuels are considered nonrenewable resources	What's in a piece of coal	Observing Oil's Consistency	
Name the three major fossil fuels		Fossil Fuels	
Module Two: Renewable Sources of Energy			
Identify and describe various renewable sources of energy	Can you capture Solar Energy?		Design and build a solar cooker (field day? Rooftop?
Explain how a nuclear power plant produces electricity		Producing electricity	
Module Three: Energy Use and Conservation			
Explain how human energy use has changed overtime	Which bulb is more effective?	Human Energy Use	
Name ways to ensure that there will be enough energy for the future.		Future Energy Use	

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	Unit 1: The Number System NS 1-4				
6.NS.3	Fluently add, subtract, multiply, and divide multi-digit decimals using the standard algorithm for each operation.		1	Add decimals	1
6.NS.3	Fluently add, subtract, multiply, and divide multi-digit decimals using the standard algorithm for each operation.		2	Subtract Decimals	2
6.NS.3	Fluently add, subtract, multiply, and divide multi-digit decimals using the standard algorithm for each operation.		3	3 digit by 3 digit multiplication	3
			3	Decimal multiplication (decimal by whole)	3
6.NS.3	Fluently add, subtract, multiply, and divide multi-digit decimals using the standard algorithm for each operation.		4	Decimal multiplication (decimal by deicmal)	4
6.NS.3	Fluently add, subtract, multiply, and divide multi-digit decimals using the standard algorithm for each operation.		5	Quiz on adding/subtracting/multiplying decimals	5
6.NS.1	Interpret and compute quotients of fractions, and solve word problems involving division of fractions by fractions, e.g., by using visual fraction models and equations to represent the problem. For example, create a story context for (2/3) ÷ (3/4) and use a visual fraction model to show the quotient; use the relationship between multiplication and division to explain that (2/3) ÷ (3/4) = 8/9 because 3/4 of 8/9 is 2/3. (In general, (a/b) ÷ (c/d) = ad/bc.) How much chocolate will each person get if 3 people share 1/2 lb of chocolate equally? How many 3/4-cup servings are in 2/3 of a cup of yogurt? How wide is a rectangular strip of land with length 3/4 mi and area 1/2 square mi?		6	Whole divided by whole getting a decimal answer and decimal divided by whole in real world scenario word problems, solvie using models and number sentences	6
6.NS.1	Interpret and compute quotients of fractions, and solve word problems involving division of fractions by fractions, e.g., by using visual fraction models and equations to represent the problem. For example, create a story context for (2/3) ÷ (3/4) and		7	Whole divided by decimal in word problems	7
			7	Mix of decimal division learned so far (word problems)	7
6.NS.1	Interpret and compute quotients of fractions, and solve word problems involving division of fractions by fractions, e.g., by using visual fraction models and equations to represent the problem. For example, create a story context for (2/3) ÷ (3/4) and use a visual fraction model to show the quotient; use the relationship between multiplication and division to explain that (2/3) ÷ (3/4) = 8/9 because 3/4 of 8/9 is 2/3. (In general, (a/b) ÷ (c/d) = ad/bc.) How much chocolate will each person get if 3 people share 1/2 lb of chocolate equally? How many 3/4-cup servings are in 2/3 of a cup of yogurt? How wide is a rectangular strip of land with length 3/4 mi and area 1/2 square mi?		8	Decimal divided by decimal (word probs)	8
6.NS.1	Interpret and compute quotients of fractions, and solve word problems involving division of fractions by fractions, e.g., by using visual fraction models and equations		9	Review of decimal division	9
			9	Decimal division quiz	9
6.NS.1	Interpret and compute quotients of fractions, and solve word problems involving division of fractions by fractions, e.g., by using visual fraction models and equations		10	Fraction addition & subtraction with models	10

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	to represent the problem. For example, create a story context for (2/3) ÷ (3/4) and use a visual fraction model to show the quotient; use the relationship between multiplication and division to explain that (2/3) ÷ (3/4) = 8/9 because 3/4 of 8/9 is 2/3. (In general, (a/b) ÷ (c/d) = ad/bc.) How much chocolate will each person get if 3		10	Fraction multiplication with models	10
6.NS.1	Interpret and compute quotients of fractions, and solve word problems involving division of fractions by fractions, e.g., by using visual fraction models and equations to represent the problem. For example, create a story context for (2/3) ÷ (3/4) and use a visual fraction model to show the quotient; use the relationship between multiplication and division to explain that (2/3) ÷ (3/4) = 8/9 because 3/4 of 8/9 is 2/3. (In general, (a/b) ÷ (c/d) = ad/bc.) How much chocolate will each person get if 3 people share 1/2 lb of chocolate equally? How many 3/4-cup servings are in 2/3 of a cup of yogurt? How wide is a rectangular strip of land with length 3/4 mi and area 1/2 square mi?		11	Mixed number addition & subtraction with models	11
6.NS.1	Interpret and compute quotients of fractions, and solve word problems involving division of fractions by fractions, e.g., by using visual fraction models and equations to represent the problem. For example, create a story context for (2/3) ÷ (3/4) and use a visual fraction model to show the quotient; use the relationship between multiplication and division to explain that (2/3) ÷ (3/4) = 8/9 because 3/4 of 8/9 is 2/3. (In general, (a/b) ÷ (c/d) = ad/bc.) How much chocolate will each person get if 3 people share 1/2 lb of chocolate equally? How many 3/4-cup servings are in 2/3 of a cup of yogurt? How wide is a rectangular strip of land with length 3/4 mi and area 1/2 square mi?		12	Mixed number multilpication with models	12
6.NS.1	Interpret and compute quotients of fractions, and solve word problems involving division of fractions by fractions, e.g., by using visual fraction models and equations to represent the problem. For example, create a story context for (2/3) ÷ (3/4) and use a visual fraction model to show the quotient; use the relationship between multiplication and division to explain that (2/3) ÷ (3/4) = 8/9 because 3/4 of 8/9 is 2/3. (In general, (a/b) ÷ (c/d) = ad/bc.) How much chocolate will each person get if 3 people share 1/2 lb of chocolate equally? How many 3/4-cup servings are in 2/3 of a cup of yogurt? How wide is a rectangular strip of land with length 3/4 mi and area 1/2 square mi?		13	Fraction & mixed number algorithm, modeling, real world context practice problems	13

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6.NS.1	Interpret and compute quotients of fractions, and solve word problems involving division of fractions by fractions, e.g., by using visual fraction models and equations to represent the problem. For example, create a story context for (2/3) ÷ (3/4) and use a visual fraction model to show the quotient; use the relationship between multiplication and division to explain that (2/3) ÷ (3/4) = 8/9 because 3/4 of 8/9 is 2/3. (In general, (a/b) ÷ (c/d) = ad/bc.) How much chocolate will each person get if 3 people share 1/2 lb of chocolate equally? How many 3/4-cup servings are in 2/3 of a cup of yogurt? How wide is a rectangular strip of land with length 3/4 mi and area 1/2 square mi?		14	Fraction & mixed number addition, subtraction, and multiplication quiz	14
6.NS.1	Interpret and compute quotients of fractions, and solve word problems involving division of fractions by fractions, e.g., by using visual fraction models and equations to represent the problem. For example, create a story context for (2/3) ÷ (3/4) and use a visual fraction model to show the quotient; use the relationship between multiplication and division to explain that (2/3) ÷ (3/4) = 8/9 because 3/4 of 8/9 is 2/3. (In general, (a/b) ÷ (c/d) = ad/bc.) How much chocolate will each person get if 3 people share 1/2 lb of chocolate equally? How many 3/4-cup servings are in 2/3 of a cup of yogurt? How wide is a rectangular strip of land with length 3/4 mi and area 1/2 square mi?		15	Dividing a whole number by a fraction using algorithm and modeling	15
6.NS.1	Interpret and compute quotients of fractions, and solve word problems involving division of fractions by fractions, e.g., by using visual fraction models and equations to represent the problem. For example, create a story context for (2/3) ÷ (3/4) and use a visual fraction model to show the quotient; use the relationship between multiplication and division to explain that (2/3) ÷ (3/4) = 8/9 because 3/4 of 8/9 is 2/3. (In general, (a/b) ÷ (c/d) = ad/bc.) How much chocolate will each person get if 3 people share 1/2 lb of chocolate equally? How many 3/4-cup servings are in 2/3 of a cup of yogurt? How wide is a rectangular strip of land with length 3/4 mi and area 1/2 square mi?		16	Dividing a fraction by a whole number using algorithm and modeling	16
6.NS.1	Interpret and compute quotients of fractions, and solve word problems involving division of fractions by fractions, e.g., by using visual fraction models and equations to represent the problem. For example, create a story context for (2/3) ÷ (3/4) and use a visual fraction model to show the quotient; use the relationship between multiplication and division to explain that (2/3) ÷ (3/4) = 8/9 because 3/4 of 8/9 is 2/3. (In general, (a/b) ÷ (c/d) = ad/bc.) How much chocolate will each person get if 3 people share 1/2 lb of chocolate equally? How many 3/4-cup servings are in 2/3 of a cup of yogurt? How wide is a rectangular strip of land with length 3/4 mi and area 1/2 square mi?		17	Dividing a fraction by a fraction using algorithm and modeling	17

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6.NS.1	Interpret and compute quotients of fractions, and solve word problems involving division of fractions by fractions, e.g., by using visual fraction models and equations to represent the problem. For example, create a story context for (2/3) ÷ (3/4) and use a visual fraction model to show the quotient; use the relationship between multiplication and division to explain that (2/3) ÷ (3/4) = 8/9 because 3/4 of 8/9 is 2/3. (In general, (a/b) ÷ (c/d) = ad/bc.) How much chocolate will each person get if 3 people share 1/2 lb of chocolate equally? How many 3/4-cup servings are in 2/3 of a cup of yogurt? How wide is a rectangular strip of land with length 3/4 mi and area 1/2 square mi?		18	Dividing a whole by a whole when the dividend is less than the divisor & proving division using inverse operations	18
6.NS.1	Interpret and compute quotients of fractions, and solve word problems involving division of fractions by fractions, e.g., by using visual fraction models and equations to represent the problem. For example, create a story context for (2/3) ÷ (3/4) and use a visual fraction model to show the quotient; use the relationship between multiplication and division to explain that (2/3) ÷ (3/4) = 8/9 because 3/4 of 8/9 is 2/3. (In general, (a/b) ÷ (c/d) = ad/bc.) How much chocolate will each person get if 3 people share 1/2 lb of chocolate equally? How many 3/4-cup servings are in 2/3 of a cup of yogurt? How wide is a rectangular strip of land with length 3/4 mi and area 1/2 square mi?		19	Fraction division quiz	19
6.NS.1	Interpret and compute quotients of fractions, and solve word problems involving division of fractions by fractions, e.g., by using visual fraction models and equations to represent the problem. For example, create a story context for (2/3) ÷ (3/4) and use a visual fraction model to show the quotient; use the relationship between multiplication and division to explain that (2/3) ÷ (3/4) = 8/9 because 3/4 of 8/9 is 2/3. (In general, (a/b) ÷ (c/d) = ad/bc.) How much chocolate will each person get if 3 people share 1/2 lb of chocolate equally? How many 3/4-cup servings are in 2/3 of a cup of yogurt? How wide is a rectangular strip of land with length 3/4 mi and area 1/2 square mi?		20	MN divided by fraction (models??)	20
6.NS.1	Interpret and compute quotients of fractions, and solve word problems involving division of fractions by fractions, e.g., by using visual fraction models and equations to represent the problem. For example, create a story context for (2/3) ÷ (3/4) and use a visual fraction model to show the quotient; use the relationship between multiplication and division to explain that (2/3) ÷ (3/4) = 8/9 because 3/4 of 8/9 is 2/3. (In general, (a/b) ÷ (c/d) = ad/bc.) How much chocolate will each person get if 3 people share 1/2 lb of chocolate equally? How many 3/4-cup servings are in 2/3 of a cup of yogurt? How wide is a rectangular strip of land with length 3/4 mi and area 1/2 square mi?		21	Mix of all MN division and multiplication problems (OER to differentiate between mult & div and WHY) (Use questions from NSA 6.1 from this year)	21

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6.NS.1	Interpret and compute quotients of fractions, and solve word problems involving division of fractions by fractions, e.g., by using visual fraction models and equations to represent the problem. For example, create a story context for (2/3) ÷ (3/4) and use a visual fraction model to show the quotient; use the relationship between multiplication and division to explain that (2/3) ÷ (3/4) = 8/9 because 3/4 of 8/9 is 2/3. (In general, (a/b) ÷ (c/d) = ad/bc.) How much chocolate will each person get if 3 people share 1/2 lb of chocolate equally? How many 3/4-cup servings are in 2/3 of a cup of yogurt? How wide is a rectangular strip of land with length 3/4 mi and area 1/2 square mi?		22	Mix with all fraction and MN multiplication and division problems	22
6.NS.1	Interpret and compute quotients of fractions, and solve word problems involving division of fractions by fractions, e.g., by using visual fraction models and equations		23	Report remainder as a fraction	23
			23	Report remainder as a decimal	23
6.RP.3.C	Find a percent of a quantity as a rate per 100 (e.g., 30% of a quantity means 30/100 times the quantity); solve problems involving finding the whole, given a part and the percent.		24	Define percent as a ratio that compares quantities per 100	24
			24	Model percents using 100s grids	24
6.RP.3.C	Find a percent of a quantity as a rate per 100 (e.g., 30% of a quantity means 30/100 times the quantity); solve problems involving finding the whole, given a part and the		25	Estimate percent of a number using diagrams	25
			25	Convert decimals to percents	25
6.RP.3.C	Find a percent of a quantity as a rate per 100 (e.g., 30% of a quantity means 30/100 times the quantity); solve problems involving finding the whole, given a part and the percent.		26	Convert fractions to percents using equivalent fractions, estimation, and division	26
			26	Convert percents to fractions and decimals	26
6.RP.3.C	Find a percent of a quantity as a rate per 100 (e.g., 30% of a quantity means 30/100 times the quantity); solve problems involving finding the whole, given a part and the percent.		27	Convert percents greater than 100% to mixed decimals and mixed fractions	27
			27	Memorize decimal, fraction, and percent equivalents, (halves, thirds, fourths, fifths, eighths, tenths)	27
6.RP.3.C	Find a percent of a quantity as a rate per 100 (e.g., 30% of a quantity means 30/100 times the quantity); solve problems involving finding the whole, given a part and the percent.		28	Find the percent of a number using fraction equivalents	28
6.RP.3.C	Find a percent of a quantity as a rate per 100 (e.g., 30% of a quantity means 30/100 times the quantity); solve problems involving finding the whole, given a part and the percent.		29	Find the percent of a number using decimal equivalents	29
			29	Use ratio to calculate percent	29
6.NS.4	Find the greatest common factor of two whole numbers less than or equal to 100 and the least common multiple of two whole numbers less than or equal to 12. Use the distributive property to express a sum of two whole numbers 1–100 with a common factor as a multiple of a sum of two whole numbers with no common factor. For example, express 36 + 8 as 4 (9 + 2).		30	Identify factors and multiples of whole numbers 1- 100	30
			30	Idenify common factors and common multiples of numbers 1-100	30
			30	Identify numbers as prime or composite	30

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6.NS.4	Find the greatest common factor of two whole numbers less than or equal to 100 and the least common multiple of two whole numbers less than or equal to 12. Use the distributive property to express a sum of two whole numbers 1–100 with a common factor as a multiple of a sum of two whole numbers with no common factor. For example, express 36 + 8 as 4 (9 + 2).		31	Apply knowledge of common factors and distributive property to simplify expressions (or create equivalent expressions)	31
			31	Find the greatest common factor of two numbers	31
6.NS.4	Find the greatest common factor of two whole numbers less than or equal to 100 and the least common multiple of two whole numbers less than or equal to 12. Use the distributive property to express a sum of two whole numbers 1–100 with a common factor as a multiple of a sum of two whole numbers with no common factor. For example, express 36 + 8 as 4 (9 + 2).		32	Rewrite the sum of two numbers as the sum of two factor pairs	32
			32	Factor the greatest common factor from both factor pairs to show that the answer is equivalent	32
NSA Review			33,34,35,36,37	Review for NSA 6.1	34, 35, 36
			38	NSA 6.1	38
North Star Assessment 1			**Content**	**All Pre-skills & 6.NS.1 - 6.NS.4**	
Unit 2: Ratios and Proportions					
6.RP.1	Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities. For example, "The ratio of wings to beaks in the bird house at the zoo was 2:1, because for every 2 wings there was 1 beak." "For every vote candidate A received, candidate C received nearly three votes."		39	Identify ratios and rates in real world situations	1
			39	Apply ratio language to describe the relationship between two quantities (Students will be able to use the following phrases: for every…, x out of x, per	1
6.RP.2	Understand the concept of a unit rate a/b associated with a ratio a:b with b not equal to 0, and use rate language in the context of a ratio relationship. For example, "This recipe has a ratio of 3 cups of flour to 4 cups of sugar, so there is 3/4 cup of flour for each cup of sugar." "We paid $75 for 15 hamburgers, which is a rate of $5 per hamburger."		39	Identify a unit rate as a comparison of a number of one quantity to one of a second quantity	1
			39	Express unit rates where both quantities are whole numbers	1
6.RP.3.B	B. Solve unit rate problems including those involving unit pricing and constant speed. For example, if it took 7 hours to mow 4 lawns, then at that rate, how many lawns could be mowed in 35 hours? At what rate were lawns being mowed?		40,41,42	Apply knowledge of rate and unit rate to solve a variety of pricing problems and constant speed problems.	2,3,4
			42	Ratio Quiz	4
			43	OPEN DAY	
6.RP.3.D	Use ratio reasoning to convert measurement units; manipulate and transform units appropriately when multiplying or dividing quantities.		44	Convert linear measurements within the standard measurement system(e.g feet, inches) using ratios	5

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6.RP.3.D	Use ratio reasoning to convert measurement units; manipulate and transform units appropriately when multiplying or dividing quantities.		45	Express unit rates where the first quantity is a value less than one ("This recipe has a ratio of 3 cups of flour to 4 cups of sugar, so there is 3/4 cup of flour for each cup of sugar." "We paid $75 for 15 hamburgers, which is a rate of $5 per hamburger.")	6
6.RP.3.A	Make tables of equivalent ratios relating quantities with whole- number measurements, find missing values in the tables, and plot the pairs of values on the coordinate plane. Use tables to compare ratios.		46	Create tables demonstrating proportional relationships	7
6.RP.3.A	Make tables of equivalent ratios relating quantities with whole- number measurements, find missing values in the tables, and plot the pairs of values on the coordinate plane. Use tables to compare ratios.		47	Use knowledge of proportions to find the missing value in a table	8
			48	OPEN DAY	
6.RP.3.C	Find a percent of a quantity as a rate per 100 (e.g., 30% of a quantity means 30/100 times the quantity); solve problems involving finding the whole, given a part and the percent.		49	Find the total number when a percent is given	9
			49	Apply the ability to find the whole, given a percent to real world scenarios	9
Unit 3: Expressions and Equations					
6.EE.1	Write and evaluate numerical expressions involving whole-number exponents.		50	Identify exponents as repeated multiplication of the same number	1
			50	Evaluate exponents	1
			50	Write exponents in expanded form (3^2 = 3 x 3)	1
			50	Write exponent expressions for real-life situations	1
			50	Identify that in an exponent expression, the base is how growth occurs and the power is the number of growth	1
6.EE.2	Write, read, and evaluate expressions in which letters stand for numbers.		51	Define variable, expression, equation	2
			51	Use variables to represent unknown quantities	2
6.EE.2.A	Write expressions that record operations with numbers and with letters standing for numbers. For example, express the calculation "Subtract y from 5" as 5 – y."		51	Write expressions that record numbers with letters	2
6.EE.6	Use variables to represent numbers and write expressions when solving a real-world or mathematical problem; understand that a variable can represent an unknown number, or, depending on the purpose at hand, any number in a specified set.		51	Write expressions for addition statements	2
			51	Determine where the variable goes in a subtraction statement (y from 5 = 5 - y; 5 from y = y - 5	2
6.EE.6	Use variables to represent numbers and write expressions when solving a real-world or mathematical problem; understand that a variable can represent an unknown number, or, depending on the purpose at hand, any number in a specified set.		52	Write expressions for multiplication statements	3
			52	Express division as a fraction (m/5, 5/m)	3

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			52	Determine when the variable in a division statement is the divisor or the dividend	3
			52	Write expressions for division statements	3
			52	Write multi step expressions with variables	3
			53	OPEN DAY	
6.EE.2.B	Identify parts of an expression using mathematical terms (sum, term, product, factor, quotient, coefficient); view one or more parts of an expression as a single entity. For example, describe the expression 2 (8 + 7) as a product of two factors; view (8 + 7) as both a single entity and a sum of two terms.		54	Identify coeeficients in expressions	4
			54	Model simple expressions using algebra tiles	4
			54	Identify and combine like terms in an expression	4
			54	Identify the number of terms in an expression	4
6.EE.2.B	Identify parts of an expression using mathematical terms (sum, term, product, factor, quotient, coefficient); view one or more parts of an expression as a single entity. For example, describe the expression 2 (8 + 7) as a product of two factors; view (8 + 7) as both a single entity and a sum of two terms.		55	Identify that a number ouside of the parenthesis means to multiply	5
			55	Identify that a quantitity multiplied by a coefficient is equivalent to the quantity added as many times as the coefficient (e.g. 2(x + y) = (x + y) + (x + y) and combine like terms to simplify	5
6.EE.3	Apply the properties of operations to generate equivalent expressions. For example, apply the distributive property to the expression 3 (2 + x) to produce the equivalent expression 6 + 3x; apply the distributive property to the expression 24x + 18y to produce the equivalent expression 6 (4x + 3y); apply properties of operations to y + y + y to produce the equivalent expression 3y.		55	Write factor pairs in expanded form (e.g. 2(3 + x) = (3 + x) + (3 + x))	5
6.EE.3	Apply the properties of operations to generate equivalent expressions. For example, apply the distributive property to the expression 3 (2 + x) to produce the equivalent expression 6 + 3x; apply the distributive property to the expression		56	Write equivalent expressions by distributing	6
			56	Write equivalent expressions by factoring ((24x - 8y) = 8(3x - y))	6
6.EE.3	Apply the properties of operations to generate equivalent expressions. For example, apply the distributive property to the expression 3 (2 + x) to produce the equivalent expression 6 + 3x; apply the distributive property to the expression 24x + 18y to produce the equivalent expression 6 (4x + 3y); apply properties of operations to y + y + y to produce the equivalent expression 3y.		57	Evaluate expressions by combining like terms then using substitution	7
			57	Evaluate expressions using substitution and applying order of operations	7
			57	Apply order of operations to expressions (including those with whole number exponents) without parentheses	7
			58	OPEN DAY	
6.EE.3	Apply the properties of operations to generate equivalent expressions. For example, apply the distributive property to the expression 3 (2 + x) to produce the equivalent expression 6 + 3x; apply the distributive property to the expression 24x + 18y to produce the equivalent expression		59	Generate an expression for finding the perimeter of various regular polygons (e.g. the perimeter of a regular hexagon wtith a side length of n is 6n)	8

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	6 (4x + 3y); apply properties of operations to y + y + y to produce the equivalent		59	Solve for perimeter and area using algebraic expressions (using substitution)	8
6.EE.3	Apply the properties of operations to generate equivalent expressions. For example, apply the distributive property to the expression 3 (2 + x) to produce the equivalent expression 6 + 3x; apply the distributive property to the expression 24x + 18y to produce the equivalent expression		60	Generate an expression for finding volume of a cube.	9
			60	Find volume of a cube by using substitution, including fractional side lengths	9
			61	Expressions Quiz Review	
			62	Expressions Quiz	
6.EE.4	Identify when two expressions are equivalent (i.e., when the two expressions name the same number regardless of which value is substituted into them). For example, the expressions y + y + y and 3y are equivalent because they name the same number regardless of which number y stands for.		62	Prove that two expressions are equivalent by combining like terms and then using substitution	10
			63	OPEN DAY	
6.EE.5	Understand solving an equation or inequality as a process of answering a question: which values from a specified set, if any, make the equation or inequality true? Use substitution to determine whether a given number in a specified set makes an equation or inequality true.		64	Identify that the answer to an equation or inequality is a value that makes the equation or inequality true.	11
			64	Use substitution to determine if a value makes an equation or inequality true.	11
6.EE.7	Solve real-world and mathematical problems by writing and solving equations of the form x + p = q and px = q for cases in which p, q and x are all nonnegative rational numbers.		65, 66	Solve linear equations by using inverse operations	12,13
6.EE.7	Solve real-world and mathematical problems by writing and solving equations of the form x + p = q and px = q for cases in which p, q and x are all nonnegative rational numbers.		67	Write and solve equations for real world situations with multi step situations	14
6.EE.8	Write an inequality of the form x > c or x < c to represent a constraint or condition in a real-world or mathematical problem. Recognize that inequalities of the form x > c or x < c have infinitely many solutions; represent solutions of such inequalities on number line diagrams.		68	Write inqualities for real world situations where there are constraints (i.e. number is greater than x , but less than y)	15
			68	Solve inequalities where the solution set is bound by constraints	15
			68	Graph solutions for inequalities on a number line	15
			69,70,71,72	Review for NSA 6.2	
			73	NSA 6.2	
North Star Assessment 2			**Content**	**6.RP.1 - 6.RP.3 & 6.EE.1 - 6.EE.8**	
6.EE.9	Use variables to represent two quantities in a real-world problem that change in relationship to one another; write an equation to express one quantity, thought of as the dependent variable, in terms of the other quantity, thought of as the independent variable. Analyze the relationship between the dependent and		74	Distinguish between independent and dependent variables	15
			74	Write expressions using two variables that change in relationship to each other	15

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	independent variables. Analyze the relationship between the dependent and independent variables using graphs and tables, and relate these to the equation. For		74	Describe the effect of one variable on another using words	15
6.EE.9	Use variables to represent two quantities in a real-world problem that change in relationship to one another; write an equation to express one quantity, thought of as the dependent variable, in terms of the other quantity, thought of as the independent variable. Analyze the relationship between the dependent and		75	Write equations from word problems	16
			75	Explain how a coefficient affects a variable in a table or graph	16
			76	OPEN DAY	
6.EE.9	Use variables to represent two quantities in a real-world problem that change in relationship to one another; write an equation to express one quantity, thought of as the dependent variable, in terms of the other quantity, thought of as the independent variable. Analyze the relationship between the dependent and independent variables using graphs and tables, and relate these to the equation. For example, in a problem involving motion at constant speed, list and graph ordered pairs of distances and times, and write the equation d = 65t to represent the relationship between distance and time		77	Solving one step equations with decimals and fractions.	17
			78,79,80	OPEN REVIEW DAYS (before winter break)	
			81	OPEN DAY	
Unit 4: Number Sense 5-8 (Rational Numbers)					
6.NS.5	Understand that positive and negative numbers are used together to describe quantities having opposite directions or values (e.g., temperature above/below zero, elevation above/below sea level, credits/debits, positive/negative electric charge); use positive and negative numbers to represent quantities in real-world contexts, explaining the meaning of 0 in each situation.		82	Define and identify integers as the set of positive whole numbers and their opposites	1
			82	Understand real world scenarios involving integers. NOTE: not yet finding distance in real world scenarios	1
6.NS.6.A	Recognize opposite signs of numbers as indicating locations on opposite sides of 0 on the number line; recognize that the opposite of the opposite of a number is the number itself, e.g., –(–3) = 3, and that 0 is its own opposite.		82	Identify integers as a location on a number line	1
			82	Identify the opposite location of rational numbers on the number line	1
			82	Identify that the negative sign indicates the opposite value of a number	1
6.NS.5	Understand that positive and negative numbers are used together to describe quantities having opposite directions or values (e.g., temperature above/below zero, elevation above/below sea level, credits/debits, positive/negative electric charge); use positive and negative numbers to represent quantities in real-world contexts		83	Write integers for real world scenarios, defining what zero represents in the scenario, for example 0 = sea level in altitude scenarios and	2
			83	Write expressions using integers	2
6.NS.6.A	Recognize opposite signs of numbers as indicating locations on opposite sides of 0 on the number line; recognize that the opposite of the opposite of a number is the number itself, e.g., –(–3) = 3, and that 0 is its own opposite.		83	Identify opposite opposite values (e.g., -(-x) = x	2

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6.NS.6.C	Find and position integers and other rational numbers on a horizontal or vertical number line diagram; find and position pairs of integers and other rational numbers on a coordinate plane.		83	Find and position integers and other rational numbers on a horizontal or vertical number line diagram; find and position pairs of integers and other rational numbers on a coordinate plane.	2
6.NS.7.A	Interpret statements of inequality as statements about the relative position of two numbers on a number line diagram. For example, interpret –3 > –7 as a statement that –3 is located to the right of –7 on a number line oriented from left to right.		83	Describe the relative location of two or more integers on a number line, describing where the points are in relation to each other and the affect that position has on value (i.e. the farther to the right a number is, the greater its value).	2
6.NS.7.B	Write, interpret, and explain statements of order for rational numbers in real-world contexts. For example, write –3 oC > –7 oC to express the fact that –3 oC is warmer than –7 oC.		83	Compare integer values, using inequality symbols, in real world context including temperature, debt, and depth	2
			83	Write inequality statements for rational numbers in real world contexts using <,>, and =	2
6.NS.7.A	Interpret statements of inequality as statements about the relative position of two numbers on a number line diagram. For example, interpret –3 > –7 as a statement that –3 is located to the right of –7 on a number line oriented from left to right.		84	Identify the absolute value of integers	3
6.NS.7.C	Understand the absolute value of a rational number as its distance from 0 on the number line; interpret absolute value as magnitude for a positive or negative quantity in a real-world situation. For example, for an account balance of –30 dollars, write |–30| = 30 to describe the size of the debt in dollars.		84	Define absolute value as the distance a number is from zero	3
			84	Express numbers in context as absolute values	3
			84	Apply understanding of absolute value to determine which number is further from zero	3
6.NS.7.D	Distinguish comparisons of absolute value from statements about order. For example, recognize that an account balance less than –30 dollars represents a debt greater than 30 dollars.		84	Distinguish between value and absolute value	3
6.NS.7.C	Understand the absolute value of a rational number as its distance from 0 on the number line; interpret absolute value as magnitude for a positive or negative quantity in a real-world situation. For example, for an account balance of –30 dollars, write |–30| = 30 to describe the size of the debt in dollars.		85	Calculate the distance between two numbers which are located on opposite sides of of zero on the number line	4
			85	Write expressions using absolute value for problems that require students to calculate the distance between two numbers which are located on opposite sides of of zero on the number line	4
			86	OPEN DAY	
6.NS.6.B	Understand signs of numbers in ordered pairs as indicating locations in quadrants of the coordinate plane; recognize that when two ordered pairs differ only by signs, the		87	Identify the four quadrants of the coordinate plane	5

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	locations of the points are related by reflections across one or both axes.		87	Identify the signs of coordinates in each quadrant of the coordinate plane	5
			87	Locate and draw points in all four quadrants of the coordinate plane/grid	5
			87	Reflect points and figures on the coordinate grid.	5
			87	Identify points that have been reflected on the coordinate grid	5
6.NS.8	Solve real-world and mathematical problems by graphing points in all four quadrants of the coordinate plane. Include use of coordinates and absolute value to find distances between points with the same first coordinate or the same second coordinate.		87	Plot points in all four quadrants of the coordinate plane and find the distance between points by counting.	5
6.NS.6.B	Understand signs of numbers in ordered pairs as indicating locations in quadrants of the coordinate plane; recognize that when two ordered pairs differ only by signs, the		88	Generalize the affect of a reflection on the signs of an ordered pair (e.g. if point (a,b) is reflected over the y axis, the new point will be at (-a,b)	6
6.NS.8	Solve real-world and mathematical problems by graphing points in all four quadrants of the coordinate plane. Include use of coordinates and absolute value to find distances between points with the same first coordinate or the same second coordinate.		88	Identify the distance between two points with one coordinate that is the same as the sum of the absolute values of the different coordinates	6
			89	Quiz Day on Integers	
6.NS.5	Understand that positive and negative numbers are used together to describe quantities having opposite directions or values (e.g., temperature above/below zero, elevation above/below sea level, credits/debits, positive/negative electric charge); use positive and negative numbers to represent quantities in real-world contexts, explaining the meaning of 0 in each situation.		90	Write integers for real world scenarios, defining what zero represents in the scenario, for example 0 = sea level in altitude scenarios, and finding the distance	7
			90	Write expressions using integers	7
			91	OPEN DAY	
6.RP.3.A	Make tables of equivalent ratios relating quantities with whole- number measurements, find missing values in the tables, and plot the pairs of values on the coordinate plane. Use tables to compare ratios.		92	Use knowledge of proportions to find the missing value in a table	8
			92	Plot tables of equivalent relationships on the coordinate plane	8
			92	Plot multiple tables on a coordinate plane and compare ratios	8
			92	Plot multiple tables of equivalent relationships on a coordinate and make comparisons about the rate change	8
Unit 5: Geometry					

CCSS #	CCSS Standard - Language directly from THE Common Core State Standards	Obj #	Day of School Year	Daily Objectives: Clear and Measurable Standards/benchmark (What will students know and be able to do today?)	Day of the Unit
6.G.1	Find the area of right triangles, other triangles, special quadrilaterals, and polygons by composing into rectangles or decomposing into triangles and other shapes; apply these techniques in the context of solving real-world and mathematical problems.		93	Derive the formula for the area of right triangles by cutting rectangles into two equal right triangles	1
			93	Determine if the area formula for right triangles applies to all triangle types	1
6.G.1	Find the area of right triangles, other triangles, special quadrilaterals, and polygons by composing into rectangles or decomposing into triangles and other shapes; apply		94	Identify the height of a triangle	2
			94	Find area for all types of triangles	2
			95	OPEN DAY	
6.G.1	Find the area of right triangles, other triangles, special quadrilaterals, and polygons by composing into rectangles or decomposing into triangles and other shapes; apply		96	Decompose irregular polygons into rectangles and triangles	3
6.G.1	Find the area of right triangles, other triangles, special quadrilaterals, and polygons by composing into rectangles or decomposing into triangles and other shapes; apply		97	Find length of missing sides in irregular polygons	4
6.G.1	Find the area of right triangles, other triangles, special quadrilaterals, and polygons by composing into rectangles or decomposing into triangles and other shapes; apply		98	Find the area of irregular polygons by decomposing them into rectangles and triangles	5
6.G.2	Find the volume of a right rectangular prism with fractional edge lengths by packing it with unit cubes of the appropriate unit fraction edge lengths, and show that the volume is the same as would be found by multiplying the edge lengths of the prism. Apply the formulas V = l w h and V = b h to find volumes of right rectangular prisms		99	Find volume of rectangular prisms by making models with unit cubes	6
			99	Apply the volume formula to rectangular prisms	6
			100	OPEN DAY	
6.G.2	Find the volume of a right rectangular prism with fractional edge lengths by packing it with unit cubes of the appropriate unit fraction edge lengths, and show that the volume is the same as would be found by multiplying the edge lengths of the prism. Apply the formulas V = l w h and V = b h to find volumes of right rectangular prisms with fractional edge lengths in the context of solving real-world and mathematical problems.		101	Find the volume of rectangular prisms with fractional side lengths	7
6.G.3	Draw polygons in the coordinate plane given coordinates for the vertices; use coordinates to find the length of a side joining points with the same first coordinate or the same second coordinate. Apply these techniques in the context of solving real-world and mathematical problems.		102	Draw and identify polygons in the coordinate plane given vertices (all four quadrants and across quadrants)	8
			102	Draw polygons with specific properties in the coordinate plane	8
6.G.3	Draw polygons in the coordinate plane given coordinates for the vertices; use coordinates to find the length of a side joining points with the same first coordinate or the same second coordinate. Apply these techniques in the context of solving real-world and mathematical problems.		103	Determine the length of sides of polygons drawn on the coordinate plane (given that they share a coordinate)	9
			103	Apply the ability to draw and identify polygons in the coordinate plane to real world problems	9
			103	Geometry Quiz Review	
			104	Geometry Quiz	

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			105	OPEN DAY	
			106	Apply the ability to find the length of sidess of polygons drawn in the coordinate plane to real world scenarios	10
			107 108 109 110 111, 112, 113, 114	Review for NSA 6.3 and March PARCC	
			115	NSA 6.3	
North Star Assessment 3			**Content**	**6.EE.9 & 6.NS.5 - 6.NS.8 & 6.G.1 - 6.G.3**	
6.G.4	Represent three-dimensional figures using nets made up of rectangles and triangles, and use the nets to find the surface area of these figures. Apply these techniques in the context of solving real-world and mathematical problems.		116	Desribe the properties of geometric solids	11
			116	Identify a solid from different projections(tops, sides, front)	12
			117	Draw a net for a given solid	13
			117	Identify a geometric solid based on its net	14,15
			118,119	Use nets to find surface area of geometric solids	
			120	Geometric Solids/Surface Area Quiz	
Unit 6: Statistics and Probability					
6.SP.1	Recognize a statistical question as one that anticipates variability in the data related to the question and accounts for it in the answers. For example, "How old am I?" is not a statistical question, but "How old are the students in my school?" is a statistical question because one anticipates variability in students' ages.		121	Recognize a statistical question as one that anticipates variability in data	1
			121	Write statistical questions	1
			121	Distinguish between statistical questions and non-statistical questions	1
6.SP.2	Understand that a set of data collected to answer a statistical question has a distribution which can be described by its center, spread, and overall shape.		121	Pose statistical questions	1
			121	Collect data to answer statistical data	2
6.SP.2	Understand that a set of data collected to answer a statistical question has a distribution which can be described by its center, spread, and overall shape.		122	Calculate range of statistical data	2
			122	Describe a set of data based on its center	2
			122	Find median	2
6.SP.3	Recognize that a measure of center for a numerical data set summarizes all of its values with a single number, while a measure of variation describes how its values		122	Calculate mean	2
			122	Calculate mode	2
6.SP.3	Recognize that a measure of center for a numerical data set summarizes all of its values with a single number, while a measure of variation describes how its values		123	Median and mean review.	3

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6.SP.5	Summarize numerical data sets in relation to their context, such as by: A. Reporting the number of observations. B. Describing the nature of the attribute under investigation, including how it was measured and its units of measurement. C. Giving quantitative measures of center (median and/or mean) and variability (interquartile range and/or mean absolute deviation), as well as describing any overall pattern and any striking deviations from the overall pattern with reference to the context in which the data were gathered. D. Relating the choice of measures of center and variability to the shape of the data distribution and the context in which the data were gathered		124	Apply concept of mean to solve problems: A. Calculate missing number in a data set when mean is knows	4
			125	OPEN DAY	
6.SP.2	Understand that a set of data collected to answer a statistical question has a distribution which can be described by its center, spread, and overall shape.		126	Graphically display statistical data on line plots/dot plots	5
			126	Identify spread of data	5
			126	Describe the shape of data distribution and explain how the shape relates to distribution	5
6.SP.3	Recognize that a measure of center for a numerical data set summarizes all of its values with a single number, while a measure of variation describes how its values vary with a single number.		127	Describe data sets based on measures of central tendancy	6
			127	Calculate variation??? (Unsure of what this means.)	6
6.SP.5	Summarize numerical data sets in relation to their context, such as by: A. Reporting the number of observations. B. Describing the nature of the attribute under investigation, including how it was measured and its units of measurement. C. Giving quantitative measures of center (median and/or mean) and variability (interquartile range and/or mean absolute deviation), as well as describing any overall pattern and any striking deviations from the overall pattern with reference to the context in which the data were gathered. D. Relating the choice of measures of center and variability to the shape of the data distribution and the context in which the data were gathered		127	Determine the best measure of central tendency to summarize a set of data	6

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6.SP.5	Summarize numerical data sets in relation to their context, such as by: A. Reporting the number of observations. B. Describing the nature of the attribute under investigation, including how it was measured and its units of measurement. C. Giving quantitative measures of center (median and/or mean) and variability (interquartile range and/or mean absolute deviation), as well as describing any overall pattern and any striking deviations from the overall pattern with reference to the context in which the data were gathered. D. Relating the choice of measures of center and variability to the shape of the data distribution and the context in which the data were gathered.		128	Apply concept of mean to solve problems: B. Calculate the next number in a data set to raise the mean to a given value.	7
6.SP.4	Display numerical data in plots on a number line, including dot plots, histograms, and box plots.		129	Create and analyze histograms	8
			130	OPEN DAY	
6.SP.4	Display numerical data in plots on a number line, including dot plots, histograms, and box plots.		131	Continuing to create and analyze histograms.	9
6.SP.5	Summarize numerical data sets in relation to their context, such as by: A. Reporting the number of observations. B. Describing the nature of the attribute under investigation, including how it was measured and its units of measurement. C. Giving quantitative measures of center (median and/or mean) and variability (interquartile range and/or mean absolute deviation), as well as describing any overall pattern and any striking deviations from the overall pattern with reference to the context in which the data were gathered. D. Relating the choice of measures of center and variability to the shape of the data distribution and the context in which the data were gathered.		131	Determine the best measure of central tendency to summarize a set of data, including the use of histograms.	9
6.SP.4	Display numerical data in plots on a number line, including dot plots, histograms, and box plots.		132	Create and analyze box and whisker plots	10
6.SP.5	Summarize numerical data sets in relation to their context, such as by: A. Reporting the number of observations. B. Describing the nature of the attribute under investigation, including how it was measured and its units of measurement.		132	Calculate interquartile range	10
			132	Calculate outliers	10
			132	Explain how outliers affect a data set	10
6.SP.5	Summarize numerical data sets in relation to their context, such as by: A. Reporting the number of observations. B. Describing the nature of the attribute under investigation, including how it was measured and its units of measurement.		133,134	Calculate mean absolute deviation	11,12
			135	OPEN DAY	
			136	Stats/Prob Review	
			137	Stats/Prob Test	

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			138, 139, 140, 141, 142, 143	Review for NSA 6.4	
			144	NSA 6.4	
North Star Assessment 4			**Content**	**6.G.4 & 6.SP.1 - 6.SP.5**	
			145 - 162	EoY PARCC Review	
PARCC ASSESSMENTS					
			163, 164, 16	Start FPTs	
			166	Adding/Subtracting Integers	
			167	OPEN DAY	
			168, 169	FPTs	
			170	Subtracting Integers	
			171	OPEN DAY	

IA	L #	CCSS	Lesson Type	Topic	Objective	STAMP/Student Takeaway
IA2	1	7.EE.4.a	Explore	Solving 1-step equations	SWBAT solve one-step equations.	The solution to an equation is the value that makes the equation true. To find the solution, we isolate the variable to determine its value. To preserve equality, we perform the same operation on both sides of an equation.
IA2	2	7.EE.4.a	Explore	Solving 2-step equations	SWBAT solve two-step equations by using algebra tiles.	We solve two-step equations by isolating the variable. We can add or remove units, and split into or create equal groups.
IA2	3	7.EE.4.a	Direct	Solving 2-step equations	SWBAT solve two-step equations by using inverse operations.	When solving equations, we isolate the variable by using inverse operations. We undo addition/subtraction first, to isolate the variable term. Then, we undo multiplication/division to isolate the x.
IA2	4	7.EE.4.a	Explore	Equations - WP	SWBAT write and solve two-step equations from word problems involving whole numbers.	We can use algebraic equations to represent and solve real-world problems.
IA2	5	7.EE.4.a	Explore	Equations - WP	SWBAT write and solve two-step equations from word problems involving integers.	The start & end may be positive or negative, and the change may be increasing or decreasing, but the process for solving remains the same.
IA2	6	7.EE.4.a	Direct	Equations - WP	SWBAT write and solve two-step equations from word problems involving rational numbers.	The start, change and end may be rational numbers, but the process for solving remains the same.
IA2	7	7.EE.4.b	Explore	Inequalities	SWBAT solve one-step inequalities, using models & inverse operations.	Just like how we solve equations, we solve inequalities by isolating the variable. We check our solution by substituting any value from the range.
IA2	8	7.EE.4.b	Explore	Inequalities	SWBAT solve two-step inequalities using inverse operations.	Just like how we solve two-step equations, we solve two-step inequalities by isolating the variable.
IA2	9	7.EE.4.b	Explore	Inequalities	SWBAT write inequalities to represent word problems.	We can use algebraic inequalities to represent real-world problems if there will be a range of possible solutions.
IA2	10	7.EE.4.b	Direct	Inequalities	SWBAT write & solve inequalities from word problems.	We must identify the start, change, and end. We also must determine which symbol ($<$, $>$, $\leq$, $\geq$) is appropriate. Next we solve our inequality. Finally, we interpret our solution in the context of the problem.
IA2	11	7.EE.4.b	Explore	Inequalities	SWBAT solve inequalities with negative coefficients.	If $a > b$, then $-a < -b$. Therefore, we flip the inequality symbol when multiplying or dividing both sides of an inequality by a negative.
IA2	12	7.EE.4	QUIZ	QUIZ	SWBAT demonstrate mastery by taking a quiz on equations & inequalities.	n/a
IA2	13	7.RP.1	Explore	Unit Rates	SWBAT use equivalent ratios to solve problems.	Equivalent ratios have the same value. They can be made by iterating (multiplying) and partitioning (dividing).
IA2	14	7.RP.1	Explore	Unit Rates	SWBAT compute unit rates associated with ratios of fractions.	We can iterate (make repeated groups) by counting unit fractions until we reach one, which tells us the value of our unit rate.

IA	L #	CCSS	Lesson Type	Topic	Objective	STAMP/Student Takeaway
IA2	15	7.RP.1	Direct	Unit Rates	SWBAT compute unit rates associated with ratios of fractions.	The proportion method is helpful when the given fraction doesn't fit evenly into 1 whole and our double number line strategy doesn't work. We solve the proportion by multiplying by the fraction's reciprocal, since a/b x b/a = 1.
IA2	16	7.RP.2.a	Explore	COP - tables	SWBAT decide whether two quantities are in a proportional relationship by testing for equivalent ratios in a table.	Two quantities have a proportional relationship if all corresponding pairs form equivalent ratios.
IA2	17	7.RP.2.b	Explore	COP - tables	SWBAT identify the constant of proportionality (unit rate) in a table.	In a table, the constant of proportionality, k, is the number that can be multiplied by any x-value to generate the corresponding y-value.
IA2	18	7.RP.2.a	Explore	COP - graphs	SWBAT decide whether two quantities are in a proportional relationship by graphing on a coordinate plane and observing whether the graph is a straight line through the origin.	The graph of a proportional relationship will be a straight line through the origin.
IA2	19	7.RP.2.b	Explore	COP - graphs	SWBAT identify the constant of proportionality (unit rate) in a graph.	In a graph, the constant of proportionality, k, can be seen by creating equivalent ratios y-values to their corresponding x-values (k = y/x), by creating a table of values and looking for the multiplicative factor to relate x and y (x times what = y?), or by identifying the point where x = 1. The y-value will be the COP.
IA2	20	7.RP.2.d	Direct	COP - graphs	SWBAT explain what a point (x,y) on the graph of a proportional relationship means in terms of the situation, with special attention to the points (0,0) and (1,r) where r is the unit rate.	The point (0,0) represents that with no units of x, there are no units of y. The point (1,r) represents that with 1 unit of x, there are r units of y. R is the unit rate. The point (x,y) represents that with x units of x, there are y units of y.
IA2	21	7.RP.2.c	Explore	COP - equations	SWBAT represent proportional relationships by equations.	We can use equations of the form y = kx to represent proportional relationships. This shows that we multiply the independent variable, x, by “k”, the constant of proportionality, to generate the dependent variable, y.
IA2	22	7.RP.2.b	Explore	COP - equations	SWBAT identify the constant of proportionality (unit rate) in equations.	In an equation, the constant of proportionality, k, is the number that is multiplied by the x-value to generate the corresponding y-value.
IA2	23	7.RP.2.b	Explore	COP - verbal descriptions	SWBAT identify the constant of proportionality (unit rate) in verbal descriptions.	In a verbal description, the constant of proportionality, k, is the multiplicative factor that relates the quantities.
IA2	24	.RP.1 & 7.RP	QUIZ	COP - quiz	SWBAT demonstrate mastery by taking a quiz on proportional relationships.	n/a
					IA 2	
IA3	1	7.RP.3	Explore	% decrease - part/percent	SWBAT solve for the part, the percent, and the new in percent decrease problems.	A percent represents a part out of 100. A percent decrease represents taking away that part, which is proportional to the original.

IA	L #	CCSS	Lesson Type	Topic	Objective	STAMP/Student Takeaway
IA3	2	7.RP.3	Explore	% decrease - original	SWBAT solve for the original in percent decrease problems.	An amount after a percent decrease represents the remaining percent, not the percent that was decreased.
IA3	3	7.RP.3	Explore	% increase - part/percent	SWBAT solve for the part and percent in percent increase problems.	A percent represents a part out of 100. A percent increase represents adding that part, which is proportional to the original.
IA3	4	7.RP.3	Explore	% increase - original	SWBAT solve for the original in percent increase problems.	An amount after a percent increase represents the percent above 100, not the percent that was increased.
IA3	5	7.RP.3	Direct	Original	SWBAT solve for the original in all percent change problems.	When solving for an original…
IA3	6	7.RP.3	Direct (real-world application)	Commission	SWBAT use proportional relationships to solve multi-step ratio and percent problems involving commission.	Being paid on commission means that the amount of money earned will be proportional to how much the employee sells.
IA3	7	7.RP.3	Direct (real-world application)	Simple Interest	SWBAT use proportional relationships to solve multi-step ratio and percent problems involving simple interest.	Interest is a fee for borrowing money. The fee is proportional to the original amount borrowed.
IA3	8	7.RP.3	Direct (real-world application)	Percent Error	SWBAT use proportional relationships to solve multi-step ratio and percent problems involving percent error.	Percent error is found by dividing the difference between actual and expected by the actual. Percent error is useful because it allows us to compare errors in scenarios that have different actual values.
IA3	9	7.RP.3	Explore	Two-step Percent Problems	SWBAT solve problems involving double-discounts; discount and sales tax; double increase; etc.	Applying multiple percent changes is not equivalent to the sum of those changes from the original. When applying two percent changes, the second percent change is proportional to the new amount, NOT the original. Therefore we cannot combine the percentages.
IA3	10	7.RP.3	Direct	Percents & Inequalities	SWBAT construct expressions, equations & inequalities to solve real-world problems.	We can use algebraic inequalities to represent real-world percentage problems if there will be a range of possible solutions.
IA3	11	7.RP.3	Quiz	QUIZ	SWBAT demonstrate mastery by taking a quiz on percent applications.	n/a
IA3	12	7.SP.1	Explore	Sampling	SWBAT understand that random sampling tends to produce representative samples and support valid inferences. SWBAT explain that generalizations about a population from a sample are only valid if the sample is representative of that population.	
IA3	13	7.SP.2	Explore	Making Predictions	SWBAT use data from a random sample to draw inferences about a population with an unknown characteristic of interest.	

IA	L #	CCSS	Lesson Type	Topic	Objective	STAMP/Student Takeaway
IA3	14	7.SP.5	Explore	Simple Probability	SWBAT understand that the probability of a chance event is a number between 0 and 1 that expresses the likelihood of the event occuring. SWBAT explain what larger (closer to 1) and smaller (closer to 0) probabilities mean, and those which are close to 1/2.	
IA3	15	7.SP.6	Explore	Making Predictions	SWBAT predict the approximate relative frequency of a chance event when given the probability.	
IA3	16	.SP.6; 7.SP.7.	Explore	Theoretical & Experimental Probability	SWBAT calculate and compare theoretical & experimental probabilities. SWBAT use theoretical probabilities to make predictions for the outcome of an experiment.	
IA3	17	7.SP.6	Explore	Sample Size & LLN	SWBAT explain the Law of Large Numbers.	
IA3	18	7.SP.8.b	Explore	Compound events (lists & tables)	SWBAT represent sample spaces for compound events using organized lists & tables. SWBAT use lists & tables to identify the outcomes in the sample space which compose the event.	
IA3	19	7.SP.8.b	Direct	Compound events (tree diagrams)	SWBAT represent sample spaces for compound events using tree diagrams. SWBAT use tree diagrams to identify the outcomes in the sample space which compose the event.	
IA3	20	7.SP.8.a	Explore	Compound probability	SWBAT find probabilities of compound events using organized lists, tables, and tree diagrams. SWBAT understand that, just as with simple events, the probability of a compound event is the fraction of outcomes in the sample space for which the compound event occurs.	
IA3	21	SP.1, 2, 5, 6, 8		Quiz		
					IA 3	
IA4	1	6.SP.5.c	Direct	Center	SWBAT calculate and estimate measures of center from data sets, dot plots, and box plots.	The mean, median and mode can be used to measure the center of a data set. (Mean = average; Median = middle value; Mode = most frequent value)
IA4	2	6.SP.5.c	Direct	Variability	SWBAT calculate and estimate measures of variability from data sets, dot plots, and box plots.	The range can be used to measure the spread of a data set. (Range = difference between maximum & minimum)
IA4	3	7.SP.3	Explore	Visual Overlap	SWBAT informally assess the degree of visual overlap of two numerical data distributions with similar variabilities. (two data sets)	In a dot plot, a large overlap means the values for each data set fall within a similar range, and their centers are likely to be similar. A small overlap means the values for each data set fall within different ranges, and their centers are likely to be different.

IA	L #	CCSS	Lesson Type	Topic	Objective	STAMP/Student Takeaway
IA4	4	7.SP.4	Explore	Making Comparisons	SWBAT make formal and informal comparisons of two data sets based on their centers & spreads.	A data set shifted further right has a greater center because it is composed of values which are greater. A data set which has a larger spread has greater variability because its values are less concentrated.
IA4	5	7.SP.4	Explore	MAD	SWBAT explain how MAD is a measure of variability.	To determine the variability of a data set, consider each value's distance from the mean. Greater distances mean the values are more spread out.
IA4	6	7.SP.4	Direct	MAD	SWBAT calculate the MAD of a data set & describe what it means in the context of the problem.	MAD stands for mean absolute deviation, which means the average distance from the mean. A data set with a small MAD has a small range - the data is clustered close to the mean. A data set with a large MAD has a large range - the data is spread out further from the mean.
IA4	7	7.SP.8.c	Direct	Simulations	SWBAT design and use a simulation to generate frequencies for compound events.	A simulation is a procedure for answering questions about a real life problem by conducting an experiment that closely resembles the real situation.
IA4	8	7.SP.8.c	Explore	Simulations	SWBAT find probabilities of compound events using simulation.	We can use simulations to find probabilities of compound events.
IA4	9	7.SP	Quiz			
IA4	10	7.G.1	Explore	Scale Drawings	SWBAT compute actual lengths from a scale drawing.	The scale of a scale drawing describes the proportional relationship between the model & actual. A scale drawing is proportionally sized to real life.
IA4	11	7.G.1	Explore	Scale Drawings	SWBAT compute actual areas from a scale drawing.	Area does not follow the same proportional relationship as lengths in scale drawings. Instead, the constant of proportionality is the square of the linear scale factor.
IA4	12	7.G.1	Explore	Scale Drawings	SWBAT reproduce a scale drawing at a different scale and explain the effect the change has on the drawing.	Changing the scale of a scale drawing will increase or decrease the size of the drawing, but remain proportional.
IA4	13	7.G.1	Explore	Scale Drawings	SWBAT compute actual distances from a map scale	The scale of a map describes the proportional relationship between the map and the actual.
IA4	14	7.G.4	Direct	Circles	SWBAT identify the radius, diameter, and circumference of a circle	A circle is the only 2-D shape where all points on the boundary are equidistant from the center. The radius of a circle is the distance from the center of the circle to the edge. The diameter of a circle is the distance from one edge to another passing through the center. The circumference of a circle is the distance around.
IA4	15	7.G.4	Direct	Circles	SWBAT use the formula for the circumference of a circle to solve problems	The circumference of a circle can be found using the formula, C = pi*d or C=2*pi*r. "Pi" is an irrational number that represents the ratio between a circle's circumference and diameter and can be approximated as 3.14.

IA	L #	CCSS	Lesson Type	Topic	Objective	STAMP/Student Takeaway
IA4	16	7.G.4	Direct	Circles	SWBAT use the formulas for the area of a circle to solve problems	The area of a circle can be found using the formula, A = pi*r^2. "Pi" is an irrational number that represents the ratio between a circle's circumference and diameter and can be approximated as 3.14.
IA4	17	7.G.4	Explore	Circles	SWBAT determine the radius or diameter of a circle when given its circumference or area.	Given the area or circumference of a circle, divide it by pi to determine either the square of the radius or the diameter (respectively). The radius can be determined by finding the square root of the radius squared, or half the diameter.
IA4	18	7.G.4	Explore	Circles	SWBAT use the formulas for the area and circumference of a circle to solve problems.	We can use the area and circumference formulas to solve real-world problems involving circles.
IA4	19	7.G.4	Explore	Circles	SWBAT use the formulas for the area and circumference of a circle to calculate the area and circumference of part of a circle.	If we want to find the area or circumference of part of a circle, we can multiply or divide the area/circumference of the full circle to get just a part of it
IA4	20	7.G	Quiz			
				NYS Exam Prep Begins		
ST	1	7.NS	Practice	NYS Test Review	SWBAT review concepts from the 7.NS domain to prepare for the NYS Test.	n/a
ST	2	7.NS	Practice	NYS Test Review	SWBAT review concepts from the 7.NS domain to prepare for the NYS Test.	n/a
ST	3	7.RP	Practice	NYS Test Review	SWBAT review concepts from the 7.RP domain to prepare for the NYS Test.	n/a
ST	4	7.RP	Practice	NYS Test Review	SWBAT review concepts from the 7.RP domain to prepare for the NYS Test.	n/a
ST	5	7.RP	Practice	NYS Test Review	SWBAT review concepts from the 7.RP domain to prepare for the NYS Test.	n/a
ST	6	7.EE	Practice	NYS Test Review	SWBAT review concepts from the 7.EE domain to prepare for the NYS Test.	n/a
ST	7	7.EE	Practice	NYS Test Review	SWBAT review concepts from the 7.EE domain to prepare for the NYS Test.	n/a
ST	8	7.EE	Practice	NYS Test Review	SWBAT review concepts from the 7.EE domain to prepare for the NYS Test.	n/a
ST	9	7.SP	Practice	NYS Test Review	SWBAT review concepts from the 7.SP domain to prepare for the NYS Test.	n/a
ST	10	7.SP	Practice	NYS Test Review	SWBAT review concepts from the 7.SP domain to prepare for the NYS Test.	n/a
ST	11	7.G	Practice	NYS Test Review	SWBAT review concepts from the 7.G domain to prepare for the NYS Test.	n/a
				EOY Lessons Begin		

IA	L #	CCSS	Lesson Type	Topic	Objective	STAMP/Student Takeaway
EOY	1	7.G.5	Explore/ Direct	Angles	SWBAT explain what an angle is and what a degree is. SWBAT classify angles based on their measure. SWBAT measure and draw angles using a protractor.	An angle is the opening/space between two rays or line segments.
EOY	2	7.G.5	Direct	Angles	SWBAT identify supplementary, complementary, vertical, and adjacent angles.	Complementary angles have a sum of 90 degrees. Supplementary angles have a sum of 180 degrees. Vertical angles are formed by intersecting lines. They are opposite & congruent. Adjacent angles share a ray.
EOY	3	7.G.5	Explore	Angles	SWBAT solve multi-step problems involving supplementary, complementary, vertical, and adjacent angle relationships.	Complementary, supplementary, and vertical angle relationships can help us determine unknown angles.
EOY	4	7.G.5	Direct	Angles	SWBAT write and solve simple equations for an unknown angle in a figure.	We can use algebraic equations to represent and solve problems with missing angles.
EOY	5	7.G.2	Explore	Sides of Triangle	SWBAT explain when three sides determine a unique triangle or no triangle.	The two smaller side lengths of a triangle must have a sum which is larger than the side length of the third.
EOY	6	7.G.2	Direct	Drawing Triangle	SWBAT construct triangles with given conditions (SSS, AAA, SAS)	n/a
EOY	7	7.G.2	Explore	Drawing Triangles	SWBAT determine whether a given set of conditions will create a unique triangle, infinite triangles, or no triangle.	Given 3 side lengths of a triangle, only one unique triangle can be formed. Given 3 angle measures of a triangle, infinite triangles are possible because you can enlarge or reduce the side lengths while still maintaining the angles.
EOY	8	7.G.6	Explore	Area of Triangles	SWBAT determine the area of a triangle using decomposition & the formula.	The area of a triangle is half that of a rectangle with the same base & height.
EOY	9	7.G.6	Explore	Area of Parallelograms	SWBAT determine the area of a parallelogram using decomposition & the formula.	The area of a parallelogram is equal to that of a rectangle with the same base & height.
EOY	10	7.G.6	Explore	Area of Trapezoids	SWBAT determine the area of a trapezoid using decomposition & the formula.	The area of a trapezoid can be found using the formula, A = (b1+b2)h/2
EOY	11	7.G	Explore	Composite Figures	SWBAT determine the area and perimeter of an irregular polygon and composite figures (including semicircles) by using decomposition.	To find the area of irregular polygons and composite figures, we can decompose them into smaller, familiar shapes.
EOY	12	7.G.3	Direct	Cross-Sections	SWBAT classify 3D figures by identifying the shape of the base & the number of bases. *Teach during the shorter block.	A prism is a 3D figure with two congruent, parallel bases and rectangular lateral faces. A pyramid is a 3D figure with one base, an apex, and triangular lateral faces.
EOY	13	7.G.3	Explore	Cross-Sections	SWBAT describe the 2D figures that result from slicing 3D figures.	A cross section is the 2D shape you get when you make a slice through a 3D figure. If the cross section is parallel to the base, it will be congruent to the base in a prism, and the same shape but different size in a pyramid.

IA	L #	CCSS	Lesson Type	Topic	Objective	STAMP/Student Takeaway
EOY	14	7.G.6	Explore	Volume of prisms	SWBAT determine the volume of prisms by making repeated layers of its base. SWBAT discover the formula, V = Bh, where B represents the area of the base & h represents the height of the prism.	To find the volume of right prism, you can use the formula V = Bh, where B represents the area of the base. The formula for the volume of rectangular prisms extends to other prisms because instead of stacking a base of rectangles you are stacking a base of other shapes.
EOY	15	7.G.6	Explore	Volume - composite figures	SWBAT determine the volume of composite figures by finding the sum of its decomposed parts.	Volume is additive. We can find the volume of composite figures by adding the volumes of the decomposed parts.
EOY	16	7.G.6	Explore	SA of prisms	SWBAT explain applications of surface area in real life. SWBAT represent prisms using nets. SWBAT use the nets to determine the surface area of prisms.	Surface area is the amount of 2D space it takes to cover a 3D figure. Surface area can be found by adding the area of each face.
EOY	17					
EOY	18					
EOY	19					
EOY	20					
EOY	21					
EOY	22					

15.16 English – Instructional Grid

	Monday	Tuesday		Wednesday	Thursday	Friday
Do-Now (20 min.)	**RETEACH:** Respond to st. writing from last week - ID the week's monitoring focus (e.g. zoom in, arguments) (30 mins)	Vocabulary in Context* or Grammar (15 min)		Passage Practice, w/review (35-40 minutes) LLP's provide 3-4 Key ideas/Vic questions; paired passage 1x/month	Writing DN: 1) CR burst (meaning or analysis) 2) Prompt breakdown or outlining 3) Analyzing a model (15-20 mins)	DN – Quiz: Mini Practice passage 2-6 MC questions (+ up to 5 on VIC) - 20 mins (incl time to monitor/respond)
Oral Drill (5 min.)	Vocabulary/ Grammar	Literary Terms/Novel Schema		Vocabulary/ Grammar	Cut for time	**RETEACH** – 80% should be writing based, though may include short practice passage work or skill remediation – especially via a mini-lesson (40 mins)
HOTL #1	Grammar / Writing *focus is more on grammar in first half of year (25 min)	Lit Circles (novel or info text) (60 min.)		Optional Mini-lesson before Close Reading (15 min) Close Reading or cold reading (1.25 hours) **OR** Short Story Study or Literary comparative practice	Genre or Process Writing (usu. PARCC-aligned – paired with informational schema building passages) (55 mins)	
HOTL #2	Lit Circles (60 min.)	Close Reading for Meaning (can be to preview close read or build schema) – info. text (40 min)	Genre or Process Writing (40 mins)		Lit Circles (50 min.)	NA- 1 hour class
HW	1. Chapter Questions 2. Vocabulary/ Grammar 3. Short reteach HW	4. Vocabulary/Grammar 5. Independent Reading		6. Chapter questions 7. Reading skills/ vocabulary	8. Independent Reading 9. Genre-unit writing	10. Genre-unit writing 11. Chapter questions

For the first three months of the year, the 5th 1.0 block will build in 2, 15-20 minute fluency sessions for students each week. 6th will build in 1 session.

15.16 Curriculum Scope and Sequence

Grade 7 – What is freedom? What does it take for a person to be free?

14.15 – The Year in Brief

	Fiction Texts	Core Fiction Bottom Lines	Non Fiction Partner Texts	Core Non Fiction Bottom Lines	Close Reads	Writing Skills	Process Writing	Grammar
Q1	• *The Pearl* • *To Be a Slave*	• STORY ELEMENTS • THEME II • RETELL • FIGURATIVE LANGUAGE ANALYSIS • STRUCTURE ANALYSIS II • POINT OF VIEW: MULTICHARACTER • DICTION ANALYSIS • VOCAB IN CONTEXT	• Combination of articles about social class (from *The New York Times*) • Schema Building: *Imperialism* • "Rabbits Beware! Some Birds of Prey Hunt in Packs" (article from The New York Times to develop hunter vs. hunted schema) • *Steinbeck & Women* • *On Afro-American History* by Malcolm X • *Twas a Mournful Scene Indeed:* Solomon Northrup • *A People's History of the United States:* Middle Passage & Slave Castles • Divide & Conquer /COINTELPRO schema	• CENTRAL IDEA II • RETELL • INTERACTION II: INFLUENCE • STRUCTURE ANALYSIS II • POINT OF VIEW III	• *The Pearl:* Figurative Language characterizing the Doctor • *Of Mice and Men*: Descriptive language characterizing Lennie • *The Winter of our Discontent*: Imagery and characterization • "Aunt Jennifer's Tigers:" Language communicating theme • Burst: "When I Heard the Learn'd Astronomer"	**Research/ General** • NEZZ • Writing a strong argument • Zooming in on key diction • Zooming out to explore author's larger purpose • Unpacking a prompt and outlining an essay	-Literary Essay: What is one theme Steinbeck communicates throughout The Pearl? -What story elements (conflict, resolution, setting, characterization, title, POV, motifs, symbols) does Steinbeck use to build toward this theme? -Why are these moments essential in leading toward his final message?	• Dependent and Independent clauses • Simple/Compound/Complex Sentences • Fragments/Run-on Sentences • Apostrophes • Homophones • Adjectives vs. Adverbs
Q2	• *To Be a Slave (continued)* • *Night*	• STRUCTURE ANALYSIS II • POINT OF VIEW: MULTICHARACTER • VOCAB IN CONTEXT • RETELL • STORY ELEMENTS • FICTION & HISTORY • DICTION ANALYSIS	• *African American Experience* chapter 11, 13, 18 • The Defeat and Triumph of a Fugitive Slave: Part I • David Walker's "Appeal" • "The Meaning of July Fourth for the Negro"—Frederick Douglass • Stockholm Syndrome informational article • A Brief History of the Jewish People • Schema: Anti-Semitism • Schema: Why the Holocaust Happened • Schema: Other Nazi Victims • Schema: WWI & Germany 1933-1939	• POINT OF VIEW III: AUTHOR VS. OTHERS • STRUCTURE ANALYSIS II: BUILD-UP • VOCAB IN CONTEXT: TECHNICAL TERMS • ARGUMENTATION III • PRESENTATION II: CONFLICTING INTERPRETATIONS • MULTIMEDIA	• Emily Dickinson: The Chariot: Structure supporting theme • Frederick Douglass: Repetition conveying argument • CR Burst: "Hands" • Night: "Never Shall I Forget"	**Argumentative Writing** • Considering both sides of an argument • Anticipating counterarguments • Evaluating the relatives strengths and weaknesses of two pieces of writing **Narrative Structure** • Identifying and writing components of a narrative • Narrative Planning • Action Leads • Thoughtshots	-Argumentative Essay: Choose two places you feel Julius Lester was most effective in achieving his purpose. Why? What is one section that's not as effective, and why? -Argumentative Essay: Elie Wiesel's original draft of *Night* , which was written in 1956, was 865 pages	• Comma Splices • Subject/Verb agreement • Rambling sentences • Transition words

15.16 Curriculum Scope and Sequence

Grade 7 – What is freedom? What does it take for a person to be free?

			• Schema: Jews—Religion or Race • Elie Wiesel Nobel Acceptance Speech • Schema: Who was Oskar Schindler • Ghettoization Gallery Walk				long. However, Wiesel ultimately made the decision to structure his text as a very short piece. Some scholars have argued that *Night*'s power comes from its brevity and blunt tone. Do you agree or disagree? Cite specific moments from the text to support your position.	
Q3	• *In the Time of the Butterflies*	• STORY ELEMENTS • THEME: MULTI-EVIDENCE • STRUCTURE ANALYSIS III • RETELL • POINT OF VIEW III: MULTI-CHARACTER • FIGURATIVE LANGUAGE ANALYSIS • FICTION & HISTORY • MULTIMEDIA III	• Types of Government: Democracy vs. Dictatorship schema for TOTB • "Trujillo's Rise to Power" • Schema: Dominican History • Thomas Foster on weather motifs • Women in Revolutions • Remembering Trujillo: Dominican Museums • Dede Mirabal's obituary: NYT	• STRUCTURE ANALYSIS II: BUILD-UP • AURAL LANGUAGE ANALYSIS • PRESENTING CONFLICTING INTERPRETATIONS • MULTIMEDIA III • POINT OF VIEW III: AUTHOR VS. OTHERS • DICTION ANALYSIS II: TONE	• Chief Joseph: "I Will Fight No More Forever"—Inverted Syntax • Sojourner Truth: "Ain't I a Woman"—repetition and rhetorical questions • Angelina Grimke: Repetition and Extended Metaphor • RFK: Allusion • Cold Read: MLK—"I have a Dream" • Vargas Llosa: *The Feast of the Goat*—setting and characterization	**Literary** • Selecting the best possible evidence • Strengthening ZO sections • Gathering and Analyzing Evidence from a Video **Spiral Review** • Narrative Exposition • Planning for a Continue the Story prompt • Initial Conflict and rising Action • Climax and Resolution • Generating Realistic Dialogue	-This novel is told from the perspective of four different characters. Choose two of those characters and explain which of those two is most essential to understanding the message of the text. -Contrast the purposes of both the novel and the film. Then, explain how each source achieves its purpose.	• Comma Review • Subject/Verb agreement • Homophone Review • Adjective vs. Adverb review • Punctuating dialogue • Superlative Adjectives

15.16 Curriculum Scope and Sequence

Grade 7 – What is freedom? What does it take for a person to be free?

					• Carolyn Forche: "The Colonel." Language and structure			
Q4	• *Romeo and Juliet* • *Short Stories: "A Private Experience," "American History," "The Cough," "Girl"*	• FORM ANALYSIS • RETELL • AURAL LANGUAGE ANALYSIS • VOCAB IN CONTEXT • STRUCTURE ANALYSIS II: BUILD-UP • STRUCTURE ANALYSIS III: POEMS & PLAYS • STORY ELEMENTS • MULTIMEDIA III	• Shakespeare's Life schema • The Elizabethan Theater • Boy Actors & Gender on Shakespeare's Stage • The Mystery of Shakespeare's Identity • "Shall I Compare Thee to Hip-Hop"—Shakespearean language and the roots of hip-hop	• INTERACTION II: INFLUENCE • RETELL • MEDIA: MULTIVERSION • PRESENTATION II: CONFLICTING INTERPRETATIONS • CENTRAL IDEA II • ARGUMENTATION III	• Sonnet 130: Language & Structure • Sonnet 65: Language & Structure • Sonnet 18: Language & Structure • Burst: Juliet's "Serpent Heart" speech in 3.2—oxymoron & antithesis • Robert Hayden: "Those Winter Sundays"—Structure	• Paraphrasing Shakespearean language • Literary essay-writing arguing a specific position • Responding to multimedia writing prompts with evidence from both "texts"	-Were Romeo and Juliet really in love? Write a literary persuasive essay in which you analyze the characterization of Romeo, Juliet or both characters in order to make a case-FPT Literary Essay: Compose a definition of freedom based on TWO of our class novels. Then, write a literary essay in which you argue why one character truly achieved freedom, while the other did not.	• Fragments and run-ons • Comma Errors • Subject/Verb Agreement • Transition Words

15.16 Curriculum Scope and Sequence

Grade 7 – What is freedom? What does it take for a person to be free?

Core Texts Overview

The Pearl		
Connection to the Essential Question	**Key Skills and Knowledge for the book**	**Destination Writing**
Write a paragraph here that explains how this novel connects to the EQ. Upon discovering the pearl, Kino believes he has the found the key to creating a better future for himself and his family. He knows the pearl is valuable and hopes to sell it for a large sum of money. He believes that his good fortune will be the first step in breaking the cycle of poverty that the indigenous people of La Paz have suffered for so long. Most importantly, be dreams that he will be able to provide his son Coyotito with an education—he wants Coyotito to be the first of his people to become literate. However, as Kino's avarice begins to overtake him and his thoughts are consumed with the pearl, his values seem to shift, and he becomes willing to sacrifice everything—even his own family—in order to protect the pearl. This novel sets students up to consider that freedom means different things to different people, which is a concept that we'll revisit throughout the year. Additionally, we'll be able to consider the idea that freedom often comes at a cost. How much is freedom worth? What are people willing to do to get the freedom they deserve?	*Bullet point the top 5-10 things teachers need to know about how we teach this text and/or skills students will need to unlock it.* • Kino and his family live on La Paz, a Mexican coastal village. They live in poverty, but the first descriptions of their life are overwhelmingly positive: a "song of the family" pervades their morning routine, and Kino is content. • When Kino's son, Coyotito, is bitten by a scorpion, the ugly racial and socioeconomic realities of La Paz rise to the surface. Because of the family's race and class, the baby cannot receive treatment from a doctor, and Kino and Juana have difficulty interpreting Coyotito's medical needs because of their lack of formal education. • The characterization of several townspeople in La Paz becomes critical to understanding the town's colonial structure. The doctor and the pearl dealers are all characterized as corrupt, gluttonous, and deceitful. • Kino believes that the discovery of a great pearl will solve all of the family's problems, but it quickly begins to cause problems and tensions within the community. Greed becomes an insidious and destructive force that affects Kino and everyone he encounters. • Kino's characterization dramatically shifts, and he becomes violent in his attempts to safeguard the pearl. Tension escalates, too, between Kino and Juana, who wants to throw the pearl back into the sea. These tensions develop one of the novel's key questions: does Kino want to protect the pearl in order to help his family, or because he has become infected with greed and violence? • The novel ends when the trackers kill Coyotito and,	*Re-list the destination assessment here, along with a note of what skills and knowledge students will need to execute it well.* 1. Literary Essay: What is one theme Steinbeck communicates throughout The Pearl? (STORY ELEMENTS & THEME II) • Choose 2-3 story elements (conflict, resolution, setting, characterization, title, POV, motifs, symbols) and explain how they work together to build toward the theme. • Why are these moments essential in leading toward his final message? 2. Socratic Seminar: • Agree or disagree: Kino had pure and good motivations for keeping the pearl for so long. • What is the ultimate cause of Kino's hardship, the pearl, or himself?

	defeated, Kino and Juana return to La Paz and fling the pearl back into the ocean. The resolution reveals another key question: have Kino and Juana achieved true freedom by throwing the pearl back into the sea, or have they merely paid a heavy price for *seeking* freedom and prosperity?	

To Be a Slave		
Connection to the Essential Question	**Key Skills and Knowledge for the book**	**Destination Writing**
Write a paragraph here that explains how this novel connects to the EQ. The institution of slavery attempted to systematically strip blacks of both their freedom and their humanity. Julius Lester's nonfiction text uses the voices of slaves themselves—interspersed with Lester's own context and insights—to follow the history of slavery from the Middle Passage through Emancipation. Students will first explore the attempted processes of dehumanization that formed the basis for American slavery, and will then focus on the experiences of slaves themselves to analyze how, when possible, slaves were able to find freedom in the midst of plantation life. Students will explore both internal and external oppression, and should be able to differentiate between mental and physical freedom. Ultimately, they need to realize that *both* forms of freedom are essential, but that slaves, given their circumstances, needed to carve out various forms of mental freedom in order to preserve their culture, sense of family, and humanity. Students will also begin exploring text structure in order to analyze Lester's specific choices. They will analyze his choices in curating a collection of slave narratives *and* in deciding when to interject with his own first-person views, and will ultimately evaluate whether Lester's structural decisions are effective in helping him achieve his purpose.	*Bullet point the top 5-10 things teachers need to know about how we teach this text and/or skills students will need to unlock it.* • The text is structured as a series of intentionally organized slave narratives and testimonials which were collected during and after the Civil War by the American Anti-Slavery Society and the Federal Writer's Project. Lester's purpose in foregrounding the voices of slaves is to restore their humanity, which the institution of slavery attempted to take from them. • Lester's own voice, written in italics, is also included as the organizing impulse behind the narratives. Lester frequently interjects in order to give context or explain his reason for including a particular perspective. However, there are times in the text where this feels forced – Lester offers a conclusion and then inserts narratives that feel like weak – or even unrelated -- evidentiary support. • The beginning of slavery was characterized, according to Lester, by brutal physical oppression. Slaves were forced to endure the most inhumane conditions imaginable on their journey across the Atlantic Ocean. However, these African slaves also were able to maintain a greater degree of mental freedom if they survived the journey, because they still possessed their African language and a sense of what life was like outside of slavery. • The Auction Block was one of the primary ways	*Re-list the destination assessment here, along with a note of what skills and knowledge students will need to execute it well.* • Argumentative Essay: Choose two places you feel Julius Lester was most effective in achieving his purpose. Why? What is one section that's not as effective, and why? (ARGUMENTATION) • Socratic Seminar: o What's the most effective/powerful moment in the text? o Based on TBAS, what was most important to a slave's survival: family, kindness from the master, or mental freedom? o Julius Lester ends TBAS with a series of critical narratives. What message is he sending by structuring his text this way? o Does changing the language of the slaves honor them by focusing readers on their ideas, or disrespect them by assuming their language was not as sophisticated?

	that slaves were dehumanized and treated like animals. Slaves were treated as chattel, and families were torn apart as a result of this barbarous system. • Daily life differed for slaves depending on their master's lifestyle and socioeconomic status. On large slave plantations, slaves were often divided into two groups: those who worked in the field, and those who worked in the house. House slaves were typically mentally oppressed and made to believe the stereotypes imposed by their masters. Field slaves, while more physically oppressed, were generally able to maintain a higher degree of mental freedom because of their separation from the master and his family. • Despite the totalizing systems of slavery, slaves found many ways to resist. Some ran away and formed communities in hiding; others worked more insidiously to undermine the plantation system from within. Slaves also managed to retain their humanity by forming strong communities with unique traditions, religious ideas, and secret celebrations. • When slavery ended, its oppressive systems did not. Lester argues that life after Emancipation was just "slavery by a different name." Terrorist organizations like the KKK and systems like sharecropping ensured that black American were still dehumanized, even after slavery had been officially declared over.	

15.16 Curriculum Scope and Sequence

Grade 7 – What is freedom? What does it take for a person to be free?

Night		
Connection to the Essential Question	Key Skills and Knowledge for the book	Destination Writing
Write a paragraph here that explains how this novel connects to the EQ. The period known as the Holocaust is generally regarded as the systematic genocide of approximately 11 million individuals throughout Nazi Germany and German-occupied territories from 1929-1945. Two-thirds of the European Jewish population (six million people) as well as approximately five million people from other persecuted groups—such as Gypsies, Catholics, Poles, the disabled, and Jehovah's Witnesses—were persecuted and slaughtered by the Nazi regime due to their inability to fall into a narrowly-defined version of the "Aryan" ideal. *Night* is a nonfiction memoir detailing Elie Wiesel's personal experiences, with his father, in the Nazi German concentration camps at Auschwitz and Buchenwald in 1944-1945. The text is narrated by Eliezer, Wiesel's younger self, who describes the events of the Holocaust from a deeply personal, remembered point of view. Wiesel's first-person text fully communicates the horror and depravity of life within a Nazi concentration camp. Students will begin their study of the text by developing schema on both ghettoization and the Holocaust in order to understand the unique goals and characteristics of the Nazi regime. Then, while moving through *Night*, students will explore the ways in which Holocaust victims' identities and freedoms were erased, and also how Wiesel attempts to reclaim his own voice and humanity through the act of writing. In many ways, the Holocaust presents the most extreme, systematic denial of freedom and individuality imaginable. Wiesel's text (and the film *Schindler's List*, which students will watch at the end of the unit) serves as a witness to the Holocaust's depravity, but it also demonstrates the triumph of writing and language as a form of resistance	*Bullet point the top 5-10 things teachers need to know about how we teach this text and/or skills students will need to unlock it.* • Wiesel opens his text with a description of his boyhood in Sighet, a small town in Transylvania. In the opening pages, Eliezer is "almost thirteen and deeply observant." His religiosity causes him to search for a spiritual mentor to guide him in his study of Kabbalah, and he becomes the disciple of a man named Moishe the Beadle. Structurally, this opening is important, because it characterizes Eliezer as a deeply pious young man for whom prayer is equivalent to "living" and "breathing." At the opening of the text, he has no reason to question the existence of a benevolent God. • The first transformation—and a powerful example of structural foreshadowing—occurs when Moishe the Beadle is expelled from Sighet. After he is deported, he witnesses the systematic killing of all foreign Jews by the Gestapo. Moishe narrowly escapes, and it becomes his duty to warn all Jews of their fate. However, nobody will believe or even listen to his story—they think he is insane, and they proceed casually with their daily lives, ignoring his warnings. Moishe the Beadle is the text's first truth-teller, and it is significant that he is disregarded and viewed as mad even by his fellow Jews. Wiesel's choice to begin the text with an ignored story foreshadows many similar moments still to come in the text. The refusal to listen, read, or learn from another's story is presented as a grave error. • The Jewish community's life in Sighet becomes increasingly circumscribed according to Nazi edicts. Jews no longer had the right to frequent certain restaurants, to attend synagogue, or to be on the streets after 6 in the evening. Eventually, two	*Re-list the destination assessment here, along with a note of what skills and knowledge students will need to execute it well.* • Argumentative Essay: Elie Wiesel's original draft of *Night* , which was written in 1956, was 865 pages long. However, Wiesel ultimately made the decision to structure his text as a very short piece. Some scholars have argued that *Night*'s power comes from its brevity and blunt tone. What do you think? Consider any of the three examples on pages x-xiii of the preface and compare them to their corresponding moments in the text. Which version do you feel is stronger and why? (STRUCTURE ANALYSIS II—BUILD UP; ARGUMENTATION) o Please note: it will not be enough to simply summarize what each section says—you must explore why either section has a greater impact on you as a reader by considering the following author's choices. A) Use of anecdotes vs. detailed summaries B) Use of figurative language vs. literal retelling C) Use of implication vs. direct language • In *Schindler's List*, Schindler went from being an anti-hero to a hero. How does his transformation reveal the filmmaker's purpose? (POINT OF VIEW III, MULTIMEDIA) • Socratic Seminar: o Wiesel often writes quite bluntly about shocking information in *Night*.

in the face of overwhelming oppression and genocide.	ghettos were created and sealed. Jewish lives were tightly controlled and patrolled within the ghettos, and yet people continued to ignore the seriousness of their situation. Eliezer says, "the ghetto was ruled by neither German nor Jew; it was ruled by delusion." Wiesel continues to use foreshadowing to demonstrate that, despite the community's "delusions," the gruesome reality of the Holocaust is never far away. • After the ghettos are liquidated, Eliezer's community is emptied out for a long, brutal journey and a steep descent into the dehumanizing treatment of Gestapo officials. The interactions between Jews and their oppressors are characterized as violent, abusive, and dehumanizing. For the first time, Eliezer experiences hatred towards his oppressors. • While on the train to the concentration camp, a woman begins having visions of "terrible fire" and "huge flames." Like Moishe the Beadle, the other passengers view her as insane and say that she is simply hallucinating. When they arrive at Auschwitz, however, they all see the flames and smell burning flesh. Yet again, a powerful, prophetic voice is silenced even by the Jewish community. They only realize the truth of her vision after it is too late. • Once in the concentration camp, Eliezer is changed forever. He says, "Never shall I forget that night, the first night in camp, that turned my life into one long night seven times sealed." The motif of endless night, which returns again and again throughout the text, is used to demonstrate the inescapable darkness and despair of life in the camps. • The camps become a place where prisoners' humanity is systematically denied. One effect of their gruesome, sickening treatment is their separation from other individuals at the camp. The stronger Eliezer's personal will to survive, the weaker the bonds that tie him to his fellow	For example, he says, "And then, one day, all foreign Jews were expelled from Sighet. And Moishe the Jew was a foreigner." Why do you think Wiesel delivers such shocking information so matter-of-factly? What is the purpose of his abruptness? o Time and time again, the people of Sighet doubt the power and intentions of the German army. Why does Wiesel emphasize this doubt? What does he want readers to learn from this repeated mistake? o At the end of the text, Eliezer and the other living prisoners are physically freed from the concentration camps. Based on the last four paragraphs of the text, do they also achieve mental freedom? o Consider the inscription that appears above Auschwitz: Work Makes You Free. What is this supposed to mean? Why is this ironic given the conditions at the camp? o Eliezer swears that he will never abandon his father in the way that Rabbi Eliahu's son abandons him. Does Eliezer keep his promise? o Reread the first and the last pages of the text. Based just on the opening and closing, how has Eliezer changed?

	prisoners. He loses faith both in human relationship and in God: "The student of the Talmud, the child that I was, had already been consumed in flames." • Much of Eliezer's experience in both Auschwitz and Buchenwald (the second work camp) is defined by his changing relationship to his father. This relationship is his sole remaining tie to a human, familial, and religious existence, and Eliezer vows to never abandon his weakening father in pursuit of his own survival. However, there is a constant tension—which demonstrates the power of the Nazi's dehumanization efforts—between Eliezer's desire to hold onto this last human bond and his urge to cut ties with a man who weakens his own physical ability to survive. When his father finally dies, Eliezer cannot help but hear a small voice that says, "Free at last." • At the end of the text, the surviving prisoners' first thought is not of revenge or of parents: they think "only of bread." • The last image of the novel hauntingly describes Eliezer looking at himself in the mirror. Instead of seeing himself, he sees "a corpse…contemplating me." The look in the corpse's eyes, he says, has never left him.	

In the Time of the Butterflies		
Connection to the Essential Question	**Key Skills and Knowledge for the book**	**Destination Writing**
After learning the truth about the injustice in her country, Minerva Mirabal decides to join a group to work towards revolution and the downfall of General Rafael Trujillo. As the book goes on, each of her sisters learns of the revolution and joins the cause. One sister, Dede, chooses not to join due to her husband's disapproval of the revolution and the danger related to it. Kids are able to analyze the idea of mental and physical freedom building off the work of *To be a Slave.*	• Alvarez unlocks meaning through a few key techniques – figurative language, the beginnings and endings of sections and chapters, the use of epistolary form in Maria Teresa's chapters, and motif. We read for these key structures to do our own analysis. o Minerva – motif of rain, symbolism that connects to the beginnings and endings.	1. This novel is told from the perspective of four different characters. Choose two of those characters and contrast their perspectives. Then, explain which of those two is most essential to understanding the message of the text. (POINT OF VIEW III) 2. You have finished the novel In the Time of the Butterflies, and you're about to watch the film version. After watching the movie and

They will question and determine how the Mirabal sisters are free even when they are in prison or in danger because they are continuing to work towards revolution. They will also watch for Dede's changing freedom – is she free to make her own decisions or controlled by her husband? Does she become more free after the death of her sisters or burdened by the loss? Students will contemplate these questions of freedom as they read of the revolution and the sisters important role.	o Patria – religious iconography, motif of home and soil o Maria Terersa – epistolary form o Dede – figurative language, character transformation • Maria Teresa's changing characterization as she grows from an immature, young girl to a powerful revolutionary is key. • Dede's complicated characterization as a symbol of freedom and survival while also being in a controlling relationship is important to watch. • Patria's complex characterization as a woman of faith and a revolutionary becomes important. • The idea of women in power, breaking free in a misogynistic society is a key aspect of the freedom we analyze in this text. • Reading this text to understand that the purpose behind it is to introduce us to these women, not just the history of the revolution is key to the understanding of how and why the film version is different.	taking notes throughout, you will write a literary essay in which you will contrast the purposes of both the novel and the film. Then, explain how each source achieves its purpose. (MULTIMEDIA)

Romeo and Juliet		
Connection to the Essential Question	Key Skills and Knowledge for the book	Destination Writing
Romeo and Juliet is, of course, the story of how to young lovers try to escape their feuding families to be together in love. They are trapped (not free) by their families' rage and are thus forced into the arrangement that leads to their death. Alternatively, their choice to disobey their parents and to find each other at all costs can be viewed as a choice to be free. In this text, the idea of freedom is in some ways the same as the idea of fate. We will question whether Romeo and Juliet live out their fate or defy it with their actions. Does the fact that they are "star-crossed" lovers mean that they live out their fate and are never free or do they choose their own path? As with all of our books, the idea of freedom	*Bullet point the top 5-10 things teachers need to know about how we teach this text and/or skills students will need to unlock it.* • Romeo and Juliet are teenagers, a fact many people forget when they hear this story. • This is students' first hit with Shakespeare so the skills we focus on at the beginning are a bit easier – characterization. Romeo and Juliet are consistently characterized as rash and immature, which leads to our understanding that their love is not deep and true, but rather young infatuation. • Romeo's language, in particular, keys readers into the fact that his conception of love is less	Were Romeo and Juliet really in love? Write a literary persuasive essay in which you analyze the characterization of Romeo, Juliet or both characters in order to make a case. One paragraph of your analysis should scrutinize the actual language that either character uses. You must use evidence from the text to support your case.

in this text is complicated and open for interpretation.=	romantic than conventional assumption. He is lusty, superficial, and often immature. • The immaturity and lack of substance in their love is then echoed in the statements and sentiments of the two most important secondary characters – the Nurse and the Friar. • Towards the later acts, once students have become more comfortable with the text, students will study how Shakespeare employs dramatic irony to increase the tension in the play. The dramatic irony also helps to continue to characterize Romeo and Juliet as somewhat silly – we know that their decisions are rash and will lead to destruction, but they do not.	

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15.16 Weekly Planning Grid – Except for first 4 weeks, all information below is subject to change.

Week Sketch	Monday	Tuesday	Wednesday	Thursday	Friday
1. August 24-August 28 **L:** *"The Legend of Mechudo"; Still I Rise – Maya Angelou; Identify – Julio Polanco;* **S:** *Steinbeck Biography* **BL:** *Retell, VIC* **G:** n/a **W:** *Overview of NEZZ/Argument Sentences* **CR:** n/a	**DN:** **OD:** **HOL1:** **HOL2:** **ET:** **HW:**	**DN:** **OD:** **HOL1:** **HOL2:** **ET:** **HW:**	**DN:** **OD:** **HOL1:** **HOL2:** **ET:** **HW:**	**DN:** **OD:** **HOL1:** **HOL2:** **ET:** **HW:**	**DN:** **OD:** **HOL1:** **HOL2:** **ET:** **HW:**
2. August 31-September 4 **L:** *The Pearl pgs. 1-26* **S:** *La Paz Article* **BL:** *Theme, Figurative Language* **G:** *Types of Clauses* **W:** *NE and Zoom in* **CR:** *The Pearl – description of doctor; CR Burst – The Awakening excerpt*	**DN:** **OD:** **HOL1:** **HOL2:** **ET:** **HW:**	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**
3. September 7-11 **L:** *The Pearl – 26-46* **S:** *Key Schema or Partner Text* **BL:** *Story Elements; POVIII; Figurative Language* **G:** *Types of Sentences* **W:** *Zoom out* **CR:** *Of Mice and Men – description of George and Lennie; CR Burst: To a God Uknown*	**Labor Day:** **No School**	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**

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4. September 14-18 **L:** *The Pearl pgs. 41-52* **S:** *Steinbeck's Portrayal of Women* **BL:** *Story Elements, POVIII, Figurative Language Analysis, Theme II* **G:** *Types of Sentences* **W:** *Clinchers/Outlining for Essays* **CR:** *The Winter of Our Discontent – Description of Joey*	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**
5. September 21-25 **L:** *The Pearl pgs. 52-74* **S:** *Hawks* **BL**: *Story Elements, POVIII, Figurative Language Analysis* **G:** *fragments/run-ons* **W:** *Thesis Statements/Introduction Paragraphs; Show-Don't Tell* **CR:** *Cold Read – Of Mice and Men – description of Slim*	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**
6. September 28 – October 2 **L:** *The Pearl pgs. 74-90* **S:** *n/a* **BL**: *Story Elements, Structure II, Figurative Language Analysis, Central Idea* **G:** *homophones* **W:** *Conclusions/Structure of a Whole Essay/Structure of a narrative* **CR:** *n/a*	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**

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7. October 5-9 **L***: n/a* **S:** *n/a* **BL:** *Story Elements, Theme* **G:** *Apostrophes; Semicolons* **W:** *Essay (Essay for The Pearl)* **CR:** *n/a*	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**
8. October 12-16 (IA Week – assume 1 hour classes) **L***: n/a* **S:** *n/a* **BL:** *Theme/POV* **G:** *Verb Tense, SV Agreement* **W:** *Narrative* **CR:** *n/a*	**No School – Columbus Day**	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**
9. October 19-23 **L***: TBAS Prologue* **S:** *Malcolm X – On Afro-American History, Dispelling African Stereotypes, Middle Passage* **BL**: *Structure II, Figurative Langauge, Retell* **G:** *Adjectives vs. Adverbs* **W:** *Narrative* **CR:** *"Aunt Jennifer's Tigers" and Sarah Kay's "Hands" (CR Burst)*	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**

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10. October 26-30 **L:** *TBAS Chapters 1-3* **S:** *Plantation Schema, Solomun Northup – "Mournful Scene Indeed"* **BL**: *Central Idea, Structure II, Point of View III* **G:** *n/a* **W:** *annotation* **CR:** *"Tell all the truth" by Emily Dickinson (CR Burst)*	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**
11. November 2-6 **L:** *To Be a Slave chapter 4-5* **S:** *Malcolm X – House Slaves vs. Field Slaves; Divide and Conquer (multiple texts)* **BL**: *POV III, Story Elements, Figurative Language, Central Idea, Argumentation* **G:** *commas* **W:** *argumentation* **CR:** *Emily Dickinson "The Railway Train" and "When I heard the Learn'd Astronomer" (CR Burst)*	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**

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12. November 9-13 **L:** *TBAS continue ch. 5-6* **S:** *African-American Experience; Stockholm Syndrome* **BL**: *Central Idea, Structure II, Figurative Language, Argumentation II and III* **G:** *Who vs. Which* **W:** *Argumentative* **CR:** *Poem 303 – The soul selects her own society by Emily Dickinson*	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**
13. November 16-20 **L:** *TBAS Finish* **S:** *Defeat and Triumph of a Fugivitive Slave, David Walker's Appeal, The People Could Fly* **BL**: *Argumentation III, Theme II, Story Elements, Figurative Language, Central Idea* **G:** *n/a* **W:** *Argumentation, Zoom in* **CR:** *"The Courage that my Mother Had"*	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**

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14. November 23-27 (Thanksgiving Week) **L:** n/a **S:** *African American Experience* **BL**: *Structure II, Argumentation II* **G:** *n/a* **W:** *Begin TBAS Argumentation Essay* **CR:** *n/z*	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**	Half Day Wednesday **DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**	**No School**	**No School**
15. November 30-December 4 **L:** *Night – preface and foreward, pgs. 1-22* **S:** *Night Schema TBD* **BL**: *POVIII, Figurative Language* **G:** *n/a* **W:** *narrative* **CR:** *n/z*	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**
16. December 7-11 (IA Week – 1 hour classes) **L:** *Night pgs. 23-40* **S:** *Night Schema TBD* **BL:** *POV, Figurative Language* **G:** n/a **W:** *narrative – thought shot* **CR:** *n/a*	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**

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17. December 14-18 **L:** *Night 40-65* **S:** *Night Schema TBD* **BL:** *POV, Figurative Language* **G:** *n/a* **W:** *narrative – thought shot* **CR:** *Night – Wiesel poem*	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**
18. January 4-8 **L:** *Night 66-84* **S:** *n/a* **BL:** *POV, Figurative Language* **G:** *n/a* **W:** *On-Demand Organization* **CR:** *n/a*	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**
19. January 11-15 **L:** *Night 85-103* **S:** *n/a* **BL:** *POV, Central Idea, Figurative Language* **G:** *n/a* **W:** *On-Demand Structure - Evidence* **CR:** *n/a*	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**

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20. January 18-22 **L:** *Finish Night* **S:** *n/a* **BL:** *Theme, POV* **G:** *n/a* **W:** *Text Comparison* **CR:** *n/a*	**No School – MLK Day**	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**
21. January 25-29 **L:** *n/a* **S:** *Jews in the Dominican Republic (bridge to TOTB)* **BL:** *Theme, POV* **G:** *adjectives/adverbs* **W:** *Essay for Night* **CR:** *n/a*	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**
22. February 1-5 **L:** *TOTB pgs. 1-29* **S:** *Types of Governments; Trujillo's Rise to Power, Dominican History* **BL:** *Structure II* **G:** *n/a* **W:** *Literary Comparison* **CR:** *Frederick Douglass 4th of July, Frederick Douglass Ships excerpt (CR Burst)*	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**

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23. February 8-10 (IA Week – 1 hour classes) **L***: TOTB pgs. 20-43* **S:** *Catholicism* **BL:** *Story Elements, Theme, Structure II* **G:** *n/a* **W:** *n/a* **CR:** *n/a*	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**
24. February 15-19 **L***: TOTB 37-63* **S:** *n/a* **BL:** Figurative Language, Stucture III, Story Elements **G: n/a** **W:** *Story Elements leading to theme* **CR:** *I Will Fight no More Forever; TOTB page 1*	**No School – Presidents' Day**	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**
25. February 22-26 **L***: TOTB – 63-84* **S:** *n/a* **BL:** Figurative Language, Structure, Diction Analysis, POV **G:** *n/a* **W:** *Text Comparison* **CR:** *"Ain't I a Woman" and alternative (CR Burst)*	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**

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26. February 29 – March 4 **L***: 84-117* **S:** *Thomas Foster* **BL:** *Figurative Language(motif), Theme, Central Idea* **G:** *n/a* **W:** *revision* **CR:** *Angelina Grimke – Appeal to the Christian Women of the South;*	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**
27. March 7-11 **L***: TOTB – 118-140* **S:** *Women in Revolutions* **BL:** *Story Elements* **G:** *n/a* **W:** *Mimicking an author's style* **CR:** *RFK on the Assassination of MLK*	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**
28. March 14-18 **L***: TOTB – 140-199* **S:** *n/a* **BL:** *Structure II, Structure III, Figurative Language Analysis, Story Elements, Fiction and History* **G:** *n/a* **W:** *Essay related to TOTB; narrative diary entry* **CR:** *Feast of the Goat; Cold Read: I have a dream*	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**

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29. March 21-25 **L***: TOTB 191-256* **S:** *Modern Day Dominican Republic* **BL**: *Structure II, Structure III, Figurative Language Analysis, Story Elements, Fiction and History* **G:** *n/a* **W:** *Essay related to TOTB/Revision* **CR:** *"The Colonel" by Carolyn Forche; Excerpt from TOTB pgs. 167-168 (CR Burst)*	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**
30. April 4-8 **L***: TOTB Epilogue (TOTB 257-297 was done over spring break); TOTB Movie* **S:** *n/a* **BL**: *Structure III* **G:** *superlative adjectives* **W:** Revision **CR:** *"Good Form" by Tim O'Brien and "Holy Sonnet" (CR Burst)*	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**
31. April 11-15 **L***: Literature being read (title and pages for the week)* **S:** *Shakespearean Syntax, Shakespearean Insults; Shakespeare's Life* **BL:** *Top Bottom Lines this week* **G:** *Grammar Topic (if applicable)* **W:** *On-Demand Multimedia* **CR:** *n/a*	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**

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32. April 18 – 22 (IA Week – 1 hour classes) **L:** *Romeo and Julit Act 1.1-3* **S:** *Sonnet Structure* **BL**: *Story Elements, Retell, POV III* **G:** *n/a* **W:** *n/a* **CR:** *n/a*	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**
33. April 25-29 **L:** *RJ Act 1.2-5, Act 2.1-2* **S:** *Mystery of Shakespeare's Identify* **BL**: *POV III, Structure II, Story Elements, Figurative Language Analysis* **G:** *n/a* **W:** *n/a* **CR:** *Sonnet 130; Romeo – "O brawling love…" (CR Burst)*	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**
34. May 2-6 **L:** *RJ Act 2.3-6* **S:** *n/a* **BL**: *POV III, Structure II, Story Elements* **G:** *n/a* **W:** *n/a* **CR:** *Sonnet 65; Friar's binary oppositions in 2.3 (CR Burst0*	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**

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35. May 9-13 **L:** *RJ Act 3* **S:** *n/a* **BL**: *Structure II and III, Story Elements* **G:** *n/a* **W:** *FPT Rollout* **CR:** *Sonnet 18; Juliet "serpent heart" speech in 3.2 (CR Burst)*	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**
36. May 16-20 (PARCC week?) **L:** *RJ Act 4.1* **S:** *n/a* **BL**: *Structure II* **G:** *n/a* **W:** *FPT* **CR:** *n/a*	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**
37. May 23-27 **May 18-22 – Week 36** **L:** *RJ Acts 4 and 5* **S:** *n/a* **BL**: *Structure II, Story Elements* **G:** *n/a* **W:** *Essay for R & J* **CR:** *"Those Winter Sundays"*	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**

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38. May 30 – June 3 (EOY Trips – 2 day week) **L:** *"A Private Experience" by Chimamanda Ngozi Adichi; Romeo + Juliet Film* **S:** *n/a* **BL**: *Multimedia, Story Elements; Structure II* **G:** *n/a* **W:** *R & J Essay* **CR:** *n/a*	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**	**No School – EOY Trips**	**No School – EOY Trips**	**No School – EOY Trips**
39. June 6-10 **L:** *"American History," and "The Cough" and "Girl"* **S:** *n/a* **BL**: *Structure II, Figurative Language Analysis*, Story Elements **G:** *n/a* **W:** *n/a* **CR:** *n/a*	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**
40. June 13-17 (Last Week – FPT's and half days) **L:** *Summer Texts* **S:** *TBD* **BL**: *Central Idea, Retell*, Multimedia **G:** *n/a* **W:** *n/a* **CR:** *n/a*	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**

NYS CC Key Idea	Learning Goal	Suggested Objective(s)	Standard(s)	Related Theme(s)	Assessment	Unit
7.1 The physical environment and natural resources of North America encouraged the development of the first human settlements and the culture of Native Americans. Native Americans societies varied across North America.	7.1a Geography and climate influenced the migration and cultural development of Native Americans. Native Americans in North America settled into different regions and developed distinct cultures.	Students will examine theories of human settlement of the Americas.	1,2	GEO	IA 1	1
		Students will compare and contrast different Native American culture groups with a focus on the influence geographic factors had on their development including Sioux and Anasazi.	1,2	MOV	IA 1	1
		Students will examine the various Native American culture groups located within what became New York State including Haudenosaunee (Iroquois), and the influence geographic factors had on their development.	1,2	ID, MOV, GEO	IA 1	1
7.2 COLONIAL DEVELOPMENTS: European exploration of the New World resulted in various interactions with Native Americans and in colonization. The American colonies were established for a variety of reasons, and developed differently based on economic, social, and geographic factors. Colonial America had a variety of social structures under which not all people were treated equally.	7.2a Social, economic and scientific improvements helped European nations launch an Age of Exploration.	Students will explain the significance of the technological developments and scientific understandings which improved European exploration including caravel, magnetic compass, astrolabe and Mercator projection.	1,2,3.4	ECO, EXCH	IA 1	2
		Students will examine the voyage of Columbus, leading to the Columbian Exchange and the voyages of other explorers such as Champlain, Hudson, and Verrazano.	1,2,3.4	MOV, ECO, EXCH	IA 1	2
	7.2b Different European groups had varied interactions and relationships with the Native American societies they encountered. Native American societies suffered from losses of life and land due to the Encounter with Europeans justified by the "Doctrine of Discovery."	Students will compare and contrast British interactions with the Wampanoag, Dutch interactions with the Mahicans, French interactions with the Algonquin, and Spanish interactions with the Pueblo peoples. Students will explain the major reasons Native American societies declined in population and lost land to the Europeans.	1,2,3,4	EXCH		
		Students will investigate other Native American societies found in their locality and their interactions with European groups.	1,2,3,4	EXCH		
		Students will examine the major reasons Native American societies declined in population and lost land to the Europeans.	1,2,3.4	MOV, ECO, EXCH	IA 1	2
	7.2c European nations established colonies in North America for economic, religious, and political reasons. Differences in climate, landscape, access	Students will investigate the reasons for colonization and the role of geography in the development of each colonial region.	1,2,3.4	MOV, GEO, ECO, EXCH	IA 1	3
		Student will examine the economic, social and political characteristics of each colonial region.	1,2,3.4	ECO, EXCH	IA 1	3
	7.2d In New York, the Dutch established settlements along the Hudson River and the French established settlements in the Champlain Valley. Dutch contributions to American society were long-lasting.	Students will compare and contrast the early Dutch settlements with French settlements and with those in the subsequent British colony of New York in terms of political, economic, and social characteristics, including an examination of the patroon system.	1,2,3,4	ECO, EXCH		
		Students will examine the changing status and role of African Americans under the Dutch and English colonial systems.	1,2,3,4	SOC, ECO, EXCH		
		Student will examine Dutch contributions to American society including acceptance of a diverse population, a degree of religious toleration and right to petition. Students will examine Dutch relations with Native Americans.	1,2,3.4	ECO, EXCH	IA 1	3
	7.2e Over the course of the 17th and 18th centuries, slavery grew in the colonies. Enslaved Africans utilized a variety of strategies to both survive and resist their conditions.	Students will describe the conditions of the Middle Passage.	1,2,3.4	MOV, ECO	IA 1	4
		Students will explain why and where slavery grew over time in the United States and students will examine the living conditions of slaves, including those in New York State.	1,2,3.4	MOV, GEO, ECO, EXCH	IA 1	4
		Students will investigate different methods enslaved Africans used to survive and resist their conditions, including slave revolts in New York.	1,2,3.4	MOV	IA 1	4
		Within the context of New York history, students will distinguish between indentured servitude, and slavery.	1,2,3.4	MOV, ECO, EXCH	IA 1	4
7.3 AMERICAN INDEPENDENCE: Growing tensions over political power and economic issues sparked a movement for	7.3a Conflicts between France and Great Britain in the 17th and 18th centuries in North America altered the relationship	Students will locate battles fought between France and Great Britain during the 17th and 18th centuries, and how this led to the importance of British troops in the area of New York.	1,4,5	TCC, GOV, ECO	IA 2	5

NYS CC Key Idea	Learning Goal	Suggested Objective(s)	Standard(s)	Related Theme(s)	Assessment	Unit
independence from Great Britain. New York played a critical role in the course and outcome of the American Revolution.	between the colonies and Great Britain.	Student will examine the changing economic relationship between the colonies and Great Britain, including mercantilism and the policy of salutary neglect.	1,4,5	ECO		
		Students will identify the issues stemming from the Zenger Trial that effects the development of individual rights in colonial America.	1,4,5	TCC, GOV	IA 2	5
	7.3b Stemming from the French and Indian War, the British government enacted and attempted to enforce new political and economic policies in the colonies. These policies triggered varied colonial responses, including protests and dissent.	Students will investigate the Albany Congress and the Albany Plan of Union as a plan for colonial unification, and the influence of Haudensaunee ideas in their development.	1,4,5	TCC, GOV	IA 2	5
		Students will examine actions taken by the British and colonial responses to those actions including the Proclamation of 1763, the Quartering Act, the Stamp Act, the Tea Act, and the Coercive Acts, and colonial responses to those acts.	1,4,5	GOV	IA 2	5
		Students will compare British and colonial patriot portrayals of the Boston Massacre using historical evidence.	1,4,5	GOV	IA 2	5
		Students will compare the proportions of loyalists and patriots in different regions of New York State.	1,4,5	GOV	IA 2	5
		Students will examine the events at Lexington and Concord as the triggering events for the Revolutionary War.	1,4,5	TCC, GOV	IA 2	5
	7.3c Influenced by Enlightenment ideas and beliefs in the rights of Englishmen, American colonial leaders outlined their grievances against British policies and actions in the Declaration of Independence.	Students will examine the influence Enlightenment ideas such as natural rights and social contract and ideas expressed in Thomas Paine's Common Sense had on colonial leaders in their debates on	1,4,5	TCC, GOV	IA 2	5
		Students will examine the Declaration of Independence and the arguments for independence stated within it.	1,4,5	TCC, GOV	IA 2	5
	7.3d The outcome of the American Revolution was influenced by military strategies, geographic considerations, the involvement of the Iroquois (Haudenosaunee) and other Native American groups in the war, and aid from other nations. The Treaty of Paris (1783)	Students will explain the different military strategies used by the Americans and their allies, including Native Americans, during the American Revolution.	1,4,5	GOV	IA 2	5
		Students will examine the strategic importance of the New York colony. Students will examine the American victory at the Battle of Saratoga in terms of its effects on American and British morale and on European views on American prospects for victory in the Revolution.	1,4,5,	GOV		
		Students will examine the terms of the Treaty of Paris and determine what boundary was set for the United States and illustrate this on a map.	1,4,5	GOV	IA 2	5
7.4 HISTORICAL DEVELOPMENT OF THE CONSTITUTION: The newly independent states faced political and economic struggles under the Articles of Confederation. These challenges resulted in a Constitutional Convention, a debate over ratification, and the eventual adoption of the Bill of Rights.	7.4a Throughout the American Revolution, the colonies struggled to unify their differing social, political, and economic perspectives. The Articles of Confederation created a form of government that loosely united the states, but maintained a large degree of state sovereignty.	Students will evaluate the outcomes of the Annapolis Convention.	1,5	GOV	IA 2	6
	7.4b The lack of a strong central government under the Articles of Confederation presented numerous challenges. A convention was held to revise the Articles, the result of which was the Constitution. The Constitution established a democratic republic with a stronger central government.	Students will investigate the successes and failures of the Articles of Confederation, determine why many felt a new plan of government was needed, and explain how the United States Constitution attempted to address the weaknesses of the Articles.	1,5	GOV, CIV	IA 2	6
		Students will examine the New York State Constitution, its main ideas and provisions, and its influence on the formation of the United States Constitution.	1,5	GOV, CIV	IA 2	6
	7.4c Advocates for and against a strong central government were divided on	Students will examine from multiple perspectives arguments regarding the balance of power between	1,5	GOV, CIV	IA 2, IA3	6

NYS CC Key Idea	Learning Goal	Suggested Objective(s)	Standard(s)	Related Theme(s)	Assessment	Unit
	issues of States rights, role/limits of federal power, and guarantees of individual freedoms. Compromises were needed between the states in order to ratify the Constitution.	Students will examine how key issues were resolved during the Constitutional Convention including: ☐ state representation in Congress (Great Compromise or bicameral legislature) ☐ the balance of power between the federal and state governments (establishment of the system of federalism) ☐ the prevention of parts of government becoming too powerful (the establishment of the three branches) the counting of the enslaved African American community for purposes of congressional representation and taxation (the Three-Fifths Compromise)	1,5	GOV, CIV	IA 2 , IA 3	6
		Students will examine the role of New York residents Alexander Hamilton and John Jay as leading advocates for the new Constitution.	1,5	GOV, CIV		
7.5 THE CONSTITUTION IN PRACTICE: The United States Constitution serves as a foundation of the United States government and outlines the rights of citizens. The Constitution is considered a "living document" that can respond to political and social changes. The New York Constitution also has been changed over time.	7.5a The Constitution outlined a federalist system of government that shares powers among the federal, state, and local governments.	Students will identify powers granted to the federal government and examine the language used to grant powers to the states.	1,5	GOV	IA 2 , IA 3	6
	7.5b The Constitution established three branches of government as well as a system of checks and balances that guides the relationship between the branches. Individual rights of citizens are addressed in the Bill of Rights	Students will compare and contrast the powers granted to Congress, the president, and the Supreme Court by the Constitution.	1,5	GOV	IA3	6
		Students will examine how checks and balances work by tracing how a bill becomes a law.				
		Students will identify the individual rights of citizens that are protected by the Bill of Rights.	1,5	GOV	IA3	6
	7.5c While the Constitution provides a formal process for change through amendments, the Constitution can respond to change in other ways. The New York State Constitution changed over time with changes in the early 19th century making it more democratic	Students will examine the process for amending the constitution.	1,5	GOV, CIV	IA3	6
		Students will examine the evolution of the unwritten constitution such as Washington's creation of the presidential cabinet and the development of political parties.	1,5	TCC, GOV, CIV		
		Students will examine the changes to the New York State Constitution and how they were made during the 19th century.	1,5	TCC, GOV	IA3	6
	7.5d Foreign and domestic disputes tested the strength of the Constitution, particularly the separation of powers, the system of checks and balances, and	Students will examine events of the early nation including Hamilton's economic plan, the Louisiana Purchase, the Supreme Court decision in Marbury v. Madison, and the War of 1812 in terms of testing the strength of the Constitution.	1,5	TCC, GOV	IA3	7
		Students will examine the Monroe Doctrine and its impact on foreign policy.	1,5	TCC, GOV	IA3	7
7.6 WESTWARD EXPANSION: Driven by political and economic motives, the United States expanded its physical boundaries to the Pacific Ocean between 1800 and 1860. This settlement displaced Native Americans as the frontier was pushed westward.	7.6a Conflict and compromise with foreign nations occurred regarding the physical expansion of the United States during the 19th century. American values and beliefs such as Manifest Destiny and the need for resources increased westward expansion and settlement.	Students will compare and evaluate the ways by which Florida, Texas, and territories from the Mexican Cession were acquired by the United States.	1,3	MOV, TCC, GEO	IA3	7
	7.6b Westward expansion provided opportunities for some groups while harming others.	Students will examine the Erie Canal as a gateway to westward expansion that resulted in economic growth for New York State, economic opportunities for Irish immigrants working on its construction, and its use by religious groups such as the Mormons to move westward	1,3	ID, TCC, MOV, GEO	IA3	7
		Students will examine the growth of suffrage for white men under Andrew Jackson.	1,3	ID, TCC, MOV	IA3	7
		Students will examine the conditions faced on the Trail of Tears by the Cherokee and the impact the removal had on their people and culture.	1,3	ID, TCC, MOV	IA3	7
		Students will examine examples of Native American resistance to the western encroachment including the Seminole Wars and Cherokee judicial efforts.	1,3	TCC, MOV	IA3	7

NYS CC Key Idea	Learning Goal	Suggested Objective(s)	Standard(s)	Related Theme(s)	Assessment	Unit
		Students will examine the ways in which westward movement had an impact on the lives of women and African Americans.	1,3	TCC, MOV, ID		
		Students will examine the policies of New York State toward Native Americans at this time.	1,3	TCC, MOV	IA3	7
7.7 REFORM MOVEMENTS: Social, political, and economic inequalities sparked various reform movements and resistance efforts. Influenced by the Second Great Awakening, New York played a key role in major reform efforts.	7.7a The Second Great Awakening, which had a strong showing in New York, inspired reform movements.	Students will investigate examples of early 19th-century reform movements such as education, prisons, temperance, and mental health care, examining the circumstances that led to the need for reform.	1,5	SOC, GOV, CIV	IA3	8
	7.7b Enslaved African Americans resisted slavery in various ways. The abolitionist movement also worked to raise awareness and generate resistance to the institution of slavery.	Students will examine ways in which enslaved Africans organized and resisted their conditions.	1,5	SOC, GOV, CIV	IA3	8
		Students will explore efforts of William Lloyd Garrison, Frederick Douglass and Harriet Tubman to abolish slavery.	1,5	SOC, GOV, CIV	IA4	8
		Students will examine the impact of Uncle Tom's Cabin on the public perception of slavery.	1,5	SOC, CIV	IA4	8
		Students will investigate New York State and its role in the abolition movement, including the locations of Underground Railroad stations.	1,5	SOC, GOV, CIV	IA4	8
	7.7c Women joined the movements for abolition and temperance and organized to advocate for women's property rights, fair wages, education, and political	Students will examine efforts of women to acquire more rights, including Sojourner Truth, Elizabeth Cady Stanton, and Susan B. Anthony.	1,5	SOC, GOV, CIV	IA3	8
		Students will explain the significance of the Seneca Falls Convention and the Declaration of Sentiments.	1,5	SOC, GOV, CIV	IA3	8
	7.7d The Anti-Rent movement in New York State was an attempt by tenant farmers to the protest the landownership system	Students will trace the Anti-Rent movement in New York State.	1,5	SOC, GOV, CIV		
7.8 A NATION DIVIDED: Westward expansion, the industrialization of the North, and the growth of slavery in the South contributed to the growth of sectionalism. Constitutional conflicts between advocates of states rights and supporters of federal power increased tensions in the nation; attempts to compromise ultimately failed to keep the nation together, leading to the Civil War.	7.8a Early United States industrialization affected different parts of the country in different ways. Regional economic differences and values, as well as different conceptions of the Constitution, laid the basis for tensions between states rights advocates and supporters of a strong federal government.	Students will examine regional economic differences as they relate to industrialization.	1,3,4	GEO, ECO	IA3/IA4	9
	7.8b As the nation expanded geographically, the question of slavery in new territories and states led to increased sectional tensions. Attempts at compromise ended in failure	Students will examine attempts at resolving conflicts over whether new territories would permit slavery, including the Missouri Compromise, the Compromise of 1850, and the Kansas-Nebraska Act.	1,3,4	TCC, GOV, ECO	IA4	9
		Students will examine growing sectional tensions including the decision in Dred Scott v. Sanford (1857), and the founding of the Republican Party.	1,3,4	TCC, GOV, ECO	IA4	9
	7.8c Perspectives on the causes of the Civil War varied based on geographic region, but the election of a Republican president was one of the immediate causes for the secession of the Southern states.	Students will examine both long- and short-term causes of the Civil War.	1,3,4	TCC, GEO, GOV, ECO	IA4	9
		Students will identify which states joined to form the Confederate States of America and will examine the reasons presented for secession. Students will also identify the states that composed the Union.	1,3,4	GOV	IA4	9
		Students will examine the role of New York State in the Civil War, including its contributions to the war effort and the controversy over the draft.	1,3,4	GOV, CIV		
	7.8d The course and outcome of the Civil War was influenced by strategic leaders from both the North and South, decisive battles, and military strategy and technology that utilized the region's	Students will compare the advantages and disadvantages of the North and South at the outset of the Civil War.	1,3,4	GEO, GOV, ECO	IA4	9
		Students will examine the goals and content of Lincoln's Emancipation Proclamation.	1,3,4	GOV	IA4	9
		Students will examine how the use of technologies affected the conduct and outcome of the Civil War.	1,3,4	ECO, GEO	IA4	9

NYS CC Key Idea	Learning Goal	Suggested Objective(s)	Standard(s)	Related Theme(s)	Assessment	Unit
	geography.	Students will examine the enlistment of freed slaves and how it helped to change the course of the Civil War.	1,3,4	GOV	IA4	9
		Students will examine the topography and geographic conditions at Gettysburg and Antietam, and analyze the military strategies employed by the North and the South at Gettysburg or Antietam.				
	7.8e The Civil War impacted human lives, physical infrastructure, economic capacity, and governance of the United States.	Students will examine the roles of women, civilians, and free African Americans during the Civil	1,3,4	TCC	IA4	9
		Students will examine the aftermath of the war in terms of property destruction, impact on population, and economic capacity by comparing impacts of the war on New York State and Georgia.	1,3,4	TCC, GEO, GOV, ECO	IA4	9
		Students will explain how events of the Civil War led to the establishment of federal supremacy.				
7.9 RECONSTRUCTION: Regional tensions following the Civil War complicated the effort to reunify the nation and define the status of African Americans.	7.9a Different approaches toward and policies for Reconstruction demonstrated the challenges to reunify the United States.	Students will examine the differences between Reconstruction under Lincoln's plan, Johnson's plan and Congressional (Radical) Reconstruction.	1,4,5	MOV, SOC, ECO	IA4	10
	7.9b Freed African Americans created new lives for themselves in the absence of slavery. Constitutional amendments and federal legislation sought to expand the rights and protect the citizenship of African Americans.	Students will examine the impacts of the sharecropping system on African Americans.	1,4,5	MOV, GEO, SOC, ECO	IA4	10
		Students will examine the reasons for the migration of African Americans to the North.	1,4,5	MOV, SOC	IA4	10
		Students will examine the Reconstruction amendments (13th, 14th, and 15th) in terms of the rights and protections provided to African Americans.	1,4,5	MOV, SOC	IA4	10
		Students will examine the Freedmen's Bureau's purpose, successes, and reasons for failure.	1,4,5	MOV, SOC	IA4	10
	7.9c Federal initiatives begun during Reconstruction were challenged on many levels, leading to negative impacts on the lives of African Americans.	Students will explore methods used by Southern state governments to impact the lives of African Americans, including the passage of Black Codes, poll taxes, and Jim Crow laws. Students will explore the response of some Southerners to the increased rights of African Americans including the Ku Klux Klan and White Leagues.	1,4,5	MOV, SOC	IA4	10
		Students will provide examples of ways in which the federal government failed to follow up on its promises to freed African Americans.	1,4,5	MOV, SOC, ECO	IA4	10
		Students will examine the effects of the Plessy v. Ferguson ruling.	1,4,5	MOV, SOC	IA4	10

Grade 7: Thistory of the United States and New York 1

Practice #	Practice Name	Performance Goals	Specific to Grade 7
1	Chronological Reasoning and Causation	Articulate how events are related chronologically to one another in time and explain the ways in which earlier ideas and events may influence subsequent ideas and events	Building tension in colonies since the F&I War
		Identify causes and effects using examples from current grade level content and historical ideas and events	
		Identify, analyze and evaluate relationship between multiple causes and effects	
		Distinguish between long-term and immediate causes and effects	Civil War
		Recognize, analyze, and evaluate dynamics of historical continuity and change over periods of time	
		Recognize that changing the periodization affects the historical narrative	
		Relate patterns of continuity and change to larger historical processes and themes	revolutions, formation of national identity
		Identify and describe models of historical periodization that historians use to categorize events (such as "Pre-Revolution Events")	Antebellum, Age of Exploration, Colonial Era, Reconstruction
2	Comparison and Contextualization	Identify similarities and differences among geographic regions using specific geographic vocabulary	NA regions that led to Native American settlements, British colonial regions, antebellum sectionalism
		Identify and compare multiple perspectives on a given historical experience	Westward Expansion, spread of slavery
		Identify similarities and differences between historical developments over time wihin a similar cultural and geographical context	
		Describe, compare, and evaluate multiple historical developments (within societies; across and between societies;	
		Describe the relationship between geography, economics, and history as a cor	American Revolution, secession
		Connect historical developments to specific circumstances of time and place and to broader regional, national, or global processes	European exploration, 19th century social reform movements
3	Geographic Reasoning	Ask geographic questions about where places are located and why their location is important	British colonial regions, antebellum sectionalism
		Identify and describe the relationship between people, places, and the environment using geographic tools to place them in a spatial content	Native American connection to North American regions
		Identify, analyze, and evaluate the relationship between the environment and human activities, how the physical environment is modified by human activities and how human activities are also influenced by Earth's physical features and processes	Gold Rush
		Recognize and interpret (at different scales) the relationship among patterns and processes	
		Recognize and analyze how place and region influence the social, cultural, and economic characteristics of civilizations	British colonial regions, antebellum sectionalism
		Characterize and analyze changing interconnections among places and regions	
		Define and frame questions about events and the world in which we live and use evidence to answer these questions	
		Identify, describe, and evaluate evidence about events from diverse sources (including written documents, works of art, photographs, charts and graphs, artifacts, oral traditions and other primary and secondary sources	
		Analyze evidence in terms of content, authorship, point of view, purpose, and format; identify bias; explain the role of bias and audience in presenting arguments or evidence with teacher support	
		Describe and analyze arguments of others	

Practice #	Practice Name	Performance Goals	Specific to Grade 7
		Make inferences and draw conclusions from evidence	
		Recognize an argument and identify evidence that supports the argument; examine arguments related to a specific Social Studies topic from multiple perspectives; deconstruct arguments, recognizing the perspective of the argument and identifying evidence used to support that perspective	
4	Gathering, Using, and Interpreting Evidence	Create meaningful and persuasive understandings of the past by fusing disparate and relevant evidence from primary and secondary sources	Constitutional debates
		Explain how scarcity necessitates decision making; employ examples from the Western Hemisphere to illustrate the role of scarcity historically and in current events	Decision of the Confederate States to surrender
		Show examples of various types of resources (human capital, physical capital, and natural resources) required to provide goods and services	
		Provide examples of how currency makes exchange easier by comparing a barter economy to a currency-based economy; examine why corporations and labor unions have a role in a market economy	
		Examine the role of job specialization and trade historically and during contemporary times in the Western Hemisphere	
		Explain the meaning of unemployment, inflation, income, and economic growth in the economy	
5	Economics and Economic Systems	Describe government decisions that impact economies in case studies from the Western Hemisphere	Mercantilism, National bank debate
		Demonstrate respect for the rights of others in discussions and classroom; respectfully disagree with other viewpoints	Bill of Rights (Zenger), slavery, 19th century social reform movements
		Participate in activities that focus on a classroom, school, community, state, or national issue or problem	Legislative process, Judicial Review, Constitutional interpretation
		Explain differing philsophies of social and political participation and the role of the individual leading to group-driven philosophies	Articles of Confederation, Constitutional Debates
		Identify, describe, and contrast the role of the individual in opportunities for social and political participation in different societies	
		Participate in persuading, negotiating, and compromising in the resolution of conflicts and differences; introduce and examine the elements of debate	Conastitutional Compromises, Debates over expansion of slavery
		Identify situations with a global focus in which social actions are required and determine an appropriate course of action	Emabrgo Act
		Work to influence those in positions of power to strive for extensions of freedom, social justice, and human rights	Judicial Review, Legislative Process
6	Civic Participation	Fulfill social and political responsibilities associated with citizenship in a democratic society and interdependent global community by developing awareness and/or engaging in the political process	Election

Grade 7: Thistory of the United States and New York 1

	Themes	Key Ideas	7.1	7.2	7.3	7.4	7.5	7.6	7.7	7.8	7.9
1	Individual Development and Cultural Identity (ID)										
2	Development, Movement, and Interaction of Cultures (MOV)										
3	Time, Continuity, and Change (TCC)										
4	Geography, Humans, and the Environment (GEO)										
5	Development and Transformation of Social Structures (SOC)										
6	Power, Authority, and Governance (GOV)										
7	Civic Ideals and Practices (CIV)										
8	Creation, Expansion, and Interaction of Economic Systems (ECO)										
9	Science, Technology, and Innovation (TECH)										
10	Global Connections and Exchange (EXCH)										

READING

Key Ideas and Details	1. Cite specific textual evidence to support analysis of primary and secondary sources.
	2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
	3. Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes a law, how interest rates are raised or lowered).
Craft and Structure	4. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
	5. Describe how a text presents information (e.g., sequentially, comparatively, causally)
	6. Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).
Integration of Knowledge and Ideas	7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
	8. Distinguish among fact, opinion and reasoned judgment in a text.
	9. Analyze the relationship between a primary and secondary source on the same topic.

WRITING

Arguments focused on discipline-specific content	1. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
	2. Support claim(s) with logical reasoning and relevant, accurate, data and evidence that demonstrate an understanding of the topic or text, using credible sources.
	3. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
	4. Establish and maintain a formal style.
	5. Provide a concluding statement or section that follows and supports the argument presented.
Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.	6. Introduce a topic, clearly previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g.,
	7. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
	8. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
	9. Use precise language and domain-specific vocabulary to inform about or explain the topic.
	10. Establish and maintain a formal style and objective tone.
	11. Provide a concluding statement or section that follows from and supports the information or explanation presented.
Production & distribution of writing	12. Produce clear and coherent writing in which the development, organization, and style are appropriate
	13. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience
	14. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
Research	15. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
	16. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
	17. Draw evidence from informational texts to support analysis reflection, and research.

7th Grade Assessment Cycles

Unit	Assessment	Linked Reading Standards	Linked Writing Standards	Associated Themes	NCSS Standards	Key Understandings
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						

2015-2016 Pacing Guide

Grade Level: 7 **Course:** Science

2015-2016

Week of:	Week #	# of School Days	Notes	ObjectivesTo Be Covered This Week
8/24/15	1	5.00	Mon: All students start at RPDC/RPLS; New students only at RPC Tu-Th: iReady testing	PS.6-8.6.i.a SWBAT explain that all matter (including solids, liquids and gases) is made of tiny particles in constant motion, with empty space between the particles. PS.6-8.6.i.a SWBAT recognize that energy (such as electricity or thermal energy) is not made of atoms. PS.6-8.6.ii.a SWBAT recognize atoms as the building blocks of all matter. PS.6-8.6.ii.b SWBAT describe the relative size of atoms compared to other known objects. PS.6-8.6.ii.c SWBAT recognize different elements as different types of atoms.
8/31/15	2	5		PS.6-8.6.ii.d SWBAT recognize that all matter is made of about 100 different elements. PS.6-8.6.ii.e SWBAT recognize molecules as combinations of atoms. PS.6-8.7.i.a SWBAT recognize and use the symbols for the most common elements in living things, including carbon, hydrogen and oxygen. PS.6-8.7.i.b SWBAT determine the number of atoms of each element in one molecule of a compound given its chemical formula. PS.6-8.7.i.c SWBAT recognize and use the formulas of molecules involved in important life processes, including carbon dioxide and water. PS.6-8.5.i.a SWBAT recognize that atoms are reorganized during chemical reactions to form new molecules as products.
9/7/15	3	4	Mon: Labor Day--No School	LS.6-8.02.i.a SWBAT recognize that all organisms are made of cells and that cells carry out all the functions of an organism. LS.6-8.02.i.a SWBAT recognize that cells are matter and, therefore, made of atoms and molecules. S0I.6-8.i.a SWBAT identify the parts of a microscope and describe the function of each part. S0I.6-8.i.b SWBAT describe what types of specimens are most appropriate for viewing under a microscope. S0I.6-8.i.c SWBAT focus a specimen under low, medium, and high magnifications of a microscope. S0I.6-8.i.d SWBAT make qualitative and quantitative observations (including accurately labeled diagrams) of specimens viewed under a microscope. S0I.6-8.i.e SWBAT make wet mount slides of living and non-living specimens and explain the use of stains. 'LS.6-8.03.i.a SWBAT define an organelle as a part of a cell that performs a specific job. LS.6-8.03.i.b SWBAT name and describe the function of the cell membrane. LS.6-8.03.i.c SWBAT name and describe the function of the nucleus. LS.6-8.03.i.d SWBAT name and describe the function of the cytoplasm. LS.6-8.03.i.e SWBAT name and describe the function of the vacuoles. LS.6-8.03.ii.a SWBAT describe the purpose of cellular respiration. LS.6-8.03.ii.b SWBAT describe the reactants and products of cellular respiration. LS.6-8.03.i.a SWBAT name and describe the function of mitochondria.
9/14/15	4	5	Q1 Progress Report 1 due 9/14	'LS.6-8.04.i.a SWBAT identify and describe low concentration and high concentrations of a substance. 'LS.6-8.04.i.b SWBAT describe the process of diffusion, including predicting the movement of materials between cells and blood given various concentration gradients.
9/21/15	5	5	Grade-level field trips	LS.6-8.05.i.a SWBAT explain that not all cells in a multicellular organism are identical and that the cells within multicellular organisms can be more specialized because they work collectively with other cells to carry out life functions LS.6-8.05.i.b SWBAT explain that in multicellular organisms, cells are organized with increasing complexity into tissues, organs, and organ systems. LS.6-8.06.i.a SWBAT identify the skeletal system and describe its major functions: support and movement, protection of organs, and production of blood cells.

	Week of:	Week #	# of School Days	Notes	ObjectivesTo Be Covered This Week
Quarter 1	**9/28/15**	6	5		LS.6-8.06.ii.a SWBAT identify the nervous system and describe its major function: to control and coordinate what the body does. LS.6-8.06.ii.b SWBAT identify and describe the functions of the major organs of the nervous system: the brain, spinal cord and nerves. LS.6-8.06.iii.a SWBAT identify the digestive system and describe its function: to break down food and absorb nutrients LS.6-8.06.iii.b SWBAT describe how the mouth, stomach, small intestine, large intestine and anus each contribute to digestion and the extraction of nutrients. LS.6-8.06.iii.c SWBAT describe how nutrients pass from the small intestine through capillaries into blood. LS.6-8.06.iii.c SWBAT describe how nutrients can be immediately used by the body for energy or for growth or can be stored for later use.
	10/5/15	7	5	Q1 Progress Report 2 Due 10/5 **Q1 Exam Comps**: Thu-Fri	LS.6-8.06.iv.a SWBAT identify the circulatory system and describe its major function: to transport materials around the body, including carrying oxygen and nutrients to cells and carrying carbon dioxide and other wastes away from cells. LS.6-8.06.iv.b SWBAT describe the functions of the major parts of the circulatory system, including the heart, arteries, veins, and capillaries. LS.6-8.06.v.a SWBAT identify the respiratory system and describe its major function: to exchange gases with the environment. LS.6-8.06.v.b SWBAT describe the functions of parts of the respiratory system that move air in and out of the lungs, including the nose and mouth, trachea, and LS.6-8.06.v.b SWBAT describe how, in the alveoli of the lungs, oxygen diffuses into the blood to be carried around the body and carbon dioxide diffuses out of blood to be removed from the body. LS.6-8.04.i.c SWBAT explain how diffusion assists the cell in carrying out its life functions, including transfer of important molecules between blood and the small intestine cells, lung cells, and body cells that need materials for cellular respiration. **Content Cut-off For Q1 Exam (assumes science exam is next week; you can also make up time during the quarter to be a bit ahead.**
	10/12/15	8	4	Mon: Columbus Day--No School **Q1 Exam Comps**: Tue-Thu	LS.6-8.06.vi.a SWBAT describe the function of the immune system as defending the body from invading organisms. LS.6-8.06.vi.b SWBAT explain the function of the skin, eyes, nose, mouth and white blood cells as part of the nervous system. LS.6-8.06.vii.a SWBAT identify the urinary system and describe its major function: to clean the blood and remove excess water. LS.6-8.06.vii.b SWBAT describe the functions of the kidneys and bladder. LS.6-8.06.viii.a SWBAT describe how any two organ systems interact (when given any two organ systems that interact). *Project Comp*
	10/19/15	9	4	**Q1 Project Comps Due:** Wed-Thu Fri: Q1 Data Day--Early Dismissal	*Project Comp*
	10/26/15	10	5	Q1 Course Grades due 10/28	LS.3-5.02.i.a SWBAT describe the functions of the root system in plants. LS.3-5.02.i.b SWBAT describe the functions of the stem system in plants. LS.3-5.02.i.c SWBAT describe the functions of the leaf system in plants. LS.3-5.02.i.d SWBAT describe the function of the vascular system and identify its structural components (including the xylem and phloem). LS.6-8.16.i.a SWBAT describe the purpose of photosynthesis as making glucose, a carbon-based sugar that plants use as food. LS.6-8.16.i.b SWBAT describe the reactants and products of photosynthesis. LS.6-8.16.i.c SWBAT explain that, once produced, glucose can be used immediately for energy or growth, stored for later use, or used by other organisms.

	Week of:	Week #	# of School Days	Notes	ObjectivesTo Be Covered This Week
Quarter 2	**11/2/15**	11	5	Q1 Report Cards Mailed Out on 11/2	LS.6-8.16.i.d SWBAT describe how all organisms use cellular respiration, while only producers use photosynthesis. LS.6-8.03.i.b SWBAT name and describe the function of chloroplasts and the pigment chlorophyll. LS.6-8.03.i.c SWBAT name and describe the function of the cell wall. LS.6-8.03.i.d SWBAT compare and contrast the structure and function of plant and animal cells, including major organelles (cell membrane, cell wall, nucleus, cytoplasm, chloroplasts, mitochondria, vacuoles). LS.6-8.01.i.a SWBAT explain that organisms are classified based on their physical characteristics. LS.6-8.01.i.b SWBAT list the defining characteristics of animals and recognize organisms as animals based on their characteristics.
	11/9/15	12	5		LS.6-8.01.i.c SWBAT list the defining characteristics of plants and recognize organisms as plants based on their characteristics. LS.6-8.01.i.d SWBAT compare and contrast organisms from each kingdom. LS.6-8.02.ii.a SWBAT differentiate between unicellular and multicellular organisms and give examples of each. LS.6-8.02.ii.b SWBAT describe the basic functions that are carried out by all cells in all organisms, including extraction and use of energy, reproduction, use and replication of DNA, intake of needed molecules and excretion of waste.
	11/16/15	13	5		LS.6-8.02.ii.c SWBAT explain that the cells within multicellular organisms can be more specialized because they work collectively with other cells to carry out life functions. LS.6-8.01.ii.a SWBAT list the defining characteristics of bacteria (Eubacteria) and recognize organisms as bacteria based on their characteristics. LS.6-8.01.ii.b SWBAT give examples of how bacteria can be both helpful and harmful to other organisms. LS.6-8.01.iii.a SWBAT list the defining characteristics of Archaea and recognize organisms as Archaea based on their characteristics. LS.6-8.01.iv.a SWBAT list the defining characteristics of fungi and recognize organisms as fungi based on their characteristics. LS.6-8.01.iv.b SWBAT describe and recognize three different types of fungi (mold, mushrooms and yeast).
	11/23/15	14	2	Wed-Fri: Thanksgiving Break--No School Q2 Progress Report 1 due 11/23	LS.6-8.01.v.a SWBAT list the defining characteristics of protists and recognize organisms as protists based on their characteristics. LS.6-8.01.vi.a SWBAT classify protists into groups based on their food sources (plant-like [algae], animal-like and fungus-like) and method of movement. **Content Cut-off for Q2 Exam**
	11/30/15	15	5	**Q2 Exam Comps:** Th-Fri	Bio.HS.2.8.i.a SWBAT list the defining characteristics of viruses and explain why they are not classified into any of the six kingdoms of living things. Bio.HS.2.8.i.b SWBAT explain why treatment for diseases caused by virus is different from treatment for diseases caused by bacteria, and provide examples of each. Proj 2061 5A/M2.ii.a SWBAT list (in order) the first three levels of classification of organisms (kingdom, phylum and class) and analyze relationships between organisms based on the progression of levels from general to specific.
	12/7/15	16	5	**Q2 Exam Comps:** Mon-Tue Fri: Q2 Data Day--Early Dismissal	*Project Comp*
	12/14/15	17	5	**Q2 Project Comps Due:** Tue-Wed Q2 Progress Report 2 due 12/17 Fri: Early Dismissal	Proj 2061 5A/M2.ii.b SWBAT differentiate between vertebrates and invertebrates and provide examples of each. Proj 2061 5A/M2.ii.c SWBAT recognize and distinguish between radial and bilateral symmetry. Proj 2061 5A/M2.ii.d SWBAT list the defining characteristics of the phylum Chordata. Proj 2061 5A/M2.ii.d SWBAT provide and recognize examples of animals in the phylum Chordata.
	12/21/15	18	0		

	Week of:	Week #	# of School Days	Notes	ObjectivesTo Be Covered This Week
	12/28/15	19	0		
	1/4/16	20	5		Proj 2061 5A/M2.ii.e SWBAT classify chordates into five classes and give examples of each class. Proj 2061 5A/M2.ii.f SWBAT list the defining characteristics of the phylum Echinodermata. Proj 2061 5A/M2.ii.f SWBAT provide and recognize examples of animals in the phylum Echinodermata. Proj 2061 5A/M2.ii.g SWBAT list the defining characteristics of the phylum Arthropoda. Proj 2061 5A/M2.ii.g SWBAT recognize examples of animals in the phylum Arthropoda. Proj 2061 5A/M2.ii.h SWBAT list the defining characteristics of the phylum Mollusca. Proj 2061 5A/M2.ii.h SWBAT recognize examples of animals in the phylum Mollusca. Proj 2061 5A/M2.ii.i SWBAT list the defining characteristics of Porifera (sponges).
	1/11/16	21	5	Q2 Course Grades Due on 1/13 Fri: Early Dismissal	Proj 2061 5A/M2.i.a SWBAT dissect the major body structures and systems of an animal. Proj 2061 5A/M2.i.b SWBAT compare and contrast the body structures and systems of a set of animals (ex. starfish, crayfish, frog, and/or human).
	1/18/16	22	4	Mon: MLK Day--No School Q2 Report Cards Mailed Out on 1/19	LS.6-8.07.i.a SWBAT recognize that chromosomes, genes and DNA refer to the genetic material needed to specify traits. LS.6-8.07.i.b SWBAT recognize that all living things contain DNA. LS.6-8.08.i.a SWBAT explain that proteins carry out the work of cells and provide structure to cells, and traits such as eye color can be connected to proteins. LS.6-8.08.i.b SWBAT explain that each gene contain instructions for assembling a protein, thereby determining traits. LS.6-8.08.i.c SWBAT explain that humans have about 30,000 genes. LS.6-8.08.i.d SWBAT identify genes as sections of DNA molecules. LS.6-8.08.i.e SWBAT explain that a chromosome is a long DNA molecule wrapped around proteins, and that each chromosome contains many genes. LS.6-8.08.i.f SWBAT explain that typical human cells contain 23 pairs of chromosomes, with one set coming from the male parent and one set coming from the female parent. Therefore, half of the DNA in each cell comes from each of the parents. LS.6-8.08.i.g SWBAT state that chromosomes are located in the nucleus.
	1/25/16	23	5		LS.6-8.08.i.h SWBAT state that every almost every cell in the human body contains the same complete set of chromosomes, and that each cell only uses the portion of the genetic instructions that it needs. LS.6-8.07.ii.a SWBAT define heredity as the passing of instructions specifying traits from one generation to another. LS.6-8.07.ii.b SWBAT explain that humans have two, possibly different, versions (alleles) of each gene, one from each parent. LS.6-8.07.ii.c SWBAT differentiate between phenotypes and genotypes and give examples of each. LS.6-8.07.ii.d SWBAT relate genotypes and phenotypes for traits controlled by simple dominance. (i.e. determine the phenotype given the genotype or determine the possible genotypes given the phenotype) LS.6-8.07.ii.e SWBAT identify genotypes as heterozygous, homozygous dominant or homozygous recessive. LS.6-8.07.ii.f SWBAT summarize the results of Gregor Mendel's pea plant experiments and describe Mendel's contributions to our current understanding of heredity. **Content Cut-off for Q3 Exam**

	Week of:	Week #	# of School Days	Notes	ObjectivesTo Be Covered This Week
Quarter 3	**2/1/16**	24	5	**Q3 Exam Comps:** Th-F	Bio.HS.3.6.i.a SWBAT predict the possible genotypes of offspring given the genotypes of parents. Bio.HS.3.6.i.b SWBAT use a Punnett square to predict the percentages of offspring that will have each genotype and each phenotype for a monohybrid cross. LS.6-8.09.i.a SWBAT describe the purposes of mitotic cell division as growth, repair, and for asexual reproduction. LS.6-8.09.i.b SWBAT describe the relative number of chromosomes in cells that result from mitosis. LS.6-8.09.i.c SWBAT describe the purposes of meiotic cell division as the creation of sex cells. LS.6-8.09.i.d SWBAT describe the relative number of chromosomes in cells that result from meiosis, including the number of chromosomes found in human sperm cells. LS.6-8.09.ii.a SWBAT explain that mutations are changes in genetic information. LS.6-8.09.ii.b SWBAT explain that mutations can change the proteins that are made by a cell and could have a positive effect, a negative effect or no effect on an organism's survival. LS.6-8.09.ii.c SWBAT explain that only mutations that happen in sex cells are passed on to offspring, not mutations in other cells or acquired traits.
	2/8/16	25	5	**Q3 Exam Comps:** Mon-Tue Q3 Progress Report 1 due 2/8	LS.6-8.09.iii.a SWBAT define sexual reproduction and provide examples of organisms that reproduce sexually. LS.6-8.09.iii.b SWBAT explain that during fertilization, sex cells are joined to create a new cell with a full set of chromosomes that develops into a new organism. LS.6-8.09.iii.c SWBAT define asexual reproduction and give examples of organisms that reproduce asexually. LS.6-8.09.iii.d SWBAT explain that asexual reproduction creates genetic diversity only through mutations, while sexual reproduction creates greater genetic diversity through mutations as well as mixture of genes.
	2/15/16	26	0		
	2/22/16	27	5		LS.3-5.02.ii.a SWBAT describe the purpose and major parts of seeds. LS.3-5.02.ii.b SWBAT describe the reproductive cycle of a gymnosperm and identify and describe the function of the major reproductive structures of gymnosperms (including pollen, male cones and female cones). LS.3-5.02.ii.c SWBAT describe the reproductive cycle of an angiosperm and identify and describe the function of the major reproductive structures of angiosperms (including petals, nectar, pollen, stamen, stigma, and ovary).
	2/29/16	28	5	Fri: Q3 Data Day--Early Dismissal Q3 Progress Report 2 due 2/29	LS.3-5.02.ii.d SWBAT examine everyday foods (lettuce, tomato, carrot, etc.) and determine the plant structure(s) that are present. *Project Comp*
	3/7/16	29	5	**Q3 Project Comps Due:** Tue-Wed	LS.6-8.13.i.a SWBAT differentiate between the biotic and abiotic factors found in an organism's habitat. LS.6-8.13.i.a SWBAT define and differentiate among an individual, population, community and ecosystem. LS.6-8.14.i.a SWBAT classify organisms as producers or consumers depending on their source of food or their position in a food web. LS.6-8.14.i.b SWBAT identify the various types of consumers - including herbivores, carnivores, omnivores, scavengers, decomposers, primary consumers, and secondary consumers - by their source of food or position in a food web or chain
	3/14/16	30	4	Th: Evacuation Day--No School Q3 Course Grades Due Wed 3/16	LS.6-8.14.i.c SWBAT identify the level of consumers - primary, secondary or tertiary - by their source of food or position in a food web or chain LS.6-8.14.ii.a SWBAT construct a food chain for a given ecosystem based on the diet of each organism or a food web for the ecosystem. LS.6-8.14.ii.b SWBAT construct a food web for a given ecosystem based on the diets of each organism. LS.6-8.15.i.a SWBAT recognize fungi and bacteria as the main decomposers in ecosystems.

	Week of:	Week #	# of School Days	Notes	ObjectivesTo Be Covered This Week
	3/21/16	31	4	Fri: Good Friday--No School Q3 Report Cards Mailed Out on 3/21	LS.6-8.15.i.b SWBAT recognize the important role that decomposers play in recycling nutrients to be used by other organisms. LS.6-8.13.i.b SWBAT describe a predation (predator-prey) relationship and give examples. LS.6-8.13.i.c SWBAT describe competition between organisms of the same species and between organisms in different species in plants and animals. LS.6-8.13.i.d SWBAT define and provide examples of the three types of symbiosis.
	3/28/16	32	5		LS.6-8.14.iii.a SWBAT interpret an energy pyramid, including explaining why the number of organisms at each trophic level of an ecosystem decreases. LS.6-8.14.iii.b SWBAT describe how, at each trophic level, most of the energy is used for life processes, 10% is passed to the next level, and the rest is used by decomposers. LS.6-8.13.ii.a SWBAT describe how biotic and abiotic factors can affect the growth of a population. LS.6-8.13.ii.b SWBAT predict how changing one population in a food chain could affect the populations of other populations in the food chain.
	4/4/16	33	5		LS.6-8.13.ii.c SWBAT predict how changes in one population in a food web can affect other populations in the food web. LS.6-8.13.ii.d SWBAT recognize that changing one population in a food web could affect all other populations in the food web. LS.6-8.17.i.a SWBAT explain that human beings are part of the earth's ecosystems. Human activities, such as hunting, deforestation and the release of carbon dioxide into the atmosphere can alter the equilibrium in ecosystems. LS.6-8.10.i.a SWBAT recognize that there is variation in the inherited traits of organisms of the same species, including traits that affect their ability to find food, avoid predators, and attract mates. These variations are caused by mutations and the mixing of genes during sexual reproduction. LS.6-8.10.i.b SWBAT explain that some inherited traits, called adaptations, may make some individuals more likely to survive and reproduce than others in the same species. LS.6-8.10.i.c SWBAT recognize and provide examples of physical and behavioral adaptations that allow plants and animals to thrive in certain environments.
	4/11/16	34	5		LS.6-8.10.i.d SWBAT explain that, because those individuals with favorable traits are more likely to survive and reproduce, favorable traits become more common in the population, a process known as natural selection. LS.6-8.10.i.e SWBAT explain that, after natural selection has operated on many successive generations of a population, the descendants can be very different from their original ancestors. In other words, natural selection is the process that causes evolution, or changes in species. LS.6-8.10.i.f SWBAT explain that the process of natural selection does not lead to changes in the characteristics of individual organisms. It only changes the characteristics of populations (i.e. the proportion of individuals in the population having certain inherited traits) over time. LS.6-8.10.i.g SWBAT describe Charles Darwin's contributions to our understanding of evolution. LS.6-8.10.i.h SWBAT compare and contrast natural selection and artificial selection (selective breeding).
	4/18/16	35	0		
Quarter 4	**4/25/16**	36	5	Q4 Progress Report 1 due 4/25	LS.6-8.11.i.a SWBAT explain how fossils are formed. LS.6-8.11.i.b SWBAT explain how fossils can be dated depending on their position in rock layers and by chemical testing. LS.6-8.11.i.c SWBAT explain how fossils provide evidence for the theory of evolution. LS.6-8.11.i.d SWBAT define comparative anatomy and explain how it provides evidence for the theory of evolution. LS.6-8.11.i.e SWBAT define embryonic development and explain how it provides evidence for the theory of evolution.

	Week of:	Week #	# of School Days	Notes	ObjectivesTo Be Covered This Week
	5/2/16	37	5		LS.6-8.11.i.f SWBAT describe how comparison of DNA provides evidence for the theory of evolution. LS.6-8.12.i.a SWBAT explain that organisms that are not well suited to their environment will either adapt or become extinct, and that most species that have ever lived have become extinct. LS.6-8.12.i.b SWBAT describe and recognize ways that species can become extinct, including sudden environmental changes or human activities such as hunting. LS.6-8.17.ii.a SWBAT explain that ecosystems naturally change over time. LS.6-8.10.ii.a SWBAT explain that changes in the environment can change which traits are more advantageous and, therefore, lead to changes in species.
	5/9/16	38	5	Wed-Thu: Science MCAS (Gr. 5 & 8)	LS.6-8.18.i.a SWBAT define a species as a group of organisms that can reproduce to make fertile offspring. LS.6-8.18.i.b SWBAT describe the process of speciation in which populations are separated and evolve separately over many generations to adapt to local conditions. LS.6-8.18.ii.a SWBAT explain that any two species have a common ancestor, and the more recent the common ancestor, the more closely related are the two species. LS.6-8.18.ii.b SWBAT interpret phylogenetic trees and use them to determine evolutionary relationships.
	5/16/16	39	5	Q4 Progress Report 2 due 5/16	TE.6-8.3.1.i.a SWBAT explain the components of a communication system, i.e., source, encoder, transmitter, receiver, decoder and destination. TE.6-8.3.1.i.b SWBAT describe how storage and retrieval can be used as part of a communication system. TE.6-8.3.3.i.a SWBAT identify various types of communication systems, including audio, visual, and printed.
	5/23/16	40	5	Fri: Early Dismissal	TE.6-8.3.3.i.b SWBAT compare various types of communication systems, including audio, visual, and printed. TE.6-8.3.4.i.a SWBAT explain why symbols are sometimes used instead of words to communicate a message. TE.6-8.3.4.i.b SWBAT explain the meaning of common international and scientific symbols. *Project Comp*
	5/30/16	41	4	**Q4 Project Comps Due:** Wed-Thu Mon: Memorial Day--No School Q4 Course Grades Due 6/3	*Project Comp* *Final Comp Review*
	6/6/16	42	5	**Q4 Exam Comps:** Mon-Fri	*Final Comp Review*
	6/13/16	43	5	Final Course Grades due 6/15	End of Year Project
EOY	**6/20/16**	44	2	Final Report Cards Mailed Out on 6/20 Tue: Early Dismissal	End of Year Project

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Unit 1: The Number System NS 1-4						
6.NS.3	Fluently add, subtract, multiply, and divide multi-digit decimals using the standard algorithm for each operation.		1	Add decimals	1	IA1 #5
6.NS.3	Fluently add, subtract, multiply, and divide multi-digit decimals using the standard algorithm for each operation.		2	Subtract Decimals	2	IA1 #5
6.NS.3	Fluently add, subtract, multiply, and divide multi-digit decimals using the standard		3	3 digit by 3 digit multiplication	3	IA 1 OER E
			3	Decimal multiplication (decimal by whole)	3	
6.NS.3	Fluently add, subtract, multiply, and divide multi-digit decimals using the standard algorithm for each operation.		4	Decimal multiplication (decimal by deicmal)	4	IA1 #F
6.NS.3	Fluently add, subtract, multiply, and divide multi-digit decimals using the standard algorithm for each operation.		5	Quiz on adding/subtracting/multiplying decimals	5	
6.NS.1	Interpret and compute quotients of fractions, and solve word problems involving division of fractions by fractions, e.g., by using visual fraction models and equations to represent the problem. For example, create a story context for (2/3) ÷ (3/4) and use a visual fraction model to show the quotient; use the relationship between multiplication and division to explain that (2/3) ÷ (3/4) = 8/9 because 3/4 of 8/9 is 2/3. (In general, (a/b) ÷ (c/d) = ad/bc.) How much chocolate will each person get if 3 people share 1/2 lb of chocolate equally? How many 3/4-cup servings are in 2/3 of a cup of yogurt? How wide is a rectangular strip of land with length 3/4 mi and area 1/2 square mi?		6	Whole divided by whole getting a decimal answer and decimal divided by whole in real world scenario word problems, solvie using models and number sentences	6	IA1 #D; IA1 #13
6.NS.1	Interpret and compute quotients of fractions, and solve word problems involving division of fractions by fractions,		7	Whole divided by decimal in word problems	7	
			7	Mix of decimal division learned so far (word problems)	7	
6.NS.1	Interpret and compute quotients of fractions, and solve word problems involving division of fractions by fractions, e.g., by using visual fraction models and equations to represent the problem. For example, create a story context for (2/3) ÷ (3/4) and use a visual fraction model to show the quotient; use the relationship between multiplication and division to explain that (2/3) ÷ (3/4) = 8/9 because 3/4 of 8/9 is 2/3. (In general, (a/b) ÷ (c/d) = ad/bc.) How much chocolate will each person get if 3 people share 1/2 lb of chocolate equally? How many 3/4-cup servings are in 2/3 of a cup of yogurt? How wide is a rectangular strip of land with length 3/4 mi and area 1/2 square mi?		8	Decimal divided by decimal (word probs)	8	IA1 #B
6.NS.1	Interpret and compute quotients of		9	Review of decimal division	9	

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	fractions, and solve word problems		9	Decimal division quiz	9	
6.NS.1	Interpret and compute quotients of fractions, and solve word problems involving division of fractions by fractions, e.g., by using visual fraction models and equations to represent the problem. For example, create a story context for (2/3) ÷		10	Fraction addition & subtraction with models	10	IA1 #A; IA1 #17; IA1 OER
			10	Fraction multiplication with models	10	IA1 #A; IA1 #10; IA1 #17; IA1 OER F
6.NS.1	Interpret and compute quotients of fractions, and solve word problems involving division of fractions by fractions, e.g., by using visual fraction models and equations to represent the problem. For example, create a story context for (2/3) ÷ (3/4) and use a visual fraction model to show the quotient; use the relationship between multiplication and division to explain that (2/3) ÷ (3/4) = 8/9 because 3/4 of 8/9 is 2/3. (In general, (a/b) ÷ (c/d) = ad/bc.) How much chocolate will each person get if 3 people share 1/2 lb of chocolate equally? How many 3/4-cup servings are in 2/3 of a cup of yogurt? How wide is a rectangular strip of land with length 3/4 mi and area 1/2 square mi?		11	Mixed number addition & subtraction with models	11	IA1 #A; IA1 #G; IA1 #I; IA 1 OER D
6.NS.1	Interpret and compute quotients of fractions, and solve word problems involving division of fractions by fractions, e.g., by using visual fraction models and equations to represent the problem. For example, create a story context for (2/3) ÷ (3/4) and use a visual fraction model to show the quotient; use the relationship between multiplication and division to explain that (2/3) ÷ (3/4) = 8/9 because 3/4 of 8/9 is 2/3. (In general, (a/b) ÷ (c/d) = ad/bc.) How much chocolate will each person get if 3 people share 1/2 lb of chocolate equally? How many 3/4-cup servings are in 2/3 of a cup of yogurt? How wide is a rectangular strip of land with length 3/4 mi and area 1/2 square mi?		12	Mixed number multilpication with models	12	

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6.NS.1	Interpret and compute quotients of fractions, and solve word problems involving division of fractions by fractions, e.g., by using visual fraction models and equations to represent the problem. For example, create a story context for (2/3) ÷ (3/4) and use a visual fraction model to show the quotient; use the relationship between multiplication and division to explain that (2/3) ÷ (3/4) = 8/9 because 3/4 of 8/9 is 2/3. (In general, (a/b) ÷ (c/d) = ad/bc.) How much chocolate will each person get if 3 people share 1/2 lb of chocolate equally? How many 3/4-cup servings are in 2/3 of a cup of yogurt? How wide is a rectangular strip of land with length 3/4 mi and area 1/2 square mi?		14	Fraction & mixed number addition, subtraction, and multiplication quiz	14	
6.NS.1	Interpret and compute quotients of fractions, and solve word problems involving division of fractions by fractions, e.g., by using visual fraction models and equations to represent the problem. For example, create a story context for (2/3) ÷ (3/4) and use a visual fraction model to show the quotient; use the relationship between multiplication and division to explain that (2/3) ÷ (3/4) = 8/9 because 3/4 of 8/9 is 2/3. (In general, (a/b) ÷ (c/d) = ad/bc.) How much chocolate will each person get if 3 people share 1/2 lb of chocolate equally? How many 3/4-cup servings are in 2/3 of a cup of yogurt? How wide is a rectangular strip of land with length 3/4 mi and area 1/2 square mi?		15	Dividing a whole number by a fraction using algorithm and modeling	15	IA1 #J; IA1 #3; IA1 #8

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6.NS.1	Interpret and compute quotients of fractions, and solve word problems involving division of fractions by fractions, e.g., by using visual fraction models and equations to represent the problem. For example, create a story context for (2/3) ÷ (3/4) and use a visual fraction model to show the quotient; use the relationship between multiplication and division to explain that (2/3) ÷ (3/4) = 8/9 because 3/4 of 8/9 is 2/3. (In general, (a/b) ÷ (c/d) = ad/bc.) How much chocolate will each person get if 3 people share 1/2 lb of chocolate equally? How many 3/4-cup servings are in 2/3 of a cup of yogurt? How wide is a rectangular strip of land with length 3/4 mi and area 1/2 square mi?		17	Dividing a fraction by a fraction using algorithm and modeling	17	IA1 #H; IA1 #12
6.NS.1	Interpret and compute quotients of fractions, and solve word problems involving division of fractions by fractions, e.g., by using visual fraction models and equations to represent the problem. For example, create a story context for (2/3) ÷ (3/4) and use a visual fraction model to show the quotient; use the relationship between multiplication and division to explain that (2/3) ÷ (3/4) = 8/9 because 3/4 of 8/9 is 2/3. (In general, (a/b) ÷ (c/d) = ad/bc.) How much chocolate will each person get if 3 people share 1/2 lb of chocolate equally? How many 3/4-cup servings are in 2/3 of a cup of yogurt? How wide is a rectangular strip of land with length 3/4 mi and area 1/2 square mi?		18	Dividing a whole by a whole when the dividend is less than the divisor & proving division using inverse operations	18	IA1 #15

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6.NS.1	Interpret and compute quotients of fractions, and solve word problems involving division of fractions by fractions, e.g., by using visual fraction models and equations to represent the problem. For example, create a story context for (2/3) ÷ (3/4) and use a visual fraction model to show the quotient; use the relationship between multiplication and division to explain that (2/3) ÷ (3/4) = 8/9 because 3/4 of 8/9 is 2/3. (In general, (a/b) ÷ (c/d) = ad/bc.) How much chocolate will each person get if 3 people share 1/2 lb of chocolate equally? How many 3/4-cup servings are in 2/3 of a cup of yogurt? How wide is a rectangular strip of land with length 3/4 mi and area 1/2 square mi?		19	Fraction division quiz	19	
6.NS.1	Interpret and compute quotients of fractions, and solve word problems involving division of fractions by fractions, e.g., by using visual fraction models and equations to represent the problem. For example, create a story context for (2/3) ÷ (3/4) and use a visual fraction model to show the quotient; use the relationship between multiplication and division to explain that (2/3) ÷ (3/4) = 8/9 because 3/4 of 8/9 is 2/3. (In general, (a/b) ÷ (c/d) = ad/bc.) How much chocolate will each person get if 3 people share 1/2 lb of chocolate equally? How many 3/4-cup servings are in 2/3 of a cup of yogurt? How wide is a rectangular strip of land with length 3/4 mi and area 1/2 square mi?		20	MN divided by fraction (models??)	20	IA1 #4; IA1 OER C
6.NS.1	Interpret and compute quotients of fractions, and solve word problems involving division of fractions by fractions, e.g., by using visual fraction models and equations to represent the problem. For example, create a story context for (2/3) ÷ (3/4) and use a visual fraction model to show the quotient; use the relationship between multiplication and division to explain that (2/3) ÷ (3/4) = 8/9 because 3/4 of 8/9 is 2/3. (In general, (a/b) ÷ (c/d) = ad/bc.) How much chocolate will each person get if 3 people share 1/2 lb of chocolate equally? How many 3/4-cup servings are in 2/3 of a cup of yogurt? How wide is a rectangular strip of land with length 3/4 mi and area 1/2 square mi?		21	Mix of all MN division and multiplication problems (OER to differentiate between mult & div and WHY) (Use questions from NSA 6.1 from this year)	21	IA1 #18; IA1 OER C; IA1 OER D

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6.NS.1	Interpret and compute quotients of fractions, and solve word problems involving division of fractions by fractions, e.g., by using visual fraction models and equations to represent the problem. For example, create a story context for (2/3) ÷ (3/4) and use a visual fraction model to show the quotient; use the relationship between multiplication and division to explain that (2/3) ÷ (3/4) = 8/9 because 3/4 of 8/9 is 2/3. (In general, (a/b) ÷ (c/d) = ad/bc.) How much chocolate will each person get if 3 people share 1/2 lb of chocolate equally? How many 3/4-cup servings are in 2/3 of a cup of yogurt? How wide is a rectangular strip of land with length 3/4 mi and area 1/2 square mi?		22	Mix with all fraction and MN multiplication and division problems	22	
6.NS.1	Interpret and compute quotients of fractions, and solve word problems		23	Report remainder as a fraction	23	
			23	Report remainder as a decimal	23	
6.RP.3.C	Find a percent of a quantity as a rate per 100 (e.g., 30% of a quantity means 30/100 times the quantity); solve problems		24	Define percent as a ratio that compares quantities per 100	24	IA1 #C
			24	Model percents using 100s grids	24	
6.RP.3.C	Find a percent of a quantity as a rate per 100 (e.g., 30% of a quantity means 30/100		25	Estimate percent of a number using diagrams	25	
			25	Convert decimals to percents	25	IA1 #C
6.RP.3.C	Find a percent of a quantity as a rate per 100 (e.g., 30% of a quantity means 30/100 times the quantity); solve problems involving finding the whole, given a part		26	Convert fractions to percents using equivalent fractions, estimation, and division	26	IA1 #C; IA1 #6; IA1 OER G
			26	Convert percents to fractions and decimals	26	
6.RP.3.C	Find a percent of a quantity as a rate per 100 (e.g., 30% of a quantity means 30/100 times the quantity); solve problems involving finding the whole, given a part and the percent.		27	Convert percents greater than 100% to mixed decimals and mixed fractions	27	
			27	Memorize decimal, fraction, and percent equivalents, (halves, thirds, fourths, fifths, eighths, tenths)	27	IA1 OER G
6.RP.3.C	Find a percent of a quantity as a rate per 100 (e.g., 30% of a quantity means 30/100 times the quantity); solve problems involving finding the whole, given a part and the percent.		28	Find the percent of a number using fraction equivalents	28	
6.RP.3.C	Find a percent of a quantity as a rate per 100 (e.g., 30% of a quantity means 30/100 times the quantity); solve problems		29	Find the percent of a number using decimal equivalents	29	
			29	Use ratio to calculate percent	29	
6.NS.4	Find the greatest common factor of two whole numbers less than or equal to 100 and the least common multiple of two whole numbers less than or equal to 12. Use the distributive property to express a sum of two whole numbers 1–100 with a common factor as a multiple of a sum of		30	Identify factors and multiples of whole numbers 1- 100	30	
			30	Idenify common factors and common multiples of numbers 1-100	30	
			30	Identify numbers as prime or composite	30	
6.NS.4	Find the greatest common factor of two whole numbers less than or equal to 100 and the least common multiple of two whole numbers less than or equal to 12. Use the distributive property to express a		31	Apply knowledge of common factors and distributive property to simplify expressions (or create equivalent expressions)	31	IA1 #2; IA1 #10; IA1 OER
			31	Find the greatest common factor of two numbers	31	IA1 #1; IA1 #2; IA1 OER E
6.NS.4	Find the greatest common factor of two whole numbers less than or equal to 100		32	Rewrite the sum of two numbers as the sum of two factor pairs	32	

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	and the least common multiple of two whole numbers less than or equal to 12. Use the distributive property to express a		32	Factor the greatest common factor from both factor pairs to show that the answer is equivalent	32	
NSA Review			33,34,35,36,37	Review for NSA 6.1	34, 35, 3	IA1 #19
			38	NSA 6.1	38	
North Star Assessment 1			**Content**	**All Pre-skills & 6.NS.1 - 6.NS.4**		
Unit 2: Ratios and Proportions						
6.RP.1	Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities. For example, "The ratio of wings to beaks in the bird house at the		39	Identify ratios and rates in real world situations	1	
			39	Apply ratio language to describe the relationship between two quantities (Students will be able to use the following phrases: for every…, x out of x, per	1	
6.RP.2	Understand the concept of a unit rate a/b associated with a ratio a:b with b not equal to 0, and use rate language in the context of a ratio relationship. For example, "This recipe has a ratio of 3 cups		39	Identify a unit rate as a comparison of a number of one quantity to one of a second quantity	1	
			39	Express unit rates where both quantities are whole numbers	1	
6.RP.3.B	B. Solve unit rate problems including those involving unit pricing and constant speed. For example, if it took 7 hours to mow 4 lawns, then at that rate, how many lawns could be mowed in 35 hours? At what rate were lawns being mowed?		40,41,42	Apply knowledge of rate and unit rate to solve a variety of pricing problems and constant speed problems.	2,3,4	
			42	Ratio Quiz	4	
			43	OPEN DAY		
6.RP.3.D	Use ratio reasoning to convert measurement units; manipulate and transform units appropriately when multiplying or dividing quantities.		44	Convert linear measurements within the standard measurement system(e.g feet, inches) using ratios	5	
6.RP.3.D	Use ratio reasoning to convert measurement units; manipulate and transform units appropriately when multiplying or dividing quantities.		45	Express unit rates where the first quantity is a value less than one ("This recipe has a ratio of 3 cups of flour to 4 cups of sugar, so there is 3/4 cup of flour for each cup of sugar." "We paid $75 for 15 hamburgers, which is a rate of $5 per hamburger.")	6	
6.RP.3.A	Make tables of equivalent ratios relating quantities with whole- number measurements, find missing values in the tables, and plot the pairs of values on the coordinate plane. Use tables to compare ratios.		46	Create tables demonstrating proportional relationships	7	
6.RP.3.A	Make tables of equivalent ratios relating quantities with whole- number measurements, find missing values in the tables, and plot the pairs of values on the coordinate plane. Use tables to compare ratios.		47	Use knowledge of proportions to find the missing value in a table	8	
			48	OPEN DAY		
6.RP.3.C	Find a percent of a quantity as a rate per 100 (e.g., 30% of a quantity means 30/100 times the quantity); solve problems		49	Find the total number when a percent is given	9	IA1 #11
			49	Apply the ability to find the whole, given a percent to real world scenarios	9	IA1 #14
Unit 3: Expressions and Equations						
6.EE.1	Write and evaluate numerical expressions involving whole-number exponents.		50	Identify exponents as repeated multiplication of the same number	1	
			50	Evaluate exponents	1	

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			50	Write exponents in expanded form (3^2 = 3 x 3)	1	
			50	Write exponent expressions for real-life situations	1	
			50	Identify that in an exponent expression, the base is how growth occurs and the power is the number of growth	1	
6.EE.2	Write, read, and evaluate expressions in which letters stand for numbers.		51	Define variable, expression, equation	2	
			51	Use variables to represent unknown quantities	2	
6.EE.2.A	Write expressions that record operations with numbers and with letters standing for numbers. For example, express the calculation “Subtract y from 5” as 5 – y."		51	Write expressions that record numbers with letters	2	
6.EE.6	Use variables to represent numbers and write expressions when solving a real-world or mathematical problem; understand that a variable can represent		51	Write expressions for addition statements	2	
			51	Determine where the variable goes in a subtraction statement (y from 5 = 5 - y; 5 from y = y - 5	2	
6.EE.6	Use variables to represent numbers and write expressions when solving a real-world or mathematical problem; understand that a variable can represent an unknown number, or, depending on the purpose at hand, any number in a specified set.		52	Write expressions for multiplication statements	3	
			52	Express division as a fraction (m/5, 5/m)	3	
			52	Determine when the variable in a division statement is the divisor or the dividend	3	
			52	Write expressions for division statements	3	
			52	Write multi step expressions with variables	3	
			53	OPEN DAY		
6.EE.2.B	Identify parts of an expression using mathematical terms (sum, term, product, factor, quotient, coefficient); view one or more parts of an expression as a single entity. For example, describe the		54	Identify coeeficients in expressions	4	
			54	Model simple expressions using algebra tiles	4	
			54	Identify and combine like terms in an expression	4	
			54	Identify the number of terms in an expression	4	
6.EE.2.B	Identify parts of an expression using mathematical terms (sum, term, product, factor, quotient, coefficient); view one or more parts of an expression as a single entity. For example, describe the expression 2 (8 + 7) as a product of two		55	Identify that a number ouside of the parenthesis means to multiply	5	
			55	Identify that a quantitity multiplied by a coefficient is equivalent to the quantity added as many times as the coefficient (e.g. 2(x + y) = (x + y) + (x + y) and combine like terms to simplify	5	
6.EE.3	Apply the properties of operations to generate equivalent expressions. For example, apply the distributive property to the expression 3 (2 + x) to produce the equivalent expression 6 + 3x; apply the distributive property to the expression 24x + 18y to produce the equivalent expression 6 (4x + 3y); apply properties of operations to y + y + y to produce the equivalent expression 3y		55	Write factor pairs in expanded form (e.g. 2(3 + x) = (3 + x) + (3 + x))	5	
6.EE.3	Apply the properties of operations to generate equivalent expressions. For example, apply the distributive		56	Write equivalent expressions by distributing	6	
			56	Write equivalent expressions by factoring ((24x - 8y) = 8(3x - y))	6	
6.EE.3	Apply the properties of operations to generate equivalent expressions. For example, apply the distributive property to the expression 3 (2 + x) to		57	Evaluate expressions by combining like terms then using substitution	7	
			57	Evaluate expressions using substitution and applying order of operations	7	

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	property to the expression 3 (2 + x) to produce the equivalent expression 6 + 3x; apply the distributive property to the		57	Apply order of operations to expressions (including those with whole number exponents) without parentheses	7	
			58	OPEN DAY		
6.EE.3	Apply the properties of operations to generate equivalent expressions. For example, apply the distributive property to the expression 3 (2 + x) to produce the equivalent expression 6 + 3x;		59	Generate an expression for finding the perimeter of various regular polygons (e.g. the perimeter of a regular hexagon wtith a side length of n is 6n)	8	
			59	Solve for perimeter and area using algebraic expressions (using substitution)	8	IA 1 OER F
6.EE.3	Apply the properties of operations to generate equivalent expressions. For example, apply the distributive property to the expression 3 (2 + x) to		60	Generate an expression for finding volume of a cube.	9	
			60	Find volume of a cube by using substitution, including fractional side lengths	9	
			61	Expressions Quiz Review		
			62	Expressions Quiz		
6.EE.4	Identify when two expressions are equivalent (i.e., when the two expressions name the same number regardless of which value is substituted into them). For example, the expressions y + y + y and 3y are equivalent because they name the same number regardless of which number y stands for.		62	Prove that two expressions are equivalent by combining like terms and then using substitution	10	
			63	OPEN DAY		
6.EE.5	Understand solving an equation or inequality as a process of answering a question: which values from a specified set, if any, make the equation or inequality		64	Identify that the answer to an equation or inequality is a value that makes the equation or inequality true.	11	
			64	Use substitution to determine if a value makes an equation or inequality true.	11	
6.EE.7	Solve real-world and mathematical problems by writing and solving equations of the form x + p = q and px = q for cases in which p, q and x are all nonnegative rational numbers.		65, 66	Solve linear equations by using inverse operations	12,13	
6.EE.7	Solve real-world and mathematical problems by writing and solving equations of the form x + p = q and px = q for cases in which p, q and x are all nonnegative rational numbers.		67	Write and solve equations for real world situations with multi step situations	14	
6.EE.8	Write an inequality of the form x > c or x < c to represent a constraint or condition in a real-world or mathematical problem. Recognize that inequalities of the form x > c or x < c have infinitely many solutions; represent solutions of such inequalities on		68	Write inqualities for real world situations where there are constraints (i.e. number is greater than x , but less than y)	15	
			68	Solve inequalities where the solution set is bound by constraints	15	
			68	Graph solutions for inequalities on a number line	15	
			69,70,71,72	Review for NSA 6.2		
			73	NSA 6.2		
North Star Assessment 2			**Content**	**6.RP.1 - 6.RP.3 & 6.EE.1 - 6.EE.8**		
6.EE.9	Use variables to represent two quantities in a real-world problem that change in relationship to one another; write an equation to express one quantity, thought of as the dependent variable, in terms of		74	Distinguish between independent and dependent variables	15	
			74	Write expressions using two variables that change in relationship to each other	15	
			74	Describe the effect of one variable on another using words	15	
6.EE.9	Use variables to represent two quantities		75	Write equations from word problems	16	

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	in a real-world problem that change in relationship to one another; write an equation to express one quantity, thought		75	Explain how a coefficient affects a variable in a table or graph	16	
			76	OPEN DAY		
6.EE.9	Use variables to represent two quantities in a real-world problem that change in relationship to one another; write an equation to express one quantity, thought of as the dependent variable, in terms of the other quantity, thought of as the independent variable. Analyze the relationship between the dependent and independent variables using graphs and tables, and relate these to the equation. For example, in a problem involving motion at constant speed, list and graph ordered pairs of distances and times, and write the equation d = 65t to represent the relationship between distance and		77	Solving one step equations with decimals and fractions.	17	
			78,79,80	OPEN REVIEW DAYS (before winter break)		
			81	OPEN DAY		
Unit 4: Number Sense 5-8 (Rational Numbers)						
6.NS.5	Understand that positive and negative numbers are used together to describe quantities having opposite directions or values (e.g., temperature above/below zero, elevation above/below sea level, credits/debits, positive/negative electric		82	Define and identify integers as the set of positive whole numbers and their opposites	1	
			82	Understand real world scenarios involving integers. NOTE: not yet finding distance in real world scenarios	1	
6.NS.6.A	Recognize opposite signs of numbers as indicating locations on opposite sides of 0 on the number line; recognize that the opposite of the opposite of a number is the number itself, e.g., –(–3) = 3, and that 0 is its own opposite.		82	Identify integers as a location on a number line	1	
			82	Identify the opposite location of rational numbers on the number line	1	
			82	Identify that the negative sign indicates the opposite value of a number	1	
6.NS.5	Understand that positive and negative numbers are used together to describe quantities having opposite directions or values (e.g., temperature above/below		83	Write integers for real world scenarios, defining what zero represents in the scenario, for example 0 = sea level in altitude scenarios and	2	
			83	Write expressions using integers	2	
6.NS.6.A	Recognize opposite signs of numbers as indicating locations on opposite sides of 0 on the number line; recognize that the opposite of the opposite of a number is the number itself, e.g., –(–3) = 3, and that 0 is its own opposite.		83	Identify opposite opposite values (e.g., -(-x) = x	2	
6.NS.6.C	Find and position integers and other rational numbers on a horizontal or vertical number line diagram; find and position pairs of integers and other rational numbers on a coordinate plane.		83	Find and position integers and other rational numbers on a horizontal or vertical number line diagram; find and position pairs of integers and other rational numbers on a coordinate plane.	2	

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6.NS.7.A	Interpret statements of inequality as statements about the relative position of two numbers on a number line diagram. For example, interpret –3 > –7 as a statement that –3 is located to the right of –7 on a number line oriented from left to right.		83	Describe the relative location of two or more integers on a number line, describing where the points are in relation to each other and the affect that position has on value (i.e. the farther to the right a number is, the greater its value).	2	
6.NS.7.B	Write, interpret, and explain statements of order for rational numbers in real-world contexts. For example, write –3 oC > –7 oC to express the fact that –3 oC is warmer than –7 oC.		83	Compare integer values, using inequality symbols, in real world context including temperature, debt, and depth	2	
			83	Write inequality statements for rational numbers in real world contexts using <,>, and =	2	
6.NS.7.A	Interpret statements of inequality as statements about the relative position of two numbers on a number line diagram. For example, interpret –3 > –7 as a statement that –3 is located to the right of –7 on a number line oriented from left to right.		84	Identify the absolute value of integers	3	
6.NS.7.C	Understand the absolute value of a rational number as its distance from 0 on the number line; interpret absolute value as magnitude for a positive or negative quantity in a real-world situation. For		84	Define absolute value as the distance a number is from zero	3	
			84	Express numbers in context as absolute values	3	
			84	Apply understanding of absolute value to determine which number is further from zero	3	
6.NS.7.D	Distinguish comparisons of absolute value from statements about order. For example, recognize that an account balance less than –30 dollars represents a debt greater than 30 dollars.		84	Distinguish between value and absolute value	3	
6.NS.7.C	Understand the absolute value of a rational number as its distance from 0 on the number line; interpret absolute value as magnitude for a positive or negative quantity in a real-world situation. For example, for an account balance of –30 dollars, write |–30| = 30 to describe the		85	Calculate the distance between two numbers which are located on opposite sides of of zero on the number line	4	
			85	Write expressions using absolute value for problems that require students to calculate the distance between two numbers which are located on opposite sides of of zero on the number line	4	
			86	OPEN DAY		
6.NS.6.B	Understand signs of numbers in ordered pairs as indicating locations in quadrants of the coordinate plane; recognize that when two ordered pairs differ only by signs, the locations of the points are related by reflections across one or both axes.		87	Identify the four quadrants of the coordinate plane	5	
			87	Identify the signs of coordinates in each quadrant of the coordinate plane	5	
			87	Locate and draw points in all four quadrants of the coordinate plane/grid	5	
			87	Reflect points and figures on the coordinate grid.	5	
			87	Identify points that have been reflected on the coordinate grid	5	
6.NS.8	Solve real-world and mathematical problems by graphing points in all four quadrants of the coordinate plane. Include use of coordinates and absolute value to find distances between points with the same first coordinate or the same second coordinate.		87	Plot points in all four quadrants of the coordinate plane and find the distance between points by counting.	5	
6.NS.6.B	Understand signs of numbers in ordered		88	Generalize the affect of a reflection on the signs of an	6	

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	pairs as indicating locations in quadrants			ordered pair (e.g. if point (a,b) is reflected over the y axis, the new point will be at (-a,b)		
6.NS.8	Solve real-world and mathematical problems by graphing points in all four quadrants of the coordinate plane. Include use of coordinates and absolute value to find distances between points with the same first coordinate or the same second coordinate.		88	Identify the distance between two points with one coordinate that is the same as the sum of the absolute values of the different coordinates	6	
			89	Quiz Day on Integers		
6.NS.5	Understand that positive and negative numbers are used together to describe quantities having opposite directions or values (e.g., temperature above/below zero, elevation above/below sea level.		90	Write integers for real world scenarios, defining what zero represents in the scenario, for example 0 = sea level in altitude scenarios, and finding the distance	7	
			90	Write expressions using integers	7	
			91	OPEN DAY		
6.RP.3.A	Make tables of equivalent ratios relating quantities with whole- number measurements, find missing values in the tables, and plot the pairs of values on the coordinate plane. Use tables to compare ratios.		92	Use knowledge of proportions to find the missing value in a table	8	
			92	Plot tables of equivalent relationships on the coordinate plane	8	
			92	Plot multiple tables on a coordinate plane and compare ratios	8	
			92	Plot multiple tables of equivalent relationships on a coordinate and make comparisons about the rate change	8	
Unit 5: Geometry						
6.G.1	Find the area of right triangles, other triangles, special quadrilaterals, and polygons by composing into rectangles or decomposing into triangles and other shapes; apply these techniques in the		93	Derive the formula for the area of right triangles by cutting rectangles into two equal right triangles	1	
			93	Determine if the area formula for right triangles applies to all triangle types	1	
6.G.1	Find the area of right triangles, other triangles, special quadrilaterals, and		94	Identify the height of a triangle	2	
			94	Find area for all types of triangles	2	
			95	OPEN DAY		
6.G.1	Find the area of right triangles, other triangles, special quadrilaterals, and		96	Decompose irregular polygons into rectangles and triangles	3	
6.G.1	Find the area of right triangles, other triangles, special quadrilaterals, and		97	Find length of missing sides in irregular polygons	4	
6.G.1	Find the area of right triangles, other triangles, special quadrilaterals, and		98	Find the area of irregular polygons by decomposing them into rectangles and triangles	5	
6.G.2	Find the volume of a right rectangular prism with fractional edge lengths by packing it with unit cubes of the appropriate unit fraction edge lengths		99	Find volume of rectangular prisms by making models with unit cubes	6	
			99	Apply the volume formula to rectangular prisms	6	
			100	OPEN DAY		

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6.G.2	Find the volume of a right rectangular prism with fractional edge lengths by packing it with unit cubes of the appropriate unit fraction edge lengths, and show that the volume is the same as would be found by multiplying the edge lengths of the prism. Apply the formulas V = l w h and V = b h to find volumes of right rectangular prisms with fractional edge lengths in the context of solving real-world and mathematical problems		101	Find the volume of rectangular prisms with fractional side lengths	7	
6.G.3	Draw polygons in the coordinate plane given coordinates for the vertices; use coordinates to find the length of a side joining points with the same first coordinate or the same second		102	Draw and identify polygons in the coordinate plane given vertices (all four quadrants and across quadrants)	8	
			102	Draw polygons with specific properties in the coordinate plane	8	
6.G.3	Draw polygons in the coordinate plane given coordinates for the vertices; use coordinates to find the length of a side joining points with the same first coordinate or the same second		103	Determine the length of sides of polygons drawn on the coordinate plane (given that they share a coordinate)	9	
			103	Apply the ability to draw and identify polygons in the coordinate plane to real world problems	9	
			103	Geometry Quiz Review		
			104	Geometry Quiz		
			105	OPEN DAY		
			106	Apply the ability to find the length of sidess of polygons drawn in the coordinate plane to real world scenarios	10	
			107 108 109 110 111, 112, 113, 114	Review for NSA 6.3 and March PARCC		
			115	NSA 6.3		
North Star Assessment 3			**Content**	**6.EE.9 & 6.NS.5 - 6.NS.8 & 6.G.1 - 6.G.3**		
6.G.4	Represent three-dimensional figures using nets made up of rectangles and triangles, and use the nets to find the surface area of these figures. Apply these techniques in the context of solving real-world and mathematical problems.		116	Desribe the properties of geometric solids	11	
			116	Identify a solid from different projections(tops, sides, front)	12	
			117	Draw a net for a given solid	13	
			117	Identify a geometric solid based on its net	14,15	
			118,119	Use nets to find surface area of geometric solids		
			120	Geometric Solids/Surface Area Quiz		
Unit 6: Statistics and Probability						
6.SP.1	Recognize a statistical question as one that anticipates variability in the data related to the question and accounts for it in the answers. For example, “How old am I?” is not a statistical question, but “How old are		121	Recognize a statistical question as one that anticipates variability in data	1	
			121	Write statistical questions	1	
			121	Distinguish between statistical questions and non-statistical questions	1	
6.SP.2	Understand that a set of data collected to answer a statistical question has a		121	Pose statistical questions	1	
			121	Collect data to answer statistical data	2	
6.SP.2	Understand that a set of data collected to		122	Calculate range of statistical data	2	

CCSS #	CCSS Standard - Language directly from THE Common Core State Standards	Objective #	Day of the School Year	Daily Objectives: Clear and Measurable Standards/benchmark (What will students know and be able to do today?)	Day of the Unit	IA Question Associated (for example: IA2 #14
	answer a statistical question has a distribution which can be described by its center, spread, and overall shape		122	Describe a set of data based on its center	2	
			122	Find median	2	
6.SP.3	Recognize that a measure of center for a numerical data set summarizes all of its		122	Calculate mean	2	
			122	Calculate mode	2	
6.SP.3	Recognize that a measure of center for a numerical data set summarizes all of its		123	Median and mean review.	3	
6.SP.5	Summarize numerical data sets in relation to their context, such as by: A. Reporting the number of observations. B. Describing the nature of the attribute under investigation, including how it was measured and its units of measurement. C. Giving quantitative measures of center (median and/or mean) and variability (interquartile range and/or mean absolute deviation), as well as describing any overall pattern and any striking deviations from the overall pattern with reference to the context in which the data were gathered. D. Relating the choice of measures of center and variability to the shape of the data distribution and the context in which the data were gathered.		124	Apply concept of mean to solve problems: A. Calculate missing number in a data set when mean is knows	4	
			125	OPEN DAY		
6.SP.2	Understand that a set of data collected to answer a statistical question has a distribution which can be described by its center, spread, and overall shape.		126	Graphically display statistical data on line plots/dot plots	5	
			126	Identify spread of data	5	
			126	Describe the shape of data distribution and explain how the shape relates to distribution	5	
6.SP.3	Recognize that a measure of center for a numerical data set summarizes all of its values with a single number, while a measure of variation describes how its		127	Describe data sets based on measures of central tendancy	6	
			127	Calculate variation??? (Unsure of what this means.)	6	
6.SP.5	Summarize numerical data sets in relation to their context, such as by: A. Reporting the number of observations. B. Describing the nature of the attribute under investigation, including how it was measured and its units of measurement. C. Giving quantitative measures of center (median and/or mean) and variability (interquartile range and/or mean absolute deviation), as well as describing any overall pattern and any striking deviations from the overall pattern with reference to the context in which the data were gathered. D. Relating the choice of measures of center and variability to the shape of the data distribution and the context in which the data were gathered.		127	Determine the best measure of central tendency to summarize a set of data	6	

CCSS #	CCSS Standard - Language directly from THE Common Core State Standards	Objective #	Day of the School Year	Daily Objectives: Clear and Measurable Standards/benchmark (What will students know and be able to do today?)	Day of the Unit	IA Question Associated (for example: IA2 #14
6.SP.5	Summarize numerical data sets in relation to their context, such as by: A. Reporting the number of observations. B. Describing the nature of the attribute under investigation, including how it was measured and its units of measurement. C. Giving quantitative measures of center (median and/or mean) and variability (interquartile range and/or mean absolute deviation), as well as describing any overall pattern and any striking deviations from the overall pattern with reference to the context in which the data were gathered. D. Relating the choice of measures of center and variability to the shape of the data distribution and the context in which the data were gathered.		128	Apply concept of mean to solve problems: B. Calculate the next number in a data set to raise the mean to a given value.	7	
6.SP.4	Display numerical data in plots on a number line, including dot plots, histograms, and box plots.		129	Create and analyze histograms	8	
			130	OPEN DAY		
6.SP.4	Display numerical data in plots on a number line, including dot plots, histograms, and box plots.		131	Continuing to create and analyze histograms.	9	
6.SP.5	Summarize numerical data sets in relation to their context, such as by: A. Reporting the number of observations. B. Describing the nature of the attribute under investigation, including how it was measured and its units of measurement. C. Giving quantitative measures of center (median and/or mean) and variability (interquartile range and/or mean absolute deviation), as well as describing any overall pattern and any striking deviations from the overall pattern with reference to the context in which the data were gathered. D. Relating the choice of measures of center and variability to the shape of the data distribution and the context in which the data were gathered.		131	Determine the best measure of central tendency to summarize a set of data, including the use of histograms.	9	
6.SP.4	Display numerical data in plots on a number line, including dot plots, histograms, and box plots.		132	Create and analyze box and whisker plots	10	
6.SP.5	Summarize numerical data sets in relation to their context, such as by: A. Reporting the number of observations. B. Describing the nature of the attribute		132	Calculate interquartile range	10	
			132	Calculate outliers	10	
			132	Explain how outliers affect a data set	10	
6.SP.5	Summarize numerical data sets in relation to their context, such as by: A. Reporting the number of observations. B. Describing the nature of the attribute		133,134	Calculate mean absolute deviation	11,12	

CCSS #	CCSS Standard - Language directly from THE Common Core State Standards	Objective #	Day of the School Year	Daily Objectives: Clear and Measurable Standards/benchmark (What will students know and be able to do today?)	Day of the Unit	IA Question Associated (for example: IA2 #14
			135	OPEN DAY		
			136	Stats/Prob Review		
			137	Stats/Prob Test		
			138, 139, 140, 141, 142, 143	Review for NSA 6.4		
			144	NSA 6.4		
North Star Assessment 4			**Content**	**6.G.4 & 6.SP.1 - 6.SP.5**		
			145 - 162	EoY PARCC Review		
PARCC ASSESSMENTS						
			163, 164, 16	Start FPTs		
			166	Adding/Subtracting Integers		
			167	OPEN DAY		
			168, 169	FPTs		
			170	Subtracting Integers		
			171	OPEN DAY		

IA	L #		Lesson Type	Topic	Objective	STAMP/Student Takeaway
ST	1	Using Technology - ST Preparation (TBD)	Direct	Tech	TBD	TBD
ST	2	CCSS.MATH.CONTENT.HSF.IF.C.7.B Graph square root, cube root, and piecewise-defined functions, including step functions and absolute value functions.	Direct	Graphing Functions	SWBAT explain how to graph piecewise-defined function.	**Key Idea** If you want to graph a piecewise function, graph each function on it's specific interval separately. You use each equation to graph a section of the overal graph based on the invertal.
ST	3	CCSS.MATH.CONTENT.HSF.IF.C.7.B Graph square root, cube root, and piecewise-defined functions, including step functions and absolute value functions.	Explore	Graphing Functions	SWBAT graph piecewise-functions.	**Key Idea** If you want to graph a piecewise function, graph each function on it's specific interval separately. You use each equation to graph a section of the overal graph based on the invertal.
ST	4	CCSS.MATH.CONTENT.HSF.IF.C.7.B Graph square root, cube root, and piecewise-defined functions, including step functions and absolute value functions.	Explore	Graphing Functions	SWBAT graph step functions	**Stamp** A step function (or staircase function) is a piecewise function containing all constant "pieces". The constant pieces are observed across the adjacent intervals of the function, as they change value from one interval to the next. A step function is discontinuous (not continuous).
ST	5	CCSS.MATH.CONTENT.8.SP.A.1 Construct and interpret scatter plots for bivariate measurement data to investigate patterns of association between two quantities. Describe patterns such as clustering, outliers, positive or negative association, linear association, and nonlinear association.	Explore	Statistics	SWBAT construct scatter plots and describe patterns of assocation.	**Stamp** A scatter plot is used to determine if there is relationship between two variables. If there is a relationship, it can be positive (y increases with x) or negative (y decreases with x.) The relationshp can also be linear or non-linear.

IA	L #		Lesson Type	Topic	Objective	STAMP/Student Takeaway
ST	6	CCSS.MATH.CONTENT.8.SP.A.2 Know that straight lines are widely used to model relationships between two quantitative variables. For scatter plots that suggest a linear association, informally fit a straight line, and informally assess the model fit by judging the closeness of the data points to the line. CCSS.MATH.CONTENT.8.SP.A.3 Use the equation of a linear model to solve problems in the context of bivariate measurement data, interpreting the slope and intercept. CCSS.MATH.CONTENT.HSS.ID.C.7 Interpret the slope (rate of change) and the intercept (constant term) of a linear model in the context of the data.	Explore	Statistics	SWBAT fit a straight line to a scatter plot that suggests a linear relationship. SWBAT use the equation of a linear model to solve problems.	**Stamp** If the scatter plot shows a linear relationship you can draw a line through the middle of the scatter plot and determine the slope and y-intercept to write an equation. This equation can be be used to solve problems related to the data.
ST	7	CCSS.MATH.CONTENT.8.SP.A.4 Understand that patterns of association can also be seen in bivariate categorical data by displaying frequencies and relative frequencies in a two-way table. Construct and interpret a two-way table summarizing data on two categorical variables collected from the same subjects. Use relative frequencies calculated for rows or columns to describe possible association between the two variables.	Explore	Statistics	SWBAT determine the relative frequency for a bivariate table and use this data to describe possible associations.	**Stamp** You can determine the relative frequency by comparing each piece of data to the total. Based on these frequencies you can determine if there is an association between the variables.
ST	8	CCSS.MATH.CONTENT.HSS.ID.B.5 Summarize categorical data for two categories in two-way frequency tables. Interpret relative frequencies in the context of the data (including joint, marginal, and conditional relative frequencies). Recognize possible associations and trends in the data.	Explore	Statistics	SWBAT determine the row and column frequencies for a bivariate table and use this data to describe possible associations.	**Stamp** You can determine the row and column frequencies by comparing each piece of data to the total for the row or column. Based on these frequencies you can determine if there is an association between the variables.
ST	9	CCSS.MATH.CONTENT.HSS.ID.A.1 Represent data with plots on the real number line (dot plots, histograms, and box plots).	Direct	Statistics	SWBAT review how to construct dot plots, histograms and box plots. SWBAT interpret dot plots, histograms and box plots.	**Key Idea** In order to solve problems involving these plots you need to understand how each plot is constructed.
ST	Tech	PARCC Practice #1	Tech	PARCC		
ST	10	All Statistics & Probability Standards - focus on interepreting graphs; applying these skills to answer questions	Direct	Statistics	SWBAT apply knowledge of how to construct and interpret scatter plots, bivariate tables, dot plots, box plots and histograms by solving OE response questions.	**Key Idea** In order to solve problems involving these plots you need to be able to construct each type graph and then interpret the data.

IA	L #		Lesson Type	Topic	Objective	STAMP/Student Takeaway
ST	11	Quiz: Statistics & Probability Standards	Quiz	Statistics	SWBAT demonstrate understanding of how to construct and interpret scatter plots, bivariate tables, dot plots, box plots and histograms by completing a quiz.	**Key Idea** In order to solve problems involving these plots you need to be able to construct each type graph and then interpret the data.
ST	12	CCSS.MATH.CONTENT.HSF.LE.A.1 Distinguish between situations that can be modeled with linear functions and with exponential functions. CCSS.MATH.CONTENT.HSF.LE.A.1.A Prove that linear functions grow by equal differences over equal intervals, and that exponential functions grow by equal factors over equal intervals. CCSS.MATH.CONTENT.HSF.LE.A.1.B Recognize situations in which one quantity changes at a constant rate per unit interval relative to another. CCSS.MATH.CONTENT.HSF.LE.A.1.C Recognize situations in which a quantity grows or decays by a constant percent rate per unit interval relative to another. CCSS.MATH.CONTENT.HSF.LE.A.2 Construct linear and exponential functions, including arithmetic and geometric sequences, given a graph, a description of a relationship, or two input-output pairs (include reading these from a table).	Explore	Linear & Exponential Models	SWBAT explain that in order to determine if two expressions are equivalent, you need to simplify the expressions. SWBAT recognize linear and exponential functions by a common difference (constant rate)or a common factor (constant percent rate per unit interval relative to another.)	**Stamp** - Two expressions are equivalent when they simplify to the same expression. - A table of values allows you to determine if there is a common difference or a common factor so that you can determine if the relationship is linear or expoential.
ST	13	CCSS.MATH.CONTENT.HSA.REI.B.4.B Solve quadratic equations by inspection (e.g., for x2 = 49), taking square roots, completing the square, the quadratic formula and factoring, as appropriate to the initial form of the equation. Recognize when the quadratic formula gives complex solutions and write them as a ± bi for real numbers a and b.	Direct	Quadratic Equations	SWBAT factor and solve quadratic equations.	**Key Idea** In order to factor/solve a quadratic equation, students need to be able to determine the appropriate strategy.

IA	L #		Lesson Type	Topic	Objective	STAMP/Student Takeaway
ST	Tech	PARCC Practice #2				
ST	14	CCSS.MATH.CONTENT.HSA.REI.B.4.B Solve quadratic equations by inspection (e.g., for x2 = 49), taking square roots, completing the square, the quadratic formula and factoring, as appropriate to the initial form of the equation. Recognize when the quadratic formula gives complex solutions and write them as a ± bi for real numbers a and b.	Direct	Quadratic Equations	SWBAT simplify radicals SWBAT explain the difference between real and imaginary roots. SWBAT solve quadratic equations with irrational roots both by completing the square and by using the quadratic formula.	**Key Ideas** - To simplify a radical you need to separate the radical into a factor pair with one factor that is a perfect square. - You can always solve a quadratic equation, but when the graph does not cross the x-axis, the roots are not real. This is because when solving you would need to take the square root of a negative number. - When the equation cannot be factored you can complete the square or use the quadratic formula and the answer will be the same.
ST	15	CCSS.MATH.CONTENT.HSA.SSE.A.2 Use the structure of an expression to identify ways to rewrite it. For example, see x4 - y4 as (x2)2 - (y2)2, thus recognizing it as a difference of squares that can be factored as (x2 - y2)(x2 + y2).	Direct	Structure of Expressions	SWBAT identify the structure of an expression to identify ways to rewrite it.	**Key Idea** In order to rewrite an expression you need to be able to recognize its structure. You can use a simpler case and substitution in order to help rewrite it.
ST	16	CCSS.MATH.CONTENT.HSA.SSE.A.2 Use the structure of an expression to identify ways to rewrite it. For example, see x4 - y4 as (x2)2 - (y2)2, thus recognizing it as a difference of squares that can be factored as (x2 - y2)(x2 + y2).	Direct	Structure of Expressions	SWBAT rewrite expressions (especially factoring)after using the structure to find ways to rewrite it.	**Key Idea** In order to rewrite an expression you need to be able to recognize its structure. You can use a simpler case and substitution in order to help rewrite it.
ST	17	CCSS.MATH.CONTENT.HSA.CED.A.1 Create equations and inequalities in one variable and use them to solve problems. Include equations arising from linear and quadratic functions, and simple rational and exponential functions.	Direct	Applying Quadratic Equations	SWBAT apply knowledge of factoring and solving quadratic equations to solve real world problems.	**Key Idea** By using a quadratic equation, you can solve real world problems related to projectiles, area, volume, etc.
ST	18	FUNCTION Review (Multiple Standards)	Direct	Functions	SWBAT review function concepts to prepare for PARCC.	**Key Idea** In order to prepare for the PARCC the students need to put together key concepts by practicing complex problems.
ST	19	LINEAR Equations & Inequalities Review (Multiple Standards)	Direct	Linear Equations & Systems	SWBAT review linear equation concepts to prepare for PARCC.	
ST	20	EXPONENTIAL Review (Multiple Standards)	Direct	Exponential Functions	SWBAT review exponential function concepts to prepare for PARCC.	
ST	21	FINAL REVEW: PARCC Prep	Direct	Mixed Review	SWBAT practice problems to prepare for PARCC.	

15.16 English – Instructional Grid

	Monday	Tuesday		Wednesday	Thursday	Friday
Do-Now (20 min.)	**RETEACH:** Respond to st. writing from last week - ID the week's monitoring focus (e.g. zoom in, arguments) (30 mins)	Vocabulary in Context* or Grammar (15 min)		Passage Practice, w/review (35-40 minutes) LLP's provide 3-4 Key ideas/Vic questions; paired passage 1x/month	Writing DN: 1) CR burst (meaning or analysis) 2) Prompt breakdown or outlining 3) Analyzing a model (15-20 mins)	DN – Quiz: Mini Practice passage 2-6 MC questions (+ up to 5 on VIC) - 20 mins (incl time to monitor/respond)
Oral Drill (5 min.)	Vocabulary/ Grammar	Literary Terms/Novel Schema		Vocabulary/ Grammar	Cut for time	**RETEACH** – 80% should be writing based, though may include short practice passage work or skill remediation – especially via a mini-lesson (40 mins)
HOTL #1	Grammar / Writing *focus is more on grammar in first half of year (25 min)	Lit Circles (novel or info text) (60 min.)		Optional Mini-lesson before Close Reading (15 min) Close Reading or cold reading (1.25 hours) **OR** Short Story Study or Literary comparative practice	Genre or Process Writing (usu. PARCC-aligned – paired with informational schema building passages) (55 mins)	
HOTL #2	Lit Circles (60 min.)	Close Reading for Meaning (can be to preview close read or build schema) – info. text (40 min)	Genre or Process Writing (40 mins)		Lit Circles (50 min.)	NA- 1 hour class
HW	1. Chapter Questions 2. Vocabulary/ Grammar 3. Short reteach HW	4. Vocabulary/Grammar 5. Independent Reading		6. Chapter questions 7. Reading skills/ vocabulary	8. Independent Reading 9. Genre-unit writing	10. Genre-unit writing 11. Chapter questions

For the first three months of the year, the 5th 1.0 block will build in 2, 15-20 minute fluency sessions for students each week. 6th will build in 1 session.

15.16 Curriculum Scope and Sequence

8th Grade: What is oppression? How do we recognize systems of oppression? What power do individuals have to overcome oppressive systems?

15.16 – The Year in Brief

	Fiction Texts	Core Fiction Bottom Lines	Non Fiction Partner Texts	Core Non Fiction Bottom Lines	Close Readings	Writing Skills	Process Writing	Grammar
Q1	• *I Know Why the Caged Bird Sings* by Maya Angelou • *A Long Way Gone* by Ishmael Beah • *"The Flowers"* by Alice Walker • *"American History"* by Judith Ortiz Cofer • *"The Oval Portrait"* by Edgar Allen Poe • *"Story of an Hour"* by Kate Chopin	• DICTION ANALYSIS • KEY LINES ANALYSIS • FIGURATIVE LANGUAGE ANALYSIS • THEME III • STRUCTURE IV-CONTRAST • POINT OF VIEW IV-DRAMATIC IRONY • KEY LINES ANALYSIS-DIALOGUE • THEME III-STORY ELEMENTS • DICTION ANALYSIS II-TONE	• "Stop and Frisk Has Lowered Crime in Other Cities" by Dennis C. Smith • "Stop and Frisk as Racial Profiling" by Reverend Al Sharpton • "Stop and Frisk in Newark" NYTIMES • "Sierra Leone's Diamonds Still a Source of Contention" by Tamasin Ford • "Innocent Bodega Worker Shot and Killed by Cop…" by Jamie Schram • "Child Soldiers: Despair, Barbarization and Conflict" by John P. Sullivan • "In South Sudan, A Ghost of Wars Past: Child Soldiers" by Isma'il Kushkush, • "DJ Kool Herc and the Birth of Hip Hop" by Angus Batey • "NYC Apartment Building Set to Have Separate 'Poor Door' Entrance for Low-Income Renters" • "Pre-Summation Instructions" by NY Office of Court Admin,	• RETELL • KEY LINES ANALYSIS • MEDIA II • DICTION ANALYSIS	• *ALWG Chapter 1 pg. 15-17* • Hurricane Katrina- "Blood Dazzler" • ALWG- Chapter 1&7 Cold Reading • ALWG- Chapter 9 • Krik? Krak! By Edwidge Danticat	**Research/ General** • NEZZ • Embedding Quotes in OERs • Topic Sentences • Quote Analysis • Ellipses and Chunked Quotes • Thesis Statements • Outlining **Narrative Elements** • Show, don't tell • Thought shots • Descriptive Dialogue • Exploding a Moment	• Hurricane Katrina Snapshot • Origins of Hip Hop Literary Analysis	• Active/Passive Voice • Independent vs. Dependent Clauses • Simple, Compound, Complex Sentences
Q2	• *Animal Farm* by George Orwell • *Narrative of the Life of Frederick Douglass* by Frederick Douglass	• RETELL • THEME III • KEY LINES ANALYSIS • DICTION ANALYSIS-IRONY	• *AF* Intro materials: KdF Wagen image, "Who Invented the Food Pyramid?" by Karl Smallwood, "Internment of Japanese-Americans during WWII"	• ARGUMENTATION • RETELL • CENTRAL IDEA	• Old Major's Speech • Stalin/ Old Major Speeches • "Do Not Go Gentle" by Dylan Thomas	**Argumentative** • **Outlining** • **Connecting Topic Sentences to Thesis Statements** **Narrative Structure** • **Precise Imagery**	• *ALWG* Literary Analysis • Rhetorical Project- Animal Farm Literary	•

15.16 Curriculum Scope and Sequence

8th Grade: What is oppression? How do we recognize systems of oppression? What power do individuals have to overcome oppressive systems?

	• *Persepolis* by Marjane Satrapi • "Desiree's Baby" by Kate Chopin • "The Gift of the Magi" by O. Henry	• ALLUSION ANALYSIS • DICTION ANALYSIS-THEME • KEY MOMENTS	• Excerpts from "The Communist Manifesto" by Karl Marx • "How Tunisia's Revolution Began" by Yasmine Ryan • "Making of a Slave" by Willie Lynch • "Mulattoes in the World of Slavery" • Post Traumatic Slave Syndrome by Dr. Joy Leary DeGruy • "The History of African-American Stereotypes" by James Harvey • Trayvon Martin articles: "Why George Zimmerman Should Not Go to Jail" and "Zimmerman Prosecutors Duck the Race Issue" • "Should Blacks Collect Racist Memorabilia" by Henry Louis Gates, Jr • "Racist Collectibles on eBay?" by Associated Press • "Breaking the Chains of Psychological Slavery," by Na'im Akbar • "Divide and Conquer" Speech		• "Isaac, After Mount Moriah" by Saeed Jones • "Musee des Beaux Arts" by W. H. Auden • Cold Reading- "Beauty Sleeping Now"	• **Sensory Details- Show, Don't Tell**	Analysis • Clover Snapshot	
Q3	• Othello by William Shakespeare • "Sonny's Blues" by James Baldwin • "The Lottery" by Shirley Jackson • "Harrison Bergeron" by	• RETELL • KEY LINES ANALYSIS • THEME III • FIGURATIVE LANGUAGE ANALYSIS • POINT OF VIEW IV-	• Shakespeare Intro Materials: "The Origins of *Othello*," Cultural Context: "The Moors," "Venice and Venetian Culture," "A Cultural Context for *Othello*," "Iago as a Villain," No Fear Shakespeare, "Othello in	• RETELL • KEY LINES ANALYSIS • MULTIMEDIA V-FAITHFULNESS • DICTION ANALYSIS	• Iago's Speeches (1.1) • Othello War/ Marriage Imagery (2.3) • Meaning: 3.3, 260-281 • Cold Reading: 4.1, 164-190	**Literary** • **PARCC Literary Analysis Prompt Practice** • **PARCC Research Task Prompt Practice** **Spiral Review** • **Narrative Rising Action**	• FD Literary Analysis • Iago's Journal • Othello Literary Analysis	• (mostly spiral)

15.16 Curriculum Scope and Sequence

8th Grade: What is oppression? How do we recognize systems of oppression? What power do individuals have to overcome oppressive systems?

	Kurt Vonnegut	DRAMATIC IRONY • DICTION ANALYSIS	Performance" • "Shakespeare's Attitude Toward Race" by Barbara Whitson • Handkerchief Readings: "Othello's Black Handkerchief" by Ian Smith, "Desdemona's Handkerchief" by Syed Anvarul Huq		• Othello's Final Speech	• **Narrative Climax-Slow Motion, Developting Tension** • **Narrative Falling Action, Resolution, and Theme** • **Thesis Statements** • **Narrative Turning Points**		
Q4	• Autobiography of Malcolm X	• KEY LINES • DICTION ANALYSIS • CENTRAL IDEA • KEY MOMENTS III	• Malcolm X Intro Materials: Jazz Clips and Articles, Nation of Islam, Gentrification and Redlining	• KEY MOMENTS III	• Garvey and Malcolm X- Knowledge of Self	• FPT Structure and Intro, Body 1 • FPT Bodies 2-3 • Conclusion	• Othello Literary Analysis • FPT Writing Task	• (mostly spiral)

Core Texts Overview

A Long Way Gone by Ishmael Beah		
Connection to the Essential Question	**Key Skills and Knowledge for the book**	**Destination Writing**
A Long Way Gone is closely connected to our essential questions: what is oppression and how does one overcome oppression? Throughout the narrative, Beah describes his experiences as a child soldier, the dehumanizing process of going from "being transformed from a child to a killer," and how he was able to overcome this traumatic portion of his life and break the chains of oppression that had a hold on him for so long. Time will be spent discussing how child warfare is an oppressive system, the oppression the people of Sierra Leone faced at the hands of the government, and how Beah was able to overcome his struggles and empower others. These larger ideas, of	• Beah's description of his setting often reveals what is occurring in the text. His use of precise detail is powerful and very literary – particularly when he describes the setting. • Sierra Leone is in the midst of a civil war, and members of the nation are fighting against each other. Both sides, the RUF and the Sierra Leonean National Army are taking children in and training them as soldiers. • Ishmael Beah is transformed from a child into a solider through the dehumanizing process of the RUF. He is intoxicated, normalized to violence, and stripped of his human qualities and ultimately	Analytical: A Long Way Gone Literary Analysis: **Prompt**: Beah's text explores the idea of lost innocence. Choose two elements of his story (characterization, setting, conflict or symbolism) and explain how Beah uses it to make a statement about this idea. In a four paragraph essay, create a theme statement about the motif of "loss of innocence" as it is presented in the memoir. Your essay must provide a detailed analysis of the work by discussing how Beah was transformed from an innocent child to a child soldier. Analytical: Hip Hop Past to Present Literary Analysis: In A Long Way Gone Beah states that hip-hop "saved

recognizing systems of oppression and overcoming oppressive systems, will be carried throughout the year with every novel we read.	transforms into a killer. • Beah loses his innocence through the dehumanizing process of war. He is quickly transformed into a ruthless killer and has very little connection to those around him. • Beah is taken in by UNICEF and a rehabilitation process is attempted. He is angry at first that he needs to be helped and can't seem to get used to his new life without war. Soon after, he bonds with a nurse, Esther, and is able to successfully go through the rehabilitation process. • Beah gets the opportunity to go to NYC and speak at the UN about the atrocities of life as a child soldier. While there, he meets Laura, an American story teller and forms a bond with her. He ultimately begins his new life in NYC, with Laura. • Some question whether everything Beah describes actually occurred.	his life" (39). He frequently mentions the way hip-hop influenced the way he thought, how he spoke, and what he believed in. While we read A Long Way Gone we will be exploring how the hip hop of this time period was a movement for social change. How has hip hop changed from the past to the present? Based on information we have discussed in our hip hop unit, write an essay explaining how hip hop has changed from past to present. Your essay must make an argument and discuss two of the main differences in hip hop culture. You must use at least 3 sources in your essay and have a works cited page. Narrative: (A separate mini-unit) Hurricane Katrina Snapshot Beah writes his narrative using rich language including sensory detail, figurative language, and a detailed setting. Students will be doing the same through their Hurricane Katrina Snapshot. We will discuss systems of oppression through the events that occurred during Hurricane Katrina and students will reflect on these events through their snapshots. Write a snapshot about a pivotal moment in history, Hurricane Katrina. Your snapshot must be from the point of view of a survivor and you must include: • A detailed setting • Precise Vocabulary • Strong Active Verbs • Figurative Language

Animal Farm by George Orwell		
Connection to the Essential Question	**Key Skills and Knowledge for the book**	**Destination Writing**
Orwell's Animal Farm gives the reader an inside view on life under an oppressive regime. While we study our essential question in this unit, we will focus more on the ways that government can oppress the masses and how the public is manipulated by those in power. We'll also	• Animal Farm is an extended allegory on the Russian Revolution and totalitarianism. In order for students to understand the novel, they must understand what was going on in the USSR and world politics at the time.	Analytical: Animal Farm Literary Analysis Propaganda is persuasive speech and misinformation intended to manipulate public opinion.

look at how systems designed innocently can easily metastasize into oppressive regimes. This novel closely ties into the question, what are the systems of oppression, and while reading the novel we examine the systems put in place on the Farm and in our own lives and how they serve as a means to control the masses.	• The pure version of socialism and communism was based on the ideas of equality and freedom for all. In practice however, mass poverty and the horrors of life under dictatorship took over. The life of the proletariat under a communist government is one of oppression and hardship. • Rhetorical devices are key to understanding the novel. Students must be able to articulate how Snowball is used as a scapegoat, how Napoleon's language is full of buzz words and propaganda, and how the word "comrade" is used to unite the masses against a common enemy—whether it be Snowball or Man. • The ending of Animal Farm illustrates that not much changes in the a communist or totalitarian government. While the ideas of these governments may promise equality in theory, in practice, they are as oppressive as many other systems.	**Prompt:** *Animal Farm* is George Orwell's allegory of Soviet leaders' manipulation of workers in the first half of the 1900s. Based on your reading and research, choose 3 rhetorical techniques used by the pigs and determine their purpose for using them. This is a four-part project that includes a poster presentation and artwork. The main feature is a five-paragraph essay with a thesis statement.

Narrative of the Life of Frederick Douglass		
Connection to the Essential Question	**Key Skills and Knowledge for the book**	**Destination Writing**
Narrative of the Life of Frederick Douglass is a work that is not only closely tied into our essential questions (what is oppression and how do we overcome oppression) but is closely tied into the mission for our schools. We teach our children that through education, one can overcome the obstacles of life and be free. Douglass, in his Narrative, discusses how he was able to educate himself and break free of the physical chains of slavery and through his work as a speaker, help others achieve freedom as well. Through our essential question, and the literature and schema we teach, we hope to do the same.	• The slave making process is not accidental. Enslaved people were stripped of their humanity in a number of ways—names being taken away, being forced into Christianity, breaking up the bonds of family. This is called the Making of a Slave process and was systematic and extremely similar to the way in which animals were broken. The goal of this process was to create people who were physically strong and mentally weak. • Douglass gives a first hand account of his experiences as a slave. He uses a great deal of irony to describe the life of a slave and the system of slavery as a whole. In order to understand the work, students must be able to unlock the meaning of Douglass' ironic statements. • After learning the fundamentals of reading from his mistress, Ms. Auld, Douglass realizes that in order	Analytical: Narrative of the Life of Frederick Douglass Literary Analysis One analytical essay topic we had to address this is: Douglass offers commentary on justice, education, slavery and religion in his text. Literary Analysis Prompt: In his Narrative, Douglass offers commentary on justice, education, slavery and religion. • Choose 1 key moment in the text and explain how it helps supports Douglass's theme. • Choose 1 key line in the text and explain how it is essential to developing Douglass's Narrative. Students will write a 4-paragraph literary analysis with a sophisticated thesis and using textual evidence explaining Douglass' views on one of the topics above.

	to be truly free, he must have a sound education. Although highly illegal, Douglass sets out to teach himself to read and write. • Douglass ultimately escapes to freedom and spends his free life as an abolitionist.	Narrative: The Valuation In Chapter 8 of The Narrative of the Life of Frederick Douglass, Douglass describes the dehumanizing process of a slave valuation. Your task is to write a snapshot of the valuation process that Douglass is describing with the following components: - Use specific active verbs to show the reader what is happening. • Let the reader "hear" what is being said "dialogue • Show internal emotions (thought shots) • Create specific images with precise vocabulary • Use sensory language

Othello by William Shakespeare		
Connection to the Essential Question	**Key Skills and Knowledge for the book**	**Destination Writing**
Shakespeare's Othello is connected to our essential question, what is oppression, through its discussion of race. The main character, Othello, a Moor, is consistently stereotyped and stigmatized based on the color of his skin and as the play progresses, internalizes this oppression. As he internalizes the oppression, his character begins to shift. This is seen through the breaking down of his language structure and comments that he makes about himself that undoubtedly read as racist. Furthermore, the text illustrates how societal values can influence how social outsiders are treated ultimately showing how the culture of power has the ability to oppress those below them. As we read Shakespeare's Othello we will explore how for centuries, race has been connected to oppression both in this country and throughout the world.	• Othello lives in a racist world. Iago's imagery typifies this – he often compares Othello to an animal. • Othello's character, over time, begins to internalize the racism of his society. His language actually becomes incoherent and uses Iago's language. • Understanding dramatic irony is critical for this play. Iago is repeatedly referred to as honest. • Othello's breakdown of language is representative of his internalized oppression. As the play continues, he begins to lose the command of himself that he had in the beginning, and cannot think clearly. This is reversed upon killing Desdemona, thus cleansing himself of the thoughts that were plaguing him.. • Othello's final lines beg for forgiveness. He speaks of himself as an outsider who was easily taken manipulated by those around him and who did not have the strength to find out the truth for himself. He kills himself in hopes of redemption.	Argument: Tragedy of Incomprehension Nicholas Potter, a Shakespearean Critic states that "Othello is a tragedy of incomprehension, not at the level of intrigue but at the deepest level of human dealings. No one in Othello comes to understand himself or anyone else." In a 5 paragraph essay, decide whether you agree or disagree with this statement and then analyze this statement by looking at the characters of Othello, Iago, and Desdemona. On-demand writing: How does Othello's language demonstrate his internalization of racist stereotypes around him?

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8th Grade: What is oppression? How do we recognize systems of oppression? What power do individuals have to overcome oppressive systems?

The Autobiography of Malcolm X		
Connection to the Essential Question	**Key Skills and Knowledge for the book**	**Destination Writing**
Malcolm X is closely tied into our essential question being that we discuss the ideas of overcoming oppression and empowering others. This novel allows the students to reflect upon the hardships they have faced in their lives and be influenced by the way that Malcolm X was able to overcome adversity and the struggles of his youth. Malcolm retells the story of his life, his hustling and jail time, showing that it is possible to work through the struggle and in turn, empower others. This final novel of the year is a reflective one for our students, and many find their own voice through Malcolm X's narrative	• Malcolm X's message and mission was extremely personal and deeply rooted in his own experiences. In order to properly understand why Malcolm X was so passionate about uniting the black community and having them speak out against the oppression of society, one must understand what he went through. Malcolm's childhood was plagued by hardship, and thus, at a young age he developed a reputation on the streets as a hustler. These experiences are essential to who he becomes as a leader in that he has the ability to connect with the people he is speaking to. • Malcolm speaks of his experiences conking his hair to look like a white man and establishes that this was his first really big step towards self degradation. At this point in his life, Malcolm had internalized the views of the culture of power and was going through the painful process of chemically straightening his hair in attempts to be like the white man. • Malcolm X, upon living in Harlem changed a great deal. Once he moved into the city and was exposed to the culture in Harlem, Malcolm's own views of life began to change. He soon became a Harlemite and lived a fast and dangerous life. It was largely because of what he learned in Harlem through his various jobs and activities, that he became schooled in the ways of the world. This education taught Malcolm the ways of the world and about people's true motives both of which were key when he became a leader. • Malcolm was involved in a great deal of illegal	Argument (time permitting – based on PARCC schedule): Malcolm X and Dr. Martin Luther King Jr. both make an argument by exploring the definition of key terms. Malcolm X does this with "revolution" in the chapter 1965, while King does this with the term "extremist" in "Letter from a Birmingham Jail." In a well-developed essay, explain how each uses the technique of defining a key term to make their point. Then, contrast Malcolm X's approach to social change with Dr. King's. Final Performance Task: What is oppression? How do we overcome systems of oppression and effect change?

	activity, and lived a very dangerous life. This all catches up to him, however, when Malcolm is arrested for trying to repair a broken watch that he stole. Much of the discussion of this chapter should center around author's purpose—Why did Malcolm choose to include these moments in his narrative? Ultimately, Malcolm illustrates that his life is not without fault and that his life as a young man—the good and the bad—shaped who he was as a leader. • While imprisoned, Malcolm begins to educate himself, and through the help of Elijah Muhammad, realizes the power of education. He realizes that in order to fight the systems of oppression he is under, he must educate and empower himself. This transformation in Malcolm allows him to not only become empowered, but to reach out and help those around him. • Ultimately, Malcolm would break with the Nation of Islam, which is classified by the Southern Poverty Law Center as a hate group. While evidence of misogyny and anti-Semitism can be seen in his text, he makes a clear break from the group and goes on a second soul-searching journey, this time to understand Islam more deeply. • In the chapter "Mecca," Malcolm X travels to the Holy Land to deepen his understanding of Orthodox Islam. Along the way, he meets several men who would be considered "white" in America, and he realizes that not all white men are the "devil." He is amazed at the brotherhood between men of different cultures and skin colors, and praises Allah for his ability to unite people – noting that some of the oppression he had associated with whitness was rooted in a frame of mind, rather than based on skin color.	

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8th Grade: What is oppression? How do we recognize systems of oppression? What power do individuals have to overcome oppressive systems?

15.16 Weekly Planning Grid

Week Sketch	Monday	Tuesday	Wednesday	Thursday	Friday
August 24- August 28 **L:** "The Flowers"- Alice Walker **S:** Stop & Frisk Articles, Tim Wise Speech, Alice Walker article **BL:** Key Lines, Theme III **G:** N/A **W:** NEZZ Review, A **CR:** N/A	**DN:** Summer Reading Exam **OD:** 7th Vocabulary **HOL1:** Rules & Procedures **HOL2:** IR Books **ET:** Book Reflection **HW:** Reading Survey, Letter Home, IR	**DN:** Routines and Procedures **OD:** 7th Vocabulary **HOL1:** Intro to Essential Questions **HOL2:** Strop & Frisk- EQs **ET:** Article Comparison **HW:** Stop & Frisk- EQs	**DN:** Genre Review **OD:** EQs **HOL1:** Literature Circle Intro- "The Flowers" **HOL2:** N/A **ET:** Lit Circle Revision **HW:** "The Flowers" OER, IR	**DN:** Genre Review **OD:** Literary Terms **HOL1:** NEZZ A Revision **HOL2:** EQ Vocab **ET:** Vocab Notecards **HW:** EQ Vocab Article- Food Deserts	**DN:** Week 1 Quiz **HOL1:** Annotations & Alice Walker Schema **ET:** OER **HW:** Finish annotations & OER
August 31- September 4 **L:** "American History"- Judith Ortiz Cofer, *ALWG* Ch. 1 (pg. 0-17) **S:** Author Intro, "Child Soldiers: Despair, Barbarization and Conflict" by John P. Sullivan, "Sierra Leone Is Not Place To Be Young" by Jan Goodwin **BL:** Key Lines, Theme III, VIC **G:** N/A	**DN:** Alice Walker Schema **OD:** Vocabulary **HOL1:** Theme **HOL2:** Lit Circles- "American History" **ET:** Lit Circle Revision **HW:** EQ Article- Hair	**DN:** Vocab- Character Traits #1 **OD:** The Flowers Schema **HotL1:** Symbolism **HotL2:** Beah Intro w/ VIC **ET:** Quick Write- Beah's Message **HW:** Vocab & VIC	**DN:** PARCC- Don Quixote **OD:** Grammar **HotL1:** Selecting Evidence **HotL2:** Comparative OER **ET:** OER **HW:** ALWG Ch. 1	**DN:** Prompt Break Down **OD:** N/A **HotL1:** Research Task- Child Soldiers **HotL2:** Lit Circles- ALWG Ch. 1 **ET:** Lit Circle Revision **HW:** Narrative Writing	**DN:** Week 2 Quiz **HotL1:** Revision- Argument **ET:** Revised argument **HW:** Sierra Leone schema, ALWG Ch. 2

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8th Grade: What is oppression? How do we recognize systems of oppression? What power do individuals have to overcome oppressive systems?

W: A, Thesis Statements **CR:** N/A					
September 7-11 **L:** *ALWG* Ch. 2-5 (pg. 18-36) **S:** Steinbeck *Travels with Charley*, 3 articles about Sierra Leone (Research Task) **BL:** Theme III, Diction Analysis II, Key Lines **G:** N/A **W:** Show Don't Tell, **CR:** ALWG Ch. 1 pp. 15-17 (Diction → Setting)	**Labor Day:** **No School**	**DN:** Vocab- Character Traits 2 **OD:** ALWG **HotL1:** Lit Circle ALWG Ch. 2 **HotL2:** Show, Don't Tell **ET:** Show, Don't Tell Paragraph **HW:** Vocab, Show, Don't Tell	**DN:** PARCC- Paris Showdown **HotL1:** Close Reading: ALWG Ch. 1 **ET:** CR OER **HW:** ALWG Ch. 3-4	**DN:** CR Burst: Steinbeck **HotL1:** Research Task- Sierra Leone History **HotL2:** CPI- ALWG Ch. 5 **ET:** Quick Write- Rebels & Dehumanization **HW:** ALWG Ch. 1 & 3, IR	**DN:** Week 3 Quiz **HotL1:** Outlining **ET:** Outline of Research Task **HW:** ALWG Ch. 6, Outline
September 14-18 **L:** *ALWG* Ch. 6-7 (pg.37-48) **S:** **BL:** **G:** **W:** **CR:**	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**

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8th Grade: What is oppression? How do we recognize systems of oppression? What power do individuals have to overcome oppressive systems?

September 21-25 **L:** *ALWG* Ch. 8-10 (pg.49-88) Structure & Theme Lesson: "Romeo and Juliet" by William Shakespeare and "Layla & Mainun," CR Burst: E.B. White- "Twins," "DJ Kool Herc and the Birth of Hip Hop" by Angus Batey, Hip Hop Origins CW (Mon), Hip hop clips CW (Mon), Common's "I Used to Love Her," E.A. Poe's "The Oval Portrait" **BL:** Key Lines, Media II, Narrative- Precise Imagery, Diction Analysis, Structure IV- Contrast, Point of View IV- Dramatic Irony, Informational- Retell, Diction Analysis, Key Lines **G:** Simple, Compound, Complex Sentences **W:** A in NEZZ, Show Don't Tell POWER, Dialogue **W:** Argumentation, Thesis Statements **CR:** Cold Reading- *ALWG* Ch. 1 & 7	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**
September 28- October 2 **L:** *ALWG* Ch. 11-13 (pg.89-120) **S:** **BL:** Structure Analysis, Perspective Analysis, Figurative Language Analysis, Key Lines- Dialogue **G:** **W:** Revision **CR:** ALWG Ch. 9	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**

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8th Grade: What is oppression? How do we recognize systems of oppression? What power do individuals have to overcome oppressive systems?

October 5-9 **L:** *ALWG* Ch. 14-16 (pg, 121-151) **S:** *Wicked* by Gregory Maguire, "Wicked: The Musical" **BL:** **G:** Grammar **W:** **CR:** *Krik? Krak!* (CR and CR Burst)	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**
October 12-16 **L:** *ALWG* Ch. 17-19 (pg, 151-178) **S:** **BL:** **G:** **W:** **CR:**	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**
October 19-23 **L:** *ALWG* Ch. 20-21 (pg, 178-218) **S:** "Story of an Hour" by Kate Chopin, "Pre-Summation Instructions" by NY Office of Court Admin, Junot Diaz "Oscar Wao"- Difficult Passage Burst **BL:** Key Lines, Diction II- Tone, Theme III- Story Elements, Allusion Analysis **G:** **W:** Introduction Hook, Lit Analysis Body Paragraphs,	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**

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Outlining, Context for Quotes **CR:**					
October 26-30 **L:** *AF* Ch. 1-2 (pg. 3-26) **S:** "The Censors" by Luisa Valenzuela, Russian Revolution Schema, George Orwell Schema, *AF* Intro materials: KdF Wagen image, "Who Invented the Food Pyramid?" by Karl Smallwood, "Internment of Japanese-Americans during WWII" **BL:** Retell, Key Lines **G:** **W:** **CR:** *AF* Old Major's Speech	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**
November 2-6 **L:** *AF* Ch. 3-4 (pg. 27-44) **S:** "The Flowers" by Alice Walker, "The Story of An Hour" by Kate Chopin, "Communist Manifesto" by Karl Marx, WW II Schema **BL:** Key Lines **G:** **W:** Introduction to Narratives (Reading and planning), Rising Action **CR:** Stalin/Old Major speeches	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**

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November 9-13 **L:** *AF* Ch. 5-6 (pg. 45-72) **S:** "How Tunisia's Revolution Began" by Yasmine Ryan, "A Brief Soviet Union History" (Allegory lesson), Economic Structures examples, Research Task: "Poverty in America- Why Can't We End It?" by Peter Edelman, "The Cost of Space Exploration" by Michio Kaku, "The Egyptian Revolution" **BL:** Narr- Conclusion II, Key Lines, Structure Analysis, Interaction III, Theme III **G:** **W:** Narrative Rising Action, Turning Point **CR:** Stalin Speech (Rhetorical Devices)	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**

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November 16-20 **L:** *AF* Ch. 7-9 (pg. 73-126) **S:** "Sonny's Blues" by James Baldwin, "The Lottery" by Shirley Jackson, Research Task: Education & Arts articles **BL:** Key Lines **G:** **W:** Narrative Falling Action, Conclusion **CR:**	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**
November 23-27 **L:** *AF* Ch. 10 (pg. 127-141) **S:** Rhetoric Project, Figurative Language Triathlon Materials **BL:** Key Lines, Figurative Language Analysis, **G:** **W:** *AF* Lit Analysis (Rhetoric Project), Figurative Language **CR:**	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**
November 30-December 4 **L:** "Harrison Bergeron"- Kurt Vonnegut and one other short story (Bradbury- "The Pedestrian," "There Will Come Soft Rains" or "The Veldt" OR "Barn Burning" by Faulkner) **S:** **BL:** Key Lines, Dramatic Irony **G:** **W:** Clover Snapshot, Seven Commandments Project **CR:**					

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8th Grade: What is oppression? How do we recognize systems of oppression? What power do individuals have to overcome oppressive systems?

December 7-11 **L:** *FD* Ch. 1, pp. 19-24 **S:** "Making of A Slave"- Willy Lynch, "Mulattoes in the World of Slavery" **BL:** Key Lines, Irony, Allusions **G:** **W:** **CR:** "Do Not Go Gentle" by Dylan Thomas, CR Burst: "Nothing Gold Can Stay" by Robert Frost	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**
December 14-18 **L:** *FD* Ch. 2-3, pp. 25-36 **S:** Post-Traumatic Slave Syndrome, *Twelve Years A Slave* by Solomon Northup, "Slave Housing" by Mark Watson **BL:** Key Moments Allusions, Irony, Argumentation **G:** **W:** Narrative On Demand, Rising Action, Argumentation Essay **CR:**	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**
January 4-8 **L:** *FD* Ch. 4-5, pp. 37-46 **S:** "The History of African-American Stereotypes" by James Harvey, "Desiree's Baby" by Kate Chopin, "The Case Against Summer Vacation" by David Von Drehle, Slave Spirituals Texts, "Waiting for the Supreme Court to Decide if Cell Phones Can Be Private" by Noel Brinkerhoff, Baggy Pants articles **BL:** Theme, Retell, Central Idea, Allusions **G:** **W:** Outlining	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**

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CR: "Isaac, After Mount Moriah" by Saaed Jones, CR Burst: "Moby Dick" by Herman Melville					
January 11-15 **L:** *FD* Ch. 6-7, pp. 47-57 **S:** Black Memorabilia book, "Introduction to Poetry" by Billy Collins (from IA), Trayvon Martin articles: "Why George Zimmerman Should Not Go to Jail" and "Zimmerman Prosecutors Duck the Race Issue," "The Gift of the Magi" by O. Henry **BL:** Key Moments, Central Idea, Argumentation **G:** **W:** **CR:** "Musee Des Beaux Arts"- W.H. Auden	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**
January 18-22 **L:** *FD* Ch. 8, pp. 58-63 **S:** "Should Blacks Collect Racist Memorabilia" by Henry Louis Gates, Jr., "Racist Collectibles on eBay?" by Associated Press, "The Scottsboro Boys" by Candace Allen, "Gun Wars to Heat Up in 2014" **BL:** Central Idea, Argumentation **G:**	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**

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W: Black Stereotypes Project **CR:**					
January 25-29 **L:** *FD* Ch. 9-10, pp. 64-105 **S:** "Strange Fruit" and "Blood on the Leaves," "Strange Fruit" HW, Hypocrisy of Religion from *FD* Appendix, "The Lynching of Jube Benson," "Breaking the Chains of Psychological Slavery," "Police: Chokehold Victim Eric Garner…" by Tom Hays, Lauryn Hill- "Black Rage" **BL:** Irony, Allusion, Narr- Precise Imagery **G:** Among vs. Between **W:** Sensory Details Slave Valuation (Narr- Precise Imagery) **CR:** Cold Reading- "Beauty Sleeping Now"	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**

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February 1-5 **L:** *FD* Ch. 11, pp. 106-121 **S:** Holocaust texts, "Legacies" by Nikki Giovanni (From IA), "I Love You Sweatheart" by Thomas Lux, Willie Lynch **BL:** Argumentation, Key Moments, Arg- Organization I **G:** **W:** *FD* Lit Analysis Outlining, Intro, Bodies, Conclusion **CR:**	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**
February 8-12 **L:** "Araby"- James Joyce, "After I Was Thrown in the River and Before I Drowned" by Dave Eggers **S:** **BL:** **G:** **W:** **CR:**	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**
February 15-19 **L:** *Othello* Act 1 (1.1.1-83, 1.2.61-81, 1.3.94-106, 1.3.127-170, 1.3.81) **S:** "The Origins of *Othello*," Cultural Context: "The Moors," "Venice and Venetian Culture," "A Cultural Context for *Othello*," "Iago as a Villain," No Fear Shakespeare, "Othello in Performance" **BL:** Figurative Language, Key Lines, Retell **G:** **W:**	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**

15.16 Curriculum Scope and Sequence

8th Grade: What is oppression? How do we recognize systems of oppression? What power do individuals have to overcome oppressive systems?

CR: Iago's Speeches (1.1), CR Burst: "Rude Am I"					
February 22-26 **L:** *Othello* Act 2 (1.3.365-385, 2.1.265-295, 2.3.12-39) **S:** No Fear Shakespeare, "Shakespeare's Attitude Toward Race" by Barbara Whitson, *Little Prince* Schema **BL:** Multimedia V- Faithfulness, Key Lines **G:** **W:** Iago's Journal **CR:** *Othello* War / Marriage 2.3.160	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**
February 29- March 4 **L:** *Othello* Act 3 (3.3,90-130, 3.3.230-239, 3.3.260-281) **S:** Films, No Fear Shakespeare, "Shakespeare and Race: Othello's Relationship with Desdemona," Handkerchief Readings: "Othello's Black Handkerchief" by Ian Smith, "Desdemona's Handkerchief" by Syed Anvarul Huq, **BL:** Multimedia IV-Faithfulness, Figurative Language, Key Lines, Dramatic Irony, Diction	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**

Analysis **G:** **W:** **CR:** Meaning: 3.3.260-281, Analysis:*Othello* Animal Imagery, Meaning: Racist Language					
March 7-11 **L:** *Othello* Act 4 (4.1.55, 4.1.164-190) **S:** No Fear Shakespeare **BL:** Multimedia IV-Faithfulness, Key Lines, Figurative Language **G:** **W:** **CR:** Cold Reading: 4.1.164-190	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**
March 14-18 **L:** *Othello* Act 5 (5.1.11-22, 5.2.1-150, ending) **S:** No Fear Shakespeare **BL:** Multimedia IV-Faithfulness, Figurative Language, Diction Analysis, Dramatic Irony **G:** **W:** *Othello* Lit Analysis Brainstorming **CR:** Mini CR: Othello's Final Speech	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**

15.16 Curriculum Scope and Sequence

8th Grade: What is oppression? How do we recognize systems of oppression? What power do individuals have to overcome oppressive systems?

March 21-25 **L:** *Malcolm X* Ch. 1-3 (pg. 1-65) **S:** Gentrification CW & HW **BL:** Central Idea, Key Moments **G:** **W:** **CR:**	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**
April 4-8 **L:** *Malcolm X* Ch. 4-6 (Pg. 66-124) **S:** Jazz clips and articles, Lindyhopping video, Nation of Islam **BL:** Central Idea III, Key Lines, Key Moments **G:** **W:** **CR:**	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**
April 11-15 **L:** *Malcolm X* Ch. 7-8 (pg. 125-154) **S:** **BL:** Central Idea III, Key Lines, Key Moments **G:** **W:** FPT Intro & Research **CR:**	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**

15.16 Curriculum Scope and Sequence

8th Grade: What is oppression? How do we recognize systems of oppression? What power do individuals have to overcome oppressive systems?

April 18-22 **L:** *Malcolm X* Ch. 9-10 (pg. 155-194) **S:** **BL:** Central Idea III, Key Lines, Key Moments **G:** **W:** FPT Structure & Introduction **CR:**	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**
April 25-29 **L:** *Malcolm X*, Ch. 11-12 (pg. 195-242) **S:** **BL:** Central Idea III, Key Lines, Key Moments **G:** **W:** FPT Bodies 1-3 **CR:**	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**
May 2-6 **L:** *Malcolm X*, Ch. 13 (pg. 243-270) **S:** "American History X" Film **BL:** Central Idea III, Key Lines, Key Moments **G:** **W:** **CR:**	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**

15.16 Curriculum Scope and Sequence

8th Grade: What is oppression? How do we recognize systems of oppression? What power do individuals have to overcome oppressive systems?

May 9-13 **L:** *Malcolm X*, Ch. 14-15 (pg. 271-331) **S:** MOS Def K.O.S. **BL:** Key Moments **G:** **W:** FPT Conclusion, FPT revision, editing **CR:**	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**
May 16-20 **L:** *Malcolm X* Ch. 16-17 (pg.332-393) **S:** **BL:** Key Moments **G:** **W:** MX Lit Analysis **CR:**	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**
May 25-29 **L:** *Malcolm X* Ch. 18-19 (pg. 394-440) **S:** **BL:** Key Moments **G:** **W:** MX Lit Analysis, FPT Publishing **CR:**	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**

15.16 Curriculum Scope and Sequence

8th Grade: What is oppression? How do we recognize systems of oppression? What power do individuals have to overcome oppressive systems?

June 6-10 **L:** *West Side Story* **S:** "New York! New York!," "Growing Up Puerto Rican," "Young Lords," "Afrika Bambaataa," "Jerome Robbins Choreography" **BL:** Key Moments, Retell, Allusion Analysis **G:** **W:** **CR:**	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**	**DN:** **OD:** **HotL1:** **HotL2:** **ET:** **HW:**

NYS CC Key Idea	Learning Goal	Suggested Objective(s)	Assessment	Unit
8.1 CHANGING SOCIETY: Changes for African-Americans resulted in limitations of their rights. Industrialization and immigration contributed to the urbanization of America. Problems resulting from these changes sparked the Progressive movement and increased calls for reform. (Standards 1,2,4 Themes: MOV, SOC, TECH, EXCH)	8.1 a Continued technological developments that changed the modes of production and access to natural resources facilitated increased industrialization. The demand for labor in urban industrial areas resulted in increased migration from rural areas and a rapid increase in immigration to the United States	Students will explore groups of people who moved into urban areas, where they came from, and the reasons for their migration into the cities	IA 1	1
		Students will explore the key factors that led to industrial growth	IA 1	1
		Students will explore the effects of the Transcontinental Railroad on the growth of the United States and Industry	IA 1	1
		Students will explore the role of the Robber Barons and Captains of Industry on the American Economy		
		Students will examine the immigrant experience of arrival to New York through Ellis Island..	IA 1	1
		Student compare immigrant experiences such as ethnic neighborhoods in cities, rural settlers in the Midwest, Chinese in the Far West and Mexicans in the Southwest.	IA 1	1
	8.1 b Population density, diversity, technologies, and industry in urban areas shaped the social, cultural, and economic lives of people in cities.	Students will examine and evaluate push and pull factors that led immigrants to the United States	IA 1	1
		Students will examine the living conditions in urban areas with a focus on the increasing population density and the impact this growth had on the social, cultural, and economic lives of people.	IA 1	1
		Students will examine the population growth of New York City and other New York cities and the technologies and industries which encouraged this growth.	IA 1	1
	8.1 c Increased urbanization and industrialization contributed to increasing conflicts over immigration, influenced changes in labor	Students will examine nativism and examples of anti-immigration policies including the Chinese Exclusion Act, the Gentlemen's Agreement and immigration legislation of the 1920s.	IA 1	1
		Students will explore the growth and impacts of child labor and sweatshops.	IA 1	1
		Students will explore the development of political machines, including Boss Tweed and Tammany Hall.	IA 1	1
	8.1 d In response to shifts in working conditions, laborers organized and employed a variety of strategies in an attempt to improve their	Students will examine the goals and tactics of specific labor unions including the Knights of Labor, the American Federation of Labor, and the International Workers of the World.	IA 1	2
		Students will examine key labor events including the Haymarket affair, the Pullman Strike and the International Ladies Garment Workers' Union strike.	IA 1	2
	8.1e Muckrakers and Progressive Era reformers sought to address political and social issues at the local, state, and federal levels of government between 1890 and 1920. These efforts brought renewed attention to women's rights and the suffrage movement and spurred the creation of	Students will examine the Populist Party as a reform effort by farmers in response to industrialization	IA 1	2
		Students will investigate reformers and muckrakers such as Jane Addams, Florence Kelley, W. E. B. du Bois, Marcus Garvey, Ida Tarbell, Eugene V. Debs, Jacob Riis, Booker T. Washington, and Upton Sinclair. Student investigations should include the key issues in the individual's work and the actionsthat individual took or recommended to address those issues.	IA 1	2
		Students will explore leaders and activities of the temperance and woman's suffrage movements.	IA 1	2
		Students will investigate the Triangle Shirtwaist Fire and the legislative response.	IA 1	2
		Students will examine state and federal government responses to reform efforts including the passage of the 17th amendment, child labor and minimum wage laws, antitrust legislation, and food and drug regulations	IA 1	2
8.2 IMPERIALISM: Beginning in the late 19th century, economic, political, and cultural factors contributed to more aggressive United States foreign policy and a push for westward expansion. (Standards: 1, 2, 3; Themes: GEO, GOV, ECO)	8.2a Continued westward expansion contributed to increased conflicts with Native Americans.	Examine the impact of the transcontinental railroad on the movement toward westward expansion	IA 2	3
		Compare and contrast the contributions of the railroad to those of canals	IA 2	3
		Examine examples of Native American resistance to the western encroachment including the Sioux Wars and the flight and surrender of Chief Joseph and the Nez Perce	IA 2	3
		Examine US and New York state policies toward Native Americans, such as the displacement of Native Americans from traditional lands, creation of reservations, efforts to assimilate Native Americans through the creation of boarding schools, the Dawes Act, and the Indian Reorganization Act and the Native Americans' various responses to these policies.	IA 2	3
	8.2b The Spanish-American War contributed to the rise of the United States as an imperial power.	Students will examine examples of yellow journalism that contributed to United States entry into the Spanish-American War including portrayal of the sinking of the U.S.S. Maine	IA 2	3
		Explain how the events and outcomes of the Spanish-American War contirbuted to the shift in imperialism in the United States foreign policy	IA 2	3
	8.2c Interest in Pacific trade contributed to an increase in United States foreign interactions.	Assess the events surrounding the annexation of Hawaii.	IA 2	3
		Examine the purpose and impact of the Open Door Policy.	IA 2	3
	8.2d The Roosevelt Corollary expanded the Monroe Doctrine and increased involvement in the affairs of Latin American nations by the United States. This led to resentment of the	Construct an explanation that accurately explains the impact of the Monroe Doctrine on the Roosevelt Corollary and its overall impact on foreign policy	IA 2	3
		Students will evaluate the effects of the Roosevelt Corollary on relationships between the United States and Latin American nations including the building of the Panama Canal.	IA 2	3
8.3 WORLD WAR I AND THE ROARING TWENTIES: Various diplomatic, economic, and ideological factors ultimately led the United States to enter World War I. Involvement in the war significantly altered the social, cultural,	8.3 a European militarism, alliances, imperialism, and nationalism grew, uniting and	Define militarism and nationalism and give examples of each from Europe circa WWI.	IA 2	4
		Students will examine both short- and long-term causes of conflict and ultimately World War I in Europe.	IA 2	4
	8.3b International, economic, and military developments swayed opinion in favor of the United States siding with the Allies and entering World War I. Domestic responses to	Examine an overview of the causes of WWI, focusing on factors leading the United States into the war	IA 2	4
		Examine examples of war propaganda and its impact on support for US involvement in the war	IA 2	4
		Examine the restrictions placed on citizens after US entry into the war, including the Espionage Act (1917) and the Sedition Act (1918)	IA 2	4
	8.3 c New military technologies changed military strategy in World War I and resulted in an unprecedented number of casualties.	List examples of new military technologies and their effects in war. Articulate the meaning of the phrase "first modern war."	IA 2	4
		Students will examine impacts of the changes in military technologies including trench warfare and the use of chemical weapons, machine guns, and aircraft.	IA 2	4

and political lives of Americans. Postwar America was characterized by economic prosperity, technological innovations, and changes in the	8.3d Following extensive political debate, the United States refused to ratify the Treaty of	Examine Wilson's Fourteen Points and summarize the key ideas in the document.	IA 2	4
		Investigate reasons why the United States Senate refused to support the Fourteen Points.	IA 2	4
	8.3e Following the end of World War I, the United States entered a period of increased economic prosperity and radical cultural change known as the Roaring Twenties. During this	Investigate the efforts of women suffragists and explain the historical significance of the 19th amendment	IA 2	4
		Examine the reasons for and the impact of prohibition on American society.	IA 2	4
		Examine examples of WWI and postwar race relations such as the East St. Louis riots, the Silent March, and the Tulsa riots.	IA 2	4
		Explore the changes in American culture after WWI, including an examination of the Harlem Renaissance and other changes in New York City.	IA 2	4
8.4 GREAT DEPRESSION: Economic and environmental disasters in the 1930s created hardships for many Americans. Amidst much debate about the appropriate role of government, President Franklin D. Roosevelt helped to create and enforce intensive government interventions in the United States economy and society. (Standards: 1, 3, 5;	8.4 a Risky investing, protectionism, and a weak global economy during the 1920s led to the collapse of the stock market, a wave of bank failures, and a long and severe downturn in the economy called the Great Depression.	Define protectionism and explain how protectionism, along with other factors, can affect an economy.	IA 3	4
			IA 3	4
		Examine how the economic practices of the 1920s contributed to the coming of the Great Depression.	IA 3	4
	8.4b The Great Depression affected all American families, but the effects varied across geographic regions and class, race, and gender lines.	Examine the effects of the Great Depression on American families in terms of job loss, wealth and homes, noting varying impacts based on class, race, and gender.	IA 3	4
		Explore the conditions in New York City and other communities within New York State during the Great Depression.	IA 3	4
		Compare and contrast the effects of the Great Depression on various communities	IA 3	4
		Explore the man-made and environmental conditions that led to the Dust Bowl, the economic as well as cultural conseqeunces of the Dust Bowl, and federal government efforts to address the problem.	IA 3	4
	8.4c President Roosevelt pursued a policy called the New Deal to revive the economy and help Americans deal with the hardships of the Great Depression. These New Deal reforms	Describe the New Deal and summarize its significance to and connection with the Great Depression.	IA 3	4
		Analyze FDR's role as president with regard to New Deal legislation.	IA 3	4
		Trace key aspects of the New Deal and the actions taken by President Roosevelt in response to the Great Depression including the Federal Deposit Insurance Corporation, the Securities and Exchange Commission, and the Social Security Act.	IA 3	4
8.5 WORLD WAR II: The aggression of the Axis powers threatened United States security and led to its entry into WWII. The nature and consequences of warfare during WWII transformed the US and the global community. The damage from total warfare and atrocities such as the Holocaust led to a call for international efforts to protect human rights and prevent future wars.	8.5a Worldwide economic depression, militant nationalism, the rise of totalitarian rule, and the unsuccessful efforts of the League of Nations to preserve peace contributed to the outbreak of war in Europe and Asia.	Define totalitarian and provide examples of totalitarian governments during the era.	IA 3	5
			IA 3	5
		Examine how the worldwide economic depression and militant nationalism resulted in the rise of totalitarian rule.	IA 3	5
			IA 3	5
		Provide examples of the failure(s) of the League of Nations and list effects.	IA 3	5
	8.5b From 1939 to 1941, the US government tried to maintain neutrality while providing aid to Britain but was drawn into the war by the Japanese attack on Pearl Harbor. The US fought a war on multiple fronts. At home, the economy was converted to war production, and essential resources were rationed to ensure adequate supplies for military use	Examine the American involvement in WWII including the American strategy in the Pacific and the invasion of Normandy on D-Day.	IA 3	5
		Examine the role of the Tuskegee Airmen within the segregated military during WWII.	IA 3	5
		Investigate the impact of the war on the American economy and day-to-day life.	IA 3	5
		Examine the decision in *Korematsu v. United States* (1944) to intern Japanese-Americans in light of perceived national security concerns versus constitutional rights.	IA 3	5
		Examine the role of New Yorkers in WWII, focusing on local institutions such as the Fort Ontario Refugee Center or the Brooklyn Navy Yard.	IA 3	5
	8.5c The nature and consequences of warfare during WWII transformed the US and the global community. The damage from total	Examine the role of air power by the allies, including the use of the atomic bombs in Hiroshima and Nagasaki.	IA 3	5
		Investigate the Holocaust and explain the historical significance of the Nuremberg trials.	IA 3	5
		Examine the structure and work of the United Nations.	IA 3	5
8.6 FOREIGN POLICY: The period after WWII has been characterized by an ideological and political struggle, first between the US and communism during the Cold War, then between the United States and forces of instability in the Middle East. Increased economic interdependence and competition, as well as environmental concerns, are challenges faced by the United States. (Standards:	8.6a The Cold War was an ongoing struggle between the two nuclear superpowers, the US and the Soviet Union. The Cold War shaped	Locate on a map the nations that were aligned with the United States, those aligned with the Soviets, and non-aligned nations.	IA 4	6
		Examine the term *nuclear superpower* and the threat of nuclear weapons as a cause and as an effects of the arms race between the United States and the Soviet Union	IA 4	6
	8.6b The United States based its military and diplomatic policies from 1945 to 1990 on a policy of containment of communism	Revisit communism and explain its difference from capitalism. Explain the the perceived threat(s) of communism to the United States.	IA 4	6
		Examine the policy of containment and its appplication in the postwar period, including the Marshall Plan, the Korean War, the Cuban missile crisis, and the Vietnam War.	IA 4	6
	8.6c Following the end of the Cold War, the United States sought to define a new role in global affairs, but the legacies of the Cold War actions continue to affect US foreign policy	Examine the changing relationships between the US and foreign countries such as China (beg in 1950), Afghanistan (beginning in 1980s), Russian (starting in 1990), Middle East, including Israel, Palestine, Kuwait, Iran and Iraq; Countries in the Western Hemisphere (NAFTA, Cuba, and Mexico), and European Union countries	IA 4	6
			IA 4	6
	8.6d Terrorist groups not representing any nation entered and reshaped global military and political alliances and conflicts. American foreign and domestic policies responded to terrorism in a variety of ways.	Examine the terrorist attack of September 11, 2001 and its impact on national security and the US responses to it, including the USA Patriot Act, the Dept of Homeland Security, the War on Terror, and military attacks on suspected terrorist locations/drone strikes	IA 4	6

1, 2, 4, 5; Themes: TCC, GEO, ECO, EXCH)	8.6e Increased globalization has led to increased economic interdependence and competition.	Examine the increased economic interdependence in terms of globalization and its impact on the US and NY economy, including the workforce.	IA 4	6
		Examine the role of multinational corporations and their influence on the world economy.	IA 4	6
8.7 DEMOGRAPHIC CHANGE: After WWII, the population of the United States rose sharply as a result of both natural increases and immigration. Population movements have resulted in changes to the American landscape and shifting political power. An aging population is affecting the economy and straining resources (Standards: 1, 3, 4, 5; Themes: ID, GEO	8.7a After WWII the US experienced various shifts in population and demographics that resulted in social, political, and economic consequences	Explore the short-term and long-term impacts of the baby boom generation on the economy, including increases in the construction of homes and schools and increased demands on both Social Security and health care.	IA 4	6
		Examine the impacts of suburbanization, including urban decay, suburban growth, and diminished availability of farmland both nationally and within NYS	IA 4	6
		Examine the population shift from the Midwest and northern industrial states to the Sun Belt, including its effect on political power	IA 4	6
	8.7b The postwar US experienced increasing immigration, debates over immigration policy, and an increase in cultural diversity	Examine migration and immigration trends in NYS and NYC such as the increase in Spanish-speaking, South Asian, East Asian, Middle Eastern, and African populations and the contributions of these groups	IA 4	6
		Examine the debates over and the effects of immigration legislation, including recent debates over immigration policy	IA 4	6
	8.7c Pollution, population growth, the consumption of natural resources, clearing of land for human sustenance, and large-scale industrialization have put added stress on the global environment	Explore the impact of pollution, industrialization and population growth on the environment, such as urban areas (Love Canal), plant and animal life (Adirondack Park), and energy sources (Three Mile Island)	IA 4	6
8.8 DOMESTIC POLICIES AND REFORM: The civil rights movement and the Great Society were attempts by people and the government to address major social, legal, economic, and environmental problems. Subsequent economic recession called for a new economic program (Standards: 1, 4, 5; Themes: TCC, SOC, CIV	8.8a The civil rights movement begean in the postwar era in response to long-standing inequalities in American society and eventually brought about equality under the law but	Compare and contrast the strategies used by civil rights activists such as Thurgood Marshall, Rosa Parks, MLK Jr., and Malcolm X	IA 4	7
		Explain the significance of key civil rights victories including President Truman'sdesegregation of the military, *Brown v. Board* , the Civil Rights Act of 1964, and the Voting Rights Act of 1965	IA 4	7
		Examine the extent to which the economic situation of African Americans improved as a result of the civil rights movement	IA 4	7
	8.8b The civil rights movement prompted renewed efforts for equality by women and other groups	Examine struggles for equality and factors that enabled or limited success on behalf of women, farm workers, Native Americans, the disabled, and the LGBT community.	IA 4	7
		Examine judicial actions taken to protect individual rights, such as *Miranda v. Arizona* and *Tink v. Des Moines School District*	IA 4	7
	8.8c The Great Society programs of President Lyndon Johnson strengthened efforts aimed at reducing poverty and providing health care for	Explain the difference between Medicare and Medicaid.	IA 4	7
		Examine the connection between the Vietnam War, especially the draft, and the growth of a counterculture and peace movement	IA 4	7
	8.8d Economic recession during the 1970s	Examine President Ronald Reagan's and President George H. W. Bush's cuts to social programs and taxes in an attempt to stimulate the economy.	IA 4	7
	8.8e Constitutional issues involving the violation of civil liberties and the role of the	Examine state and federal responses to gun violence, cyber-bullying, and electronic surveillance.	IA 4	7

READING

		Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8
Key Ideas and Details	1. Cite specific textual evidence to support analysis of primary and secondary sources.								
	2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.								
	3. Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes a law, how interest rates are raised or lowered).								
Craft and Structure	4. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.								
	5. Describe how a text presents information (e.g., sequentially, comparatively, causally)								
	6. Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).								
Integration of Knowledge and Ideas	7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.								
	8. Distinguish among fact, opinion and reasoned judgment in a text.								
	9. Analyze the relationship between a primary and secondary source on the same topic.								

WRITING

Arguments focused on discipline-specific content	1. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.								
	2. Support claim(s) with logical reasoning and relevant, accurate, data and evidence that demonstrate an understanding of the topic or text, using credible sources.								
	3. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.								
	4. Establish and maintain a formal style.								
	5. Provide a concluding statement or section that follows and supports the argument presented.								
Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.	6. Introduce a topic, clearly previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.								
	7. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.								
	8. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.								
	9. Use precise language and domain-specific vocabulary to inform about or explain the topic.								
	10. Establish and maintain a formal style and objective tone.								
	11. Provide a concluding statement or section that follows from and supports the information or explanation presented.								
Production & distribution of writing	12. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.								
	13. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.								
	14. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.								
Research	15. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.								
	16. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.								
	17. Draw evidence from informational texts to support analysis reflection, and research.								

Grade 8: US History

		Key Ideas	8.0*	8.1	8.2	8.3	8.4	8.5	8.6	8.7	8.8
	Themes		Reconstruction covered in 7th Curriculum								
1	Individual Development and Cultural Identity (ID)										
2	Development, Movement, and Interaction of Cultures (MOV)										
3	Time, Continuity, and Change (TCC)										
4	Geography, Humans, and the Environment (GEO)										
5	Development and Transformation of Social Structures (SOC)										
6	Power, Authority, and Governance (GOV)										
7	Civic Ideals and Practices (CIV)										
8	Creation, Expansion, and Interaction of Economic Systems (ECO)										
9	Science, Technology, and Innovation (TECH)										
10	Global Connections and Exchange (EXCH)										

Use the page to provide any notes/directions that will support teachers in using this document. Thanks!

Notes for Regents Labs

	When Tested
"Diffusion Through a Membrane" requires a Lugol's Solution (Iodine) and Benedict's Solution. Benedict's Solution is toxic and needs to be stored properly. If you choose not to order it for your school, you can complete the lab without it and simply have students fill in the appropriate places in thier lab. There are several great videos on YouTube that show Benedict's Solution being used to help students understand how it works. Ideally you would want to complete the lab but this alternative has worked out ok in the past.	IA #2
The "Making Connections Lab" should be completed during the third unit (Human Anatomy). It is primarily intended as a review of the scientific method. You should refer back to this activity when teaching the following topics: Respiration, Homeostasis	IA #3
"Relationships and Biodiversity" should be the final regents lab. It asks students to utilize a variety of lab skills and is a great review of cell structure, genetics, and evolution. This lab requires a lot of initial set up so be sure to check supplies well in advance of the activity. Prepared slides can be ordered but it is MUCH cheaper to create your own using trees/plants from around your neighborhood. **Students do not have much background knowledge of monocots and dicots. If you choose to make the slides yourself, use the SAME plant specimen for Species Z that you used for Botanus Curos. (This ONLY applies to the slides. The seeds and hands on specimen should look different).	(Test on your own on a unit exam or quiz)
"Beaks of Finches" is a simple lab with minimal set up. I used red beans and split peas for the activity in lue of bird seed as it is cheaper and easier to find off season. The birds "beaks" can be anything from tweezers, pliers, binder clips, nail scissors, magnet clips, wire cutters, tongs, etc. The key is to have a variety of tools in various shapes and sizes to realy push student thinking. Each group should have a different tool to use.	(Test on your own on a unit exam or quiz)

Additional Regents Info

Two of the labs require a lot of materials. Check non-perishable supplies in August to avoid delays with the labs. Students will be held accountable for the labs on the IA's listed above. (No Exceptions!)

Some labs take more than one day to complete!! Read the teachers information carefully.
Labs need to be kept on file for 6 months after the LE is taken. Keep completed labs in the classroom so that students can reference them as needed and so that they do not get lost.

Cell Structure and Function

Students should have some basic knowledge of cell structures from 5th grade.
8th graders should be able to idenitfy and articulate the funciton each cell structure. (think overall understanding/big picture)
There are six key cell structures that should be taught in DETAIL at a high school level in order to promote deeper understanding of the material and success on the Regents exam. They are the chloroplast, nucleus, cell membrane, mitochondria, cytoplasm (role in protein synthesis), and ribosomes.
Best practice would be to have students identify the structures and functions of all the cell structures at the beginning of the unit. Revisit the 6 key structures as you teach related concepts in depth. Exs: 1) Role of the mitochondria in respiration. 2) When teaching cell transport, introduce the idea of receptor molecules in the cell membrane and distinguish between active and passive transport.

8th Grade Science

Unit One: Cell Structure and Function									
##########									
Objective	**NGSS Performance Expectation**	**Introduction to Biology**	**Lesson Planning Suggestions Nonfiction, Inquiry-Based, Scientific Method Application**	**Performance Assessments**	**Anticipated Misconceptions**	**Vocabulary**	**NGSS Science & Engineering Practices**	**NGSS Croscutting Concepts**	**Pacing Guideline (# of Days)**
Cell Structures									
1.1	MS-LS1-1		**Great hook http://multimedia.mcb.harvard.edu/** **CRAGMOR** **Cells** **Reproduce** **Adapt** **Grow** **Metabolize** **Organized**			Cell, cell theory metabolism	Using Models	systems and system models	**1**
1.1	MS-LS1-3	Identify the levels of organization in living things. (Organelles, cells, tissues, organs, organ systems, organisms)	Create a pyramid with definitions and draw examples. Independent Practice: "Place the following items in order from smallest to largest"				Using Models	systems and system models	
1.2		Recognize that organisms are made of cells and that cells are the basic building blocks of life. Identify that all living things are made of cells, reproduce, metabolize to produce energy, respond to their environment, grow, adapt to their environment, and, if they're multicellar, have levels of organization.	Microscope pictures: Introduce types of cells by having students observe each type in a photograph Make sure to explain the differences in DNA in both types of cells. This concept will arise again when you are teaching genetic engineering (where you take bacterial dna and insert a gene from an animal cell to create a desired protein).		Eukaryotic cells are "better" because they are newer or have more parts.	Prokaryote, Eukaryote	carrying out investigations	systems and system models	**1**

8th Grade Science

Objective	NGSS Performance Expectation	Introduction to Biology	Lesson Planning Suggestions Nonfiction, Inquiry-Based, Scientific Method Application	Performance Assessments	Anticipated Misconceptions	Vocabulary	NGSS Science & Engineering Practices	NGSS Croscutting Concepts	Pacing Guideline (# of Days)
1.3	MS-LS1-2	Relate cell parts/organelles (plasma membrane, nuclear envelope, nucleus, nucleolus, cytoplasm, mitochondrion, endoplasmic reticulum, Golgi apparatus, lysosome, ribosome, vacuole, cell wall, chloroplast, cytoskeleton, centriole, cilium, flagellum, pseudopod) to their functions. Articulate that single celled organisms have the same needs and perform the same function as more complex organisms.		**Performance Assessment: Create a Model of a Cell** **Students often have to identify cell parts and functions on the LER. Be sure to include a lot of diagramming for this objective. ** Students often have to compare organelle functions to organ functions. Spiral Review****		**FOCUS ON LER:** **organelle, plasma membrane/fluid mosaic model, nucleus, cytoplasm, mitchondria/on, ribosome, vacuole, cell wall, chloroplast, cilium/flagellum** **cell membrane = similar to lungs** **cytoplasm = similar to blood/circulatory system** **nucleus = similar to brain/ nervous system**	developing and using models	systems and system models structure and function	**4 to 5**
1.3	MS-LS1-2	Articulate that cell organelles work together to help the cell maintain homeostasis				Homeostasis: an organisms ability to maintain internal balance.		cause and effect	
	Microscope Basics								
1.4		Identify the parts of a compound light microscope	"Simon Says" with microscope parts			eyepiece, objectives, stage, adjustment knobs			**1**
1.4		Calculate magnification of an image							

Objective	NGSS Performance Expectation	Introduction to Biology	Lesson Planning Suggestions Nonfiction, Inquiry-Based, Scientific Method Application	Performance Assessments	Anticipated Misconceptions	Vocabulary	NGSS Science & Engineering Practices	NGSS Croscutting Concepts	Pacing Guideline (# of Days)
1.5		Find and focus a specimen under a microscope	Students perform the "E" lab	**"E" Lab**		"Losing" an image under the microscope may be due to the following: 1) switching to a higher power narrows the field of view, and a specimen might be outside the field of view 2) switching to a higher power may change the focus, and the specimen may no longer be in focus Switching to a higher power can 1) make the image appear more detailed 2) make less of the specimen visible because of a narrower field of view			**2**
Photosynthesis									
1.6	MS-LS1-6	Articulate that the energy for ALL life on earth comes from the sun.							**1**

Objective	NGSS Performance Expectation	Introduction to Biology	Lesson Planning Suggestions Nonfiction, Inquiry-Based, Scientific Method Application	Performance Assessments	Anticipated Misconceptions	Vocabulary	NGSS Science & Engineering Practices	NGSS Croscutting Concepts	Pacing Guideline (# of Days)
1.6	MS-LS1-6	Identify autotrophs as organisms that create their own food by going through the process of photosynthesis. Define photosynthesis.	great time to review (from 6th grade) autotroph vs heterotroph. Go over a few tricky examples: fungi, algae, venus fly trap (scholars always ask about this one!)		Students are often taught that photosynthesis is the process that plants go through to make energy. Plants go through respiration to release energy in the form of ATP. Plants go through photosynthesis to create stored energy (food). (students struggle to make the distinction and OFTEN confuse respiration with photosynthesis or assume that plants do not go through respiration at	Autotroph, Photosynthesis, synthesize			
1.6		Identify the products and reactants of photosynthesis.	Draw out the equation. Identify products and reactants. Play memory game.						
1.7	MS-LS1-1	Examine the cell parts unique to photosynthetic organisms. (Chloroplast, Chlorophyll)	Observe Euglena and Elodea under a microscope. Identify cell parts that are visible (spiral review organelles)			chloroplast, chlorophyll		structure and function	**1**

8th Grade Science

Objective	NGSS Performance Expectation	Introduction to Biology	Lesson Planning Suggestions Nonfiction, Inquiry-Based, Scientific Method Application	Performance Assessments	Anticipated Misconceptions	Vocabulary	NGSS Science & Engineering Practices	NGSS Croscutting Concepts	Pacing Guideline (# of Days)
1.8	MS-LS1-6	Identify the products and reactants of photosynthesis. Define homeostasis and describe role of stomata in maintaining homeostasis in plants.	Use Bromothymol blue (CO_2 indicator) and Elodea to prove that plants take in CO_2 and release oxygen. (Introduces the idea of indicators which students will use on the Biodiversity regents lab) review products and reactants from 7th grade chemistry use diagrams to illustrate Use nail polish imprints to show stomata in plants.	**Performance Assessment: Bromothymol Blue lab**		Glucose, product, reactant		cause and effect	**3**
Respiration									
1.9	MS-LS1-7	Articulate that ALL organisms release stored energy by going through the process of respiration.	Be sure to stress that ALL organisms must release energy although it might look different in some simpler organisms. Stress that plants ALSO go through this process.		that animals go through respiration and plants go through photosynthesis only Emphasize that the POINT of respiration is to make energy for the cell	respiration			**1**
1.9	MS-LS1-1	Point out that for MOST organisms, respiration occurs in the Mitochondria.							
1.9	MS-LS1-7	Identify the products and reactants of respiration.	Compare and contrast respiration to photosynthesis.			ATP			

Objective	NGSS Performance Expectation	Introduction to Biology	Lesson Planning Suggestions Nonfiction, Inquiry-Based, Scientific Method Application	Performance Assessments	Anticipated Misconceptions	Vocabulary	NGSS Science & Engineering Practices	NGSS Croscutting Concepts	Pacing Guideline (# of Days)
1.9	MS-LS1-7	Discuss the role of ATP in helping organisms to carry out daily functions such as obtaining nutrients and removing waste.	Have students jog in place for a 1 minute. Class discussion on how the breathing rate increased to allow for more oxygen intake. This allowed for more ATP to be created.						
1.10		Compare and contrast photosynthesis and respiration.							**1**
Cellular Chemistry									
1.11	HS-LS1-6	Describe the basic molecular structures and primary functions of the four major categories of organic molecules (carbohydrates, lipids, proteins, nucleic acids).	Create a comparison chart that displays: the molecule, building blocks, function		Organisms (especially humans) use organic molecules "as is" to carry out life functions. In reality, the proteins, sugars and starches we eat are broken down into simpler forms before they can be used.	Protein, Carbohydrate, Lipid, Nucleic Acid, Organic Molecule	developing and using models		**1**
1.12		Identify the structure and function of enzymes.	Matching game - cut outs of enzymes, substrates, and products. Have students match.			Enzyme, Catalyst, denature, substrate, synthesis, digestion			**1**

Objective	NGSS Performance Expectation	Introduction to Biology	Lesson Planning Suggestions Nonfiction, Inquiry-Based, Scientific Method Application	Performance Assessments	Anticipated Misconceptions	Vocabulary	NGSS Science & Engineering Practices	NGSS Croscutting Concepts	Pacing Guideline (# of Days)
1.13		Relate the role of enzymes to the rate at which chemical process occur in the body and explain how the rate can be influenced by temperature, pH etc.		**PotatoLab: Students Examine the effects of different temperatures on catalase activity**					**3**
Transport									
1.14		Define diffusion and osmosis. Draw and describe "concentration" .	Spray perfume in the room to demo diffusion. Add kool-aid to water to demo concentration.			concentration Osmosis: the diffusion of water through a cell membrane. Diffusion: the movement of molecules from an area of high concentration to an area of low concentration.			**1**
1.15		Compare and contrast active and passive transport	Emphasize the two main differences: Active - LOW to HIGH concentration, use of ATP Passive/Diffusion - HIGH to LOW concentration, no ATP needed		Osmosis applies to any liquid and not just water.	Osmosis: the diffusion of water through a cell membrane. Diffusion: the movement of molecules from an area of high concentration to an area of low concentration.			**1**

8th Grade Science

Objective	NGSS Performance Expectation	Introduction to Biology	Lesson Planning Suggestions Nonfiction, Inquiry-Based, Scientific Method Application	Performance Assessments	Anticipated Misconceptions	Vocabulary	NGSS Science & Engineering Practices	NGSS Croscutting Concepts	Pacing Guideline (# of Days)
1.16	MS-LS1-2	Explain the role of the cell membrane as a highly selective barrier.	Key Take-Away: Large molecules cannot pass through membrane (salt, starch), while small molecules can.		Students really struggle to see the overarching point of this lab, which is that starch is TOO BIG to leave the cell, and glucose is small enough to diffuse out, as is starch indicator.		Using Models		**3**
				IA 1					
1.16	MS-LS1-2	Explain the role of the cell membrane as a highly selective barrier.	Include a "review day" where students are recapping what they found in their results, and are drawing "before" and "after" drawings showing the starting and ending places of Inidcator, Glucose and Starch.	**PErformance Assessment: REGENTS LAB: Diffusion Through a Membrane.** **This lab can be done at any time during this sub-unit. However, it must be completed prior to IA 2.**	Students really struggle to see the overarching point of this lab, which is that starch is TOO BIG to leave the cell, and glucose is small enough to diffuse out, as is starch indicator.		Using Models		**3**

8th Grade Science

August 24-28			Procedures	Intro to cells Objective: SWBAT recognize that organisms are made of cells and that cells are the basic building blocks of life. Materials needed: -Student packets	Levels of organization Ojbective: SWBAT Identify the levels of organization in living things. (Organelles, cells, tissues, organs, organ systems, organisms). Materials needed: -Student packets
August 31-Sept 4	Prokaryotic vs. eukaryotic cells Objective: SWBAT differentiate between prokaryotic and eukaryotic cells. Materials needed: -Student packets	Organelles Objective: SWBAT relate parts of the cell to their function. Materials needed: -Student packets -PPT presentation	Organelles day 2 Objective: SWBAT relate parts of the cell to their function. Materials needed: -Student packets -Organelle reference sheets from last class	Cell analogies Objective: SWBAT relate parts of the cell to their function. Materials needed: -Student packets -Organelle reference sheets from Tuesday (students should keep these) -Turn and Talk Poster -Example cell analogy projects from previous years (if you have them)	Cell analogies day 2 Objective: SWBAT relate parts of the cell to their function. Materials needed: -Student packets -Organelle reference sheets from Tuesday (students should keep these) -Turn and Talk Poster -Example cell analogy projects from previous years (if you have them)
Sept 7-11	Labor Day - No School	Review day Objective: SWBAT relate parts of the cell to their function. Materials needed: -Student packets	Microscopes Objective: SWBAT use the microscope to observe the similarities and differences in plant and animal cells. Materials needed: -Student packets	Macromolecules Objective: SWBAT identify the four classes of macromolecules in living things and describe their composition. Materials needed: -Student packets	Cellular energy Objective: SWBAT discuss the role of ATP in helping organisms to carry out daily functions such as obtaining nutrients and removing waste. SWBAT articulate that the energy for ALL life on earth comes from the sun. Materials needed: -Student packets -Youtube video loaded on computer:
Sept 14 - 18	Photosynthesis Objective: SWBAT identify autotrophs as organisms that create their own food by going through the process of photosynthesis. SWBAT identify the products and reactants of photosynthesis. Materials needed: -Student packets	Proving photosynthesis Objective: SWBAT determine if photosynthesis is occurring by measuring changes in its products and reactants. Materials needed: -Student packets -Elodea (one possible source for ordering: https://www.wardsci.com/store/catalog/product.jsp?catalog_number=867504) -Bromothymol Blue (one bottle is plenty) -Plastic straws -100 mL beakers -Pipettes (plastic)	Cellular respiration Objective: SWBAT identify the products and reactants of respiration. SWBAT discuss the role of ATP in helping organisms to carry out daily functions such as obtaining nutrients and removing waste. Materials needed: -Student packets	Photosynthesis and cellular respiration Objective: SWBAT identify the products and reactants of respiration. SWBAT identify the products and reactants of photosynthesis. SWBAT graph the results of a scientific experiment. Materials needed: -Student packets -Student packets -Yeast packets (1 per group) -Clear plastic bottles (3 per group) -Balloons (must fit over plastic bottles without ripping or letting air out) -Warm water -Tape	Enzymes Objective: SWBAT relate the role of enzymes to the rate at which chemical process occur in the body and explain how the rate can be influenced by temperature, pH etc. Materials needed: -Student packets

8th Grade Science

Sept 21 - 25	Rate of Enzymes Objective: Relate the role of enzymes to the rate at which chemical process occur in the body and explain how the rate can be influenced by temperature, pH etc. Materials needed: -Student packets	Potato Lab Objective: Relate the role of enzymes to the rate at which chemical process occur in the body and explain how the rate can be influenced by temperature, pH etc. Materials needed: -Student packets	Potato Lab Day 2 Objective: Relate the role of enzymes to the rate at which chemical process occur in the body and explain how the rate can be influenced by temperature, pH etc. Materials needed: -Student packets	Concentration Objective: Define diffusion and osmosis. Draw and describe "concentration" . Materials needed: -Student packets	PD Day/ Staff Retreat
Sept 28 - Oct 2	Passive and Active Transport Objective: Compare and contrast active and passive transport. Materials needed: -Student packets	Regents Lab: Diffusion Through a Membrane Day 1 Objective: Explain the role of the cell membrane as a highly selective barrier. Explain that large molecules cannot pass through a membrane, but smaller molecules can. Materials needed: -Student packets - Diffusion through a membrane kit	Regents Lab: Diffusion Through a Membrane Day 2 Objective: Explain the role of the cell membrane as a highly selective barrier. Explain that large molecules cannot pass through a membrane, but smaller molecules can. Materials needed: -Student packets - Diffusion through a membrane kit	Regents Lab: Diffusion Through a Membrane Day 3 Objective: Explain the role of the cell membrane as a highly selective barrier. Explain that large molecules cannot pass through a membrane, but smaller molecules can. Materials needed: -Student packets - Diffusion through a membrane kit	Regents Lab: Diffusion Through a Membrane Day 4 Objective: Explain the role of the cell membrane as a highly selective barrier. Explain that large molecules cannot pass through a membrane, but smaller molecules can. Materials needed: -Student packets - Diffusion through a membrane kit
Oct 5 - 9	Regents Lab: Diffusion Through a Membrane Day 5 Objective: Explain the role of the cell membrane as a highly selective barrier. Explain that large molecules cannot pass through a membrane, but smaller molecules can. Materials needed: -Student packets - Diffusion through a membrane kit	Review Day Mutliple Objectives Materials Needed: - Student packets - PPT presentation	Unit Test Mutliple Objectives Materials Needed: - Student packets	Flex Day - IA Review	Flex Day - IA Review
Oct 12 - 16	No School - Columbus Day	IA 1			
Oct 19 - 23	Regents Lab: Diffusion Through a Membrane Day 6: Final Drafts Objective: Explain the role of the cell membrane as a highly selective barrier. Explain that large molecules cannot pass through a membrane, but smaller molecules can. Materials needed: -Student packets	Regents Lab: Diffusion Through a Membrane Day 7: Final Drafts Objective: Explain the role of the cell membrane as a highly selective barrier. Explain that large molecules cannot pass through a membrane, but smaller molecules can. Materials needed: -Student packets			

Unc	NGSS Performance Expectation	SWBAT	Lesson Planning Suggestions		Anticipated Misconceptions	Vocabulary	Nonfiction	Inquiry-based lesson ideas	# of Days
Unit Two: Reproduction and Genetics									
Essential Questions: **How is genetic information passed down among organisms?** **What determines a species characteristics?** **What are the types and causes of mutations?** **In what ways do humans influence the passing of genes from one generation to the next?**									
	Topic: Cell Division (Types of Reproduction)		**Lesson Plan Suggestions**	**Performance Assessments**	**Anticipated Misconceptions**	**Vocabulary**	**Nonfiction**	**Inquiry-based lesson ideas**	**# of Days**
	NGSS Standard	SWBAT define and identify benefits and drawbacks of asexual and sexual reproduction.	Review types of reproduction.			Asexual reproduction,			1
	HS-LS1-4	SWBAT Explain that the functions of mitosis are asexual reproduction, growth and repair.							
	HS-LS1-4	SWBAT Explain the process of mitosis		**Model Mitosis and Meiosis with Socks: http://www.carolina.com/teacher-resources/Interactive/modeling-mitosis-and-meiosis-activity/tr10797.tr?cold=10850&mCat=&trail=4010:Genetics**		Mitosis			2
		SWBAT Explain that sexually reproducing organisms go through meiosis							
		SWBAT Explain the process of meiosis	Stress that meiosis is for the production of gametes only. video: Meiosis Square Dance (Silly but great visual. On YouTube)			Meiosis, gamete			2
		SWBAT Distinguish between mitosis and meiosis in terms of initial and final chromosome count, number of original cells, and number of daughter cells.	Diagramming Explore comparing the two diagrams.						1
	Topic: Human Development		**Lesson Plan Suggestions**	**Performance Assessment**	**Anticipated Misconceptions**	**Vocabulary**	**Nonfiction**	**Inquiry-based lesson ideas**	**# of Days**

		Understand that the reproductive system is responsible for the making of gametes necessary for sexual reproduction				Gamete: Sex cells			
		Describe the structures and functions of the female reproductive system	Students often have to identify parts and functions of the reproductive system on the regents. Be sure to provide adequate practice.			Ovary, Fallopian tube, Uterus			2
		Explain the menstrual cycle and its relationship to reproduction using diagrams and graphs							1
		Describe the structures and functions of the male reproductive system				Testes			1
		Be able to describe basic embryonic development in humans	Video: the miracle of life			Embryo, Fetus			2
		Recognize that many factors such as the environment and hormones affect human reproduction and development	Discuss role of drugs and alcohol on development						1
DNA Structure and Protein Synthesis			**Lesson Plan Suggestions**	Performance Assessments	**Anticipated Misconceptions**	**Vocabulary**	**Nonfiction**	**Inquiry-based lesson ideas**	**# of Days**
		Identify the nitrogen bases that form DNA: Adenosine, Cytosine, Thymine, and Guanine		**Performance Assessment: Create a Model of DNA**		Codon			
		Create a model of DNA replication showing how the bases pair up.	DNA replication model. Lots of great web sources for this. Two ideas here. http://www.mrulrichslandofbiology.com/Labs/Lab-candyDNAreplication.pdf OR						2
	HS-LS3-1	Understand that genes are located on chromosomes and that each cell in the body contains the same set of genetic instructions.		**Create a foldable showing the relationship between chromosome, gene and DNA.**					1
	HS-LS1-1	Explain how cells use DNA to create proteins. SWBAT describe transcription Explain that genes code for specific traits							1
		Define RNA							
		Indentify the base pairs for RNA							

		Match amino acid sequences to the appropriate RNA codons. SWBAT describe translation							1
		Explain that genes code for specific traits		**Alien Genes ACtivity http://www.lee.k12.nc.us/cms/lib03/NC01001912/Centricity/Domain/1365/Alien%20Encounters%20Activity.pdf**					
	HS-LS3-2	Explain that gene expression can be affected by the environment.		Twin STudies Video					1
	Topic: Mutations		**Lesson Plan Suggestions**	**Performance Assessment**	**Anticipated Misconceptions**	**Vocabulary**	**Nonfiction**	**Inquiry-based lesson ideas**	**# of Days**
		Define mutation.							
	MS-LS3-1	Distinguish between the various types of mutations that occur in DNA (substitution, deletion, insertion)	Model the various types of mutations.	**DNA Chain Letter Write-Up http://www.successlink.org/gti/lesson_unit-viewer.asp?lid=2716**					2
			IA 2						
		Examine the causes and treatments for cancer.	Students should be able to identify cancer cells and mutated cells that go through mitosis uncontrollably.						1
	Topic: Bioengineering and Ethics		**Lesson Plan Suggestions**	**Performance Assessment**	**Anticipated Misconceptions**	**Vocabulary**	**Nonfiction**	**Inquiry-based lesson ideas**	**# of Days**
		Define selective breeding and understand that selective breeding has been going on for thousands of years.	Video: National Geographic- Super Cow http://www.youtube.com/watch?v=IDN-QeVhQTc	Show super cow video and have class discussion about the pros/cons of selectively breeding organisms.		Selective Breeding, Genetic Engineering, Cloning			1
		Define genetic engineering and explain the role of enzymes in genetic engineering for insulin production.	Explain how insulin is created using bacteria cells. (Frequently on LE regents)	Debate the benefits and potential pitfalls of GMO's.					1
		Define cloning and debate the benefits/ drawbacks of cloning		**Performance Assessment: Cloning Debate**					2

	MS-LS4-5	Describe the role of modern genetics in health care.		**Performance Assessment: Gel Electrophoresis Lab**					**2**
	Topic: Sexual Health Education		**Lesson Plan Suggestions**	**Performance Assessment**	**Anticipated Misconceptions**	**Vocabulary**	**Nonfiction**	**Inquiry-based lesson ideas**	**# of Days**
		SWBAT describe what STI's are and how they are transmitted. SWBAT identify how to have safe and protected sex.							**1**
		SWBAT explain how HIV/AIDS is transmitted, and how the virus works to destroy body cells.	In Immune System Unit						**1**
		SWBAT explain what healthy relationships entail.							**1**
		SWBAT explain what happens during puberty.							**1**

Oct 19 - 23	U2_L1 SWBAT understand that DNA makes up genes which are located on chromosomes, and that chromosomes make up genetic code inside each cell.	U2_L2 SWBAT identify the nitrogen bases that form DNA: Adenosine, Cytosine, Thymine, and Guanine. SWBAT create a model of	U2_L3 Describe how DNA replicates itself. Create a model of DNA replication showing how the bases pair up.	U2_L4 SWBAT define asexual and sexual reproduction.	U2_L5 SWBAT define and identify benefits and drawbacks of asexual and sexual reproduction.
Oct 26 - 30	U2_L6 SWBAT Explain that the functions of mitosis are asexual reproduction, growth and repair.	U2_L7 SWBAT describe the structures and functions of the male reproductive system.	Flex Day	Flex Day	U2_L8 SWBAT describe the structures and functions of the female reproductive system
Nov 2 - 6	Response to IA Data	Response to IA Data	Response to IA Data	U2_L9 SWBAT explain the menstrual cycle and its relationship to reproduction using diagrams and graphs.	U2_L10 SWBAT Explain that sexually reproducing organisms go through meiosis. SWBAT describe the process of meiosis.
Nov 9 - 13	U2_L11 SWBAT Distinguish between mitosis and meiosis in terms of initial and final chromosome count, number of original cells, and number of daughter cells.	U2_L12 FORMATIVE QUIZ on DNA structure and replication, asexual and sexual reproduction, reproductive system, and mitosis and meiosis. SWBAT describe basic embryonic development in	U2_L13 SWBAT describe basic embryonic development in humans.	U2_L14 SWBAT explain how cells use DNA to create proteins.	U2_L15 SWBAT explain how cells use DNA to create proteins.
Nov 16 - 20	U2_L16 SWBAT explain that genes code for specific traits.	U2_L17 SWBAT explain that gene expression can be affected by the environment.	U2_L18 SWBAT define mutation and distinguish between the various types of mutations that occur in DNA (substitution, deletion, insertion).	U2_L19 SWBAT examine the causes and treatments for cancer.	U2_L20 SWBAT Define selective breeding and understand that selective breeding has been going on for thousands of years.

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Nov 23 - 27	**U2_L21** **SWBAT define cloning and debate the benefits/ drawbacks of cloning.**	**Flex Day**	**No School - Thanksgiving**		
Nov 30 - Dec 4	**Flex Day**	**U2_L22** **SWBAT define genetic engineering and explain the role of enzymes in genetic engineering for insulin production.**	**U2_L23** **SWBAT describe gel electrophoresis and explain its uses.**	**Unit Test**	**U2_L24** **IA review (cells and cellular transport)**
Dec 7 - 11	**U2_L25** **IA review (reproduction and genetics)**	**IA 2**			**PD Day - No School**
Dec 14 - 18	**U2_L26** **SWBAT define genetic engineering and explain the role of enzymes in genetic engineering for insulin production.**	**U2_L27** **SWBAT define genetic engineering and explain the role of enzymes in genetic engineering for insulin production.**	**Flex Day**	**Flex Day**	**U2_L28 Genetic Engineering Socratic Seminar**
Dec 29 - January 2	**No School - Winter Break**				

Objective	NGSS Performance Expectation	SWBAT	Lesson Planning Suggestions	Performance Assessments	Anticipated Misconceptions	Vocabulary	Nonfiction	Inquiry-based lesson ideas	# of Days
Unit 3: Human Anatomy									
Essential Questions: What role do feedback mechanisms play in maintaining homeostasis? How do body systems work together to help maintain homeostasis? In what ways does disease disrupt									
	NGSS Standard	**Topic: Body Systems Overview**	**Lesson Plan Suggestions**	**Performance Assessments**	**Anticipated Misconceptions**	**Vocabulary**	**Nonfiction**	**Inquiry-based**	**# of Days**
3.1		Relate human body systems to their functions.	Create a chart that lists the systems, major organs, and functions Key Ideas: 1. Cells make up tissues, tissues make up organs, organs make up organ systems. 2. Different organ systems have different jobs.			Respiratory, Circulatory, Reproductive, Endocrine, Nervous,			1
3.1	HS-LS1-2.	Understand that cells specialize and form the various tissues and organs within the human body.	Look at slides of different types of cells. Key Ideas: 1. Different cells take on different jobs during differentiation. 2. Differentiation occurs because different genes get turned on. 3. Different cells make up different tissues.	**Cell, Tissue, Organ Geometry Activity**	Remind students that each human body cell contains the same DNA. Cells specialize by only following some of the DNA instructions. This concept is confusing to students and is almost always tested on the LE regents.				1
		Topic: Feedback Mechanisms and Homeostasis	**Lesson Plan Suggestions**	**Performance Assessment**	**Anticipated Misconceptions**	**Vocabulary**	**Nonfiction**	**Inquiry-based**	**# of Days**
3.2		Understand the body systems work together to regulate the body and maintain homeostasis. Substandard: Explain structures and functions of respiratory system.	Have students explain how the circulatory system and respiratory systems work together to deliver oxygen and remove carbon dioxide. Relate to the Making Connections lab and respiration.						1

3.3		Understand the body systems work together to regulate the body and maintain homeostasis Substandard: Explain structures and functions of circulatory system.	Have students explain how the circulatory system and respiratory systems work together to deliver oxygen and remove carbon dioxide. Relate to the Making Connections lab and respiration.						**1**
3.4		Understand the body systems work together to regulate the body and maintain homeostasis.		**Performance Assessment: Regents Lab 1: Making Connections**					**4**
3.6	MS-LS-8	Explain that the body maintains dynamic equilibrium by detecting and responding to stimuli. Substandard: Digestive System	Provide students with a diagram of dynamic equilibrium and explain why it is undulating.			Dynamic Equilibrium			**1**
3.7		Define positive and negative feedback and give an example of each. Substandard: Endocrine System	Introduce topic by bringing in a real world example that students understand such as a thermostat. Have students some up with examples within the body such as sweating in response to a fever and insulin regulation. (Diabetes/Insulin is a common topic on the LE regents.)			Positive Feedback, Negative Feedback			**1**

3.8		Understand that cells are regulated by receptor molecules such as hormones and the chemicals found in nerve cells. If nerves or hormones are blocked the internal stability of the organism is affected.	**Diabetes**	**Performance Assessment: Diabetes Pamphlet**					**3**
		Topic: Disease and Immune Response	**Lesson Plan Suggestions**	**Scientific Method Applications/Extension Activities**	**Anticipated Misconceptions**	**Vocabulary**	**Nonfiction**	**Inquiry-based lesso**	**# of Days**
3.9		Understand that the immune system protects the body from pathogens and explain how pathogens attack the body.	Refer back to proteins and the "Lock and Key" model. Antibodies work the same way. Identify the role of white blood cells and antibodies in protecting the body from invaders.			Antigen, Pathogen Antibody, T-Cells			**3**
3.10		Explain how vaccines work to protect the body.	Discussion Q: Why can't doctors give you a vaccine against the common cold?						**1**
3.11		Examine diseases that suppress the immune system such as AIDS and Lupus.							**2**
				IA 3					
3.12		Understand that allergies are an immune response to a benign substance.							**2**

Jan 12 - 16	3.1: Relate human body systems to their functions. Additional Materials: - human tissue slides http://www.carolina.com/histology-microscope-slides/beginners-human-tissue-microscope-slide-set/311968.pr	3.2: Understand the body systems work together to regulate the body and maintain homeostasis. Substandard: Explain structures and functions of respiratory system. Additional Materials: - sheep heart and lungs for demo dissection http://www.carolina.com/preserved-sheep-organs/carolinas-perfect-solution-sheep-pluck-plain-pail/228833.pr?catId=&mCat=&sCat=&ssCat=&question=sheep+pluck	75 minute class 3.3: Understand the body systems work together to regulate the body and maintain homeostasis Substandard: Explain structures and functions of circulatory system. Regents Lab 2: Making Connections Wednesday B Additional Materials: Regents Lab materials: clothespins and stopwatches	40 minute classes 3.3: Understand the body systems work together to regulate the body and maintain homeostasis Substandard: Connecting circulatory and respiratory systems; reviewing experimental desgin Regents Lab 2: Making Connections Report Card Conferences Additional Materials: Regents Lab materials: clothespins and stopwatches	40 minutes 3.3: Understand the body systems work together to regulate the body and maintain homeostasis. Substandard: Experimental Design Review Regents Lab 2: Making Connections Report Card Conferences Additional Materials: Regents Lab materials: clothespins and stopwatches
Jan 19 - 23	MLK Day - No School	3.5: Understand the body systems work together to regulate the body and maintain homeostasis. Regents Lab 2: Making Connections	Wednesday A	3.5: Understand the body systems work together to regulate the body and maintain homeostasis. Regents Lab 2: Making Connections	3.5: Understand the body systems work together to regulate the body and maintain homeostasis. Regents Lab 2: Making Connections
Jan 26 - 30	3.4 Explain that the body maintains dynamic equilibrium by detecting and responding to stimuli. Substandard: Digestive System	Snow Day!	3.5 Define positive and negative feedback and give an example of each. Substandard: Endocrine System Wednesday B	3.6 Understand that cells are regulated by receptor molecules such as hormones and the chemicals found in nerve cells. If nerves or hormones are blocked the internal stability of the organism is affected. Performance Assessment; Diabetes	3.6 Understand that cells are regulated by receptor molecules such as hormones and the chemicals found in nerve cells. If nerves or hormones are blocked the internal stability of the organism is affected. Performance Assessment; Diabetes

February 2 - 6	3.6 Understand that cells are regulated by receptor molecules such as hormones and the chemicals found in nerve cells. If nerves or hormones are blocked the internal stability of the organism is affected. Performance Assessment; Diabetes	3.7 Explain the role of the nervous system in maintaining homeostasis.	Wednesday A	3.8 Understand that the immune system protects the body from pathogens and explain how pathogens attack the body.	3.8 Explain how vaccines work to protect the body.
Feb 9 - 13	3.9 Examine diseases that suppress the immune system such as AIDS.	3.10 Examine dynamic equilibrium and feedback loops.	Unit 3 Test (so far) Wednesday B	IA Review	IA Review
Feb 16 - 20	Midwinter Recess				
Feb 23 - 27	IA 3				
March 2 - 6	3.12 Understand that allergies are an immune response to a benign substance. 54 minute classes (M,T,Th, Fr)	3.13 Explain why patients may reject organ transplants	Wednesday A - no class	3.14 Desribe the function of the excretory system.	PD Day - No Students
March 9 - 13	3.15 Online Frog Dissection Preparation.	3.15 In-Class Frog Dissection.	Allergies and Organ Transplants Quiz 50 minute classes on B Wednesdays IA 3 Return		

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Objecti	NGSS Performan	SWBAT	Lesson Planning Suggestions	Performance Assessments	Anticipated Misconceptions	Vocabulary	Nonfiction	Inquiry-based lesson ideas	# of days
Unit 4: Evolution									
Essential Questions: What role does reproduction play in the success of a species? What evidence to scientists have to support the theory of evolution? What are the factors that affect natural									
Topic: Natural Selection			**Lesson Plan Suggestions**	**Performance Assessments**	**Anticipated Misconceptions**	**Vocabulary**	**Nonfiction**	**Inquiry-based lesson ideas**	**# of Days**
		Recognize that many scientists believe that all life on earth evolved from single celled organisms. Articulate that porkayotic cells appeared on our planet first.	**explain that everything evolved from simple to complex.**		that prokaryotic cells don't exsist anymore.				
		Recognize that evolution is a gradual process that leads to diversity only after many generations.							
4.1	HS-LS4-2 HS-LS4-4	Understand that organisms with favorable traits are more likely to survive therefore the proportion of those traits in the population increases.	Introduce Darwin and his work on the HMS Beagle. Discuss his findings and factors that affect natural selection.		1) organisms try or choose to evolve 2) evolution is random (mutations are random, evolution is not)	Natural Selection			
4.2	HS-LS4-5	Changes in the environment can affect survival of individuals within a population as some traits may be more suited to the environment		**Performance Assessment: Peppered Moths Lab**					
4.3		Organisms with similar needs will compete for resources		**Performance Assessment: Regents Lab 3: Beaks of Finches**					
4.4	HS-LS4-3	Understand the role of heredity in natural selection.							
4.5		Give examples of how variation (sexual reproduction) and mutation give rise to the diversity of organisms.	Refer back to meiosis.		Asexual reproducers do not/ cannot evolve. (They can and DO evolve due to mutations.)				
4.6		Understand that mutations occur by chance, and if located in sex cells could be passed on to offspring.	Refer back to human development and genetics.						
4.70		Small differences accumulate over time and modern organisms may have few similarities to their ancestors.	Show an evolutionary diagram of one species such as a horse.		From Whales to Wolves				

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Topic: Evidence for Evolution			Lesson Plan Suggestions	Scientific Method Applications/Extension Activities	Anticipated Misconceptions	Vocabulary	Nonfiction	Inquiry-based lesson ideas	# of Days
4.80	HS-LS4-1	Recognize that the theory of evolution is based on evidence from fossils, anatomy, geography, and DNA evidence.	NOVA has many great resources and videos for teachers. Many of them are available on NOVA's website and on YouTube.	**Performance Assessment: Regents Lab 4: Relationships and Biodiversity**					
4.90		Determine evolutionary relationships by interpreting a cladogram			There are many types of evolutionary trees. Be sure to expose students to a wide variety to avoid confusion.	Cladogram: A branching diagram that shows relationships among species.		Provide students with various tree diagrams and have them identify similarities and differences.	

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Mar 9 - 13				4.1 Understand that organisms with favorable traits are more likely to survive therefore the proportion of those traits in the population increases.	4.1 Understand that organisms with favorable traits are more likely to survive therefore the proportion of those traits in the population increases. Beetle Example
Mar 16 - 20	4.1 Understand that organisms with favorable traits are more likely to survive therefore the proportion of those traits in the population increases. 4.4 Understand the role of heredity in natural selection. Antibiotic Resistance	4.2 Changes in the environment can affect survival of individuals within a population as some traits may be more suited to the environment Peppered Moth Lab	Wednesday A	4.3 Organisms with similar needs will compete for resources Regents Lab 3: Beaks of Finches 48 Min class	Ice Skating - No Classes!
Mar 23 - 27	4.3 Organisms with similar needs will compete for resources Regents Lab 3: Beaks of Finches	4.3 Organisms with similar needs will compete for resources Regents Lab 3: Beaks of Finches Diagra Review	Wednesday B Barclay's Guest Teaching Day No Classes	4.5 Give examples of how variation (sexual reproduction) and mutation give rise to the diversity of organisms. 4.6 Understand that mutations occur by chance, and if located in sex cells could be passed on to offspring. 4.8 Recognize that the theory of evolution is based on evidence from fossils, anatomy, geography, and DNA evidence. Evidence for Evolution Day 1: Fossil Evidence	4.5 Give examples of how variation (sexual reproduction) and mutation give rise to the diversity of organisms. 4.6 Understand that mutations occur by chance, and if located in sex cells could be passed on to offspring. 4.8 Recognize that the theory of evolution is based on evidence from fossils, anatomy, geography, and DNA evidence. Evidence for Evolution Day 2:Fossil Evidence

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Mar 30 - April 3	4.5 Give examples of how variation (sexual reproduction) and mutation give rise to the diversity of organisms. 4.6 Understand that mutations occur by chance, and if located in sex cells could be passed on to offspring. 4.8 Recognize that the theory of evolution is based on evidence from fossils, anatomy, geography, and DNA evidence. Evidence for Evolution Day 3: DNA Evidence and STructural Evidence	4.5, 4.6, 4.8 Hominids	Wednesday A - no classes	4.5, 4.6, 4.8 Hominids	No School
Apr 6 - 10	No School	4.9 Determine evolutionary relationships by interpreting a cladogram	Wednesday A - no classes	Unit 4 Test	Regents Lab 4: Relationships and Biodiversity
Apr 13 - 17	Regents Lab 4: Relationships and Biodiversity	Regents Lab 4: Relationships and Biodiversity 48 minutes ELA Exams	Regents Lab 4: Relationships and Biodiversity 45 minutes ELA Exams	No Classes	Regents Lab 4: Relationships and Biodiversity Type Up Drafts and Answer Analysis Questions
Apr 20 - 24			Math Exams	Math Exams	Math Exams

Uncommon Lesson Objective	NGSS Performance Expectation	SWBAT	Lesson Planning Suggestions	Performance Assessment	Anticipated Misconceptions	Vocabulary	Nonfiction	Inquiry-based lesson ideas	# of Days
Unit 5: Ecology									
Essential Questions: How do plants and animals depend on each other and their physical environment? How have human decisions impacted the physical and living environment?									
		Topic: Ecology	**Lesson Plan Suggestions**	**Performance Assessment**	**Anticipated**	**Vocaublary**	**Nonfiction**	**Inquiry-based**	**# of Days**
		Distinguish between abiotic and biotic factors in an ecosystem				Biotic, Abiotic		Manipulative (card	
		Identify the levels of organization. Individual, population, community, ecosystem, biome, biosphere	Create a foldabe to show the differences between each.						
	HS-LS2-1.	Interpret graphs showing carrying capacity and explain the impact of the environment.	Inquiry activity involving graphs.	**Performance Assessment: Graph the Carrying**		Carrying Capacity			
		Describe that biodiversity increases the stability of the ecosystem.							
	MS-LS1-6	Describe how each organism has a niche in the environment and that changes can impact the food web.		**Performance Assessment: Research an Area and Create a Food Web**		Niche			
	MS-LS2-3	Explain how energy moves through ecosystems by interpreting an energy pyramid							
		Examine various relationships among organisms such as symbiotic relationships				consumer/producer, predator/prey, parasite/host, or one organism casuing disease in, scavenging or decomposing another.			
		Explain how and why ecological succession occurs	Create diagrams to show ecological succession and			Ecological Succession			
		Topic: Human Impact	**Lesson Plan Suggestions**	**Scientific Method Applications/Extension**	**Anticipated**	**Vocabulary**	**Nonfiction**	**Inquiry-based**	**# of Days**
		Describe that there are renewable and non-renewable resources							
		Describe that increasing human consumption can deplete our non-renewable resources.							
		Describe how humnas depend on our natural ecosysytems	(the quality of the atmosphere, soil, water cycle,						

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Uncommon Lesson Objective	NGSS Performance Expectation	SWBAT	Lesson Planning Suggestions	Performance Assessment	Anticipated Misconceptions	Vocabulary	Nonfiction	Inquiry-based lesson ideas	# of Days
	HS-LS4-6	Describe how humans are impacting our ecosystems in a detrimental way.	pollution, run-off, landfills, air-quality, population growth,	**Research Paper/Poster/Presentation: Causes of Climate Change**					
	MS-LS2-4	Explain that human activities can cause a loss of diverstiyt in the living and non living environment	loss of land space, composition of soil,						
		explain the positive and negative effects that industrialization can have on an ecosysytem.							
		Explain that society must decide on solutions that involve new technology by assessing risks, costs, benefits and trade-offs.							
		explain that the decisions of one generation impact the next generation.							

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Apr 20 - 24	Roles of Organisms in Ecosystems	Food Webs	Math Exams - Classes Meet once across W and Fri (45 minute periods) Energy Pyramids	Math Exams - 45 minute periods Niches and Habitats	Math Exams
Apr 27 - May 1	Carrying Capacity / Limiting Factors	Ecological Succession	Wednesday "B"-75 min Introduction of Foreign Species and Invaders	Global Warming / Human Impact Climate Change	No School, Spring Break
May 4 - 8	**No School - Spring Break**				
May 11 - May 15	Global Warming / Human Impact Renewable and Non-	Global Warming / Human Impact Habitat Destruction	Wednesday "A" - no class	Review of Ecology / Experimental Design Day 1	Coverage: Absent Ecology Unit Test

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May 18 - 22	**8th Grade Trip to California**				
May 25 - 29	No School - Memorial Day	Exit Projects: Experiment Basics and Background Research Review: None	Wednesday A No Class	Exit Projects: Plant Seeds Review: None	Exit Projects: None Review: Organelles
June 1 - 5	Exit Projects: Collect Data Review:	Exit Projects: Collect Data Review:	Wednesday B Exit Projects: Collect Data	Exit Projects: Collect Data Review:	Exit Projects: Collect Data Review:
June 8 - 12	Exit Projects: Collect Data Review: Immune +Endocrine Systems	IA 4 Exit Projects: Collect Data + Experiment Basics + Hypothesis Slides (55 min class) Review: Protein Synthesis	IA 4 - No Classes	Field Trip - No Classes	Exit Projects: Collect Data (Final Day) Paragraphs: Hypothesis + Background Info (20 min) Ecology Review 48 min classes
June 15 - 19	Final Review Day! Graph Data (10 min)	Living Environment Regents No Class	Algebra Regents No Class	**Exit Projects: (ABSENT TO GRADE le REGENTS)** **Paragraphs: Background, Experimental Design, etc (50 min)**	Graph, Discussion and Conclusion (50 min)
June 22 - 26	Stepping Up Ceremony			**Last Day for Students**	

Student Authonomy Scale	What students are Given	What students are asked to do			
		5th	6th	7th	8th
A	*Problem*, *Question*, *Materials*, *Procedure*, *data table*	Identify independent, dependent variables and controls, Hypothesis, follow a procedure, gather and record data, and form a conclusion, make a connection	Identify independent, dependent variables, what needs to be held constant and controls, Hypothesis, follow a procedure, gather and record data, and form a conclusion, make a connection	same	Same
B	*Problem*, *Question*, *Materials*, *Procedure*, *data table*	Identify independent, dependent variables and controls, Hypothesis, follow a procedure, gather and record data, make a graph, form a conclusion, make a connection	Identify independent, dependent variables, what needs to be held constant and controls, create a Hypothesis, follow a procedure, gather and record data, and form a conclusion, make a connection	Same	Same
C	*Problem*, *Question*, *Materials*, *Procedure*, *data table*	Identify independent, dependent variables and controls, Hypothesis, follow a procedure, gather and record data, make a line graph, form a conclusion, identify sources of error	Identify independent, dependent variables, what needs to be held constant and controls, create a Hypothesis, write a procedure, gather and record data, and form a conclusion, make a connection	same	Same
D	*Problem*, *Question*, *Materials*, *Procedure*, *data table*	Identify independent, dependent variables and controls, Hypothesis, follow a procedure, gather and record data, make a line graph, form a conclusion, identify sources of error, make their own data table	Identify independent, dependent variables, what needs to be held constant and controls, create a Hypothesis, write a procedure, create a data table, record data in the table, and form a conclusion, make a connection	same	Same

Student Authonomy Scale	What students are Given	What students are asked to do			
		5th	6th	7th	8th
E	*Problem, Question, Materials, Procedure, data table*	Identify independent, dependent variables and controls, Hypothesis, follow a procedure, gather and record data, make a line graph, form a conclusion, identify sources of error, make their own data table, make procedure -Have student write a procedure beforehand and do a reflection afterwards describing whether or not they felt like they followed their procedure. Have students fix procedure based on their reflection.	Identify independent, dependent variables and controls, Hypothesis, follow a procedure, gather and record data, make a line graph, form a conclusion, identify sources of error, make their own data table, make procedure -Have student write a procedure beforehand and do a reflection afterwards describing whether or not they felt like they followed their procedure. Have students fix procedure based on their reflection.		same
F	*Problem, Question, Materials, Procedure, data table*	Identify independent, dependent variables and controls, Hypothesis, gather and record data, make a line graph, form a conclusion, identify sources of error, make their own data table, state their question (with an Independent Variable and Dependent Variable), identify materials, write procedure and follow	Identify independent, dependent variables and controls, Hypothesis, gather and record data, make a line graph, form a conclusion, identify sources of error, make their own data table, state their question (with an Independent Variable and Dependent Variable), identify materials, write procedure and follow	same	Identify independent, dependent variables and controls, Hypothesis, gather and record data, make a line graph, form a conclusion, identify sources of error, make their own data table, state

Student Authonomy Scale	What students are Given	What students are asked to do			
		5th	6th	7th	8th
G	~~*Problem, Question, Materials, Procedure, data table*~~	N/A	n/a	Perform background research on a chosen topic, Identify independent, dependent variables and controls, Hypothesis, gather and record data, make a line graph, form a conclusion, identify sources of error, make their own data table, state their question (with an Independent Variable and Dependent	Complete a formal lab report that is typed and includes tables and graphs. Student lab report should include a detailed

	Week of	Week #	# of Lessons	Notes	Unit	Common Core Standards	Fall Quarterly Alignment Qs	Winter Quarterly Alignment Qs	Spring Quarterly Alignment Qs	Day of Week	Objectives *(Students will be able to...)*
	Quarter One										
August	8/24 - 8/28	1	2	Gr. 9 Orientation from 8/25-8/26	Unit 1: Tools of Geometry	G.CO.A.1	7, 27			Th	1.01 SWBAT Define Points, Lines, Planes, Segments, Rays, Angles, Collinear and Coplanar. Justify whether two rays or lines are the same. Name collinear or coplanar points.
						G.CO.A.1	25, 26			F	1.02 SWBAT Recognize Parallel and Perpendicular Planes, and Skew Lines in 3D Figures. Name the intersection of two planes.
September	8/31 - 9/4	2	4		Unit 1: Tools of Geometry	G.CO.A.1	4, 10, 28, 29, 34	18, 30		M	1.03 SWBAT Use the Angle Addition and Segment Addition Postulate to solve for angle measures and lengths from a word problem.
						G.CO.C.9	5, 14, 39			T	1.04 SWBAT identify special angle pairs (complementary, supplementary, and vertical) and use their relationships to find angle measurements
						G.GPE.B.6	12(1.05), 15(1.06)	(1.06) 13	28	W/Th	1.05 SWBAT find the midpoint of a line segment (No determining endpoints); 1.06 SWBAT find the point that partitions a line segment into a given ratio
						G.CO.A.1	2	29		F	1.07 SWBAT find the distance between two points in the coordinate plane using the pythagorean theorem or distance formula and expressing in simplest radical form
	9/7 - 9/11	3	3	Labor Day 9/7	Unit 1: Tools of Geometry	G.CO.D.12	none			T	1.08 SWBAT copy a segment 1.09 SWBAT construct an equilateral triangle from a given segment
						G.CO.D.13	6 (1.10), 37 (1.11)			W/Th	1.10SWBAT construct a regular hexagon inscribed in a circle; 1.11 SWBAT construct an equilateral triangle inscribed in a circle
										F	Unit 1 Exam Review
	9/14 - 9/18	4	4		Unit 2: Parallel & Perpendicular Lines					M	Unit 1 Exam
						G.GPE.B.5	3, 20, 35, 36	4, 26	4	T	2.01 SWBAT Write The Equation of a Line parallel or Perpendicular to a line in standard form or slope intercept form given another point on the line
						G.GPE.B.5 G.CO.C.9	16	31		W/Th	2.02 SWBAT Write The Equation of the perpendicular bisector of a segment given its endpoints. (Graphs are optional)
						G.CO.C.9	23, 32, 40	8	27	F	2.03 SWBAT Use Angle Measures when two lines are cut by a transversal to prove the lines are parallel
	9/21 - 9/25	5	4		Unit 2: Parallel & Perpendicular Lines	G.CO.C.9	none			M	2.04 SWBAT Use Angles Formed By Two Lines and a Transversal to Prove Two Lines Parallel using a 2 column proof (2 column proof not on quarterly)
						G.CO.C.9	30	21		T	2.05 SWBAT Solve for an angle measure in a diagram containing parallel lines and a transversal by drawing auxilary lines.
										W/Th	Unit 2 Exam Review
										F	Unit 2 Exam
	9/28 - 10/2	6	4		Unit 3: Rigid Motions	G.CO.A.5 G.CO.A.4	9, 19c	11	18	M	3.01 SWBAT Define Translation, Draw Transformed Figure using Graph Paper, and Write The Translation that took Place
						G.CO.A.5 G.CO.A.4	19b, 31	28	29	T	3.02 SWBAT Define Reflection, Draw Transformed Figure using Graph Paper, and Write The Reflection that took Place
						G.CO.A.5 G.CO.A.4	19a			Th - 50 min	3.03a SWBAT Define Rotation, Draw Transformed Figure using Graph Paper, and Write The Rotation that took Place
						G.CO.B.6				F	3.03b SWBAT draw a figure that has been rotated about a point other than the origin in the coordinate plane
	10/5 - 10/9	7	4		Unit 3: Rigid Motions	G.CO.A.5	21	17		M	3.04 SWBAT write and graph Composition of rigid motions (two or more) in the coordinate plane.
						G.CO.A.3	8, 13, 17	2, 12	30	T	3.05 SWBAT specify a sequence of transformations that will carry a given figure onto another.
						G.CO.A.2	18			W/Th	3.06 SWBAT classify isometries and determine which factors (slope, size, orientation) are changed/kept constant after a rigid motion
						G.CO.A.3	11, 24	5		F	3.07 SWBAT recognize the minimum number of degrees that map a figure onto itself or a line reflection that maps the figure onto itself.
ber	10/12 - 10/16	8	3	Columbus Day	Unit 4: Triangle					T	Unit 3 Exam Review
										W/Th	Unit 3 Exam, Review Time

Octol	10/12 - 10/16	8	3	10/12	Properties	G.CO.C.10	33	19		F	4.01 SWBAT Use the Triangle Sum Theorem to solve for missing angles and then classify triangles as isosceles, right, equilateral or scalene
						8.G.A.5	22	35		M	4.02 SWBAT Use the Triangle Exterior Angle Theorem to solve for missing angles
						G.CO.C.10	1, 38	10	17	T	4.03 SWBAT Apply the properties of medians in triangles (medians cut each other into a ratio of 2:1) to determine the lengths of the medians or portions of the medians
										W/Th	4.R SWBAT use triangle properties and factoring quadratics with a leading coefficient of 1 to solve for missing angles and sides in a triangle
										F	Unit 4 Quiz
	10/26 - 10/30	10	2	Quarterly Exams 10/28-10/30	Quarterly Exam Review					M	0.1 SWBAT prepare for the Geometry Quarterly exam by reviewing Units 1-2
										T	0.2 SWBAT prepare for the Geometry Quarterly exam by reviewing Units 3-4
						None - remove					4.02 SWBAT Analyze Side Length and Angle Measurements in Triangles; 4.03 SWBAT Write and Apply Inequalities of Triangle Side Lengths
						Move to Similarity					4.04 SWBAT Review the Pythagorean Theorem and Determine Side Length Combinations for Right Triangles
	Quarter 2										
	11/2 - 11/6	11	4	Early Dismissal on 11/6	Unit 4: Triangle Properties	G.CO.B.7		23		M	5.01 SWBAT Label in a diagram and/or list congruent angles and sides from a congruence statement or a diagram
						G.CO.B.8		22		T	5.02 SWBAT Recognize triangle congruence postulates from a diagram (SSS, SAS, ASA, AAS) and use them to explain triangles are congruent.
						G.CO.B.6		6, 16		W/Th	5.03 SWBAT Use properties of rigid motions/sequence of rigid motions to select criteria(SSS,SAS, ASA, AAS) that proves triangles are congruent
										F	Data Day
	11/9 - 11/13	12	3	Veteran's Day 11//11; Q1 Report Card Conferences 11/13	Unit 5: Triangle Congruence	G.CO.C.9		9		M	5.04 SWBAT Write single statements and reasons to justify vertical angles are congruent, reflexive property, defintion of bisector, definition of midpoint
						G.CO.C.10		32		T	5.05a SWBAT prove two triangles are congruent (by SSS, SAS, ASA, AAS) using basic theorems (reflexive property, vertical angles) in a two column proof
						G.CO.C.10				W/Th	Sixty Minute Classes: Roll Out Quarterly Results / Quiz 5.01 - 5.03
						G.CO.C.10				F	5.05b SWBAT prove two triangles are congruent (by SSS, SAS, ASA, AAS) using basic theorems (midpoint, angle/segment bisectors) in a two column proof
	11/16 - 11/20	13	4		Unit 5: Triangle Congruence	G.CO.C.10		37		M	5.06 SWBAT use two-column proofs to prove triangles are congruent then apply CPCTC in a two column proof
						G.CO.C.10		37		T	5.07 SWBAT prove right triangles are congruent using the Hypotenuse-Leg Theorem in a two column proof
						G.CO.C.10				W/Th	5.08 SWBAT Use utilize perpendicular lines to prove triangles are congruent not using HL and using previous postulates and basic theorems
										F	Unit 5 Exam Review
	11/23 - 11/27	14	2	Thanksgiving 11/25-11/27	Unit 5: Triangle Congruence					M	Unit 5 Exam
						G.CO.C.11		20, 34	26	T	6.01 SWBAT Use properties of a parallelogram to justify angle measures or side lengths
	11/30 - 12/4	15	4		Unit 6: Quadrilaterals	G.CO.C.11		24		M	6.02 SWBAT Use properties of a rhombus to justify angle measures or side lengths
						G.CO.C.11		25, 27		T	6.03 SWBAT Use properties of a rectangles/squares to justify angle measures or side lengths
						G.CO.C.11		33		W/Th	6.04 SWBAT Use properties of a trapezoid to justify angle measures or side lengths
						G.CO.C.11		1		F	6.05 SWBAT Differentiate and use the properties of a parallelogram, rectangles, rhombus, square, trapezoid to justify angle measures or side lengths
cember						G.GPE.B.4		7	31	M	6.06 SWBAT classify a quadrilateral using the most specific name.
						G.GPE.B.4				T	6.07 SWBAT prove a quadrilateral is a parallelogram, rectangle, rhombus, or square on the coordinate plane

Dec	12/7 - 12/11	16	4		Unit 6: Quadrilaterals	G.GPE.B.4		36		W/Th	6.08 SWBAT prove a quadrilateral is/is not a parallelogram, rectangle, rhombus, or square on the coordinate plane
						G.CO.C.11		15		F	6.09a SWBAT prove two triangles are congruent using properties of a parallelogram
	12/14 - 12/18	17	4		Unit 6: Quadrilaterals	G.CO.C.11				M	6.09b SWBAT prove two triangles are congruent using properties of a parallelogram
										T	Unit 6 Exam Review
										W/Th	Unit 6 Exam
										F	
	12/21 - 12/25		0	Winter Break							
	12/28 - 1/1		0	Winter Break							
January	1/4 - 1/8	18	4		Unit 7: Constructions	G.CO.D.12				M	7.01 SWBAT construct a line perpendicular that passes through a given point and the perpendicular bisector from a given segment
						G.CO.D.12		3		T	7.02 SWBAT construct an angle bisector given an angle
						G.CO.D.12				W/Th	7.03 SWBAT construct a line parallel to a given line through a point not on the line
						G.CO.D.13		14		F	7.04 SWBAT construct a square inscribed in a circle
	1/11 - 1/15	19	4	Early Dismissal on 1/15 for MLK Day	Unit 7: Constructions					M	Unit 7 Review
										T	Unit 7 Exam
										W/Th	0.1 SWBAT prepare for the Geometry Quarterly exam by reviewing Units 1-3
										F	0.2 SWBAT prepare for the Geometry Quarterly exam by reviewing Units 1-3
	1/18 - 1/22	20	1	MLK Day - 1/18; Exams 1/20-1/22	Quarterly Exam Review					T	0.3 SWBAT prepare for the Geometry Quarterly exam by reviewing Units 4-7
	Quarter Three										
	1/25 - 1/29	21	4		Unit 8: Triangle Similarity	SRT.A.1			7	M	8.01 SWBAT verify experimentally the properties of dilations given by a center and a scale factor
						SRT.A.2			6	T	8.02 SWBAT determine whether a pair of figures is similar
						SRT.A.1.A SRT.A.1.B			1	W/Th	8.03a) SWBAT use the scale factor to determine the equation of a line after a dilation centered at the origin / 8.03b) SWBAT find the scale factor of dilation given a line and its image
February	2/1 - 2/5	22	5	Early Dismissals on 2/5	Unit 8: Triangle Similarity	SRT.B.4			21	M	8.04 SWBAT use the scale factor to determine the equation of a line after a dilation not centered at an origin
						SRT.B.4			2, 36	T	8.05 SWBAT recognize and use properties of a side that splits a triangle into two similar triangles
						SRT.A.2			5, 16	W/Th	8.06 SWBAT use properties of similarity to determine area and perimeter after a dilation
						SRT.A.3			32	F	8.07 SWBAT use a sequence of transformations to determine whether two triangles are similar and describe why.
	2/8 - 2/12	23	4		Unit 8: Triangle Similarity	SRT.A.3			24	M	8.08 SWBAT recognize AA~, SSS~, and SAS~ as methods of proving triangles are similar
						SRT.A.3			34	T	8.09 SWBAT use corresponding parts of similar triangles to write proofs
						SRT.A.1			8	W/Th	8.10 SWBAT use proportional and corresponding parts of triangles to solve problems / Unit 8 Review
										F	Unit 8 Exam
	2/15 - 2/19		0	Mid-Winter Break							
	2/22 - 2/26	24	4		Unit 9: Right Triangles and Trigonometry	SRT.B.4			not on quarterly	M	9.01 SWBAT use the Pythagorean theorem to justify whether 3 lengths make a right triangle
						SRT.C.8			3, 19	T	9.02 SWBAT demonstrate the altitude-on-hypotenuse theorem and apply it to right triangles
						SRT.C.6			23	W/Th	9.03a SWBAT discover the 45-45-90 theorem use it to find missing sides in appropriate right triangles
						SRT.C.6			15	F	9.03b SWBAT discover the 30-60-90 theorem and use it to find missing sides in appropriate right triangles
	2/29 - 3/4	25	4		Unit 9: Right Triangles	SRT.C.6			25	M	9.04 SWBAT define trigonometry and use trig ratios to find and justify missing sides in right triangles
						SRT.C.6			22, 37	T	9.05 SWBAT use the inverse trig functions to determine angle measures and discover that two proportional triangles are similar

	2/25 - 3/4	25	4		and Trigonometry	SRT.C.7			9	W/Th	9.06 SWBAT Explain and use the relationship between the sine and cosine of complementary angles
						SRT.C.8			37	F	9.07 SWBAT use trigonometry to solve problems of angles of elevation and depression
March	3/7 - 3/11	26	4		Unit 9: Right Triangles and Trigonometry	SRT.C.8			35	M	9.08 SWBAT use trig ratios to solve for more than one side and utilize solutions to interpret problems
						SRT.C.8			22	T	9.09 SWBAT use the law of sines to solve problems in non-right triangles
						SRT.C.8			33	W/Th	9.10 SWBAT use the law of cosines to solve problems in non-right triangles
						SRT.C.8			33	F	9.11 SWBAT Differentiate when to use law of cosines or law of sines in non-right triangles
	3/14 - 3/18	27	4		Unit 10: Circles					M	Unit 9 Review
										T	Unit 9 Exam
						HSG.C.A.2			9	W/Th	10.01 SWBAT define and use central and inscribed angles to determine arc measure, angle measure and ratio between angles
						HSG.C.A.3			11	F	10.02 SWBAT use inscribed angles when a quadrilateral is inscribed in a circle to solve for arc measure and angle measure
	3/21 - 3/25	28	3	Good Friday 3/25	Unit 10: Circles	HSG.C.A.2			13	M	10.03 SWBAT define and use circumscribed angles to find arc measure and angle measure
						HSG.C.A.2			10	T	10.04 SWBAT Use properties formed by tangent and radii to solve for side lengths in right triangles or similar right triangles
						HSG.C.A.3			12	W/Th	10.05 SWBAT Use combination of inscribed, circumscribed, and central angles to find arc measure, angle measure or congruent angles
	3/28 - 4/1	29	4		Unit 10: Circles	HSG.C.A.3			20	M	10.06 SWBAT construct the inscribed circle of a triangle
						HSG.C.A.2			not on quarterly	T	10.07 SWBAT construct the circumscribed circle of a triangle
										W/Th	Unit 10 Exam - Part 1
										F	0.1 SWBAT prepare for the Geometry Quarterly exam by reviewing Units 1-3
	4/4 - 4/8	30	2	Quarterly Exams 4/6-4/8	Quarterly Exam Review					M	0.2 SWBAT prepare for the Geometry Quarterly exam by reviewing Units 4-7
										T	0.3 SWBAT prepare for the Geometry Quarterly exam by reviewing Units 8-10
	Quarter Four										
April	4/11 - 4/15	31	4	Early Dismissal 4/15	Unit 10: Circles					M	10.08 SWBAT recognize and apply that angles can be represented in radian units, a radian is the measure of the central angle of a circle created when the radius of the circle is = in length to the arc created by the central angle
										T	10.09 SWBAT find arc length, radius or angle of rotation
										W/Th	10.10 SWBAT find area of the sector, radius, or angle of rotation
	4/18 - 4/22		0	Spring Break							10.03 SWBAT prove that all circles are similar;
	4/25 - 4/29	32	5	Early Dismissals on 4/28 and 4/29	Unit 10: Circles					M	10.11 SWBAT prove all circles are similar
										T	10.12 SWBAT complete the square to find the center and radius of a circle given by an equation
										W/Th	10.13 SWBAT use coordinate geometry in order to write and equation for a circle
										F	10.14 SWBAT graph a circle on the coordinate plane given the equation of a circle in standard form and after completing the square
	5/2 - 5/6	33	4							M	Unit 10 Exam - Part 2
										T	11.01 SWBAT recognize polyhedra and their parts; 11.02 SWBAT visualize cross-sections of space figures
										W/Th	11.03 SWBAT determine the surface area of prisms and cylinders
										F	11.04 SWBAT determine the surface area of pyramids, cones, and spheres
	5/9 - 5/13	34	4							M	11.05 SWBAT Determine the volume of prisms and cylinders
										T	11.06 SWBAT Determine the volume of pyramids and Cones
										W/Th	11.07 SWBAT Determine volume and surface area of spheres
										F	11.08 SWBAT Find the Lateral/Surface Area of Cylinders and Cones

May	5/16 - 5/20	35	4							M	11.09 SWBAT Solve Complex Problems Involving Lateral/Surface Area and Volume
										T	11.10 SWBAT compare and find the areas and volumes of similar solids
										W/Th	Unit 11 Review
										F	Unit 11 Exam
	5/23 - 5/27	36	4	Early Dismissal 5/27						M	12.01 SWBAT review selected topics for the Common Core Geometry Regents examination
										T	12.02 SWBAT review selected topics for the Common Core Geometry Regents examination
										W/Th	12.03 SWBAT review selected topics for the Common Core Geometry Regents examination
										F	12.04 SWBAT review selected topics for the Common Core Geometry Regents examination
June	5/30 - 6/3	37	3	Memorial Day 5/30, Common Core STEM 6/1						T	12.05 SWBAT review selected topics for the Common Core Geometry Regents examination
										W	12.06 SWBAT review selected topics for the Common Core Geometry Regents examination
										F	Regents Reflection
	6/6 - 6/10	38	4							M	Geometry Synthesis Project or Preview Algebra 2 Objectives
										T	Geometry Synthesis Project or Preview Algebra 2 Objectives
										W/Th	Geometry Synthesis Project or Preview Algebra 2 Objectives
										F	Geometry Synthesis Project or Preview Algebra 2 Objectives
	6/13 - 6/17	39	1	Quarterly Exams 6/15-6/16 NYS Regents Exams 6/14-6/22 Last Day 6/23						M	Geometry Synthesis Project or Preview Algebra 2 Objectives

Abbreviations	
G-CO	Congruence
G-SRT	Similarity, Right Triangles, Trigonometry
G-C	Circles
G-GPE	Expressing Geometric Properties with Equations
G-GMD	Geometric Measuring & Dimension
G-MG	Modeling with Geometry

5.01	SWBAT develop congruence criteria for triangles
5.02	SWBAT use geometric descriptions of rigid motions to transform figures and predict the effect of a transformation on a figure; SWBAT define congruence in terms of transformations; SWBAT use the definition of congruence in terms of rigid motions to determine if two figures are congruent.
5.03	SWBAT recognize triangle congruency shortcuts and use them to solve problems
5.04	SWBAT develop congruence criteria for triangles
5.05	SWBAT use the definition of congruence in terms of rigid motions to show that two triangles are congruent iff corresponding sides and angles are congruent.; SWBAT name and label corresponding parts of congruent triangles
5.06	SWBAT explain how SSS follows from the definition of congruence in terms of rigid motions
5.07	SWBAT explain how SAS follows from the definition of congruence in terms of rigid motions.
5.08	SWBAT explain how ASA follows from the definition of congruence in terms of rigid motions.

Conceptual Category	Domains in Geometry	Percent of Test By Credit
Geometry	Congruence (G-CO)	27%-34%
	Similarity, Right Triangles, and Trigonometry (G-SRT)	29%-37%
	Circles (G-C)	2%-8%
	Expressing Geometric Properties with Equations (G-GPE)	12%-18%
	Geometric Measurement & Dimensions (G-GMD)	2%-8%
	Modeling with Geometry (G-GMD)	8%-15%

Conceptual Category	Domain	Cluster	Cluster Emphasis	Standard
Geometry	Congruence 27% - 34%	Experiment with transformations in the plane	Supporting	G-CO.1
				G-CO.2
				G-CO.3
				G-CO.4
				G-CO.5
		Understand congruence in terms of rigid motions	**Major**	G-CO.6
				G-CO.7
				G-CO.8
		Prove geometric theorems		G-CO.9
				G-CO.10
				G-CO.11
		Make geometric constructions	Supporting	G-CO.12
				G-CO.13
	Similarity, Right Triangles, & Trigonometry 29% - 37%	**Understand similarity in terms of similarity transformations**	**Major**	G-SRT.1a
				G-SRT.1b
				G-SRT.2
				G-SRT.3
		Prove theorems involving similarity		G.SRT.4
				G.SRT.5
		Define trigonometric ratios and solve problems involving right triangles		G.SRT.6
				G.SRT.7
				G.SRT.8
	Circles 2% - 8%	Understand and apply theorems about circles	Additional	G.C.1
				G.C.2
				G.C.3
		Find arc lengths and areas of sectors of circles		G.C.5
	Expressing Geometric Properties with Equations 12% - 18%	Translate between the geometric description and the equation for a conic section	Additional	G.GPE.1
		Use coordinates to prove simple geometric theorems algebraically	**Major**	G.GPE.4
				G.GPE.5
				G.GPE.6
				G.GPE.7
	Geometric Measurement & Dimensions 2% - 8%	Explain volume formulas and use them to solve problems	Additional	G.GMD.1
				G.GMD.3
		Visualize relationships between two-dimensional and three-dimensional objects		G.GMD.4
	Modeling with Geometry 8% - 15%	**Apply geometric concepts in modeling situations**	**Major**	G.MG.1
				G.MG.2
				G.MG.3

Uncommon Schools | UNCOMMON CHARTER HIGH SCHOOL

English Department Instructional Standards

Workbook Overview

TAB	CONTENTS	SOURCE(S)
Tab 1	Map of Skills, Standards, and Tags	
Tab 2	Beginning of Year/Beginning of Quarter Objectives	Personal experience
Tab 3	Reading Standards	Common Core
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Tab 6	Language/Grammar	Common Core, SAT, *Mechanically Inclined*, YES Prep
Tab 7	MS Grammar Standards to Spiral	Middle-School Common Core Objectives

Formatting Key

FORMATTING	MEANING	INSTRUCTIONAL NOTE
Plain text.	A new objective for the grade-level.	Fully break down and teach.
Italicized.	Repeated from a previous year OR in another category	Assess with a diagnostic and re-teach or review as necessary. When italicized due to introduction in another category, reinforce in new category.
Bold.	New item added to an otherwise pre-taught list.	Fully break down and teach new component, drawing on previous understanding of existing component.

Beginning of Year / Quarter Objectives

BEGINNING OF YEAR (BOY)	
Suggested Objectives, Grades 9-12:	
0.1	(Insert summer work specific objectives) - consider assessments, individual book talks, do nows, etc.
0.2	Demonstrate current level of proficiency in various English-related skills via diagnostic assessment
0.3	Introduce self (share fun facts, goals, strengths, weaknesses, favorite books, etc.) through class survey, essay, letter, etc.
0.4	Explain the purpose of course and differentiate from previous English courses
0.5	Answer key questions about course expectations based on syllabus
0.6	Explain the course big goal and its connection to personal academic and life goals
0.7	Articulate a personal SMART goal that aligns with course goal
0.8	Explain class procedures and rules
0.9	Create and organize yearlong tracking systems and/or portfolio systems
0.11	Demonstrate responsibility by having all course supplies on required date
0.12	Set-up and organize course binder and other materials
0.13	Use UCHS planner to record class assignments
0.14	Articulate the purpose of Unit 1
0.15	Explain the expectations for Fall Quarterly and its contribution to course grade
0.16	Demonstrate class-specific learning procedures (lecture notes, seminar habits, presentation norms, etc.)
0.17	Explain the class-specific rules surrounding partner work and honest use of electronic resources
BEGINNING OF QUARTER (BOQ)	
Suggested Objectives, Grades 9-12:	
0.1	Analyze individual results on quarterly
0.2	Track progress toward yearly goals
0.3	Explain areas of strength and weakness
0.4	Analyze habits and behaviors that led to success/struggle
0.5	Revise/update personal goals based on current performance
0.6	Justify commonly incorrect answers on quarterly exam
0.7	Correct and explain incorrect answers on quarterly exam
0.8	Re-write quarterly exam writing component(s)
0.9	Plan support appointments for necessary re-teaching
0.11	Articulate the purpose of upcoming unit
0.12	Explain the expectations for upcoming quarterly and its contribution to course grade

Reading - Standards and Objectives

Reading: Literature																	
SKILL	CCS Standard	9/10	9/10 (unpacked)	INT	SA	CCS Standard	11/12	11/12 (unpacked)	INT	SA	AP Language	INT	SA		INT	SA
Key Ideas and Details	RL.9-10.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.				RL.11-12.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.	RL.11-12.10 Identify citation								
								RL.11-12.11 Cite the best evidence over competing relevant evidence								
								RL.11-12.12 Generate both relevant and sufficient evidence to support your claim								
								RL.11-12.13 Leverage evidence for an inference								
								RL.11-12.14 Leverage evidence for explicit matters of fact in the text								
								RL.11-12.15 Analyze a text for what is unsaid, problematic, or uncertain and use specific textual evidence in analysis								
								RL.11-12.101 Define an arguable claim								
								RL.11-12.102 Define explicit versus implicit								
	RL.9-10.2	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.				RL.11-12.2	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.	RL.11-12.20 Identify one complex theme in a text (beyond the bumper sticker)								
								RL.11-12.21 Analyze how specific details contribute to the development over the course of a text								
								RL.11-12.22 Generate two complex themes in a similar text								
								RL.11-12.23 Generate two best themes over competing relevant themes								
								RL.11-12.24 Analyze how an author develops a theme over the course of a text								
								RL.11-12.25 Identify facets of "complexity" in an account								
								RL.11-12.26 Analyze how two themes interact and build on one another to produce complexity in an account								
								RL.11-12.201 Define and delineate between quotation, summary and paraphrase								
								RL.11-12.27 Create an objective summary of the text								
								RL.11-12.28 Create an objective summary of a text that is nonlinear or otherwise resistant to linear reading								
	RL.9-10.3	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.				RL.11-12.3	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).	RL.11-12.30 Define author choice/intentionality in relation to story elements or drama								
								RL.11-12.31Analyze the impact of setting on theme								
								RL.11-12.32 Analyze the impact of sequencing in a fictional text								
								RL.11-12.33 Analyze the impact of characterization through lens of authorial choice with details								
								RL.11-12.301 Define a complex character (contradictory/multiple motivations)								
								RL.11-12.34 Analyze how complex characterization develops a theme								
								RL.11-12.35 Analyze how characters change because of interactions with other characters								
	RL.9-10.4	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).				RL.11-12.4	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)	RL.11-12.40 Define diction								
								RL.11-12.401 Define figuartive versus literal								
								RL.11-12.402 Define tone								
								RL.11-12.403 Define connotation versus denotation								
								RL.11-12.404 Define beautiful language versus academic/dry								
								RL.11-12.405 Define different types of diction								
								RL.11-12.406 Define formal versus informal tone								
								RL.11-12.41 Analyze how diction contributes to setting (archaic language)								
								RL.11-12.42 Analyze how diction contrinbutes to tone (formal versus informal)								
								RL.11-12.43 Analyze how Shakespeare (or others) makes use of words with many meanings to create meaning or tone								

SKILL	CCS Standard	9/10	9/10 (unpacked)	INT	SA	CCS Standard	11/12	11/12 (unpacked)	INT	SA	AP Language	INT	SA		INT	SA
Craft and Structure								RL.11-12.44 Analyze how author's use beautiful language or create meaning or tone								
	RL.9-10.5	Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.				RL.11-12.5	Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.	RL.11-12.50 Define structures of fiction								
								RL.11-12.501 Define structures of play (act, scene, prologue, epilogue)								
								RL.11-12.502 Define parallel plots								
								RL.11-12.503 Define pacing								
								RL.11-12.504 Define how an author can manipulate time with flashbacks								
								RL.11-12.505 Define tension in the story								
								RL.11-12.506 Define aesthetic impact of a work								
								RL.11-12.507 Define comedic/tragic resolution								
								RL.11-12.508 Define how to begin stories (IE, in media res)								
								RL.11-12.509 Define style								
								RL.11-12.51 Analyze how structure of a text contributes to meaning/theme								
								RL.11-12.52 Analyze how structure of a text contributes to the aesthetic impact of a work								
								RL.11-12.53 Analyze how an author's text structure creates tension, surprise or mystery								
								RL.11-12.54 Compare and contrast the structure of two or more texts and analyze how the structure contributes to its meaning or style								
	RL.9-10.6	Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.				RL.11-12.6	Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).	RL.11-12.60 Define sarcasm								
								RL.11-12.601 Define types of irony								
								RL.11-12.602 Define understatement								
								RL.11-12.603 Define satire								
								RL.11-12.604 Define an unreliable narrator								
								RL.11-12.605 Define dramatic irony								
								RL.11-12.606 Define point of view								
								RL.11-12.607 Define humor								
								RL.11-12.61 Analyze how differences between points of view of audience and characters create suspense of humor								
								RL.11-12.62 Analyze cultural point of view								
								RL.11-12.63 Analyze how an author uses point of view to distinguish between what is said literally in the text from what is actually meant								
								RL.11-12.64 Analyze cultural point of view from outside America								
								RL.11-12.65 Analyze point of view								
Integration of Knowledge and Ideas	RL.9-10.7	Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musée des Beaux Arts" and Breughel's Landscape with the Fall of Icarus).				RL.11-12.7	Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)									
	RL.9-10.8	not applicable to literature				RL.11-12.8	not applicable to literature									
	RL.9-10.9	Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).				RL.11-12.9	Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.								

SKILL	CCS Standard	9/10	9/10 (unpacked)	INT	SA	CCS Standard	11/12	11/12 (unpacked)	INT	SA	AP Language	INT	SA		INT	SA
Range of Reading and Level of Text Complexity	**RL.9-10.10**	By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9-10 text complexity band independently and proficiently. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9–10 text complexity band independently and proficiently.				**RL.11-12.10**	By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11-CCR text complexity band independently and proficiently. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently.								
Reading: Informational Text																
Key Ideas and Details	**RI.9-10.1**	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.				**RI.11-12.1**	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.									
	RI.9-10.2	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.				**RI.11-12.2**	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.									
	RI.9-10.3	Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.				**RI.11-12.3**	Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.									
Craft and Structure	**RI.9-10.4**	With teacher direction, discuss prior knowledge about a text's topic in order to aid in comprehension, inferring, and predictions				**RI.11-12.4**	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).									
	RI.9-10.5	Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).				**RI.11-12.5**	Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.									
	RI.9-10.6	Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.				**RI.11-12.6**	Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.									

SKILL	CCS Standard	9/10	9/10 (unpacked)	INT	SA	CCS Standard	11/12	11/12 (unpacked)	INT	SA	AP Language	INT	SA		INT	SA
Integration of Knowledge and Ideas	RI.9-10.7	Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.				RI.11-12.7	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.									
	RI.9-10.8	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.				RI.11-12.8	Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., *The Federalist* , presidential addresses).									
	RI.9-10.9	Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts.				RI.11-12.9	Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features.									
Range of Reading and Level of Text Complexity	RI.9-10.10	By the end of grade 9, read and comprehend literacy nonfiction in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9-10 text complexity band independently and proficiently.				RI.11-12.10	By the end of grade 11, read and comprehend literary nonfiction in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11-CCR text complexity band independently and proficiently.									

Writing - Standards and Objectives

Writing														
SKILL	**CCS Standard**	**9/10**	INT	SA	**CCS Standard**	**11/12**	INT	SA	**AP Language**	INT	SA		INT	SA
Text Types and Purposes	**W.9-10.1**	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.			**W.11-12.1**	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.								
		W.9-10.1a Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.				**W.11-12.1a** Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.								
		W.9-10.1b Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.				**W.11-12.1b** Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and								
		W.9-10.1c Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.				**W.11-12.1c** Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.								
		W.9-10.1d Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.				**W.11-12.1d** Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.								
		W.9-10.1e Provide a concluding statement or section that follows from and supports the argument presented.				**W.11-12.1e** Provide a concluding statement or section that follows from and supports the argument presented.								
	W.9-10.2	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.			**W.11-12.2**	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.								
		W.9-10.2a Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.				**W.11-12.2a** Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.								
		W.9-10.2b Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.				**W.11-12.2b** Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.								
		W.9-10.2c Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.				**W.11-12.2c** Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.								
		W.9-10.2d Use precise language and domain-specific vocabulary to manage the complexity of the topic.				**W.11-12.2d** Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.								
		W.9-10.2e Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.				**W.11-12.2e** Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.								
		W.9-10.2f Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).				**W.11-12.2f** Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).								
	W.9-10.3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.			**W.11-12.3**	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.								
		W.9-10.3a Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.				**W.11-12.3a** Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.								
		W.9-10.3b Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.				**W.11-12.3b** Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.								

		W.9-10.3c Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.				**W.11-12.3c** Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).								
		W.9-10.3d Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.				**W.11-12.3d** Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.								
		W.9-10.3e Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.				**W.11-12.3e** Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.								
Production and Distribution of Writing	**W.9-10.4**	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)			**W.11-12.4**	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)								
	W.9-10.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10 here.)			**W.11-12.5**	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12 here.)								
	W.9-10.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.			**W.11-12.6**	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.								
Research to Build and Present Knowledge	**W.9-10.7**	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.			**W.11-12.7**	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.								
	W.9-10.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.			**W.11-12.8**	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.								
	W.9-10.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.			**W.11-12.9**	Draw evidence from literary or informational texts to support analysis, reflection, and research.								
		W.9-10.9a Apply grades 9–10 Reading standards to literature (e.g., "Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]").				**W.11-12.9a** Apply grades 11–12 Reading standards to literature (e.g., "Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics").								
		W.9-10.9b Apply grades 9–10 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning").				**W.11-12.9b** Apply grades 11–12 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., The Federalist, presidential addresses]").								
Range of Writing	**W.9-10.10**	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.			**W.11-12.10**	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.								

Speaking and Listening - Standards and Objectives

Writing														
SKILL	**CCS Standard**	**9/10**	INT	SA	**CCS Standard**	**11/12**	INT	SA	**AP Language**	INT	SA		INT	SA
Comprehension and Collaboration	**SL.9-10.1**	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.			**SL.11-12.1**	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.								
		SL.9-10.1a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.				**SL.11-12.1a** Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.								
		SL.9-10.1b Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.				**SL.11-12.1b** Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.								
		SL.9-10.1c Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.				**SL.11-12.1c** Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.								
		SL.9-10.1d Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.				**SL.11-12.1d** Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.								
	SL.9-10.2	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.			**SL.11-12.2**	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.								
	SL.9-10.3	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.			**SL.11-12.3**	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.								
Presentation of Knowledge and Ideas	**SL.9-10.4**	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.			**SL.11-12.4**	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.								
	SL.9-10.5	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.			**SL.11-12.5**	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.								
	SL.9-10.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9–10 Language standards 1 and 3 here for specific expectations.)			**SL.11-12.6**	Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 here for specific expectations.)								

Language/Grammar - Standards and Objectives

ACQUIRE + USE NEW LANGUAGE (VCB)													
SKILL	**CCS Standard**	**9/10**	INT	SA	**CCS Standard**	**11/12**	INT	SA	**11 SWBAT...**	INT	SA	**12 SWBAT...**	INT	SA
Conventions of Standard English	**L.9-10.1**	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.			**L.11-12.1**	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.								
		L.9-10.1a Use parallel structure.				**L.11-12.1a** Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.								
		L.9-10.1b Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.				**L.11-12.1b** Resolve issues of complex or contested usage, consulting references (e.g., Merriam-Webster's Dictionary of English Usage, Garner's Modern American Usage) as needed.								
	L.9-10.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.			**L.11-12.2**	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.								
		L.9-10.2a Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.				**L.11-12.2a** Observe hyphenation conventions.								
		L.9-10.2b Use a colon to introduce a list or quotation.				**L.11-12.2b** Spell correctly.								
		L.9-10.2c Spell correctly.												
Knowledge of Language	**L.9-10.3**	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.			**L.11-12.3**	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.								
		L.9-10.3a Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type.				**L.11-12.3a** Vary syntax for effect, consulting references (e.g., Tufte's Artful Sentences) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.								
Vocabulary Acquisition and Use	**L.9-10.4**	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.			**L.11-12.4**	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.								
		L.9-10.4a Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.				**L.11-12.4a** Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.								
		L.9-10.4b Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).				**L.11-12.4b** Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).								
		L.9-10.4c Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.				**L.11-12.4c** Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.								
		L.9-10.4d Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).				**L.11-12.4d** Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).								
	L.9-10.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.			**L.11-12.5**	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.								
		L.9-10.5a Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.				**L.11-12.5a** Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.								
		L.9-10.5b Analyze nuances in the meaning of words with similar denotations.				**L.11-12.5b** Analyze nuances in the meaning of words with similar denotations.								

	L.9-10.6	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.			**L.11-12.6**	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.								

Grammar to Spiral

The following skills, marked with an asterisk (*) in Language standards 1–3, are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking.

Grade:	3	4	5	6	7	8	9/10	11/12
L.3.1f. Ensure subject-verb and pronoun-antecedent agreement.								
L.3.a. Choose words and phrases for effect.								
L.3.3a. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.								
L.4.1g. Correctly use frequently confused words (e.g., *to/too/two; there/their*).								
L.4.3a. Choose words and phrases to convey ideas precisely.[1]								
L.4.3b. Choose punctuation for effect.								
L.5.1d. Recognize and correct inappropriate shifts in verb tense.								
L.5.2a. Use punctuation to separate items in a series.[2]								
L.6.1c. Recognize and correct inappropriate shifts in pronoun number and person.								
L.6.1d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).								
L.6.1e. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.								
L.6.2a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.								
L.6.3a. Vary sentence patterns for meaning, reader/listener interest, and style.[3]								
L.6.3b. Maintain consistency in style and tone.								
L.7.1c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.								
L.7.3a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.								
L.8.1d. Recognize and correct inappropriate shifts in verb voice and mood.								
L.9–10.1a. Use parallel structure.								

[1] Subsumed by L.7.3a

[2] Subsumed by L.9–10.1a

[3] Subsumed by L.11–12.3a

	QUARTER 1 *APWH Period 1: Technological & Environmental Transformations* *Ancient Era: to 600 BCE*		QUARTER 2 *APWH Period 2: Organization & Reorganization of Human Societies* *Classical Era: 600 BCE to 600 CE*	

CONTENT	• Paleolithic Age (1.1)
	• Neolithic Age (1.2)
	  o Agricultural & pastoral societies
	• Early Societies (1.3)
	  o ***I*** – adaptations & migrations [Aryan & Bantu migrations]
	  o ***S*** – hierarchies & specialization of labor [Mesopotamia, Egypt, Mohenjo-Daro]
	  o ***P*** – first states [Mesopotamia & Egypt]
	  o ***C*** – religions [all + Judaism, Hinduism]
	  o ***E*** – trade [Mesopotamia, Egypt, India]
		• Mesopotamia
		• Egypt
		• Indus River Valley
		• Shang/Zhou
		• Olmecs/Chavín
		• Bantu
		• Maya?
			For each classical civilization:
			• Rise
			  o Regional unification (2.2.I)
			• Maintenance of power
			  o Political administration (2.2.II)
			  o Trade (2.2.III)
			  o Religion (2.1)
			• Fall (2.2.IV)
			  o Social class tensions
			  o Invasions
				• Persia
				• Greece & Rome
				• Qin/Han China
				• Maurya/Gupta India
				• Silk Roads (2.3)

SKILLS TO INTRODUCE	• #1: Short answer
	  o Thesis
	  o Supporting evidence
	• #2: Long Essay - Comparative
	  o Thesis
	
	• Chronology (BCE/CE, circa, centuries)
	• Geography (continents, regions, physical features)
	• Artifact analysis (images, causation, evaluating limitations)
	• Primary source texts (contextualization)
	• Secondary source texts (historical argumentation, thesis, supporting evidence)
	
	• Cornell Notes
	• Textbook readings
	• Organization (binder)
	• Study skills (Cornell Notes, flash cards/Quizlet)
			• Discrete DBQ skills (source contextualization, POV/tone/audience/purpose, source analysis, AD, grouping documents)
			
			• Artifact analysis: maps, charts, tables, graphs
			• Document analysis: tone, audience
			• Research (secondary sources, grouping documents)	

QUARTERLY EXAM / IA	*2 hours 15 minutes*
	• 48 MC
	  o 67% stand alone, 33% MC sets
	• 2 short answer
	  o Historical Argumentation
	  o Causation
	  o Comparison
	• 1 long essay (comparative)
	  o Without regions
			2 hours 15 minutes
			• 50 MC
			  o 50% stand alone, 50% MC sets
			  o Causation MC
			• 2 short answer (DBQ/research skills)
			  o Intended audience
			  o Purpose
			  o Historical context
			  o Author's POV
			• 1 long essay (comparative)
			  o Without regions	

	QUARTER 3 *APWH Period 3: Regional & Interregional Interactions* *Post-Classical Era: 600-1450*	QUARTER 4 *APWH Period 3: Regional & Interregional Interactions* *Post-Classical Era: 600-1450*
CONTENT	• Rise of Islam • Islam in ME: Umayyads & Abbasids (al-Andalus) • Islam in Asia: Sultanate of Delhi, (Chola Kingdom), SE Asia + Indian Ocean basin • Islam in Africa: Mali, Swahili city-states + Indian Ocean basin • Byzantine Empire • Western Europe • Crusades	• Tang/Song China + East Asia • Mongols + Silk Roads • Post-Mongol Eurasia (Ming, Ottoman) • Americas (Aztec, Inca) • *Research Project [5 weeks]*
SKILLS TO INTRODUCE	• DBQ essay – full essay • Contextualization • Periodization	• CCOT – short answer • Research skills (interpretation, synthesis, finding & evaluating sources, writing)

QUARTERLY EXAM / IA	*3 hours*
	• 50 MC
	  o 100% MC sets
	• 2 short answer
	  o Periodization
	  o Historical argumentation
	• 1 DBQ essay
	• 1 long essay (comparative)
	  o Specify regions
		3 hours
		• 50 MC
		  o 100% MC sets
		• 2 short answer
		  o CCOT
		  o Periodization
		  o Historical argumentation
		• 1 DBQ essay
		• 1 long essay (comparative)
		  o Specify regions
		  o Global context

Week of	# of Days	Notes	Unit	Essential Question(s)	Enduring Understandings	Topics
						Quarter One
8/24 - 8/28/2015	2	Gr. 9 Orientation from 8/25 - 8/26 Gr. 10-11 Orientation 8/27	1	How can learning physics benefit you/others/society? What predictions can we make about motion? How certain are you? What counts as evidence? How do scientists gather evidence? How do scientists use evidence?	Mastering physics can help you answer questions you have about the natural world Evidence comes from observation (i.e., qualitative or quantitative observations - this week, limited to qualitative observations) Scientists thoroughly document their observations (i.e., they write detailed descriptions of their qualitative observations, throughly explain their methods for gathering data, and organize data in tables & figures - this week, limited to detailed descriptions of qualitative observations) Scientists use observations to explain the natural universe (i.e., they ask questions, identify patterns, make hypotheses, support/refute hypotheses, solve real-world problems, confirm assumptions/other observations - this week, limited to asking questions based on qualitative observations)	What is physics? Qualitative observations as evidence Using observations to ask questions
8/31 - 9/4/2015	4		1	How can learning physics benefit you/others/society? What predictions can we make about motion? How certain are you? What counts as evidence? How do scientists gather evidence? How do scientists use evidence?	Mastering physics can help you answer questions you have about the natural world Evidence comes from observation (i.e., qualitative or quantitative observations - this week, limited to direct observation) Scientists thoroughly document their observations (this week, limited to qualitative observations, recording quantitative observations in 2-column data tables and listing steps taken to gather evidence) Because there will always be error in observation, scientists can never be 100% certain of their conclusions - but they can get pretty close! (this week - limited to estimating actual value when measurement falls between 2 defined markers, as in estimating to the tenth of a swing when counting number of swings in given timeframe) Scientists use observations to explain the natural universe (this week, limited to identifying pattern; swing rate of pendulum)	Quantitative observations as evidence Organizing and recording data Certainty in measurement Reporting methods Change ad rate of change

Week of	# of Days	Notes	Unit	Essential Question(s)	Enduring Understandings	Topics
9/7 - 9/11/2015	3	No school on Monday, 9/7 Labor Day	1	How can learning physics benefit you/others/society? What predictions can we make about motion? How certain are you? What counts as evidence? How do scientists gather evidence? How do scientists use evidence?	Mastering physics can help you answer questions you have about the natural world Scientists base predictions on prior evidence (this week - limited to prior life experience) Evidence comes from observation (this week - limited to direct observation) Scientists thoroughly document their observations (this week, limited to qualitative observations, recording quantitative observations in 2-column data tables and listing steps taken to make measurements) Scientists represent data many ways to simplify observations and identify/analyze patterns (i.e., they calculate averages from data tables, describe relationships from data tables, plot graphs based on data tables, interpolate wth lines of best fit, approximate average values on graphs, evaluate constancy and change on graphs, etc. This week - limited to plotting data from a table into a graph) Because there will always be error in observation, scientists can never be 100% certain of their conclusions - but they can get pretty close! (limited this week to estimating actual value when measurement falls between 2 defined markers, as in estimating to the tenth of a swing when counting number of swings in given timeframe)	Refining scientific questions based on new evidence Effective hypotheses Lab reporting - intro and methods sections IV, DV, and control variables Plotting data on graphs

Week of	# of Days	Notes	Unit	Essential Question(s)	Enduring Understandings	Topics
9/14 - 9/18/2015	4		1	How can learning physics benefit you/others/society? What predictions can we make about motion? How certain are you? What counts as evidence? How do scientists gather evidence? How do scientists use evidence?	Mastering physics can help you answer questions you have about the natural world Evidence comes from observation (this week - limited to direct observation) Scientists represent data many ways to simplify observations and identify/analyze patterns (This week - limited to drawing line of best fit, approximating y-value given x-value, identifying constancy vs. change on graph and describing relationships based on linear graph with positive, negative or horizontal/0 slope) Scientists thoroughly document their observations (this week, limited to qualitative observations, recording quantitative observations in 2-column data tables and listing steps taken to make measurements) Because there will always be error in observation, scientists can never be 100% certain of their conclusions - but they can get pretty close! (this week - lines of best fit mitigate error by interpolating a measure of central tendency from a complex set of data) Scientists use observations to explain the natural universe (this week, limited to identifying constancy vs. change in swing rate of pendulum, comparing results of experimental conditions and attemptig to explain results)	Line of best fit Describing trends on graphs Lab reporting - Results and Conclusion sections

Week of	# of Days	Notes	Unit	Essential Question(s)	Enduring Understandings	Topics
9/21 - 9/25/2015	4		1&2	How can learning physics benefit you/others/society? What predictions can we make about motion? How certain are you? What counts as evidence? How do scientists gather evidence? How do scientists use evidence?	Mastering physics can help you solve real-world challenges Physicists assume that everything in the universe follows the same rules of motion (this week - the position of a system is defined spatially and temporally; we can predict the future position of a system if the rate at which it changes position stays constant) Evidence comes from observation (this week - limited to direct observation and indirect observation) Scientists represent data many ways to simplify observations and identify/analyze patterns (This week - limited to drawing diagram of 2 moving objects, calculate average velocity; drawing and adding vectors) Scientists thoroughly document their observations (this week, limited to recording quantitative observations in 2-column data tables) Because there will always be error in observation, scientists can never be 100% certain of their conclusions - but they can get pretty close! (limited this week to calculating averages as a means of mitigating measurement error)	Relating position and time with and without velocity Defining speed/velocity Vectors (displacement) Proportional reasoning

Week of	# of Days	Notes	Unit	Essential Question(s)	Enduring Understandings	Topics
9/28 - 10/2/2015	4	NYC Advocacy Rally on Wednesday, 9/30	2	How can learning physics benefit you/others/society? What predictions can we make about motion? How certain are you? What counts as evidence? How do scientists gather evidence? How do scientists use evidence?	Mastering physics can help you confirm assumptions you make about the world around you Physicists assume that everything in the universe follows the same rules of motion (this week - when the rate at which position changes is consistent, objects have constant velocity) Evidence comes from observation (this week - limited to direct observation and indirect observation) Scientists represent data many ways to simplify observations and identify/analyze patterns (This week - recording data in 2-column data tables, plotting data on position graph, determining when to use line of best fit, drawing displacement/velocity vectors based on postion graph, comparing displacement/velocity vectors to determine whether velocity is constant or changing) Scientists thoroughly document their observations (this week, limited to recording quantitative observations in 2-column data tables) Because there will always be error in observation, scientists can never be 100% certain of their conclusions - but they can get pretty close! (limited this week to lines and curves of best fit as a means of mitigating error, reporting position and time with reasonable uncertainty)	Relating position and time with velocity Identifying constant vs. changing velocity qualitatively Confirming qualitative observations with quantitative observations
10/5 - 10/9/2015	4		2	How can learning physics benefit you/others/society? What predictions can we make about motion? How certain are you? What counts as evidence? How do scientists gather evidence? How do scientists use evidence?	Physicists assume that everything in the universe follows the same rules of motion (this week - when the rate at which position changes is consistent, objects have constant velocity) Scientists represent data many ways to simplify observations and identify/analyze patterns (This week - quantifying and describing motion based on position graphs)	Calculating velocity on position graphs (constant and changing) Describing motion on position graphs

Week of	# of Days	Notes	Unit	Essential Question(s)	Enduring Understandings	Topics
10/12 - 10/16/2015	3	No school on 10/12 Columbus Day PSAT on 10/14 for Grades 9-11 College App day for 12th grade	2	How can learning physics benefit you/others/society? What predictions can we make about motion? How certain are you? What counts as evidence? How do scientists gather evidence? How do scientists use evidence?	Physicists assume that everything in the universe follows the same rules of motion (this week - when the rate at which position changes is consistent, objects have constant velocity) Scientists represent data many ways to simplify observations and identify/analyze patterns (This week - quantifying and describing motion based on velocity graphs)	Converting position graphs to velocity graphs Describing motion on velocity graphs
10/19 - 10/23/2015	4		2	How can learning physics benefit you/others/society? What predictions can we make about motion? How certain are you? What counts as evidence? How do scientists gather evidence? How do scientists use evidence?	Physicists assume that everything in the universe follows the same rules of motion (this week - when the rate at which position changes is consistent, objects have constant velocity) Scientists represent data many ways to simplify observations and identify/analyze patterns (This week - quantifying and describing motion based on velocity graphs)	Calculating displacement on velocity graphs Relating obseved motion with graphs of motion
10/26 - 10/30/2015	2	Fall Quarterly Exams from 10/28-10/30	1&2	How can learning physics benefit you/others/society? What predictions can we make about motion? How certain are you? What counts as evidence? How do scientists gather evidence? How do scientists use evidence?	N/A	N/A

Week of	# of Days	Notes	Unit	Essential Question(s)	Enduring Understandings	Topics
Week of	# of Days	Notes	Unit	Essential Question(s)		Topics
						Quarter Two
11/2 - 11/6/2015	3	PD Day on 11/6 Data Analysis	3	How can learning physics benefit you/others/society? What predictions can we make about motion? How certain are you? How do scientists gather evidence? How do scientists use evidence? How do scientists communicate their ideas about the universe? What causes motion?	Mastering physics can help you answer questions you have about the universe Physicists assume that everything in the universe follows the same rules of motion (this week - the interactions between objeccts are called forces) Evidence comes from observation (this week - some forces can be seen directly, like tension and applied. Other forces can only be observed indirectly, like gravitational) Scientists thoroughly document their observations (this week - describing force interactions in writing with correct vocabulary) A system is an organized group of related objects that form a whole (this week - discrete objects are systems) Whenever systems interact, each experiences a force equal in strength but opposite in magnitude (limited this week to defining interaction between objects as force, defining systems as single object)	Forces as interactions Types of forces Defining systems
11/9 - 11/13/2015	X	Week of Q1 Report Conferences	TBD	TBD	TBD	TBD

Week of	# of Days	Notes	Unit	Essential Question(s)	Enduring Understandings	Topics
11/16 - 11/20/2015	4		3	How can learning physics benefit you/others/society? What predictions can we make about motion? How certain are you? How do scientists gather evidence? How do scientists use evidence? How do scientists communicate their ideas about the universe? What causes motion?	Mastering physics can help you answer questions you have about the universe Physicists assume that everything in the universe follows the same rules of motion (this week - Newton's 1st and 3rd) Evidence comes from observation (this week - forces between interacting objects are always equal) Scientists thoroughly document their observations (this week - recording observations about force interactions between interacting objects, describing magnitude of forces between interacting objects) Physicists represent motion and explanations with models (this week - using free body diagrams to represent forces, using force vector addition to show balance/imbalance of forces) A system is an organized group of related objects that form a whole (this week - discrete objects are systems) Whenever systems interact, each experiences a force equal in strength but opposite in magnitude (limited this week to defining interaction between objects as force, defining systems as single object) When the forces acting on a system are balanced, the system will move with constant velocity; when they are unbalanced, the system's velocity changes	Free body diagrams Newton's 3rd Law Newton's 1st Law

Week of	# of Days	Notes	Unit	Essential Question(s)	Enduring Understandings	Topics
11/23 - 11/27/2015	2	Thanksgiving Break from 11/25 - 11/27	3	How can learning physics benefit you/others/society? What predictions can we make about motion? How certain are you? How do scientists gather evidence? How do scientists use evidence? How do scientists communicate their ideas about the universe? What causes motion?	Mastering physics can help you answer questions you have about the universe Physicists assume that everything in the universe follows the same rules of motion (this week - gravitational constant) Evidence comes from observation (this week - relationship between force and mass) Scientists thoroughly document their observations (this week - preparing to record data about mass and gravitational force) Physicists represent motion and explanations with models (this week - using free body diagrams to represent forces, using force vector addition to show balance/imbalance of forces) A system is an organized group of related objects that form a whole (this week - discrete objects are systems) Whenever systems interact, each experiences a force equal in strength but opposite in magnitude (limited this week to defining interaction between objects as force, defining systems as single object) When the forces acting on a system are balanced, the system will move with constant velocity; when they are unbalanced, the system's velocity changes	Measuring force with spring scale Measuring gravitational Force

Week of	# of Days	Notes	Unit	Essential Question(s)	Enduring Understandings	Topics
11/30 - 12/4/2015	4		3	How can learning physics benefit you/others/society? What predictions can we make about motion? How certain are you? How do scientists gather evidence? How do scientists use evidence? How do scientists communicate their ideas about the universe? What causes motion?	Mastering physics can help you answer questions you have about the universe Physicists assume that everything in the universe follows the same rules of motion (this week - gravitational constant) Evidence comes from observation (this week - relationship between force and mass) Scientists thoroughly document their observations (this week - setting up data table to record mass and gravitational force, recording data within an acceptable degree of certainty) Physicists represent motion and explanations with models (this week - using free body diagrams to represent forces, using force vector addition to show balance/imbalance of forces) Because there will always be error in observation, scientists can never be 100% certain of their conclusions - but they can get pretty close! (this week - line of best fit as a means of mitigating error, recording mass and Fg with reasonable uncertainty) Whenever systems interact, each experiences a force equal in strength but opposite in magnitude (this week - force on spring scale equals force on mass from gravity) When the forces acting on a system are balanced, the system will move with constant velocity; when they are unbalanced, the system's velocity changes (this week - we measure force on spring scale once the mass is no longer moving becaue that is when the forces are balanced - this is how we know the gravitational force on the mass)	Gravitational Constant Equation for gravitational force Friction force Measuring friction force with spring scale Factors affecting friction force

Week of	# of Days	Notes	Unit	Essential Question(s)	Enduring Understandings	Topics
12/7 - 12/11/2015	4		3&4	How can learning physics benefit you/others/society? What predictions can we make about motion? How certain are you? How do scientists gather evidence? How do scientists use evidence? How do scientists communicate their ideas about the universe? What causes motion?	Mastering physics can help you answer questions you have about the universe Physicists assume that everything in the universe follows the same rules of motion (this week - gravitational constant) Evidence comes from observation (this week - relationship between force and mass) Scientists thoroughly document their observations (this week - setting up data table to record mass and gravitational force, recording data within an acceptable degree of certainty) Physicists represent motion and explanations with models (this week - using free body diagrams to represent forces, using force vector addition to show balance/imbalance of forces) Because there will always be error in observation, scientists can never be 100% certain of their conclusions - but they can get pretty close! (this week - line of best fit as a means of mitigating error, recording mass and Fg with reasonable uncertainty) Whenever systems interact, each experiences a force equal in strength but opposite in magnitude (this week - force on spring scale equals force on mass from gravity) When the forces acting on a system are balanced, the system will move with constant velocity; when they are unbalanced, the system's velocity changes (this week - we measure force on spring scale once the mass is no longer moving becaue that is when the forces are balanced - this is how we know the gravitational force on the mass)	

Week of	# of Days	Notes	Unit	Essential Question(s)	Enduring Understandings	Topics
12/14 - 12/18/2015	4		4			
12/21 - 12/25/2015	0	Winter Break				
12/28 - 1/1/2016	0	Winter Break				

Week of	# of Days	Notes	Unit	Essential Question(s)	Enduring Understandings	Topics
1/4 - 1/8/2016	4		4			

Week of	# of Days	Notes	Unit	Essential Question(s)	Enduring Understandings	Topics
1/11 - 1/15/2016	3.5	1/2-day on Friday, 1/15 for MLK Day weekend	4			
1/18 - 1/22/2016	1	No school on 1/18 MLK Day Winter Quarterly Exams from 1/20 - 1/22	4			
Week of	**# of Days**	**Notes**	**Unit**	**Essential Question(s)**		**Topics**
					Quarter Three	

Week of	# of Days	Notes	Unit	Essential Question(s)	Enduring Understandings	Topics
1/25 - 1/29/2016	2	PD Day on 1/29 Data Analysis	5			
2/1 - 2/5/2016	X	Week of Q2 Report Card Conferences				

Week of	# of Days	Notes	Unit	Essential Question(s)	Enduring Understandings	Topics
2/8 - 2/12/2016	4		5			
2/15 - 2/19/2016	0	Mid-Winter Break				

Week of	# of Days	Notes	Unit	Essential Question(s)	Enduring Understandings	Topics
2/22 - 2/26/2016	3.5	1/2-day on Friday, 2/26 for LDR	5&6			

Week of	# of Days	Notes	Unit	Essential Question(s)	Enduring Understandings	Topics
2/29 - 3/4/2016	4	Wednesday, 3/2 Advocacy Rally in Albany	6			

Week of	# of Days	Notes	Unit	Essential Question(s)	Enduring Understandings	Topics
3/7 - 3/11/2016	4		6			

Week of	# of Days	Notes	Unit	Essential Question(s)	Enduring Understandings	Topics
3/14 - 3/18/2016	4		7			

Week of	# of Days	Notes	Unit	Essential Question(s)	Enduring Understandings	Topics
3/21 - 3/25/2016	3	No School on Friday, 3/25 Good Friday	7			

Week of	# of Days	Notes	Unit	Essential Question(s)	Enduring Understandings	Topics
3/28 - 4/1/2016	4		7			
4/4 - 4/8/2016	2	Spring Quarterly Exams from 4/6 - 4/8				
Week of	**# of Days**	**Notes**	**Unit**	**Essential Question(s)**		**Topics**
Quarter Four						

Week of	# of Days	Notes	Unit	Essential Question(s)	Enduring Understandings	Topics
4/11 - 4/15/2016	2	PD Day on 4/15 Data Analysis	8			
4/18 - 4/22/2016	0	Spring Break				
4/25 - 4/29/2016	X	Week of Q3 Report Card Conferences				
5/2 - 5/6/2016	4	*AP Exams	*8*			

Week of	# of Days	Notes	Unit	Essential Question(s)	Enduring Understandings	Topics
5/9 - 5/13/2016	4	*AP Exams	8			
5/16 - 5/20/2016	4		8			

Week of	# of Days	Notes	Unit	Essential Question(s)	Enduring Understandings	Topics
5/23 - 5/27/2016	3.5	Half-day on Friday, 5/27 for Memorial Day Weekend	8&9			
5/30 - 6/3/2016	4	No School on Monday, 5/30 Memorial Day Wednesday, 6/1 Common Core Algebra II Exam				

Week of	# of Days	Notes	Unit	Essential Question(s)	Enduring Understandings	Topics
6/6 - 6/10/2016	4					

Week of	Objectives *(Students will be able to...)*	UCHS Academic Engagement Initiative					Formal Assessment
		College Lectures	Student-Led/Guided Seminar	Explore Lesson	Close Reading Lesson	Evidence-Based Writing	
8/24 - 8/28/2015	SWBAT explain that physics is the study of matter, motion, space and time SWBAT record qualitative observations SWBAT ask scientific questions based on qualitative observations (e.g., what happens if I increase the mass of the bob?)	Introduce physics while students take notes in notebook				Students record observations and edit them after critiquing sample/exemplar (1 instructional day)	
8/31 - 9/4/2015	SWBAT set up data table for investigation SWBAT record qualitative observations SWBAT record quantitative observations in data table SWBAT record measurements with appropriate degree of certainty SWBAT write methods section of lab report (limited to listing materials and steps taken) SWBAT calculate change SWBAT calculate average rate of change SWBAT use "argue from evidence" habit of academic discourse			Students reflect on data in table to calculate change and rate of change		Students write methods section of lab report (materials and steps in list form), review exemplar to determine rubric, and revise their own methods section against agreed-upon rubric	

Week of	Objectives *(Students will be able to...)*	UCHS Academic Engagement Initiative					Formal Assessment
		College Lectures	Student-Led/Guided Seminar	Explore Lesson	Close Reading Lesson	Evidence-Based Writing	
9/7 - 9/11/2015	SWBAT refine scientific questions based on new evidence (e.g., If I change the mass of the bob, will the rate of the swing change?) SWBAT write hypothesis in response to scientific question **SWBAT write introduction section of lab report (limited to stating question and hypothesis and supporting with prior experience - this is intended as PW assignment with teacher feedback and revision opportunities as part of formal lab report for quarter 1)** SWBAT set up data table for investigation (limited to multiple tables of 2-column data tables with IV and DV vs. combining multiple DVs in single table) SWBAT identify control variables SWBAT identify appropriate tool for measuring time SWBAT record quantitative observations in data table SWBAT record measurements with appropriate degree of certainty **SWBAT write methods section of lab report (limited to listing materials and steps and clearly describing control variables - this is intended as a PW assignment with teacher feedback and revision opportunities as part of formal lab reprot for quarter 1)** SWBAT plot data from table onto graph			Modified whiteboard session - students determine best practices for setting up graph, inclusive of placement of IV and DV variables, labeling, scale, title, etc.)		Student write hypothesis, review and provide feedback on peers' hypotheses and revise their own hypotheses based on feedback.	Write introduction and methods section of lab report

Week of	Objectives *(Students will be able to...)*	UCHS Academic Engagement Initiative					Formal Assessment
		College Lectures	Student-Led/Guided Seminar	Explore Lesson	Close Reading Lesson	Evidence-Based Writing	
9/14 - 9/18/2015	SWBAT draw line of best fit SWBAT approximate y value of graph given x value SWBAT identity constancy and change on graph SWBAT describe relationships between variables based on graph SWBAT write a results section of a lab report SWBAT write conclusion section of lab report SWBAT revise results and conclusion section of lab report based on feedback		Students determine success criteria for results and conclusion section of lab report after analyzing exemplars and write results and conclusion sections of lab report	Determine indicators of constancy and change on graphs; describe relationship between variables of graphs		Students peer-review results and conclusion section of lab report against pre-established criteria, revise based on feedback	Write results and conclusion section of lab report Consolidate sections of lab report into single, cohesive report

Week of	Objectives *(Students will be able to...)*	UCHS Academic Engagement Initiative					Formal Assessment
		College Lectures	Student-Led/Guided Seminar	Explore Lesson	Close Reading Lesson	Evidence-Based Writing	
9/21 - 9/25/2015	**SWBAT demonstrate laboratory/science process skills on practical exam (test run for quarterly practical)** SWBAT calculate averages in a data table SWBAT relate travel time of 2 objects traveling along different paths SWBAT identify potential sources of information needed to solve real-world challenge SWBAT define speed/velocity conceptually SWBAT calculate speed/velocity SWBAT draw displacement vectors given velocity SWBAT add displacement vectors SWBAT use proportional reasoning to determine distance given velocity and time SWBAT use "go deeper" habit of academic discourse		Students analyze direct and indirect observations of motion to determine which of 2 objects will arrive at a common position first; determine information required to do this when distance and time are not pre-determined	Students add vectors and use proportional reasoning to determine distance given velocity and time			Practical assessment

Week of	Objectives *(Students will be able to...)*	UCHS Academic Engagement Initiative					Formal Assessment
		College Lectures	Student-Led/Guided Seminar	Explore Lesson	Close Reading Lesson	Evidence-Based Writing	
9/28 - 10/2/2015	**SWBAT relate positions of 2 moving objects given velocities SWBAT justify problem solving process/solution in written report (performance based assessment - may extend beyond this day to allow for teacher-provided feedback and revisions)** SWBAT formulate and execute plan for measuring velocity SWBAT describe motion as constant or changing velocity based on qualitative observations SWBAT measure position and time of objects with constant and changing velocity SWBAT plot data on a position graph SWBAT approximate position given time on position graph SWBAT draw displacement vectors/interpret displacement based on position graph		Formulate plan for verifying qualitative observations about constant vs. changing velocity using quantitative observations	Analyze graphs of motion to determine whether an object was moving with constant or changing velocity		Students describe problem solving porcess in a written report, incorporate teacher feedback to revise written reports	Performance-based assessment: Determine which object will arrive at a common position first given known velocities and time; bonus: determine how far 2 objects need to be from a common position to meet at a common time given known velocities
10/5 - 10/9/2015	SWBAT calculate velocity on position graphs (constant and changing velocities) SWBAT determine whether an object is moving with constant or changing velocity based on a data table with non-unit time intervals (see in explore section binder) SWBATdescribe motion on position graph (includes direction, time interval, displacement and speed up, slow down or constant velocity) ****SWBAT demonstrate conceptual and skill mastery on midterm exam (test run for quarter exam)****			Calculate velocity on linear and curved graphs position graphs to make general rule for when velocity is changing and constant		Students describe motion on position graphs (constant velocity and changing velocity), evalauate peers' writing based on success criteria and revise descriptions based on feedback and	Midterm exam

Week of	Objectives *(Students will be able to...)*	UCHS Academic Engagement Initiative					Formal Assessment
		College Lectures	Student-Led/Guided Seminar	Explore Lesson	Close Reading Lesson	Evidence-Based Writing	
10/12 - 10/16/2015	SWBAT convert position graph to velocity graph (constant and changing velocity) SWBAT describe motion of velocity graph (constant velocity only) SWBAT describe motion of velocity graph (changing velocity)			Students calculate velocities between 1 second intervals on postion graph to develop t vs v data table and graph		Students describe motion on velocity graphs (constant velocity and changing velocity), evalauate peers' writing based on success criteria and revise descriptions based on feedback and success criteria	
10/19 - 10/23/2015	SWBAT calculate displacement on velocity graph (constant velocity only) **WILL NEED TO CONVERT VELOCITY TO POSITION GRAPH** SWBAT calculate displacement on velocity graph (changing velocity) SBWAT plan and execute steps that match given position or velocity graph SWBAT draw descriptions of motion on position and velocity graphs		Modified seminar (whiteboarding session) - students observe motion and match the motion with position and velocity graphs, compare and contrast selections, discuss and agree on graphs	Students derive displacement = area for velocity graphs rule			
10/26 - 10/30/2015	Review Day Practical Exam					Practical Exam for Q1	

Week of	Objectives *(Students will be able to...)*	UCHS Academic Engagement Initiative					Formal Assessment
		College Lectures	Student-Led/Guided Seminar	Explore Lesson	Close Reading Lesson	Evidence-Based Writing	
Week of	**Objectives** *(Students will be able to...)*	**UCHS Academic Engagement**					**Formal Assessment**
		College Lectures	**Student-Led/Guided Seminar**	**Explore Lesson**	**Close Reading Lesson**	**Evidence-Based Writing**	
11/2 - 11/6/2015	SWBAT ask scientific question (what causes an object to have constant or changing velocity?) SWBAT distringuish between constant and changing velocity based on observations SWBAT draw system schema to represent interactions between objects SWBAT name and identify gravitational force, normal force, tension force and applied force SWBAT define single-object system SWBAT describe force interactions betweem systems	Types of forces - introduce names and demonstrate forces which students take notes and complete types of forces table in notebooks				Students write statements about the types of forces occurring between interacting objects, Review peer statements, provide feedback and revise statements based on feedback.	
11/9 - 11/13/2015	**Reteaching/reinforcement opportunities**						

Week of	Objectives *(Students will be able to...)*	UCHS Academic Engagement Initiative					Formal Assessment
		College Lectures	Student-Led/Guided Seminar	Explore Lesson	Close Reading Lesson	Evidence-Based Writing	
11/16 - 11/20/2015	SWBAT draw free body diagrams (not to scale) for each object in an interaction SWBAT write hypothesis about forces on interacting objects SWBAT derive Newton's 3rd law based on observations about interacting objects SWBAT support/refute hypothesis based on new evidence SWBAT compare magnitude and direction of forces between interacting objects SWBAT draw free body diagrams for each object in an interaction (with gravtiational and normal to scale) SWBAT add force vectors SWBAT derive Newton's 1st Law			Students complete vector addition from given free body diagrams and compare shapes to derive pattern - when box is complete/forces are balanced, the velocity was constant. When boxes were incomplete/forces were imbalanced, velocity changed		Students write hypothesis about forces on interacting objects, determine whether hypothesis was supported or refuted and justify conclusion using evidence from demonstration, generalize finding into rule: Newton's 3rd Law.	

Week of	Objectives *(Students will be able to...)*	UCHS Academic Engagement Initiative					Formal Assessment
		College Lectures	Student-Led/Guided Seminar	Explore Lesson	Close Reading Lesson	Evidence-Based Writing	
11/23 - 11/27/2015	SWBAT measure gravitational force given spring scale and hanging mass SWBAT revise scientific question based on new information (e.g., does the mass of an object affect its gravitational force?) SWBAT set up data table to record quantitative observations SWBAT measure gravitational force given mass and spring scale			Modified whiteboard session - student groups explore with spring scale and hanging mass, report findings during class board meeting, class discusses and determines experimental question			

Week of	Objectives *(Students will be able to...)*	UCHS Academic Engagement Initiative					Formal Assessment
		College Lectures	Student-Led/Guided Seminar	Explore Lesson	Close Reading Lesson	Evidence-Based Writing	
11/30 - 12/4/2015	SWBAT plot data on mass vs. Fg graph SWBAT draw line of best fit SWBAT derive gravitational constant SWBAT derive equation for calculating Fg given mass SWBAT calculate Fg given mass SWBAT name and identify friction force SWBAT measure friction force given spring scale SWBAT describe relationship between gravitational force, surface quality and friction force **Practical Exam test run**			Derive equation for calculating Fg given mass, use to calculate Fg given mass			Practical Exam test run

Week of	Objectives *(Students will be able to…)*	UCHS Academic Engagement Initiative					Formal Assessment
		College Lectures	Student-Led/Guided Seminar	Explore Lesson	Close Reading Lesson	Evidence-Based Writing	
12/7 - 12/11/2015	SWBAT draw free body diagrams for systems in constant velocity given mass and applied force (to scale, with values and units ***SWBAT demonstrate mastery on mid-term exam*** SWBAT ask scientific question (e.g., how can we know about forces when velocity is changing?) SWBAT describe relationship between applied force and rate of velocity change SWBAT define acceleration as rate of velocity change SWBAT calculate acceleration given change in velocity and time			Students analyze data tables of time vs. velocity on 5 kg cart, compare with data for various applied forces to conclude that increases in applied force yield increases in rate of velocity change (amount velocity changes every second), recognize applied force is proportional to acceleration Analyze data about applied force, time and velocity to conclude rate of change of increases as force increases		Write definition of acceleration and use the definition to justify dividing change in velcoity by time	Midterm exam

Week of	Objectives *(Students will be able to...)*	UCHS Academic Engagement Initiative					Formal Assessment
		College Lectures	Student-Led/Guided Seminar	Explore Lesson	Close Reading Lesson	Evidence-Based Writing	
12/14 - 12/18/2015	SWBAT evaluate data about applied force and accceleration with constant mass to derive equation a=F/m SWBAT calculate acceleration given applied force and mass SWBAT write introduction to lab report (includes numerical prediction about acceleration given applied force and mass) SWBAT predict acceleration of wood block given applied force and mass of block SWBAT measure motion of accelerating block with motion sensor SWBAT write methods section of lab report SWBAT calculate accelereation given velcoity graph SWBAT write results section of lab report			Apply concept of acceleration to conclude that slope on velocity graph equals acceleration		Students write introduction, methods and results section of lab report	Introduction, methods and results section of lab report (drafts)
12/21 - 12/25/2015							
12/28 - 1/1/2016							

Week of	Objectives *(Students will be able to...)*	UCHS Academic Engagement Initiative					Formal Assessment
		College Lectures	Student-Led/Guided Seminar	Explore Lesson	Close Reading Lesson	Evidence-Based Writing	
1/4 - 1/8/2016	SWBAT calculate acceleration given change in velocity and time and given velocity graph (as reminder from break, ask - why can't we use a=F/m?) SWBAT state whether hypothesis was supported or refuted. SWBAT propose and evaluate explanation for why experimental results were inconsistent with predictions (friction was unacccounted for) SWBAT measure friction of wood block using spring scale SWBAT revise model for relationship between forces and acceleration based on conflicting evidence SWBAT derive relationship: a=Fnet/m SWBAT make prediction: calculate acceleration using new model - a = Fnet/m SWBAT confirm Newton's 2nd Law (a=Fnet/m, via demonstration) SWBAT write conclusion section of lab report		Students propose explanation for why experimental resutls were inconsistent with predictions and collectively measure friction of wood block then revisit data and collectively analyze it to realize that size of imbalance predicted acceleration, not single force.			Revise introduction, methods and results section of lab report based on teacher feedback Write conclusion section of lab report	Lab Report

Week of	Objectives *(Students will be able to...)*	UCHS Academic Engagement Initiative					Formal Assessment
		College Lectures	Student-Led/Guided Seminar	Explore Lesson	Close Reading Lesson	Evidence-Based Writing	
1/11 - 1/15/2016	SWBAT revise conclusion section of lab report (intended as PW assignment) SWBAT calculate acceleration for horizontal motion given Newton's 2nd Law SWBAT support Newton's 1st Law given Newton's 2nd Law SWBAT calculate acceleration for vertical motion given Newton's 2nd Law SWBAT support Newton's 1st Law given Newton's 2nd Law SWBAT calculate component force for horizontal motion given Newton's 2nd Law SWBAT calculate component force for vertical motion given Newton's 2nd Law			Students devise method for finding "mystery" component force for horizontal motion		Full lab report: Newton's 2nd Law	Lab Report
1/18 - 1/22/2016	****Practical Exam****						Practical Exam
Week of	**Objectives** *(Students will be able to...)*	**UCHS Academic Engagement Initiative**					
		College Lectures	**Student-Led/Guided Seminar**	**Explore Lesson**	**Close Reading Lesson**	**Evidence-Based Writing**	

Week of	Objectives *(Students will be able to...)*	UCHS Academic Engagement Initiative					Formal Assessment
		College Lectures	Student-Led/Guided Seminar	Explore Lesson	Close Reading Lesson	Evidence-Based Writing	
1/25 - 1/29/2016	SWBAT draw before, during and after diagrams of collisions SWBAT record qualitative observations about inelastic collisions where mass varies (limited to single initial moving object colliding with stationary object) SWBAT measure before and after velocity for totally inelastic collisions where mass varies						
2/1 - 2/5/2016	Review and reteach objectives						

Week of	Objectives *(Students will be able to...)*	UCHS Academic Engagement Initiative					Formal Assessment
		College Lectures	Student-Led/Guided Seminar	Explore Lesson	Close Reading Lesson	Evidence-Based Writing	
2/8 - 2/12/2016	SWBAT analyze data to derive concept of momentum conservation SWBAT define momentum SWBAT calculate momentum SWBAT calculate final total momentum given initial momentums SWBAT calculate final total momentum given masses and velocities before an inelastic collision SWBAT experimentally verify conservation of momentum for all collision types SWBAT apply law of conservation of momentum to real-world situations		Student groups analyze measure initial and final velocities for various types of collisions. Students share data with class and class discusses whether conservation of momentum applies to all types of collisions	Students draw IF diagram and analyze to derive conservation of momentum concept		Students write "if...then...because..." statements about total momentum before and after collision to determine total final momentum given initial conditions (e.g., "if conservation of momentum applies to this kind of collision, then the total final momentum will be ___ becuase the initial total momentum was also ___)	
2/15 - 2/19/2016							

Week of	Objectives *(Students will be able to...)*	UCHS Academic Engagement Initiative					Formal Assessment
		College Lectures	Student-Led/Guided Seminar	Explore Lesson	Close Reading Lesson	Evidence-Based Writing	
2/22 - 2/26/2016	SWBAT calculate final velocity given masses and velocities before an inelastic collision **Midterm Exam** SWBAT ask scientific question (how does impact velocity affect impact force?) SWBAT measure initial velocity and stopping time SWBAT describe effect of initial velocity on collision force when collision time is constant			Students use velocity graphs or vf = vi +at to calculate acceleration for varying initial velocities, then use these accelerations to calculate and compare impact forces.			Midterm Exam

Week of	Objectives *(Students will be able to...)*	UCHS Academic Engagement Initiative					Formal Assessment
		College Lectures	Student-Led/Guided Seminar	Explore Lesson	Close Reading Lesson	Evidence-Based Writing	
2/29 - 3/4/2016	SWBAT describe effect of time on collision force when initial velocity is constant SWBAT apply impulse-momentum theorem conceptually SWBAT derive impulse-momentum theorem, apply it mathematically SWBAT ask scientific question (how does drop height affect impact velocity for falling object?) SWBAT derive second kinematic equation (vf^2 = vi^2 +2ad) SWBAT solve problems using 2nd kinematic equation SWBAT calculate acceleration of falling object given gravitational constant and mass		Students analyze velocity graph and utilize systems of equations math technique to derive 2nd kinematic equation	Students use velocity graphs or vf = vi +at to calculate acceleration for varying stopping times, then use these accelerations to calculate and compare impact forces. Students deriveimpulse-momentum theorem and apply it mathematically			

Week of	Objectives *(Students will be able to...)*	UCHS Academic Engagement Initiative					Formal Assessment
		College Lectures	Student-Led/Guided Seminar	Explore Lesson	Close Reading Lesson	Evidence-Based Writing	
3/7 - 3/11/2016	SWBAT determine impact velcoity for real-world scenario (ball dropped from 2m) and technological application scenario (mars rover) SWBAT analyze factors that affect impact force SWBAT design Mars Rover prototype to minimize impact force SWBAT build prototype SWBAT test prototype, analyze results and suggest design improvements					Students design mars rover prototype, justify design in writing by discussing physics principles or background knowledge that guided design decisions, report testing results and suggest design improvements	Mars Rover prototype design, analysis and reflection

Week of	Objectives *(Students will be able to...)*	UCHS Academic Engagement Initiative					Formal Assessment
		College Lectures	Student-Led/Guided Seminar	Explore Lesson	Close Reading Lesson	Evidence-Based Writing	
3/14 - 3/18/2016	SWBAT brainstorm factors that affect final velocity of object rolling downhill SWBAT write hypotheses about factors that affect velocity of object rolling downhill SWBAT write introduction to lab report SWBAT write methods section of lab report SWBAT test hypotheses about factors that affect final velocity of object rolling downhill SWBAT revise methods section of lab report (intended as PW - not based on feedback but on reflection of actual steps taken during experiment) SWBAT analyze experimental results (calculate averages of trials, plot data on a graph, draw line of best fit, determine where there was and wasn't change) SWBAT write results section of lab report		Students discuss and agree upon factors to be tested in an experiment			Studnets write methods section of lab report, revise based on actual steps taken during laboratory procedure Students write results section of lab report, (to be revised based on peer feedback in following week)	Intro to Energy Lab Report (drafts)

Week of	Objectives *(Students will be able to...)*	UCHS Academic Engagement Initiative					Formal Assessment
		College Lectures	Student-Led/Guided Seminar	Explore Lesson	Close Reading Lesson	Evidence-Based Writing	
3/21 - 3/25/2016	SWBAT state whether hypothesis was supported or refuted and support with experimental evidence SWBAT propose possible explanations for why predictions did not match SWBAT write conclusion to lab report SWBAT revise full lab report based on peer feedback SWBAT define law of conservation of energy SWBAT compare law of conservation of energy with law of conservation of momentum SWBAT define Kinetic Energy SWBAT define Gravitational Potential Energy SWBAT apply conservation of energy to find total energy, KE or GPE	Introduce conservation of energy as explanation for experimental results. Define GPE and KE; students take notes and ask questions	Students reflect on experimental results to determine whether unexpected results are valid, then propose possible explanations for why they are valid				Intro to Energy Lab Report (final)

Week of	Objectives *(Students will be able to...)*	UCHS Academic Engagement Initiative					Formal Assessment
		College Lectures	Student-Led/Guided Seminar	Explore Lesson	Close Reading Lesson	Evidence-Based Writing	
3/28 - 4/1/2016	SWBAT calculate KE and GPE SWBAT calculate final KE given initial height and mass for ideal system SWBAT calculate final velocity given initial height and mass for ideal system SWBAT explain why conservation of energy cannot be used for (most) collision problems			Complete conservation of energy and conservation of momentum solutions for collision problem, determine one method is invalid because the solutions are not the same, then identify conservation of momentum as correct method because energy is lost during collisions			
4/4 - 4/8/2016	Review Day Practical Exam						
Week of	**Objectives** *(Students will be able to...)*	**UCHS Academic Engagement Initiative**					
		College Lectures	**Student-Led/Guided Seminar**	**Explore Lesson**	**Close Reading Lesson**	**Evidence-Based Writing**	

Week of	Objectives *(Students will be able to...)*	UCHS Academic Engagement Initiative					Formal Assessment
		College Lectures	Student-Led/Guided Seminar	Explore Lesson	Close Reading Lesson	Evidence-Based Writing	
4/11 - 4/15/2016	SWBAT predict final velocity of object rolling downhill for real-world examples SWBAT write introduction to lab report SWBAT write methods section of lab report					Students write introduction and methods sections of lab report	
4/18 - 4/22/2016							
4/25 - 4/29/2016	Review and reteach objectives						
5/2 - 5/6/2016	SWBAT revise introduction and methods section of lab report SWBAT set up experimental apparatus based on proposed methods SWBAT make real measurements needed to predict final velocity of object rolling downhill SWBAT refine predictions based on new experimental conditions SWBAT test predictions experimentally SWBAT analyze results SWBAT write results section of lab report (intended as PW assignment) SWBAT state whether hypothesis was supported or refuted SWBAT identify friction as a possible explanation for experimental results contradicting conservation of energy law SWBAT write conclusion section of lab report			Students draw, build and then critique experimental set ups, make measurements needed to predict final velocity		Revise introduction and methods section of lab report Write results and conclusion section of lab report	

Week of	Objectives *(Students will be able to...)*	UCHS Academic Engagement Initiative					Formal Assessment
		College Lectures	Student-Led/Guided Seminar	Explore Lesson	Close Reading Lesson	Evidence-Based Writing	
5/9 - 5/13/2016	SWBAT revise lab report based on peer feedback SWBAT calculate heat lost due to friction SWBAT define work as change in Total Mechanical Energy SWBAT calculate work done by friction based on change in TME SWBAT derive work-energy theorem SWBAT calculate work using force and distance SWBAT calcualte change in energy given force and distance SWBAT calculate force given work and distance SWBAT calculate friction force given mass, initial height and final velocity of object rolling downhill			Derive work-energy theorem		Revise and finalize lab report based on peer feedback	Introduction to work lab report (draft/final)
5/16 - 5/20/2016	SWBAT calculate work on force-displacement graphs SWBAT calculate change in energy on F-d graphs SWBAT calculate force on F-d graphs SWBAT solve work-energy problems ***Midterm Exam***			Devise method for calculating work on F-d graph			

Week of	Objectives *(Students will be able to...)*	UCHS Academic Engagement Initiative					Formal Assessment
		College Lectures	Student-Led/Guided Seminar	Explore Lesson	Close Reading Lesson	Evidence-Based Writing	
5/23 - 5/27/2016	SWBAT define and make indirect observations SWBAT infer charge based on indirect observations SWBAT analyze charge interactions using indirect observations SWBAT infer there are 2 types of charges SWBAT describe charge interactions SWBAT calculate Fe using Coulomb's Law SWBAT describe relationship between number of charges and electrostatic force SWBAT compare atoms to determine which has smaller radius SWBAT compare atoms to determine which is more likely to give up an electron					SWBAT state inferences, supporting with indirect observations	
5/30 - 6/3/2016	SWBAT analyze atomic trend (likelihood of giving up an electron) on the periodic table SWBAT explain why metals are conductors and non-metals are insulators SWBAT analyze movement of charge in metals near charged objects SWBAT calculate net charge SWBAT describe movement of charge in metals near charged objects SWBAT determine relative net charge SWBAT make inferences about charge based on behavior of electroscope SWBAT predict and test configurations of a battery, bulb and 2 wires						

Week of	Objectives *(Students will be able to...)*	UCHS Academic Engagement Initiative					Formal Assessment
		College Lectures	Student-Led/Guided Seminar	Explore Lesson	Close Reading Lesson	Evidence-Based Writing	
6/6 - 6/10/2016	SWBAT explain what electricity is SWBAT identify the conditions required for electricity to flow SWBAT infer when electricity is flowing based on diagram of electrical configuration SWBAT describe magnetic interactions SWBAT make qualitative observations about iron filing patterns near a magnet SWBAT make qualitative observations about compass direction near a magnet SWBAT infer magnetic fields and their direction based on qualitative observations SWBAT draw magnetic field lines SWBAT						

UNCOMMON NEW YORK CITY CHARTER SCHOOLS
March 2016

R-05f- Programmatic Audit

Describe a plan of annual programmatic audits of the implementation and effectiveness of the school's education program. Programmatic audits should include an evaluation of the effectiveness of the school's academic program, governance, and operations. Note that the programmatic audit is not simply a cost/benefit audit as conducted by some school districts. The plan should include, but is not limited to, the:

- **Purpose and objectives;**
- **Areas to be audited;**
- **Schedule of events;**
- **Responsible persons, which may include outside consultants;**
- **Description of written end product;**
- **How and to whom such written end product will be disseminated; and,**
- **Any plans to hire outside consultants to perform such audits.**

The processes for auditing the effectiveness of the school's academic program are described in Business Plan – Uncommon Schools Inc. Section VI.4.

The process for auditing the governance and operations of the school can be found in R21c.

R-06-Calendar and Schedules

If the proposed school is adopting the replicating school's calendar and schedule, incorporate the calendar and schedule by reference, note the dates of the first and last day of classes for the first year of operation, and include an assurance that the school will provide at minimum the statutorily required amount of instructional time. If applicable, note any changes to the original schedule and indicate if these changes pertain to the proposed school only, or would modify the terms of the entire education corporation. Describe any changes under the relevant headings below:

(a) School Calendar

The first day of school for the first year of operation will take place during the last two weeks of August 2018. The last day of school for the first year of operation will take place during the middle of June 2019, as this has been Uncommon's school year schedule for the past ten years. UNYC1 will not only have a longer school year than district schools, but will also have a longer school day. School hours will run from approximately 7:15AM until 4:00PM four days a week, and from 7:15AM to 1:20PM one day per week. This allows for six or more hours of instruction each week. Over the course of the school year, this is equivalent to at least 25% more instructional time than the New York City Department of Education's minimum requirements. For an example of what the school calendar will look like, refer to Exhibit D(1)(1) to the Leadership Prep Bedford Stuyvesant charter renewal application submitted on August 31, 2015.

(b) Sample Student Schedule

We have included sample school schedules below which contain both student and teacher schedules. For the elementary school schedule, each grade is broken up into 3 advisory classrooms. Teachers are indicated at the top of the page, and a teacher's elementary class schedule is the similar to the schedule as the students in that advisory class. In addition, teachers also have several planning periods during the day. For the middle school schedule, each grade is broken up into 3 advisories, so it is possible to observe a student's schedule in each advisory in each grade. Teacher schedules can be found within this school-wide time table. These sample full-day schedules are those in use at Uncommon NYC's Leadership Prep Elementary and Middle Academies, and are an accurate representation of UNYC1's future school schedule.

(c) Sample Teacher Schedule

Please see the above response for explanation of Sample Teacher Schedule.

Elementary School Sample Schedule:

		K1	K2	K3	F1	F2	F3	S1	S2	S3	T1	T2	T3	F1	F2	F3		
		Arielle Joanella	Ashley Sydney	Carolyn Ariel	Haley Julian	Adwoa Alyssa	Jema Royce	Shaniece KD MacDonald	Erica Maddy	Cori Toni	Alejandra Daron	Bilig Jonathan	Hillary Jasmine	Christine Theresa	Patricia Alexandra			
		Rm: 128 Dartmouth	Rm: 124 Wisconsin	Rm: 120 NYU	Rm: 103 Maryland	Rm: 102 Princeton	Rm: 104 USC	Rm : 105 Quinipeac	Rm: 107 Swarthmore	Rm: 109 Umich	Rm: 111 Morehouse	Rm: 114 Goergetown	Rm: 116 SUNY Oswego	Rm: 144 Bowdoin	Rm: 146 Tulane	Rm: 148 Spelman		
7:15 AM	7:20 AM	Arrival, Breakfast, Brightwork, Bathrooms			Arrival, Breakfast, Brightwork, Bathrooms			Arrival, Breakfast, Brightwork, Bathrooms			Arrival, Breakfast, Brightwork, Bathrooms			Arrival, Breakfast, Brightwork, Bathrooms			7:15 AM	7:20 AM
7:20 AM	7:25 AM																7:20 AM	7:25 AM
7:25 AM	7:30 AM																7:25 AM	7:30 AM
7:30 AM	7:35 AM																7:30 AM	7:35 AM
7:35 AM	7:40 AM	Transition			Transition			Transition			Transition			Transition			7:35 AM	7:40 AM
7:40 AM	7:45 AM	Morning Circle			Morning Circle			Morning Circle			Morning Circle			Morning Circle			7:40 AM	7:45 AM
7:45 AM	7:50 AM																7:45 AM	7:50 AM
7:50 AM	7:55 AM																7:50 AM	7:55 AM
7:55 AM	8:00 AM	Transition			Transition			Transition			Transition			Transition			7:55 AM	8:00 AM
8:00 AM	8:05 AM	Read Aloud	Read Aloud	Read Aloud	Read Aloud	Read Aloud	Read Aloud	Read Aloud	Read Aloud	Read Aloud	Q1-Art Q2- Art Q3- Music Q4- Music	Read Aloud	Read Aloud	Q1-Art Q2- Art Q3- Music Q4- Music	Read Aloud	Read Aloud	8:00 AM	8:05 AM
8:05 AM	8:10 AM																8:05 AM	8:10 AM
8:10 AM	8:15 AM										PE-M/W			PE- T/Th			8:10 AM	8:15 AM
8:15 AM	8:20 AM																8:15 AM	8:20 AM
8:20 AM	8:25 AM																8:20 AM	8:25 AM
8:25 AM	8:30 AM	Reading Block 1	Reading Block 1	Reading Block 1	Reading Block 1	Reading Block 1	Reading Block 1	Reading Block 1	Reading Block 1	Reading Block 1	Read Aloud	Reading Block 1	Reading Block 1	Read Aloud	Reading Block 1	Reading Block 1	8:25 AM	8:30 AM
8:30 AM	8:35 AM																8:30 AM	8:35 AM
8:35 AM	8:40 AM																8:35 AM	8:40 AM
8:40 AM	8:45 AM																8:40 AM	8:45 AM
8:45 AM	8:50 AM																8:45 AM	8:50 AM
8:50 AM	8:55 AM																8:50 AM	8:55 AM
8:55 AM	9:00 AM																8:55 AM	9:00 AM
9:00 AM	9:05 AM																9:00 AM	9:05 AM
9:05 AM	9:10 AM																9:05 AM	9:10 AM
9:10 AM	9:15 AM			Q1-Music Q2- Music Q3- Art Q4- Art PE- T/TH	1st fl bathrooms	Snack	Q1-Music Q2- Music Q3- Art Q4- Art PE- M/W	Writing	Writing	Reading Block 2							9:10 AM	9:15 AM
9:15 AM	9:20 AM				Snack	1st fl bathrooms					Reading Block 1	Reading Block 2	Reading Block 2	Reading Block 1	Reading Block 2	Reading Block 2	9:15 AM	9:20 AM
9:20 AM	9:25 AM																9:20 AM	9:25 AM
9:25 AM	9:30 AM																9:25 AM	9:30 AM
9:30 AM	9:35 AM	Reading Block 2	Reading Block 2		Reading Block 2	Reading Block 2											9:30 AM	9:35 AM
9:35 AM	9:40 AM																9:35 AM	9:40 AM
9:40 AM	9:45 AM																9:40 AM	9:45 AM
9:45 AM	9:50 AM																9:45 AM	9:50 AM
9:50 AM	9:55 AM																9:50 AM	9:55 AM
9:55 AM	10:00 AM	1st fl bathrooms	Snack														9:55 AM	10:00 AM
10:00 AM	10:05 AM																10:00 AM	10:05 AM
10:05 AM	10:10 AM	Snack	1st fl bathrooms											Spiral/Opening	2nd fl bathrooms	Snack	10:05 AM	10:10 AM
10:10 AM	10:15 AM																10:10 AM	10:15 AM
10:15 AM	10:20 AM	Writing	Writing	Reading Block 2	Reading Block 3	Reading Block 3	Reading Block 2	Reading Block 2	Reading Block 2	Writing	Reading Block 2	Q1-Music Q2- Music Q3- Art Q4- Art PE- M/W	Q1-Music Q2- Music Q3- Art Q4- Art PE- T/TH				10:15 AM	10:20 AM
10:20 AM	10:25 AM														Snack	1st fl bathrooms	10:20 AM	10:25 AM
10:25 AM	10:30 AM													Snack			10:25 AM	10:30 AM
10:30 AM	10:35 AM																10:30 AM	10:35 AM
10:35 AM	10:40 AM													1st fl bathrooms			10:35 AM	10:40 AM
10:40 AM	10:45 AM																10:40 AM	10:45 AM
10:45 AM	10:50 AM														Reading Block 3	Reading Block 3	10:45 AM	10:50 AM
10:50 AM	10:55 AM			1st floor bathrooms			Snack			Snack							10:50 AM	10:55 AM
10:55 AM	11:00 AM			Snack			1st fl bathrooms			2nd floor bathrooms							10:55 AM	11:00 AM
11:00 AM	11:05 AM				Math Mtg	Math Mtg		Reading Block 3	Reading Block 3		Snack	Snack	Spiral/Opening				11:00 AM	11:05 AM
11:05 AM	11:10 AM	Q1-Music Q2- Music Q3- Art Q4- Art PE- M/W	Q1-Music Q2- Music Q3- Art Q4- Art PE- T/TH	Core			Reading Block 3			Reading Block 3	1st fl bathrooms	2nd floor bathrooms					11:05 AM	11:10 AM
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11:30 AM	11:35 AM							Q1-Music Q2- Music Q3- Art Q4- Art PE- M/W	Q1-Music Q2- Music Q3- Art Q4- Art PE- T/TH	Core	Math	Math	Math				11:30 AM	11:35 AM
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12:00 PM	12:05 PM									2nd floor Bathrooms							12:00 PM	12:05 PM
12:05 PM	12:10 PM				Writing	Writing	Math Mtg	Lunch D	Lunch D	Lunch D	1st floor Bathrooms	2nd floor Bathroom	cafeteria Bathrooms				12:05 PM	12:10 PM
12:10 PM	12:15 PM						1st floor Bathrooms				Lunch C	Lunch C	Lunch C				12:10 PM	12:15 PM
12:15 PM	12:20 PM													Reading Block 3	Q1- Art Q2- Art Q3- Music Q4- Music PE- M/W	Q1- Art Q2- Art Q3- Music Q4- Music PE- T/Th	12:15 PM	12:20 PM
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2:40 AM	2:45 AM	Core	Core	Writing	Core	Core	Core	Core	Core	Q1-Music Q2- Music Q3- Art Q4- Art PE- T/TH							2:40 AM	2:45 AM
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3:25 AM	3:30 AM	Choice Time	Choice Time	Choice Time	Choice Time	Choice Time	Choice Time	Choice Time	Choice Time	Choice Time							3:25 AM	3:30 AM
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3:55 AM	4:00 AM																3:55 AM	4:00 AM

Middle School Sample Schedule:

Uncommon Schools | LEADERSHIP PREP BEDFORD STUYVESANT

LPBSMA Monday, Tuesday, Thursday, Friday Schedule

	5th Grade			6th Grade			7th Grade			8th Grade		
	5A	5B	5C	6A	6B	6C	7A	7B	7C	8A	8B	8C
	Alexander Schechner	M. Garcia Yarmus	Garcia Ramirez Hameline	Eberhart Patton	M. Eid Espinal	Jorian Longley	Almquist Ng	Dupree Shand	Berkowitz C. Eid	Blalock Marcus	T. Garcia Hills	Smith White
	University of Michigan	Rutgers University	Gettysburg College	Connecticut College	University of Pennsylvania	University of Illinois-Chicago	Smith College	Syracuse University	University of Vermont	University of Florida	Lehman College	Morehouse & Spellman
	233	234	231	226	230	228	225	220	224	202	204	201
7:15:00 AM	**Breakfast**											
7:20:00 AM												
7:25:00 AM												
7:30:00 AM												
7:35:00 AM	Transition & Morning Advisory	Transition & Morning Advisory	Transition & Morning Advisory	Transition & Morning Advisory	Transition & Morning Advisory	Transition & Morning Advisory	Transition & Morning Advisory	Transition & Morning Advisory	Transition & Morning Advisory	Transition & Morning Advisory	Transition & Morning Advisory	Transition & Morning Advisory
7:40:00 AM												
7:45:00 AM												
7:50:00 AM	Transition 7:50 - 7:53											
7:55:00 AM	Read For College 7:53 -8:37											
8:00:00 AM												
8:05:00 AM												
8:10:00 AM												
8:15:00 AM												
8:20:00 AM												
8:25:00 AM												
8:30:00 AM												
8:35:00 AM	8:37 - 8:40											
8:40:00 AM	Math Yarmus 8:40 - 10:07 233	ELA Hameline Support: Alexander 8:40 - 10:35 231	Science M. Garcia 8:40 - 9:37 234	Math Longley 226 8:40 - 10:07	Advisory Block 8:40 - 8:57 228	History Eberhart 8:40 - 9:37 230	Math Shand 225 8:40 - 10:07	ELA Bhattacharjee Support: Almquist 8:40 - 10:35 224	Science Dupree 8:40 - 9:37 220	Math Thomas 202 8:40 - 10:07	Advisory Block 8:40 - 8:57 201	Science Smith 8:40 - 9:37 204
8:45:00 AM												
8:50:00 AM												
8:55:00 AM												
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9:20:00 AM												
9:25:00 AM												
9:30:00 AM												
9:35:00 AM			9:37 - 9:40			9:37 - 9:40			9:37 - 9:40			9:37 - 9:40
9:40:00 AM			History Garcia Ramirez 9:40 - 10:37 234		ELA Butcher Support: Patton 8:57 - 10:52 228	Science Eid 9:40 - 10:37 230			History Berkowitz 9:40 - 10:37 220		ELA Marcus Support: Blalock 8:57 - 10:52 201	History T. Garcia 9:40 - 10:37 204
9:45:00 AM												
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10:10:00 AM												
10:15:00 AM												
10:20:00 AM												
10:25:00 AM												
10:30:00 AM		Advisory Block 10:35 - 10:52 231						Advisory Block 10:35 - 10:52 224				
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10:40:00 AM												
10:45:00 AM												
10:50:00 AM		10:52 - 10:55			10:52 - 10:55			10:52 - 10:55			10:52 - 10:55	
10:55:00 AM	ELA Alexander 10:10 - 12:05 233	History Garcia Ramirez 10:55 - 11:52 234	Math Longley 10:40 - 12:07 233	ELA Patton 10:10 - 12:05 226	History Ebehart 10:55 - 11:52 230	Math Espinal 10:40 - 12:07 228	ELA Almquist 10:10 - 12:05 225	History Berkowtiz 10:55 - 11:52 230	Math Ng 10:40 - 12:07 224	ELA Blalock 10:10 - 12:05 202	Science Smith 10:55 - 11:52 204	Math Hills 10:40 - 12:07 201
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11:55:00 AM		Lunch 11:55 - 12:17			Lunch 11:55 - 12:17			Lunch 11:55 - 12:17			Lunch 11:55 - 12:17	
12:00:00 PM	12:05 - 12:08	Reflection/Recess 12:17 - 12:32	12:07 - 12:10	12:05 - 12:08	Reflection/Recess 12:17 - 12:32	12:07 - 12:10	12:05 - 12:08	Reflection/Recess 12:17 - 12:32	12:07 - 12:10	12:05 - 12:08	Reflection/Recess 12:17 - 12:32	12:07 - 12:10
12:05:00 PM	Lunch 12:08 - 12:30		Lunch 12:10 - 12:30	Lunch 12:08 - 12:30		Lunch 12:10 - 12:30	Lunch 12:08 - 12:30		Lunch 12:10 - 12:30	Lunch 12:08-12:30		Lunch 12:10 - 12:30
12:10:00 PM												
12:15:00 PM												
12:20:00 PM												
12:25:00 PM	Reflection/Recess 12:30 - 12:45	12:32 - 12:35	Reflection/Recess 12:35 - 12:45	Reflection/Recess 12:30 - 12:45	12:32 - 12:35	Reflection/Recess 12:35 - 12:45	Reflection/Recess 12:30 - 12:45	12:32 - 12:35	Reflection/Recess 12:35 - 12:45	Reflection/Recess 12:30 - 12:45	12:32 - 12:35	Reflection/Recess 12:35 - 12:45
12:30:00 PM	12:45 - 12:48	Science M. Garcia 12:35 - 1:32 234	12:45 - 12:48	12:45 - 12:48	Math Espinal 226 12:35 - 2:02	12:45 - 12:48	12:45 - 12:48	Science Dupree 12:35 - 1:32 220	12:45 - 12:48	12:45 - 12:48	History T. Garcia 12:35 - 1:32 201	12:45 - 12:48
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2:05:00 PM		Math Yarmus 12:35 - 2:02 233		History Eberhart 2:05 - 3:02 226	Science Eid 2:05 - 3:02 230		Science Dupree 2:05 - 3:02 220	Math Shand 225 12:35 - 2:02		History T. Garcia 8:40 - 9:37 204	Math Hills 202 12:35 - 2:02	
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2:45:00 PM	Science M. Garcia 2:05 - 3:02 234		Advisory Block 2:43- 3:02 231			Advisory Block 2:43- 3:02 228			Advisory Block 2:43- 3:02 224			Advisory Block 2:43- 3:02 201
2:50:00 PM												
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3:10:00 PM												
3:15:00 PM												
3:20:00 PM												
3:25:00 PM												
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3:35:00 PM												
3:40:00 PM												
3:45:00 PM												
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3:55:00 PM												

If the proposed school is adopting the replicating school's programs to address the needs of generally at-risk students, special education students, ELLs, and advanced and/or gifted students, incorporate the programs by reference. If applicable, note any changes to the original the model under the relevant headings below and indicate if these changes pertain to the proposed school only, or would modify the terms of the entire education corporation.

(a) Struggling Students;

(b) Students with Disabilities;

(c) English Language Learners; and,

For R07a, b, and c, please see Response D(4)a.VI to the Leadership Prep Bedford Stuyvesant Charter Renewal Application submitted on August 31, 2015. Please also see the "Uncommon NYC Approach to SPED 2015" and "Uncommon NYC At-Risk Student Chart" submitted as part of the pre visit documents for the Leadership Prep Bedford Stuyvesant Charter renewal in 2015.

(d) Gifted and Advanced Students

Discuss the proposed school's methods and strategies for identifying and serving students who are academically advanced and/or gifted and at risk of not being adequately served including:

- **How the school will identify advanced and/or gifted and talented students; and,**
- **Strategies and/or programs the school will use to accelerate learning for advanced and/or gifted and talented students (both within general education classrooms and in other settings).**

Uncommon's Common-Core aligned teacher-created curriculum is designed to challenge scholars at all levels. That said, there are particular opportunities for advanced students at each grade level to further develop and accelerate their skills, as outlined below:

At the elementary level, Uncommon's model of two teachers per classroom allows for targeted small group instruction for both our students who are below grade level and our advanced students in order to ensure that all students remain engaged and appropriately challenged by their school work. In addition, Uncommon is currently piloting a number of ed-tech programs designed to tailor instruction to each student's skill or lexile level including Lightsail and NewsELA, literacy programs,

as well as Zearn for math instruction. Initial results indicate that all students are incredibly engaged by these programs, including advanced students. Uncommon may consider larger use of these programs in future years.

At the middle school level, lesson plans incorporate "challenge" problems to ensure that all scholars encounter materials in each of their classes that they will find engaging and growing. In addition, literacy instruction at each school includes opportunities for students to engage texts that are appropriate for their own lexile level. Finally, 8th grade math and science are both high-school level courses designed to prepare students to take the Regents examinations at the end of the school year. For that reason, all middle school grades 5-8 have an accelerated curriculum in both math and science that are designed to challenge all students and prepare them for high-school level coursework by 8th grade.

At the high school level, Honors and AP classes will be offered to advanced students to ensure that they remain challenged by their school work and also to ensure that all students are prepared for college-level coursework.

R-08- Instructional Leadership

If the proposed school is adopting the same instructional leadership and professional development models as the replicating school, incorporate the programs by reference. If applicable, note any changes to the original model and indicate if these changes pertain to the proposed school only, or would modify the terms of the entire education corporation. Describe any changes under the relevant headings below:

(a) Instructional Leadership Roles;

(b) On-going Teacher Supervision and Support;

(c) Professional Development; and,

(d) Teacher Evaluation and Accountability.

Uncommon New York City 1 will adopt the same instructional leadership roles, teacher supervision and support systems, professional development plan, and teacher evaluation methods in use at other Uncommon NYC schools.

For specific information, please see Response C(1) and Response D(4)a to the Leadership Prep Bedford Stuyvesant Charter Renewal Application submitted August 31, 2015. See also "Uncommon Schools New York City Leadership Pathways" submitted in connection with the pre-visit documents for the Leadership Prep Bedford Stuyvesant Charter Renewal visit (contains info regarding instructional leadership roles), as well as "Business Plan – Uncommon Schools, Inc., pg. 29" (contains information on teacher accountability).

UNCOMMON NEW YORK CITY CHARTER SCHOOLS
March 2016

R-09ad School Culture and Discipline

If the proposed school is adopting the same approach to school culture and discipline, and using the same discipline, special education discipline and dress code policies as the replicating school, incorporate these by reference. If applicable, note any changes to the original model or policies under the relevant headings below and indicate if they pertain to the proposed school only, or would modify the terms of the entire education corporation.

We have a clear vision of how UNYC1 students will conduct themselves, both when they first enter our school and when they graduate. In class, we expect UNYC1 students to SSLANT (Smile, Sit up, Listen, Ask and Answer questions, Nod for understanding, and Track the person speaking to them). In school, we expect UNYC1 students to be respectful, responsible, and kind and to understand that through their efforts, they will achieve. In life, we expect UNYC1 students to be contributing members of their community and society as readers, writers, mathematicians, scientists, and historians.

We know a college education will help open up endless possibilities for our students, and want to prepare them to succeed in college and beyond.

Finally, we want to redefine expectations for the quality of education possible at an urban public school and for what our graduates can achieve.

Please see Response D(2)c(2)(2) - Handbook_Leadership Prep Bedford Stuyvesant_MA for additional information on the approach to school culture and discipline, discipline policy, and special education policy that will be in use at UNYC1.

d) Dress Code Policy

The dress code of UNYC1 will be as follows, pending minor modification/elaboration upon the school's opening:

All scholars must come to UNYC1 in their uniform every day. If a student arrives to school out of uniform, he/she must change into a school uniform, or parents/guardians will be called and asked to bring in a uniform. We have a required uniform for several very important reasons:

Uniforms unite us as a community. Students in the uniform provide a powerful visual statement of our community. When students put on the uniform, they are making a commitment to live up to the school's high expectations. With an aligned uniform, our students not only exude professionalism, but also pride in being part of the Uncommon community.

Uniforms reduce distractions and clothing competition. With one uniform, students stay focused on academics and eliminate the need to focus in on one another's attire. Often students spend more time discussing and evaluating what others are wearing or not wearing rather than on discussing the learning that is taking place within the classroom. As a result, the uniform policy allows this distraction to be eliminated.

Uniforms make us all equal. We all have the same mission—acceptance and graduation from a four-year college. As a community, the uniforms allow students to stay connected as one and ground our work in staying on the path towards college.

Uniforms look professional. We believe our students come to school "dressed for work", just we do in the professional setting. Our focus is on learning—both academics, as well as professionalism. Students must look neat when they arrive to school with shirts completely buttoned and tucked into their pants and with collars down. When students look professional, they also act professional. This will allow our students to come mentally prepared for school and stay focused on our mission of college.

Students may not change out of their uniform at any point during the school day. Students must wear their uniform on all school field trips and during all school performances (unless otherwise noted).

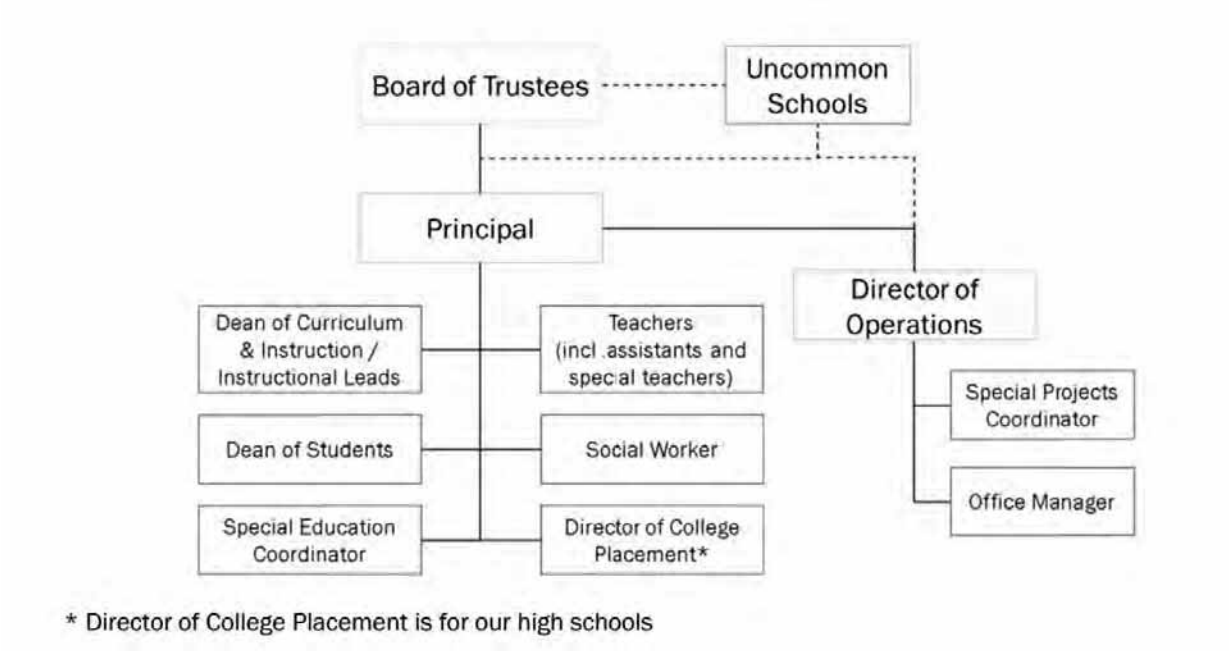
Uniform Requirements:

1. Students are required to purchase a uniform from a specified vendor.
2. Clothing must fit appropriately. Excessively baggy pants, shirts, etc. are not allowed.
3. Large earrings, multiple chains or rings, and an excessive amount of bracelets cause distractions. In addition, such items can get lost or stolen. If a student chooses to wear jewelry, it must be modest. Students may wear only one chain or necklace, and it must be tucked neatly under their uniform shirts. If a student wears jewelry that the Principal, Director of Operations or Dean of Students consider excessive, then the student will be asked to remove it.
4. Students must remove all hats, head-wraps, bandanas, handkerchiefs, and other head-coverings upon entering the building, unless worn in accordance with a religious observation. Small clips, beads or bands for the hair are permitted.
5. Students may not wear jackets inside the school building. If cold, the student should wear a uniform sweater.
6. Make-up is strictly forbidden (including lip gloss, mascara, eye shadow, blush, etc.).
7. Whenever **any** element of a scholar's physical appearance or grooming - even when it is allowable under the school's current uniform policy - becomes a distraction to the scholar or to others, it is no longer acceptable and steps will be taken to remove the distraction. We do this to ensure 100% focus on academic learning throughout the course of the day.

a) Organizational Chart

Provide organizational charts for the 1st and 5th years of operation clearly showing reporting structures between the school leader(s), the board of trustees and staff. If the charter school intends to contract or partner with an entity for management or educational services, the organizational charts should also reflect that relationship.

The following organizational chart provides the reporting structures between the board of trustees, the school leaders, and staff for both the 1st and 5th years of operation. As shown below, Uncommon Schools will work in partnership with the Board of Trustees as well as the Principal and Director of Operations (DOO). The principals and DOOs of the elementary, middle, and high school will work together closely to ensure collaboration across grade spans.



b) School Leadership and Management Structure

Include a narrative explaining the lines of reporting and accountability, the rationale for choosing this structure, and the roles of any management or partner organizations. The narrative should:

- Describe the management practices and procedures, i.e., how the school will set priorities and make key organizational decisions;
- Outline the evaluation procedures for staff in management positions; and,
- Describe recruitment plans for the school leader including:
- The process and criteria the school will use to select the school leader;
- Who has been, or will be involved in the selection process; and,
- The role of any CMO or partner organization (if any) in the selection process.

Uncommon Schools follow a dual leadership model with a Principal and Director of Operations sharing responsibility for the overall success of the school. The organization chart above shows the general structure of our schools and board accountability structure. The staffing charts below breakdown the number of staff we estimate in the final year of the charter term based on our projected student enrollment. Our growing schools utilize a different staffing model until they reach full complement.

Uncommon NY Charter School 1- Elementary Academy	
	Year 5, 2022-23
Enrollment	403
Grades Served	K-4
Position	
Principal	1
Director of Operations	1
Dean of Students	1
Director of Staff Development	1
Dean of Student Support (Special Education Coordinator)	1
Social Worker	1
Classroom Teachers – Lead Teachers	14

Classroom Teachers – Co-Teachers	14
Assistant Teachers	2
Special Subject Teachers	3
Special Education Teachers	1
Director of Special Projects/Special Projects Coordinator	1
Office Manager	1
Total	**42**

Uncommon NYC Charter School 1- Middle Academy	
	Years 5 2022-23
Enrollment	348
Grades Served	5-8
Position	
Principal	1
Director of Operations	1
Dean of Students	1
Dean of Curriculum & Instruction	1
Dean of Student Support (Special Education Coordinator)	1
Social Worker	1
Classroom Teachers	21
Assistant Teacher	1
Special Education Teachers	1
Director of Special Projects/Special Projects Coordinator	1

Office Manager	1
Total	**31**

In order to ensure proper governance, the Board of Trustees is provided: 1) status updates on the leaders' respective responsibilities, 2) updates regarding progress towards the goals set forth in the charter and in any forthcoming accountability plans, and 3) information regarding any issues or concerns on a timely basis.

At scale, the school's leadership team will be composed of a team of four: the Principal, Director of Operations (DOO), Dean of Students, and Dean of Curriculum and Instruction (DCI). Responsibilities for these four roles are clearly defined and explained to staff at the start of the year. These responsibilities are bucketed strategically to maximize the time and effectiveness of each leader and allows for each leader to focus entirely on the responsibilities within their defined role. Leaders communicate regularly to share information, both informally throughout the day and formally in a weekly leadership team meeting.

Each school's administration will be led by the Principal. The Principal will oversee, continually evaluate, and will be accountable for all of her school's programs; will serve as the instructional leader of his or her school; and will oversee curriculum development and assessment for his or her school. Each principal reports to a regional Associate Managing Director, The Associate Managing Directors will be employees of Uncommon Schools who will supervise the instructional and academic program at each Uncommon New York City Charter school that they manage. There will be an Associate Managing Director for Elementary Schools, two Associate Managing Directors for Middle Schools, and one Associate Managing Director for High Schools. The Associate Managing Directors will work with the Chief Schools Officers in achieving significant performance gains and success at each school.

To ensure that principals can focus exclusively on instructional content and truly serve as the school's educational leader, UNYC1 will operate on a dual leadership model. The Director of Operations will help manage the facility and administrative operations, including managing all non-instructional staff. The DOO will also manage day-to-day issues and operations for her school; develop and implement operational systems, processes and procedures; ensure compliance with federal, state and local regulations and policies; and ensure that all school accountability data is being kept, revised, and recorded regularly and accurately. The DOO will report to an Associate Chief Operating Officer. The Associate Chief Operating Officers are employees of Uncommon Schools and supervise the school operations for each Uncommon New York City Charter School. The Associate Chief Operating Officers work with the Chief Operating Officer to ensure creation, documentation, implementation, and maintenance of clear systems that allow Principals and teachers to focus on students and instruction.

The Dean of Students will help promote and manage school culture, student discipline, and family outreach.

The Dean of Curriculum and Instruction, in conjunction with the Principal, will help direct the instructional program, focus on curricular and assessment issues, and supervise and coach teaching faculty and staff.

In addition to the four above roles, the Special Education Coordinator will ensure that all at risk students receive the support that they need to achieve at the highest levels.

For information about leader evaluation, please reference the Uncommon Schools Business plan (Section VI.4), which describes leader evaluation tools.

To access plans about leader recruitment, please reference the Uncommon Schools Business Plan (Section VII), which describes Uncommon School's fellowship program, a yearlong training and preparation program for UNYC1's school leaders, as well as Uncommon School's strategies to recruit and retain talented staff.

R-11ac Personnel

(a) Staffing Chart and Rationale

Complete the table provided in the budget template to list all instructional and non-instructional staff positions during the first five years of operation and include a copy of the table in this response. Provide a narrative that explains the rationale for the staffing structure and numbers.

ADMINISTRATIVE PERSONNEL FTE	FTE					Description of Assumptions
Executive Management	2.0	2.0	2.0	2.0	3.0	Includes a Director of Operations at each grade span
Instructional Management	2.0	2.0	2.0	2.0	3.0	Includes a Principal at each grade span
Deans, Directors & Coordinators	1.5	3.5	5.0	6.0	6.0	Includes Special Education Coordinators, Deans of Curriculum & Instruction, Deans of Students.
CFO / Director of Finance						
Operation / Business Manager						
Administrative Staff	2.0	2.0	2.0	2.0	3.0	Includes one Office Manager at each grade span.
TOTAL ADMINISTRATIVE STAFF	7.5	9.5	11.0	12.0	15.0	

INSTRUCTIONAL PERSONNEL FTE						
Teachers - Regular	8.0	16.0	30.0	40.0	50.0	These projections are based on a two teacher model (one Lead and one Co-Teacher) for grades K-4 and a single-subject model in grades 5 through 12
Teachers - SPED		1.0	3.0	3.0	3.0	Includes Special Education Teachers at each grade span.
Substitute Teachers						
Teaching Assistants	1.0	1.0	3.0	4.0	4.0	Apprentice Teachers support classroom

						teachers at each grade level.
Specialty Teachers	0.5	1.0	2.0	4.0	5.0	Includes Art, Music, and Physical Education teachers
Aides						
Therapists & Counselors	1.0	1.0	2.0	2.0	3.0	Includes one Social Worker at each grade span.
Other						
TOTAL INSTRUCTIONAL	10.5	20.0	40.0	53.0	65.0	

NON-INSTRUCTIONAL PERSONNEL FTE

Nurse	0.0	0.0	0.0	0.0	0.0	
Librarian	0.0	0.0	0.0	0.0	0.0	
Custodian	0.0	0.0	0.0	0.0	0.0	
Security	0.0	0.0	0.0	0.0	0.0	
Other	0.0	0.0	2.0	2.0	3.0	Special Projects Coordinators at each grade level
TOTAL NON-INSTRUCTIONAL	0.0	0.0	2.0	2.0	3.0	

TOTAL PERSONNEL SERVICE FTE	18.0	29.5	53.0	67.0	83.0	

Currently, Uncommon New York City Charter School 1's ("UNYC1") staffing model provides one Lead Teacher and one Co-Teacher per class in Grades K-4. The low student-teacher ratio in grades K-4 allows us to provide reading instruction in a small group setting. This approach is central to our strategy for ensuring all students develop a strong foundation in literacy.

Starting in Grade 5, the UNYC1 staffing model provides one teacher to teach each core academic class: Reading, Writing, Science, Social Studies, and Math. This staffing shift reflects the increased rigor of the Middle School curriculum and the need to hire teachers who are experts in the content that they teach.

In our first year of operation we will have one part-time specialty teacher, who will become full time in year 2. Thereafter, we plan to have approximately one specialty teacher per six classes.

The school's Special Education Coordinator will manage all special education administrative and instructional responsibilities during the first year of the school's existence. If the number of students with disabilities enrolled in the school is higher than anticipated, the school will revisit this special education staffing plan. Currently, we plan to hire one Special Education Teacher per four classes.

The Special Education Teacher will have responsibility for overseeing the provisions of each student's IEP. In accordance with the federal Individuals with Disabilities Education Act, UNYC1's Special Education Coordinator and Special Education Teacher will be New York State certified in Special Education.

(b) Qualifications and Responsibilities

If the proposed school is adopting the same qualifications and responsibilities as the replicating school for all instructional and administrative staff, incorporate this Response by reference. If any of the positions in the proposed school or education corporation (if relevant) would have new qualifications or responsibilities, explain the changes as appropriate.

Please see R11-b01-Qualifications and Responsibilities through R11-b01-17 for the qualifications and responsibilities for school-based staff and fellows.

(c) Staff Recruitment and Retention

Note: If business plan submitted in conjunction with this proposal fully addresses this request, applicants may reference the business plan response in lieu of addressing these questions in full in the proposal.

If the proposed school is adopting the same staff recruitment and retention policies and procedures as the replicating school, incorporate the staff recruitment and retention policies and procedures by reference. If any of the policies or procedures in the proposed school or education corporation (if relevant) would be different, explain the changes as appropriate.

Please see Uncommon Schools, Inc. Business Plan narrative responses Section VII and Section IV.3 for a response to this request.

INSERT SCHOOL LOGO

Apprentice Teacher Job Description

The Apprentice Teacher position provides a unique opportunity for talented individuals with limited or no teaching experience to explore the field of education and to gain hands-on practice and the training necessary to become a successful full-time classroom teacher. Apprentice Teachers will have an opportunity to observe best practices in classroom instruction and education reform from experienced teachers and school leaders at a leading charter management organization in New York City.

Apprentice Teachers observe and learn from Master Teachers, co-teach with teacher-leaders, provide in-house substitute teaching coverage for teachers, and support teachers with tutoring, grading, and individual or small group student instruction. Depending on school needs and candidate background, Apprentice Teachers may also teach their own class of students, allowing for direct teaching experience within a more limited teaching load. Apprentice Teachers will also assist with a variety of work inside and outside of the classroom, including teaching Enrichment classes, organizing student events, and developing mentoring relationships with students. Through full participation in summer and school-year professional development, as well as regular meetings with an instructional coach, Apprentice Teachers will have many opportunities to gain the experience and support necessary to develop their teaching skills. By the end of the year, Apprentice Teachers will be very strong candidates for full-time teaching positions.

SPECIFIC RESPONSIBILITIES

In addition to the duties set forth below, the Employee agrees that s/he will perform all the other duties that are assigned by his/her supervisors, the School's Principal and the Principal's designees, and/or the Board of Trustees, including, but not limited to:

- Taking all steps required by the School to ensure that the Employee becomes highly qualified under No Child Left Behind (NCLB) which includes holding a bachelor's degree, full-state certification or licensure and otherwise authorized to teach in New York State public school (charter rights should be included);
- Being present and engaged at a maximum from 7:00AM- 5:00PM Monday through Friday each week of the school year; if a teacher has no after-school duties or scheduled meetings to attend (i.e., tutoring, Grade Team Meetings, Curriculum Planning Meetings, school events, Staff Meeting, etc.), he/she has the option of leaving at 4:30PM.
- Providing appropriate supervision of students during class, breaks, meals and transitions to maintain an optimal work environment and to ensure students' safety and well-being;
- Attending and participating in events outside of normal school hours as needed (e.g., family nights, student performances, field trips, report card nights, Teacher - Parent Conferences, June and August Family Saturday Orientations, etc.).
- Teach classes on behalf of Deans and teacher-leaders who are observing other teachers;
- Provide substitute teaching coverage for teachers within the school;
- Potentially teach one class or small groups of students (middle school) or one or more subject blocks (elementary school);
- Periodically plan and deliver instruction, gradually taking on more responsibility throughout the year;
- Develop teaching skills to potentially become a full-time teacher at the school;
- Support students by providing one-on-one and small group tutoring daily, and small group intervention and student support;
- Observe Master Teachers in order to improve instructional techniques and classroom management;
- Meet regularly with a coach to implement feedback on lessons and instruction;
- Teach or help coordinate an Enrichment class;
- Assist teachers with instruction, assessments, grading, and other classroom responsibilities;
- As appropriate, perform all duties expected of classroom teachers, including but not limited to:
  - Implementing curricula and activities to meet academic standards;
  - Designing and implementing assessments that measure progress towards academic standards;
  - Using assessment data to refine curriculum and inform instructional practices;
  - Participating in collaborative curriculum development, grade-level activities, and school-wide functions, events, and trips;
  - Providing consistent rewards and/or consequences for student behavior;

- Serving as an advisor to a small group of students;
- Helping to co-lead advisory/homeroom in the morning and afternoon;
- Supervising students during transitions, breakfast, lunch and afterschool;
- Being accountable for students' mastery of academic standards;
- Communicating effectively with students, families, and colleagues;
- Participating in an annual three-week staff orientation and training.

INSERT SCHOOL LOGO

Art Teacher Job Description

In addition to the duties set forth below, the Employee agrees that s/he will perform all the other duties that are assigned by his/her supervisors, the school's Principal and the Principal's designees, and/or the Board of Trustees, including, but not limited to:

- Taking all steps required by the school to ensure that the Employee becomes highly qualified under No Child Left Behind (NCLB) which includes holding a bachelor's degree, full-state certification or licensure and otherwise authorized to teach in New York State public school (charter rights should be included);
- Being present and engaged at a maximum from 7:00AM- 5:00PM Monday through Friday each week of the school year; if a teacher has no after-school duties or scheduled meetings to attend (i.e., tutoring, Grade Team Meetings, Curriculum Planning Meetings, school events, Staff Meeting, etc.), he/she has the option of leaving at 4:30 PM;
- Providing appropriate supervision of students during class, breaks, meals and transitions to maintain an optimal work environment and to ensure students' safety and well-being;
- Attending and participating in events outside of normal school hours as needed (e.g., family nights, student performances, field trips, report card nights, Teacher - Parent Conferences, June and August Family Saturday Orientations, etc.).
- Researches, designs, and/or documents standards and curricula for art for students in grades K-4.
- Ensures a coherent and enriching art experience for students.
- Teaches Art to all students in the school Monday-Thursday each week of the school year;
- Teaches at least 1 section of Reading Monday-Friday each week of the school year;
- Teaches sections of Reading and other core subjects for classroom teachers as needed;
- Teachers after school enrichment programming two days per week.
- Designs, supervises, and implements all aspects of the Art program, including coordinating with outside providers and vendors, maintaining records, participating in required trainings and certification processes, etc.
- Assists in the purchase and maintenance of the school's Art equipment.
- Provides, during summer training, an orientation to all staff on the school's art program, including transitions, standards, appropriate singing, integration, Friday plays, winter holiday celebration(s), arts as a student motivator, arts as an avenue to increase parent involvement, and collaboration and team projects.
- Assists the Director of Operations/Dean of Students in coordinating the school's annual winter holiday celebration(s), weekly Community Meetings, and Stepping Up celebration(s).
- Provides instruction in the schools' core reading program (at least two periods of Reading Mastery) on a regular basis and in other subjects as needed;
- Works with classroom teachers to ensure the integration of academic instruction into Art instruction, particularly Core Knowledge social studies and science curricula.
- Participates in the collaborative curriculum development process.
- Provides consistent rewards and/or consequences for student behavior to ensure that students observe the school's core values, high expectations, and strict code of conduct.
- Communicates effectively with students, families, and colleagues.
- Engages families in their children's education, including involving families in periodic student Art concerts.
- Participates actively in department meetings, faculty meetings, and other meetings.
- Meets the school's "Standards for Excellence in Art Instruction" and "Standards for Excellence in Instruction"
- Consistently demonstrates belief in and alignment with the school's core values and educational philosophy.
- Leads by example on how to hold oneself accountable first for student mastery of academic standards
- Manages the department folder on the school server and ensures that curricular materials are well-organized and easily accessible for both current and future teachers.
- Meets with the Principal to review results and plan future actions.
- Completes all necessary school-wide duties for the successful and orderly functioning of the school.

INSERT SCHOOL LOGO

Director of Staff Development Job Description

Together with the Principal, the Director of Staff Development holds primary responsibility for building a staff culture of continuous reflection on curriculum and instruction that produces outstanding academic results.

Essential Qualities

- Has a strong sense of personal responsibility and is self-motivated to accomplish all tasks that will improve student achievement
- Is urgent and responds quickly to school data and systems in need of change
- Enjoys problem solving and is solutions-oriented
- Is extremely reflective and constantly wants to improve
- Is flexible and enjoys dealing with unpredictability
- Is able have and handle genuine conversations with others (including teachers, parents, and scholars)
- Is timely and well-organized
- Has a successful track record of developing a strong classroom culture and leading students to make strong academic gains

Essential Duties and Responsibilities

Teacher Support and Coaching

- Supervise, observe, and evaluate a portfolio of teachers
- Coach teachers to improve their instruction
- Support teachers to ensure that instruction at the school is standards-based, well-planned, and aligned with external assessments (state tests, TerraNova, etc.)
- Model exemplary instructional practices for teachers, and supervise, observe, and provide specific, actionable feedback to teachers
- Help teachers develop instructional strategies and intervention programs that elevate achievement among struggling students by both pre-planning and debriefing lessons with teachers
- Hold teachers accountable for integration of elements of the Taxonomy, rigor, and questioning directly into weekly lesson planning of all core subject areas
- Coach teachers around establishing and maintaining routines for transitions that minimize lost learning time
- Collaborate with the Principal and the Dean of Students to plan and implement appropriate summer and academic year professional development for all teachers
- Support teachers in identifying external professional development opportunities aligned with the school's approach to instruction, classroom management, and school culture
- Integrate videotaped lessons into feedback and debrief sessions with teachers
- Work with Learning Support Team and Dean of Students to monitor integration of Student Support Plans and other interventions into teachers' lessons

Leadership Team Participation

- Hold self and Leadership Team accountable first for student mastery of academic standards
- Ensure that every student shows dramatic student achievement gains and that the school meets the ambitious performance targets set by the Leadership Team
- Take responsibility for the success of the school and, as a member of the Leadership Team, take on tasks as needed (e.g., covering classes for absent teachers, working with challenging students, etc.)
- Model the school's Creed Values and set the standard for professional behavior
- Document and communicate the curriculum scope and sequence, standards, and instructional systems for each grade level
- Coordinate the design and implementation of internal systems to assess student achievement and monitor grade level progress against scope and sequence benchmarks
- Collaborate with the Leadership Team to brainstorm and plan professional development opportunities for all School staff (including Summer Training, Fridays, and Professional Development days)
- Work with the Leadership Team to develop workshop opportunities (particularly during Friday afternoon professional development sessions) for all staff

- Help the Leadership Team to support and develop Grade Level Chairs through professional development activities and constant discussions that support high expectations and urgency (particularly around Lead Teacher/Teacher relationship development)
- Serve as a resource for all Lead Teachers and Teachers when they need suggestions for lesson planning, instructional strategies, differentiating, rigor, etc.
- Work and routinely collaborate with Uncommon Schools, the Dean of Students, and other members of the Team to effectively implement the school's model

Saturday Academy and Tutoring

- Support and manage after-school tutoring, particularly around test preparation
- Meet regularly with teachers to review scope and sequence of tutoring
- Help to plan and coordinate Saturday Academy (tutoring program for scholars in 3rd grade and above who are most in need of additional academic support)
- Help to recruit and hire Saturday Academy instructors

School Culture

- Work with Dean of Students to initiate and manage school culture activities that support student success
- Provide appropriate supervision of students during class, breaks, meals, specials, and transitions to maintain an optimal work environment and to ensure students' safety and well-being
- Attend and participate in events outside of normal school hours (e.g., Families for Achievement nights, student performances, field trips, report card conferences, June and August Family Saturday Orientations, etc.).

Data-Driven Instruction and Test Preparation

- Cultivate and help drive a data-oriented, results-focused academic culture and analyze data with teachers in order to maximize student performance
- Generate and manage schedules, logistics, and reporting for certain internal assessments (including STEP and Bimonthly Compositions)
- Hold teachers accountable for the timely submission of reading and writing testing data
- Analyze testing data, and work with teachers to address gaps revealed by this data
- Coordinate the development and implementation of the Excellence/Preparatory Textual Analysis Taxonomy and related instructional practices across 3rd and 4th (when applicable) Grades
- Meet regularly with 3rd-4th (when applicable) Grade teachers to ensure alignment between state test preparation and classroom lesson planning
- Meet regularly with K-2nd Grade teachers to review scope and sequence of TerraNova preparation and classroom lesson planning

INSERT SCHOOL LOGO

Fitness Teacher Job Description

In addition to the duties set forth below, the Employee agrees that s/he will perform all the other duties that are assigned by his/her supervisors, the school's Principal and the Principal's designees, and/or the Board of Trustees, including, but not limited to:

- Taking all steps required by the school to ensure that the Employee becomes highly qualified under No Child Left Behind (NCLB) which includes holding a bachelor's degree, full-state certification or licensure and otherwise authorized to teach in New York State public school (charter rights should be included);
- Being present and engaged at a maximum from 7:00AM- 5:00PM Monday through Friday each week of the school year; if a teacher has no after-school duties or scheduled meetings to attend (i.e., tutoring, Grade Team Meetings, Curriculum Planning Meetings, school events, Staff Meeting, etc.), he/she has the option of leaving at 4:30 PM;
- Providing appropriate supervision of students during class, breaks, meals and transitions to maintain an optimal work environment and to ensure students' safety and well-being;
- Attending and participating in events outside of normal school hours as needed (e.g., family nights, student performances, field trips, report card nights, Teacher - Parent Conferences, June and August Family Saturday Orientations, etc.).
- Researches, designs, and/or documents standards and curricula for dance for students in grades K-8.
- Ensures a coherent and enriching dance experience for students.
- If requested, tutors group of students from 4:15 PM to 5:00 PM one day per week.
- Teaches at least **ten** sections of Fitness twice per week Monday-Thursday.
- Teaches after school enrichment programming two days per week.
- Teaching at least 1 section of Reading each Monday-Friday each week of the school year;
- Teaching sections of Reading and other core subjects for classroom teachers as needed;
- Designs, supervises, and implements all aspects of the Fitness program, including coordinating with outside providers and vendors, maintaining records, participating in required trainings and certification processes, etc.
- Assists in the purchase and maintenance of the school's Fitness equipment.
- Provides, during summer training, an orientation to all staff on the school's fitness program, including transitions, standards, appropriate singing, integration, Friday plays, winter holiday celebration(s), arts as a student motivator, arts as an avenue to increase parent involvement, and collaboration and team projects.
- Assists the Director of Operations/Dean of Students in coordinating the school's annual winter holiday celebration(s), weekly Community Meetings, and Stepping Up celebration(s).
- Works with classroom teachers to ensure the integration of academic instruction into Fitness instruction, particularly Core Knowledge social studies and science curricula.
- Participates in the collaborative curriculum development process.
- Provides consistent rewards and/or consequences for student behavior to ensure that students observe the school's core values, high expectations, and strict code of conduct.
- Communicates effectively with students, families, and colleagues.
- Engages families in their children's education, including involving families in periodic student fitness concerts.
- Participates actively in department meetings, faculty meetings, and other meetings.
- Meets the school's "Standards for Excellence in Fitness Instruction" and "Standards for Excellence in Instruction"
- Consistently demonstrates belief in and alignment with the school's core values and educational philosophy.
- Leads by example on how to hold oneself accountable first for student mastery of academic standards
- Manages the department folder on the school's server and ensures that curricular materials are well-organized and easily accessible for both current and future teachers.
- Meets with the Principal to review results and plan future actions.
- Completes all necessary school-wide duties for the successful and orderly functioning of the school.

INSERT SCHOOL LOGO

Lead Teacher Job Description

There are two teachers in every classroom (K-4): a Lead Teacher (who is the more senior teacher in the classroom) and a Teacher (who is the more junior teacher in the classroom). Lead Teachers hold primary responsibility for the development and implementation of the curriculum and school culture and the success of the school's students. Lead Teachers are committed to continuously improving curriculum and instruction through collaboration as part of a grade level team. Lead Teachers also play an important role as partners with, and mentors to, the school's Teachers.

Specific Responsibilities

In addition to the duties set forth below, the Employee agrees that s/he will perform all the other duties that are assigned by his/her supervisors, the school's Principal and the Principal's designees, and/or the Board of Trustees, including, but not limited to:

- Taking all steps required by the school to ensure that the Employee becomes highly qualified under No Child Left Behind (NCLB) which includes holding a bachelor's degree, full-state certification or licensure and otherwise authorized to **teach** in New York State public school (charter rights should be included);
- Being present and engaged at a maximum from **7:00AM- 5:00PM Monday through Friday** each week of the school year; if a teacher has no after-school duties or scheduled meetings to attend (i.e., tutoring, Grade Team Meetings, Curriculum Planning Meetings, school events, Staff Meeting, etc.), he/she has the option of leaving at 4:30 PM;
- Providing appropriate supervision of students during class, breaks, meals and transitions to maintain an optimal work environment and to ensure students' safety and well-being;
- Attending and participating in events outside of normal school hours as needed (e.g., family nights, student performances, field trips, report card nights, Teacher - Parent Conferences, June and August Family Saturday Orientations, etc.).
- Demonstrates a relentless drive to improve the minds, characters and lives of students both in and out of school.
- Shows unwavering commitment to urban youth achieving greatness.
- Implements curricula and activities to meet academic standards.
- Designs and implements assessments that measure progress towards academic standards.
- Uses assessment data to refine curriculum and inform instructional practices.
- Participates in the collaborative curriculum development process.
- Prepares weekly Life's Work packets for all scholars on the grade level.
- Provides consistent rewards and/or consequences for student behavior to ensure that students observe the school's core values, high expectations, and strict code of conduct.
- Is accountable for students' mastery of academic standards.
- Shares responsibility for grade-level and school-wide activities.
- If requested, tutors group of students from 4:00 PM to 5:00 PM at least one day per week.
- Communicates effectively with students, families, and colleagues.
- Participates actively in grade-level meetings, faculty meetings, and other meetings.
- Participates in an annual three-and-a-half week staff orientation and training.
- Mentors, coaches, and engages Teacher in instructional practice and professional development.
- Includes Teacher in daily classroom activities to help students meet academic standards.
- Takes on additional responsibilities to ensure the smooth functioning of the school as directed by the Principal.
- Engages families in their students' education.
- Meets the school's "Standards for Excellence in Instruction."
- Consistently demonstrates belief in and alignment with the core values and educational philosophy of the school

INSERT SCHOOL LOGO

Learning Support Coordinator Job Description

The Learning Support Coordinator is passionate about supporting the students who are at-risk for academic underperformance due to emotional and/or physical challenges so that they can succeed in the school's rigorous academic program. The Learning Support Coordinator holds primary responsibility for providing academic, emotional, and physical services for students who require additional support to thrive within the school's core academic program.

In addition to the duties set forth below, the Employee agrees that s/he will perform all the other duties that are assigned by his/her supervisors, the school's Principal and the Principal's designees, and/or the Board of Trustees, including, but not limited to:

- Taking all steps required by the school to ensure that the Employee becomes highly qualified under No Child Left Behind (NCLB) which includes holding a bachelor's degree, full-state certification or licensure and otherwise authorized to teach in New York State public school (charter rights should be included);
- Being present and engaged at a maximum from 7:00AM- 5:00PM Monday through Friday each week of the school year; if a teacher has no after-school duties or scheduled meetings to attend (i.e., tutoring, Grade Team Meetings, Curriculum Planning Meetings, school events, Staff Meeting, etc.), he/she has the option of leaving at 4:30PM;
- Providing appropriate supervision of students during class, breaks, meals and transitions to maintain an optimal work environment and to ensure students' safety and well-being;
- Attending and participating in events outside of normal school hours as needed (e.g., family nights, student performances, field trips, report card nights, Teacher - Parent Conferences, June and August Family Saturday Orientations, etc.).

Under the supervision and direction of the Principal, the Learning Support Coordinator is responsible for:

- Demonstrates a relentless drive to improve the minds, characters and lives of students both in and out of school.
- Shows unwavering commitment to urban youth achieving greatness.
- Ensuring that all students are receiving the educational services that they need to succeed.
- Conducting "Child Find" activities in accordance with State and Federal law.
- Identifying incoming students' special education needs as indicated by family questionnaire responses.
- Reviewing the results of intake assessments of new students to identify special education needs.
- Working with the parents, students, and the local CSE to create and revise IEPs when appropriate.
- Scheduling students for pull-out services as needed.
- Scheduling, coordinating, and chairing team and pre-referral meetings.
- Conducting academic testing as part of the evaluation process.
- Coordinating classroom observations and testing (i.e., psychological) as needed.
- Ensuring that all regular education teachers know and understand all classroom accommodations required by IEPs.
- Delivering one-on-one, small group, and whole class instruction as appropriate.
- Teaching reading groups using the school's core reading program and interventions programs as needed.
- Maintaining student records regarding special education issues and preparing reports for regulatory agencies.
- Ensuring compliance with all City, State, and Federal special education law and regulations.
- Contributing to the design of curriculum materials.
- Setting the agenda for and facilitating Student Support Office meetings and tracking progress on action steps.
- Overseeing the Student Support Team process including the generation of meaningful action steps and tracking progress in those action steps.
- Coordinating with and training the Literacy Intervention Teacher to ensure that intervention instruction is maximally effective.
- Designing and administering rigorous, standards-based assessments and using assessment data to refine curriculum and instruction.
- Helping to create a culture of order, structure, humanity, and academic rigor in the classroom and school as a whole.
- Collaborating with other teachers, other school staff, and administrators to ensure that all our students climb the mountain to high school and college.

INSERT SCHOOL LOGO

Office Manager Job Description

The Office Manager plays a central role in ensuring an orderly, responsive, and open school. In addition to maintaining the school's administrative systems and routines, the Office Manager functions as the main point of contact for all external parties arriving at the school's main reception area. In this role, the Office Manager must be able to communicate effectively with students, teachers, families, trustees, donors, and visitors.

Standards and Duties (*including, but not limited to):*

- Demonstrate a relentless drive to improve the minds and lives of their students in and out of school;
- Implement and enhance the school's systems and culture;
- Help maintain the school's administrative systems and routines;
- Communicate effectively with students, families, and colleagues;
- Engage families in their children's education;
- Respond to family concerns promptly and effectively;
- Commit himself/herself to professional growth;
- Participate actively when needed in department meetings, faculty meetings, and other meetings;
- Ensure an orderly, responsive, friendly and open school;
- Adhere to the policies, standards and school wide responsibilities described in the Faculty and Staff Handbook;
- Manage phones (answer calls, re-direct calls, take messages, place calls, create school announcements, etc.);
- Manage mail (distribute received mail, prepare school mailings, make mail drops, etc.);
- Manage the collection and maintenance of student, personnel, and school information (receive forms and paperwork, track missing forms, manage databases, update contact information, keep records current, etc.);
- Manage school wide daily systems (manage student attendance, track the student discipline system, update the Homework Hotline, manage the Homework Center and Detention lists, etc.);
- Help to plan and manage logistics and preparations for school events and activities as needed (make photocopies, set up for special events, make phone calls to confirm attendance, etc.);
- Greet and document all visitors (sign in visitors, ensure that students only leave with authorized parents/guardians, monitor and control access to the school, etc.);
- Coordinate on-site components of school financial systems such as purchase orders, payroll records, grant reports, and financial forms;
- Coordinate school communications with service providers such as divisions within the NYC Department of Education (food, bus, etc.) and the copier company;
- Manage school maintenance and supply systems;
- Help administer and manage National School Breakfast program, National School Lunch Program, and snacks;
- Process student applications;
- Complete all necessary school wide duties for the successful and orderly functioning of the school (e.g., hallway supervision, arrival/departure transitions, participation in field trips, etc.) and other such duties as the school leaders may from time to time request;
- Provide consistent rewards and/or consequences for student behavior to ensure that students observe the school's core values, high expectations, and strict code of conduct;
- Share responsibility for grade-level and school-wide activities;
- Perform other related duties as requested and assigned.

INSERT SCHOOL LOGO

Social Worker Job Description

The school Social Worker coordinates special education programs in accordance with federal, state, and local laws; conducts evaluations for students referred for learning and/or behavior assessments; develops instructional and behavior interventions and monitors progress for individuals and groups of students; provides individual or group counseling to students as needed; and plans and executes school-wide programming and events.

In addition to the duties set forth below, the Employee agrees that s/he will perform all the other duties that are assigned by his/her supervisors, the school's Principal and the Principal's designees, and/or the Board of Trustees, including, but not limited to:

- Taking all steps required by the school to ensure that the Employee becomes highly qualified under No Child Left Behind (NCLB) which includes holding a bachelor's degree and full-state certification or licensure;
- Being present and engaged at a maximum from 7:00AM- 5:00PM Monday through Friday each week of the school year; if a teacher has no after-school duties or scheduled meetings to attend (i.e., tutoring, Grade Team Meetings, Curriculum Planning Meetings, school events, Staff Meeting, etc.), he/she has the option of leaving at 4:30PM;
- Providing appropriate supervision of students during class, breaks, meals and transitions to maintain an optimal work environment and to ensure students' safety and well-being;
- Planning, attending and participating in events outside of normal school hours as needed (e.g., family nights, student performances, field trips, report card nights, Teacher - Parent Conferences, June and August Family Saturday Orientations, etc.).

The Employee's duties shall be to:

- Demonstrate a relentless drive to improve the minds and lives of his/her students in and out of school.
- Implement and enhance the school's systems and culture.
- Provide consistent rewards and/or consequences for student behavior to ensure that students observe the school's core values, high expectations, and strict code of conduct.
- Implement activities to help students meet academic and social standards.
- Implement assessments that measure progress towards academic and social standards.
- Hold themselves accountable for students' mastery of academic and community standards.
- Communicate effectively with students, families, and colleagues.
- Engage families in their children's education.
- Respond to family concerns promptly and effectively.
- Commit to professional growth.
- Participate in an annual three-week staff orientation and training.
- Share responsibility for grade-level and school-wide activities.
- Help complete necessary school-wide duties for the successful and orderly functioning of the school (e.g., hallway supervision, arrival/departure transitions, field trips, etc.) and other such duties as the Principal may request from time to time.
- Participate collaboratively in planning with teachers, grade level meetings, department meetings, staff meetings, and other professional development activities.
- Provide instruction in the school's core reading program on a regular basis and in other subjects as needed.
- Work closely with the Dean of Students and Families to discipline students and ensure families meet the school's high expectations.
- Adhere to the policies, standards, and school-wide responsibilities described in the school's Faculty & Staff Handbook or as may be instituted or in effect from time to time.
- Consistently demonstrate belief in and alignment with the school's Creed and educational philosophy.
- Seek NYS social worker certification on a timeline determined by the Principal.
- Provide direct services to the school community including:
    - Providing crisis intervention and behavior management to expedite students' return to classrooms for learning and to build students' ability to meet the school's high expectations.
    - Providing one-on-one counseling or group counseling as needed to students and families.
    - Coordinating school meetings with families.

  - Identifying and training others to identify students and family members who may benefit from regular one-on-one counseling or group counseling.
  - Developing and implementing curriculum for social and emotional development/intervention with students.
- Manage administrative and appropriate direct-service elements of the referral process for social services and special education services including:
  - Conducting regular needs-assessments of current and emerging student and family needs.
  - Using needs-assessments to identify and cultivate internal and external resources and services.
  - Referring individuals and families to external resources and services.
  - Monitoring and facilitating the delivery of external resources and services.
  - Evaluating impact and quality of external resources and services.
  - Administering records, documentation, and other compliance activities.
- Partner with the Dean of Students to design and coordinate family-engagement and family-education activities including:
  - Home visits and records procurement for newly enrolled students.
  - Workshops to educate families, staff, and/or students on specific issues.
  - Potlucks, FIC/FFA Meetings, and other community-building events.

INSERT SCHOOL LOGO

Special Projects Coordinator Job Description

The Special Projects Coordinator will support the school leadership team by completing various school-wide projects related to operations, school assessment and accountability, instruction, community relations and strategic planning.

Standards and Duties (*including, but not limited to):*

- Demonstrating a relentless drive to improve the minds, characters, and lives of students both in and out of school.
- Creating a positive, structured learning environment to ensure that students observe the school's core values, high expectations, and strict code of conduct.
- Communicating effectively with students, families, and colleagues.
- Engaging families in their children's education.
- Developing the strategy and implementation plan for school-wide projects.
- Helping ensure the successful implementation and delivery of school-wide initiatives.
- Creating a filing system for the server and paper documents and filing everything accordingly.
- Creating school-based task lists.
- Assisting with student recruitment.
- Collecting school performance data and creating data presentations.
- Writing/editing letters, promotional materials (e.g., brochures, newsletters), Web site content, etc.
- Greeting families at student open houses or orientation.
- Organizing family events.
- Organizing staff events and preparing materials for staff trainings.
- Working with school leaders to ensure that all government and authorizer grant proposals and reports are completed on time.
- Committing to continual professional growth, participating actively in all staff meetings.
- Participating in an annual three-week staff orientation and training.
- Serving as a source for instructional coverage when classroom teachers are unavailable.
- Implementing curricula and activities to meet academic standards.
- Creating a master calendar for the school.
- Creating slideshow presentations for staff and Board meetings.
- Copying and assembling binders for Board meetings and staff trainings.
- Performing various administrative duties as required and assigned.
- Performing other related duties as required and assigned.

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INSERT SCHOOL LOGO

Teacher Job Description

There are two teachers in every classroom (K-4): a Lead Teacher (who is the more senior teacher in the classroom) and a Teacher (who is the more junior teacher in the classroom). Teachers hold responsibility for the implementation of the school's curriculum and the success of its students. Therefore, the school seeks Teachers who are committed to continuously improving curriculum and instruction through collaboration as part of a grade level team and, in some instances, partnering with a Lead Teacher, who serves as mentor with whom they share a classroom.

Specific Responsibilities

In addition to the duties set forth below, the Employee agrees that s/he will perform all the other duties that are assigned by his/her supervisors, the school's Principal and the Principal's designees, and/or the Board of Trustees, including, but not limited to:

- Taking all steps required by the school to ensure that the Employee becomes highly qualified under No Child Left Behind (NCLB) which includes holding a bachelor's degree, full-state certification or licensure and otherwise authorized to **teach** in New York State public school (charter rights should be included);
- Being present and engaged at a maximum from **7:00AM- 5:00PM Monday through Friday** each week of the school year; if a teacher has no after-school duties or scheduled meetings to attend (i.e., tutoring, Grade Team Meetings, Curriculum Planning Meetings, school events, Staff Meeting, etc.), he/she has the option of leaving at 4:30PM;
- Providing appropriate supervision of students during class, breaks, meals and transitions to maintain an optimal work environment and to ensure students' safety and well-being;
- Attending and participating in events outside of normal school hours as needed (e.g., family nights, student performances, field trips, report card nights, Teacher - Parent Conferences, June and August Family Saturday Orientations, etc.).
- Demonstrates a relentless drive to improve the minds, characters and lives of students both in and out of school.
- Shows an unwavering commitment to urban youth achieving greatness.
- Implements curricula and activities to meet academic standards.
- Designs and implements assessments that measure progress towards academic standards.
- Uses assessment data to refine curriculum and inform instructional practices.
- Participates in the collaborative curriculum development process.
- Provides consistent rewards and/or consequences for student behavior to ensure that students observe the school's core values, high expectations, and strict code of conduct.
- Is accountable for students' mastery of academic standards.
- If requested, tutors group of students from 4:00 PM to 5:00 PM at least one day per week.
- Shares responsibility for grade-level and school-wide activities.
- Communicates effectively with students, families, and colleagues.
- Participates actively in grade-level meetings, faculty meetings, and other meetings.
- Participates in an annual staff orientation and training.
- Partners with a Lead Teacher who will provide mentoring and coaching.
- Cooperates with a Lead Teacher to implement daily classroom activities to help students meet academic standards.
- Engages families in their students' education.
- Meets the school's "Standards for Excellence in Instruction."
- Consistently demonstrates belief in and alignment with the core values and educational philosophy of the school.

INSERT SCHOOL LOGO

Dean of Curriculum and Instruction

The Dean of Curriculum & Instruction (DCI) holds primary responsibility for the ongoing development, implementation, and assessment of an Uncommon school's curriculum. As part of the administrative team, the DCI plays a central role in the success of the school. The DCI also works closely with the Principal and Director of Operations of his or her school and other schools supported by Uncommon.

Other duties and responsibilities include:

- Demonstrate a relentless drive to improve the minds and lives of students in and out of school;
- Design, build, and monitor replicable and sustainable curricular, instructional, assessment, and professional development systems;
- Research, help design, and/or supplement the academic curriculum for all grades based on successful models and approaches;
- Align the academic curriculum with New York state and state exam standards, Common Core standards, and other proven-results-based benchmarks;
- Document and communicate scope and sequence for each grade level;
- Monitor grade-level progress against scope and sequence benchmarks;
- Participate in the design and implementation of systems to assess student achievement, including Interim Assessment exams;
- Analyze standardized exam and interim assessment exam results and help teachers integrate results and lessons learned into their lesson plans;
- Generate and manage standardized test and internal assessment exam schedules, logistics, and reporting;
- Help evaluate, approve, and purchase curricular materials such as textbooks;
- Observe and coach teachers daily, providing meaningful feedback to improve classroom instruction;
- Contribute to the Principal's evaluation of school staff;
- Train and orient staff members in the school's curricular systems and key pedagogical issues;
- Help coordinate the school's summer staff orientation and curriculum development period;
- Ensure access to and participation in high-quality internal and external professional development for staff;
- Work with the Principal to plan effective Wednesday staff meetings, including working with teachers to present useful, informative, and valuable Solution Group presentations;
- Help teachers to develop instructional strategies and intervention programs that elevate achievement among struggling students;
- Participate in staff recruitment;
- Collaborate with the Associate/Managing Director, Principal, Dean of Students, the Special Education Coordinator, the school Social Worker, Teachers, and other school staff to maximize the ability of the school to support students' academic and socio-emotional development;
- Collaborate with the Associate/Managing Director and the Principal to ensure that best practices are documented and shared across Uncommon Schools;
- Teach classes or small groups, as necessary;
- Performs other related duties as required and assigned.

INSERT SCHOOL LOGO

Dean of Students

The Dean of Students will work with the school's leadership team to ensure that all students demonstrate dramatic student achievement gains and internalize the school's values. This individual will also help lead the school's efforts to create a positive, structured, consistent, caring, and disciplined school culture.

Other duties and responsibilities include:

- Working closely with the school leadership team to establish a positive, structured, achievement-oriented, and creative school culture.
- Supporting teachers to hold all students to high and consistent behavioral expectations.
- Serving as the point person for dealing with behavioral crisis-intervention and acute behavioral issues.
- Acting as a resource to teachers in their instructional practice, especially as it relates to issues of discipline, relationships with students, classroom management, and school culture.
- Assisting teachers, students, and parents in the effective creation and implementation of individual behavior plans.
- Leading staff efforts to ensure all students have excellent attendance and arrive at school on time, and working aggressively with students and parents to ensure excellent attendance.
- Potentially participating in summer home visits highlighting the responsibilities of parents, teachers, and students.
- Arranging for efficient homework collection in the morning, and ensuring homework is delivered to staff from students appropriately and accurately.
- Helping to reinforce the effective use of a school-wide behavior plan, including managing the school's demerit and rubric systems.
- Serving as the point person for discipline/culture issues.
- Ensuring that the physical environment of the school reinforces school culture and facilitates student achievement.
- Being highly present and visible during school hours, relentlessly ensuring the school has an exceptional school culture.
- Proactively circulating throughout classrooms and hallways during the day, to gain valuable context on student behavior and help support positive school culture.
- Monitoring behavioral pull-out and in-school suspensions.
- Modeling the school's values and the standard for professional behavior.
- Coordinating student apologies and school culture messages at Community Meeting.
- Supervising breakfast, lunch, in-between class transitions, enrichment, and dismissal, making sure students are always where they are supposed to be and ensuring a professional school culture at these times.
- Managing detention.
- Keeping accurate student discipline records, documenting all conferences, suspensions, and phone calls for behavior.
- Managing the school's merit and demerit system.
- Planning fun and meaningful merit trips.
- Tracking behavior on the school bus, ensuring students are exemplary bus riders to and from school.
- Ensuring that behavioral expectations and school culture standards are met outside of the classroom as well as inside, including establishing and monitoring bus behavior/culture as well as cafeteria/meal time behavior and culture.

INSERT SCHOOL LOGO

Special Projects Coordinator / Director of Special Projects

The Special Projects Coordinator / Director of Special Projects will support the school leadership team by completing various school-wide projects related to operations, school assessment and accountability, instruction, community relations and strategic planning.

Standards and Duties (*including, but not limited to):*

- Demonstrating a relentless drive to improve the minds, characters, and lives of students both in and out of school.
- Creating a positive, structured learning environment to ensure that students observe the school's core values, high expectations, and strict code of conduct.
- Communicating effectively with students, families, and colleagues.
- Engaging families in their children's education.
- Developing the strategy and implementation plan for school-wide projects.
- Helping ensure the successful implementation and delivery of school-wide initiatives.
- Creating a filing system for the server and paper documents and filing everything accordingly.
- Creating school-based task lists.
- Assisting with student recruitment.
- Collecting school performance data and creating data presentations.
- Writing / editing letters, promotional materials (e.g., brochures, newsletters), Web site content, etc.
- Greeting families at student open houses or orientation.
- Organizing family events.
- Organizing staff events and preparing materials for staff trainings.
- Working with school leaders to ensure that all government and authorizer grant proposals and reports are completed on time.
- Committing to continual professional growth, participating actively in all staff meetings.
- Participating in an annual three-week staff orientation and training.
- Serving as a source for instructional coverage when classroom teachers are unavailable.
- Implementing curricula and activities to meet academic standards.
- Creating a master calendar for the school.
- Creating slideshow presentations for staff and Board meetings.
- Copying and assembling binders for Board meetings and staff trainings.
- Performing various administrative duties as required and assigned.
- Performing other related duties as required and assigned.

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INSERT SCHOOL LOGO

Special Education Coordinator/Teacher

In addition to the duties set forth below, the Employee agrees that s/he will perform all the other duties that are assigned by his/her supervisors, the school's Principal and the Principal's designees, and/or the Board of Trustees, including, but not limited to:

- Teaching Special Education classes up to 20 periods per week;
- Being present and engaged from 7:15AM–4:45 PM (student arrival to dismissal) on Monday, Tuesday, Thursday and Friday (except 7:15AM – 5:30PM when tutoring afterschool) and from 7:15 AM – 5:00 PM on Wednesday each week of the school year;
- Taking all steps required by the school to ensure that the Employee becomes certified by New York State, highly qualified under NCLB, and otherwise authorized to teach in a New York State public school;
- Coordinating and helping to meet the needs of the School's special needs program;
- Working with and supporting individual and small groups of special needs students in and out of the classroom;
- Working with teachers to assist in the implementation of classroom modifications and accommodations;
- Coordinating special needs referrals and all special needs services;
- Creating, modifying, evaluating, and monitoring students' individualized education and 504 plans;
- Working with the Uncommon Schools Director of Special Education/Special Education Coordinator to ensure the school's special needs program is effectively meeting the needs of its students;
- Holding office hours to tutor struggling students and/or small groups for at least one hour outside of normal school hours (e.g., before 7:30AM, after 4:30PM, or in Saturday School) at least twice each week;
- Providing appropriate supervision of students during class, breaks, meals, specials, and transitions to maintain an optimal work environment and to ensure students' safety and well-being;
- Attending and participating in events outside of normal school hours as needed (e.g., family nights, student performances, field trips, report card days/nights, Report Card Conferences, June and August Family Orientations, etc.).

Specific Responsibilities

- Demonstrate a relentless drive to improve the minds, characters and lives of students both in and out of school.
- Show unwavering commitment to urban youth achieving greatness.
- Create a positive, structured learning environment to ensure that students observe the school's core values, high expectations, and strict code of conduct.
- Implement curricula and activities to meet academic standards.
- Design and implement assessments that measure progress towards academic standards.
- Use assessment data to refine curriculum and inform instructional practices.
- Participate in the collaborative curriculum development process.
- Provide consistent rewards and/or consequences for student behavior to ensure that students observe the school's core values, high expectations, and strict code of conduct.
- Be accountable for students' mastery of academic standards.
- Share responsibility for grade-level and school-wide activities.
- Exhibit resilience to persevere and turn challenges into opportunities.
- Focus constantly on student learning, thinking critically and strategically to respond to student learning needs.
- Communicate effectively with students, families, and colleagues.
- Engage families in their children's education.
- Commit to continual professional growth, participating actively in department meetings, faculty meetings, and other meetings.
- Participate in an annual three-week staff orientation and training.

INSERT SCHOOL LOGO

Special Education Teacher

In addition to the duties set forth below, the Employee agrees that s/he will perform all the other duties that are assigned by his/her supervisors, the school's Principal and the Principal's designees, and/or the Board of Trustees, including, but not limited to:

- Teaching Special Education classes up to 20 periods per week;
- Being present and engaged from 7:15AM–4:45 PM (student arrival to dismissal) on Monday, Tuesday, Thursday and Friday (except 7:15AM – 5:30PM when tutoring afterschool) and from 7:15 AM – 5:00 PM on Wednesday each week of the school year;
- Taking all steps required by the school to ensure that the Employee becomes certified by New York State, highly qualified under NCLB, and otherwise authorized to teach in a New York State public school;
- Helping to meet the needs of the school's special needs program;
- Working with and supporting individual and small groups of special needs students in and out of the classroom;
- Working with teachers to assist in the implementation of classroom modifications and accommodations;
- Holding office hours to tutor struggling students and/or small groups for at least one hour outside of normal school hours (e.g., before 7:30AM, after 4:30PM, or in Saturday School) at least twice each week;
- Providing appropriate supervision of students during class, breaks, meals, specials, and transitions to maintain an optimal work environment and to ensure students' safety and well-being;
- Attending and participating in events outside of normal school hours as needed (e.g., family nights, student performances, field trips, report card days/nights, Report Card Conferences, June and August Family Orientations, etc.).

Specific Responsibilities

- Demonstrate a relentless drive to improve the minds, characters and lives of students both in and out of school.
- Show unwavering commitment to urban youth achieving greatness.
- Create a positive, structured learning environment to ensure that students observe the school's core values, high expectations, and strict code of conduct.
- Implement curricula and activities to meet academic standards.
- Design and implement assessments that measure progress towards academic standards.
- Use assessment data to refine curriculum and inform instructional practices.
- Participate in the collaborative curriculum development process.
- Provide consistent rewards and/or consequences for student behavior to ensure that students observe the school's core values, high expectations, and strict code of conduct.
- Be accountable for students' mastery of academic standards.
- Share responsibility for grade-level and school-wide activities.
- Exhibit resilience to persevere and turn challenges into opportunities.
- Focus constantly on student learning, thinking critically and strategically to respond to student learning needs.
- Communicate effectively with students, families, and colleagues.
- Engage families in their children's education.
- Commit to continual professional growth, participating actively in department meetings, faculty meetings, and other meetings.
- Participate in an annual three-week staff orientation and training.

Uncommon Schools | New York City

Job Title: Operations Fellow, Uncommon New York City

Uncommon Schools (Uncommon) is a nonprofit organization that starts and manages outstanding urban charter public schools that close the achievement gap and prepare low-income students to graduate from college. Uncommon builds uncommonly great schools by developing and managing regional networks that are philosophically aligned and highly accountable and by designing and implementing "best-in-class" teacher training. The organization has achieved outstanding academic results based on internal assessments, statewide exams, and graduation milestones. Its schools consistently outperform their district schools and are among the highest-performing urban schools in their cities and states. To learn more about Uncommon, click here uncommonschools.org/ourschools/uncommon-cities.

Position Overview

Each year, Uncommon identifies and selects **highly qualified candidates to participate in Uncommon's Instructional Fellowship**, which prepares rising principals to both found and sustain great schools within the Uncommon network. As we plan for the future, we have identified the need for a **Two Year Fellowship program**.

While both Instructional Fellowships (1 and 2 year) prepare Fellows for the impressive feat of running an outstanding school, our Two Year Fellowship allocates an additional year to the fundamentals of outstanding instructional leadership, including:

- **Instruction:** Fellows will master core *Teach Like a Champion* techniques and build their proficiency in Guided Reading and Math instruction.
- **Data Analysis:** Fellows will effectively analyze informal/formal classroom data, reflect on this data, and use this information to drive instruction.
- **Observation and Feedback:** Fellows will coach at least one teacher to improve by learning to quickly identify the highest leverage action step and providing clear, actionable feedback.

The second year of the Fellowship will be similar to our current One Year Instructional Fellowship, and will enhance Fellows' ability to:

- **Execute Instruction:** During instruction, Fellows will be able to identify student misunderstandings and coach teachers to adjust questioning to ensure that students have a deep understanding of academic content.
- **Lead Student Culture:** Fellows will learn to cultivate and maintain at least one aspect of student culture (e.g., morning meeting, in-class discipline) that maximizes student achievement.
- **Build Staff Culture:** Fellows will also learn how to attract and retain a strong team.

Fellows will also continue to focus on:

- **Instruction:** Build content knowledge about Common Core and support planning/revisions to a select K-4 curriculum content area
- **Data Analysis:** Analyze grade level data at a high level and create a concrete action plan to respond to student data across a select grade level

- **Observation and Feedback:** Coach a team of teachers to improve learning by being able to quickly identify the highest leverage action steps and convey this feedback using the Six Steps of Effective Feedback

The fellowship provides a robust development process to prepare leaders to lead a school in conjunction with the Director of Operations. This Fellow and eventual Principal is a full-time employee, hired, supported, and, evaluated by the Managing Director. The Instructional Fellow must have a B.A. and a minimum of three years of teaching experience.

Evaluation and Feedback

Throughout the fellowship year, Fellows will receive coaching and feedback from their Managing Directors in addition to the school leaders they are working closely with during their fellowship year. Each Fellow will have an Individual Development Plan that identifies the specific areas of development for the Fellow around which the fellowship will be customized to ensure focused development opportunities.

Leadership and Management PD in the 2nd Year of the Fellowship:

- Connecting with and Leading Teachers
- Difficult Conversations
- Managing Teams and Groups
- Personal Effectiveness
- Student Recruitment
- Teacher Recruitment
- Understanding Yourself as a Leader
- Curriculum Alignment and Yearlong Planning
- Data-Driven Instruction
- Driving Student Achievement in Special Education
- Observation and Feedback
- Taxonomy of Effective Teaching Practice
- Teaching Math
- Teaching History
- Teaching Reading
- Teaching Science

Compensation

We offer a generous compensation package. All staff members are equipped with the tools needed to succeed, including a dedicated work space, laptop computer, email, high-speed internet access, and all necessary supplies.

The foregoing information is requested for mandatory government reporting purposes only. As an equal opportunity employer, we hire without consideration to race, religion, creed, color, national origin, age, gender, sexual orientation, marital status, veteran status, disability, or any other category protected by applicable law.

Uncommon Schools | New York City

Job Title: Operations Fellow, Uncommon New York City

Uncommon Schools (Uncommon) is a nonprofit organization that starts and manages outstanding urban charter public schools that close the achievement gap and prepare low-income students to graduate from college. Uncommon builds uncommonly great schools by developing and managing regional networks that are philosophically aligned and highly accountable and by designing and implementing "best-in-class" teacher training. The organization has achieved outstanding academic results based on internal assessments, statewide exams, and graduation milestones. Its schools consistently outperform their district schools and are among the highest-performing urban schools in their cities and states. To learn more about Uncommon, click here uncommonschools.org/ourschools/uncommon-cities.

Position Overview

To make more elementary, middle, and high schools, we need future leaders to commit themselves to the most urgent and exciting work of our time. It takes individuals who can inspire students, who put excellence ahead of easy, and who project urgency about closing the achievement gap. It takes individuals who are fearless about making decisions and conducting difficult conversations and who can build a highly collaborative team and shape a vibrant culture. These individuals cultivate learning communities that are simultaneously academically rigorous and joyful. They know that their job is the most important one in the world. Self-reflective and humble, they are open to feedback and committed to continuously improving.

Uncommon Schools is offering a one-year fellowship to prepare to do one of three things: 1) open a new Uncommon school; 2) take over an existing Uncommon school; or 3) join an existing K-8 school as an Academy Director of Operations.

The Fellowship provides a robust development process to prepare leaders to oversee the ongoing operations at a school in conjunction with the Principal and Uncommon Home Office. The Fellow (i.e., the eventual Operations Leader) will work very closely with Uncommon's Director of Organizational Learning. The Operations Fellow is a full-time employee, hired, supported, and evaluated by the Network Chief Operating Officer. The Operations Fellow must have a B.A. and ideally has an M.P.P., M.B.A., or J.D.

Prepare for Success

The Fellowship year is based on a foundation of six core elements that are aligned to the competencies of Uncommon leaders. Each element is designed to build Fellows' capacity towards becoming effective operational school leaders. These include the following:

- Evaluation and Feedback;
- Fellowship Deliverables and Immersion;
- Operations Leadership Meetings;
- Professional Development;
- School Startup Preparation; and
- School Visits.

Evaluation and Feedback

Throughout the fellowship year, Fellows will receive coaching and feedback from their Network Chief Operating Officers in addition to the school leaders they are working closely with during their fellowships. Each Fellow will have an Individual Development Plan that identifies the specific areas of development around which their fellowship will be customized.

Fellowship Deliverables and School Guidelines

Fellows will join the current Operations leaders for periodic meetings to share and tackle current Operational challenges across Uncommon schools and to build their support network of current leaders.

Professional Development

Starting in the summer, Fellows will engage in professional development focusing on three main domains: Cultural Leadership, Leadership and Management, and Operational Leadership. Each professional development session will be lead by our experienced group of Managing Directors, current leaders and a select group of external partners.

Leadership and Management

- Connecting with and Leading Teachers
- Difficult Conversations
- Managing Teams and Groups
- Personal Effectiveness
- Student Recruitment
- Teacher Recruitment
- Understanding Yourself As A Leader

Operational Leadership

- Data Analysis and Data-Driven Instruction
- Financial Management
- Organizational Systems
- Personnel & Certification
- School Transportation, Food Services, Health & Safety
- Systems Thinking and Operations
- Technology Management

Compensation

We offer a generous compensation package. All staff members are equipped with the tools needed to succeed, including a dedicated work space, laptop computer, email, high-speed internet access, and all necessary supplies.

The foregoing information is requested for mandatory government reporting purposes only. As an equal opportunity employer, we hire without consideration to race, religion, creed, color, national origin, age, gender, sexual orientation, marital status, veteran status, disability, or any other category protected by applicable law.

d) Personnel Policies

If the proposed school is adopting the same personnel policies as the replicating school, incorporate the personnel policies by reference. If the school would use new personnel policies, attach the new policies and indicate if these changes pertain to the proposed school only, or would modify the terms of the entire education corporation.

Please see Response D(2)c(3) - Employee Handbook to the Leadership Prep Bedford Stuyvesant Charter Renewal Application submitted on August 31, 2015. Unfortunately, this document was created in a program other than word. UNYC1 is happy to provide .docx versions at the institute's request.

R-12a. Partner Information

This response is not applicable to UNCY1.

R-12b. Partner Commitment

This response is not applicable to UNCY1.

A) If the existing SUNY authorized education corporation proposes to operate an additional school, and the governance structure would not change, incorporate this section by reference.

B) If the proposed education corporation would have the same education corporation board design as the replicating school, incorporate the board roles and responsibilities by reference. If any of the following aspects of the proposed Education Corporation Board Design would be different from the replicating school's education corporation, describe the difference and provide the rationale for the relevant sections of this response.

C) Stakeholder Participation. If stakeholders are able to participate in school governance in the same manner as the replicating school, incorporate this section by reference. If there are any differences, explain how parents and school staff, including teachers, will be able to provide input and participate in the governance of the school.

13a-c: Reference Response D(4)b in Leadership Prep Bedford Stuyvesant Renewal Application submitted on August 31, 2015.

Existing Education Corporation:

Only provide by-laws as indicated below if there would be changes to the by-laws of the education corporation as a result of being granted authority to operate the additional school(s).

Note that the by-laws must conform to the applicable provisions of the NY Education, General Municipal and Not-For-Profit Corporation Laws. By-laws that have not been reviewed or updated since changes to the Act in 2010 or changes to the Not-For-Profit Corporation Law in 2014 should be reviewed and, if necessary, submitted in full.

The By-Laws below are identical to those submitted in connection with the application of Uncommon New York City Charter Schools to form a merged education corporation. However; given discussions with the Institute regarding the referencing of documents in pdf rather than word, we have elected to re-paste the By-Laws below if it is helpful for the institute.

By-Laws

of

Uncommon New York City Charter Schools

ARTICLE I

NAME

The name of the Corporation is Uncommon New York City Charter Schools (hereinafter the "Corporation").

ARTICLE II

PURPOSE

The purpose for which the Corporation is organized is to establish and operate one or more charter schools to ensure academic success for K through 12 children (the "Charter Schools" and each, a "Charter School"). We prepare our students to excel in demanding colleges and to contribute to their communities as leaders. Through educational success, our students earn opportunities in life for themselves and their communities.

ARTICLE III

MEMBERSHIP

The Corporation has no members. The rights which would otherwise vest in the members vest in the Trustees of the Corporation (the "Trustees"). Actions which would otherwise require approval by a majority of all members or approval by the members require only approval of a majority of all Trustees or approval by the Board of Trustees (the "Board").

ARTICLE III

BOARD OF TRUSTEES

A. Powers. The Board shall conduct or direct the affairs of the Corporation and exercise its powers, subject to the limitations of the New York Education Law, as amended (the "New York Education Law"), the New York Not-for-Profit Corporation Law, as amended (the "New York Not-for-Profit Corporation Law"), the charter agreement between the Corporation and the Board of Trustees of the State University of New York (the "Charter Entity"), as the same may be amended from time to time (the "Charter Agreement"), the Corporation's Provisional Charter, as may be amended from time to time (together with the Charter Agreement, the "Charters"), and these Bylaws.

The Board may delegate the management of the activities of the Corporation to others, so long as the affairs of the Corporation are managed, and its powers are exercised, under the Board's ultimate jurisdiction.

Without limiting the generality of the powers hereby granted to the Board, but subject to the same limitations, the Board shall have all the powers enumerated in these Bylaws, and the following specific powers:

1. To elect and remove Trustees;

2. To select and remove Officers, agents, and employees of the Corporation; to prescribe powers and duties for them; and to fix their compensation;

3. To conduct, manage and control the affairs and activities of the Corporation, and to make rules and regulations;

4. To enter into contracts, leases and other agreements which are, in the Board's judgment, necessary or desirable in obtaining the purposes of promoting the interests of the Corporation;

5. To carry on the business of operating charter schools [and apply any surplus that results from the business activity to any activity in which the Corporation may engage];

6. To act as trustee under any trust incidental to the Corporation's purposes, and to receive, hold, administer, exchange and expend funds and property subject to such a trust;

7. To acquire real or personal property, by purchase, exchange, lease, gift, devise, bequest, or otherwise, and to hold, improve, lease, sublease, mortgage, transfer in trust, encumber, convey or otherwise dispose of such property;

8. To borrow money, incur debt, and to execute and deliver promissory notes, bonds, debentures, deeds of trust, mortgages, pledges, hypothecations and other evidences of debt and securities;

9. To lend money received only from private sources and to accept conditional or unconditional promissory notes therefore, whether interest or non-interest bearing, or secured or unsecured; and

10. To indemnify and maintain insurance on behalf of any of its Trustees, Officers, employees, or agents for liability asserted against or incurred by such person in such capacity or arising out of such person's status as such, subject to the provisions of the New York Not-for-Profit Corporation Law and the limitations noted in these Bylaws.

B. Number of Trustees. The number of Trustees of the Corporation shall be not less than 5, nor more than 25. The Board shall fix the exact number of Trustees, within these limits, by Board resolution or amendment of these Bylaws. Any reduction in the number of Trustees shall be made in accordance with the requirements of New York Education Law Section 226(1).

C. Election of Trustees.

1. Election. The Board shall elect the Trustees by the vote of a majority of the Trustees then in office, whether or not the number of Trustees in office is sufficient to constitute a quorum, or by the sole remaining Trustee. The Charter Entity has the right to reject the election of any new Trustee.

2. Eligibility. The Board may elect any person who in its discretion it believes will serve the interests of the Corporation faithfully and effectively, subject to any eligibility requirements set forth in the Charters or the Not-for-Profit Corporation Law, as applicable. Teachers, school administrators and other school employees may not serve on the Board.

3. Interested Persons. Not more than 40% of the persons serving on the Board may be interested persons. An "interested person" is: (a) any person currently being compensated by the Corporation for services rendered to it within the previous twelve (12) months, whether as a full-time or part-time employee, independent contractor or otherwise; (b) any sister, brother, ancestor, descendant, spouse, sister-in-law, brother-in-law, daughter-in-law, son-in-law, mother-in-law or father-in-law of any such person; or (c) voting members who are affiliated with any single entity other than the Corporation or another charter school education corporation.

4. Term of Office.

a. The Trustees elected or appointed shall be divided into three (3) classes for the purpose of staggering their terms of office. All classes shall be as nearly equal in number as possible.

b. The terms of office of the Trustees initially classified shall be as follows: that of the first class shall expire at the next annual meeting of the Trustees, the second class at the second succeeding annual meeting and the third class at the third succeeding annual meeting. Following the expiration of these designated terms, the term of each Trustee shall continue for three (3) years.

c. The term of office of a Trustee elected to fill a vacancy in these Bylaws begins on the date of the Trustee's election, and continues: (1) for the balance of the unexpired term in the case of a vacancy created because of the resignation, removal, or death of a Trustee, or (2) for the term specified by the Board in the case of a vacancy resulting from the increase of the number of Trustees authorized.

d. A Trustee's term of office shall not be shortened by any reduction in the number of Trustees resulting from amendment of any Charter or these Bylaws or other Board action.

e. A Trustee's term of office shall not be extended beyond that for which the Trustee was elected by amendment of any Charter or these Bylaws or other Board action.

6. Time of Elections. The Board shall elect Trustees whose terms begin on July 1 of a given year at the Annual Meeting for that year, or at a Regular Meeting designated for that purpose, or at a Special Meeting called for that purpose.

D. Removal of Trustees. The Board may remove a Trustee by vote of a majority of the entire Board, on examination and due proof of the truth of a written complaint by any Trustee, of misconduct, incapacity or neglect of duty; provided that at least one (1) week's previous notice of the proposed action shall have been given to the accused and to each Trustee.

E. Resignation by Trustee. A Trustee may resign by giving written notice to the Chair or Secretary. The resignation is effective upon receipt of such notice, or at any later date specified in the notice. The acceptance of a resignation by the Chair or Secretary shall not be necessary to make it effective, but no resignation shall discharge any accrued obligation or duty of a Trustee. If any Trustee shall fail to attend three (3) consecutive meetings without excuse accepted as satisfactory by the Trustees, he or she shall be deemed to have resigned, and the vacancy shall be filled.

F. Vacancies. A vacancy is deemed to occur on the effective date of the resignation of a Trustee, upon the removal of a Trustee, upon declaration of vacancy pursuant to these Bylaws, or upon a Trustee's death. A vacancy is also deemed to exist upon the increase by the Board of the authorized number of Trustees.

G. Compensation of Trustees. Trustees shall serve without compensation. However, the Board may approve reimbursement of a Trustee's actual and necessary expenses while conducting Corporation business.

ARTICLE IV

PRINCIPAL OFFICE

The Corporation's principal office shall be at the following address: [826 Broadway, 9th Floor, New York, New York, 10003] or at such other place as the Board may select by resolution or amendment of these Bylaws. The Secretary shall note any change in principal office on the copy of these Bylaws maintained by the Secretary.

ARTICLE V

MEETINGS OF THE BOARD

A. Place of Meetings. Board Meetings shall be held at the Corporation's principal office or at any other reasonably convenient place as the Board may designate; provided, however that the location of any board meeting shall comply with the requirements of Article 7 of the Public Officers Law (the "Open Meetings Law").

B. Annual Meetings. An Annual Meeting shall be held in the month of June of each year for the purpose of electing Trustees, making and receiving reports on corporate affairs, and transacting such other business as comes before the meeting.

C. Regular Meetings. Regular Meetings shall be held bi-monthly throughout the year except for one month during the summer, and other times as the Board determines. At a minimum, Board Meetings shall be held five (5) times per year.

D. Special Meetings. A Special Meeting shall be held at any time called by the Chair, or in his/her absence by the senior trustee, on written request by three (3) Trustees. Seniority shall be according to the order in which the Trustees are named in the Charters or subsequently elected.

E. Adjournment. A majority of the Trustees present at a meeting, whether or not a quorum, may adjourn the meeting to another time and place.

F. Notices. Public notice of Board meetings shall be consistent with the Open Meetings Law. Notices of Board Meetings shall be given to the Board as follows:

1. Annual Meetings and Regular Meetings may be held without notice if these Bylaws or the Board fix the time and place of such meetings.

2. Special Meetings shall be held upon not less than five (5) nor more than ten (10) days' notice mailed to the usual address of every Trustee or as otherwise permitted by law. Notices will be deemed given when deposited in the United States mail, addressed to the recipient at the address shown for the recipient in the Corporation's records, and first-class

postage prepaid; when personally delivered in writing to the recipient; or when faxed, e-mailed, or communicated orally, in person or by telephone, to the Trustee or to a person whom it is reasonably believed will communicate it promptly to the Trustee.

G. Waiver of Notice. Notice of a meeting need not be given to a Trustee who signs a waiver of notice or written consent to holding the meeting or an approval of the minutes of the meeting, whether before or after the meeting, or attends the meeting without protest prior to the meeting or at its commencement, of the lack of notice. The Secretary shall incorporate all such waivers, consents and approvals into the minutes of the meeting. This provision shall not permit waiver of the public notice provisions contained in the Open Meetings Law.

H. Open Meetings. The Board shall comply with the Open Meetings Law.

ARTICLE VI

ACTION BY THE BOARD

A. Quorum. Unless a greater proportion is required by law, a majority of the entire Board shall constitute a quorum for the transaction of any business or of any specified item of business.

B. Action by the Board.

1. Actions Taken at Board Meetings. Except as otherwise provided by statute or by these Bylaws, the vote of a majority of the Board present at the time of the vote, if a quorum is present at such time, shall be the act of the Board. If at any meeting of the Board there shall be less than a quorum present, the Trustees present may adjourn the meeting until a quorum is obtained.

2. Board Participation by Other Means. In all events (except as set forth under Article III.C.1), a quorum of Trustees must be either physically present or participating via video-conferencing equipment to lawfully conduct a Board Meeting of the Corporation. Additional Trustees may participate in a Board meeting through use of conference telephone, or similar communication equipment, to the extent permitted by the Open Meetings Law, so long as all Trustees participating in such meeting make up a quorum and can hear one another and there is no objection from any Trustee or any person in the public audience.

C. Committees.

1. Appointment of Committees. The Board may create committees for any purpose, and the Chair shall appoint members to and designate the chairs of such Committees. A Board Standing Committee will consist of not less than three (3) Trustees, who shall serve at the pleasure of the Chair.

2. Authority of Board Committees. The Chair may delegate to a Board committee any of the authority of the Board, except with respect to:

a. The election of Trustees;

b. Filling vacancies on the Board or any committee which has the authority of the Board;

c. The fixing of Trustee compensation for serving on the Board or on any committee;

d. The amendment or repeal of these Bylaws or the adoption of new Bylaws;

e. The amendment or repeal of any resolutions of the Board that by its terms shall not be so amenable or repealable; and

f. The appointment of other committees of the Board, or the members of the committees.

3. Procedures of Committees. At any meeting of a committee, a quorum for the transaction of all business properly before the meeting shall consist of a majority of the members of such committee. The Board may prescribe the manner in which the proceedings of any Board Committee are to be conducted. In the absence of such prescription, a Board Committee may prescribe the manner of conducting its proceedings, except that the regular and special meetings of the Committee are governed by the provisions of these Bylaws with respect to the calling of meetings, including compliance with the Open Meetings Law.

4. Initial Committees. The following Board Committees shall be created:

a. Executive Committee. This committee will propose updates to these Bylaws, Board handbook, etc., review Board performance, manage the nomination and re-nomination of Trustees and officers and monitor compliance by the Charter Schools with their school policies and applicable state and federal laws.

b. Finance Committee. This committee will review and compare quarterly financials, develop budget assumptions, draft budgets, monitor the Charter Schools' financial standing and financial controls, develop an annual fund raising plan in conjunction with the appropriate officers, investigate complaints under the Whistleblower Policy, and review audits for schools in the Uncommon New York City network.

c. Academic Committee. This committee will review the Principal and Director of Operations' annual goals, closely monitor school performance, review the Principal and Director of Operations' evaluations, monitor the facilities planning, conduct the evaluation of the not-for-profit educational service provider that provides management services to the Corporation (the "Provider"), monitor compliance with the Disabilities Education Improvement Act of 2004, as amended ("IDEA") and other legal requirements connected with special education and report to the Board on the aforementioned activities.

d. Development and External Relations Committee. This committee will review and support fundraising efforts by Board and the Charter Schools,

lead certain types of fundraising efforts, monitor availability of resources and participate in advocacy efforts.

D. Standard of Care.

1. Performance of Duties. Each Trustee shall perform all duties of a Trustee, including duties on any Board Committee, in good faith and with that degree of diligence, care and skill, including reasonable inquiry, as an ordinary prudent person in a like position would use under similar circumstances.

2. Reliance on Others. In performing the duties of a Trustee, a Trustee shall be entitled to rely on information, opinions, reports or statements, including financial statements and other financial data, presented or prepared by:

a. One or more Officers or employees of the Corporation whom the Trustee believes to be reliable and competent in the matters presented;

b. Legal counsel, public accountants, or other persons as to matters that the Trustee believes are within that person's professional or expert competence; or

c. A Board Committee on which the Trustee does not serve, duly designated in accordance with a provision of any Charter or these Bylaws, as to matters within its designated authority, provided the Trustee believes the Committee merits confidence and the Trustee acts in good faith, and with that degree of care specified in Paragraph D.1., and after reasonable inquiry when the need is indicated by the circumstances, and without knowledge that would cause such reliance to be unwarranted.

3. Investments. In investing and dealing with all assets held by the Corporation for investment, the Board shall exercise the standard of care described above in Paragraph D.1., and shall consider among other relevant considerations the long and short term needs of the Corporation in carrying out its purposes, including its present and anticipated financial requirements. The Board may delegate its investment powers to others, provided that those powers are exercised within the ultimate direction of the Board.

E. Rights of Inspection. Every Trustee has the right to inspect all books, records, and documents of every kind and to inspect the physical properties of the Corporation, provided that such inspection is conducted at a reasonable time after reasonable notice, and provided that such right of inspection and copying is subject to the obligation to maintain the confidentiality of the reviewed information, in addition to any obligations imposed by any applicable federal, state or local law.

F. Participation in Discussions and Voting. Every Trustee has the right to participate in the discussion and vote on all issues before the Board or any Board Committee, except that any Trustee shall be excused from the discussion and vote on any matter involving such Trustee relating to: (1) a self-dealing transaction; (2) a conflict of interest, (3) indemnification of that Trustee uniquely; or (4) any other matter at the discretion of a majority of the Trustees then present.

G. Duty to Maintain Board Confidences. Every Trustee has a duty to maintain the confidentiality of all Board actions which are not required by law to be open to the public, including discussions and votes which take place at any Executive Sessions of the Board. Any Trustee violating this confidence may be removed from the Board.

ARTICLE VII

OFFICERS

A. Officers. The Officers of the Corporation consist of a President (the "Chair"), Vice President (the "Vice Chair"), a Secretary, and a Chief Financial Officer (the "Treasurer"). The Corporation also may have such other officers as the Board deems advisable.

1. Chair. Subject to Board control, the Chair has general supervision, direction, and control of the affairs of the Corporation, and such other powers and duties as the Board may prescribe. If present, the Chair shall preside at Board Meetings.

2. Vice Chair. If the Chair is absent or disabled, the Vice Chair shall perform all the Chair's duties and, when so acting, shall have all the Chair's powers and be subject to the same restrictions. The Vice Chair shall have other such powers and perform such other duties as the Board may prescribe.

3. Secretary. The Secretary shall: (a) keep or cause to be kept, at the Corporation's principal office, or such other place as the Board may direct, a book of minutes of all meetings of the Board and Board Committees, noting the time and place of the meeting, whether it was regular or special (and if special, how authorized), the notice given, the names of those present, and the proceedings; (b) keep or cause to be kept a copy of the Charters and these Bylaws, with amendments; (c) give or cause to be given notice of the Board and Committee meetings as required by these Bylaws and the Open Meetings Law; and (d) have such other powers and perform such other duties as the Board may prescribe.

4. Treasurer. The Treasurer shall: (a) keep or cause to be kept adequate and correct accounts of the Corporation's properties, receipts and disbursements; (b) make the books of account available at all times for inspection by any Trustee; (c) deposit or cause to be deposited the Corporation's monies and other valuables in the Corporation's name and to its credit, with the depositories the Board designates; (d) disburse or cause to be disbursed the Corporation's funds as the Board directs; (e) render or cause to be rendered to the Chair and the Board, as requested but no less frequently than once every fiscal year, an account of the Corporation's financial transactions and financial condition; (f) prepare or cause to be prepared any reports on financial issues required by an agreement on loans; and (g) have such other powers and perform such other duties as the Board may prescribe.

B. Election, Eligibility and Term of Office.

1. Election. The Board shall elect the Officers annually at the Annual Meeting or a Regular Meeting designated for that purpose or at a Special Meeting called for that purpose, except that Officers appointed to fill vacancies shall be elected as vacancies occur.

2. Eligibility. A Trustee may hold any number of offices, except that neither the Secretary nor Treasurer may serve concurrently as the Chair.

3. Term of Office. Each Officer serves at the pleasure of the Board, holding office until resignation, removal, disqualification from service, or until his or her successor is elected.

C. Removal and Resignation. The Board may remove any Officer, by vote of a majority of the entire Board, on examination and due proof of the truth of a written complaint by any trustee, of misconduct, incapacity or neglect of duty; provided that at least one (1) week's previous notice of the proposed action shall have been given to the accused and to each trustee. Any Officer may resign at any time by giving written notice to the Corporation, the resignation taking effect upon receipt of the notice or at a later date specified in the notice.

ARTICLE VIII

NON-LIABILITY OF TRUSTEES

The Trustees shall not be personally liable for the Corporation's debts, liabilities, or other obligations.

ARTICLE IX

INDEMNIFICATION OF CORPORATE AGENTS

The Corporation may, to the fullest extent now or hereafter permitted by and in accordance with standards and procedures provided by Sections 721 through 726 of the New York Not-for-Profit Corporation Law, indemnify any person made, or threatened to be made, a party to any action or proceeding by reason of the fact that he, his testate or intestate was a Trustee, Officer, employee or agent of the Corporation, against judgments, fines, amounts paid in settlement and reasonable expenses, including attorneys' fees.

ARTICLE X

SELF-DEALING TRANSACTIONS

The Corporation shall not engage in any self-dealing transactions, except as approved by the Board, in accordance with applicable federal and state law. "Self-dealing transaction" means a transaction to which the Corporation is a party and in which one or more of the Trustees has a material financial interest ("interested Trustee(s)"). Notwithstanding this definition, the following transaction is not a self-dealing transaction, and is subject to the Board's general standard of care: a transaction which is part of a public or charitable program of the Corporation, if the transaction (1) is approved or authorized by the Board in good faith and without unjustified favoritism, and (2) results in a benefit to one or more Trustees or their families because they are in a class of persons intended to be benefited by the program.

ARTICLE XI

OTHER PROVISIONS

A. Fiscal Year. The fiscal year of the Corporation begins on July 1 of each year and ends on June 30.

B. Execution of Instruments. Except as otherwise provided in these Bylaws, the Board may adopt a resolution authorizing any Officer or agent of the Corporation to enter into any contract or execute and deliver any instrument in the name of or on behalf of the Corporation. Such authority may be general or confined to specific instances. Unless so authorized, no Officer, agent or employee shall have any power to bind the Corporation by any contract or engagement, to pledge the Corporation's credit, or to render it liable monetarily for any purpose or any amount.

C. Checks and Notes. Except as otherwise specifically provided by Board resolution, checks, drafts, promissory notes, orders for the payment of money, and other evidence of indebtedness of the Corporation may be signed by the Chair, the Treasurer or duly authorized agents of the Corporation as its designees to sign checks, drafts, promissory notes, orders for the payment of money, and other evidence of indebtedness of the Corporation within the limits of specific financial policies and procedures to be approved by the Board.

D. Conflict of Interest. Any Trustee, Officer, or Committee member having an interest in a contract, other transaction or program presented to or discussed by the Board or Board Committee for authorization, approval, or ratification shall make a prompt, full and frank disclosure of his or her interest to the Board or Committee prior to its acting on such contract or transaction. Such disclosure shall include all relevant and material facts known to such person about the contract or transaction that may reasonably be construed to be adverse to the Corporation's interest. The body to which such disclosure is made shall thereupon determine, by majority vote, whether the disclosure shows that a conflict of interest exists or can reasonably be construed to exist. If a conflict is deemed to exist, such person shall not vote on, nor use his or her personal influence on, nor be present during the discussion or deliberations with respect to, such contract or transaction (other than to present factual information or to respond to questions prior to the discussion). The minutes of the meeting shall reflect proceedings, including the

disclosure made, the vote thereon and, where applicable, the abstention from voting and participation. The Board may adopt formal policies requiring:

1. Regular annual statements from Trustees, Officers and key employees to disclose existing and potential conflicts of interest; and

2. Corrective and disciplinary actions with respect to transgressions of such policies.

For the purpose of this section, a person shall be deemed to have an "interest" in a contract or other transaction if he or she is the party (or one of the parties) contracting or dealing with the Corporation, or is a Trustee or Officer of, or has a significant financial or influential interest in the entity contracting or dealing with the Corporation.

E. Construction and Definitions. Unless the context otherwise requires, the general provisions, rules of construction, and definitions contained in the New York Not-for-Profit Corporation Law and the New York Education Law shall govern the construction of these Bylaws. Without limiting the generality of the foregoing, words in these Bylaws shall be read as the masculine or feminine gender, and as the singular or plural, as the context requires, and the word "person" includes both a corporation and a natural person. The captions and headings in these Bylaws are for reference and convenience only are not intended to limit or define the scope or effect of any provisions.

F. Interpretation of Charter. Whenever any provision of these Bylaws is in conflict with the provisions of any Charter, the provisions of such Charter shall control. When any provision of these Bylaws is in conflict with provisions of applicable law, the provisions of applicable law shall govern and control, including the Open Meetings Law.

ARTICLE XII

AMENDMENT

A majority of the Trustees may adopt, amend or repeal these Bylaws, subject to approval by the Charter Entity when required.

CERTIFICATE OF SECRETARY

The undersigned does hereby certify that the undersigned is the Secretary of Uncommon New York City Charter Schools, an education corporation duly organized and existing under the laws of the State of New York; that the foregoing Bylaws of said Corporation were duly and regularly adopted as such by the Board of Trustees of said Corporation; and that the above and foregoing Bylaws are now in full force and effect.

_____

Secretary

_____

Date

UNCOMMON NEW YORK CITY CHARTER SCHOOLS
March 2016

R-13e-Code of Ethics

The Code of Ethics must conform to the applicable provisions of the General Municipal Law that have applied to charter schools since 2010 and the 2014 changes to the Not-For-Profit Corporation Law in 2014, which require certain conflicts of interest provisions. Applicants may not incorporate by reference a Code of Ethics that does not fully reflect the applicable General Municipal and Not-For-Profit Corporation Law provisions; rather, they must submit a full, up to date Code of Ethics.

Attach the Code of Ethics of the education corporation. The Code of Ethics must include a comprehensive and formal conflict of interest policy with specific procedures for implementing the policy and assuring compliance therewith in accordance with the Not-For-Profit Corporation Law. The Code of Ethics and conflict of interest policy must be written to apply not only to trustees, but also to officers and employees of the school in conformity with the General Municipal Law.

Refer to Exhibit I - Code of Ethics to the Leadership Prep Bedford Stuyvesant Charter Renewal application submitted on August 31, 2015 for the Code of Ethics of the Board of Trustees.

For the Conflict of Interest Policy of the Board of Trustees, see Response 13d – By Laws enclosed with this application for a new charter.

UNCOMMON NEW YORK CITY CHARTER SCHOOLS
March 2016

R-13f- Complaint Policy

The complaint policy must include procedures for handling complaints including from contractors, staff and parents.

Informal Complaint Procedures: An informal complaint is a complaint that does not concern the alleged violation of law or charter (e.g., a concern about an academic grade, the school's uniform policy, the school's cell phone policy, or the bus schedule). An individual who (or group that) has an informal complaint against a school policy or member of the school community is encouraged to contact the appropriate staff member at the School by telephone. All staff members are committed to responding promptly to informal complaints, either in person, by telephone, or in writing. If an informal complaint is not responded to and resolved promptly or satisfactorily, the group or individual should contact the Instructional Leader or Operational Leader to discuss the matter; the Instructional Leader or Operational Leader shall respond in person, by telephone, or in writing.

Formal Complaint Procedures: A formal complaint is a complaint that concerns an alleged violation of law and/or charter. An individual who (or group that) has a formal complaint against a school policy or a member of the school community may follow the informal complaint procedures set forth above. Alternatively, the individual or group may file a complaint in writing to the Chair of the School's Board of Trustees, who shall then appoint the School's Associate/Managing Director from Uncommon Schools or another designee(s) to review the complaint. If the substance of the complaint directly involves the School's Associate/Managing Director, the Associate/Managing Director shall not be appointed as the designee. After reviewing the complaint, the designee(s) will respond in writing to the complainant within a reasonable amount of time. At this time, the Chair of the Board of Trustees or the Chair's designee(s) shall provide the complainant with written notice of the opportunity to appeal the Board's decision to the Charter Schools Institute, and a copy of the Charter Schools Institute's grievance guidelines.

If, after receiving the written response from the Chair of the Board of Trustees and/or the Chair's designee, the individual or group determines that the Board has not adequately addressed their complaint, the complainant may present the complaint to the Charter Schools Institute, acting on behalf of the Board of Trustees of the State University of New York, which shall investigate and respond. If, after presentation of the complaint to the Charter Schools Institute, the individual or group determines that the Charter Schools Institute has not adequately addressed the complaint, the complainant may present the case to the State Education Department, acting on behalf of the Board of Regents, which shall investigate and respond. The Charter Schools Institute and the State Education Department each has the power and the duty to take remedial action to resolve the complaint, as appropriate.

Any individual or group that elects to follow the informal complaint procedures to resolve a formal complaint shall be permitted at any time to stop the informal complaint procedures and initiate the formal complaint procedures.

If an individual or group voices a complaint at a public meeting of the School's Board of Trustees or to individual trustees, trustees shall not respond to the substance of the complaint, but instead shall thank the individual or group for their time and direct them to the relevant complaint procedures.

UNCOMMON NEW YORK CITY CHARTER SCHOOLS
March 2016

R-14-District Relations

Provide strategies for establishing and maintaining an ongoing relationship with the local school district including any foreseen opportunities or challenges.

Provide a description of low-performing schools in the area where the proposed charter school intends to be located and explain how the charter school might partner with those schools to share best practices and innovations.

Uncommon Schools NYC has an ongoing collaborative relationship with the New York City School District, which was enhanced as a result of the Uncommon Impact-NYC Department of Education ("NYC DOE") Partnership. Beginning in the 2014-15 school year, Uncommon New York City has partnered with districts and schools from the NYC Department of Education to provide professional development for and to share best practices with their teachers and principals. This partnership was made possible by a grant from the New York State Department of Education focused on funding the dissemination of best practices from Uncommon schools.

Building off of this partnership, during the 2015-16 school year, we have held a series of workshops specifically for NYCDOE educators in Community School Districts 19 and 23, two of the highest-needs districts in NYC(for more information regarding these districts' performance, please see R01-Community Need and Proposed School Impact). These workshops are focused on critical aspects of reading instruction. Up to 300 educators have participated in each of these workshops, and they have been a critical component of our efforts to engage educators working at all schools, both charter and district, within our communities.

Uncommon NYC is in ongoing discussions with the District about additional opportunities to partner and/or expand our current partnerships to more teachers and schools.

In addition, as described in Response 02(d), we have held in-person meetings with three New York City Department of Education Superintendents to let them know about Uncommon NYC's planned growth. Each superintendent expressed support for Uncommon's plan to serve more families, and was each eager to continue the Impact partnership between Uncommon and the NYC DOE founded on sharing best practices.

Most importantly, Uncommon NYC is committed to proactive communication and collaboration with the Principals of schools that are co-located with Uncommon NYC schools. These strong relationships are built during building council meetings from ongoing, transparent communication about the needs of each school, and from flexible school leaders consistently work to find the best solutions for all collocated schools. Uncommon Directors of Operations, who manage each school facility, actively seek out ways to partner with schools and students in their buildings to foster stronger relationships built on collaboration. While each building and relationship is unique, some highlights of recent collaborations between Uncommon NYC schools and their co-located schools are as follows:

- Uncommon Preparatory Charter High School has form joint athletics programs with its co-located schools, including a football team.

- Brownsville Collegiate Charter School partnered with PS 150 to host Brownsville Community Resource Day with Senator Jesse Hamilton, Assemblywoman Latrice Walker and community partners NYC Department of Aging and Housing Preservation and Development, The Legal Aid Society, NY Legal Assistance Group, Brownsville Partnership, idNYC, NYU, and Healthfirst.
- Uncommon NYC partnered with the Community Board #3 Education & Youth Committee and fellow schools within Community Board #3 to host a School Resource Fair for District 36 and a Bed-Stuy Youth Resource Fair.
- Bed Stuy Collegiate and MS 267participated in a school-wide basketball and fitness clinic hosted by NBA FIT.
- Leadership Prep Ocean Hill Elementary Academy and PS 401 Christopher Ave. Community School celebrated Black History Month together with a performance and workshop by the Jamal Jackson Dance Company.

UNYC1 will work had to foster the sort of collaborative, trusting, and supportive relationships with any co-located school Principals that allowed the above activities to take place.

UNCOMMON NEW YORK CITY CHARTER SCHOOLS
March 2016

R-15ab-Student Demand

1. Student Demand, Community Support, Recruitment and Retention

(a) General Student Population

Provide a narrative description of student demand. Explain how it will enable the school to meet its proposed enrollment.

Student demand for seats in Uncommon New York City ("Uncommon NYC or USNYC") is sufficient to open an additional school that will meet its enrollment targets without affecting enrollment at existing Uncommon NYC schools. The table below displays the waiting list for seats in Uncommon Schools NYC as of March 23, 2016.

Grade	Uncommon NYC
K	4339
1	3141
2	3563
3	3951
4	5273
5	4142
6	4490
7	3450
8	5369
Total	37718

As can be seen above, there are over 37,000 students on the waiting lists for Uncommon NYC. Between these eighteen schools, there are over 4,100 students on 5th grade waiting list and over 4,300 students on the Kindergarten waiting list. While no exact calculation has been conducted, the Uncommon NYC student recruitment team estimates that it takes approximately 25 calls to fill each available seat, which may increase once the school year has already started. With this level of demand, Uncommon NYC can open an additional school taking in students predominantly in 5th grade and kindergarten without affecting enrollment at its existing schools, and can be confident that we will be able to meet our projected enrollment at UNYC1.

Uncommon NYC has also demonstrated an ability to recruit new students: in the 2015 lottery, Uncommon Schools received over 4,600 applications for 5th grade, and 6,500 for Kindergarten. This translates to approximately 11 applications per available open seat[1]. In grades where no lottery

[1] *See* ApplicationAdmissionSummary2015-16 submitted to the Institute in June 2015

was held, Uncommon Schools NYC received over 20 waitlist applications per available seat during the 2015 student recruitment season[2].

As further evidence of demand, Uncommon NYC has received over 1,750 signatures on a petition in support of the establishment of UNCY1. As indicated on the petition, almost all signers reside in the neighborhoods where UNYC1 may be located. The individuals who were willing to sign the petition were almost exclusively families with children who are currently in school or will be by the time UNYC1 opens in 2018, as they were the most supportive of expanding educational opportunities in their community. For a copy of the 2015 lottery report evidence of student demand, please see R-15c. For a copy of the petition signatures received in support of the opening of UNYC1, please see R-15e.

Based on the number of applications received during previous student recruitment seasons, combined with the overwhelming demand for school options indicated by petition signatures and in-person conversations with families during the course of our community outreach, we are confident that all of the K and 5 seats in year one and beyond for Uncommon New York City Charter School 1 will be filled.

(b) Target Population Enrollment

Please Note: Presenting a plan to recruit and retain target populations is a minimum statutory requirement. For further information about this requirement, refer to the Guidance Handbook.

Explain how the proposed school will meet or exceed the enrollment and retention targets established by the SUNY Trustees for students with disabilities, ELLs, and FRPL students. The response should:

- **Cite the proposed school's enrollment and retention targets as determined through the enrollment and retention calculator found here:**

  www.newyorkcharters.org/operate/existing-schools/enrollment-retention/.

- **Articulate the recruitment strategies the school will employ to attract each target population to the school (including outreach to parents in the community for whom English is not their primary language).**

- **Describe any at-risk admissions factors, set-asides, or "preferences" the school would offer to increase the likelihood of enrolling targeted students.**

- **Provide a brief explanation of the efforts, resources, structures or programs that the school will employ to retain these students and how the school will monitor the efficacy of such efforts including disaggregation of student performance data for each subgroup.**

As a public school, Uncommon New York City Charter School 1 (UNYC1) will be open to children who are eligible under the laws of New York State for admission to a public school. The school

[2] *Ibid.*

follows all applicable state and federal laws in admitting students. UNYC1 will not discriminate on the basis of intellectual ability, measures of achievement or aptitude, athletic ability, disability, race, creed, national origin, religion, or any other grounds that would be unlawful, in accordance with §2854(2) of the Education Law, the Americans With Disabilities Act, and to the extent permitted by Title IX of the Federal Civil Rights Act.

In accordance with the May 2010 amendments of the Education Law subdivision 2851(4), UNYC1 will be committed to meeting and exceeding the enrollment targets prescribed by the SUNY Trustees for charter schools for students with disabilities, English language learners, and students who are eligible applicants for the free and reduced price lunch program. Depending on which district UNYC1 opens in, the targets will range from the following:

Category	Minimum projected enrollment target at scale	Maximum projected enrollment target at scale
Economically Disadvantaged	614.9	755.3
English Language Learner	39.8	104.6
Students with Disabilities	123	185.4

UNYC1 is committed to attracting and retaining all students by offering a high- quality educational program, hiring and training highly-qualified teachers, and communicating regularly with families.

Outreach to Target Populations

In an effort to meet and exceed the SUNY enrollment targets, UNYC1 will follow the measures below, among others, to recruit student applicants.

IA. Overview of Recruitment Strategies

In alignment with our school's mission to serve all students from our surrounding communities, UNYC1, in coordination with other schools within the Uncommon Schools New York City region, will go to great lengths to ensure that our student recruitment outreach efforts target students with disabilities, students who are English language learners and students who are eligible for free or reduced price lunches.

UNYC1 and Uncommon Schools NYC will specifically target these high priority student groups, and will also work to ensure that all NYC students have the information and access required to pursue an Uncommon education.

Specifically,

- All Uncommon Schools in New York City that will recruit new students will work together on community outreach efforts. By combining our efforts and sharing information about all of our schools at one time, we will be able to reach far more students in New York City than if our schools work independently. This has most

effectively been achieved through a network-wide Community Day, in which all Uncommon New York City Schools have come together to canvass across Brooklyn, while simultaneously partnering with community organizations to host book fairs in some of our biggest Community School Districts.

- Our schools will use a combined application that will allow a family to apply to multiple Uncommon Schools with just one application. This will make it easier for a family to learn about and access all of our schools and allows our schools to reach a broader population of students.
- One of our largest efforts to reach prospective students will be through multiple mailings that we will send out throughout the student recruitment season. The New York City Department of Education provides lists of students by current grade and zip code to Vanguard Direct, Inc. Uncommon Schools will choose the zip codes near our schools that have the highest number of FRPL and ELL students and then will partner with Vanguard to send a mailing to those families. The final list will include close to 20,000 families of rising Kindergarten or 5th grade students. The mailing will include an application in English and Spanish as well as our brochure and a self-addressed, stamped envelope to limit the barrier to return the completed application.
- Uncommon Schools NYC will run both English and Spanish language ads in the New York City Housing Authority Journal. On their website, the NYCHA Journal says they are "hand-delivered to each of the 178,000 apartments in NYCHA's 334 public housing developments throughout the five boroughs." It will also be distributed to more than 10,000 NYCHA employees, and mailed to elected officials and community leaders. It is also available through email subscription.
- Uncommon Schools NYC will run both English and Spanish language ads in the Brooklyn Family Magazine and El Diario – other publications with great readerships.
- Uncommon Schools NYC will run advertisements for enrollment on buses with strategic routes throughout the CSDs we serve in Brooklyn.
- In order to reach a wider range of potential applicants, we have also launched turnstile advertisements at strategic subway stops like Broadway Junction and selected other highly trafficked subway stops for ads as well.

IB. Recruitment of Students with Disabilities

In order to meet enrollment targets for students with disabilities, UNYC1 will target its outreach to the families of students with disabilities by focusing on recruiting efforts at organizations serving students with disabilities and creating recruiting materials that more explicitly target students with disabilities.
Specifically,

- Using a list created by NYSED, UNYC1 will identify and target all preschools that are certified to offer services to students with disabilities in its school communities. Head Starts will be included in this search, as they are mandated to serve a student body with at least 10% students with disabilities. We will identify a list of preschools that are high priority for our schools due to their location and student population. These high priority sites will receive calls, visits, and recruitment materials for both elementary and middle school. In particular, UNYC1 will work with early childhood development centers in the Brownsville community, including Head Start centers.
- Uncommon Schools will identify other Head Starts and daycares. While slightly farther away from our schools, each center will still receive a call from our

admissions office to introduce Uncommon Schools NYC as well as to offer to have an Uncommon Schools NYC staff member visit the preschool in person to provide more information. These preschools will also receive a mailing that contains brochures, flyers and Kindergarten and 5th grade applications.

- UNYC1 will reach out to schools in our CSD, and talk about the supports we offer students. UNYC1 will ask if they have any referrals for students who would benefit from our programmatic support.
- UNYC1 will build strong connections with its Committee on Special Education and we will also ensure they know we are an option for students, should they wish to recommend students to join us.
- UNYC1 will reach out to related service agencies that we work with/have worked with in the past, and talk about the supports we offer students. We will ask if they have any clients they could recommend to apply.

To increase the likelihood that families of students with disabilities who receive recruiting materials will submit an application and to ensure that families of students with disabilities know that their students are eligible for our schools, we will include language in all our recruiting materials to encourage families of students with disabilities to apply.

Specifically,

- We will ensure that all our outreach and application materials clearly state that all students, including those with disabilities, are eligible to apply. This language will appear on our enrollment websites, Kindergarten and 5th grade lottery applications, waitlist applications for all grades, the brochures that we will distribute to organizations and mail to 20,000 Brooklyn families, as well as in the presentations given at our information sessions.
- Our admissions brochure will explicitly mention our high quality intervention programs that our schools offer of tutoring and small group instruction.
- Our admissions office and school based staff will be trained on this question so that they could answer the concerns of any families of potential applicants with special needs who called in.
- We will create a one-page overview of Special Education Services at Uncommon Schools, providing families with information about our support services.

<u>IC. Recruitment of English Language Learners</u>

In order to meet enrollment targets for students who are English language learners, UNYC1 will put a strong emphasis on recruiting all students who are English language learners. In particular, our recruitment efforts will focus on the recruitment of Spanish-speaking students, which reflects the demographics of the neighborhoods in which we are hoping to open UNYC1. UNYC1 will target its outreach efforts at organizations serving students and families who are English language learners and will continue translating all its student recruitment materials.

Specifically,

- To plan our outreach efforts, we will use Census tract data to create maps showing the distributions of the populations of the top five most spoken languages after English. We will use these maps to locate the highest density areas of these non-English speaking populations near our schools.

- Using these maps, we will create two community canvassing walks UNYC1 to take to travel through those neighborhoods. On the walks, school staff will visit local stores, organizations, and apartment buildings and hang flyers and leave brochures and applications in English and in Spanish at each location. In addition, school staff will talk to residents along the way (in English and in Spanish) to spread the word about our schools.
- We will translate all our outreach materials that are distributed by our schools. Materials that will be produced and disseminated in English and Spanish will include our enrollment website and online lottery and waitlist applications, paper lottery applications, full color brochures and flyers, posters, informational packets, and tear away information sheets.
- We will utilize the New York City Charter School Center's Common Application, which is available to families in six different languages.
- We will identify high priority local community organizations to reach out to based on factors including location, age group served and proximity to high non- English speaking populations. Each organization will receive a call from our admissions office by a fluent Spanish speaking staff member and a mailing including brochures, flyers and applications in both English and Spanish.
- We will meet with the Committee for Hispanic Children and Families, a non-profit referral service which helps Hispanic families find daycares, schools and enrichment programs for their students, to ensure that they are aware of our schools for an option for their families and provide them with outreach materials that they could share with the families that they serve.
- A Spanish speaking staff member will be available at our admissions office by phone and email 40 hours a week. Not only will he/she be available to take incoming calls, he/she will also follow up with all Spanish speaking families to encourage them to send in documentation to qualify for all admissions preferences to ensure they had the best possible chance of acceptance into our schools.
- We will take advantage of the DOE's Over-the-phone Interpretation Services, which allows our school staff members to communicate with a parent with the assistance of an interpreter on the phone. This service has increased our capacity to connect with families who speak a wider range of languages.
- Uncommon Schools NYC will run Spanish language ads with El Diario – a Spanish publication with the largest readership increase than any other daily newspaper in New York.
- We also know that families of our current ELL students are our best resource to reach new ELL students. All families at our schools will receive applications to distribute to family and friends in English and Spanish. Families of ELL students will receive extra applications in Spanish. In addition, each school will identify families of ELL students and families of non-ELL students where some Spanish is spoken at home who are interested in volunteering to support student admissions efforts. These families will meet with a school staff member to learn about a variety of ways that they can get the word out about our schools and distribute applications to others. These families will also be encouraged to speak at their churches, or other local organizations to spread the word about our schools.
- Uncommon Schools NYC will run Google ads in Spanish so that families searching for information about schools in New York City in Spanish will see ads for our school and be directed to our Spanish webpages and applications.
- Each applicant, whether they are selected in the lottery or placed on the waitlist, will receive a letter in both Spanish and English telling them the results of the lottery and the next steps to enrolling in the school.

ID. Recruitment of Students Eligible for Free and Reduced Price Lunch

In order to meet enrollment targets for students who are eligible for free and reduced price lunch, UNYC1 will place a high priority on recruiting students who qualify for free and reduced price lunch. UNYC1 will focus it recruiting efforts at organizations serving students who are eligible for free and reduced price lunch, as well as conducting outreach in New York City Housing Authority housing developments.

Specifically,

- Similar to our strategy for reaching new ELL families, we believe that enlisting the help of the families of FRPL students who are currently in our schools, is one of the most effective ways of recruiting new FRPL students. All of our schools will send home Kindergarten and 5th grade lottery applications with all their current students. In addition, schools will ask families who are interested in volunteering further to assist with hanging flyers in their neighborhoods, participating in phone banks to local organizations, or speaking at churches or other organizations that they are involved with.
- UNYC1 will work closely with a number of community organizations, in particular local Head Starts. Head Start programs are designed to serve low-income families, enrolling only families that meet income eligibility requirements.

We also know that many of our FRPL students currently reside in New York City Housing Authority sites. UNYC1 will focus recruiting efforts on NYCHA sites.

Specifically,

- Each Uncommon NYC school, including UNYC1, will be assigned at least one and in most cases several New York City Housing Authority sites that are within close proximity to their school. The school will then visit these sites to hang flyers, leave applications and speak with residents to ensure that residents of these locations are aware of our schools and have the necessary information and materials needed to apply.

IE. Year-Round Community Outreach

In addition to the many efforts outlined above, we plan to work to identify new organizations that can help us access these target populations. Beyond recruitment specific efforts, Uncommon Schools NYC will expand its community outreach efforts in all its school communities. Uncommon Schools NYC has recently restructured its External Relations team to take on two, full-time Community Engagement Coordinators. These Community Engagement Coordinators will be assisting in the development and implementation of a comprehensive community outreach strategy in order to improve our reach to targeted populations. Outreach and community development will be a year round priority for our schools, and we plan to hold more events to help inform school communities about the work that we are doing and the opportunities that exist within our schools. This includes partnering with local elected officials and community members and holding larger scale events that are open to the general public as well as the families that we serve directly.

Admissions

UNYC1 Elementary Academy provides admissions preference in its Kindergarten lotteries to siblings of students already enrolled in the school. Admissions preference is also given to students who qualify for free or reduced price lunch: families who qualify receive a preference that increases their chances of acceptance over students who do not qualify for free or reduced price lunches. Students who live within the school's CSD are also given an admission preference, in an effort to enroll a student population that has a similar demographic to that of the CSD in which the school is located. Families who qualify for SNAP (food stamps) or TANF (public assistance) benefits, or live in New York City Housing Authority housing are given an additional preference that further increases their chances for acceptance.

UNYC1 Middle Academy provides admissions preference in its lottery to siblings of students already enrolled in the school. The Middle Academy's admissions policy also gives an absolute admissions preference to students who live within the school's CSD, in an effort to enroll a student population that has a similar demographic to that of the CSD in which the school is located. If space remains after students who receive sibling or CSD preference are offered seats, students who reside outside UNYC1's CSD are admitted.

Because UNYC1 will take extensive outreach efforts to get the word out to as many families as possible about the school and because the school will enroll predominately students who reside in the school's CSD, the demographics of students at UNYC1 should match that of the school's CSD.

Evaluation of Recruitment and Enrollment Efforts

UNYC1 is committed to serving all students and will actively monitor enrollment with respect to enrollment targets established by the SUNY Trustees. While the Uncommon NYC Regional Team will help coordinate the recruitment process for all its Brooklyn schools and support each school in its efforts, the Directors of Operations at UNYC1 will be responsible for leading the recruitment and enrollment efforts. As a means of evaluating the efficacy of the school's recruitment and enrollment efforts at attracting these sub- populations of students, UNYC1 will closely monitor admissions information during the enrollment period and after students have enrolled in the school.

For example, during the student recruitment season, UNYC1 will track the number of applications received by families who indicate their home language is not English and who complete the Spanish version of the application through our online enrollment database, SchoolMint. These numbers will provide good indicators as to whether or not the school's outreach efforts are reaching students who may be English Language Learners and enables the school to adjust outreach efforts during the recruitment season.

When students enroll in the school, UNYC1 will gather information about whether or not the students qualify for Free or Reduced Price Meals or qualify for Special Education services. The school will then compare these numbers to those of the Community School District and determine whether or not it will needs to make modifications to community outreach efforts or admissions policies for the following year. Additionally, by examining the demographics of the entering Kindergarten and 5^{th} grade classes, UNYC1 can determine if it is making progress toward meeting the proposed enrollment targets for the entire school population.

Uncommon Schools and UNYC1 will document all student recruitment activities and is excited to continue tracking its progress and communication with families using our enrollment database system, SchoolMint.

In the fall of 2014, the Uncommon NYC Regional Team launched a partnership with SchoolMint, an enrollment data base platform. This platform serves as an application management tool -- allowing parents to create an account and apply for multiple Uncommon schools at one time. It also provides various data reports, tracking systems, online enrollment, and communication platforms which allow the UNYC1 Operations Team to identify applicants, run their lottery, register new students, and follow up as necessary. The Regional Team is also working closely with the Uncommon Schools Product Solutions Team to ensure that our IT infrastructure aligns with SchoolMint requirements and so that the network can determine the partnership's efficacy for future years.

After executing its first lottery and student recruitment and enrollment season with SchoolMint, Uncommon Schools NYC saw a 21% increase in the number of applications received.

In addition, UNYC1 will document its community outreach and admissions efforts each year by completing and submitting the Application and Admissions Summary each year.

If the school fails to meet or make progress toward meeting enrollment targets and outreach efforts do not reverse the trend, the school will consider altering its admissions policy to give enrollment preferences to certain demographic groups.

Persistence

In accordance with our mission to prepare students for college, we want all of our students, including FRPL, ELL and students with disabilities, to stay with us through high school graduation. We will analyze our data to ensure that we are serving students from these populations as effectively as all other students, and keeping them in our schools in the same numbers.

Evaluation of Retention Efforts

UNYC1's leadership team will be responsible for regularly monitoring and overseeing the school's retention efforts and the performance of students in the three populations. Historically, high levels of persistence for these sub-populations are indicators that the school's strategy for retaining students is working. UNYC1 will be committed to attracting and retaining all students by offering a high-quality educational program, hiring and training highly-qualified teachers, and communicating regularly with families. The Directors of Operations at UNYC1 will actively monitor the enrollment and retention of students who are English language learners, students who qualify for free and reduced price lunch, and students with special needs. If the numbers do not reach or exceed the targets established by the SUNY Charter Schools Institute, the school will revisit its enrollment and retention practices.

SUNY Charter Schools Institute
The State University of New York

Application and Admissions Summary

2015-16 School Year

Please return completed Excel spreadsheet by May 1, 2015 via e-mail to: charters@suny.edu

Name of Charter School:	Bedford Stuvesant Collegiate Charter School
Today's Date:	30-Apr-15
Date Lottery Occurred:	8-Apr-15
Grades Backfilled:	Grades 5 - 8

Grade	Total Chartered Enrollment for 2015-2016 [1]	Number of Returning Students [2]	Number of Timely New Applications Received [3]	Total Number of Students on Waiting List [4]	Projected Fall Enrollment as of May 1, 2015. [5]
Kindergarten	0	0	0	0	0
1	0	0	0	0	0
2	0	0	0	0	0
3	0	0	0	0	0
4	0	0	0	0	0
5	84	7	503	374	84
6	84	78	203	361	84
7	75	70	95	292	75
8	69	64	54	894	69
9	0	0	0	0	0
10	0	0	0	0	0
11	0	0	0	0	0
12	0	0	0	0	0
TOTAL	312	219	855	1921	312

[1]This is your chartered enrollment.

[2] Returning students should be listed for the grade they will be attending in the 2015-16 school year. Please include all returning students. Those students being retained would be listed in their current grade. Those being promoted would be listed in the next grade up.

[3] Timely applications are those received during the defined application period, which may not end sooner than April 1, 2015.

[4] Includes all applicants from previous waiting lists that may have rolled forward, as well as those applicants who participated in a lottery but did not win a seat at the school.

SUNY Charter Schools Institute
The State University of New York

Application and Admissions Summary

2015-16 School Year

Please return completed Excel spreadsheet by May 1, 2015 via e-mail to: charters@suny.edu

Name of Charter School:	Brooklyn East Collegiate Charter School
Today's Date:	30-Apr-15
Date Lottery Occurred:	8-Apr-15
Grades Backfilled:	5-8

Grade	Total Chartered Enrollment for 2015-2016 [1]	Number of Returning Students [2]	Number of Timely New Applications Received [3]	Total Number of Students on Waiting List [4]	Projected Fall Enrollment as of May 1, 2015. [5]
Kindergarten	0	0	0	0	0
1	0	0	0	0	0
2	0	0	0	0	0
3	0	0	0	0	0
4	0	0	0	0	0
5	84	7	445	233	84
6	84	78	203	242	84
7	75	70	103	623	75
8	69	64	54	1043	69
9	0	0	0	0	0
10	0	0	0	0	0
11	0	0	0	0	0
12	0	0	0	0	0
TOTAL	312	219	805	2141	312

[1]This is your chartered enrollment.

[2] Returning students should be listed for the grade they will be attending in the 2015-16 school year. Please include all returning students. Those students being retained would be listed in their current grade. Those being promoted would be listed in the next grade up.

[3] Timely applications are those received during the defined application period, which may not end sooner than April 1, 2015.

[4] Includes all applicants from previous waiting lists that may have rolled forward, as well as those applicants who participated in a lottery but did not win a seat at the school.

SUNY Charter Schools Institute
The State University of New York

Application and Admissions Summary

2015-16 School Year

Please return completed Excel spreadsheet by May 1, 2015 via e-mail to: charters@suny.edu

Name of Charter School:	Brownsville Collegiate Charter School
Today's Date:	30-Apr-15
Date Lottery Occurred:	8-Apr-15
Grades Backfilled:	Grades 5 - 8

Grade	Total Chartered Enrollment for 2015-2016 [1]	Number of Returning Students [2]	Number of Timely New Applications Received [3]	Total Number of Students on Waiting List [4]	Projected Fall Enrollment as of May 1, 2015. [5]
Kindergarten	0	0	0	0	0
1	0	0	0	0	0
2	0	0	0	0	0
3	0	0	0	0	0
4	0	0	0	0	0
5	84	7	406	69	84
6	84	78	166	205	84
7	75	70	95	189	75
8	69	64	52	681	69
9	0	0	0	0	0
10	0	0	0	0	0
11	0	0	0	0	0
12	0	0	0	0	0
TOTAL	312	219	719	1144	312

[1]This is your chartered enrollment.

[2] Returning students should be listed for the grade they will be attending in the 2015-16 school year. Please include all returning students. Those students being retained would be listed in their current grade. Those being promoted would be listed in the next grade up.

[3] Timely applications are those received during the defined application period, which may not end sooner than April 1, 2015.

[4] Includes all applicants from previous waiting lists that may have rolled forward, as well as those applicants who participated in a lottery but did not win a seat at the school.

SUNY Charter Schools Institute
The State University of New York

Application and Admissions Summary

2015-16 School Year

Please return completed Excel spreadsheet by May 1, 2015 via e-mail to: charters@suny.edu

Name of Charter School:	Excellence Boys Charter School of Bedford Stuyvesant
Today's Date:	30-Apr-15
Date Lottery Occurred:	8-Apr-15
Grades Backfilled:	Grades K- 8

Grade	Total Chartered Enrollment for 2015-2016 [1]	Number of Returning Students [2]	Number of Timely New Applications Received [3]	Total Number of Students on Waiting List [4]	Projected Fall Enrollment as of May 1, 2015. [5]
Kindergarten	86	4	655	543	86
1	86	80	115	405	86
2	86	80	103	411	86
3	83	77	88	581	83
4	83	77	89	862	83
5	84	78	292	275	84
6	84	78	103	454	84
7	75	70	47	383	75
8	69	64	36	223	69
9	0	0	0	0	0
10	0	0	0	0	0
11	0	0	0	0	0
12	0	0	0	0	0
TOTAL	736	609	1528	4137	736

[1]This is your chartered enrollment.

[2] Returning students should be listed for the grade they will be attending in the 2015-16 school year. Please include all returning students. Those students being retained would be listed in their current grade. Those being promoted would be listed in the next grade up.

[3] Timely applications are those received during the defined application period, which may not end sooner than April 1, 2015.

[4] Includes all applicants from previous waiting lists that may have rolled forward, as well as those applicants who participated in a lottery but did not win a seat at the school.

SUNY Charter Schools Institute
The State University of New York

Application and Admissions Summary

2015-16 School Year

Please return completed Excel spreadsheet by May 1, 2015 via e-mail to: charters@suny.edu

Name of Charter School:	Excellence Girls Charter School
Today's Date:	30-Apr-15
Date Lottery Occurred:	8-Apr-15
Grades Backfilled:	Grades K- 7

Grade	Total Chartered Enrollment for 2015-2016 [1]	Number of Returning Students [2]	Number of Timely New Applications Received [3]	Total Number of Students on Waiting List [4]	Projected Fall Enrollment as of May 1, 2015. [5]
Kindergarten	86	4	746	671	86
1	86	80	100	210	86
2	86	80	84	450	86
3	83	77	100	726	83
4	83	77	71	883	83
5	84	78	294	279	84
6	84	78	103	484	84
7	75	70	19	83	75
8	0	0	0	0	0
9	142	142	0	0	142
10	129	129	0	0	129
11	95	95	0	0	95
12	81	81	0	0	81
TOTAL	1114	991	1517	3786	1114

[1]This is your chartered enrollment.

[2] Returning students should be listed for the grade they will be attending in the 2015-16 school year. Please include all returning students. Those students being retained would be listed in their current grade. Those being promoted would be listed in the next grade up.

[3] Timely applications are those received during the defined application period, which may not end sooner than April 1, 2015.

[4] Includes all applicants from previous waiting lists that may have rolled forward, as well as those applicants who participated in a lottery but did not win a seat at the school.

SUNY Charter Schools Institute
The State University of New York

Application and Admissions Summary

2015-16 School Year

Please return completed Excel spreadsheet by May 1, 2015 via e-mail to: charters@suny.edu

Name of Charter School:	Kings Collegiate Charter School
Today's Date:	30-Apr-15
Date Lottery Occurred:	8-Apr-15
Grades Backfilled:	Grades 5 - 8

Grade	Total Chartered Enrollment for 2015-2016 [1]	Number of Returning Students [2]	Number of Timely New Applications Received [3]	Total Number of Students on Waiting List [4]	Projected Fall Enrollment as of May 1, 2015. [5]
Kindergarten	0	0	0	0	0
1	0	0	0	0	0
2	0	0	0	0	0
3	0	0	0	0	0
4	0	0	0	0	0
5	84	7	591	438	84
6	84	78	210	847	84
7	75	70	103	658	75
8	69	64	52	1322	69
9	0	0	0	0	0
10	0	0	0	0	0
11	0	0	0	0	0
12	0	0	0	0	0
TOTAL	312	219	956	3265	312

[1]This is your chartered enrollment.

[2] Returning students should be listed for the grade they will be attending in the 2015-16 school year. Please include all returning students. Those students being retained would be listed in their current grade. Those being promoted would be listed in the next grade up.

[3] Timely applications are those received during the defined application period, which may not end sooner than April 1, 2015.

[4] Includes all applicants from previous waiting lists that may have rolled forward, as well as those applicants who participated in a lottery but did not win a seat at the school.

SUNY Charter Schools Institute
The State University of New York

Application and Admissions Summary

2015-16 School Year

Please return completed Excel spreadsheet by May 1, 2015 via e-mail to: charters@suny.edu

Name of Charter School:	Leadership Prep Bedford Stuyvesant Academy
Today's Date:	30-Apr-15
Date Lottery Occurred:	8-Apr-15
Grades Backfilled:	Grades K-8

Grade	Total Chartered Enrollment for 2015-2016 [1]	Number of Returning Students [2]	Number of Timely New Applications Received [3]	Total Number of Students on Waiting List [4]	Projected Fall Enrollment as of May 1, 2015. [5]
Kindergarten	86	4	1314	1142	87
1	86	80	198	426	87
2	86	80	168	887	87
3	83	77	176	1593	83
4	83	77	149	1791	79
5	84	78	498	489	84
6	84	78	209	699	84
7	75	70	97	314	75
8	69	64	51	459	69
9	100	100	0	0	100
10	80	80	0	0	80
11	62	62	0	0	62
12	33	33	0	0	33
TOTAL	1011	884	2860	7800	1010

[1]This is your chartered enrollment.

[2] Returning students should be listed for the grade they will be attending in the 2015-16 school year. Please include all returning students. Those students being retained would be listed in their current grade. Those being promoted would be listed in the next grade up.

[3] Timely applications are those received during the defined application period, which may not end sooner than April 1, 2015.

[4] Includes all applicants from previous waiting lists that may have rolled forward, as well as those applicants who participated in a lottery but did not win a seat at the school.

SUNY Charter Schools Institute
The State University of New York

Application and Admissions Summary

2015-16 School Year

Please return completed Excel spreadsheet by May 1, 2015 via e-mail to: charters@suny.edu

Name of Charter School:	Leadership Prep Brownsville Academy
Today's Date:	30-Apr-15
Date Lottery Occurred:	8-Apr-15
Grades Backfilled:	Grades K - 7

Grade	Total Chartered Enrollment for 2015-2016 [1]	Number of Returning Students [2]	Number of Timely New Applications Received [3]	Total Number of Students on Waiting List [4]	Projected Fall Enrollment as of May 1, 2015. [5]
Kindergarten	86	4	1342	1262	86
1	86	80	190	197	86
2	86	80	156	274	86
3	83	77	169	531	83
4	83	77	152	1540	83
5	84	78	371	291	84
6	84	78	174	214	84
7	75	70	25	55	75
8	0	0	0	0	0
9	0	0	0	0	0
10	0	0	0	0	0
11	0	0	0	0	0
12	0	0	0	0	0
TOTAL	667	544	2579	4364	667

[1]This is your chartered enrollment.

[2] Returning students should be listed for the grade they will be attending in the 2015-16 school year. Please include all returning students. Those students being retained would be listed in their current grade. Those being promoted would be listed in the next grade up.

[3] Timely applications are those received during the defined application period, which may not end sooner than April 1, 2015.

[4] Includes all applicants from previous waiting lists that may have rolled forward, as well as those applicants who participated in a lottery but did not win a seat at the school.

SUNY Charter Schools Institute
The State University of New York

Application and Admissions Summary

2015-16 School Year

Please return completed Excel spreadsheet by May 1, 2015 via e-mail to: charters@suny.edu

Name of Charter School:	Leadership Prep Canarsie Academy
Today's Date:	30-Apr-15
Date Lottery Occurred:	8-Apr-15
Grades Backfilled:	Grades K-2 and 5-7

Grade	Total Chartered Enrollment for 2015-2016 [1]	Number of Returning Students [2]	Number of Timely New Applications Received [3]	Total Number of Students on Waiting List [4]	Projected Fall Enrollment as of May 1, 2015. [5]
Kindergarten	86	4	1277	1165	86
1	86	80	204	1323	86
2	86	80	57	856	86
3	0	0	0	0	0
4	0	0	0	0	0
5	84	7	530	338	84
6	84	78	197	516	84
7	75	70	41	891	75
8	0	0	0	0	0
9	0	0	0	0	0
10	0	0	0	0	0
11	0	0	0	0	0
12	0	0	0	0	0
TOTAL	501	319	2306	5089	501

[1]This is your chartered enrollment.

[2] Returning students should be listed for the grade they will be attending in the 2015-16 school year. Please include all returning students. Those students being retained would be listed in their current grade. Those being promoted would be listed in the next grade up.

[3] Timely applications are those received during the defined application period, which may not end sooner than April 1, 2015.

[4] Includes all applicants from previous waiting lists that may have rolled forward, as well as those applicants who participated in a lottery but did not win a seat at the school.

SUNY Charter Schools Institute
The State University of New York

Application and Admissions Summary

2015-16 School Year

Please return completed Excel spreadsheet by May 1, 2015 via e-mail to: charters@suny.edu

Name of Charter School:	Leadership Prep Ocean Hill Academy
Today's Date:	30-Apr-15
Date Lottery Occurred:	8-Apr-15
Grades Backfilled:	Grades K - 7

Grade	Total Chartered Enrollment for 2015-2016 [1]	Number of Returning Students [2]	Number of Timely New Applications Received [3]	Total Number of Students on Waiting List [4]	Projected Fall Enrollment as of May 1, 2015. [5]
Kindergarten	86	4	1220	1067	86
1	86	80	193	619	86
2	86	80	158	1019	86
3	83	77	179	857	83
4	83	77	148	1578	83
5	84	78	396	382	84
6	84	78	180	631	84
7	75	70	34	104	75
8	0	0	0	0	0
9	77	77	0	0	77
10	71	71	0	0	71
11	0	0	0	0	0
12	0	0	0	0	0
TOTAL	815	692	2508	6257	815

[1]This is your chartered enrollment.

[2] Returning students should be listed for the grade they will be attending in the 2015-16 school year. Please include all returning students. Those students being retained would be listed in their current grade. Those being promoted would be listed in the next grade up.

[3] Timely applications are those received during the defined application period, which may not end sooner than April 1, 2015.

[4] Includes all applicants from previous waiting lists that may have rolled forward, as well as those applicants who participated in a lottery but did not win a seat at the school.

SUNY Charter Schools Institute
The State University of New York

Application and Admissions Summary

2015-16 School Year

Please return completed Excel spreadsheet by May 1, 2015 via e-mail to: charters@suny.edu

Name of Charter School:	Ocean Hill Collegiate Charter School
Today's Date:	30-Apr-15
Date Lottery Occurred:	8-Apr-15
Grades Backfilled:	Grades 5 - 8

Grade	Total Chartered Enrollment for 2015-2016 [1]	Number of Returning Students [2]	Number of Timely New Applications Received [3]	Total Number of Students on Waiting List [4]	Projected Fall Enrollment as of May 1, 2015. [5]
Kindergarten	0	0	0	0	0
1	0	0	0	0	0
2	0	0	0	0	0
3	0	0	0	0	0
4	0	0	0	0	0
5	84	7	348	193	84
6	84	78	49	194	84
7	75	70	41	196	75
8	69	64	12	655	69
9	0	0	0	0	0
10	0	0	0	0	0
11	0	0	0	0	0
12	0	0	0	0	0
TOTAL	312	219	450	1238	312

[1]This is your chartered enrollment.

[2] Returning students should be listed for the grade they will be attending in the 2015-16 school year. Please include all returning students. Those students being retained would be listed in their current grade. Those being promoted would be listed in the next grade up.

[3] Timely applications are those received during the defined application period, which may not end sooner than April 1, 2015.

[4] Includes all applicants from previous waiting lists that may have rolled forward, as well as those applicants who participated in a lottery but did not win a seat at the school.

d) Community Support

Describe support for the proposal from community stakeholders or others including an analysis of both the depth of support and opposition to the school.

Despite conducing significant community outreach to inform the public of and solicit input on the proposal to establish UNYC1 (as described in Response 03(d)), only two comments expressing opposition to the school itself was received. Uncommon NYC does not believe that there is opposition to the establishment of UNYC1 sufficient to impede the successful implementation of the school's program.

Support

Petitions

As described in Response 3, Uncommon Schools NYC partnered with current parents and students to conduct community outreach and to obtain support for the proposal to establish UNYC1. Over the course of this outreach, an overwhelming number of petition signatures were received showing support for the school. Almost 100% of the signors were residents of the CSDs where UNYC1 may be located, and many indicated through their comments and through conversations with the parents and students conducting outreach that they have children who are or will be school-aged by the time the school opens. As each of the signatures collected required an in-depth conversation about Uncommon's school model, existing school options in the community, and Uncommon's planned growth, we are confident that these 1,750+ signatures reflect widespread support for the school. Copies of these signatures, as well as supportive comments received, are included in Response 15e.

Community Leader Support

In addition, as can be seen in Response 3(h), the overwhelming majority of community leaders who provided direct feedback regarding Uncommon NYC's planned growth through in-person meetings or via email or survey were supportive of Uncommon's school model and planned growth. Specifically, many cited Uncommon's past success, commitment to building community partnerships, and its Impact work alongside CSDs 19 and 23 as distinguishing, positive aspects of Uncommon's model. See Response 3(h) for a list of community leaders we met with and notes from conversations detailing their support.

Community Organization Support

Uncommon NYC is committed to working alongside community organizations in the neighborhoods we serve, and continues to improve and build upon our partnerships as we seek to expand in New York City. As described in Response 3(h), Uncommon reached out to over seventeen community based organizations to ask for their feedback regarding our planned growth and to learn more about their work. Uncommon has received support either in writing or verbally from Impacct Brooklyn, Brownsville Community Justice Center, and Breukelen Community Center, all community based organizations in the neighborhoods we serve. The correspondence exchanged and notes of meetings regarding Uncommon NYC's growth are included in Response 15e.

Support for Existing Schools

Finally, the high number of applications to existing Uncommon NYC schools is a strong indication of community support for the Uncommon NYC school model. There are currently over 37,000 students on our waiting lists, as described in Response 15a.

Opposition

The two respondents who expressed opposition to Uncommon NYC's planned growth via an online survey expressed opposition to charter schools in general and the fact that charter schools share space, resources, and communities with traditional DOE schools. While Uncommon NYC understands these perspectives, as can be seen in Response 15(a), it is clear that there remains tremendous demand from families for college preparatory schools in these communities. In addition, Uncommon NYC is committed to sharing best practices and resources with all schools, whether charter or traditional public schools (see Response 14 for more information about our partnership with some of NYC's most at-risk school districts).

For this reason, Uncommon NYC does not believe that the expressed opposition is a significant impediment to the successful establishment of UNYC1.

Uncommon Schools | New York City

Uncommon Schools New York City is applying for permission to open an additional K-12 charter school in Brooklyn. The school would open with K and 5 in 2018-19, and would eventually grow to serve students in grades K-12. Opening this additional school will allow us to offer more seats to the 30,000 students currently on our waiting list.

In order to granted this permission to open this school, we must gather support from the Brooklyn community for our application to open. **Please sign below if you would like to show your support for Uncommon Schools New York City's application to open an additional K-12 free, public charter school in your neighborhood.**

Full Name (First Last)	Neighborhood	Signature	Date (MM/DD/YY)	Email (optional)
Shorn Frederick Burke	Brownsville	Shorn Frederick Burke	3/4/16	
Shelly Ann Lacewell	Bed-Stuy	Shelly Ann Lacewell	3/4/16	[redacted]
Anita Jenkins	ENY	Anita S J	3/4/16	
Yonett MOORE		Yonett Moore	03-04-16	
Marcia Whint	Brownsville	Marcia Whint		
KATHLEEN QUARTEY	BROWNSVILLE	Kathleen Quartey		
Keisha Cargg	Brownsville	Keisha Cargg	3-4-16	
Ashana Mitchell	East-New York	Ashana Mitchell	3-4-16	

3/4/16

Uncommon Schools | New York City

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Full Name (First Last)	Neighborhood	Signature	Date (MM/DD/YY)	Email (optional)
KEVIN LANKS		Kevin mitchell	05/26/78	
Shamel Bradley		Shamel Bradley	2/29/16	
Bino Luciano			2/29/16	
Sarod Johnson	S. Johnson	S. Johnson	2/29/16	
Darryl Jones		Darryl Jones		
Ruth Canto		Ruth Canto		
REGINALD TATE		Reginald Tate		
Gillian Smith		Gillian Smith		

3/4/16

Uncommon Schools | New York City

Uncommon Schools New York City is applying for permission to open new elementary schools in Brooklyn.

In order to granted this permission to open this school, we must show that the Brooklyn community supports Uncommon School's application to open. **Please sign below if you would like to show your support for Uncommon Schools New York City's application to open an additional K-12 free, public charter school in your neighborhood.**

Full Name (First Last)	Neighborhood	Signature
Jennifer Grant	Bed Stuy	
Charlotte Pfetene	Bed Stuy	
Omon Ehimiaghe	East NY	

Date Collected: 2/24/16

Uncommon Schools | New York City

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Full Name (First Last)	Neighborhood	Signature
Garay, Jennifer	Crown Heights	
Benedim Zehra	Corsie	
Bukola Olafimlade	Bed-stuy.	
Fahima Begum	Bushwick	
Ramona Gonzalez-Medina	E.N.Y	

Date Collected: 2/26/16

Uncommon Schools | New York City

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Full Name (First Last)	Neighborhood	Signature
Gregory Thompson	East New York	Thompson
OSvaldo Valdez	east New York	OSvaldo Valdez
Shavorn Thompson	East New York	
Rosa Lamporende	Bedstuy	Rosa Lamporende
April Cummings	Crown Heights	
Kaesha Bowes	EastNY	

Date Collected: 2/26/16

Uncommon Schools | New York City

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Full Name (First Last)	Neighborhood	Signature
Richard Webb	Bedford	Richard Webb
MARIA ZAPATA	BUSWICK	[illegible]
Brian Brown	Queens	Brian Brown

Date Collected: 2/26/16

Uncommon Schools | New York City

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Full Name (First Last)	Neighborhood	Signature
Priscilla Jackson	Bed -Sty	P. Jackson
Myntis Singletary	E. Flatbrush	M. Singletary
Marsha Bloem	Bed Stuy	MB
Michele Brockett	Bed Stuy	M Brockett
Tachiana Hines	Bed Stuy	
Matthew Woodard	Bed - Stuy	
Evangeline Nickens	Bed. Stuy	E Nickens
Jeremiah Clark	Bed Stuy	J. Clark

Date Collected: 2/26/16

Uncommon Schools | New York City

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Full Name (First Last)	Neighborhood	Signature
Jeanne Taylor	Brownsville	
Tasha Wright	Bed stuy	Tasha Wright
Tania Lewis	Bed Stuy	
Garcia Sleyma		Sleyma Garcia
Qawand McConnell	Bel Stey	
Spearman Shalowa	Bed stuy	
Malia Kellum	Bushwick Ave	
Nichole Hill	Bushwick	Nichole Hill

Date Collected: 2/26/16

Uncommon Schools | New York City

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Full Name (First Last)	Neighborhood	Signature
[illegible]	Bedstuy	[illegible]
Matthew Woodruff	Bed stuy	[illegible]
[illegible]	Bed Stuy	[illegible]
Ati Spence	Bedstuy	[illegible]
FRED SAMUELS	" "	[illegible]
Shan Howard	"Bed stuy	[illegible]
[illegible]	Glendale	[illegible]
Julia Williams	East New York	[illegible]

Date Collected: 2/26/14

Uncommon Schools | New York City

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In order to granted this permission to open this school, we must show that the Brooklyn community supports Uncommon School's application to open. **Please sign below if you would like to show your support for Uncommon Schools New York City's application to open an additional K-12 free, public charter school in your neighborhood.**

Full Name (First Last)	Neighborhood	Signature
Sanchia Edghill	Bedstuy Brklyn	
Shaquasia Wilson	Bedstuy	
Elmir Thomas	Flatbush	
Wilburn Thomas	Flatbush	
Camillia E Paul	Bed Stuy	C E Paul
Caroline Lewis	East Flatbush	
Marghalai Shirgul	Bedstuy	Marghalai
Jaiim Shirgul	Bed stuy	Jaiim

Date Collected: 2/26/16

Uncommon Schools | New York City

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Full Name (First Last)	Neighborhood	Signature
Darnel Lewis		D. Lewis
Nicole Holden	Bedstuy	
Barbara Smith	Bedsty	BSmith
RODINE FADAEL	Flatbush	
Andrea Cornwall	Bedstuy	Andrea Cornwall
Ingrid Mallette	Bedstuy	
Heather Reid	Bedstuy	HReid
Mable Bastien	Bed Stuy	MBastien

Date Collected: 2/26/14

Uncommon Schools | New York City

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Full Name (First Last)	Neighborhood	Signature
Regina Edwards	Bed Stuy	Regina Edwards
Karen Davis	Bed Stuy	Karen Davis
William Torres	Shirley, NY	William Torres
Louise Rankine	East New York	Louise Rankine
Francine Sterling	Crown Heights	F Sterling
CharMaigne Patterson	East NY	CPatterson
Conny Santos	East NY	Conny Santos
Shenette Smith	Cambria Heights NY	Shenette Smith

Date Collected: 2/26/14

Uncommon Schools | New York City

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Full Name (First Last)	Neighborhood	Signature
CAndice Ellis	Bedstuy	Candice Ellis
Janice Ross	Bushwick & East	Janice Ross
DIANA STEVENS	Flatbush.	
Petagaye Wallace	Flatbush	
NIKKI Henderson	Brownsville	
SIMEI DIAZ	E.N.Y	
Natasha Euridis	Shyerson -	Natasha Euridis
Clarisse Kouadjo	Brownsville	

Date Collected: 2/26/16

Uncommon Schools | New York City

Uncommon Schools New York City is applying for permission to open an additional K-12 charter school in Brooklyn. The school would open with K and 5 in 2018-19, and would eventually grow to serve students in grades K-12. Opening this additional school will allow us to offer more seats to the 30,000 students currently on our waiting list.

In order to granted this permission to open this school, we must gather support from the Brooklyn community for our application to open. **Please sign below if you would like to show your support for Uncommon Schools New York City's application to open an additional K-12 free, public charter school in your neighborhood.**

Full Name (First Last)	Neighborhood	Signature	Email (optional)
Robert Gresham	Bed stuy	Robert Gresham	
Christopher Moye	Bed stuy	Christopher Moye	
Terrance Fagan	Bed stuy	Terrance Fagan	
Ashley Britton	Bed stuy	Ashley Britton	
Simone Cremona	Bed stuy	Simone Cremona	
Daisha Gregory	Bed stuy	Daisha Gregory	
Diamond	Walker	Diamond Walker	
Maja	Korley	Maja Korley	

Date: 3/15/16

Uncommon Schools | New York City

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In order to granted this permission to open this school, we must gather support from the Brooklyn community for our application to open. **Please sign below if you would like to show your support for Uncommon Schools New York City's application to open an additional K-12 free, public charter school in your neighborhood.**

Full Name (First Last)	Neighborhood	Signature	Email (optional)
Matnis	Ocean Hill		[redacted]
Zaukeu	Jmkfu		
Naicage Watson	Brownsville		
Shyheim Lewis	Bedstuy		
Shaquiel Peters	Bedstuy		
Aaron Saunders Jr	Bedstuy	Aaron Saunders Jr.	
Monte Mclerd	Bedstuy		[redacted]
Marjorie white	Brownsville		

Date: 3/15/16

Uncommon Schools | New York City

Uncommon Schools New York City is applying for permission to open an additional K-12 charter school in Brooklyn. The school would open with K and 5 in 2018-19, and would eventually grow to serve students in grades K-12. Opening this additional school will allow us to offer more seats to the 30,000 students currently on our waiting list.

In order to granted this permission to open this school, we must gather support from the Brooklyn community for our application to open. **Please sign below if you would like to show your support for Uncommon Schools New York City's application to open an additional K-12 free, public charter school in your neighborhood.**

Full Name (First Last)	Neighborhood	Signature	Email (optional)
Tina Deland	Canarsie		
Andrew Andino	East New York	Andrew	
Philbert Weekes	East New York	Philbert	
Cynthia Moires	Brownsville		
Mohamed Hanafi	Canarsie		
JOAN BYGRAVE	Bed St		
Lloyd Patterson	East New York	Patterson	
Yinet Rodriguez	Canarsie	Yinet Rodriguez	

Date: 3/15/16

Uncommon Schools | New York City

Uncommon Schools New York City is applying for permission to open an additional K-12 charter school in Brooklyn. The school would open with K and 5 in 2018-19, and would eventually grow to serve students in grades K-12. Opening this additional school will allow us to offer more seats to the 30,000 students currently on our waiting list.

In order to granted this permission to open this school, we must gather support from the Brooklyn community for our application to open. **Please sign below if you would like to show your support for Uncommon Schools New York City's application to open an additional K-12 free, public charter school in your neighborhood.**

Full Name (First Last)	Neighborhood	Signature	Email (optional)
Broomy	Bed-Stuy	D. Broome	
Adrienne Williams	Bed-Stuy	A Williams	
Thaline Tarpinian	Bed-stuy		
Cameron James	Bed Stuy	Cameron James	
Olasabé Salami	Bed Stuy		
Nielandra Tho	Bed Stuy		
Jose Chacón	Bedstuy		
Sabrina Mcleod	Brownsville		

Date: 3/15/16

Uncommon Schools | New York City

Uncommon Schools New York City is applying for permission to open an additional K-12 charter school in Brooklyn. The school would open with K and 5 in 2018-19, and would eventually grow to serve students in grades K-12. Opening this additional school will allow us to offer more seats to the 30,000 students currently on our waiting list.

In order to granted this permission to open this school, we must gather support from the Brooklyn community for our application to open. **Please sign below if you would like to show your support for Uncommon Schools New York City's application to open an additional K-12 free, public charter school in your neighborhood.**

Full Name (First Last)	Neighborhood	Signature	Email (optional)
William Chappelle	East N.Y.	William Chappelle	
Lafette Robin		L Robinson	
Jovan Myers	E N Y	J. Myers	
Carlos Mateo		Carlos Mateo	
Heaven Colter	E.N.Y	Heaven Colter	
Edythe Santos	ENY	Edythe Santos	[redacted]
Santos		Santos	
Raymond Sosa	E.N.Y.	Jaymond Sosa	

Date: 3/7/16

Uncommon Schools | New York City

Uncommon Schools New York City is applying for permission to open an additional K-12 charter school in Brooklyn. The school would open with K and 5 in 2018-19, and would eventually grow to serve students in grades K-12. Opening this additional school will allow us to offer more seats to the 30,000 students currently on our waiting list.

In order to granted this permission to open this school, we must gather support from the Brooklyn community for our application to open. **Please sign below if you would like to show your support for Uncommon Schools New York City's application to open an additional K-12 free, public charter school in your neighborhood.**

Full Name (First Last)	Neighborhood	Signature	Email (optional)
JAMAL JENKIN	EAST NEW YORK	Jamal Jenkin	
Lester Presley	ENY	Lester	
Shirley Charles	ENY	Shirley Charles	
Michael Jenkin	Jamaica, NY		
John Parker	East New York	John Parker	
Jean	Green	Green	
Natalie Gonzalez		Natalie Gonzalez	
Sherman		Sherman	

Date: 3/7/16

Uncommon Schools | New York City

Uncommon Schools New York City is applying for permission to open an additional K-12 charter school in Brooklyn. The school would open with K and 5 in 2018-19, and would eventually grow to serve students in grades K-12. Opening this additional school will allow us to offer more seats to the 30,000 students currently on our waiting list.

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Full Name (First Last)	Neighborhood	Signature	Email (optional)
Ariel Lopez		Ariel Lopez	
G. Vasquez		G.V.	
Cheryl Griffin	So. Ozone	Cheryl Griffin	
[illegible]	South Jamaica	[illegible]	
Justin McCoy	So. Ozone	Justin McCoy	
Tajeuv. Wade	South Jamaica	Tajeuv. Wade	
Deanna payne		Deanna payne	
ARTHUR Eusleton	S. OZone	Arthur Eusleton	[redacted]

Date: 3/7/16

Uncommon Schools | New York City

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Full Name (First Last)	Neighborhood	Signature	Date (MM/DD/YY)	Email (optional)
DAMARK Thomas	Bed Stuy		3-/08/16	
William Rowell	Bed Stuy	William Rowell	3-08-16	
Darrick Thomas	Bed Stuy		3/8/16	
Sarah Gumora	↓	Sarah Gumora	3-08-16	
NANCY SANCHEZ	Bed-Stuy		3-8-16.	
Karen Sealy	Bed-Stuy	Karen Sealy	3/8/16	
Christophe Young	Bed-Stuy HS		3-8-16	
Sabrina Nelson	Bedstuy H.S	S. Nelson	3-8-16	

Uncommon Schools | New York City

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Full Name (First Last)	Neighborhood	Signature	Email (optional)
Niarrie Sutton	East New York	niarri Sutton	[redacted]
Latisha Hancock	Long Island	L Hancock	
HANNAH LEITH	EAST N Y		
Brown Jennifer	east NY	Jennifer Brown	
Hillary Davenport		Hillary Davenport	
Duane Dan	east newyork	Duane D	
Shaneka Braxton	East newyork	S	
Lashanna Jackson	East Newyork		

Date: 3/8/16

Uncommon Schools | New York City

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Full Name (First Last)	Neighborhood	Signature	Date (MM/DD/YY)	Email (optional)
Brittney Osborne	Bed-Stuy Brooklyn			
Senay Williams	Bushwick Brooklyn		08/06/88	
Simmone Williams	Brooklyn			
Faleca	Bedfrdstyvsnt			
JASON Ransom	Brooklyn		3/9/16	
Dana Hagans	East New York		3/9/16	
Alivia Plummer	ENY			
Elizabeth Fo	Brooklyn			

Uncommon Schools | New York City

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Full Name (First Last)	Neighborhood	Signature	Email (optional)
Bonnie Noble	ENY	Bonnie Noble	
Egrant	ENY	Eardagrant	
TIMOTHE SHUMWAY	ENY		
Nicole Smith	ENY	Nicole Smith	[redacted]
Rohan, Tahiyya	ENY		

Date: 3/9/16

Uncommon Schools | New York City

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Full Name (First Last)	Neighborhood	Signature	Email (optional)
Tamisha Fulton	East Newyork	Tamisha Fulton	
Olivia Williams		O. Williams	
Stephen Vungamai	East New York		
Antarett Smith	ENY		

Date: 3/9/16

Uncommon Schools | New York City

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Full Name (First Last)	Neighborhood	Signature	Date (MM/DD/YY)	Email (optional)
Ray Brooks	Bklyn (BV)	Ray Brooks		
Mike Rosado	Crown Heights			
Julian Merlo	Brooklyn (Brownsville			

3/9/16

Uncommon Schools | New York City

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Full Name (First Last)	Neighborhood	Signature	Email (optional)
CLAUDIA AKINBO	ENY	C Akinbo	
Arleasear Roberson	ENY	Arleasear Roberson	
B. Billups, Patsy	ENY	Patsy Billups	
Ray Robinson	ENY	Raymond Robinson	
Marla D Harris	ENY	M. Harris	
John Glover	ENY	J Glover	
Carmen Bellez		Carmen Bellez	
Ernest Tucker	BDY		

Date: 3/9/16

Uncommon Schools | New York City

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Full Name (First Last)	Neighborhood	Signature	Email (optional)
Shaquille Ranger	Bayview	SR	[redacted]
CYNTHIA MORALES	EAST NEW YORK		
Robert Isaac	East New York R.	R I	
Mahed Jamal	East New York	M.F	
Amara Estebah	EAST NY	A.E	
Joyce Rousseau	East NY	J. Rousseau	
Mitchell Yates	ENY	Mitchell Yates	
Shamona Kickland	ENY	Shamona	

Date: 3/9/16

Uncommon Schools | New York City

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Full Name (First Last)	Neighborhood	Signature	Email (optional)
Aida Rivera	East New York	Aida Rivera	
Naadica Clark	East New York	N. Clark	
Lucilla Fitzhugh	East New York	Lucilla Fitzhugh	
Joseph Rivera	East New York		[redacted]
Joyce Larsen	East New York	J Larsen	
Barry Taylor	ENY	Barry Taylor	
David Russell	ENY	David Russell	
DEON Brown	ENY		

Date: 3/9/16

Uncommon Schools | New York City

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Full Name (First Last)	Neighborhood	Signature	Email (optional)
Beatty, Latief	Bk NY		
Marjorie Brown Beatty			
Donnella Tyson			
Michael Curs			
Nate Bethea		Nate Bethea	
Antonio Barnett		Antonio Barnett	
Carlton Allum			
Blanca Galarza			

Date: 3/9/16

Uncommon Schools | New York City

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Full Name (First Last)	Neighborhood	Signature	Email (optional)
Andre Robinson	770 Fulton Street, Apt 3K Brklyn 11238	Andre Rob	[redacted]

Date: 3/4/16

Uncommon Schools | New York City

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Full Name (First Last)	Neighborhood	Signature	Email (optional)
Raven White	Crown Heights	Raven White	
Kimberly Conway	Crow Heights		
Carl White	Crown Heights		
Pauline White	Crown Heights		
Greisy Rosa	Crown Heights		
Bryan Monigie	Crown Heights		[redacted]
Nicole Nurse	Crown Heights		
Lorraine Cole	Crown Heights		

Date: 3/23

Uncommon Schools | New York City

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Full Name (First Last)	Neighborhood	Signature	Email (optional)
WILFREDO LOPEZ	BUSHWICK	Wilfredo Lopez	
Clara Perez	BUSHWICK	Clara Perez	
LUIS MARTINEZ	BUSHWICK	Luis Martinez	
Smith	Bushwick		
Hilda Felix	Bushwick	Hilda E. Felix	
Mike JARVIS	Bushwick		
Michelle Scaley	Bushwick		
Carol Graham	✓		

Date: 3/22/16

Uncommon Schools | New York City

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Full Name (First Last)	Neighborhood	Signature	Email (optional)
Carlos Maneebo	BUSHWICK	Carlos Maneebo	
Laura Jimenez	Bushwick	Laura Jimenez	[redacted]
Joanna Ortiz	Bushwick	Joanna Ortiz	
Vira Hnasn	Bushwick		
YANSEN	East NY		
Sherequa Howard	Bushwick		
Carlos Vazquez	Bushwick	C. Vazquez	
Blanca Reyes	Bushwick	B. R.	

Date: 3/22/16

Uncommon Schools | New York City

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Full Name (First Last)	Neighborhood	Signature	Date (MM/DD/YY)	Email (optional)
Emmanuel Valdez	Bushwick	Emmanuel Valdez		
Sharon Pierre	Jamaica			
R Hulmes	Bushwick			
Malaysia Riley	Bushwick	Malaysia Riley		
Michael Ortiz	Bushwick			
Bethania Lamis	Bushwick	Bethania Lamis		
Erwin Jones	Erwin Jones	Erwin Jones		
Jason Jones	Bushwick			

3/22/16.

Uncommon Schools | New York City

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Full Name (First Last)	Neighborhood	Signature	Email (optional)
Shenigua Lozada	Bushwick	S. Lozada	
Maria Castillo.		Maria Castillo	
Ahiya Bah-Rabia			
Dyhar Bah Traore			
Debbie Delapara		Debbie Delapara	
Nancy Delgado		Nancy Delgado	
Timisha Harvell		T Harvell	
Adrienne Jones		Adrienne Jones	

Date: 3/21/16

Uncommon Schools | New York City

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Full Name (First Last)	Neighborhood	Signature	Email (optional)
Justin	Bushwick		
Pedro	Bushwick		
Cruz	Bushwick		
R Antonio	Bushwick		
Tony Proechel	Bushwick		
Kevin Smith	Bushwick		
William Vaughn	Bushwick		
Matt Lawless	"		

Date: 3/21/16

Uncommon Schools | New York City

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Bushwick.

Full Name (First Last)	Neighborhood	Signature	Date (MM/DD/YY)	Email (optional)
Jeffrey Dyke	Brooklyn			
Antoine Knight	Brooklyn			
Janiah Black	Brooklyn			

3/21/16. Bushwick.

Uncommon Schools | New York City

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Full Name (First Last)	Neighborhood	Signature	Email (optional)
TALIB MUHAMMAD	Bushwick	T. Muhammad	

Date: 3/21/16

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Full Name (First Last)	Neighborhood	Signature	Date (MM/DD/YY)	Email (optional)
Kathleen	Bed-Stuy	K Louis	3/19/16	
Sonia Smith	~~Bed~~ East New York	S Smith	3/19/16	[redacted]
Bethel Cato	East New York		3/19/16	
Yonett Moore	East New York	Yonett Moore	03-19-2016	
Tashawna Sams	East Nly		3/19/2016	
Sandra Cartel	372 Blake Ave	S. Carto	3-19-16	
Carrie Walls	Brownsville	CWalls	3-19-16	
Larry Farrell	Eeast New York	Larry Farrell	3-19-16	

Uncommon Schools | New York City

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Full Name (First Last)	Neighborhood	Signature	Date (MM/DD/YY)	Email (optional)
Rosa Williams	East New York Blvd.	Rosa Williams	3-19-2016	
Tamara Farrow	BLVD	Tamara Farrow	10-9-75	
Frances Farrow	BLVD	Frances Farrow	3-19-45	
LARRY WOODS	BLVD	Larry Woods	12-31-69	
Mack Farrell	BLVD	mack Farrell	3-15-1923	
O. Mack	BLVD	O. Mack		
TA-SHEKIA Mayo	BLVD	Tashekia Mayo	10-25-71	
LARRY Mayo 3/19/16.	BLVD	Larry Mayo	9/22/83	

Uncommon Schools | New York City

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Full Name (First Last)	Neighborhood	Signature	Email (optional)
Russell Miller	Jamaica Queens	Russell Miller	
Von Weir	St. Albans	K. Weir	
Holley, Shanna	Jamaica Queens	Shanna Holley	
Kenyatta Mitchell	Jamaica		

Date: 3/19/16.

Uncommon Schools | New York City

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Full Name (First Last)	Neighborhood	Signature	Email (optional)
Nicole Barrett			[redacted]
Patricia Richards-Skeete			
Byron Jay Bowman	Bed-stuy		
Dan Campbell			
Quanda Bonepart	ENY		
Amy Lucas	Bed Stuy		
Valdissa Robinson	East flatbush		
Tenzin Dekyi	Bushwick		

Date: 3/19/16

Uncommon Schools | New York City

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Full Name (First Last)	Neighborhood	Signature	Email (optional)
Kallian Roberts	East Nly.	K. Roberts	
Edwin Smith	Oceans Hill	Edwin Smith	
Belgica Watson	East flabbash	Belgica	
Xenobia Cox	Bed Stuy	Xenobia Cox	
Sanders Shirlene	Bed Stuy	Shirlene Sanders	
Daryl Carolina	Crown heights	Daryl Carolina	
Carla Reid	Bed Stuy	C. Reid.	
Randy Martinez	Bed Stuy	Randy Martinez	

Date: 3/19/16

Uncommon Schools | New York City

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Full Name (First Last)	Neighborhood	Signature	Email (optional)
Claire Samuelson	Bed Stuy		
Elayna Marcus	Bed Stuy		
Rachel Wilson	Crown Heights		
Sharmi Campbell	Bed-Stuy		
SEDINA LOWE	Crow Heights		
Marlon Richards			
Lynessa Adams	Bed Stuy		
Sheila Trotter	Bed S		

Date: 3/19/16

Uncommon Schools | New York City

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Full Name (First Last)	Neighborhood	Signature	Email (optional)
Bobbie Walker	Bed STuy	Bobbie Walker	
Nerissa Andrew	Brownsville	NA	
Cherry Garcia	Brownsville	Cherry Garcia	

Date: 3/19/16

Uncommon Schools | New York City

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Full Name (First Last)	Neighborhood	Signature	Email (optional)
Robert Scott		Robert Scott	
Emma Minter		Emma Minter	
Ameerah Elsamadicy		A. El	
TW/sort	Brownsville		
N. Hall	Brownvill		
Lydia Pilgrim	Brownsville	LP	
Tynisha Rose	Brownsville	Tynisha Rose	
Rosalin Morales		R Morales	[redacted]

Date: 3/18/16.

Uncommon Schools | New York City

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Full Name (First Last)	Neighborhood	Signature	Email (optional)
Tyshawn Rushins		T. Rushins	
Edwards		C Edwards	
TNC12	Bed Stuy.		
Natacha	Bed Stuy	N. Chaven.	
Paula Felder	Bed Stuy		
Michelle Turner	Bed Stuy		
Mc Queen	Trina	Trina McQueen	
Tiffany Franklin	Bed stuy		

Date: 3/18/16

Uncommon Schools | New York City

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Full Name (First Last)	Neighborhood	Signature	Email (optional)
Sharie Brown	[redacted]	[signature]	[redacted]
Zenner Bostic		Zenner Bostic	
	Crown Heights		
Leslie Black		[signature]	
Shamel Black	[redacted]	Shamel Black	

Date: 3/16/16 crown heights.

Uncommon Schools | New York City

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Full Name (First Last)	Neighborhood	Signature	Email (optional)
Deonne Blair	Crown Heights	D. Blair	
Debbie Lewis	Brownsville	D. Lewis	
Veronica Freeman	Brownsville	V. Freeman	[redacted]
Jacquelyn Stanford	Crown Hights	J. Stanford	
Rudy DESIR	Brownsville		
Josh Stevens	Bed-Stuy		
Barbara Braxton	Bed Stuy		
Bobbie Walker	Bed Stuy	Bobbi Walker	

Date: 3/16/16.

Uncommon Schools | New York City

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Full Name (First Last)	Neighborhood	Signature	Email (optional)
Ramatulai Barry	Crown Height		[redacted]
Nathaniel Bernard	East New York	N. Bernard	
Oswald Charles			
TERRANCE JOHNSON	Bed Stuy		
Natasha Blaize	Crown Height	Natasha Blaize	
JESSICA CUMMINGS	Bed Stuy		
Ivory Cannady	Bed Stuy		
Candida Skinner	Crown Height	C Skinner	

Date: 3/15/16

Uncommon Schools | New York City

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Full Name (First Last)	Neighborhood	Signature	Email (optional)
April S. Blanding	Crown Hights	April S Blanding	[redacted]
Eddie F. Armstron	Crown Hights	Eddie Armstrong	
Shernella Armstrong	Bed stuy	Shernella Armstrong	
ShaKahnie Nelson	Crown Heights	S. Nelson	
Tinisha Belgrave	Brownsville	Tinisha Belgrave	
TONIA BENJAMIN	East Newyork	Tonia Ba	
Yasenia Castro	Crown heights		
Melissa Dacosta	Canarsie		

Date: 3/16/16

Uncommon Schools | New York City

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Full Name (First Last)	Neighborhood	Signature	Email (optional)
Tiffany Baugh	Brownsville		
Geraldine King	Brownsville		
Equanna Brown	Brownsville		
Shana Boyd	Brownsville		
Dion Ayers	Brownsville		
Mongoughd	Brownsville		
Aatifa Douglas	East Flatbush		
Jason Nurse	East Flatbush		

Date: 3/14/16

Uncommon Schools | New York City

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Full Name (First Last)	Neighborhood	Signature	Email (optional)
Hillarie Whithe	East NY	Hillarie Whithe	
Nicola ONEAL	East NY	Nicola Oneal	[redacted]
Mary L Turner Bey	East NY	Mary L Turner Bey-308	
MARIO MAXWELL	Brooklyn	Mario Maxwell	
David Borden	Brooklyn	David Borden	
Melanie Guichard	Bushwick	Melanie Guichard	
Will Torcey	Bushwick	W. Torcey	
Emiliano Fiaucci	Bushwick	Emiliano Fiaucci	

Date: 3/12/16

Uncommon Schools | New York City

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Full Name (First Last)	Neighborhood	Signature	Email (optional)
Martina Surrency	E104/Ocean Hill		[redacted]
Maurice Chandler	Crown Heights		
Jonathan Conyers	Brownsville		[redacted]
Nicolette Martinez	Brownsville		
Lorna McCalman	Brownsville		
Viviana Matlaas	Bay Side		
Cesar Santos	Bay Side		
Barry Abou	Crown height		[redacted]

Date: 3/14/16.

Uncommon Schools | New York City

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Full Name (First Last)	Neighborhood	Signature	Date (MM/DD/YY)	Email (optional)
Delores Tony	E.N.Y		3/13/16	
Charles Bonex	E.N.Y		3/13/16	
J. Campbell	E.N.Y		3/13/16	
Grace Watson	E.N.Y		3/3/16	
Latoya Tonya	E.N.Y		3/13/16	
Shawn	E.N.Y		3/13/16	
Kendra	E.N.Y		3/13/16	
John Turner	E.N.Y		3/3/16	

uncommon Schools | New York City

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Full Name (First Last)	Neighborhood	Signature	Date (MM/DD/YY)	Email (optional)
Chevi-Ann Brownie	E.N.Y	C Brown	3/13/16	
Davaughn White	E.N.Y	D. White	3/13/16	
Tyrell Thomas	E.N.Y	T. Thomas	3/13/16	
Wayne White	E.N.Y		3/13/16	
Kareem Tomkins	E.N.Y	Kareem Tomkins	3/13/16	
James Dudley	E.N.Y	James Dudley	3/13/16	
Michael Vargas	E.N.Y	Michael Vargas	3/13/16	
STACEY JOHNSON	E.N.Y	Stacey Johnson	3/13/16	

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Full Name (First Last)	Neighborhood	Signature	Date (MM/DD/YY)	Email (optional)
DENNIS JOSEPH	E.N.Y	Dennis Joseph	3/13/16	
ANDRA MERRELL	E.N.Y	Andra Merrell	3/13/16	
Tiffany Walters	Bedford Stuy.	Tiffany Walters	3/13/16	
Janie Wesley	Bedford Stuyvesant	Janie Wesley	3/13/2016	
Nicole Francis	Pink Houses	Nicole Francis	3/13/16	
Tyrick Francis	Pink Houses	Tyrick Francis	3/13/16	
Kim Lee	Pink Houses	Kim Lee	3/13/16	
Michael Mar	Atlantic Ave	Michael Mar	3/13/16	

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Full Name (First Last)	Neighborhood	Signature	Date (MM/DD/YY)	Email (optional)
Mashon Pooches	E.N.Y	Mashon Pooches		
Eva Blackman	E.N.Y	Eva Blackman		
Robin Henderson	E.N.Y	Robin Henderson		
John Robinson	E.N.Y	John Robinson		
Janeth Ibarra	E.N.Y	Janeth Ibarra		
Shenell Powell	Blvd	Shenell Powell		
Al Bryant	Blvd	Al Bryan		
Pat Walters	Blvd	Pat Walters		

3/11/16.

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Full Name (First Last)	Neighborhood	Signature	Date (MM/DD/YY)	Email (optional)
Shirley Squire	Blvd	Shirley Squire	3/14/16	
Shakema	Blvd		3/14/16	
Lydia Irvin	Blvd	Lydia Irvin	3/14/16	
Shawn Irvin	Blvd		3/14/16	
Lee Irvin	ENY.		3/14/16	
Ernestine Hurtte	Blvd	Ernestine Hurtte	3/14/16	
Mary Barnes	Blvd	Mary Barnes	3/14/16	
Teeja H Wilson	Blvd		3/17/16	

3/11/16 East N.Y.

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Full Name (First Last)	Neighborhood	Signature	Date (MM/DD/YY)	Email (optional)
Nicole Pfeife	Red hook		3/3/16	
Robin Holmes	Red hook		3/3/16	
Tevon Brinson	Linden		3/3/16	
Prince Kouadh	Blvd		3/3/16	
Tuesday Johnson	Blvd		3/3/16	
Shanell Johnson	Blvd		3/3/16	
Marie Johnson	Blvd		3/3/16	
Zach Johnson	Blvd		3/3/16	

3/11/16. East N.Y.

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Full Name (First Last)	Neighborhood	Signature	Email (optional)
Teayarra Johnson	[redacted]	Teayarra Johnson	[redacted]
William Ramos	Starr st city		
Elliott Spooner	ENY		
Maryann Rodriguez	East New York	Maryann Rodriguez	
Rabyatou	East New York		
Renee Overton	East New York		
Nancy Rivera	ENY		
Norberto Rivera	ENY		

Date: 3/10/16

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Full Name (First Last)	Neighborhood	Signature	Email (optional)
Ethel Knight		Ethel Knight	
Shareef	East New York		
Juan Moore	Brownsville		
Ada Moore	E N Y		
Shademore	E N Y		
Debra Turner	Crown Heights		
Melisa	E N Y.		
DAVID	Obeissant		

Date: 3/10/16

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Full Name (First Last)	Neighborhood	Signature	Date (MM/DD/YY)	Email (optional)
Prince Wesley	[redacted]	Prince Wesley	2/13/16	
Andre Mayfield	Blvd	Andre Mayfield	2/14/16	
Carla Faulk	Cypress	Carla Faulk	2/24/16	
Naomi Foriell	Bushwood	Naomi Foriell	12/7/93	
Herman Donalson	Kingsborough	Herman Donalson		
Kwsheon Horrison	Tremont	Kwsheon Horrison	6/28/83	
Kevin Brown	ENY	Kevin Brown		
Melissa Brown	Blvd	Melissa Brown		

3/10/16.

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Full Name (First Last)	Neighborhood	Signature	Email (optional)
Elizabeth Goddard	East New York / Carnarsie	Elizabeth Goddard	[redacted]
Janice Newsome	~~Jamaica~~ Van Bro	Janice Newsome	
Paul Hayes	Brownsville	Paul Hayes	
Melody Smith	Brownsville	Melody Lt	
Jamel Bowe	Brownville	jamel bowe	
[illegible]	Brownsville	[illegible]	
Sasha-Kay	Brownsville	S Rattigan	
Robert Scott	Brownsville	[illegible]	

Date: 3/10/16

3/9/16

uncommon Schools | New York City

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Full Name (First Last)	Neighborhood	Signature	Date (MM/DD/YY)	Email (optional)
Diane Ballard	804 Boulevard	Diane Ballard	Mar 9th 2016	
Grisgilla Fountain	Linden Houses	Grisgilla Fountain	march 9th 2016	NONE
[illegible]	Boulevard	[illegible]	1/1/75	
SAMUEL ROMAN	BOULEVARD	[illegible]	7/17/65	NONE
DAVID [illegible]	BOULEVARD	[illegible]	3/9/16	NONE
MICHAEL BARNES	BOULEVARD	[illegible]	8/27/66	
Andre mack	Boulevard	[illegible]	[illegible]	
Dennis Joseph	Blvd	[illegible]	3/9/16	

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Full Name (First Last)	Neighborhood	Signature	Date (MM/DD/YY)	Email (optional)
RoDell	Blvd	Rodell Boone	3/9/16	
Michael	Blvd	M. Mullin	3/9/16	
Mary Greene	Blvd	Mary Greene	3/9/16	
Monroe Haynes	Blvd	Monroe Haynes	3/9/16	
Mary Jackson	Blvd	Mary Jackson	3/9/16	
Elizabeth Conde	Blvd	E Conde	3/9/16	
Valerie cotton	Blvd	Valerie Cotton	3/9/16	
Daisy Jenkins	Blvd/ENY	Daisy Jenkins	3/9/2016	

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Full Name (First Last)	Neighborhood	Signature	Date (MM/DD/YY)	Email (optional)
Jaden Garrett	Bed-Stuy	Jgarrett	3/2/16	
Hale Sartwell	Bed-Stuy	Hale Sartwell	3-2-16	
Jordan Moore	CNY	Jordan Moore	08/16/01	
Cherlene Adetowun	Brownsville	Cherlene Ade	3/02/16	
Jailene Perry	Woodhaven		3/2/16	
Emmanuel Griffin	[redacted]	Emmanuel Griffin	3/2/16	
Elijah Griffin		Elijah Griffin	3/2/16	
Zamiah Brooker	East Flatbush		3/2/16	

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Breezy Melendez	Bedstuy	Breezy Melendez	3/2/16	
DENI KRISTEN SABUG	Canarsie		3/2/16	
Nia Fearon	Bedstuy		3/2/16	
Jennifer Lawrence	Bed-stuy	Jennifer Lawrence	3/2/16	
Cedric Green	Canarsie		3/2/16	
Elan McGinty	canarsie		3/2/16	
Trenell Blatts	canarsie		3/02/16	
Dipabdh	Canarsie		3/2/16	

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Full Name (First Last)	Neighborhood	Signature	Date (MM/DD/YY)	Email (optional)
Felicia Bakaid	Brownsville	Felicia Bakaid	3/2/16	———
Rayanne patrick	Canarsie	R. Patrick	3/2/16	

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Full Name (First Last)	Neighborhood	Signature	Date (MM/DD/YY)	Email (optional)
Kimberly Johnson	BedStuy	Kimberly Johnson	2/26/16	
Michael Kantam	Bedstuy	M. Kantam	2/26/16	
Nathaniel Richter	Bedstuy	Nathaniel R.	2/26/16	
Oliver Hagerty	Bed-Stuy	O. Hagerty	2/26/16	
Patrick Martin	Bed-Stuy	P. Martin	2/26/16	
Milo Jackson	Bedstuy	Milo Jackson	2/26/16	
Riona Brown	bedStuy		2/26/16	
Robert Pontellier	B-Stuy	Robert Pontellier	2/26/16	

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Full Name (First Last)	Neighborhood	Signature	Date (MM/DD/YY)	Email (optional)
Saadiq Khalid	Bedstuy	Saadiq Khalid	2/26/16	
Samantha Martinez	Bed Stuy	S. Martinez	2-26-16	
Talia Levy	bedstuy	T	2/26/16	
Jason Quan	Bedstuy	Jason Quan	2/26/16	
Kevin Lopez	Bedstuy	K. Lopez	2/26/16	
Lea Elton	Bedstuy	Lea Elton	2/26/16	
Mariah Lemos	Bedstuy	Mariah Lemos	2/26/16	
Macaela Jack	Bedstuy	Macaela Jack	2/26/16	

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Full Name (First Last)	Neighborhood	Signature	Date (MM/DD/YY)	Email (optional)
Divine Vincent	Canarsie	D. Vincent	2/26/16	—
Reginn Stewart	Canarsie	R. Stewart	2/26/16	—
Lauren Clarke	Canarsie	Lauren Clarke	2/26/16	—
Loraina Theodore	canarsie	L. Theodore	2/26/16	
Tyari Jenkins	Canarsie	T. Jenkins	2/26/16	
Jevauhn Allen	canarsie	J. Allen	2/26/16	
D'andre Campbell	canarsie	D. Campbell	2/26/16	
Ufunke Jackson	canarsie	U. J	2/26/16	

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Full Name (First Last)	Neighborhood	Signature	Date (MM/DD/YY)	Email (optional)
Brooklyn Ortiz	Williamsburg	aB.O*	2/27/16	
Nicki Zapata	Williamsburg	Nicki. Zapata	2/27/16	
Shaliyah Philyp	Williamsburg [redacted]	S. Philyp	2/27/16	
Dylan Cohen	Williamsburg	Dylan C.	2/27/16	
Meghan H.	Bushwick	Meghan H.	2/27/16	
Liam Duffy	williamsburg	Liam Duffy	2/27/16	
Natasha Dean	canarsie	N. Dean	2/27/16	
Saskia Curry	Williamsburg	Saskia Curry	2/27/16	

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Full Name (First Last)	Neighborhood	Signature	Date (MM/DD/YY)	Email (optional)
Thomas Lee	Cumarsie	T. Lee	2/27/16	
Shawn Tisdale	Williamsburg	Shawn Tisdale	2/27/16	
Noah Paul	Williamsburg	Noah Paul	2/27/16	
Lizbeth Lebron	Williamsburg	Lisbeth Lebron	2/27/16	
Ethan Jones	Williamsburg	Ethan J.	2/27/16	
ALEXA LAM	WILLIAMSBURG	ALEXA.	2/27/16	
Brian Gomez	Williamsburg	B Gomez	2/27/16	
David Soto	Williamsburg	David Soto	2/27/16	

2128116

Uncommon Schools | New York City

Uncommon Schools New York City is applying for permission to open an additional K-12 charter school in Brooklyn. The school would open with K and 5 in 2018-19, and would eventually grow to serve students in grades K-12. Opening this additional school will allow us to offer more seats to the 30,000 students currently on our waiting list.

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Full Name (First Last)	Neighborhood	Signature	Email (optional)
Brandon Layne	Brownsville	Brandon Layne	
Harris Amon	Brownsville	Harris Amon	
Shakayla Smith	brownsville	S.S	
Zaniya Johnson	Bushwick	Z. Johnson	
Angela Taylor	brownsville	A. Taylor	
Andrea Young	Brownsville	Andrea Y.	
Nicolas brown	Brownsville	N.brown	
[illegible]	Brownsville	[illegible]	

Date: 2128116

Uncommon Schools | New York City

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Full Name (First Last)	Neighborhood	Signature	Email (optional)
Timothy Alvarez	Canarsie	T. Alvarez	
Ashley Martinez	Canarsie	Ashley Martinez	
ZAKIA JAMES	CANARSIE	Zakia James	
Angely Taylor	Canarsie	Angely Taylor	
Genesis D.	Canarsie	Genesis	
Misty Alqun	Canarsie	Misty Alqun	
Athena Parks	Canarsie	Athena Parks	
Omra Holloway	Canarsie	O. Holloway	

Date: 2/28/16

Uncommon Schools | New York City

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Full Name (First Last)	Neighborhood	Signature	Date (MM/DD/YY)	Email (optional)
Keyani Chambers	Crown Heights	KC	2/27/16	
Queda Davis	ocean HILL	Queda D.	2/27/16	
Tekiara James	Williamsburg	Tekiara James	2/27/16	
Vanessa Jones	Bushwick.	Vanessa J	2/27/16	
AMBER BROWN	Williamsburg.	Amber Brown	2/27/16	
Hugo Balhdki	Williamsburg	Hugo	2/27/16	
Mia Weiss	Williamsburg	mia	2/27/16	X
Miles Medrick	Williamsbug	M/Mel	2/27/16	

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Full Name (First Last)	Neighborhood	Signature	Date (MM/DD/YY)	Email (optional)
Edmund Constantine	Bed Stuy	Edmund Constantine	2/25/16	
Roy Stram	Bed Stuy	Dalton Rutram	2-25-16	
M. Hopkins	Bed Stuy	M Hopkins	2/25/16	
Eleanor Phillips	Bed Stuy	Eleanor Phillips	2/25/16	
Herbert Smith	Bed. Stuy	Herbert Smith	2-25-16	
Elliot Ratley	Bed Stuy	E. R	2-25-16	
Kasandra Byrd	Bed Sty	K Byrd	2/25/16	
V. CLARKE.	Bed Sty.	V. Clarke	2/25/16	

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Full Name (First Last)	Neighborhood	Signature	Date (MM/DD/YY)	Email (optional)
GIVES, A.	CROWN HGTHS		2/25/16	
CLETUS HOOTO	SHEEPSH		2/25/16	
James Carter	Queens	James Carter	2/25/16	
Natalie Pyle	BKlyn	Natalie Pyle	2/25/16	
Steve Gonzalez	JAMAICA		2/25/16	
Jeanette Testman	Brunswick		2/25/16	
Jackson, Barbara	Bensh		2/25/16	
James William	Bed Stuy	James William	2/25/16	

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Full Name (First Last)	Neighborhood	Signature	Date (MM/DD/YY)	Email (optional)
Doris Mc Gill	Bed-Stuy	D McGill	2/25/16	
Francine Davis	Brownsville	Francine Davis	2/25/16	
Matt Holmes	Bed Sty	M Holmes	2/25/16	
Teresa Johnson	Bed Sty	T Johnson	2/25/16	
Charles Overton	Bed-Sty	C Overton	2/25/16	
Elyse Eckle	Bed Sty	Elyse Eckle	2/25/16	
Jana Brish	PRATT		2/25/16	
Derek Jones	Bed Sty	Derek Jones	2.25.16	

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Full Name (First Last)	Neighborhood	Signature	Date (MM/DD/YY)	Email (optional)
Linda Hawkins	Bed-Stuy	Linda Hawkins	2/26/2016	Kay
Loretta Tasker	Sun Set PK	Loretta Tasker	2/26/2016	
Eleanora Stoney	E. Flatbush	Eleanora Stoney	2-26-16	
Darlene Smith	Bed/Stuy	[illegible]	2/26/16	
Sandra Scott	Williamsburg	Sandra Scott	2-24-16	
William Dillhoff	Flatbush	William Dillhoff	2-26-16	
Richard Montgomery	Bed-Stuy	Richard Montgomery	2-26-16	

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Full Name (First Last)	Neighborhood	Signature	Date (MM/DD/YY)	Email (optional)
Theresa	Bed Stuy		02-26-16	
[illegible]	Bed Stuy		2/26/16	
[illegible]	Bed Stuy		2/26/16	
[illegible]	Clinton Hill		2-26-16	
Rosemary	Crown Heights	Rosemary Lyons	2/26/16	
Gloria Cooke	ENY		2/26/16	
[illegible]	BEDSTUY		2/26/16	
[illegible]	JAMAICA		2/26/16	

2/29/16

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Full Name (First Last)	Neighborhood	Signature	Date (MM/DD/YY)	Email (optional)
[illegible] Antoine				
Gerard Pierre				
Kevin Nicolas				
Jaffen Riddick				
Linda Abdullah				
Kenyetta Jackson				
Tamara Murphy				
Sakeya Isaac				

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Full Name (First Last)	Neighborhood	Signature	Date (MM/DD/YY)	Email (optional)
Nicole Rivera	Brownsville	Nicole Rivera		
Kwina Hosre.	~~Bed-Stuy~~	Brownsville		
Mickel Daughtry	Bed-Stuy	M. Daughtry		
Anthony Williams	Brownsville	A. Williams		
Darby Sherman	Bed-Stuy			
Tracie Dyke	Bed-Stuy			

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Full Name (First Last)	Neighborhood	Signature	Date (MM/DD/YY)	Email (optional)
Clayton Townsend	East NY	Clayton Townsend	03/01/16	
Dyane Antoine	East NY	Dyane Antoine	3/1/16	
Phil Springer	East NY	Phil Springer	3/1/16	
Ouida Rohan	East New York	Ouida Rohan	3/1/16	
Gail Webber	East N.Y.	Gail Webber	3-1-16	
Selina Webber	East NY	Selina Webber	3-1-16	
Katia Webber	East N.Y.	Katia Webber	3-1-16	
Brenda Berry	East N.Y.	Brenda Berry	3-1-16	

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Full Name (First Last)	Neighborhood	Signature	Date (MM/DD/YY)	Email (optional)
MILTON Perez	Bedstuy	Milton Perez		
C. GONZALEZ	Bed-Stuy	C. Gonzalez		
N. GIBSON	BED-STUY	N. Gibson	3/2/16	
A. McDuffie	" "	A. McDuffie	3/2/16	
Q. Thomas	"Bed/stuy	Q. Thomas	3/2/16	
K. Tinsley	Bedstuy	K. Tinsley	3.3.16	
S. Hardy	Bed Stuy	S. Hardy	3.3.16	

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Full Name (First Last)	Neighborhood	Signature	Email (optional)
Victoria Simon	[redacted]		
Raquel Colon	Brownsville		
Kenyetta Cobbs	East N.Y		[redacted]
Ruth Ashe	Brownsville		
Rachell DREW	BROWNSVILLE		
Dana Jackson	[redacted]		[redacted]
Jonathan Hall	Crown Heights		
Josefina Delgado	Bed stuy		

Date: _____

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Full Name (First Last)	Neighborhood	Signature	Date (MM/DD/YY)	Email (optional)
Claudette Morris	Lefferts		1-21-16	
Dana Sharpe	Bed-Sty		1-21-2016	
Lundawatter Rogers	Bed Sty	L Rogers	1-21-206	
Audrey Coke-Lynn	E.N.Y.	A.N. Coke	1/21/16	
Laitrice Edwards	East New York		01/21/16	
Don Maria	East Flatbush		01/21/16	
Keaton Jones	Crown Heights		01/21/16	
Ana E. Ramirez	Williamsburg	Ana E. Ramirez	1/21/2016	

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Full Name (First Last)	Neighborhood	Signature	Date (MM/DD/YY)	Email (optional)
Afaremeyerin Mulcon	Prospect Heights		1/21/2016	[redacted]
Pata Grimes	Ft Green		1/21/206	
Mamie	Bed Sty.		1/21/16.	
SHARON LAWRENCE	BROWNSVILLE	Sharon M. Law	1/21/16	
Shaun Mughy	Bed Sty		1/21/16	
Stephanie Mercy	Prospect Heights		1/21/16	

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Full Name (First Last)	Neighborhood	Signature	Date (MM/DD/YY)	Email (optional)
Keisha Jerryman	Brooklyn	Keisha Jerry	01/21/16	[redacted]
Tiffany Harewood	Brooklyn	~~Tiffany Harewood~~	1/21/16	
Tinde Johns	Brooklyn		1/21/16	
Christina WN	Brooklyn		1/21/16	
Raulte Archer	Brooklyn		1/21/16	
Ila	Brooklyn ~~Joseph~~		11-21-16	
Kim Singletary	Brooklyn		1/21/16	[redacted]
Carol Brown	Flatbush			

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Full Name (First Last)	Neighborhood	Signature	Date (MM/DD/YY)	Email (optional)
Priscelda Alcide	Brooklyn	Alcide	01/21/2016	
Suzanne Seraphin	Brooklyn	Seraphin, Suzanne	1/21/16	[redacted]
Wanda Shields	Brooklyn	Wanda S	1/21/16	
Ermilo Gassant	Brooklyn	E Gassant	1/21/16	

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Full Name (First Last)	Neighborhood	Signature	Date (MM/DD/YY)	Email (optional)
Stonisell Rutherford	Brooklyn		01/21/16	
Takiyah Johnson	Bushwick	T. John	01.21.16	
Damalli Ebanks	Brooklyn	Damalli Ebanks	1/21/16	
Jacqueline Powell	Crown Hgts	Jacqueline Powell	1/21/16	
Brathwaite	Crown Hgts		1/21/16	
Joseph-Pesnell			1/21/16	
DARIO TRUJILLO	CROWN HEIGHTS		1/21/16	
Aleisha Woodley	Mill Basin		1/20/16	

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Full Name (First Last)	Neighborhood	Signature	Date (MM/DD/YY)	Email (optional)
David Richard Schinman	Bed Stuy		1-21-16	[redacted]
Tracy-Ann Campbell	Clarkson Ave	Campbell	1-21-16	
ILLIANA RONALDS	flatbush	Ronald	1/21/16	
Yoming Castillo	Brownsville	Yoming Castillo	1/21/16	
MOHAMED	BROWNSVI	SOW	1/21/16	
Teneisha Oliviere	Bedstuy		1/21/16	
Carol Brown	Flatbush			
Taleesha Davis	East NY	Alonna D	1/21/16	

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Full Name (First Last)	Neighborhood	Signature	Date (MM/DD/YY)	Email (optional)
Sands, Chana	Bed stuy		1-21-16	[redacted]
Wes DeRose	Canarsie		1-21-16	
Devonde Williams	Flatbush		1-21-16	
Sunita Jackman	East New York		1/21/16	
Kaleya	Flatbush		1-21-16	
Langston	Bronx Heights		01/21/16	

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Full Name (First Last)	Neighborhood	Signature	Date (MM/DD/YY)	Email (optional)
April Jones	Flatbush/PLG		1/21/16	[redacted]
Rubina Ahsan	Crown Heights		1/21/16	
Mahalia Texidor	Bedstuy		11/21/16	
Wilson	Bedstuy	Ernest Wilson	1/21/16	
Kathy Johnson	Bedstuy		1/21/16	
Gerard Strong	Bedstuy		1/21/16	
~~Blanca~~ Rosa	~~Johns~~ Bedstuy		1/21/16	
Kevin Henry	Crown Heights		1/21/16	

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I9Full Name (First Last)	Neighborhood	Signature	Date (MM/DD/YY)	Email (optional)
Baptiste, Leslie	East New York		07/06/68	[redacted]

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19Full Name (First Last)	Neighborhood	Signature	Date (MM/DD/YY)	Email (optional)
Jessica Brown	bed ford stuyvesant		01/21/2015	[redacted]
Nicole Nobley	Bedford Stuyvesant		01/21/2015	
ONARI Nobley	Bedford Stuyvesant		01/21/2015	
Kishasha Duncan	Bedford stuyvesant		01/21/2015	
Dana Maxwell	Bedford Stuyvesant		01/21/2015	
Ann Marie Dennis	Bed Stuy		1/21/15	
Yolanda Hill	Cypress Hill/ENY		1/21/15	
Michael Dardaropoli	Bedford stuyvesant		1/21/16	

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Full Name (First Last)	Neighborhood	Signature	Date (MM/DD/YY)	Email (optional)
Yadira Caban	Brooklyn	Yadira Caban	1/21/16	[redacted]
HARISSATou DIALLO	BROOKLYN	Harissatou	1/21/16	
Lynn Gonzales	BKlyn		1/21/16	
RHONDA V. SMITH	BED-STUY BROOKLYN	Rhonda V. Smith	01/21/16	
Muriel Sharpe	Jamaica Queens	M. Sharpe	1/21/16	
Mervis Burgos	Bed-stuy Brooklyn	Mburgos	1/21/16	
Ellen Johnson	Brooklyn	Ellen John	1/21/16	
Sandra Nieto	Brooklyn	Sandra Nieto	1/21/16	

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19Full Name (First Last)	Neighborhood	Signature	Date (MM/DD/YY)	Email (optional)
COOMBS, AL	BED STUY	Al Coombs	1/21/2016	[redacted]
Sampson, Debra	Crown Heights	Debra Sampson	1/21/16	

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I9Full Name (First Last)	Neighborhood	Signature	Date (MM/DD/YY)	Email (optional)
Israel	Bushwick		01/21/16	[redacted]
Daniel Mitchell	Bedstuy		01/21/16	
Elaine Alloway	Bedstuy		1/21/16	
Joseph Cuata	Bedstuy		1/21/16	—

Uncommon Schools | New York City

Khliyah H. got 10 signatures. Kayla J got 8 signatures

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Full Name (First Last)	Neighborhood	Signature	Date (MM/DD/YY)	Email (optional)
Emmanuel Ikpeka	Mill Basin		01/21/2016	
Marilyn George	Canarsie		01/21/2016	
LuAnn Thomas	Brownsville		01-21-2016	
Jose Lopez	Ridgewood		1-21-16	
Dulce Martinez	Bed-Stuy		1-21-16	
Karina Fernandez	Bed stuy		1-21-16	
Nelson Lojano	Bushwick		1-21-16	
Yupha Brocatt	Canarsie		1-21-16	

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I9Full Name (First Last)	Neighborhood	Signature	Date (MM/DD/YY)	Email (optional)
Bobby McEachin	Crown heights		1-21-16	
Shaquanna Anderson	Bedford Stuyvesant		1.21.16	
Carlie Sweby-Gilm	Bedford Stuyves		1/21/16	
Hadiatou Barry	Crown height		1/21/16	
[illegible] Westbrook	Bed-Stuy		1/21/16	
Sheron Massiah	Bed-Stuy	Sheron Massiah	1/21/16	
EVA Hick[illegible]	Bed-Stuy		1/21/16	
[illegible] Hall	Bed-Stuy		1/21/16	

Uncommon Schools | New York City

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Please sign below if you would like to show your support for Uncommon Schools New York City's application to open an additional K-12 free, public charter school in your neighborhood.

Full Name (First Last)	Neighborhood	Signature	Date (MM/DD/YY)	Email (optional)
Anna-Marie	Crown Heights		1/21/16	[redacted]
Donnell	Bedstuy	J Burgess	1/21/16	
Sharon Williams	Bedstuy	S. Williams		
Judith Peralta	Bushwick		1/21/16	[redacted]
Williams, Gwendolyn	East New York		1/21/16	
Lafayette	Bushwic		1/21/16	
Caren Hazel	Bushwic		1/21/16	
Kayla J.	Bedstuy		1/21/16	kra

Uncommon Schools | New York City

Uncommon Schools New York City is applying to open an additional K-12 charter school in Brookly
The school would open with grades K and 5 in 2018-19, and would eventually grow to serve studen
in grades K-12. Opening this additional school will allow us to offer more seats to students and f
serve more families.

Please sign below if you would like to show your support for Uncommon Schools New York City'
application to open an additional K-12 free, public charter school in your neighborhood.

Full Name (First Last)	Neighborhood	Signature	Date (MM/DD/YY)	Email (optional)
Elise Cassignol	[redacted]	Cassignol		
Fallon Frazier	East New York	Fallon Frazier	01-21-16	[redacted]
Vanessa Valderon	East New York	[signature]	01-21-16	
Deanna Perry	East New York	[signature]	1/21/16	

Uncommon Schools | New York City

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Full Name (First Last)	Neighborhood	Signature	Date (MM/DD/YY)	Email (optional)
Domingo De La Cruz			1/21/16	
Narine Henriques		N. Henriques	1-21-16	[redacted]
Joshua Tuch			1-21-16	
Milagros Torres	Brownsville	Milagros Torres	1-21-16	
Kevin Odeyemi	"	Odeyemi R	1-21-16	

Uncommon Schools | New York City

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Full Name (First Last)	Neighborhood	Signature	Date (MM/DD/YY)	Email (optional)
Yunga Mónica	Brownswille		1/21-16.	
Bertha Bautista	Brownsville	Bertha Bautista	1/21/16	
MARIANA	Brownsiville	Mariana	1/21/16	
Ashley Thompson	Brownsville	Ashley Thompson	1/21/16	[redacted]
Pascale-Hanna Mirville	Brownsville		1/21/16	

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Full Name (First Last)	Neighborhood	Signature	Date (MM/DD/YY)	Email (optional)
Richards	East New York			
Phoenix Brooks	Crown Heights			
Denise Cuevas	Brownsville	D. Cuevas		

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Full Name (First Last)	Neighborhood	Signature	Date (MM/DD/YY)	Email (optional)
Zaniyah		S Ford	01/21/16	[redacted]
Ellis Watson IV		E Wat IV	01/21/16	
[illegible]				
///				
Andreina Brito		[illegible]	01/21/16	
Tyeisha Covington		T. Cov	1/21/16	
Dubagarcia		Dubagarcia	1/21/16	
Nehanda Richards		N. Richards	1/21/16	

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Full Name (First Last)	Neighborhood	Signature	Date (MM/DD/YY)	Email (optional)
Adelina Ciego	Brownsville		01/21/2016	[redacted]
Elide Cassiod		Cassiod		
Santo Guevara				
Angela Adusal	Bronx		01/21/2016	
DeshAun	Brownsville		1/21/16	
Yuleiany Hernandez		Yuleiany Hernandez	1/21/16	
Melene Dowd	Brownsville		1/21/16	
Xavier Kerr	Brownsville		1/21/16	

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Full Name (First Last)	Neighborhood	Signature	Date (MM/DD/YY)	Email (optional)
Sheena		S. Coes	01/21/2016	[redacted]
Jacobs	East New York	J.	1/21/16	
Juan Almonte	Brownsville		1/21/16	
Derrick Jones	Brownsville		1/21/16	
Linda Lucas	Brownsville	Linda Lucas	1/21/16	
LaShannia Cargill	Brownsville	L. Cargill	1/21/16	
Jessica M. Woodberry	East Flatbush	Jessica M. Woodberry	1/21/16	
Kimberly woodberry	East Flatbush	Kimberly woodberry	1/21/16	

uncommon schools | New York City

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Full Name (First Last)	Neighborhood	Signature	Date (MM/DD/YY)	Email (optional)
Catrice Edwards	East New York	Catrice Edwards	01/21/16	[redacted]
Abner Lopez		Abner Lopez	01-21-16	
Vanessa Frederick		Vanessa Frederick	01-21-16	
Genelle Beaton	Canarsie	Genelle Beaton	01/21/16	
Mirtha Baeza-Morgan	Brownsville	Mirtha Baeza-Morgan	1/21/16	
Eunice Maty	Brownsville	Eunice Maty	1/21/16	
Tamonie Reid	Crown Heights	Tamonie Reid	1/21/16	
Shamar Starr	Brownsville	Shamar Starr	1/21/16	

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Full Name (First Last)	Neighborhood	Signature	Date (MM/DD/YY)	Email (optional)
Olufemi Odubiyi	Brownsville			
WILLIAM CLIPHAT	CROWN HEIGHTS			
Rachel Murphy	BedStuy		01/21/2016	[redacted]
Nathaniel King	Bedford Stuyvesant		01/21/2016	
Valerie Dellamore	Coney Island		1/21/2016	
Robert Smith	Bed/Stuy/Bklyn		1/21/2016	
Patricia Newton	"		1/21/2016	—
Stephenie Williams	Bedford Stuyvesant		1/21/16	

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Full Name (First Last)	Neighborhood	Signature	Date (MM/DD/YY)	Email (optional)
Sybil Codrington,	Bed-Stuy	Sybil C	01-21-16	
BARCelonia WADE, 2ve	Bed-Stuy	Wade	01-21-16	
Hugine-Johnson Issona	EAST NEW YORK		21 JAN 16	[redacted]
Peggy Chambers	Crown Heights	Peggy Chambers	1-21-16	
Robyn Glenn	E.N.Y.	Robyn Glenn	1-21-2016	
Natasha Quigley	ENY		1/21/16	
Selina Akster	mother Bedford	Selina Akster	1/21/16	
Laverne Grimes			1/21/16	

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Full Name (First Last)	Neighborhood	Signature	Date (MM/DD/YY)	Email (optional)
MOHONNED, SONIA			1/21/16	
Demylia Gayle		K. Gordon	1/21/16	
Maria Mantoya			1/21/16	
Elaine Wong			1/21/16	
Simone			1-12-16	
Dale Gumbs			1/21/16	
DIANA Winchester			1/21/16	
Jenelle Pierre			1/21/16	

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Full Name (First Last)	Neighborhood	Signature	Date (MM/DD/YY)	Email (optional)
Cynthia Diaz	Brownsville		11/10/84	[redacted]
Duane Muse	~~Bklyn~~		1/21/16	
Citelsea Taffe			01/21/16	
CARVEL Pope	bed-Stuy	Carvel Pope	1/21/16	
Tiana Phillips	bed-stuy		1/21/16	
Latoya DaCosta	ENY		01/21/16	
Nayra Serrano	Queens		1/21/16	
Kathryn Pickerby	crown-Heights		01/21/16	

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Full Name (First Last)	Neighborhood	Signature	Date (MM/DD/YY)	Email (optional)
SHAROL ANDERSON		S. Anderson	1/21/16	
FAKIHI HOLT		F. Holt	1/22/16	
ALANA GREENE		Alana Greene	1-21-16	
ALICIA WILSON		Alicia Wilson	1/21/16	
Dawne Watson		Dawne Watson	1.21.16	
Carlton Benjamin		Carlton Benjamin	1/21/16	
Keba Turner		Keba Turner	1/21/16	
Racquel Hughes		R Hughes		

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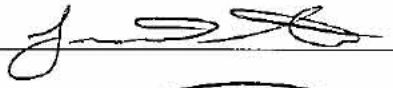
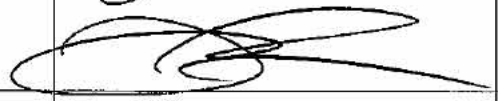
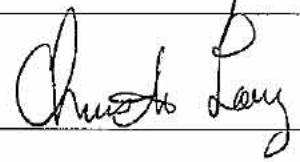
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Full Name (First Last)	Neighborhood	Signature	Date (MM/DD/YY)	Email (optional)
FATIMA YEMITAN			1/21/16	[redacted]
Stacy Miller			1-21-16	
Crystal Edwards			1-21-16	
Kaylon DaCosta			1/21/16	
Fish Copeland			1/21/16	
TIANA GRIMES			1/21/16	
Melissa Bradshaw	Clinton Hill		1/21/16	
Tenista Ferguson	St. Albans		1/21/16	

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Full Name (First Last)	Neighborhood	Signature	Date (MM/DD/YY)	Email (optional)
~~Jannette Eaton~~				
Jannette Eaton	Bushwick		1/22/16	
Brown	Bed-Stuy		1/22/16	
Cathrine Hill	East new york		1/22/16	
C. Morgan	—		1/21/16	
S Henry	Flatlands			
K. Thompson	Crown Heights			
Charisma Costy			1/22/16	

[redacted]

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Full Name (First Last)	Neighborhood	Signature	Date (MM/DD/YY)	Email (optional)
Shenique Bedford	Bedstuy		1/21/16	
Keisha Ahmed	Old Mill Basin		1/21/16	
Monique Lewis	Bedstuy		1/20/16	
[illegible]	Park Place			
Chantelle Stanton	East Flatbush		1/21/2016	
[illegible] Lattimore	707 Kingsborough Terrace	Anita Maxwell	1-21-2016	
Catherine	Crown Heights	C Golding	1/21/2016	[redacted]
Jihan Perez	Crown heights		1/21/2016	

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Full Name (First Last)	Neighborhood	Signature	Date (MM/DD/YY)	Email (optional)
~~Clement, Arnold~~				
Sylvia Perry	Carnarsie	S Perry	1/21/16	[redacted]
Candice Kwilliams	Crown Heights	Cwilliams	1/21/16	
Jemel Armstrong	Bedstuy	Jemel Armstrong	1/21/16	
Shenelle Gordan (Shevelle Gordan)	Bedstuy	Shenelle Gordan	1/21/16	
SHANTELLE-DALY	Bedstuy	S. Daly	1/21/16	
TONIELLA HAYNES	STAPLETON	T Hay	1/21/16	
Edward Taylor	Brownsville	Edward Taylor	1/21/16	

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Full Name (First Last)	Neighborhood	Signature	Date (MM/DD/YY)	Email (optional)
Ann-Marie Mason	Crown Heights		1/21/2016	[redacted]
Victoria Edwards	Bed Stuy		1/21/16	
Catherine Gorien	Bed Stuy		1/21/2016	
Silvia Laventura-G	Crown Heights		01/21/16	
Kemba [illegible]	Bed Stuy		01/21/16	
Abner Delane	-		1/21/16	
[illegible] Burke	Crown Hts		1/21/16	
	Bed Stuy		1/21/14	

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Full Name (First Last)	Neighborhood	Signature	Date (MM/DD/YY)	Email (optional)
Sheron Skinner	Bedford Stuyvesant	Sheron Skinner	1/21/2016	[redacted]
Kimberly William	Bedford Stuyvesant	Kimberly William	1/21/2016	

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Full Name (First Last)	Neighborhood	Signature	Date (MM/DD/YY)	Email (optional)
Paul Bishop	Bed Stuy	Bishop	1/21/16	
Marie Allen	crown heights	Marie Allen	1/21/16	

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Full Name (First Last)	Neighborhood	Signature	Date (MM/DD/YY)	Email (optional)
Tasha Parks	Flatbush	Tasha Parks	2/7/1977	[redacted]

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Full Name (First Last)	Neighborhood	Signature	Date (MM/DD/YY)	Email (optional)
Ferguson Dwane Zuvarney	Brownsville		2/4/16	[redacted]
Helen Olagunju	Brownsville		2/4/16	
Izaiee Dawson	Brownsville		2.4.16	
Tom	Bergen Beach Brownsville		2.4.16	
Kurjuan Roberts	East New York		2/4/16	
Deandra Clark	Brownsville		2/4/16	
Felicia Brown-Butler	Bronx Queens Staten Island		2/4/2016	
Lordette Edwin	Williamsburg Sheepshead bay		2/4/16	

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Full Name (First Last)	Neighborhood	Signature	Date (MM/DD/YY)	Email (optional)
Lakish Clarke	E NY	Lakish Clarke	2/4/16	[redacted]
RICHARD AZAN		RICHARD	2/4/16	
Hadidiatou Diallo		Hadidiatou Diallo	2/4/16	
Leslie	B-ville		2/4/16	
Tina Robertson	BNY		2/4/16	
Michelle Faulkner	Brownsville	Michelle Faulkner	2/4/16	
Arketta Williams	Brownsville		2/4/16	
Guevara, Tania	Brownsville	Tania Guevara	2/4/16	

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Full Name (First Last)	Neighborhood	Signature	Date (MM/DD/YY)	Email (optional)
Joseph Sears	Brownsville	Joseph Sears	2/4/16	[redacted]
Enid Corbin	East New York	Enid Corbin	2/4/16	
Clyde Murphy	East New York	C. Murphy	2/4/16	
Reta Lane	Bedsty	R. Lane	2/4/16	
Yohana Delacruz	Springcreek.	Y. Delacruz	2/4/16	
Natalie Grant	Spring Creek		2/4/16	
Sherod Segars	Brownsville		2/4/16	
Adrienne Ad Jones	Bedstuy	Adrienne Jones	2/4/16	

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Full Name (First Last)	Neighborhood	Signature	Date (MM/DD/YY)	Email (optional)
Latifah Ezzell	Brownsville		2/4/16	[redacted]
Edsard Rousseau	Brownsville		2/4/16	
Tiara Jamison	Brownsville	Tiara Jamison	2/4/16	
Talia Braithwaite	Brownsville		2/4/16	
Tamara Sann	East NY		2/4/16	
Kelsey Erlyma	Brownsville		2/4/16	
John LaFlamme	EAST NY		2/4/16	
Stacey Melbourne	Brownsville		2/4/16	

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Full Name (First Last)	Neighborhood	Signature	Date (MM/DD/YY)	Email (optional)
Jennifer Cook	Brownsville	Jennifer Cook	2-4-16	[redacted]
ERIC DORDAL	BROWNSVILLE		2-4-16	
Shawina Evans	Brownsville		2.4.16	
Melana Robertson	Brownsville	Melana Robertson	2-4-16	
Charmaine Rouff	Brownsville	C. Rouff		
Nicole Marcena	Brownsville	Nicole Marcena	2-4-16	
Olubunmi Adisa	Brownsville	O. Adisa	2-4-16	
Debbie LIMA	Brownsville	Debbie LIMA	2/4/16	

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Full Name (First Last)	Neighborhood	Signature	Date (MM/DD/YY)	Email (optional)
Sean	Bell		2/4/16	
Geneva			2/4/16	
Gilda Murden			2/4/16	
Loretta Hubbard	Crown Heights		2/4/16	
Sophie Adeye	Brownsville Kings		2/4/16	
Wall	King		2/4/16	
Lyonne Washington	Canarsie		2-4-16	
Cassander Fowlin	Brownsville		2-4-16	

Uncommon Schools | New York City

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Full Name (First Last)	Neighborhood	Signature	Date (MM/DD/YY)	Email (optional)
Tiffany Baugh	Brownsville	T Baugh	2/4/16	[redacted]
ADENIKE ADEWALE	EAST New York		2/4/16	
Vernone Barratt	Brownsville	Barratt	2-4-16	
Jennifer Daniels	Brownsville	Jennifer Daniels	2-4-16	
Mary	Brownsville	Mary Segura	2-4-16	—
Kimberly Hargrave	Brownsville	K. Hargrave	2-4-16	—
Beverley Ross	Brownsville	B Ross	2-4-16	—
Jaylon Johnson	ENY		2/4/16	

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Full Name (First Last)	Neighborhood	Signature	Date (MM/DD/YY)	Email (optional)
Inez Lacewell	Brooklyn		2.4.16	
Shelly-Ann	Brooklyn	Shelly-Ann Lacewell	2/4/16	
CAMPTAMO Kelvin Lomas-James	Brooklyn Sutter	KL 2J	2/4/16 2/4-16	
Peaches Matta	Brooklyn.		2-4-16	
Neil Mezzy	Brooklyn			
Osaze Daniel	Brooklyn		2/4/16	
Tawana Hardmon	Brownsville Brooklyn		2/4/16	
Rawa Diallo	Brooklyn Canarsie		2/4/16	

[redacted]

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Full Name (First Last)	Neighborhood	Signature	Date (MM/DD/YY)	Email (optional)
Glory Attang	Brownsville		02/04/16	[redacted]
Aubrey Neils	Brownsville		02/04/16	
Shamara Neils	Brownsville		02/04/16	
Carlin DeCosta	Brownsville		02/04/16	
Yanett Moore	Brownsville		2/4/16	
Sheregma Frederick	Brownsville		2/4/16	
Alicia Hall	Brownsville		2/4/16	
Tracey LeGrand	Brownsville		2/4/16	

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Full Name (First Last)	Neighborhood	Signature	Date (MM/DD/YY)	Email (optional)
Everton F Vonniel	Brooklyn		2/4/2016	
Sayeeda Babb	Brooklyn		2/4/2016	[redacted]
Quianna Wright	Brooklyn		2/4/16	
Deborah Rice	Brooklyn		2/4/16	
Rosalin Morales	Brooklyn	R Morales	2/4/16	
Ousmane	Brooklyn	Ousmane Sow	2/4/16	
William Simon	Brooklyn		2/4/16	
Chris Paul	Brooklyn		2/4/16	

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Full Name (First Last)	Neighborhood	Signature	Date (MM/DD/YY)	Email (optional)
Lisa Sutherman			2/4/16	[redacted]
Parris Exley			2/4/16	
Jonathan Rathgeber			2/4/2016	
Joseph Sonia			2/4/16	
[illegible]			2/4/16	
Curtis Best			2-4-16	
Abimbola			2/4/16	
Marcia-Elias	Brownsville		2/4/16	

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Full Name (First Last)	Neighborhood	Signature	Date (MM/DD/YY)	Email (optional)
Castro Yasenia			02-04-16	[redacted]
Stacy ~~Lon~~ Phillip		Stacy Phillip	02/04/16	
Imisha Belgrave	Brownsville	Imisha Belgrave	02/04/16	
Tamara	Brownsville		2/4/16	
Fiona Alexander	Brownsville		02 ~~2~~/14/16	
Tasha	New lots	Rose	2/4/16	
Dell Smitherman		Dell Smitherman	2/4/16	
Laquanda Sweat			2/4/16	

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Full Name (First Last)	Neighborhood	Signature	Date (MM/DD/YY)	Email (optional)
Manuel King	Spring Creek		02.4.16	[redacted]
Cassie Morales			02/4/16	
Carmen Rivera	East New York			
Loretta Wheeler	East Flatbush		2/4/16	
Chanyea	Brownsville		2/4/16	
Joann Knight	East New York		2/4/16	
Tasheera Carpenter	Flatbush		2/4/16	
Maria Quintero	Brownsville		2/4/16	

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Full Name (First Last)	Neighborhood	Signature	Date (MM/DD/YY)	Email (optional)
Crystal Hunt	Brownsville	Crystal Hunt	2/4/16	
JOEL CADOLE	Brownsville	Joel Cadole	2/4/2016	[redacted]
Mercadel	Brownsville	[illegible]	2/4/2016	
Nadia Brooks	Flatbush	[illegible]	2/4/2016	
Dara Abraham	East Flatbush	[illegible]	2/4/2016	[redacted]
Schewell Babb	Brownsville	Schewell Babb	2/4/2016	
Faulk	Brownsville	S. Faulk	2/4/16	
Stephanie Bennett	Brownsville	[illegible]	2/4/16	

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Full Name (First Last)	Neighborhood	Signature	Date (MM/DD/YY)	Email (optional)
Shawn Richardson		Shawn Richardson	2/4/16	[redacted]
Luis Reid Jr.		Luis Reid Jr	2/4/16	
Vincent Millette			2-4-16.	
William D Haynes		W D Haynes Jr	2-4-16	
Laniece Clark		Clark	2-4-16	[redacted]
Abdul Rivera		R—	2-4-16	
I. henry			2-4-16.	
Cem McNeil		Cem McNeil	2/3/16	

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Full Name (First Last)	Neighborhood	Signature	Date (MM/DD/YY)	Email (optional)
Kenisa Ferguson	Brownsville		02/04/16	[redacted]
Jonathan Britt	Brownsville	Jonathan Britt	2-4-16	
Debra McBeth	Fort Greene		2-4-16	
Keisha LaRose	Flatbush	Keisha LaRose	2/4/16	
MARICK Jacques	Brownsville		2/4/16	
Maria Flanders	East Flatbush	M. Flanders	2/6/16	
Carl Clerk	Brownsville / Ocean Hill	Carl Clerk	2/6/16	
[illegible]	Brownsville	[illegible]	2/8/16	

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Full Name (First Last)	Neighborhood	Signature	Date (MM/DD/YY)	Email (optional)
Shade Moore	East NYC	Shademoore	5/22/1986	
Joëlle Jackson	Canarsie	JJ	2/4/16	[redacted]
Jackson Solomon	canarsie	SJ	2/4/16	
Esther Jackson	Canarsie	EJ	2/4/16	
Tabitha Victome	Flatbush	T V	2/4/16	
Isabelle Napoleon	East NYC	I.N	2/4/16	
Zawadi Jackson	canarsie	Z. J.	2/4/16	
Jouberte Nicolas	Flatbush	J. N	2/4/16	
Ange kalonda	East NYC	A-K.	2/4/16	

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Full Name (First Last)	Neighborhood	Signature	Date (MM/DD/YY)	Email (optional)
VANESSA JOSEPH	Brownsville		02/04/16	
Crystal	Brownsville	Crystal House	2/4/16	[redacted]
JASON	Brownsville		2/4/16	
Dakota Merlo	Brownsville	D. Merlo	2/4/16	
Khaalidah Pal	Brownsville		2/4/16	
Shakeema Davis	Brownsville		2/4	
Shanequa Jacobs	Brownsville		2-4-16	
Bolaji Ladi	Brownsville		2-4-16	

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Full Name (First & Last)	Neighborhood	Signature	Date (MM/DD/YY)	Email (optional)
Felicia Brown-Butler	QU	Felicia Brown-Butler	1/21/2016	[redacted]
James Davis	13K	James Davis	1/2/16	
Gisha Funn	BK	[signature]	1/21/16	
Shayla Seale	BK	[signature]	1/21/16	
Antero Morel	Kenyon	Antero Morel		
Lassie Campbell	BNY	[signature]		
Ms. Coleman	(Highbridge) Bronx, NY	[signature]	1/21/16	

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Full Name (First & Last)	Neighborhood	Signature	Date (MM/DD/YY)	Email (optional)
GERALDINE KING	BK.		01/21/16	[redacted]
Sandy Sam	Bklyn.			
Stephanie Singer	Cypress Hill		1/21/16	
	BKly -		1/21/16	
D. Rivera	Crown heights	D. Yamna Rivera	1/21/16	
R. DÉSIR	Jamaica		1/21/16	
Cardel Paul	BKLYN		1-21-16	

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Full Name (First & Last)	Neighborhood	Signature	Date (MM/DD/YY)	Email (optional)
Cainey King	East New York		02/28/1966	
Rosalin Morales	Brownsville	RMorales	07/04/84	
Rosaline Dummett	Ocean Hill		22nd Jan 16	
Clubert Harmon	East New York	Clubert Harmon	1/21/16	
Cerlyn Ellis	Brownsville	Cathrine Ellis	1/21/2016	
Celine Cox	Bed Stuy		1/21/2016	
Uneeque Hoyte	Brownsville		1/21/2016	
Lisa Robinson	Bushwick	LRobinson	1/21/16	

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Full Name (First & Last)	Neighborhood	Signature	Date (MM/DD/YY)	Email (optional)
felicia Olowaseyi	Bedstuy	Felicia Olowaseyi		
Cassie Morales	East Flatbush		01/21/16	
Emogene Webson	Queens	Emogene Webson	1/21/16	
Sharell Pettiway	Brownsville		1/21/16	
Yves Maille Belotte	Brooklyn		1/21/16	
Myrlaine Z. Michaud	Brooklyn	Myrlaine Z Michaud	1/21/16	
Carmen Reyes	Brownsville	C Reyes	1/21/16	
Marcia S. Favorite	Brownsville	Myla Scott	1/21/16	

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Full Name (First & Last)	Neighborhood	Signature	Date (MM/DD/YY)	Email (optional)
Crystal Brown	East new york		1/21/16	[redacted]

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Full Name (First Last)	Neighborhood	Signature	Date (MM/DD/YY)	Email (optional)
Kim chetra			1-21-16	
Deyonca Richards			1/21/2016	
Nadine Jeanty			1/21/2016	
Carla Dingard		Carla Dingard	1/21/2016	
Kevin Lyde			1/21/2016	
Althea Wright			1/21/2016	
Norman Rodges		n Rodges	1/21/2016	
ANDREA RUDDOCK			1/21/2016	

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Full Name (First Last)	Neighborhood	Signature	Date (MM/DD/YY)	Email (optional)
MARIE Saintilus			1-21-16	[redacted]
Minerve Saintil			1-21-16	
CAMILLE LOCKMAN			1/21/16	
LOURDES chalas			1/21/16	
Peggy Smiley			1/21/16	
Reesa Bato			1/21/16	
DeShawn McClure			1/21/16	
Tanya Sue Nelson			1/21/16	

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Full Name (First Last)	Neighborhood	Signature	Date (MM/DD/YY)	Email (optional)
Liseth		L Caraballo	1/21/16	
Elliott Brown	Canarsie	Elliott Brown	01/21/16	[redacted]
ESAU Mohammed	Bay Shore		1/21/16	
Mary Santana	Canarsie	M.	1/21/16	
Brian Ellis	Canarsie		1/21/16	
Jhané Minto	Canarsie		1/21/16	
Almestica Nichelle	Canarsie		1/21/16	
Yoan.	Canarsie		1/21/16	

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Full Name (First Last)	Neighborhood	Signature	Date (MM/DD/YY)	Email (optional)
JoAnn Best	Canarsie		01/21/2016	[redacted]
Jabrilla English	Canarsie		01/21/2016	
TAMEKA CLARKE	FLATBUSH		01/21/2016	
M Thompson	FLATBUSH		1/21/2016	
TABITHA WILLIAMS	CANARSIE	Tabitha Tyrell	1/21/16	
Genise Gilyard	Canarsie		1-21-16	
Jenka Powell	Canarsie		1-21-16	
Cynthia Fuller	Canarsie		1/21/16	

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Full Name (First Last)	Neighborhood	Signature	Date (MM/DD/YY)	Email (optional)
SONIA CADOO	[redacted]	Sonia Cadoo	01-21-16	
Darrell Sanders		Darrell Sanders	1-21-16	
Dolores Rose		Dolores Rose	1-21-16	
Lelleshia Rose		L Rose	1.21.16	
Joel Walker			1/21/16	
Nicholet Gant		Nicholet Gant	1/21/16	
Nadeja Jeanty		N Jeanty	1/21/16	
Donna Semple			1/21/16	

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Full Name (First Last)	Neighborhood	Signature	Date (MM/DD/YY)	Email (optional)
Lance Lombard	Canarsie		1/21/16	
Elliott Brown	Canarsie		01/21/16	
Vanessa, Hamlin	Canarsie		1/21/2016	
Kateema Nero	Canarsie		1/21/16	
Claudia Mead	Canarsie		1/21/16	
Alexandra Jean	Canarsie		1-21/16	
Olympia Murray	Canarsie		1-21-16	
Phillip Lewis	Canarsie		1-21 16	

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Full Name (First Last)	Neighborhood	Signature	Date (MM/DD/YY)	Email (optional)
Cheryl	Canarsie		01/21/16	[redacted]
Shibon Wright	Canarsie		01/21/16	
Valerie Herrera	Canarsie		01/21/16	
Marsha	Canarsie		01-21-16	
Chanbelle Roberts	Canarsie		01/21/16.	
Sharon Terrell	Canarsie	Sharon Terrell	1/21/16	
Victoire Latteur	Canarsie		1/21/16	
Trelisa Bovell	Canarsie		1/21/16	

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Full Name (First Last)	Neighborhood	Signature	Date (MM/DD/YY)	Email (optional)
Crystal Chapman	11212	Crystal Chapman	01/21/16	[redacted]
Sandine Welch Sarah Ruiz	11234	Sandine Welch	01/21/16	
Ciara Holder	11236		1/24/16	
Curtis Case	11236		1/21/16	
JARRETT, ALIGHTON	11236		01/21/16	
Esther Sincere	11236	Dermidh Voltaire	01/21/16	
Alice Judge-Thrower	11236		01/21/16	
Neikesha Kirton	11203		1/21/16	

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Full Name (First Last)	Neighborhood	Signature	Date (MM/DD/YY)	Email (optional)
Nicole Smith	Brooklyn		1/21	[redacted]
[illegible]	Brooklyn		1/21/16	
CYRINA BENJAMIN	Bklyn		1/21/16	
Francesca Rose-Smith	Canarsie		1/21/16	

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Full Name (First Last)	Neighborhood	Signature	Date (MM/DD/YY)	Email (optional)
Paul Bird			2/4/16	[redacted]
Petitia Brathwaite	East NY/Brownsville Brooklyn		2/4/16	
Wilbur Percy	ENY/Brownsville Brooklyn	Wilbur Percy	2/4/16	
Jessica Callender	E. Flatbush		2/4/16	
Jenny Rodriguez	Ocean Hill	Jenny Rodriguez	2/4/16	
Esther Tuy	Ocean Hill	E Tuy	2/4/16	
Ebenezer Aidoo	Ocean hill		02/04/16	
Bonette Phillip	Oceanhill		02/04/16	

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Full Name (First Last)	Neighborhood	Signature	Date (MM/DD/YY)	Email (optional)
Heather Smith	Queens		02/04/16	[redacted]
R. HARRIS	BKlyn		2/4/16	
Olawunmi. Oluok	Brooklyn		2/4/16	
Cookheita	Brooklyn		2-4-16	
Candice	Brooklyn		2-4-16	
HAZEL VEIRA	BROOKLYN		2-4-16	
Janelle GLASGOW	BROOKLYN	J. Glas	2-4-16	
Gena Goff	Brklyn		2/4/16	

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Full Name (First Last)	Neighborhood	Signature	Date (MM/DD/YY)	Email (optional)
Rhonda Cambridge-Phillip	Flatbush	Rhonda Cambridge-Phillip	02/04/16	[redacted]
Darryl Thomas	Flatbush	Darryl Thomas	02/04	
LISA Crawford	Brownsville	Lisa Crawford	2/04	
Shavon Bobb	Brownsville	Shavon Bobb	2/04	
Melisa St. Kitts	ENY		2/4.	
Laquisha Kellam-Smith	Ocean Hill	Laquisha Kellam-Smith	2/4/16	
Micah Smith	Ocean Hill		2/4/16	
Anna Stepanek	Cambria		2/4/16	

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Full Name (First Last)	Neighborhood	Signature	Date (MM/DD/YY)	Email (optional)
Massada Samuels	East NY		02/4/16	[redacted]
Leslie ann Hod	Bed-stuy		2/4/16	
Katrina Millinger	E.N.Y		2/4/16	
Nadine KHAN	E.N.Y		2/4/16	
Sheena McCall	Bed-Stuy		2/4/16	
Nicole	Brownsville		2/4/16	
Juan Almonte	Brownsville		2/4/16	

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Full Name (First Last)	Neighborhood	Signature	Date (MM/DD/YY)	Email (optional)
Green	Crown Heights	K. Green	2-4-2016	
Javranda	East new york		2-4-16	
Keira Daniele	East Flatbush	Coleman	2-4-16	[redacted]
Danielle Mcullough	Bronxville		2-4-16	
Princess Thompson	Brownsville	P. T	2/4/16	
Keina	Braune		2/4/16	
Bwola Olude	East NY	B-Olude	2/4/16	
Shamina Bermudez	Braunsville		2/4/16	

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Full Name (First Last)	Neighborhood	Signature	Date (MM/DD/YY)	Email (optional)
Krystal Castillo	Queens	Krystal Castillo	2/4/15	
Ashley Levine	Brownsville, Bk	Ashley Levine	2/4/15	
Alfonsina Ruiz	Cypress Hills	A. Ruiz	2/4/15	
Kimberly McDaniel	Crown H.			
Frantz Pierre	Brooklyn			
Alba Santos	Brooklyn	Alba Santos	2-4-16	
Alberto Nieves	East New York	A. Nieves	2/4/16	[redacted]
Yamina Taveras	ENY	Y. Taveras	2/4/16	

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Full Name (First Last)	Neighborhood	Signature	Date (MM/DD/YY)	Email (optional)
Olivo	Ozone Park, NY		02/04/16	[redacted]
Petuha Abrams	Flatbush			
Omiyedn	New York		2/4/16	
Harrigan, Peta	East NY		2-4-16	
Evans Kemesha	Kem	K. Evans	2/4/16	
Lynch, Natal	Bed Stuy	N. Lynch	2/4/16	
Coffield	East N.Y		2/4/16	
RothshaBlak	Brownsville		2/4/16	

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Full Name (First Last)	Neighborhood	Signature	Date (MM/DD/YY)	Email (optional)
Tahanee	Brownville	Tahanee	02/04/2016	[redacted]
SPROTT Clement	Brownsville		2/3/16	
M/I/S				
Tiffany Riquelmy-Redd	Brownsville		2/4/16	
Leyeli	Brownsville	Leyeli	02/04/16.	
Barque		Barque	2/04/16.	
Gunn	E.N.Y.		2/04/16	

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Full Name (First Last)	Neighborhood	Signature	Date (MM/DD/YY)	Email (optional)
Tanisha Dowd	Crown height	T. Dowd	02/03/2016	[redacted]

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Full Name (First Last)	Neighborhood	Signature	Date (MM/DD/YY)	Email (optional)
Lenis Changlee		L. Changlee		[redacted]
Marcellin Tamika	Bronsville	Tamika Harrell	1/21/16	
Nayomi Tinney	Bedford Stuyvesant	[illegible]	1/21/16	
Monica Marshall	Canarsie	M. Marshall	1/21/16	
Rem Olukoya	Bronsville	Rem Olukoya	1/21/16	
Delisha Powell	Canarsie	[illegible]	1/21/16	
Jacquie Moore	E. N. Y	jmoore	1/21/16	
Naphtali Hurie	Canarsie-East Flatbush	[illegible]	1-21-16	

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Full Name (First Last)	Neighborhood	Signature	Date (MM/DD/YY)	Email (optional)
Caroline Olmos		Colmos	1/21/16	[redacted]
Shamina Bermudez	Brownsville		1/21/16	
Angela Myers			1/21/16	
Raven Lynch	E. Flatbush	R Lynch	1/21/16	
Valencia Lamb	Canarsie	Valencia Lamb	1/21/16	
O Mercemi	Brownsville		1/21/16	
Maurice Arthur	Bedstuy		1/21/16	
Ana Monte	Brownsville	Ana L Monte	1/21/16	

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Full Name (First Last)	Neighborhood	Signature	Date (MM/DD/YY)	Email (optional)
Hertz Sannon	East New York		~~1/24/1962~~ 1/21/16	[redacted]
Lissa Heriveaux	Kings		1/21/16	
Tiffany Parron	Kings		1/21/16	
Maria Esterez		Maria Esterez.	1/21/16	
Herman Stanford	ENY		1/21/16	
Peralta, Jose	East New York		1/21/16	
McGirt Joseph			1/21/16	
Tanya Ves	Brownsville		1.21.16	

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Full Name (First Last)	Neighborhood	Signature	Date (MM/DD/YY)	Email (optional)
Monifah Hylton	Flatbush		01/21/16	[redacted]
Elizabeth Kelly	Brownsville	E Kelly	01/21/16	
Tayshat Bayo	Brownsville	T Bayo	1/21/16	
Ebony Baker	Brownsville	Ebony Baker	1/21/16	
Dilenia Hernandez	Brownsville		1/21/16	
Rotera Blake	Brownsville		1/21/16	
Kemesha Evans	Brownville	K. Evans	1/21/16	
Denise Easter	Brownville	D Easter	1/21/16	

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Full Name (First Last)	Neighborhood	Signature	Date (MM/DD/YY)	Email (optional)
Cheryl Garcia		Cheryl Garcia	1/21/2016	[redacted]
Lisa Davidson		Lisa Davidson	1/2/16	
Rene Rivera	Canarsie	Rene Rivera	1-21-16	
Robert Dobson	Canarsie	Robert Dobson	1/21/16	
Elise Jack	Mill Basin	Elise Jack	1/21/16	

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Full Name (First Last)	Neighborhood	Signature	Date (MM/DD/YY)	Email (optional)
Montgomery	Upper East Side	Maura Montgomery	1/21/16	[redacted]
Goddard	East NY	E. Goddard	1/21/16	
Murrell			1/21/16	
Gillian Harvey	11		1/21/16	
KEITH AIKEN	QUEENS		1/21/16	
Kelani Afodele	East NY		1/21/16	
LaTonya Jones	East Flatbush		1/21/16	
Taciana Fontaine	Hellerts Borden		1/21/16	

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Full Name (First Last)	Neighborhood	Signature	Date (MM/DD/YY)	Email (optional)
Iva Mc Farlane				[redacted]
Jared Moore			10/18/77	
William Beville		William Beville	5/13/83	
Christie Burnham	East New York		01/31/75	
Yanvis Mate		Yanvis Mate	8/31/79	
Cicely Boraithwaite			01/2/16	
Marco Machuca			01/21/16	
Mana Coleman	East Flatbush		01/24/16	

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Full Name (First Last)	Neighborhood	Signature	Date (MM/DD/YY)	Email (optional)
Senta Mendez	Bronsville	Senta Mendez	01-21-16	[redacted]
DANIEL TORRESOLA			01-21-16	
Freshe				
A. Main	Bed Stuy			
Taymat Bayo	P	T Bayo		
Stacey Nehand	Bronsville		1-21-16	
Candis JOHN	Howarr		1-21-16	
Lourdes Martinez	Howarr	Lourdes M.	1-21-16	

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Full Name (First Last)	Neighborhood	Signature	Date (MM/DD/YY)	Email (optional)
Maresha Coye	Bed Stuy		01-21-16	[redacted]
Fabian Tomlinson	Bed Stuy		01-27-16	
Michael Drummond	Bed Stuy		01-27/16	

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Full Name (First Last)	Neighborhood	Signature	Date (MM/DD/YY)	Email (optional)
Jo-Ann Edwards	Brownsville		01/21/16	
Steven Dempsey	Ocean Hill		01 21 16	

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Full Name (First Last)	Neighborhood	Signature	Date (MM/DD/YY)	Email (optional)
Flora Barnum	Ocean Hill	[signature]	1/22/16	

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Full Name (First Last)	Neighborhood	Signature	Date (MM/DD/YY)	Email (optional)
OCTAVIER IVORY	East New York		01/20/2016	[redacted]
Melissa Vilens	Brooklyn		1/20/2016	
Marya McDonald	Bklyn		1/21/2016	
Ishana Gibbs Alyssa Way	Bklyn		1/21/16	
Nisa Quinn	Crown Heights		1/21/16	
IDRIS LDOWN	East new York		01/21/16	
ERICA HARPER	BED STUY		1/21/16	
STACEY	Bedsty		1/21/16	

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Full Name (First Last)	Neighborhood	Signature	Date (MM/DD/YY)	Email (optional)
ADRIAN ALFRED	LINDEN BLVD	A. Alfred	01/21/2016	[redacted]
M Roberts	St Albans		1-21-16	
CHERRY	SABRINA		01-21-16	
SHAKIRA SPENCE	~~EAST~~ CANARSIE	Shakira Spence	01/21/16	
[illegible]	East New York		1/21/16	
Eulalio Noreida	East NY		1/21/16	
SANDRA ROYAL	Bed Stuy	Sandra Royal	1/21/16	
Jacqueline Williams	Brownsville	J. Williams	1-21-16	

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Full Name (First Last)	Neighborhood	Signature	Date (MM/DD/YY)	Email (optional)
KEVIN	EAST NEW YORK		1 21 16	
Theresa Burdeille	Brooklyn		1-21-16	
Harris	EastNy.	Inez Harris	1.21.2016	
Ramon Alcantara	Bownville	Ramon Alcantara	1-21-16	
Dianne Dr Robert		Dianne Robert	1-21-16	
Cigael Brown	Brooklyn (East)	C. Brown	1/20/16	[redacted]
Daphne Cooper	East NY.	D Cooper	1/21/16	
Jennifer Amedme	Bedstuy	Jennifer Amedme	1/21/16	

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Narcisa Cienfuegos	East NEW York	Narcisa Cienfuegos	1/21/16	[redacted]
Christal Burton	Bed Stuy	Christal Burton	1/21/16	
Sandra Lynch	Bed Stuy	Sandra Lynch	1/21/16	
Kafayet Williams	Bed Stuy	Kafayet Williams	1/21/16	
Cheerise Washington	Bed Stuy	C. Washington	1/21/16	
Shamona Kirkland	Canarsie	Shamona Kirkland	1/21/16	
Deirdra Stewart	Ocean Hill	D Stewart	1/21/16	
Lekina Dilligard	East New York	Lekina Dilligard	1/21/16	

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Full Name (First Last)	Neighborhood	Signature	Date (MM/DD/YY)	Email (optional)
Sunday Williams				
Stephanie Stphert	Bed-stuy			
Waheba Hart	ENY			
Teresa Smith	ENY			
Adanna callender	ENY			
[illegible]	Mill Basin			
DAVID Starks	Brownsville			
Jean Holyb Rice	FORT-GREEN			

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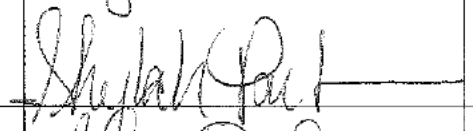
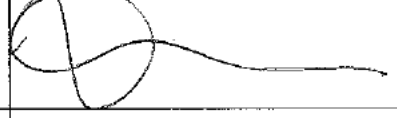
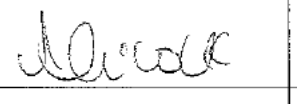
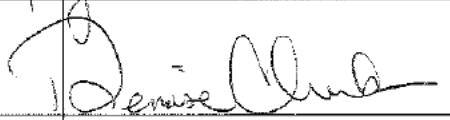
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Full Name (First Last)	Neighborhood	Signature	Date (MM/DD/YY)	Email (optional)
Marla Griffin	Bed-Sty	Marla Griffin	1/21/16	
Charlene Murray		Charlene Murray	1/21/16	
M Denise Calvert	Bed Sty	M Denise Calvert	1.21.16	
Richards		Richards	1.21.16	
Eze, Bonifa	Bed Sty		1-21-16	
Ellis Simone	Crown Heights	Simone Ellis	1-21-16	

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Full Name (First Last)	Neighborhood	Signature	Date (MM/DD/YY)	Email (optional)
DARIO TRUJILLO	East Flatbush		2/4/16	
Kynessa Adams	Bedside	Kynessa Adams	2-4-16	
Shylah Parker	ENY		2/4/16	[redacted]
ENORA WATSON	ENY		2/4/16	
Veronica Diggins	Brownsville		2/4/16	
Juneann-Allicock	Bedstuy		2/4/16	
Denise Chambers	Brownsville		2/4/16	

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Full Name (First Last)	Neighborhood	Signature	Date (MM/DD/YY)	Email (optional)
Colin Bryant	Ocean Hill Brownsville	C Bry	2-4-16	
Suzette Andries	Brownsville	Suzette Andries	2/4/16	
Janiece Carthen	Ocean Hill	Janiece Carthen	2/4/16	
Michelle Richardson	Canarsie	Michelle Richardson	2-4-16	
W. L. Samuel	Brownsville		2.4.16	
Patricia Caines	Canarsie		2.4.16	
Emmanuel Gerbi	Canarsie		Feb. 4. 16	
Fatou Mato	Brooklyn		4/4/16	

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Full Name (First Last)	Neighborhood	Signature	Date (MM/DD/YY)	Email (optional)
KEVIN CARTER	Carnarsie	Kevin Carter	2-4-16	
Donelle Moore	Ocean Hill		2-4-16	
Carol Stubbs	EDY	Carol Stubbs	2-4-16	
Tisha Hayward	Crown Heights	T. Hayward	2-4-16	
Shelia Hankley	Brownsville.		2-4-16	
Fatima Reis	Brownsville	Fatima Reid	2-4-16	
Beverly Slade	Ocean Hill	B Slade	2-4-16	
Bernadette	Carnarsie		2-4-16	[redacted]

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Full Name (First Last)	Neighborhood	Signature	Date (MM/DD/YY)	Email (optional)
Wiggins Tawana	Prospect Heights	Tawana Wiggins	02/04/16	
ANDERSON LAMBERT	Brownsville	[signature]	2/4/16	
Elaine Hylton	Prospect Heights	[signature]	2/4/16	

Uncommon Schools | New York City

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Full Name (First Last)	Neighborhood	Signature	Date (MM/DD/YY)	Email (optional)
Davinisa Amada	East New York	Amada	2/20/16	
Alicia Williams	[redacted] Brooklyn	A. R. Williams	2/20/16	
Sydney Williams	Brooklyn, East New York	Sydney W.	2/20/16	
Liberty Nixon	Brooklyn	L. Nixon	2/20/16	
Angelic Oliveras	Brooklyn	Angelic Oliveras	2/20/16	
Elisa Holder	Brooklyn	Elisa Holder	2/20/16	
[redacted] Jahmal Small	Brooklyn	J. Small	2/20/16	
Kay Small	Brooklyn	K. Small	2/22/16	

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Full Name (First Last)	Neighborhood	Signature	Date (MM/DD/YY)	Email (optional)
Christian Jean-Simon	Crown Heights		02/17/16	
Franklin Davis	Bedsty.		2-17-2016	
Rafael Rosa	Brooklyn		2-17-16	
Michael J	Fmy		2-17-16	
Punya Mahajan	Brooklyn		2-17-16	
Luis Rodriguez	Manhattan		2-17-2016	
Micholine Cerisier	Ridgewood		2-17-2016	
Daniel Hrycyk	Bushwick	DANIEL HRYSZKO	2172016	

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Full Name (First Last)	Neighborhood	Signature	Date (MM/DD/YY)	Email (optional)
Verna Patrick	Bedstu	Verna Patrick	2-17-16	
Ortiz Edwin	East New York	Edwin Ortiz	2.17.16	
Jewel Fowler	Crown Heights	Jewel Fowler	2-17-16	
Evette Liddell	Crown Hights	Evette Liddell	2-17-16	
Yvonne Webster	Bedstuy	Y. Webster	2-17-16	
Shamir Smith	Bed-Stuy	Shamir Smith	2-17-16	[redacted]
DELBERT.S	B.	Delbert Sowers	2-17-16	
Miriam	Santiago	Miriam Santiago	2/17/16	

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Maureen Bowen	Bed Stuy	Maureen Bowen	2/17/16	
Cynthia Chukwuezi	Bed Stuy	C Chukwuezi	2/17/16	
Winsome Bryan	Bed Stuy		02-17-16	
Gloria Encarnacion	Bed Stuy	Encarnacion	2/17/16	
Arielle Parker	BedStuy		2/17/16	
Ibrahim Ali	BedStuy	Ali	2/17/16	
Griffin	BedStuy		2-17-16	
Egleton, Valecma	Bedstuy	Egleton	2/17/16	

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Full Name (First Last)	Neighborhood	Signature	Date (MM/DD/YY)	Email (optional)
Maria Valdes	Brooklyn	Maria Valdes	2-17-16	
ana Portillo	BROOKLYN	ana Portillo	2,17 16	
FERNANDO LAMBETA	Ridgewood	Fernando Lambeta	2-17-16	
Hanifa Kalsi	Ridgewood	Hanifa	2-17-16.	
Shelly Singh	Brooklyn	Shelly Singh	2-17-16	
Michael D	Brooklyn	Michael Deleon	2-17-16	
CHAVEZ NELSON	MANHATTAN	Nelson Chavez	2/17/16	

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Full Name (First Last)	Neighborhood	Signature	Date (MM/DD/YY)	Email (optional)
Jimmy Major	Bklyn	J Major		
Devonte Brooks	Bklyn	Brooks		
Cynthia Garrett	Fort Greene Bklyn	C Garrett	02/17/16	[redacted]
JOSEPH C GRANT	BED STUY		2/17/16	
Nathaniel Barnes	Bed Stuy		2/17/16	
mohammed	Brooklyn	mohammed hussain		
Sonia Castro	Brooklyn	Sonia Castro	2/17/2016	
daf Martinez	Brooklyn		2/17/2016	

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Full Name (First Last)	Neighborhood	Signature	Date (MM/DD/YY)	Email (optional)
EVAISE JOSEPH	BED STUY	Evaise Joseph Marcelle	2-17-16	
ROSE	BEDSTY		2-17-00	
EZZIE MAJOR	BROOKLYN		2-17-16	
John Wright	Brooklyn	John Wright	2.17.16	
Hadiya Poley	Brooklyn	H. Poley	2-17-16	
Terreire colon		T Colon		
Patrona Russell		P. Russell		
Malaka Bell	Brooklyn	M Bell	2-17-16	

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Roslyn Man-Son-Hing	Brownsville	R Man-Son-Hing	2/19/2016	
Justice Rogers	Brownsville	J Rogers	2/19/2016	
Angela Meneses	Flatbush	Angela Meneses	2/19/2016	
Jose Peguero	Flatbush	Jose Peguero	2/19/2016	
Lusclara Peguero	flatbush	Lusclara Peguero	2/19/2016	

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Full Name (First Last)	Neighborhood	Signature	Date (MM/DD/YY)	Email (optional)
Bayana Shukla	Brooklyn	Bay	17/2/15	[redacted]
Av Hales	BED Stuy		2/17/16	
Maura Ruiz	Crown Heights		2/17/16	
Ivett Sanchez	Brooklyn		2/17/16	
Jose Acuedo	Bronx	Jose Acuedo	2/17/16	
Kc Atkowski Cler	Brooklyn		2/17/16	
APONTE LINNETTE	BUSHWICK	Aponte	2/17/16	
Lillian Lam	canarsie	Lillian Lam	2/17/2016	

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Full Name (First Last)	Neighborhood	Signature	Date (MM/DD/YY)	Email (optional)
John Milne	Bushwick		2/17/16	[redacted]
Sophia van Haeften	Bushwick		2/17/16	
SARKER	Jamaica queens		12/28/74	
Algria Jones	Brooklyn		2/17/16	
Carlos Lima	Bronx		2/17/16	
DERYCK KING	Brooklyn		2/17/16	
HUSSEIN ARONASHADU	Queens		2/17/16	
Zakirova Kamilla	Brooklyn		11/04/98	

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Full Name (First Last)	Neighborhood	Signature	Date (MM/DD/YY)	Email (optional)
Kevin Delan	Crown height		02/17/2016	
Jonah Smith	Ozon Park		02/17/2016	
Angel R	Marcy ave Brklyn		2/17/2016	
ANGEL LABELLE	BUSHWICK		2/17/16	
P Magh	Brooklyn		2/17/16	
[illegible]	BUSHWICK		2/17/16	
Janet River	BKy		2/17/16	
JESSICA MASCITTI	BROOKLYN		2/17/16	

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Full Name (First Last)	Neighborhood	Signature	Date (MM/DD/YY)	Email (optional)
Robinson	Bedstuy	[signature]	2/17/2016	—
Lillian E Lopez	Bedstuy	[signature]	2/17/16	—
[illegible]	Bedstuy	[signature]	2-17-16	—
DeeDee Hewick	Bedstuy	[signature]	2-17-16	—
Shawn Wilson	[illegible]	[signature]	2-17-16	—
Gloria	Bedstuy	[signature]	2-17-16	—
Emmanuel Lysandre	Bedstuy	[signature]	2-17-16	—
CJ Vaughan	Bed-Stuy	CJ Vaughan	2.17.16	—

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Full Name (First Last)	Neighborhood	Signature	Date (MM/DD/YY)	Email (optional)
CHAMBERS	BED STUY		17FEB16	—
PICKETT LYNETT	BETSTEY		02-17-16	
cy Telemaque	Bed Stuy		2-17-16	—
Claudette	Bedsty		2-17-16	—
Augustine Davis	Bdsty		02-17-16	—
ABDOUL	B.d STY		02.17.16	—
[illegible]	Bedsty		02-17-16	—
YVONNE PAYNE	BED-STUY		2-17-16	—

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Full Name (First Last)	Neighborhood	Signature	Date (MM/DD/YY)	Email (optional)
Sonia Brass	Canarsie	Sonia Brass	02/18/16	—
Landy Jerne	Canarsie	Landy Jerne	02/18/16	[redacted]
Lauren Bordo	Canarsie	Lauren	02/18/16	
Campbell Christine	Canarsie	Christine Campbell	02/18/16	
Michelle brown	Canarsie	Michelle brown	02/18/16	
CADEAN STANLEY	FLATBUSH	C	02/18/16	
Justin Mercurius	Flatbush		02/18/16	—
Carlos Gonzalez	Canarsie	Carlos	02/18/16	—

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Full Name (First Last)	Neighborhood	Signature	Date (MM/DD/YY)	Email (optional)
JESSICA ALBERTAN	BROOKLYN		02-18-16	
Chelsea Charles	~~Bushwick~~ Canarsie		02-18-16	
Rahtshu Paul	Brooklyn		02-18-16	
Shana Garnett	Brooklyn		02-18-16	
Tara Uebachi	Bklyn		02/18/16	[redacted]
John Reynolds	Brooklyn		02-18-16	
Sung Lee Kim	"		02-18-16	
C Budget	Bklyn	C Brunt	02-18-16	

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Gloria Francillon	Canarsie	Francillon	02/18/16	
Schnaidine St Hubert	Canarsie	Schnaidine S	02/18/16	
Durandisse Adancy	Canarsie	Adancy	02/18/16	
Nicole Davis	Bedford Stuyvesant		02/18/16	
Mackenzie Russell	Bedford Stuyvesant		02/18/16	
Bethany Perkins	Crown heights		02/18/16	
AURY REBS	Crown Heights		02/18/16	
DIEGO A	DIEGO CASTAÑO	DIEGO A.	02/18/16	

Library

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Full Name (First Last)	Neighborhood	Signature	Date (MM/DD/YY)	Email (optional)
Genesis Lamarry	Canarsie		02-18-16	[redacted]
Denise Smith	11	D. Smith	2 18 16	
Tyiesha Baer	canarsie	J. Baer	2-18-16	
Alicia Wrasby	CANARSIE		2-18-16	
Lee Sharon	CANARSIE		2/18/16	
Debbie Alston	Canarsie		2/18/16	
Nikki R	Hodge		2/18/2016	
Kyron Baptiste	CANARSIE	Baptiste	2/18/2016	

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Full Name (First Last)	Neighborhood	Signature	Date (MM/DD/YY)	Email (optional)
Byron Pinciph	manhattan	Byron Pinciph	2/17/16	
Cara Spitzer	Brooklyn		2/17/16	
Vital g	Brooklyn		2/17/16	
Zoeja			2/17/16	
Freddy	Manhattan		2/17/16	
Krystal Matos	BK		2/17/16	
Miya Stevenson	BK		2/17/16	
semone Branch	BK	Semone B.	2/17/16	

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Full Name (First Last)	Neighborhood	Signature	Date (MM/DD/YY)	Email (optional)
Julia AGyemang		Julia Agyemang	02/17/16	
Kersha Robinson			2/17/16	
Nemeal Davis			2/17/16	
Ronald Davis			2/18/16	
Elijah Agyemang	Brownsville	Elijah Agyemang	2/18/16	
Arnie Agyemang			2/18/16	
Russell Agyemang			2/18/16	
			2/18/16	

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Full Name (First Last)	Neighborhood	Signature	Date (MM/DD/YY)	Email (optional)
Simone Lescott	Crown Heights	S Lescott	2/16/16	[redacted]
Bradley Chisholm	Crown Hts 11197	B Chisholm		
Michael Stromberg	Bushwick		2/17/16	
Mana Costa		M C		
Bashir Amadou		Bashir	2/17/16	
Coralrita Cumberbatch				
Tanya Russell		T Russell		
Melanie Jackson		M Jackson		

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Full Name (First Last)	Neighborhood	Signature	Date (MM/DD/YY)	Email (optional)
YAHYA ODEH	"		2-17-16	
Shakira Williams	"	S. Williams	2-17-16	
Trisha Walton		T. Walton	2-17-16	
Kiyana Hammond			2-17-16	
S Foster	"	S. Foster	2-17-16	
Christina Day			2-17-16	
ALEXIS ARJONA	"		2-17-16	[redacted]
Leora Ah.			2.17.16	

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Full Name (First Last)	Neighborhood	Signature	Date (MM/DD/YY)	Email (optional)
Carrie Stallop		Carrie Stallop	2-17-16	
Gwyneth Mackenzie			2-17-16	
Ana Lopez			2-17-16	
Alicia Borghese		Alicia Borghese	2/17/16	
Bianca Otey	Bushwick	Bianca	2/17/16	
Lawrence Hughes	Flushing, Queens		17 Feb 2016	
Brigitte Nunez	Williamsburg, BK	B. Nunez	2/17/16	
Andrew Jeffers	Bushwick, Bk		2/17/16	

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Full Name (First Last)	Neighborhood	Signature	Date (MM/DD/YY)	Email (optional)
Lakisha Phillips	Bronx	L. Phillips	2/17/16	[redacted]
MORRIS SKLARSH		Morris Sklarsh	2/17/16	
Yuko Suzuki		Yuko S		[redacted]
Ahmed		Ahmed Hyssen		
TYANYA BETHEL	Brooklyn	Tyanya Bethel	03/02/64	
Benzs Jean Francois		Benzs Jean		
Shareena	Brooklyn	Share	2/17/16	
Denise	Brooklyn	Denise	2-17-16	

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Full Name (First Last)	Neighborhood	Signature	Date (MM/DD/YY)	Email (optional)
BEN THIS	Brooklyn		02.17.16	
Stefany Vazquez	Brooklyn	Stefany	09.28.00	
Emily Vera.	Brooklyn.	Emily Vera	02.17.16	
Isabelle Dugan	Brooklyn		2/17/16	
Ashley Aviles	Brooklyn		2/17/16	
Pat Chirico	Brkln		2/17/16	
Weronika Stasiewska	Brooklyn		2/17/16	
Angel Rodriguez	Brooklyn		2/17/16	

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Full Name (First Last)	Neighborhood	Signature	Date (MM/DD/YY)	Email (optional)
TaKiera Douglass		Takiera Douglass	2/18/16	
Tafari Loyd	Canarsie		2/18/16	
Hattie McLeod			2/18/16	
Chanda Lee			2/18/16	
Robert Danner			2/18/16	

Uncommon Schools | New York City

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Full Name (First Last)	Neighborhood	Signature	Date (MM/DD/YY)	Email (optional)
Shonda Smith	Mill Basin	Shonda Smith	02/18/16	—
Tiffany Cross	Canarsie	Tiffany Cross	02/18/16	—
Michele Morales	Canarsie		2/18/16	[redacted]
Cordelia Church	East Flatbush		2/18/16	—
	Canarsie		2/18/16	—
Latrell Bailey	canarsie		2/18/16	—
Rayanne Patrick	canarsie		2/18/16	—
Jada Allen	Canarsie		2/18/16	—

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Full Name (First Last)	Neighborhood	Signature	Date (MM/DD/YY)	Email (optional)
MARIE ROBINSON	CANARSIE	MRobin	2/18/16	—
Tokunbo Allen-Bakare	Canarsie	T. allen-Bakare	2/18/16	—
Faïmy Charles	Carnarsie	Faïmy Charles	2/18/16	—
Ebony Johnson	Canarsie		2/18/16	—
Jasmine Hunt	Canarsie		2/18/16	[redacted]
Seezinn Rudder	Canarsie	S Rudder	2/18/16	
Brianna Blakeney	Canarsie	A Blakeney	2/18/16	
JACKSON VOLTAIRE	CARNASIE	J. Voltaire	2/18/16	

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Full Name (First Last)	Neighborhood	Signature	Date (MM/DD/YY)	Email (optional)
Kiyana Cherefant	Canarsie	K Cherefant	2/18/16	—
Jania Cherefant	Canarsie	Jania Cherefant	2/18/16	—
Giovanni Mcmillan	Canarsie		2/18/16	—
Phanya Denny	Canarsie	Phanya Denny	2/18/16	—
Sasha Oniel	Canarsie	Sasha Oniel	2/18/16	—
Thushine Jones	Canarsie	Thushine Jones	2/18/16	N/A
Arlene Barnette	Canarsie	Arlene Barnette	2/18/16	—
Roslyn Chambers	Canarsie	Roslyn Chambers	2/18/16	—

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Full Name (First Last)	Neighborhood	Signature	Date (MM/DD/YY)	Email (optional)
Marie-Victoire	Brookyn		02/17/16	—
Kathryn Dimmock	Brooklyn		02/17/16	—
G. Ramani	Flatiron		2/17/16	—
J. Wharton	Upper East Side		2/17/16	—
Elizbeth Mertz	Brooklyn		2/17/16	—
Brenda Grayson	Canarsie		2/17/16	—
Anthony Chase	Canarsie		2/17/16	—
Maurice Saltzman	canarsie		2/17/16	

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Full Name (First Last)	Neighborhood	Signature	Date (MM/DD/YY)	Email (optional)
Robert Earl	Gramercy		2/17/16	—
Martha Garcia	Bushwick	M. Garcia	2/17/16 ~~03/21/92~~	—
Jennifer Rosado	Bushwick Jennifer	Rosado	2/17/16 ~~03/10/00~~	—
[illegible]	Queens		7/17/16	—
Dylan Osorno	Queens	Dylan	2/17/16	—
Gredhe Kazsaggk	Queens	Gkazsaggk	2/17/16	—
Javes Carnevale	Brooklyn		2/17/16	—
DAVID ANSEVEN	Brooklyn		2/17/16	—

Charter/ENY/Bushwick

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Full Name (First Last)	Neighborhood	Signature	Date (MM/DD/YY)	Email (optional)
Sandeep Uppal	East New York		2-17-16	
Zachary Flynn	Ridgewood		2-17-16	
Aaron Beattie	Bushwick		2-17/16	
Cindy Williams	EAST NEW YORK		2/17/16	
Bryan Cerenzio	Bushwick		2/17/16	
Merrily Graham	Bushwick		2/17/16	
Rodrico Cook	Bushwick		2/17/16	
[illegible]	Bushwick		2/17/16	

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Full Name (First Last)	Neighborhood	Signature	Date (MM/DD/YY)	Email (optional)
Mark Sydlo	Chelsea	Mark Sydlo	2/17/16	—
Danarae Nelson	Belleville / New Jersey		2/17/2016	[redacted]
Waller Ramos	Flatbush		2/17/16	
Joy Shaw	Crown Heights		2/17/16	—
Michael Sedlacek			2/17/16	—
Eric D. Washington	Sunset Park.		2/17/16	[redacted]
Ray Andrews	Brownsville		2/17/16	—
Edward Ortiz	East New York		2/17/16	—

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Full Name (First Last)	Neighborhood	Signature	Date (MM/DD/YY)	Email (optional)
Terrance	Bed Sty	Terrance	2/17/16	—
Betty Graham	Bed Sty	Betty G	2/7/16	—
Isaac Brown	Bed Sty		2/17/16	—
T D USC	Rangler		2/17/16	—
Rachi	Brooklyn	Rachi	2/17/16	—
Steele	ENY		2/17/16	—
Jason Bridges	Prospect Heights		2/17/16	—
Valerie Grenier	Crown Height	Valerie	2/17/16	—

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Melanie Jackson	Bklyn	M Jackson	2/17/16	—
Julia Butts	Bklyn	J Butts	2/17/16	—
Malika Butts	Bklyn	M Butts	2/17/16	—
Vaeli	BKLyn	Vaeli	2/17/16	—
K. Compere	Canarsie	K. Compere	2/17/16	—
Miller	Bklyn	C. Miller	2/17/16	—
Natasha	Bklyn	N. Perry	2/17/16	—
			2/17/16	—

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Full Name (First Last)	Neighborhood	Signature	Date (MM/DD/YY)	Email (optional)
Marie Badger	Brooklyn	Marie Badger	04/17/17	—
Lopez Lillian	Brooklyn	Lillian Lopez	2/17/16	—
Nilesh Bhargav	Brooklyn		2/17/16	—
Meagen Best	Bklyn	M Best	2/17/16	—
Matthew Jackson	Bklyn	M Jackson	2/17/16	—
Sean Best	Bklyn	S Best	2/17/16	—
Rondney Best	Bklyn	R Best	2/17/16	—
Daniel Herring	Bklyn	D Herring	2/17/16	—

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Full Name (First Last)	Neighborhood	Signature	Date (MM/DD/YY)	Email (optional)
Matthew Stark	Bed Stuy		2/17/16	[redacted]
Don Crawford	Bed Stuy		2/17/16	
Naquan Horton	BCD Stuy		2/17/16	
Porcher D Roper	Bed St	Porcher D Roper	2/17/16	—
Sherelle Lewis	Bed Stuy		2/17/16	—
Michael King	Bed-Stuy	Michael King	2/17/16	—
Lisa Mayo	Har St.	B Rood	2/17/16	—
Rosalinda Lozada	Bed Stuy		2/17/16	—

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Full Name (First Last)	Neighborhood	Signature	Date (MM/DD/YY)	Email (optional)
RHINEHART GAYMON JR	FT. GREENE	Rinehart Gaymon	2/17/2016	—
Cynthia Phone	Bed-Stuy	Cynthia Phone	2/17/16	—
Qulaya Dubose	Bed-Stuy	Qulaya	2/17/16	—
Miriam Jones	Crown Hts	[illegible]	2/17/16	—
Betty Walker	Bed Stuy	Betty walker	2/17/16	—
Maria Striano	Bed Stuy	Maria St	2/17/16	—
Evelyn James	Bed Stuy	Evelyn James	2/17/16	—
Evelyn White	Bed-Stuy	Evelyn White	2/17/16	—

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Full Name (First Last)	Neighborhood	Signature	Date (MM/DD/YY)	Email (optional)
Terrence Clacke	Mill Basin		02/24/2016	—
Milo Crosby	Flatbush		02/24/16	—
Rebecca Freeman	Bed Stuy		2/24/16	—
Ethan Vilme	Bedstuy		2/24/16	—
Sabrina Williams	Bushwick		2/24/16	—
Charlton Duncan	Bedstuy		2/24/16	—
Phanyci Denny	Brownsville		2/24/16	—
Ezekiel Bramfield	Flatbush		2/24/16	—

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Full Name (First Last)	Neighborhood	Signature	Date (MM/DD/YY)	Email (optional)
Joyce Bailey	Brownsville		2/24/16	—
Leslyn Peroume	East NY		2/24/16	—
Tekarahа Witter	East NY.		2/24/16	—
Tanisha Barrymore	East NY		2/24/16	—
Tiarua Matthews	Canarsie		2/24/16	—
Zakia Johnson	Brownsville		2/24/16	—
Tiana Fields	Williamsburg		2/24/16	—
NIKKITA BROWN	Bushwick		2/24/16	[redacted]

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Full Name (First Last)	Neighborhood	Signature	Date (MM/DD/YY)	Email (optional)
Daniel Webster	Bed Stuy	Daniel Webster		
Tonya Rousseau	Bed Stuy			
Kathryn Kell	Bed Stuy	Kathryn Kell		
Daniel Tillman	Bed Stuy	Daniel Tillman		
Jenny Syd	Bed Stuy			
David Kriegsman	Bed-Stuy			
Andrea Carey	Bed Stuy			
Melissa Ali	Crown Heights			

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Full Name (First Last)	Neighborhood	Signature	Date (MM/DD/YY)	Email (optional)
John Collins	East New York			
Marie Caillou	East New York			
Henry Johnson	Bedsty			
Bakil Suhail	Bedsty			
Sohail Alzdkari	BeDSty			
Tiffany Douglas	Bedsty			

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Full Name (First Last)	Neighborhood	Signature	Date (MM/DD/YY)	Email (optional)
Kathe Jessa	Bed-Stuy			
Jamileth Powell	East Flatbush			
Lis Martins	Bed-Stuy			
Tawanda Taylor	East New York			
Micheline Nicolas	East New York			
Aaron Douglas	Crown Heights			
Moore, Kim	Bed Stuy			
Sherese Applewhite				

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Full Name (First Last)	Neighborhood	Signature	Date (MM/DD/YY)	Email (optional)
Maureen Bautrous	east new York			
Caeyn Pressman	Bedford Stuyvesant			
Gaetana Gambino	Bedford Stuyvesant			
Crystal Vaughn	Spring Creek	CVaughn		
Elise SchianodiCola	Bedford Stuyvesant			
Yvonne Brown	Brownsville	Yvonne Brown		
Marilla Pendry	Crown Heights.			
Carline Paul	Mill Basin			

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Full Name (First Last)	Neighborhood	Signature	Date (MM/DD/YY)	Email (optional)
Sabrina Oneal		Sabrina O		[redacted]
Necrodray Oneal		N Oneal		
Leonard Crudup		L Crudup		
ANTHONY STACY HOOD		Anthony Stacy Hood		
SHAWANA SPRINGER		Shawana Springer		
Kam Lee		K. Lee		
Benly Desir		B Desir		
SHATOYA MOSS		Shatoya Moss		

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Hugh Arnold	QUEEN			
Saudra Lapointe	Bed Stuyed			
Heath Wilson	Bed Stuy			
	Bed Stuy	Cynthia Boulabrid		
Elizabeth Jimenez	crown Heights			
Guillermo A Morales	Queen			
Taylor Buck	Bed-Stuy			
Erik Colton	Queens			

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Full Name (First Last)	Neighborhood	Signature	Date (MM/DD/YY)	Email (optional)
Richard Brathwaite	BEDSTY			[redacted]
Robert Cambres	Flatbush			
Annabelle Scott	Brownsville		2/23/16	

uncommon Schools | New York City

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Full Name (First Last)	Neighborhood	Signature	Date (MM/DD/YY)	Email (optional)
Afaf Abdu	Abdurrahmen		2/24/16	
Angel Harrison		A.H	2/24/16 ~~2/12/13~~	
Robert Jordan Harris			2/24/16	
Barry Braxton			2/24/16	[redacted]
Shrell Roebuck			2/24/16	
Evelyn Streeter			2/24/16	

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Idalia Herrera		Idalia Herrera	02/24/16	
Lillian White			2/24/16	
Alexsandra Henderson			2/24/16	
Christopher Jackson			2/24/16	
Alidah Tillman		A. Tillman	2/24/16.	
Harry Russell			2/24/16	
TODD LUCKS			2/24/16	
Kimlesh Rattan		K Rattan	2/24/16	

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Full Name (First Last)	Neighborhood	Signature	Date (MM/DD/YY)	Email (optional)
CHARles Russell	Bushwick		2/21/16	
Linda Foster	Bushwick	Linda Foster	2/22/16	[redacted]
Artem Cuter	Bed-Stuy	A. Cuter	2-22-16	
TISHA Johnson	Queens		2/22/16	[redacted]
~~Ron~~ ADRAINE ROBINSON	[redacted] JAMAICA Queens		2/22/16	
JO KIPPING	Queens		2/22/16	
Tony Kirkland		T. Kirkland	2/22/16	
Nathaniel Frank		N. Frank	2/22/16	

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Full Name (First Last)	Neighborhood	Signature	Date (MM/DD/YY)	Email (optional)
JEFF Fitzpatrick		Jeffrey Fitz	02/22/16	[redacted]
Mike Wills		M. Wills	12/22/16	
Jewell Sngl/s		Jewy Smalls		
Patricia Ferguson	East New York			
Tonya Williams		Tonya Williams	2-22-16	
Francheska Caldwell		Francheska Caldwell	02/22/16	
Roger mille.		Roger mille	2-22-16	

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Full Name (First Last)	Neighborhood	Signature	Date (MM/DD/YY)	Email (optional)
Adriana Burke	Brownsville		02-25-2016	
Kelvin Campuzano	East New York		02-25-2016	
Nataya Lopez	East New York		2/25/2016	
Kelsey Smith	Brownsville		2/25/16	[redacted]
Jill Smokoski	Brownsville		2/25/16	
Rashida Clarke	Brownsville		2/25/16	

Uncommon Schools | New York City

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Full Name (First Last)	Neighborhood	Signature	Date (MM/DD/YY)	Email (optional)
Patrick Barfour	Brownsville	P. Barfour	2/25/16	
Shana King	Brownsville		2/25/16	[redacted]
Shatya Hody	Brownsville		2/25/16	
Rodshan Deese	East New York		2/25/16	
	East Flatbush		2/25/16	
Alicia Blake Fagan	Brownsville		2/25/16	
Vanessa Joseph	Brownsville		2/25/16	

Uncommon Schools | New York City

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Full Name (First Last)	Neighborhood	Signature	Date (MM/DD/YY)	Email (optional)
JEREMIAH JEFFERS	BROWNSVILLE		02/25/16	[redacted]
Shakeena Davis	Flatbush/ Brownsville	Shakeena Davis	2/25/16	
Tonya Cole	Bedstuy	Tonya Cole	2/25/16	
NiKKia Davis	Brownsville	NiKKia Davis	2/25/16	
Rase Clark	Brownsville	Rase Clark	2/25/16	
TRACEY LEGRAND	Brownsville		2-25-16	[redacted]

Uncommon Schools | New York City

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Full Name (First Last)	Neighborhood	Signature	Date (MM/DD/YY)	Email (optional)
[illegible]				
Jonathan Rattray	Brownsville		02/25/16	[redacted]
Rockell Wilks	Brownsville		02/25/16	
[illegible]	East New York		02/25/16	

Uncommon Schools | New York City

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Full Name (First Last)	Neighborhood	Signature	Date (MM/DD/YY)	Email (optional)
Scheldon Richmond	Canarsie		2/25/16	

Uncommon Schools | New York City

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2/24 - 2/25.

Full Name (First Last)	Neighborhood	Signature	Date (MM/DD/YY)	Email (optional)
Thomas Drain	East NewYork		02/25/16	[redacted]
Eric Smith	East New York		02/25/16	
Annette Webber	East New York		2/25/16	
April Lee	East New York		2/25/16	
Jennifer Amedinee	Bedstuy		2/25/16	
Houdou Bah	Est NY		2/25/16	
Stephenny Campazano	East New York		02/25/16.	

Uncommon Schools | New York City

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Full Name (First Last)	Neighborhood	Signature	Date (MM/DD/YY)	Email (optional)
Asanni Brown	[redacted] Canarsie	Asanni K. Brown	2/22/16	—
Shane Brown	Canarsie	S. Brown	2/22/16	—
Anthony Pimentel	Wyckoff Gardens	Anthony Pimentel	2/22/16	—
Sarah Awan	Church Ave	Sarah	2/22/16	[redacted]
Barbara ortiz	Bushwicks	Barbara	2/22/16	—
Unique S.	Bedstuy	Unas	2/22/16	[redacted]
Lenette NA	East NY	Lenette NA	2/22/16	—
Yeivin Santos	Bedford	Yeivin Santos	2/22/16	—

Uncommon Schools | New York City

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Full Name (First Last)	Neighborhood	Signature	Date (MM/DD/YY)	Email (optional)
Stanislas Macaela	East New York	macaela [redacted]	2/22/16	—
Roramia Bailey	Canarsie	R. Bailey	2122116	[redacted]
Martha Laserson	canarsie	martha	2/22/16	—
Adriana Chino	Canarsie	A. Chino.	2/22/16	—
Nekita Bailey	canarsie	N. Bailey	2/22/16	—
Cameron Greene	East NY	Cameron Greene	2/22/16	—
Francis Rosas	canarsie	Francis Rosas	2/22/16	—
Gabriel Lopez	canarsie	G. Lopez	2/22/16	

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Full Name (First Last)	Neighborhood	Signature	Date (MM/DD/YY)	Email (optional)
Aliyah Fisher	Bed-Stuy	Aliyah Fisher	02-23-2016	
Iyanese Barbour	Far Rockaway	I Barbour	02-23-16	
Shahmyre M.T. Hall	Bed-Stuy Crown Heights	Shahmyre M.T. Hall	02/23/16	
Tatyana Livingston	Bed-Stuy	Tatyana Livingston	02/23/16	
Amaya Thomas	Bedford stuyvestant	Amaya Thomas	02/23/16	
Nicholas knowlin	Clinton Hill	Nicholas Knowlin	02/23/16	
Nashod Sannid Jr	Bedstuy		2/23/16	
Jamal Harris	Bronx	Jamal Harris	2-23-16	

Uncommon Schools | New York City

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Full Name (First Last)	Neighborhood	Signature	Date (MM/DD/YY)	Email (optional)
Patrick, Brayanne	Canarsie	Brayanne Patrick	2/23/16	—
Peter Simpson	Bushwick	Peter Simpson	2/23/16	—
Confuscious Francis II	Bedford-Stuyvesant	Confuscious Francis II.	2/23/16	—
[illegible]	Brownsville	[illegible]	2/23/16	—
Shakim Chapman	Crown Heights	Shakim Chapman	2/23/16	—
Jazye Chatman	Crown heights	N Chatman	2/23/16	—
Latoya C Smith	East New York	L. [illegible]	2/23/16	—
Shantell Jackman	Bedford-Stuy	S. [illegible]	2/23/16	—

Uncommon Schools | New York City

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Full Name (First Last)	Neighborhood	Signature	Date (MM/DD/YY)	Email (optional)
Jillian Johnson	Brownsville		2/24/16	—
Alonte Johnson	Brownsville		2/24/16	—
Karen Black	Canarsie		2/24/16	—
Susan Vaffe	Canarsie		2/24/16	—
Sylvia Jackson	Canarsie		2/24/16	—
Indya Adams	Canarsie		2/24/16	—
Cheyenne Joseph	Bedstuy		2/24/16	—
Abena Tetteh	Brownsville		2/24/16	—

Uncommon Schools | New York City

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Full Name (First Last)	Neighborhood	Signature	Date (MM/DD/YY)	Email (optional)
Sharise Santos	Williamburg	Sharise Santos	2/27/2016	
Rosaria collado	williamsburg		2/27/2016	
Ulanda Robotham	Williamsburg	Ulanda Robothan	2/27/2016	
Joel Linclow	Crown heights	Joel Linclow	2/27/2016	[redacted]
Jed Rouchon	Canarsie	Jed Rouchon	2/27/2016	
Shaquan Strahan	Bushwick	shaquan strahan	2/27/200	
Ali Muhammad	Bushwick	Ali muhmac	2/27/2016	
Nichole Valera	Crown Heights	Nichole Valera	2/27/2016	

Uncommon Schools | New York City

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Full Name (First Last)	Neighborhood	Signature	Date (MM/DD/YY)	Email (optional)
Massiel Cabral	Bedstuy	Massiel Cabral	02/27/16	
Josh Longdon	Bedstuy	Josh Longdon	02/27/16	
Chyanne Lewis	Williamsburg	Chyanne Lewis	02/27/16	
Aiyana Lewis	Williamsburg	Aiyana Lewis	02/27/16	
Damani Brooks	Bedstuy		02/27/16	
Lauren Babb	Canarsie	Lauren	02/27/16	
Alex Boudon	Canarsie	Alex Boudon	2/27/16	
Tyrell Davis	Bushwick	Tyrell Davis	2/27/16	

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Full Name (First Last)	Neighborhood	Signature	Date (MM/DD/YY)	Email (optional)
Tokunbo Allen-Bakare	Canarsie	T. Allen-Bakare	02/27/16	
Ashley Duses	Crown Heights	Ashley Duses	02/27/16	
Jermore Brandy	canarsie	Jermore Brandy	02/27/16	
Amar Richards	Flatbush	Amar Richards	02/27/16	
Tafari Loyd	Bushwick		02/27/16	
Cassandra Fleurelus	Brownsville	Cassandra S. Fleurelus.	02/27/16	
Meek Thomas	Bed-Stuy		02/27/16	
Abena Tetteh	East Flatbush	Abenatetteh	02/27/16	

Uncommon Schools | New York City

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Full Name (First Last)	Neighborhood	Signature	Date (MM/DD/YY)	Email (optional)
Devon Otero	Bushwick	Devon Otero	02/27/16	
Kristi Libard	Canarsie	Kristi Libard	02/27/16	
Shanice Theodore	Canarsie	S. Theodore	02/27/16	
Kenisha Small	East Flatbush		02/27/16	
	Canarsie		02/27/16	
Ricardo Rivera	Williamsburg	Ricardo Rivera	02/27/16	
Kamryn Pinto	Crown Heights	Kamryn P.	02/27/16	
Doneeka Adams	East Flatbush		02/27/16	

Uncommon Schools | New York City

Full Name (First Last) Cassie Morales

Neighborhood East Flatbush

Date (MM/DD/YY) 02/25/2016

What questions or comments do you have about Uncommon School's application to open an additional school in Brooklyn?

There is an tremendous need for quality, structured education in many urban Community within Brooklyn and uncommon School provide exactly that to the parents, ~~et~~ scholars and Community ~~of~~ in Brooklyn. Education reform ~~is~~ is necessary for the future of the nation as well as state!!

Uncommon Schools | New York City

Full Name (First Last) Robert C. Morales III

Neighborhood East Flatbush

Date (MM/DD/YY) 02.25.16

What questions or comments do you have about Uncommon School's application to open an additional school in Brooklyn?

I think that it is vital to expand Uncommon School. The structure and installation of discipline remains unparalleled. The overall quality of education, is superb and challenges the scholars as well as the parents.

Uncommon Schools | New York City

Full Name (First Last) Jonathan Raffington

Neighborhood Brownsville

Date (MM/DD/YY) 02/25/16

What questions or comments do you have about Uncommon School's application to open an additional school in Brooklyn?

This is needed for all our youths. I feel the actual void being filled in my childs life. I am actually very proud with the motivation he has developed to do well in life. I have tried too many times to get him in this program, but by opening another school it should help other scholars reach their goals faster.

Uncommon Schools | New York City

Full Name (First Last)

Neighborhood

Date (MM/DD/YY)

What questions or comments do you have about Uncommon School's application to open an additional school in Brooklyn?

Uncommon Schools | New York City

Full Name (First Last) Jeremiah Jeffers

Neighborhood Brownsville

Date (MM/DD/YY) 02/25/16

What questions or comments do you have about Uncommon School's application to open an additional school in Brooklyn?

it should be opened ASAP! I went to a Public School and it is not as efficient and effective as Charter / uncommon Schools. please help our children be afforded to have a great future...

Uncommon Schools | New York City

Full Name (First Last) Shakeema Davis

Neighborhood Brownsville / Flatbush

Date (MM/DD/YY) 2/25/16

What questions or comments do you have about Uncommon School's application to open an additional school in Brooklyn?

We need more Schools in our area.

Uncommon Schools | New York City

Full Name (First Last) Shana King

Neighborhood Brownsville

Date (MM/DD/YY) 2/25/16

What questions or comments do you have about Uncommon School's application to open an additional school in Brooklyn?

We need more elementary schools because when our kids start in middle school they are coming in so far below grade level. Overtime staying in our network allows them to catch up to their white counterparts but will still have them in remedial classes by college. Allow our kids to have equal / fair education.

Uncommon Schools | New York City

Full Name (First Last)

Neighborhood

Date (MM/DD/YY)

What questions or comments do you have about Uncommon School's application to open an additional school in Brooklyn?

Uncommon Schools | New York City

Full Name (First Last) Paul Bishop

Neighborhood Bedford Stuyvesant

Date (MM/DD/YY) 02/24/2016

What questions or comments do you have about Uncommon School's application to open an additional school in Brooklyn?

My opinion is jaded as I'm a parent. Having said that, until public schools can unequivocally state they have a 100% graduation rate and rank citywide as far as test scores as concerned, I would welcome the decision. Charter schools do have some drawbacks, nothing is perfect, but I am willing to deal with it.

Uncommon Schools | New York City

Full Name (First Last)

Neighborhood

Date (MM/DD/YY)

What questions or comments do you have about Uncommon School's application to open an additional school in Brooklyn?

Uncommon Schools | New York City

Full Name (First Last) Elmira Dupre

Neighborhood Bed Stuy

Date (MM/DD/YY) 2-24-16

What questions or comments do you have about Uncommon School's application to open an additional school in Brooklyn?

I feel that there is a need for more Uncommon School because children should not have to pray that they are picked from a lottery to get the best education they can get. Charter School are the best school right now for our low income family

Uncommon Schools | New York City

Full Name (First Last)

Neighborhood

Date (MM/DD/YY)

What questions or comments do you have about Uncommon School's application to open an additional school in Brooklyn?

Uncommon Schools | New York City

Full Name (First Last) Idalia Herrera

Neighborhood

Date (MM/DD/YY) 02/24/16

What questions or comments do you have about Uncommon School's application to open an additional school in Brooklyn?

There is a need in the neighborhood for a school that will not only help the neighboring youth academically but will also work with the families. Opening up a new school will bring forth many opportunities for the potential students and families.

Uncommon Schools | New York City

Full Name (First Last) Annette Webber

Neighborhood East New York

Date (MM/DD/YY) 2/22/16

What questions or comments do you have about Uncommon School's application to open an additional school in Brooklyn?

A school with such emphasis on structure and quality education is needed in this neighborhood. Every child deserves an opportunity to be exposed to a great education no matter what their economic status is.

Uncommon Schools | New York City

Full Name (First Last) TRACEY LEGRAND

Neighborhood Brownsville

Date (MM/DD/YY) 2-25-16

What questions or comments do you have about Uncommon School's application to open an additional school in Brooklyn?

We Should open an additional school in Brooklyn because we are in need of help in education everyday in our lives. Because Life didn't come with instruction so, everyday we live and learn Something new by Someone Showing us or Watching to imitate what he saw. Charter school education is like my JHS. Catholic School, they break it down from Scratch step by step. My elementary school was helpful because I had resources in the areas I didn't understand. I needed a one to one, to be able to understand when a teacher teach the Class to keep up. Even if I did n't understand the teacher in class because the teacher talking too fast. I knew what to do from the one to one resource class. We also need to make rooms for parents to understand too. Because Some of them didn't finish or get the proper help in School. Plus the way you teach The Children now is a structure format we need to understand the new format too

Uncommon Schools | New York City

Full Name (First Last)

Neighborhood

Date (MM/DD/YY)

What questions or comments do you have about Uncommon School's application to open an additional school in Brooklyn? asap! It an emergency 911.

Because the test is here next month. We need more time with Parent too, to help the Children at home. I see after 4pm yall still in the building Why not have work shop for parents that need to learn like me because I'm hearing impaired. Help Train me, I bet it will make a difference, In my daughter learning Skills. Help Me to Help Ja'Merah Smalls Please. They See it help me, then you will See others Parent want to See the Same for their Child.

common Schools | New York City

Full Name (First Last) Sarah Awan
Neighborhood Church Ave.
Date (MM/DD/YY) 12/22/16

What questions or comments do you have about Uncommon School's application to open an additional school in Brooklyn?

I am glad that Uncommon Schools are opening more Charter Schools because the schools are very wonderful. They can teach their students more effectively than public schools because I've seen the differenu.

common Schools | New York City

Full Name (First Last) Unique Stuart
Neighborhood Brooklyn
Date (MM/DD/YY) 8/22/16

What questions or comments do you have about Uncommon School's application to open an additional school in Brooklyn?

In my school, they are strict on uniform so in this new school I'd like the teachers to be alittle bit less strict.

common Schools | New York City

Full Name (First Last)
Neighborhood
Date (MM/DD/YY)

What questions or comments do you have about Uncommon School's application to open an additional school in Brooklyn?

Uncommon Schools | New York City

Full Name (First Last)	ALiu
Neighborhood	
Date (MM/DD/YY)	3/23/16
Email	[redacted]

That will help parent make a Good choice for their children and also help put the ones on the waiting list be put in the School of their choice on time

Uncommon Schools | New York City

Full Name (First Last)	Debron Paul
Neighborhood	Bushwic
Date (MM/DD/YY)	3/23/16
Email	

I feel like we need more Charter schools because they provide the best education.

Uncommon Schools | New York City

Full Name (First Last) Rosario Jimenez
Neighborhood East New York
Date (MM/DD/YY) 03/23/16
Email [redacted]

Dear: DOE administration,

I am a mother of two children, I submited and application for my oldest daughter in a charter school. We had to wait three years until my daughter was called for a sit. We felt so bless to finally had the opportunity to be part of a change. Because that is what the uncommons school does. They are one of the best charter school I know. I would want other families to have the same opportunity has my family has. Please give the support to other communities to have the choice they diserve.

Uncommon Schools | New York City

Full Name (First Last)	Wharwood, Mario
Neighborhood	Bed-Stuy
Date (MM/DD/YY)	03/23/16
Email	

The more I believe is better for our kids

Uncommon Schools | New York City

Full Name (First Last)	NICOLE BENNETT
Neighborhood	BEDFORD STUYVESANT
Date (MM/DD/YY)	03/25/16
Email	[redacted]

I'm in support of more charter schools opening. I believe our Children need more college bound driven education. My Son has excelled in his school & love the attention and care in his education.

Uncommon Schools | New York City

Full Name (First Last)	Renea Thomas
Neighborhood	Bed Stuy
Date (MM/DD/YY)	03/23/16
Email	

There needs to be more Uncommon Schools in Brooklyn. Parents should have options in choosing a great school for their student.

#1

COMPLETE

Collector: Web L nk 1 (Web L nk)
Started: Tuesday, February 16, 2016 4:31:19 PM
Last Modified: Tuesday, February 16, 2016 4:56:25 PM
Time Spent: 00:25:05
IP Address: 208.54.37.213

PAGE 1

Q1: What is your name?

First Name	carrol
Last Name	Grant

Q2: In what neighborhood do you live?

Neighborhood	East new York

Q3: Do you have any school-aged children?	Yes
Q4: Do you support Uncommon's plan to open an additional free, high-quality, public charter school in Brooklyn?	Yes

Q5: Based on the description of Uncommon New York City's program described at the top of this page, what feedback do you have on Uncommon's program?

Very inspiring I like the way the teach my son is doing very well .we need more school like these

Q6: What else do you think this community needs educationally, and how could this proposal help meet that need?	*Respondent skipped this question*
Q7: Based on what we've told you about Uncommon New York City's approach, do you have any questions, concerns, or other suggestions?	*Respondent skipped this question*

#3

COMPLETE

Collector: Web L nk 1 (Web L nk)
Started: Tuesday, March 22, 2016 5:55:04 PM
Last Modified: Tuesday, March 22, 2016 5:58:57 PM
Time Spent: 00:03:53
IP Address: 100.38.4.178

PAGE 1

Q1: What is your name?

First Name	NAILA
Last Name	MOORE

Q2: In what neighborhood do you live?

Neighborhood	BROWNSVILLE

Q3: Do you have any school-aged children? Yes

Q4: Do you support Uncommon's plan to open an additional free, high-quality, public charter school in Brooklyn? Yes

Q5: Based on the description of Uncommon New York City's program described at the top of this page, what feedback do you have on Uncommon's program?

The program description is comprehensive, holistic and ambitious - good qualities in an education plan

Q6: What else do you think this community needs educationally, and how could this proposal help meet that need?

Civics and civic engagement curricula

Q7: Based on what we've told you about Uncommon New York City's approach, do you have any questions, concerns, or other suggestions?

How can IMPACCT Brooklyn partner with the student body at Uncommon to support civic engagement

Emma G eason

From: Erika McSwain [redacted]
Sent: Friday, February 19, 2016 11:05 AM
To: Emma Gleason
Cc: James Brodick; Julie Taylor; Erica Mateo; Deron Johnston
Subject: RE: Uncommon Schools New York City Update

Categories: Waiting on Response, EWBG to do or Project

Good Morning Emma,

Thank you so much for reaching out to us! We would love to sit down and discuss all of the programs we offer here at the Brownsville Community Justice Center as well as see where possible collaboration can happen. I've cc'd some of the team on this response. James Brodick the Director of Brooklyn Justice Centers and oversees BCJC, Erica Mateo is our Director of Community Initiatives, Julie Taylor is our Clinical Director, and Deron Johnston is our Associate Director of Community Initiatives. I think it would be great for all of us to sit down and see how we can help each other. Please let us know when you are available to come out and visit our site and we will set something up. Looking forward to speaking with you soon.

Have a great day!

Erika McSwain
Operations Manager
[redacted]
[redacted]

From: Emma Gleason [mailto [redacted]
Sent: Thursday, February 18, 2016 7:49 PM
To: Erika McSwain
Subject: Uncommon Schools New York City Update

Good evening Ms. McSwain,

I hope this email finds you well.

I am reaching out to let you know that Uncommon Schools New York City ("Uncommon NYC") is planning to apply to open new public charter schools serving Brooklyn, and to ask for the Brownsville Community Justice Center's input on our planned growth.

As you may know, Uncommon NYC is a network of free, public charter schools in Brooklyn that close the achievement gap and prepare low-income students to graduate from college. Currently, Uncommon NYC serves over 5,900 K-12 students across 21 schools in Brooklyn, including both single-sex and co-educational schools. Uncommon NYC has a demonstrated record of successful academic outcomes, with 100% of our graduating high school seniors accepted to college. This success has translated into tremendous demand, with more than 33,000 students currently on our waiting list. You can find some additional background information regarding Uncommon New York City attached here. Several Uncommon Schools are located in Brownsville, including Leadership Prep Brownsville and Brownsville Collegiate Charter School.

In response to this overwhelming demand for free, high quality school options in Brooklyn, Uncommon NYC is in the process of submitting a proposal to the State University of New York (SUNY) Charter Schools Institute for permission to open up to three additional schools in Brownsville and surrounding neighborhoods, including elementary schools

Emma G eason

From: Emma Gleason
Sent: Tuesday, March 29, 2016 9:57 AM
To: [redacted]
Subject: Uncommon Schoosl New York City/Breukelen Community Center Call

Hi Andrew,

Thank you so much for your time on the phone! I am very glad to hear that you are supportive of Uncommon's application to open an additional school that may be in Canarsie.

As we discussed, here's a recap of our conversation. Please let me know if you have anything to add or if there is anything I missed.

- Mr. Smith believes in more school option for families and thinks that the competition between schools raises the bar for everyone
- Mr. Smith is supportive of Uncommon's opening more locations, as long as they continue to have strong results
- Mr. Smith found that partnering with Uncommon on Community Day on 3/19 was successful, believes Uncommon should work to have more events like this in the future
- Mr. Smith thinks that Uncommon can improve outreach by attending the monthly NYCHA housing meetings, where we can learn about more opportunities to partner with the community and can tell more families about our schools in the neighborhood.

Thank you also for working alongside Uncommon during community day on 3/19. We truly appreciate your partnership and look forward to working together on more events in the future, including potentially the job fair next month.

Per our discussion, it would be great if you could please send me info regarding the job fair so that I can pass along to our recruitment team to see if someone from the team is able to attend. I will let you know once I hear from them.

Thanks again!
Emma

Emma Gleason
Associate Director of Strategic Initiatives
Uncommon Schools | New York City
[redacted]

[redacted]
Brooklyn, NY 11216
[redacted]

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UNCOMMON NEW YORK CITY CHARTER SCHOOLS
March 2016

R-15f-Admissions Policy

Uncommon New York City Charter Schools ("USNCY") are public schools that are open to children who are eligible under the laws of New York State for admission to a public school. USNYC follows all applicable state and federal laws in admitting students. Uncommon New York City Charter Schools does not discriminate on the basis of intellectual ability, measures of achievement or aptitude, athletic ability, disability, race, creed, national origin, religion, or any other grounds that would be unlawful.[1] USNYC's application for admission includes the following language: "A charter school shall not discriminate against or limit the admission of any student on any unlawful basis, including on the basis of ethnicity, national origin, gender, disability, intellectual ability, measures of achievement or aptitude, athletic ability, race, creed, gender, national origin or religion. A school may not require any action by a student or family (such as an admissions test, interview, essay, attendance at an information session, etc.) in order for an applicant to either receive or submit an application for admission to that school. However, our schools provide an academic program specifically designed for low income students and students in our community school districts. These preferences have been approved by the schools' authorizer and are permissible."

Publicity and Outreach

Each year, Uncommon New York City Charter Schools holds information sessions to inform families and community members about USNYC and the admissions process. These information sessions are held at USNYC schools and or at other community-based locations. The sessions are publicized widely, through means such as flyers, mailings, local schools, community organizations, and local businesses. Families are encouraged to visit USNYC to see classes in action and meet currently enrolled students.

The Application

Families interested in enrolling a child at Uncommon New York City Charter Schools are required to submit a completed application form. The applications are made available at USNYC's information sessions, in person at all USNYC schools, online at the USNYC and schools' websites, and can be mailed home upon a family's request. There are no fees associated with the filing of an application, nor are there any tuition charges for attending USNYC.

All applications and application materials are available in both English and Spanish. Families that have difficulty filling out the application due to language barriers will be assisted by staff of USNYC. The application will also be translated into other languages as needed.

Special Requirements for Kindergarten

Only students who turn 5 years old by December 31st of the matriculation year are eligible for kindergarten.

Enrollment Period

[1] Excellence Boys Charter School shall be a single-sex public school serving males, and Excellence Girls Chart School shall be a single-sex public school serving femals, in accordance with §2854(2) of the Education Law and to the extent permitted by Title IX of the Federal Civil Rights Act.

During or before January of each year, USNYC will advertise open registration. Interested families will submit applications until a deadline on or after April 1st established by USNYC. If USNYC receives more applications than allotted spaces by the application deadline, then USNYC holds a public lottery in April each year.

Procedures for Lottery

In the event that a USNYC school receives more applications than allotted spaces, that school holds its own lottery for Kindergarten and, if necessary, 5th grade seats. These random and publicly held lotteries are overseen by a disinterested independent organization. All applicants are notified of the time and the place of the lotteries and are invited to attend.

Preferences

In the event of the need for a lottery, admission preference shall be granted to applicants in the following manner:

For **Leadership Prep Bedford Stuyvesant Elementary Academy; Leadership Prep Ocean Hill Elementary Academy; Excellence Boys Charter School Elementary Academy; and Excellence Girls Charter School Elementary Academy**, the following preferences will be applied to the lottery:

To the extent a vacant space is available in the school:

- Only kindergarten students are admitted via lottery; however, the school may, at its discretion, admit new students into grades 1, 2, 3, and 4 from the school's waiting list;
- First preference is given to siblings of students enrolled in certain USNYC schools, as indicated by the chart in the Sibling Preference section of this document;
- Second preference is given to children of benefit-eligible employees of USNYC or its management partner, Uncommon Schools, Inc., provided that such children of employees do not constitute more than 15% of Uncommon New York City Charter School's or any one school that forms part of Uncommon New York City Charter School's total enrollment at any time;
- Subsequent preferences will be applied via weighting, or the number of cards each child receives in the lottery. Each child will receive one card for submitting a timely and complete application. An individual applicant may have up to five additional cards in the lottery:
    - One additional card if the applicant resides in the Community School District (CSD) in which the USNYC school is located;
    - Up to four additional cards if the applicant is designated as "at risk of academic failure," defined as:
        - Family income is sufficiently low that the student is eligible for Free or Reduced-Price lunch under the income guidelines for the academic year during which the lottery takes place (i.e., the academic year preceding the one for which the lottery is being held) – **three cards**
        - Family income is sufficiently low that the family resides in a New York City Housing Authority public housing development and/or is enrolled in SNAP or TANF (see explanation below) – **one (additional) card**
- If siblings participate in the same lottery, they share all cards (one, two, five or six), and if that card is selected the siblings will occupy the next available spots on the list in alphabetical order by first name.
- Once the available spaces are filled by students whose names are drawn, the remaining applicants are placed on a waiting list in the order in which their names are drawn (and according to the admissions preference listed above).

For **Leadership Prep Brownsville Elementary Academy and Leadership Prep Canarsie Elementary Academy,** the following preferences will be applied to the lottery:

To the extent a vacant space is available in the school:

- Only kindergarten students are admitted via lottery; however, the school may, at its discretion, admit new students into grades 1, 2, 3, and 4 from the school's waiting list;
- First preference is given to siblings of students enrolled in certain USNYC schools, as indicated by the chart in the Sibling Preference section of this document;
- Second preference is given to children of benefit-eligible employees of USNYC or its management partner, Uncommon Schools, Inc., provided that such children of employees do not constitute more than 15% of Uncommon New York City Charter School's or any one school that forms part of Uncommon New York City Charter School's total enrollment at any time;
- Third preference is given to applicants who reside in the Community School District (CSD) in which the USNYC school is located AND have family income sufficiently low that the student is eligible for Free or Reduced-Price Lunch, under the income guidelines for the academic year during which the lottery takes place (i.e., the academic year preceding the one for which the lottery is being held);
- Fourth preference is given to children who are at-risk of academic failure, defined as Family income is sufficiently low that the student is eligible for Free or Reduced-Price lunch, as described above;
- Fifth preference is given to students who reside in the Community School District (CSD) in which the USNYC school is located and are not at-risk by the definition in the bullet above.
- If space remains, students not at-risk who reside outside the Community School District (CSD) in which the USNYC school is located, are admitted;
- If siblings participate in the same lottery, they share a single card, and if that card is selected, the siblings will occupy the next available spots on the list in alphabetical order by first name; and
- Once the available spaces are filled by students whose names are drawn, the remaining applicants are placed on a waiting list in the order in which their names are drawn (and according to the admissions preference listed above).

For **Brooklyn East Collegiate Charter School; Bedford Stuyvesant Collegiate Charter School; Brownsville Collegiate Charter School; Excellence Boys Middle Academy Charter School; Excellence Girls Middle Academy Charter School; Kings Collegiate Charter School; Leadership Prep Bedford Stuyvesant Middle Academy Charter School; Leadership Prep Brownsville Middle Academy; Leadership Prep Ocean Hill Middle Academy; Leadership Prep Canarsie Middle Academy; Ocean Hill Collegiate Charter School; and Williamsburg Collegiate Charter School,** the following preferences will be applied to the lottery:

To the extent a vacant seat is available:

- Only fifth-grade students are admitted via lottery; however, the school may, at its discretion, admit new students into grades 6, 7, and 8;
- First preference is given to siblings of students enrolled in certain USNYC schools, as indicated by the chart in the Sibling Preference section of this document;
- Second preference is given to children of benefit-eligible employees of USNYC or its management partner, Uncommon Schools, Inc., provided that such children of employees do not constitute more than 15% of Uncommon New York City Charter School's or any one school that forms part of Uncommon New York City Charter School's total enrollment at any time;

- Third preference is given to students living in the Community School District (CSD) in which the USNYC school is located;
- If space remains, students who reside outside the CSD of the USNYC school are admitted;
- Each sibling applying to the school receives one card in the lottery; and
- Once the available spaces are filled by students whose names are drawn, the remaining applicants are placed on a waiting list in the order in which their names are drawn (and according to the admissions preference listed above).

For all **schools opening for the first time in 2016-17 or later**, the following preferences will be applied to the lottery:

- Students will only be admitted via lottery to kindergarten, 5th grade, and any additional grades that may be offered in the school's first year of operation; however, the school may, at its discretion, admit new students into non-lotteried grades from the school's waiting list;
- First preference is given to siblings of students enrolled in certain USNYC schools, as indicated by the chart in the Sibling Preference section of this document;
- Second preference is given to children of benefit-eligible employees of USNYC or its management partner, Uncommon Schools, Inc., provided that such children of employees do not constitute more than 15% of Uncommon New York City Charter School's or any one school that forms part of Uncommon New York City Charter School's total enrollment at any time;
- Subsequent preferences will be applied as follows:

  Students will be given entries (or chances to be selected) in the lottery according to the chart below. A student is considered to be "At-Risk" if he or she is eligible for the Federal Free and Reduced Price Lunch program.

Group	Entries (Chances to be selected)
Students who reside in the district of location and are At-Risk	6
Students who reside outside the district of location and are At-Risk	3
Students who reside inside the district of location and are not At-Risk	2
Students who reside outside the district of location and are not At-Risk	1

- If siblings participate in the same lottery, they share a single card, and if that card is selected, the siblings will occupy the next available spots on the list in alphabetical order by first name; and
- Once the available spaces are filled by students whose names are drawn, the remaining applicants are placed on a waiting list in the order in which their names are drawn (and according to the admissions preference listed above).

Ranking/"Auto Decline" Lottery

For the 2016 lottery, families applying to the lottery will now assign a ranking for each USNYC school to which they are applying. A family applying for Kindergarten or 5th Grade who is admitted into

multiple schools will be offered a seat at the highest-ranked school at which they were admitted, and will then automatically decline their seat or waitlist spot at the lower-ranked schools. This means that families will no longer remain on the lower-ranked schools' waitlists and will not have to actively decline seats at lower ranked schools before that seats can be offered to other students on the waitlist. Families who do not input their own ranking will be assigned a ranking based on the proximity of the schools to their home address. Ranking schools will not increase or decrease any family's chances of being accepted into that school. Students will remain on the waiting lists for the higher-ranked schools where they were not offered a seat.

To provide an example:

- John applies to the K lottery for School 1, School 2, and School 3.
- John ranks School 1 as his first choice, School 2 as his second choice, and School 3 as his third choice.
- Separate lotteries are held for each school. John's ranking does not affect his chances of being selected in any of the school lotteries. A chart showing how auto-decline would work based on different possible lottery outcomes is as follows:

Lottery Outcome	Result
John is admitted to School 1 via the lottery.	• John automatically declines his seat or waitlist spot at School 2 and School 3, since School 1 was his first choice school.
John is admitted to School 2 via the lottery, but not School 1.	• John automatically declines his seat or waitlist spot at School 3, since he ranked School 2 higher and was offered a seat at School 2. • John remains on the waitlist for School 1 and will be offered a seat at that school when there is an available spot based on his waitlist number.
John is admitted to School 3 via the lottery, but not School 1 or School 2.	• John remains on the waitlist at School 1 and School 2. • John will be offered a seat at School 1 or School 2 when there is an available spot based on his waitlist number at each school. • If John were to be called off of the waitlist at School 1 before he were called off the waitlist at School 2, he would, upon enrolling at School 1, automatically decline his waitlist spot at School 2, since he had ranked it lower than School 1. • If John were offered a waitlist spot at School 2 before being called off the waitlist at School 1, he would retain his spot on the waitlist at School 1 until he were offered a seat.
John is not admitted to any schools.	• John remains on the waitlist at all schools, and will be offered a seat when there is an available spot based on his waitlist number at each school. • If John were to be called off of the waitlist at School 1 before he were called off the waitlist at School 2 or School 3, he would, upon enrolling at School 1, automatically decline his waitlist spots at School 2 and School 3, since he had ranked them lower than School 1. • If John were to be called off the waitlist at School 2 before he were

	called off the waitlist at School 1 or School 3, he would, upon enrolling at School 2, automatically decline his waitlist spot at School 3. He would retain his waitlist spot at School 1. • If John were to be called off the waitlist at School 3 before School 1 or School 2, he would retain his waitlist spots at School 1 and at School 2.

Timely Applications

Timely applications are accepted only for the Kindergarten and fifth grade class and only prior to the application deadline (April 1) in the year in which students would be entering Kindergarten or fifth grade. Applications received for other grades or after this deadline are considered untimely. USNYC will not reopen the application period nor will it hold a lottery for these untimely applications. As a courtesy, USNYC will add untimely applications to the bottom of the waiting list for a given class based on the date and time the completed application is received, with the exception of siblings and children of employees of USNYC or Uncommon Schools, Inc. ("USI").

Untimely applications received from siblings of students at a USNYC Charter School will be added to the top of the waiting list(s) for which they are eligible based on the date and time the completed application is received, but behind any other siblings of current USNYC Charter School students who are already on those waiting lists. If a student is already on the waiting list (i.e., was not selected in the Kindergarten or 5th grade lottery, or submitted an untimely application), and his/her sibling enrolls at the USNYC Charter School (i.e., was selected in the Kindergarten or 5th grade lottery, or was called off the waiting list), he/she will be moved to the top of the waiting lists for which they are eligible to receive sibling preference, but behind any other siblings of current USNYC Charter School students who are already on the waiting list for that school and grade. Untimely applications will be considered complete even if Community School District documentation is not included.

Beginning with the waiting lists formed during the lottery for kindergarten and 5th grade the 2016-17 school year, and continuing for the waiting lists formed during the lotteries of subsequent school years, untimely applications received from children of employees of USNYC or USI will be added to the top of the waiting list(s) for which they are eligible based on the date and time the completed application is received, but behind any siblings of current USNYC Charter School students and behind any children of employees of USNYC or USI who are already on those waiting lists. If a student is already on the waiting list (i.e., was not selected in the Kindergarten or 5th grade lottery, or submitted an untimely application), and his/her parent becomes an employee of USNYC or USI, he/she will be moved to the top of the waiting lists for which he or she is eligible to receive preference, but behind any other children of USNYC or USI employees or and behind any siblings of current USNYC Charter School students who are already on the waiting list for that school and grade. Untimely applications will be considered complete even if Community School District documentation is not included.

Waiting List

The waiting list will roll over from year to year between Kindergarten and fourth grade and between fifth and tenth grade. The waitlist will not roll over between fourth and fifth grade; rather, a lottery will be held to fill any available seats in the incoming fifth grade class of each school. This waiting list will be the only official, legal document identifying the names of grade-eligible students with applications to USNYC pending acceptance for the subsequent school year.

Lottery Eligibility/Definitions

For the purposes of the lottery, the eligibility determination process will be as follows:

- Where applicable, families will be asked to submit one of the following forms of verification of low-income status.
    - Proof of residence in a New York City Housing Authority public housing development, per the same home address verification criteria described for CSD preference below.
        - If this form of income proof is submitted, a card is automatically granted for eligibility for Free or Reduced-Price Lunch, as any family eligible for public housing will also be eligible for Free or Reduced-Price Lunch.

        OR

    - Proof of enrollment in TANF or SNAP/Food Stamps in the form of a direct certification letter from the NY Office of Temporary and Disability Assistance, dated within the past year.
        - If this form of income proof is submitted, a card is automatically granted for eligibility for Free or Reduced-Price Lunch, as any family eligible for TANF or SNAP will also be eligible for Free or Reduced-Price Lunch.

        OR

    - A completed a copy of the New York City Department of Education Application for Free and Reduced-Price Meals.
        - Eligibility will be determined according to the income guidelines for the academic year during which the lottery takes place (i.e., the academic year preceding the one for which the lottery is being held.

- An application will still be considered "complete" if the family elects not to submit any form of low-income verification. Under this circumstance, the applicant will not be considered for the at-risk preference for which they might be eligible. This will be clearly laid-out in the school application instructions.

A student's address is the address at which his/her parent or current guardian resides. A parent or guardian is defined as:

1. Parent, by birth or adoption
2. Step-parent
3. Legally appointed guardian or foster parent (including a foster agency)
4. Person in "parental relation"

A person in parental relation refers to a person who has assumed the care of a child because the child's parents or guardians are not available, whether due to, among other things, death, imprisonment, mental illness, abandonment of a child, or living outside of the state. A person may only qualify as a person in parental relation if no other eligible person applies as parent or guardian. Any determinations about who constitutes a person in "parental relation" must be based on the individual circumstances surrounding guardianship and custodial care of the particular child. This shall include consultation with the principal. A person who may provide temporary care (i.e., babysitting) for a child or children does not qualify as a person in parental relation.

A sibling of a student is defined as a child who shares the same parent or guardian. If one sibling resides within the Community School District and the other(s) do not, they must have separate cards in each school lottery.

The Community School District will be defined based on the physical location(s) of USNYC school building(s) at the time of the lottery, even if USNYC has plans to move to another location the following school year. Community School District preference will be determined by the school using online information. A student's Community School District will be based on the school district in which the student resides. Families are required to provide documentation to verify the student's home address. The following documents will be accepted:

Accepted Documents	Valid Date for Document
A residential utility bill (gas or electric) in the resident's name issued by National Grid, Con Edison or the Long Island Power Authority	Within 60 days prior to application submission
Document on letterhead from federal, state or city agency – including City Housing Authority or the Human Resources Administration – which states home address	Within 60 days prior to application submission
Official payroll documentation from an employer such as a form submitted for tax withholding purposes or a payroll receipt.	Within 60 days prior to application submission
An original lease agreement, deed or mortgage statement for the residence	Any date
A current property tax bill for the residence	Must cover time period including date of application submission
A water bill for the residence	Past six months

If documentation is not received by USNYC by the application deadline, the student is not eligible for Community School District preference in the lottery for admission. USNYC reserves the right to ask for additional documentation to establish a student's Community School District. In addition, USNYC reserves the right to not admit or expel any student if false Community School District documents were submitted. This will be clearly laid-out in the school application instructions.

Sibling Preference

The siblings of already-enrolled Uncommon New York City Charter School students will be eligible to receive preference in the lottery and on the waitlist of the school in which their sibling is already enrolled, as described in the Preferences section of this document.

In addition, as each Uncommon New York City Charter School does not serve each grade, siblings of students at each school will eligible to receive sibling preference at two or more additional USNYC schools that serve other grade levels.

The chart below summarizes the cross-school sibling preferences that will be honored when enrolling students beginning with the 2016-17 school lottery:

School	Grades Served	Siblings of students enrolled at this school will be eligible to receive sibling preference at
Bedford Stuyvesant Collegiate Charter School	5-8	• Bedford Stuyvesant Collegiate Charter School • Excellence Boys Charter School Elementary Academy • Excellence Girls Charter School Elementary Academy • Uncommon Collegiate Charter High School

School	Grades Served	Siblings of students enrolled at this school will be eligible to receive sibling preference at
Brooklyn East Collegiate Charter School	5-8	• Brooklyn East Collegiate Charter School • Leadership Prep Bedford Stuyvesant Elementary Academy • Uncommon Preparatory Charter High School
Brownsville Collegiate Charter School	5-8	• Brownsville Collegiate Charter School • Leadership Prep Brownsville Elementary Academy • Leadership Prep Ocean Hill Elementary Academy • Uncommon Collegiate Charter High School
Excellence Boys Charter School Elementary Academy	K-4	• Excellence Boys Charter School Elementary and Middle Academies • Excellence Girls Charter School Elementary and Middle Academies • Uncommon Charter High School
Excellence Boys Charter School Middle Academy	5-8	• Excellence Boys Charter School Elementary and Middle Academies • Excellence Girls Charter School Elementary and Middle Academies • Uncommon Charter High School
Excellence Girls Charter School Elementary Academy	K-4	• Excellence Girls Charter School Elementary and Middle Academies • Excellence Boys Charter School Elementary and Middle Academies • Uncommon Charter High School
Excellence Girls Charter School Middle Academy	5-8	• Excellence Girls Charter School Elementary and Middle Academies • Excellence Boys Charter School Elementary and Middle Academies • Uncommon Charter High School
Kings Collegiate Charter School	5-8	• Kings Collegiate Charter School • Leadership Prep Canarsie Elementary Academy • Uncommon Charter High School
Leadership Prep Bedford Stuyvesant Elementary Academy	K-4	• Leadership Prep Bedford Stuyvesant Elementary and Middle Academies • Uncommon Preparatory Charter High School
Leadership Prep Bedford Stuyvesant Middle Academy	5-8	• Leadership Prep Bedford Stuyvesant Elementary and Middle Academies • Uncommon Preparatory Charter High School
Leadership Prep Brownsville Elementary Academy	K-4	• Leadership Prep Brownsville Elementary and Middle Academies • Uncommon Preparatory Charter High School
Leadership Prep Brownsville Middle Academy	5-8	• Leadership Prep Brownsville Elementary and Middle Academies • Uncommon Preparatory Charter High School

School	Grades Served	Siblings of students enrolled at this school will be eligible to receive sibling preference at
Leadership Prep Canarsie Elementary Academy	K-3	• Leadership Prep Canarsie Elementary and Middle Academies • Uncommon Preparatory Charter High School
Leadership Prep Canarsie Middle Academy	5-8	• Leadership Prep Canarsie Elementary and Middle Academies • Uncommon Preparatory Charter High School
Leadership Prep Ocean Hill Elementary Academy	K-4	• Leadership Prep Ocean Hill Elementary and Middle Academies • Uncommon Preparatory Charter High School
Leadership Prep Ocean Hill Middle Academy	5-8	• Leadership Prep Ocean Hill Elementary and Middle Academies • Uncommon Preparatory Charter High School
Ocean Hill Collegiate Charter School	5-8	• Ocean Hill Collegiate Charter School • Leadership Prep Brownsville Elementary Academy • Uncommon Preparatory Charter High School
Uncommon Charter High School[1]	9-12	• Uncommon Charter High School • Kings Collegiate Charter School • Williamsburg Collegiate Charter School • Excellence Boys Charter School Elementary and Middle Academy • Excellence Girls Charter School Elementary and Middle Academy
Uncommon Collegiate Charter High School[1]	9-12	• Uncommon Collegiate Charter High School • Bedford Stuyvesant Collegiate Charter School • Brownsville Collegiate Charter School
Uncommon Preparatory Charter High School[1]	9-11[2]	• Uncommon Preparatory Charter High School • Leadership Prep Bedford Stuyvesant Elementary and Middle Academies • Leadership Prep Ocean Hill Elementary and Middle Academies • Leadership Prep Brownsville Elementary and Middle Academies • Leadership Prep Canarsie Elementary and Middle Academies • Ocean Hill Collegiate Charter School • Brooklyn East Collegiate Charter School
Williamsburg Collegiate Charter School	5-8	• Williamsburg Collegiate Charter School • Leadership Prep Bedford Stuyvesant Elementary Academy • Uncommon Charter High School
Uncommon New York City Charter School 1	K-8	• TBD

[1] Middle-school aged siblings of students enrolled in each high school will be eligible to receive preference at the school that their high-school aged siblings attended in 8th grade. Elementary-aged

siblings of students enrolled in each high school will be eligible to receive preference at the elementary schools at which they would have been eligible to receive preference when their sibling was enrolled in 8th grade. Siblings of high school students who did not attend an USNYC middle school will be eligible to receive sibling preference at any USNYC school in their Community School District.

[2] Uncommon Preparatory Charter High School will grow to serve students in grades 9-12 beginning in school year 2017-18.

High School Enrollment

USNYC high schools will offer seats to students who attended and were promoted from the 8th grade of a middle school within the merged Uncommon New York City Schools charter.

Uncommon New York City Charter Schools reserves the right to fill a vacancy when unexpected attrition occurs, and may offer a limited number of seats in the 9th and 10th grades to students on the school's waiting list.

Any student accepted off the waitlist for the 9th grade will be offered a seat in that grade. If a student has been accepted off of the waitlist for the 10th grade, school personnel will determine the appropriate placement for that student based on his/her performance on the school's final exams for the previous grade. Each USNYC high school will examine the data to determine the most appropriate grade assignment for that student based on the student's academic needs. As a result, it is possible that a student accepted off of the waitlist for 10th grade may be offered a spot in the previous grade level.

Student Recruitment Activities

USNYC may undertake the measures below, among others, to recruit student applicants:

- Given the demographics of the communities we serve, USNYC will ensure that application and promotional materials are translated into and distributed in both Spanish and English, and will provide translation services for additional languages and for person-to person interactions requiring translation as necessary;
- Sending letters to residents of the New York City School District;
- Posting flyers and notices in local newspapers, supermarkets, churches, community centers, and apartment complexes;
- Conducting open houses at public and private elementary schools, after-school programs, and youth centers;
- Visiting local organizations in surrounding neighborhoods; and/or
- Canvassing neighborhoods to further reach interested families.

In accordance with the Charter Schools Act, USNYC aims to attract a student population that is similar in demographics to that of the Community School District ("CSD") in which each USNYC school is located. Through extensive outreach, it will attract students who reflect the demographics of the CSD in which each school is located, including students with disabilities and students who have Limited English Proficiency. USNYC is committed to attracting and retaining such students by offering a high-quality educational program, hiring and training highly-qualified teachers, and communicating regularly with families.

Enrollment and Eligibility

All students who are accepted for enrollment in USNYC must complete all of the school's enrollment forms by the date required on the forms to secure provisional enrollment. USNYC reserves the right not to enroll any student whose forms are not returned by the designated date. In addition, parents/guardians of provisionally accepted and waitlisted students from the 5th grade lottery must

submit proof of the child's successful completion of the previous grade. All new students must take the school's baseline standardized tests. Parents/guardians and students are encouraged to attend information sessions and orientations, sign the Enrollment Form and Family-School Covenant, and agree to fulfill their obligations to USNYC including adherence to the Code of Conduct.

A child may not be eligible for admission if the parent/guardian and student fail to complete all required forms truthfully.

Students are considered reenrolled for the following school year unless parents notify the school otherwise by the end of the current school year.

Vacancies

To fill any vacancies, separate waiting lists are maintained for each grade level. The random lottery used for student admission also serves to place students in preferential order on these waiting lists. USNYC reserves the right to fill a vacancy when unexpected attrition occurs. If a school chooses to fill a vacancy, the school contacts the parent or guardian of the student next on the appropriate grade and school waiting list. Reasonable attempts are made to contact the family of the first student on the waiting list to determine whether the student remains interested in enrolling at the school before proceeding to the next name on the list. If attempts to contact the student's parents/guardians are unsuccessful, the school may remove that student from the waiting list. Documentation of attempts made to contact the parents/guardians of any student removed from the waiting list are maintained by the school.

After a student has been accepted off of the waitlist, school personnel will determine the appropriate placement for that student based on his/her performance on the school's final exams for the previous grade. USNYC Charter School examines the data to determine the most appropriate grade assignment for that student based on the student's academic needs. As a result, it is possible that a student accepted off of the waitlist may be offered a spot in the previous grade level.

Withdrawal from the School

USNYC are schools of choice. As such, circumstances may arise in which a parent or guardian wishes to transfer their child to a different school. Parents may withdraw students verbally or in writing. Students who miss five or more consecutive days of school without notifying the school are subject to being un-enrolled. A student who attends another school is subject to being un-enrolled from USNYC. USNYC ensures the timely transfer of any necessary school records to the student's new school.

R16-Facilities

a) Facility Needs

Describe the facility needs of the proposed school for each year of the charter period including any unique features necessary to implement the school design and academic program including:

- The desired location of the school facility;
- The number of general education classrooms required each year;
- Any additional classroom space required for special education or ELL services, labs, specialty classes and intervention or enrichment programs;
- Space requirements for administrative functions, food services and physical education; and,
- If the applicants intend to offer a residence program for students, describe the facility requirements to support this program, overnight staffing and include specific and detailed information regarding the number of residence rooms, configuration, restroom, food service and other facility related needs unique to the residence program proposed.

We would like to locate Uncommon New York City Charter School 1 in one of the following community school districts: CSD 13, 14, 16, 17, 18, 19 or 23.

Below is a breakdown of the number of general education classrooms required.

Grades	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
K-4	6	9	12	15	18	
5-8	5	8	13	16		
9-12			7	10	17	20

Below is a breakdown of additional classroom space required.

Grades	Performing Arts & Storage	Multi-purpose	Skills	Special Education
K-4	3	1	1	1
5-8	3	1	1	1
9-12	1	1	1	1

Below is a breakdown of space required for administrative, physical education, and food services.

Grades	Administrative spaces	Cafeteria	Servery	Food Storage	Gym	PE Office	PE Storage	Other Storage
K-4	4	1	1	1	1	1	1	1
5-8	4	1	1	1	1	1	1	1

9-12	8	1	1	1	1	1	1	1

b) Facility Selection

- If the applicants have identified a facility, a description of the facility and how it meets the school's needs including its location and whether it is new construction, part of an existing public or private school building, or must be renovated for use;
- How the proposed facility will be able to meet NYSED, or New York City Department of Buildings and state sanitary specifications by when the school would commence instruction;
- If the applicants have not identified a facility, explain the plans for securing a suitable facility and preparing it for use by the time the school would open (including assuring that it meets specifications). Also, explain any contingency planning including the associated costs;
- If an applicant seeks to be located in any public school facility as a primary option, he or she must respond to this request as if a facility has *not* been located unless all necessary governmental approvals for the facility have been obtained;
- If co-located space is the primary option and the budget template has been completed under that assumption but the applicant would also investigate other options for space including private space, discuss those alternative plans in narrative. If the Institute deems it necessary, a budget reflecting the secondary assumptions may be requested; and,
- If another organization is assisting the applicants in obtaining facilities, provide information about such organization.

Uncommon Schools, on behalf of Uncommon New York City Charter School 1, will work to secure an appropriate facility for Uncommon New York City Charter School 1. As we have in the past, Uncommon will work with the NYC DOE and DSF to identify space within existing school buildings. Our primary facility option is to co-locate with DOE schools in existing buildings. We believe we can best serve the neediest school populations in Districts 13, 14, 15, 16, 19, and 23. While we are hoping to occupy an existing facility, we understand that some renovations might be necessary in order to ensure the classrooms meet our operational needs. Also, if we are able to locate in an existing NYC DOE school building, we are confident this building will already meet NYSED and/or NYC DOB specifications by the time Uncommon New York City Charter School 1 commences instruction.

In the unlikely event we are unable to secure DOE space, Uncommon Schools will also pursue alternative options like conventional lease/purchase arrangements that include securing unused parochial school space and partnerships with other school-facilities organizations such as Civic Builders. In all events, Uncommon will work to provide Uncommon New York City Charter School 1 with the lowest-possible cost facility option.

c) Facility Related Conflicts of Interest

If the charter school education corporation or its partners would own or lease a facility, provide a description of the ownership or lease arrangement indicating specifically any

potential conflicts of interest and arrangements by which the education corporation would manage or avoid such conflicts. Note that in cases where there is a potential conflict, the Institute will likely require a fair market valuation of the cost of the facility supported by independent appraisers. Additionally, no education corporation trustee may have an ownership interest in a facility.

Uncommon NYC currently operates in 18 NYC DOE facilities. These schools have filed a Memorandum of Understanding and Building Utilization Plan with the NYC DOE that outlines the schools' uses of the facilities. This is the likely scenario as we look to expand to other co-located options.

d) Additional Facility Information

This request is not applicable as we have not identified a facility as of this time.

R-17- Food Services

Describe the plans for food services the charter school will provide.

Uncommon New York City Charter School 1 (UNYC1) shall make available to students breakfast, lunch, and snack.

Participation in Subsidized Meal Programs

UNYC1 will participate in the Federal Free- and Reduced-Priced breakfast, lunch, and snack programs administered by the U.S. Department of Agriculture, and will adhere to all applicable requirements including, but not limited to: meal pricing, determination of eligibility, nutritional value, and reporting requirements. Any and all food service subsidy revenues received from the Federal and State meal programs shall be used exclusively for the purpose of providing meals to eligible students, and for no prohibited purpose. Typically, students from households with incomes at or below 130% of the poverty level are eligible for free meals, while students from households with incomes between 130% and 185% of the poverty level are eligible for reduced-price meals.

Provision of Food Services

If it is located in an existing NYC DOE building, UNYC1 will utilize the Office of Food and Nutrition Services of the Department of Education to provide breakfast, lunch, and afternoon snack to the school. In the event that we are not in DOE space, UNYC1 will either contract with a vendor for the provision of food services or arrange "satellite" services by another public school in proximity to the charter school.

Facilities

UNYC1 hopes to have its own food service facilities. Absent these facilities, however, the school will ensure that contractual arrangements provide food services to students directly in the classroom or in other suitable common areas.

R-18- Health Services

Describe the plans for health services the charter school will provide.

Uncommon New York City Charter School 1 (UNYC1) will comply with all health services requirements applicable to public schools, including Education Law §§ 901-914 and §136.2(d)(2) of the Commissioner's Regulations. To the extent possible, the proposed Uncommon charter school will provide on-site health care services similar to those services available to children attending New York City Public Schools, including a part-time nurse, who is funded in the budget to supplement the level of health services mandated to be provided by The New York City Department of Health to the charter school in accordance with §2853(4)(a) and §912 of the Education Law.

The proposed Uncommon Charter School staff will work with the City Health Department, NYC DOE, and other appropriate authorities to provide these services. Health services will include:

- Physical examinations upon admittance to the school.
- Physical examinations upon entry into any grade deemed necessary by the NYC DOE and/or Uncommon New York City Charter School 1.
- Annual vision screening testing for all students. Per § 905 of New York Education Law, the components of vision testing shall include distance acuity, color perception, and near vision.
- Annual hearing testing for all pupils and any other time deemed necessary by the NYC DOE and/or Uncommon New York City Charter School 1.
- Annual scoliosis (spinal) screening test for all students 8-16 years of age.
- Maintenance of cumulative health records.
- Emergency care of ill or injured students.
- Compliance with and enforcement of mandatory immunization requirements.
- On site automated external defibrillator (AED) equipment to ensure ready and appropriate access for use during emergencies and shall ensure that a staff member is trained in the operation and use of such equipment for use in the school and at any school-sponsored events at other locations.

Maintenance and Storage of Cumulative Health Records

The proposed Uncommon charter school will store all health records for enrolled students. Cumulative student health records shall be held until the student is 27 years old. Immunization records will be held 10 years after the immunizations were administered.

Immunization Requirements

The proposed Uncommon charter school will comply with New York State law which requires that each student entering kindergarten or a new school district in grades one through twelve have a certificate of immunization at the time of registration or not later than the first day of school. A review of student immunizations requirements and the proper supporting documents shall be completed for all new students. New York State immunization requirements include:

- Diphtheria [Toxoid Containing Vaccine [(DTaP/DTP/Tdap) 5 doses or 4 doses if the 4th dose was received at 4 years of age or older or 3 doses if the series is started at 7 years of age or older]
- Polio [(IPV/OPV)4 doses or 3 doses if the 3rd dose was received at 4 years of age or older]
- Measles / Mumps / Rubella [(MMR) 2 doses of measles-containing vaccine, 2 doses of mumps-containing vaccine and at least 1 dose of rubella-containing vaccine (preferably as MMR)]
- Hepatitis B [3 doses or 2 doses of adult hepatitis B vaccine (Recombivax) for children who received the doses at least 4 months apart between the ages of 11 through 15 years of age]
- Varicella [Two doses of varicella vaccine are required for students in grades kindergarten, 1, 6 and 7. One dose of varicella vaccine is required for prekindergarten and grades 2 through 5 and 8 through 12.]

Before a child can be permitted to enter and attend the proposed Uncommon charter school, parents or guardians must present documentation that their child has received all required doses of vaccines or that their child has received at least one dose of each of the required vaccines and is waiting to receive the subsequent doses at the appropriate time intervals. Parents may waive immunization in accordance with Public Health Law and exceptions to immunizations shall be granted if a licensed physician or nurse practitioner certifies such immunization may be detrimental to the student's health, or if the student's parent or guardian holds genuine and sincere beliefs, which may include religious beliefs, contrary to such immunization [see § 2164 (8) and (9) of the Public Health Law].

Plans and Procedures for Students Who Require Medication At School

The proposed Uncommon charter school will comply with all federal, state, and local laws and regulations pertaining to the administration of medicines in schools. All students who have written documentation mandating administration of medication during school hours will receive the required medications under the following procedures and policies:

- Medicines will be kept in a secure location and be clearly labeled with their contents, dosages, and each student's name.
- The nurse or a designated staff member will administer the medication at the prescribed time.
- Meticulous, written records of all medicine administered will be kept by that staff person.
- That staff member will carefully observe students to ensure that medicines are swallowed.

UNCOMMON NEW YORK CITY CHARTER SCHOOLS
MARCH 2016

R19- Transportation

Describe the transportation arrangements for students including arrangements for students who would not qualify for public school transportation under Education Law § 3635. Also describe any supplemental transportation arrangements planned with sending school districts. Include a discussion of any transportation for Saturday school, test preparation or any transportation that does not align with district options.

The students of Uncommon New York City Charter School 1 ("UNYC1") shall receive transportation services for which they are eligible under § 2853(4)(b) and § 3635 of the Education Law. Specifically, NYC DOE provides yellow-bus service to students attending charter schools who reside beyond the statutory mileage limits from the proposed charter school and within the City. Each year, we will hold our lottery in April to ensure that parents can submit their written requests for transportation services before the appropriate deadline.

Subject to annual approval and funding by the Board of Trustees, UNYC1 may seek to provide transportation for any students enrolled in the school who are not eligible for transportation from his or her residence. The school may accomplish this by arranging provision of transportation with the NYC DOE to provide such services to resident students attending the school as the DOE would receive state transportation aid monies for this purpose. In the event that the school does not provide for transportation of ineligible students, the parents or guardians of such students will be responsible to provide transportation.

Since the school is in session on days when the students' school district of residence is not in session, UNYC1 shall seek arrangements with the NYC DOE, if necessary, to provide transportation, at cost, pursuant to § 2853(4)(b) of the Education Law, or shall make other necessary transportation arrangements.

R-20-Insurance

Describe the insurance coverage the charter school education corporation will carry for the school including the name of the insured and amounts of insurance for liability, property loss, and personal injury and any school owned or leased vehicles or other property. Please include the costs for annual premiums in the proposal budget(s).

Each Uncommon School maintains adequate insurance, as will UNYC1. The current providers for Uncommon Schools are Catlin Indemnity Company, and the Sentinel Insurance Company, which have reliably provided coverage to the Uncommon network through the ACORD corporation.

Specifically, UNYC1 expects to attain at least the following insurance coverage:

- Automobile insurance for any school vehicles
- Directors and Officers insurance for officers and board members – $1 million in coverage
- Employee benefits such as health and dental
- General Liability insurance to protect the school against personal injury, bodily injury, and property damage – $2 million aggregate and $1 million for each occurrence
- Property insurance that protects the building, equipment, valuable documents, personal property, etc. – $250,000 in coverage
- Umbrella liability insurance that provides excess protection and increases the limits of the general liability policy – $10 million limit of coverage
- Workman's Compensation insurance, likely provided by The Hartford Group.

The anticipated costs of the insurance policies are included in the budget of UNYC1.

UNCOMMON NEW YORK CITY CHARTER SCHOOLS
March 2016

R21ad-Fiscal Soundness

a) Budget Narrative

Discuss in narrative form how the start-up budget plan, the first-year operational budget and cash flow, and the five-year budget plans are fiscally sound and that sufficient start-up funds would be available to the proposed school. Provide the rationale for, or source of, the assumptions upon which the budgets rest, noting specifically which expenses rely on funding from soft money and when the funding for these expenses will transfer to recurring revenue streams, and explain how the budgets support the implementation of the academic program described in the proposal. Please note that schools that include at-risk designations, "preferences" or set-asides in their admissions policies may not be eligible for federal CSP grant funding.

To ensure that all of its schools are able to remain financially viable the long-term, Uncommon Schools takes a conservative approach to multi-year budgeting. See Response 21b for more information about the annual financial planning and budgeting review process which helps to ensure that each Uncommon NYC school remains fiscally sound, including UNYC1.

Assumptions on which the 5-year budget for UNYC1 are as follows:

SUMMARY

- Based on the below outlined revenue and expense assumptions, UNYC1 anticipates a surplus of total revenues in each year of the proposed charter term through 2022-23.
- UNYC1 assumes $1.8M in revenues from the state based on a paid student enrollment of 130 students in 2018-19. Core Aid revenue is assumed to grow each year as a function of increasing enrollment and flat per pupil revenue. Based on the below enrollment assumptions, USNYC expects to receive $11.4M in state aid revenue by 2022-23.
- UNYC1 assumes a philanthropic need of $1,300,000 in 2018-19, and $300,000 in 2019-20. Private philanthropy will be raised by Uncommon Schools as part of their management agreement with USNYC. Uncommon Schools has raised over $17M for its New York City schools in the past three years and is confident that a longstanding and loyal donor base in New York City will contribute to their success in meeting UNYC1's philanthropic need in 2018-19 and 2019-20.
- UNYC1 will continue to adhere to the following teaching model: two teachers per classroom model in Kindergarten through fourth grade and a single-subject teacher model in fifth through twelfth grade.
- Based on current space allotment, UNYC1 expects to open pending availability of NYCDOE space. USNYC anticipates $1.8M in capital expenditures over five years which will be focused on necessary facility upgrades to be identified on a yearly basis.

KEY REVENUE ASSUMPTIONS

ENROLLMENT

- The table below outlines UNYC1's anticipated enrollment and public revenue, based on a per pupil allotment of $14,027 plus funds for special education students and federal funding.

Enrollment	2018-19	2019-20	2020-21	2021-22	2022-23
Kindergarten					

	55	55	87	87	87
First Grade		55	87	87	87
Second Grade		-	55	87	87
Third Grade		-		55	87
Fourth Grade		-			55
Fifth Grade	75	74	87	87	87
Sixth Grade		65	87	87	87
Seventh Grade			65	87	87
Eighth Grade				65	87
Ninth Grade	-	-	-	-	63
Tenth Grade	-	-	-	-	-
Eleventh Grade	-	-	-	-	-
Twelfth Grade	-	-	-	-	-
Total Enrollment	130	249	468	642	814
Total Public Revenue	$2,168,320	$4,064,972	7,322,382.02	9,912,935	12,552,252

- UNYC1 anticipates that it will fill any open spots in Kindergarten through 8th grade with students from the waitlist during the school year.
- Student retention and attrition is estimated by carefully studying individual student performance and looking at historical attrition rates.

PER PUPIL TUITION

- The budget assumes core aid funding of $14,027 per pupil in 2018-19 through 2022-23, based on the most recent New York State budget approved in April 2015.
- Special Education funding from the state is also based on current per pupil rates in New York City.

FEDERAL FUNDING

- Based on historical trends and projections from USDOE and NYSED, UNYC1 expects to receive Title I and Title IIA funding each year and has based revenue assumptions on current allocations (projecting flat per-pupil allocations).
- Projected ERate revenue at each school is based on the new funding model released by USAC and USDOE (70% of eligible telecommunication expenses only).

KEY EXPENSE ASSUMPTIONS

STAFFING

- UNYC1's budget assumes the following staffing plan in Year 1 of the charter term. UNYC1's staffing will scale up staffing proportional to enrollment growth each year.

	UNYC1 Staff
Teachers – Regular	8
Assistant Teachers	1
Special Education Coordinator /Teacher	1.5
Special Subject Teacher	.5
Social Worker	1
Dean of Students	0
Director of Staff Development or Dean of Curriculum & Instruction	0
College Counselor/Director of College Placement	0
Principal	2
Director of Operations	2
Office Manager	2
Special Projects Coordinator	0
Total Staff	18

- USNYC will continue to utilize a two teacher model (one Lead and one Co-Teacher) for grades K-4 and a single-subject model in grades 5 through 12. The budget also includes additional instructional staff (Apprentice Teachers, Special Education Teachers, Art/Music/Physical Education Teachers, etc.) and school administration staff (Director of Operation, Principal, Dean of Students, Dean of Curriculum and Instruction, Office Manager, Special Projects Coordinator, Social Worker).

REAL ESTATE/FACILITIES

- UNYC1's budget assumes that it will operate in public space owned by the DOE.
- UNYC1 expects to spend $1.4M in facility renovations over the five year charter term. These cost assumptions are based on historical data.

SCHOOL-SPECIFIC BUDGETING

- Though UNYC1's budget will be part of Uncommon NYC, UNYC1 will have a designated school-specific budget to be managed by its Director of Operation overseen by an Associate Chief Operating Officer with the support of the Uncommon Schools Financial Management team. UNYC1 will be responsible for managing school-level expenses, including office supplies, instructional materials, textbooks, and transportation.

CONTINGENCY PLANNING

In 2018-19, Uncommon NYC will operate as one Education Corporation with a consolidated budget of $141M, projected to grow to $181M in 2022-23. As the majority of Uncommon NYC's schools will be at scale by 2018-19 and therefore sustainable on the public dollar, UNYC1 will benefit from the flexibility that a combined education corporation budget will provide. As a contingency for unanticipated decreases in revenue or increases in expenses:

- UNYC1 will vet all programmatic decisions with Uncommon Schools Financial Management. The Financial Management team maintains and regularly updates financial models in order to highlight risks and assess the impact of growth as well as any change on the UNYC1

budget and future year projections. By monitoring risk and maintaining accurate revenue and cost assumptions, UNYC1 avoids the need for contingency plans.

- Secondly, the enclosed budget uses conservative assumptions. For example, the budget assumes flat Core Aid funding. This scenario is unlikely: the current state budget proposal assumes that per pupil aid for charter schools will mirror the annual costs for the surrounding district, and the NYC Department of Education projects cost increases over the coming years. Additionally, the budget projects conservative annual salary and non-personnel cost increases each year.
- The enclosed budget has built in contingency each year, which serves as a buffer for unanticipated costs.
- Uncommon NYC has a strong fund balance built over years of conservative budgeting which UNYC1 could use in the event of unforeseen costs.
- In a worst case scenario, UNYC1 and Uncommon Schools are fortunate to have strong relationships with key long term donors. In the extremely unlikely scenario that Uncommon NYC could not absorb a shock on its own, Uncommon NYC would be able to make asks of its key donors for additional support. See Business Plan – Uncommon Schools Inc. Section VIII.2 for information on the projected need and historical fundraising.

As the 5-year budget is based on the historical needs of Uncommon NYC's schools, we are confident that it will enable UNYC1 to meet the academic and programmatic needs of its staff and students.

Uncommon NYC has a track record of healthy budgets and strong financial controls. Combined with its contingency planning, UNYC1 is well-positioned for a healthy five-year budget outlook.

b) Financial Planning

Explain the process the school will use to develop its annual budget including:

- Who will be involved;
- How needs will be identified and weighed;
- The timeline for creating and approving budgets; and,
- Procedures for monitoring and modifying budgets and on what interval.

UNYC1 will employ clear budgetary objectives and budget preparation procedures. Each spring, Uncommon Schools' Director of Financial Management with input from UNYC1's leadership team and the Finance Committee of the Board of Trustees, will facilitate a 3-month budget review process. First, the Director of Operations works with Uncommon's Director of Financial Management to refine the current fiscal year's end-of-year budget projections. The Director of Operations and the Director of Financial Management use these projections to draft the initial budget for the upcoming fiscal year. Once the school's leadership team identifies and determines the programmatic needs for the following year, the Associate Chief Operating Officer/Chief Operating Officer, the Director of Operations, and Director of Financial Management meet with the school leaders to review the preliminary budget. The Board's Finance Committee then meets to discuss the preliminary budget and provide input. After revisions are made, Uncommon Schools provides UNYC1 with the final budget draft for the upcoming fiscal year. It is then presented to the full Board for consideration and approval.

The budget process includes input and analysis from the school leaders, the Associate Chief Operating Officer/Chief Operating Officer, the Uncommon School's Director of Financial Management, and the Board of Trustees' Finance Committee. Through the process mentioned above, UNYC1 ensures that the approved budget and budget projections are thorough and accurate.

Please see the Business Plan for Uncommon Schools Inc. Section VIII.3 for additional information on the process for annual budgeting followed by Uncommon Schools NYC, including UNYC1.

c) Fiscal Audits

Describe the school's plans for at least annual independent fiscal audits conducted by a certified public accountant or certified public accounting firm licensed in New York State. Please note that specific assurances as to fiscal audits are included in the attached Assurances Regarding the Provision of Fiscal Audits and Dissolution.
Any application that proposes adding a school to an existing education corporation must provide specific procedures for conducting independent audits of consolidated financial statements for the education corporation and all of its schools.

UNYC1 will perform all programmatic and fiscal audits annually as required by the New York Charter Schools Act and in accordance with auditing standards accepted in the United States of America and *Government Auditing Standards* issued by the Comptroller General of the United States. The results of such audits will be publicly available. The annual report will include:

- A statement of income and expenditures and a balance sheet for the most recent fiscal year for each school of Uncommon NYC for which the Uncommon NYC has received approval to operate. A separate income and expenditure statement and balance sheet will be included for each approved school or site in a start-up phase, and for schools or sites for which opening has been delayed;
- A statement of income and expenditures and a balance sheet for the most recent fiscal year for any Uncommon NYC central or back office component (currently, this does not apply);
- A statement of income and expenditures and a balance sheet for the most recent fiscal year for any other distinct component of Uncommon NYC;
- A consolidated statement of income and revenues and a consolidated balance sheet for Uncommon NYC; and,
- A federal single audit report, if applicable.

All charters that are part of Uncommon New York City Charter Schools, including UNYC1, will undergo a single financial audit, consistent with generally accepted accounting and audit standards, and in accordance with section 2854(1)(c) of the Education Law, overseen by one single Board audit committee. The Finance Team for the Uncommon Schools network and our Certified Public Accountants, Mengel, Metzger, Barr & Co. LLP, will manage this process and present to the Board of Trustees for Uncommon NYC.

Further, the Board of Trustees Audit Committee will be tasks with overseeing UNYC1 and Uncommon NYC's:

- Adherence to the organization's compliance policies & procedures and the financial audit
- The integrity of the organization's financial statements, reporting processes, and financial audits
- The organization's compliance with legal and regulatory requirements
- The registered public accounting firm's (independent auditor's) qualifications and independence
- The performance of the organization's independent auditor and internal audit function
- Uncommon NYC's systems of disclosure controls and procedures, internal controls over financial reporting, and compliance with ethical standards adopted by the organization

d) Dissolution Procedures

Provide a brief narrative of the procedures that the school would follow, in addition to the SUNY Closure Plan, in the event of closure and dissolution. Please note that specific assurances as to dissolution are included in the attached Assurances Regarding the Provision of Fiscal Audits and Dissolution.

In the event of closure or dissolution of UNCY1, the Board of Trustees will follow the most recent version of the State University of New York Charter School Institute's Closure Plan and shall delegate to the Chief Operating Officer of Uncommon Schools, Inc. the responsibility to manage the dissolution process in accordance with Education Law § 28512(t). This process shall include notification to parents of children enrolled in the school by mail within seven days of the Board or other authorizer's decision to close or dissolve the school. We will conduct public meetings to provide parents with information regarding the school's dissolution within seven days of this notification. Additionally, a list of students attending UNCY1 will be sent both to the Institute and to the New York City Department of Education and we will ask the Board to work with families to find suitable transfer schools which can accept students.

UNCY1 shall transfer student records to the New York City Department of Education immediately upon cessation of operations. The parents or guardians of the enrolled students shall be notified of the transfer of records by mail within seven days of its occurrence. The Chair of the Board of Trustees or his / her designee will serve as the steward of all records academic, financial, and operational.

The remaining assets of UNCY1, after satisfaction of outstanding debts pursuant to Education Law § 220, shall be transferred to another charter school within the Uncommon New York City Charter Schools education corporation, or charter school within the New York City School District, or directly to the New York City Department of Education with that order of preference. Uncommon NYC will establish an escrow account or reserve account, as required by the Institute, to pay for legal and audit expenses that would be associated with dissolution of the Education Corporation or any of the Schools.



New School Proposal
Budget(s) & Cash Flow(s) Template

Uncommon Schools NYC

Contact Name: Emma Gleason
Contact Title: Associate Director of Strategic Initiatives
Contact Email: [redacted]
Contact Phone: [redacted]

First Academic Year: 2018-19

Pre-Opening Period: July 1, 2016 - June 30, 2017

Note: For pre-opening period if the RFP submission date is:
a) less than 1 year from the "First Academic Year," select the January through June date range.
b) 1 year or more before the "First Academic Year," select the July through June date range.

UNCOMMON SCHOOLS NYC
2018-19 through 2022-23

CHARTER ENROLLMENT BY GRADE						
GRADES	**LEVEL**	**2018-19**	**2019-20**	**2020-21**	**2021-22**	**2022-23**
Kindergarten	Elementary School	1,087	1,087	1,119	1,119	1,119
1st Grade	Elementary School	860	1,087	1,119	1,119	1,119
2nd Grade	Elementary School	602	860	1,087	1,119	1,119
3rd Grade	Elementary School	498	581	830	1,051	1,083
4th Grade	Elementary School	498	498	581	830	1,051
5th Grade	*Middle School*	1,083	1,082	1,095	1,095	1,095
6th Grade	Middle School	1,008	1,073	1,095	1,095	1,095
7th Grade	Middle School	900	900	965	987	987
8th Grade	Middle School	828	828	828	893	915
9th Grade	High School	600	600	600	600	663
10th Grade	High School	569	570	570	570	570
11th Grade	High School	352	541	542	542	542
12th Grade	High School	266	334	514	515	515
TOTAL		9,152	10,042	10,945	11,535	11,873

NUMBER OF CLASSES BY GRADE						
GRADES	**LEVEL**	**2018-19**	**2019-20**	**2020-21**	**2021-22**	**2022-23**
Kindergarten	Elementary School	38	38	39	39	39
1st Grade	Elementary School	30	38	39	39	39
2nd Grade	Elementary School	21	30	38	39	39
3rd Grade	Elementary School	18	21	30	38	39
4th Grade	Elementary School	18	18	21	30	38
5th Grade	Middle School	39	39	39	39	39
6th Grade	Middle School	36	39	39	39	39
7th Grade	Middle School	36	36	39	39	39
8th Grade	Middle School	36	36	36	39	39
9th Grade	High School	-				
10th Grade	High School	-	-	-	-	-
11th Grade	High School	-	-	-	-	-
12th Grade	High School	-	-	-	-	-
TOTAL		272	295	320	341	350

AVERAGE NUMBER OF STUDENTS PER CLASS BY GRADE						
GRADES	**LEVEL**	**2018-19**	**2019-20**	**2020-21**	**2021-22**	**2022-23**
Kindergarten	Elementary School	29	29	29	29	29
1st Grade	Elementary School	29	29	29	29	29
2nd Grade	Elementary School	29	29	29	29	29
3rd Grade	Elementary School	28	28	28	28	28
4th Grade	Elementary School	28	28	28	28	28
5th Grade	Middle School	28	28	28	28	28
6th Grade	Middle School	28	28	28	28	28
7th Grade	Middle School	25	25	25	25	25
8th Grade	Middle School	23	23	23	23	23
9th Grade	High School	-	-	-	-	-
10th Grade	High School	-	-	-	-	-
11th Grade	High School	-	-	-	-	-
12th Grade	High School	-	-	-	-	-

SUMMARY AND OTHER INFORMATION					
Total Elementary Enrollment	3,545	4,113	4,736	5,238	5,491
Total Middle School Enrollment	3,819	3,883	3,983	4,070	4,092
Total High School Enrollment	1,788	2,046	2,226	2,227	2,290
Total Enrollment	9,152	10,042	10,945	11,535	11,873
Change in Net Enrollment from Prior Year (Count)	9,152	890	903	590	338
Change in Net Enrollment from Prior Year (Percent)	100.0%	9.7%	9.0%	5.4%	2.9%
Anticipated rate of attrition (Percent)	0.0%	0.0%	0.0%	0.0%	0.0%

ADDITIONAL NOTES/COMMENTS

ESTIMATED ENROLLMENT BY DISTRICT					
ANNUAL ENROLLMENT BY DISTRICT TOTALS	9,152	10,042	10,945	11,535	11,873
Enrollment by Grade vs Enrollment by District (should = 0)	-	-	-	-	-

ENTER NUMBER OF SCHOOL DISTRICTS ANTICIPATED: -->	**1**

PRIMARY SENDING SCHOOL DISTRICT	NYC CHANCELLOR'S OFFICE	**2018-19**	**2019-20**	**2020-21**	**2021-22**	**2022-23**
DISTRICT'S ANNUAL TOTAL OPERATING BUDGET		$ 27,600,000,000	$ 27,600,000,000	$ 27,600,000,000	$ 27,600,000,000	$ 27,600,000,000
ENROLLMENT (*Charter School*)		9,152	10,042	10,945	11,535	11,873
DESCRIPTION OF SOURCE FOR DISTRICT'S OPERATING BUDGET (Include web address if available)		"For the school year 2015-16, the Department of Edcuation's total budget is $27.6 billion." (http://schools.nyc.gov/AboutUs/funding/overview/default.htm)				

SECONDARY SENDING SCHOOL DISTRICT	*Select from drop-down list →*	**2018-19**	**2019-20**	**2020-21**	**2021-22**	**2022-23**
DISTRICT'S ANNUAL TOTAL OPERATING BUDGET		$ -	$ -	$ -	$ -	$ -
ENROLLMENT (*Charter School*)						
DESCRIPTION OF SOURCE FOR DISTRICT'S OPERATING BUDGET (Include web address if available)						

UNCOMMON SCHOOLS NYC

STAFFING PLAN FTE		Year 1	Year 2	Year 3	Year 4	Year 5
	Acad Years	2018-19	2019-20	2020-21	2021-22	2022-23
	Grades	K-12	K-12	K-12	K-12	K-12
	Enrollment	9152	10042	10945	11535	11873

*NOTE: Enter the number of planned full-time equivalent ("FTE") positions in each category for each charter year in the section provided below.

*NOTE: State the assumptions that are being made for personnel FTE levels in the section provided below.

ADMINISTRATIVE PERSONNEL FTE	FTE					Description of Assumptions
Executive Management	30.0	30.0	30.0	30.0	30.0	Includes a Director of Operations at each grade span
Instructional Management	30.0	30.0	30.0	30.0	30.0	Includes a Principal at each grade span
Deans, Directors & Coordinators	93.1	98.6	103.1	103.5	103.5	Includes Special Education Coordinators, Deans of Curriculum & Instruction, Deans of Students.
CFO / Director of Finance						
Operation / Business Manager						
Administrative Staff	33.0	33.0	34.0	37.0	40.0	Includes Office Manager at each grade span
TOTAL ADMINISTRATIVE STAFF	186.1	191.6	197.1	200.5	203.5	

INSTRUCTIONAL PERSONNEL FTE						
Teachers - Regular	649.0	714.0	769.0	811.0	831.0	These projections are based on a two teacher model (one Lead and one
Teachers - SPED	41.0	45.0	49.0	51.0	51.0	Includes Special Education Teachers at each grade span.
Substitute Teachers						
Teaching Assistants	28.0	31.0	36.0	45.0	45.0	Apprentice Teachers support classroom teachers at each grade level.
Specialty Teachers	50.4	55.9	62.9	68.9	71.9	Includes Art, Music, and Physical Education teachers
Aides						
Therapists & Counselors	30.0	31.0	32.0	33.0	33.0	Social Worker at each grade span
Other						
TOTAL INSTRUCTIONAL	798.4	876.9	948.9	1008.9	1031.9	

NON-INSTRUCTIONAL PERSONNEL FTE						
Nurse	0.0	0.0	0.0	0.0	0.0	
Librarian	0.0	0.0	0.0	0.0	0.0	
Custodian	3.4	3.4	3.4	3.4	3.4	Includes full-time custodial staff in non-DOE building spaces.
Security	0.0	0.0	0.0	0.0	0.0	
Other	26.0	29.0	31.0	32.0	32.0	Special Projects Coordinators at each grade level
TOTAL NON-INSTRUCTIONAL	29.4	32.4	34.4	35.4	35.4	

TOTAL PERSONNEL SERVICE FTE	1013.9	1100.9	1180.4	1244.8	1270.8	

UNCOMMON SCHOOLS NYC

STAFFING PLAN WAGES		Year 1	Year 2	Year 3	Year 4	Year 5
	Acad Years	2018-19	2019-20	2020-21	2021-22	2022-23
	Grades	K-12	K-12	K-12	K-12	K-12
	Enrollment	9151.64	10041.81	10945.27	11535.04	11873.04

ADMINISTRATIVE PERSONNEL WAGES	WAGES						Description of Assumptions
	Salary/Incr %	2.00%	1.41%	1.38%	1.05%	2.35%	The enclosed salary increase percentages are based on a salary scale that assumes a 2% increase for returning staff, combined with modest attrition and new teacher hiring each year based on historical data and projected school growth.
Executive Management	$ 104,162	$ 3,124,864	$ 3,168,892	$ 3,212,607	$ 3,246,228	$ 3,322,555	Projections are based on historical data, actual starting salaries will be based on experience and tenure
Instructional Management	$ 112,324	$ 3,369,717	$ 3,417,195	$ 3,464,336	$ 3,500,590	$ 3,582,898	Projections are based on historical data, actual starting salaries will be based on experience and tenure
Deans, Directors & Coordinators	$ 91,640	$ 8,531,656	$ 9,155,881	$ 9,694,567	$ 9,832,678	$ 10,063,870	Projections are based on historical data, actual starting salaries will be based on experience and tenure
CFO / Director of Finance		$ -	$ -	$ -	$ -	$ -	
Operation / Business Manager		$ -	$ -	$ -	$ -	$ -	
Administrative Staff	$ 51,470	$ 1,698,514	$ 1,722,445	$ 1,797,677	$ 1,970,900	$ 2,171,652	Projections are based on historical data, actual starting salaries will be based on experience and tenure
TOTAL ADMINISTRATIVE STAFF		$ 16,724,751	$ 17,464,413	$ 18,169,187	$ 18,550,396	$ 19,140,975	
INSTRUCTIONAL PERSONNEL WAGES							
Teachers - Regular	$ 68,414	$ 44,400,799	$ 49,473,305	$ 53,918,580	$ 57,356,239	$ 60,073,119	Projections are based on historical data, actual starting salaries will be based on experience and tenure
Teachers - SPED	$ 70,435	$ 2,887,828	$ 3,210,255	$ 3,536,281	$ 3,714,158	$ 3,801,488	Projections are based on historical data, actual starting salaries will be based on experience and tenure
Substitute Teachers		$ -	$ -	$ -	$ -	$ -	
Teaching Assistants	$ 47,378	$ 1,326,595	$ 1,487,421	$ 1,744,833	$ 2,189,498	$ 2,240,979	Projections are based on historical data, actual starting salaries will be based on experience and tenure
Specialty Teachers	$ 66,254	$ 3,337,856	$ 3,749,279	$ 4,264,777	$ 4,706,930	$ 5,016,363	Projections are based on historical data, actual starting salaries will be based on experience and tenure
Aides		$ -	$ -	$ -	$ -	$ -	
Therapists & Counselors	$ 71,312	$ 2,139,367	$ 2,240,822	$ 2,343,047	$ 2,438,879	$ 2,496,224	Projections are based on historical data, actual starting salaries will be based on experience and tenure
Other		$ -	$ -	$ -	$ -	$ -	
TOTAL INSTRUCTIONAL		$ 54,092,445	$ 60,161,083	$ 65,807,517	$ 70,405,704	$ 73,628,172	
NON-INSTRUCTIONAL PERSONNEL WAGES							
Nurse	$ -	$ -	$ -	$ -	$ -	$ -	
Librarian	$ -	$ -	$ -	$ -	$ -	$ -	
Custodian	$ 54,807	$ 184,700	$ 187,302	$ 189,886	$ 191,873	$ 196,385	Projections are based on historical data, actual starting salaries will be based on experience and tenure
Security		$ -	$ -	$ -	$ -	$ -	
Other	$ 59,638	$ 1,550,582	$ 1,751,342	$ 1,894,778	$ 1,974,245	$ 2,020,664	Projections are based on historical data, actual starting salaries will be based on experience and tenure
TOTAL NON-INSTRUCTIONAL		$ 1,735,282	$ 1,938,645	$ 2,084,664	$ 2,166,118	$ 2,217,049	
TOTAL PERSONNEL SERVICE WAGES		$ 72,552,478	$ 79,564,140	$ 86,061,368	$ 91,122,217	$ 94,986,196	

UNCOMMON SCHOOLS NYC
PROJECTED BUDGET / OPERATING PLAN FOR PRE-OPENING PERIOD
July 1, 2016 - June 30, 2017

		DESCRIPTION OF ASSUMPTIONS
Total Revenue	**434,640**	
Total Expenses	**434,640**	
Net Income	**-**	

	START-UP PERIOD	
REVENUE		
REVENUES FROM STATE SOURCES		
Grants		
Stimulus	-	
DYCD (Department of Youth and Community Developmt.)	-	
Other	-	
Other	-	
TOTAL REVENUE FROM STATE SOURCES	-	
REVENUE FROM FEDERAL FUNDING		
Grants		
Charter School Program (CSP) Planning & Implementation	-	
Other	-	
Other	-	
TOTAL REVENUE FROM FEDERAL SOURCES	**-**	
LOCAL and OTHER REVENUE		
Contributions and Donations	434,640	Private philanthropy will be raised by Uncommon Schools as part of their management agreement with USNYC.
Fundraising	-	
Erate Reimbursement	-	
Earnings on Investments	-	
Interest Income	-	
Food Service (Income from meals)	-	
Text Book	-	
OTHER	-	
TOTAL REVENUE FROM LOCAL and OTHER SOURCES	**434,640**	
TOTAL REVENUE	**434,640**	

UNCOMMON SCHOOLS NYC
PROJECTED BUDGET / OPERATING PLAN FOR PRE-OPENING PERIOD
July 1, 2016 - June 30, 2017

			DESCRIPTION OF ASSUMPTIONS
Total Revenue		**434,640**	
Total Expenses		**434,640**	
Net Income		**-**	
		START-UP PERIOD	
EXPENSES			
	FTE No. of Positions		
ADMINISTRATIVE STAFF PERSONNEL COSTS			
Executive Management	-	-	
Instructional Management	-	-	
Deans, Directors & Coordinators	4.00	320,000	Instructional and Operations Fellows at each grade level are responsible for all aspects of planning for school opening including staff hiring, curriculum planning, and student recruitment.
CFO / Director of Finance	-	-	
Operation / Business Manager	-	-	
Administrative Staff	-	-	
TOTAL ADMINISTRATIVE STAFF	**4.00**	320,000	
INSTRUCTIONAL PERSONNEL COSTS			
Teachers - Regular	-	-	
Teachers - SPED	-	-	
Substitute Teachers	-	-	
Teaching Assistants	-	-	
Specialty Teachers	-	-	
Aides	-	-	
Therapists & Counselors	-	-	
Other	-	-	
TOTAL INSTRUCTIONAL	**-**	**-**	
NON-INSTRUCTIONAL PERSONNEL COSTS			
Nurse	-	-	
Librarian	-	-	
Custodian	-	-	
Security	-	-	
Other	-	-	
TOTAL NON-INSTRUCTIONAL	-	**-**	
SUBTOTAL PERSONNEL SERVICE COSTS	**4.00**	**320,000**	
PAYROLL TAXES AND BENEFITS			
Payroll Taxes		27,540	
Fringe / Employee Benefits		26,194	
Retirement / Pension		16,200	
TOTAL PAYROLL TAXES AND BENEFITS		**69,934**	Payroll taxes and benefit projections are based on staffing projections and historical rates of tax and benefit expenses.
TOTAL PERSONNEL SERVICE COSTS	**4.00**	**389,934**	
CONTRACTED SERVICES			
Accounting / Audit		-	
Legal		-	
Management Company Fee		-	
Nurse Services		-	
Food Service / School Lunch		-	
Payroll Services		-	
Special Ed Services		-	
Titlement Services (i.e. Title I)		-	
Other Purchased / Professional / Consulting		-	
TOTAL CONTRACTED SERVICES		**-**	

UNCOMMON SCHOOLS NYC
PROJECTED BUDGET / OPERATING PLAN FOR PRE-OPENING PERIOD
July 1, 2016 - June 30, 2017

		DESCRIPTION OF ASSUMPTIONS
Total Revenue	**434,640**	
Total Expenses	**434,640**	
Net Income	**-**	

	START-UP PERIOD	
SCHOOL OPERATIONS		
Board Expenses	-	
Classroom / Teaching Supplies & Materials	-	
Special Ed Supplies & Materials	-	
Textbooks / Workbooks	1,000	Pre-opening budget includes modest expenses to help school leaders identify and acquire school curriculum materials.
Supplies & Materials other	-	
Equipment / Furniture	2,834	Pre-opening budget includes modest expenses to help school leaders identify and acquire school curriculum materials.
Telephone	800	Pre-opening budget includes modest expenses to outfit school facilities.
Technology	4,800	Pre-opening budget includes modest expenses to outfit school facilities.
Student Testing & Assessment	-	
Field Trips	-	
Transportation (student)	-	
Student Services - other	-	
Office Expense	5,644	Pre-opening budget includes modest expenses to help school leaders identify and acquire school curriculum materials.
Staff Development	7,000	Pre-opening budget includes modest expenses to help school leaders interview teaching and school staff candidates.
Staff Recruitment	3,000	Pre-opening budget includes modest expenses to help school leaders interview teaching and school staff candidates.
Student Recruitment / Marketing	18,000	Pre-opening budget includes expenses related to community outreach and student enrollment.
School Meals / Lunch	-	
Travel (Staff)	-	
Fundraising	-	
Other	1,629	
TOTAL SCHOOL OPERATIONS	**44,707**	
FACILITY OPERATION & MAINTENANCE		
Insurance	-	
Janitorial	-	
Building and Land Rent / Lease / Facility Finance Interest	-	
Repairs & Maintenance	-	
Equipment / Furniture	-	
Security	-	
Utilities	-	
TOTAL FACILITY OPERATION & MAINTENANCE	**-**	
DEPRECIATION & AMORTIZATION	-	
DISSOLUTION ESCROW & RESERVES / CONTIGENCY	-	
TOTAL EXPENSES	**434,640**	
NET INCOME	**-**	

PRE-OPENING CASH FLOW 6-MONTH	UNCOMMON SCHOO			
*NOTE:	PROJECTED CASH FLOW FOR SCHOOLS PROPOSING TO OPEN IN T			
Please enter "Description of Assumptions" on tab "4) Pre-Opening Period Budget."	Do NOT complete this section. Complete tab			
Total Revenue	-	-	-	-
Total Expenses	-	-	-	-
Net Income	-	-	-	-
Cash Flow Adjustments	-	-	-	-
Beginning Cash Balance	-	-	-	-
Net Income	-	-	-	-

	JAN	FEB	MAR	APR
REVENUE				
REVENUES FROM STATE SOURCES				
Grants				
Stimulus	-	-	-	-
DYCD (Department of Youth and Community Development)	-	-	-	-
Other	-	-	-	-
Other	-	-	-	-
TOTAL REVENUE FROM STATE SOURCES	-	-	-	-
REVENUE FROM FEDERAL FUNDING				
Grants				
Charter School Program (CSP) Planning & Implementation	-	-	-	-
Other	-	-	-	-
Other	-	-	-	-
TOTAL REVENUE FROM FEDERAL SOURCES	-	-	-	-
LOCAL and OTHER REVENUE				
Contributions and Donations	-	-	-	-
Fundraising	-	-	-	-
Erate Reimbursement	-	-	-	-
Earnings on Investments	-	-	-	-
Interest Income	-	-	-	-
Food Service (Income from meals)	-	-	-	-
Text Book	-	-	-	-
OTHER	-	-	-	-
TOTAL REVENUE FROM LOCAL and OTHER SOURCES	-	-	-	-
TOTAL REVENUE	-	-	-	-

PRE-OPENING CASH FLOW 6-MONTH		UNCOMMON SCHOO			
*****NOTE:*		PROJECTED CASH FLOW FOR SCHOOLS PROPOSING TO OPEN IN T			
Please enter "Description of Assumptions" on tab "4) Pre-Opening Period Budget."		Do NOT complete this section. Complete tab			
Total Revenue		-	-	-	-
Total Expenses		-	-	-	-
Net Income		-	-	-	-
Cash Flow Adjustments		-	-	-	-
Beginning Cash Balance		-	-	-	-
Net Income		-	-	-	-
		JAN	FEB	MAR	APR
EXPENSES					
ADMINISTRATIVE PERSONNEL COSTS	FTE No. of Positions				
Executive Management	-	-	-	-	-
Instructional Management	-	-	-	-	-
Deans, Directors & Coordinators	-	-	-	-	-
CFO / Director of Finance	-	-	-	-	-
Operation / Business Manager	-	-	-	-	-
Administrative Staff	-	-	-	-	-
TOTAL ADMINISTRATIVE STAFF	-	-	-	-	-
INSTRUCTIONAL PERSONNEL COSTS					
Teachers - Regular	-	-	-	-	-
Teachers - SPED	-	-	-	-	-
Substitute Teachers	-	-	-	-	-
Teaching Assistants	-	-	-	-	-
Specialty Teachers	-	-	-	-	-
Aides	-	-	-	-	-
Therapists & Counselors	-	-	-	-	-
Other	-	-	-	-	-
TOTAL INSTRUCTIONAL	-	-	-	-	-
NON-INSTRUCTIONAL PERSONNEL COSTS					
Nurse	-	-	-	-	-
Librarian	-	-	-	-	-
Custodian	-	-	-	-	-
Security	-	-	-	-	-
Other	-	-	-	-	-
TOTAL NON-INSTRUCTIONAL	-	-	-	-	-
SUBTOTAL PERSONNEL SERVICE COSTS	-	-	-	-	-
PAYROLL TAXES AND BENEFITS					
Payroll Taxes		-	-	-	-
Fringe / Employee Benefits		-	-	-	-
Retirement / Pension		-	-	-	-
TOTAL PAYROLL TAXES AND BENEFITS		-	-	-	-
TOTAL PERSONNEL SERVICE COSTS	-	-	-	-	-
CONTRACTED SERVICES					
Accounting / Audit		-	-	-	-
Legal		-	-	-	-
Management Company Fee		-	-	-	-
Nurse Services		-	-	-	-
Food Service / School Lunch		-	-	-	-
Payroll Services		-	-	-	-
Special Ed Services		-	-	-	-
Titlement Services (i.e. Title I)		-	-	-	-
Other Purchased / Professional / Consulting		-	-	-	-
TOTAL CONTRACTED SERVICES		-	-	-	-

PRE-OPENING CASH FLOW 6-MONTH	UNCOMMON SCHOO			
*NOTE:	PROJECTED CASH FLOW FOR SCHOOLS PROPOSING TO OPEN IN T			
Please enter "Description of Assumptions" on tab "4) Pre-Opening Period Budget."	Do NOT complete this section. Complete tab			
Total Revenue	-	-	-	-
Total Expenses	-	-	-	-
Net Income	-	-	-	-
Cash Flow Adjustments	-	-	-	-
Beginning Cash Balance	-	-	-	-
Net Income	-	-	-	-

	JAN	FEB	MAR	APR
SCHOOL OPERATIONS				
Board Expenses	-	-	-	-
Classroom / Teaching Supplies & Materials	-	-	-	-
Special Ed Supplies & Materials	-	-	-	-
Textbooks / Workbooks	-	-	-	-
Supplies & Materials other	-	-	-	-
Equipment / Furniture	-	-	-	-
Telephone	-	-	-	-
Technology	-	-	-	-
Student Testing & Assessment	-	-	-	-
Field Trips	-	-	-	-
Transportation (student)	-	-	-	-
Student Services - other	-	-	-	-
Office Expense	-	-	-	-
Staff Development	-	-	-	-
Staff Recruitment	-	-	-	-
Student Recruitment / Marketing	-	-	-	-
School Meals / Lunch	-	-	-	-
Travel (Staff)	-	-	-	-
Fundraising	-	-	-	-
Other	-	-	-	-
TOTAL SCHOOL OPERATIONS	-	-	-	-
FACILITY OPERATION & MAINTENANCE				
Insurance	-	-	-	-
Janitorial	-	-	-	-
Building and Land Rent / Lease / Facility Finance Interest	-	-	-	-
Repairs & Maintenance	-	-	-	-
Equipment / Furniture	-	-	-	-
Security	-	-	-	-
Utilities	-	-	-	-
TOTAL FACILITY OPERATION & MAINTENANCE	-	-	-	-
DEPRECIATION & AMORTIZATION	-	-	-	-
DISSOLUTION ESCROW & RESERVES / CONTIGENCY	-	-	-	-
TOTAL EXPENSES	-	-	-	-
NET INCOME	-	-	-	-

PRE-OPENING CASH FLOW 6-MONTH	UNCOMMON SCHOO			
*NOTE:	PROJECTED CASH FLOW FOR SCHOOLS PROPOSING TO OPEN IN T			
Please enter "Description of Assumptions" on tab "4) Pre-Opening Period Budget."	Do NOT complete this section. Complete tab			
Total Revenue	-	-	-	-
Total Expenses	-	-	-	-
Net Income	-	-	-	-
Cash Flow Adjustments	-	-	-	-
Beginning Cash Balance	-	-	-	-
Net Income	-	-	-	-

	JAN	FEB	MAR	APR
CASH FLOW ADJUSTMENTS				
OPERATING ACTIVITIES				
Description (e.g. Add Back Depreciation)	-	-	-	-
Other	-	-	-	-
Total Operating Activities	-	-	-	-
INVESTMENT ACTIVITIES				
Description (e.g. Subtract Property and Equipment Expenditures)	-	-	-	-
Other	-	-	-	-
Total Investment Activities	-	-	-	-
FINANCING ACTIVITIES				
Description (e.g. Add Expected Proceeds from a Loan)	-	-	-	-
Other	-	-	-	-
Total Financing Activities	-	-	-	-
Total Cash Flow Adjustments	-	-	-	-
NET INCOME	-	-	-	-
Beginning Cash Balance	-			
ENDING CASH BALANCE	-	-	-	-

PRE-OPENING CASH FLOW 6-MONTH	LS NYC		
***** *NOTE:* *Please enter "Description of Assumptions" on tab "4) Pre-Opening Period Budget."*	**THE YEAR FOLLOWING PROPOSAL SUBMISSION "6) Pre-OP Cash Flow 1-Yr."**		
Total Revenue	**-**	**-**	**-**
Total Expenses	**-**	**-**	**-**
Net Income	**-**	**-**	**-**
Cash Flow Adjustments	**-**	**-**	**-**
Beginning Cash Balance	**-**	**-**	**-**
Net Income	**-**	**-**	**-**
	MAY	JUN	TOTAL
REVENUE			
REVENUES FROM STATE SOURCES			
Grants			
Stimulus	-	-	-
DYCD (Department of Youth and Community Development)	-	-	-
Other	-	-	-
Other	-	-	-
TOTAL REVENUE FROM STATE SOURCES	-	-	-
REVENUE FROM FEDERAL FUNDING			
Grants			
Charter School Program (CSP) Planning & Implementation	-	-	-
Other	-	-	-
Other	-	-	-
TOTAL REVENUE FROM FEDERAL SOURCES	-	-	-
LOCAL and OTHER REVENUE			
Contributions and Donations	-	-	-
Fundraising	-	-	-
Erate Reimbursement	-	-	-
Earnings on Investments	-	-	-
Interest Income	-	-	-
Food Service (Income from meals)	-	-	-
Text Book	-	-	-
OTHER	-	-	-
TOTAL REVENUE FROM LOCAL and OTHER SOURCES	-	-	-
TOTAL REVENUE	**-**	**-**	**-**

PRE-OPENING CASH FLOW 6-MONTH	LS NYC		
*NOTE: *Please enter "Description of Assumptions" on tab "4) Pre-Opening Period Budget."*	THE YEAR FOLLOWING PROPOSAL SUBMISSION "6) Pre-OP Cash Flow 1-Yr."		
Total Revenue	-	-	-
Total Expenses	-	-	-
Net Income	-	-	-
Cash Flow Adjustments	-	-	-
Beginning Cash Balance	-	-	-
Net Income	-	-	-

	FTE No. of Positions	MAY	JUN	TOTAL
EXPENSES				
ADMINISTRATIVE PERSONNEL COSTS				
Executive Management	-	-	-	-
Instructional Management	-	-	-	-
Deans, Directors & Coordinators	-	-	-	-
CFO / Director of Finance	-	-	-	-
Operation / Business Manager	-	-	-	-
Administrative Staff	-	-	-	-
TOTAL ADMINISTRATIVE STAFF	-	-	-	-
INSTRUCTIONAL PERSONNEL COSTS				
Teachers - Regular	-	-	-	-
Teachers - SPED	-	-	-	-
Substitute Teachers	-	-	-	-
Teaching Assistants	-	-	-	-
Specialty Teachers	-	-	-	-
Aides	-	-	-	-
Therapists & Counselors	-	-	-	-
Other	-	-	-	-
TOTAL INSTRUCTIONAL	-	-	-	-
NON-INSTRUCTIONAL PERSONNEL COSTS				
Nurse	-	-	-	-
Librarian	-	-	-	-
Custodian	-	-	-	-
Security	-	-	-	-
Other	-	-	-	-
TOTAL NON-INSTRUCTIONAL	-	-	-	-
SUBTOTAL PERSONNEL SERVICE COSTS	-	-	-	-
PAYROLL TAXES AND BENEFITS				
Payroll Taxes		-	-	-
Fringe / Employee Benefits		-	-	-
Retirement / Pension		-	-	-
TOTAL PAYROLL TAXES AND BENEFITS		-	-	-
TOTAL PERSONNEL SERVICE COSTS	-	-	-	-
CONTRACTED SERVICES				
Accounting / Audit		-	-	-
Legal		-	-	-
Management Company Fee		-	-	-
Nurse Services		-	-	-
Food Service / School Lunch		-	-	-
Payroll Services		-	-	-
Special Ed Services		-	-	-
Titlement Services (i.e. Title I)		-	-	-
Other Purchased / Professional / Consulting		-	-	-
TOTAL CONTRACTED SERVICES		-	-	-

PRE-OPENING CASH FLOW 6-MONTH	LS NYC		
*****NOTE: *Please enter "Description of Assumptions" on tab "4) Pre-Opening Period Budget."*	**THE YEAR FOLLOWING PROPOSAL SUBMISSION "6) Pre-OP Cash Flow 1-Yr."**		
Total Revenue	-	-	-
Total Expenses	-	-	-
Net Income	-	-	-
Cash Flow Adjustments	-	-	-
Beginning Cash Balance	-	-	-
Net Income	-	-	-

	MAY	JUN	TOTAL
SCHOOL OPERATIONS			
Board Expenses	-	-	-
Classroom / Teaching Supplies & Materials	-	-	-
Special Ed Supplies & Materials	-	-	-
Textbooks / Workbooks	-	-	-
Supplies & Materials other	-	-	-
Equipment / Furniture	-	-	-
Telephone	-	-	-
Technology	-	-	-
Student Testing & Assessment	-	-	-
Field Trips	-	-	-
Transportation (student)	-	-	-
Student Services - other	-	-	-
Office Expense	-	-	-
Staff Development	-	-	-
Staff Recruitment	-	-	-
Student Recruitment / Marketing	-	-	-
School Meals / Lunch	-	-	-
Travel (Staff)	-	-	-
Fundraising	-	-	-
Other	-	-	-
TOTAL SCHOOL OPERATIONS	-	-	-
FACILITY OPERATION & MAINTENANCE			
Insurance	-	-	-
Janitorial	-	-	-
Building and Land Rent / Lease / Facility Finance Interest	-	-	-
Repairs & Maintenance	-	-	-
Equipment / Furniture	-	-	-
Security	-	-	-
Utilities	-	-	-
TOTAL FACILITY OPERATION & MAINTENANCE	-	-	-
DEPRECIATION & AMORTIZATION	-	-	-
DISSOLUTION ESCROW & RESERVES / CONTIGENCY	-	-	-
TOTAL EXPENSES	-	-	-
NET INCOME	-	-	-

PRE-OPENING CASH FLOW 6-MONTH	LS NYC		
*****NOTE: *Please enter "Description of Assumptions" on tab "4) Pre-Opening Period Budget."*	**THE YEAR FOLLOWING PROPOSAL SUBMISSION "6) Pre-OP Cash Flow 1-Yr."**		
Total Revenue	**-**	**-**	**-**
Total Expenses	**-**	**-**	**-**
Net Income	**-**	**-**	**-**
Cash Flow Adjustments	**-**	**-**	**-**
Beginning Cash Balance	**-**	**-**	**-**
Net Income	**-**	**-**	**-**

	MAY	JUN	TOTAL
CASH FLOW ADJUSTMENTS			
OPERATING ACTIVITIES			
Description (e.g. Add Back Depreciation)	-	-	-
Other	-	-	-
Total Operating Activities	-	-	-
INVESTMENT ACTIVITIES			
Description (e.g. Subtract Property and Equipment Expenditures)	-	-	-
Other	-	-	-
Total Investment Activities	-	-	-
FINANCING ACTIVITIES			
Description (e.g. Add Expected Proceeds from a Loan)	-	-	-
Other	-	-	-
Total Financing Activities	-	-	-
Total Cash Flow Adjustments	**-**	**-**	**-**
NET INCOME	**-**	**-**	**-**
Beginning Cash Balance			-
ENDING CASH BALANCE	**-**	**-**	**-**

PRE-OPENING CASH FLOW 1-YEAR	UNCOMMON SCHO						
Please enter "Description of Assumptions" on tab "4) Pre-Opening Period Budget."	PROJECTED CASH FLOW FOR SCHOOLS PROPOSING TO OPEN IN THI July 1, 2016 - June 3(						
Total Revenue	**434,640**	**-**	**-**	**-**	**-**	**-**	**-**
Total Expenses	**36,939**	**37,411**	**38,229**	**35,785**	**35,785**	**35,785**	**35,785**
Net Income	**397,701**	**(37,411)**	**(38,229)**	**(35,785)**	**(35,785)**	**(35,785)**	**(35,785)**
Cash Flow Adjustments	**-**	**-**	**-**	**-**	**-**	**-**	**-**
Beginning Cash Balance	**-**	**-**	**-**	**-**	**-**	**-**	**-**
Net Income	**397,701**	**(37,411)**	**(38,229)**	**(35,785)**	**(35,785)**	**(35,785)**	**(35,785)**
	JUL	AUG	SEP	OCT	NOV	DEC	JAN
REVENUE							
REVENUES FROM STATE SOURCES							
Grants							
Stimulus	-	-	-	-	-	-	-
DYCD (Department of Youth and Community Development)	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-
TOTAL REVENUE FROM STATE SOURCES	-	-	-	-	-	-	-
REVENUE FROM FEDERAL FUNDING							
Grants							
Charter School Program (CSP) Planning & Implementation	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-
TOTAL REVENUE FROM FEDERAL SOURCES	-	-	-	-	-	-	-
LOCAL and OTHER REVENUE							
Contributions and Donations	434,640	-	-	-	-	-	-
Fundraising	-	-	-	-	-	-	-
Erate Reimbursement	-	-	-	-	-	-	-
Earnings on Investments	-	-	-	-	-	-	-
Interest Income	-	-	-	-	-	-	-
Food Service (Income from meals)	-	-	-	-	-	-	-
Text Book	-	-	-	-	-	-	-
OTHER	-	-	-	-	-	-	-
TOTAL REVENUE FROM LOCAL and OTHER SOURCES	434,640	-	-	-	-	-	-
TOTAL REVENUE	**434,640**	**-**	**-**	**-**	**-**	**-**	**-**

PRE-OPENING CASH FLOW 1-YEAR		UNCOMMON SCHO						
Please enter "Description of Assumptions" on tab "4) Pre-Opening Period Budget."		PROJECTED CASH FLOW FOR SCHOOLS PROPOSING TO OPEN IN THI July 1, 2016 - June 3(						
Total Revenue		**434,640**	**-**	**-**	**-**	**-**	**-**	**-**
Total Expenses		**36,939**	**37,411**	**38,229**	**35,785**	**35,785**	**35,785**	**35,785**
Net Income		**397,701**	**(37,411)**	**(38,229)**	**(35,785)**	**(35,785)**	**(35,785)**	**(35,785)**
Cash Flow Adjustments		**-**	**-**	**-**	**-**	**-**	**-**	**-**
Beginning Cash Balance		**-**	**-**	**-**	**-**	**-**	**-**	**-**
Net Income		**397,701**	**(37,411)**	**(38,229)**	**(35,785)**	**(35,785)**	**(35,785)**	**(35,785)**
		JUL	AUG	SEP	OCT	NOV	DEC	JAN
EXPENSES								
ADMINISTRATIVE PERSONNEL COSTS	FTE No. of Positions							
Executive Management	-	-	-	-	-	-	-	-
Instructional Management	-	-	-	-	-	-	-	-
Deans, Directors & Coordinators	4.00	26,667	26,667	26,667	26,667	26,667	26,667	26,667
CFO / Director of Finance	-	-	-	-	-	-	-	-
Operation / Business Manager	-	-	-	-	-	-	-	-
Administrative Staff	-	-	-	-	-	-	-	-
TOTAL ADMINISTRATIVE STAFF	4.00	26,667	26,667	26,667	26,667	26,667	26,667	26,667
INSTRUCTIONAL PERSONNEL COSTS								
Teachers - Regular	-	-	-	-	-	-	-	-
Teachers - SPED	-	-	-	-	-	-	-	-
Substitute Teachers	-	-	-	-	-	-	-	-
Teaching Assistants	-	-	-	-	-	-	-	-
Specialty Teachers	-	-	-	-	-	-	-	-
Aides	-	-	-	-	-	-	-	-
Therapists & Counselors	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-
TOTAL INSTRUCTIONAL	-	-	-	-	-	-	-	-
NON-INSTRUCTIONAL PERSONNEL COSTS								
Nurse	-	-	-	-	-	-	-	-
Librarian	-	-	-	-	-	-	-	-
Custodian	-	-	-	-	-	-	-	-
Security	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-
TOTAL NON-INSTRUCTIONAL	-	-	-	-	-	-	-	-
SUBTOTAL PERSONNEL SERVICE COSTS	4.00	26,667	26,667	26,667	26,667	26,667	26,667	26,667
PAYROLL TAXES AND BENEFITS								
Payroll Taxes		2,295	2,295	2,295	2,295	2,295	2,295	2,295
Fringe / Employee Benefits		2,183	2,183	2,183	2,183	2,183	2,183	2,183
Retirement / Pension		1,350	1,350	1,350	1,350	1,350	1,350	1,350
TOTAL PAYROLL TAXES AND BENEFITS		5,828	5,828	5,828	5,828	5,828	5,828	5,828
TOTAL PERSONNEL SERVICE COSTS	4.00	32,494	32,494	32,494	32,494	32,494	32,494	32,494
CONTRACTED SERVICES								
Accounting / Audit		-	-	-	-	-	-	-
Legal		-	-	-	-	-	-	-
Management Company Fee		-	-	-	-	-	-	-
Nurse Services		-	-	-	-	-	-	-
Food Service / School Lunch		-	-	-	-	-	-	-
Payroll Services		-	-	-	-	-	-	-
Special Ed Services		-	-	-	-	-	-	-
Titlement Services (i.e. Title I)		-	-	-	-	-	-	-
Other Purchased / Professional / Consulting		-	-	-	-	-	-	-
TOTAL CONTRACTED SERVICES		-	-	-	-	-	-	-

PRE-OPENING CASH FLOW 1-YEAR	UNCOMMON SCHO						
Please enter "Description of Assumptions" on tab "4) Pre-Opening Period Budget."	PROJECTED CASH FLOW FOR SCHOOLS PROPOSING TO OPEN IN THI July 1, 2016 - June 3(						
Total Revenue	**434,640**	**-**	**-**	**-**	**-**	**-**	**-**
Total Expenses	**36,939**	**37,411**	**38,229**	**35,785**	**35,785**	**35,785**	**35,785**
Net Income	**397,701**	**(37,411)**	**(38,229)**	**(35,785)**	**(35,785)**	**(35,785)**	**(35,785)**
Cash Flow Adjustments	**-**	**-**	**-**	**-**	**-**	**-**	**-**
Beginning Cash Balance	**-**	**-**	**-**	**-**	**-**	**-**	**-**
Net Income	**397,701**	**(37,411)**	**(38,229)**	**(35,785)**	**(35,785)**	**(35,785)**	**(35,785)**
	JUL	AUG	SEP	OCT	NOV	DEC	JAN
SCHOOL OPERATIONS							
Board Expenses							
Classroom / Teaching Supplies & Materials	-	-	-	-	-	-	-
Special Ed Supplies & Materials							
Textbooks / Workbooks	167	167	67	67	67	67	67
Supplies & Materials other							
Equipment / Furniture		472	472	210	210	210	210
Telephone	67	67	67	67	67	67	67
Technology	218	218	2,400	218	218	218	218
Student Testing & Assessment			-	-	-	-	-
Field Trips	-	-	-	-	-	-	-
Transportation (student)			-	-	-	-	-
Student Services - other			-	-	-	-	-
Office Expense	941	941	376	376	376	376	376
Staff Development	1,167	1,167	467	467	467	467	467
Staff Recruitment	250	250	250	250	250	250	250
Student Recruitment / Marketing	1,500	1,500	1,500	1,500	1,500	1,500	1,500
School Meals / Lunch							
Travel (Staff)							
Fundraising							
Other	136	136	136	136	136	136	136
TOTAL SCHOOL OPERATIONS	4,445	4,917	5,734	3,290	3,290	3,290	3,290
FACILITY OPERATION & MAINTENANCE							
Insurance	-	-	-	-	-	-	-
Janitorial	-	-	-	-	-	-	-
Building and Land Rent / Lease / Facility Finance Interest	-	-	-	-	-	-	-
Repairs & Maintenance	-	-	-	-	-	-	-
Equipment / Furniture	-	-	-	-	-	-	-
Security	-	-	-	-	-	-	-
Utilities	-	-	-	-	-	-	-
TOTAL FACILITY OPERATION & MAINTENANCE	-	-	-	-	-	-	-
DEPRECIATION & AMORTIZATION	-	-	-	-	-	-	-
DISSOLUTION ESCROW & RESERVES / CONTIGENCY	-	-	-	-	-	-	-
TOTAL EXPENSES	**36,939**	**37,411**	**38,229**	**35,785**	**35,785**	**35,785**	**35,785**
NET INCOME	**397,701**	**(37,411)**	**(38,229)**	**(35,785)**	**(35,785)**	**(35,785)**	**(35,785)**

PRE-OPENING CASH FLOW 1-YEAR	UNCOMMON SCHO						
Please enter "Description of Assumptions" on tab "4) Pre-Opening Period Budget."	PROJECTED CASH FLOW FOR SCHOOLS PROPOSING TO OPEN IN THI July 1, 2016 - June 3(						
Total Revenue	**434,640**	**-**	**-**	**-**	**-**	**-**	**-**
Total Expenses	**36,939**	**37,411**	**38,229**	**35,785**	**35,785**	**35,785**	**35,785**
Net Income	**397,701**	**(37,411)**	**(38,229)**	**(35,785)**	**(35,785)**	**(35,785)**	**(35,785)**
Cash Flow Adjustments	**-**	**-**	**-**	**-**	**-**	**-**	**-**
Beginning Cash Balance	**-**	**-**	**-**	**-**	**-**	**-**	**-**
Net Income	**397,701**	**(37,411)**	**(38,229)**	**(35,785)**	**(35,785)**	**(35,785)**	**(35,785)**
	JUL	AUG	SEP	OCT	NOV	DEC	JAN
CASH FLOW ADJUSTMENTS							
OPERATING ACTIVITIES							
Description (e.g. Add Back Depreciation)	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-
Total Operating Activities	**-**	**-**	**-**	**-**	**-**	**-**	**-**
INVESTMENT ACTIVITIES							
Description (e.g. Subtract Property and Equipment Expenditures)	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-
Total Investment Activities	**-**	**-**	**-**	**-**	**-**	**-**	**-**
FINANCING ACTIVITIES							
Description (e.g. Add Expected Proceeds from a Loan)	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-
Total Financing Activities	**-**	**-**	**-**	**-**	**-**	**-**	**-**
Total Cash Flow Adjustments	**-**	**-**	**-**	**-**	**-**	**-**	**-**
NET INCOME	**397,701**	**(37,411)**	**(38,229)**	**(35,785)**	**(35,785)**	**(35,785)**	**(35,785)**
Beginning Cash Balance	-						
ENDING CASH BALANCE	**397,701**	**(37,411)**	**(38,229)**	**(35,785)**	**(35,785)**	**(35,785)**	**(35,785)**

PRE-OPENING CASH FLOW 1-YEAR	OLS NYC					
Please enter "Description of Assumptions" on tab "4) Pre-Opening Period Budget."	E SECOND YEAR FOLLOWING PROPOSAL SUBMISSION 0, 2017					
Total Revenue	**-**	**-**	**-**	**-**	**-**	**434,640**
Total Expenses	**35,785**	**35,785**	**35,785**	**35,785**	**35,785**	**434,640**
Net Income	**(35,785)**	**(35,785)**	**(35,785)**	**(35,785)**	**(35,785)**	**-**
Cash Flow Adjustments	**-**	**-**	**-**	**-**	**-**	**-**
Beginning Cash Balance	**-**	**-**	**-**	**-**	**-**	**-**
Net Income	**(35,785)**	**(35,785)**	**(35,785)**	**(35,785)**	**(35,785)**	**-**
	FEB	MAR	APR	MAY	JUN	TOTAL
REVENUE						
REVENUES FROM STATE SOURCES						
Grants						
Stimulus	-	-	-	-	-	-
DYCD (Department of Youth and Community Development)	-	-	-	-	-	-
Other	-	-	-	-	-	-
Other	-	-	-	-	-	-
TOTAL REVENUE FROM STATE SOURCES	-	-	-	-	-	-
REVENUE FROM FEDERAL FUNDING						
Grants						
Charter School Program (CSP) Planning & Implementation	-	-	-	-	-	-
Other	-	-	-	-	-	-
Other	-	-	-	-	-	-
TOTAL REVENUE FROM FEDERAL SOURCES	-	-	-	-	-	-
LOCAL and OTHER REVENUE						
Contributions and Donations	-	-	-	-	-	434,640
Fundraising	-	-	-	-	-	-
Erate Reimbursement	-	-	-	-	-	-
Earnings on Investments	-	-	-	-	-	-
Interest Income	-	-	-	-	-	-
Food Service (Income from meals)	-	-	-	-	-	-
Text Book	-	-	-	-	-	-
OTHER	-	-	-	-	-	-
TOTAL REVENUE FROM LOCAL and OTHER SOURCES	-	-	-	-	-	434,640
TOTAL REVENUE	**-**	**-**	**-**	**-**	**-**	**434,640**

PRE-OPENING CASH FLOW 1-YEAR	OLS NYC					
Please enter "Description of Assumptions" on tab "4) Pre-Opening Period Budget."	E SECOND YEAR FOLLOWING PROPOSAL SUBMISSION 0, 2017					
Total Revenue	-	-	-	-	-	**434,640**
Total Expenses	**35,785**	**35,785**	**35,785**	**35,785**	**35,785**	**434,640**
Net Income	**(35,785)**	**(35,785)**	**(35,785)**	**(35,785)**	**(35,785)**	**-**
Cash Flow Adjustments	-	-	-	-	-	-
Beginning Cash Balance	-	-	-	-	-	-
Net Income	**(35,785)**	**(35,785)**	**(35,785)**	**(35,785)**	**(35,785)**	**-**

	FTE No. of Positions	FEB	MAR	APR	MAY	JUN	TOTAL
EXPENSES							
ADMINISTRATIVE PERSONNEL COSTS							
Executive Management	-	-	-	-	-	-	-
Instructional Management	-	-	-	-	-	-	-
Deans, Directors & Coordinators	4.00	26,667	26,667	26,667	26,667	26,667	320,000
CFO / Director of Finance	-	-	-	-	-	-	-
Operation / Business Manager	-	-	-	-	-	-	-
Administrative Staff	-	-	-	-	-	-	-
TOTAL ADMINISTRATIVE STAFF	4.00	26,667	26,667	26,667	26,667	26,667	320,000
INSTRUCTIONAL PERSONNEL COSTS							
Teachers - Regular	-	-	-	-	-	-	-
Teachers - SPED	-	-	-	-	-	-	-
Substitute Teachers	-	-	-	-	-	-	-
Teaching Assistants	-	-	-	-	-	-	-
Specialty Teachers	-	-	-	-	-	-	-
Aides	-	-	-	-	-	-	-
Therapists & Counselors	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-
TOTAL INSTRUCTIONAL	-	-	-	-	-	-	-
NON-INSTRUCTIONAL PERSONNEL COSTS							
Nurse	-	-	-	-	-	-	-
Librarian	-	-	-	-	-	-	-
Custodian	-	-	-	-	-	-	-
Security	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-
TOTAL NON-INSTRUCTIONAL	-	-	-	-	-	-	-
SUBTOTAL PERSONNEL SERVICE COSTS	4.00	26,667	26,667	26,667	26,667	26,667	320,000
PAYROLL TAXES AND BENEFITS							
Payroll Taxes		2,295	2,295	2,295	2,295	2,295	27,540
Fringe / Employee Benefits		2,183	2,183	2,183	2,183	2,183	26,194
Retirement / Pension		1,350	1,350	1,350	1,350	1,350	16,200
TOTAL PAYROLL TAXES AND BENEFITS		5,828	5,828	5,828	5,828	5,828	69,934
TOTAL PERSONNEL SERVICE COSTS	4.00	32,494	32,494	32,494	32,494	32,494	389,934
CONTRACTED SERVICES							
Accounting / Audit		-	-	-	-	-	-
Legal		-	-	-	-	-	-
Management Company Fee		-	-	-	-	-	-
Nurse Services		-	-	-	-	-	-
Food Service / School Lunch		-	-	-	-	-	-
Payroll Services		-	-	-	-	-	-
Special Ed Services		-	-	-	-	-	-
Titlement Services (i.e. Title I)		-	-	-	-	-	-
Other Purchased / Professional / Consulting		-	-	-	-	-	-
TOTAL CONTRACTED SERVICES		-	-	-	-	-	-

PRE-OPENING CASH FLOW 1-YEAR	OLS NYC					
Please enter "Description of Assumptions" on tab "4) Pre-Opening Period Budget."	E SECOND YEAR FOLLOWING PROPOSAL SUBMISSION 0, 2017					
Total Revenue	**-**	**-**	**-**	**-**	**-**	**434,640**
Total Expenses	**35,785**	**35,785**	**35,785**	**35,785**	**35,785**	**434,640**
Net Income	**(35,785)**	**(35,785)**	**(35,785)**	**(35,785)**	**(35,785)**	**-**
Cash Flow Adjustments	**-**	**-**	**-**	**-**	**-**	**-**
Beginning Cash Balance	**-**	**-**	**-**	**-**	**-**	**-**
Net Income	**(35,785)**	**(35,785)**	**(35,785)**	**(35,785)**	**(35,785)**	**-**
	FEB	MAR	APR	MAY	JUN	TOTAL
SCHOOL OPERATIONS						
Board Expenses						-
Classroom / Teaching Supplies & Materials	-	-	-	-	-	-
Special Ed Supplies & Materials						-
Textbooks / Workbooks	67	67	67	67	67	1,000
Supplies & Materials other						-
Equipment / Furniture	210	210	210	210	210	2,834
Telephone	67	67	67	67	67	800
Technology	218	218	218	218	218	4,800
Student Testing & Assessment	-	-	-	-	-	-
Field Trips	-	-	-	-	-	-
Transportation (student)	-	-	-	-	-	-
Student Services - other	-	-	-	-	-	-
Office Expense	376	376	376	376	376	5,644
Staff Development	467	467	467	467	467	7,000
Staff Recruitment	250	250	250	250	250	3,000
Student Recruitment / Marketing	1,500	1,500	1,500	1,500	1,500	18,000
School Meals / Lunch						-
Travel (Staff)						-
Fundraising						-
Other	136	136	136	136	136	1,629
TOTAL SCHOOL OPERATIONS	3,290	3,290	3,290	3,290	3,290	44,707
FACILITY OPERATION & MAINTENANCE						
Insurance	-	-	-	-	-	-
Janitorial	-	-	-	-	-	-
Building and Land Rent / Lease / Facility Finance Interest	-	-	-	-	-	-
Repairs & Maintenance	-	-	-	-	-	-
Equipment / Furniture	-	-	-	-	-	-
Security	-	-	-	-	-	-
Utilities	-	-	-	-	-	-
TOTAL FACILITY OPERATION & MAINTENANCE	-	-	-	-	-	-
DEPRECIATION & AMORTIZATION	-	-	-	-	-	-
DISSOLUTION ESCROW & RESERVES / CONTIGENCY	-	-	-	-	-	-
TOTAL EXPENSES	**35,785**	**35,785**	**35,785**	**35,785**	**35,785**	434,640
NET INCOME	**(35,785)**	**(35,785)**	**(35,785)**	**(35,785)**	**(35,785)**	**-**

PRE-OPENING CASH FLOW 1-YEAR	OLS NYC					
Please enter "Description of Assumptions" on tab "4) Pre-Opening Period Budget."	E SECOND YEAR FOLLOWING PROPOSAL SUBMISSION 0, 2017					
Total Revenue	**-**	**-**	**-**	**-**	**-**	**434,640**
Total Expenses	**35,785**	**35,785**	**35,785**	**35,785**	**35,785**	**434,640**
Net Income	**(35,785)**	**(35,785)**	**(35,785)**	**(35,785)**	**(35,785)**	**-**
Cash Flow Adjustments	**-**	**-**	**-**	**-**	**-**	**-**
Beginning Cash Balance	**-**	**-**	**-**	**-**	**-**	**-**
Net Income	**(35,785)**	**(35,785)**	**(35,785)**	**(35,785)**	**(35,785)**	**-**

	FEB	MAR	APR	MAY	JUN	TOTAL
CASH FLOW ADJUSTMENTS						
OPERATING ACTIVITIES						
Description (e.g. Add Back Depreciation)	-	-	-	-	-	-
Other	-	-	-	-	-	-
Total Operating Activities	**-**	**-**	**-**	**-**	**-**	**-**
INVESTMENT ACTIVITIES						
Description (e.g. Subtract Property and Equipment Expenditures)	-	-	-	-	-	-
Other	-	-	-	-	-	-
Total Investment Activities	**-**	**-**	**-**	**-**	**-**	**-**
FINANCING ACTIVITIES						
Description (e.g. Add Expected Proceeds from a Loan)	-	-	-	-	-	-
Other	-	-	-	-	-	-
Total Financing Activities	**-**	**-**	**-**	**-**	**-**	**-**
Total Cash Flow Adjustments	**-**	**-**	**-**	**-**	**-**	-
NET INCOME	**(35,785)**	**(35,785)**	**(35,785)**	**(35,785)**	**(35,785)**	**-**
Beginning Cash Balance						-
ENDING CASH BALANCE	**(35,785)**	**(35,785)**	**(35,785)**	**(35,785)**	**(35,785)**	**-**

YEAR 1 BUDGET AND ASSUMPTION			UNCOMMON SCHOOLS NYC PROJECTED BUDGET / OPERATING PLAN FOR Y JULY 1, 2018 - JUNE 30, 2019			
Total Revenue			**134,415,839**	**7,135,928**	**-**	**-**
Total Expenses			**117,997,921**	**6,420,571**	**-**	**-**
Net Income			**16,417,918**	**715,357**	**-**	**-**
Budgeted Student Enrollment			**9,152**	**-**		
			PROGRAM SERVICES			**SUPPORT**
			REGULAR EDUCATION	**SPECIAL EDUCATION**	**OTHER**	**FUNDRAISING**
REVENUE						
REVENUES FROM STATE SOURCES						
Per Pupil Revenue		Basic Tuition (2015-16)				
PRIMARY School District: NYC CHANCELLOR'S OFFICE		13,877	128,370,078			
Other District 1:		-	-			
Other District 2:		-	-			
Other District 13:		-	-			
Other District 14:		-	-			
35 Other School Districts' Revenue:	(Weighted Avg.)	-	-			
TOTAL Per Pupil Revenue	(Weighted Avg.)	13,877	128,370,078			
Special Education Revenue				6,645,179		
Grants						
Stimulus			-	-	-	-
DYCD (Department of Youth and Community Development)			-	-	-	-
Other			-	-	-	-
Other			-	-	-	-
TOTAL REVENUE FROM STATE SOURCES			128,370,078	6,645,179	-	-
REVENUE FROM FEDERAL FUNDING						
IDEA Special Needs			-	490,750	-	
Title I			3,435,400	-	-	
Title Funding - Other			154,211	-	-	
School Food Service (Free Lunch)			-	-	-	
Grants						
Charter School Program (CSP) Planning & Implementation			-	-	-	-
Other			-	-	-	-
Other			-	-	-	-
TOTAL REVENUE FROM FEDERAL SOURCES			3,589,611	490,750	-	-
LOCAL and OTHER REVENUE						
Contributions and Donations			1,300,000	-	-	-
Fundraising			-	-	-	-
Erate Reimbursement			1,093,063	-	-	-
Earnings on Investments				-	-	-
Interest Income			1,596	-	-	-
Food Service (Income from meals)			-	-	-	-
Text Book				-	-	-
OTHER			61,492	-	-	-
TOTAL REVENUE FROM LOCAL and OTHER SOURCES			2,456,150	-	-	-
TOTAL REVENUE			**134,415,839**	**7,135,928**	**-**	**-**

YEAR 1 BUDGET AND ASSUMPTION		UNCOMMON SCHOOLS NYC PROJECTED BUDGET / OPERATING PLAN FOR Y JULY 1, 2018 - JUNE 30, 2019			
Total Revenue		**134,415,839**	**7,135,928**	**-**	**-**
Total Expenses		**117,997,921**	**6,420,571**	**-**	**-**
Net Income		**16,417,918**	**715,357**	**-**	**-**
Budgeted Student Enrollment		**9,152**	**-**		
		PROGRAM SERVICES			**SUPPORT**
		REGULAR EDUCATION	**SPECIAL EDUCATION**	**OTHER**	**FUNDRAISING**
EXPENSES					
ADMINISTRATIVE STAFF PERSONNEL COSTS	FTE No. of Positions				
Executive Management	30.00	-	-	-	-
Instructional Management	30.00	3,369,717	-	-	-
Deans, Directors & Coordinators	93.10	6,414,664	2,116,992	-	-
CFO / Director of Finance	-	-	-	-	-
Operation / Business Manager	-	-	-	-	-
Administrative Staff	33.00	-	-	-	-
TOTAL ADMINISTRATIVE STAFF	186.10	9,784,381	2,116,992	-	-
INSTRUCTIONAL PERSONNEL COSTS					
Teachers - Regular	649.00	44,400,799	-	-	-
Teachers - SPED	41.00	-	2,887,828	-	-
Substitute Teachers	-	-	-	-	-
Teaching Assistants	28.00	1,326,595	-	-	-
Specialty Teachers	50.38	3,337,856	-	-	-
Aides	-		-	-	-
Therapists & Counselors	30.00	2,139,367	-	-	-
Other	-	-	-	-	-
TOTAL INSTRUCTIONAL	798.38	51,204,617	2,887,828	-	-
NON-INSTRUCTIONAL PERSONNEL COSTS					
Nurse	-	-	-	-	-
Librarian	-	-	-	-	-
Custodian	3.37	184,700	-	-	-
Security	-	-	-	-	-
Other	26.00	1,550,582	-	-	-
TOTAL NON-INSTRUCTIONAL	29.37	1,735,281	-	-	-
SUBTOTAL PERSONNEL SERVICE COSTS	1,013.85	62,724,279.46	5,004,821	-	-
PAYROLL TAXES AND BENEFITS					
Payroll Taxes		5,678,166	453,065	-	-
Fringe / Employee Benefits		6,190,579	493,951	-	-
Retirement / Pension		3,340,098	266,509	-	-
TOTAL PAYROLL TAXES AND BENEFITS		15,208,843	1,213,526	-	-
TOTAL PERSONNEL SERVICE COSTS	1,013.85	77,933,123	6,218,346	-	-
CONTRACTED SERVICES					
Accounting / Audit		-	-	-	-
Legal		-	-	-	-
Management Company Fee		9,914,476	-	-	-
Nurse Services			-	-	-
Food Service / School Lunch			-	-	-
Payroll Services		-	-	-	-
Special Ed Services		-	139,949	-	-
Titlement Services (i.e. Title I)			-	-	-
Other Purchased / Professional / Consulting		1,165,766	-	-	-
TOTAL CONTRACTED SERVICES		11,080,241	139,949	-	-

YEAR 1 BUDGET AND ASSUMPTION	UNCOMMON SCHOOLS NYC PROJECTED BUDGET / OPERATING PLAN FOR Y JULY 1, 2018 - JUNE 30, 2019			
Total Revenue	**134,415,839**	**7,135,928**	**-**	**-**
Total Expenses	**117,997,921**	**6,420,571**	**-**	**-**
Net Income	**16,417,918**	**715,357**	**-**	**-**
Budgeted Student Enrollment	**9,152**	**-**		

	PROGRAM SERVICES			SUPPORT
	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING
SCHOOL OPERATIONS				
Board Expenses	-	-	-	-
Classroom / Teaching Supplies & Materials	2,139,573	62,276	-	-
Special Ed Supplies & Materials		-	-	-
Textbooks / Workbooks	721,697	-	-	-
Supplies & Materials other		-	-	-
Equipment / Furniture	907,866	-	-	-
Telephone	-	-	-	-
Technology	5,220,361	-	-	-
Student Testing & Assessment	600,877	-	-	-
Field Trips	2,012,614	-	-	-
Transportation (student)	132,996	-	-	-
Student Services - other	937,063	-	-	-
Office Expense	229,418	-	-	-
Staff Development	3,720,541	-	-	-
Staff Recruitment	354,103	-	-	-
Student Recruitment / Marketing	872,242	-	-	-
School Meals / Lunch		-	-	-
Travel (Staff)		-	-	-
Fundraising		-	-	-
Other	7,436,940	-	-	-
TOTAL SCHOOL OPERATIONS	25,286,292	62,276	-	-
FACILITY OPERATION & MAINTENANCE				
Insurance	-	-	-	-
Janitorial	276,387	-	-	-
Building and Land Rent / Lease / Facility Finance Interest	2,380,009	-	-	-
Repairs & Maintenance	499,880	-	-	-
Equipment / Furniture	88,422	-	-	-
Security	131,127	-	-	-
Utilities	322,440	-	-	-
TOTAL FACILITY OPERATION & MAINTENANCE	3,698,265	-	-	-
DEPRECIATION & AMORTIZATION	-	-	-	-
DISSOLUTION ESCROW & RESERVES / CONTIGENCY	-	-	-	-
TOTAL EXPENSES	**117,997,921**	**6,420,571**	**-**	**-**
NET INCOME	**16,417,918**	**715,357**	**-**	**-**

ENROLLMENT - *School Districts Are Linked To Above Entries*	
PRIMARY School District: NYC CHANCELLOR'S OFFICE	9,152
TOTAL ENROLLMENT	**9,152**
REVENUE PER PUPIL	**14,688**
EXPENSES PER PUPIL	**12,894**

YEAR 1 BUDGET AND ASSUMPTION			EAR ONE		DESCRIPTION OF ASSUMPTIONS
					*NOTE: State assumptions that are being made for the 1-
Total Revenue			**-**	**141,551,768**	
Total Expenses			**14,332,942**	**138,751,435**	
Net Income			**(14,332,942)**	**2,800,333**	
Budgeted Student Enrollment				**9,152**	
			SERVICES MANAGEMENT & GENERAL	**TOTAL**	
REVENUE					
REVENUES FROM STATE SOURCES					
Per Pupil Revenue		Basic Tuition (2015-16)			
PRIMARY School District: NYC CHANCELLOR'S OFFICE		13,877		128,370,078	Core aid funding of $14,027 per pupil in 2018-19 through 2022-23 is based on the most recent New York State budget approved in April 2015.
Other District 1:		-		-	
Other District 2:		-		-	
Other District 13:		-		-	
Other District 14:		-		-	
35 Other School Districts' Revenue:	(Weighted Avg.)	-		-	
TOTAL Per Pupil Revenue	(Weighted Avg.)	13,877		128,370,078	
Special Education Revenue				6,645,179	Special Education funding from the state is based on current per pupil rates in New York City.
Grants					
Stimulus			-	-	
DYCD (Department of Youth and Community Development)			-	-	
Other			-	-	
Other			-	-	
TOTAL REVENUE FROM STATE SOURCES			-	135,015,256	
REVENUE FROM FEDERAL FUNDING					
IDEA Special Needs				490,750	IDEA funding projection is based on historical trends and enrollment projections.
Title I				3,435,400	Title I funding projection is based on historical trends and enrollment projections.
Title Funding - Other				154,211	Title IIA funding projection is based on historical trends and enrollment projections.
School Food Service (Free Lunch)				-	
Grants					
Charter School Program (CSP) Planning & Implementation			-	-	
Other			-	-	
Other			-	-	
TOTAL REVENUE FROM FEDERAL SOURCES			-	4,080,361	
LOCAL and OTHER REVENUE					
Contributions and Donations			-	1,300,000	Private philanthropy will be raised by Uncommon Schools as part of their management agreement with USNYC.
Fundraising			-	-	
Erate Reimbursement			-	1,093,063	Projected ERate revenue at each school is based on the new funding model released by USAC and USDOE (70% of eligible telecommunication expenses only).
Earnings on Investments			-	-	
Interest Income			-	1,596	
Food Service (Income from meals)			-	-	
Text Book			-	-	
OTHER			-	61,492	School activity fees (High Schools only)
TOTAL REVENUE FROM LOCAL and OTHER SOURCES			-	2,456,150	
TOTAL REVENUE			**-**	**141,551,768**	

YEAR 1 BUDGET AND ASSUMPTION		EAR ONE		DESCRIPTION OF ASSUMPTIONS
				*NOTE: State assumptions that are being made for the 1-
Total Revenue		**-**	**141,551,768**	
Total Expenses		**14,332,942**	**138,751,435**	
Net Income		**(14,332,942)**	**2,800,333**	
Budgeted Student Enrollment			**9,152**	
		SERVICES MANAGEMENT & GENERAL	**TOTAL**	
EXPENSES				
ADMINISTRATIVE STAFF PERSONNEL COSTS	FTE No. of Positions			
Executive Management	30.00	3,124,864	3,124,864	See Staffing Plan tab for driving assumptions.
Instructional Management	30.00	-	3,369,717	See Staffing Plan tab for driving assumptions.
Deans, Directors & Coordinators	93.10	-	8,531,656	See Staffing Plan tab for driving assumptions.
CFO / Director of Finance	-	-	-	
Operation / Business Manager	-	-	-	
Administrative Staff	33.00	1,698,514	1,698,514	See Staffing Plan tab for driving assumptions.
TOTAL ADMINISTRATIVE STAFF	186.10	4,823,378	16,724,751	
INSTRUCTIONAL PERSONNEL COSTS				
Teachers - Regular	649.00	-	44,400,799	See Staffing Plan tab for driving assumptions.
Teachers - SPED	41.00	-	2,887,828	See Staffing Plan tab for driving assumptions.
Substitute Teachers	-	-	-	
Teaching Assistants	28.00	-	1,326,595	See Staffing Plan tab for driving assumptions.
Specialty Teachers	50.38	-	3,337,856	See Staffing Plan tab for driving assumptions.
Aides	-	-	-	
Therapists & Counselors	30.00	-	2,139,367	See Staffing Plan tab for driving assumptions.
Other	-	-	-	
TOTAL INSTRUCTIONAL	798.38	-	54,092,445	
NON-INSTRUCTIONAL PERSONNEL COSTS				
Nurse	-	-	-	
Librarian	-	-	-	See Staffing Plan tab for driving assumptions.
Custodian	3.37	-	184,700	See Staffing Plan tab for driving assumptions.
Security	-	-	-	
Other	26.00	-	1,550,582	See Staffing Plan tab for driving assumptions.
TOTAL NON-INSTRUCTIONAL	29.37	-	1,735,281	
SUBTOTAL PERSONNEL SERVICE COSTS	1,013.85	4,823,378	72,552,478	
PAYROLL TAXES AND BENEFITS				
Payroll Taxes		436,640	6,567,872	
Fringe / Employee Benefits		476,044	7,160,574	
Retirement / Pension		256,847	3,863,454	
TOTAL PAYROLL TAXES AND BENEFITS		1,169,531	17,591,900	Payroll taxes and benefit projections are based on staffing projections and historical rates of tax and benefit expenses.
TOTAL PERSONNEL SERVICE COSTS	1,013.85	5,992,909	90,144,378	
CONTRACTED SERVICES				
Accounting / Audit		224,061	224,061	Includes fees for annual financial audit conducted by an external firm, cost projection based on historical costs
Legal		78,759	78,759	Based on historical costs and projected growth
Management Company Fee		1,749,613	11,664,089	Based on each school's public revenue and year of operation, per CMO agreement with Uncommon Schools
Nurse Services		-	-	
Food Service / School Lunch		-	-	
Payroll Services		207,337	207,337	Includes fees for processing payroll and employee benefits, projection based on historical costs
Special Ed Services		-	139,949	Reflects costs of contracted services provided to students as part of an IEP, based on enrollment and historical costs
Titlement Services (i.e. Title I)		-	-	
Other Purchased / Professional / Consulting		-	1,165,766	Includes additional consultants, contractors or coaches, based on historical costs
TOTAL CONTRACTED SERVICES		2,259,770	13,479,960	

YEAR 1 BUDGET AND ASSUMPTION	EAR ONE		DESCRIPTION OF ASSUMPTIONS
			*NOTE: State assumptions that are being made for the 1-
Total Revenue	**-**	**141,551,768**	
Total Expenses	**14,332,942**	**138,751,435**	
Net Income	**(14,332,942)**	**2,800,333**	
Budgeted Student Enrollment		**9,152**	
	SERVICES MANAGEMENT & GENERAL	**TOTAL**	
SCHOOL OPERATIONS			
Board Expenses	12,769	12,769	Based on historical costs and projected growth
Classroom / Teaching Supplies & Materials	-	2,201,849	Cost projections are based on enrollment
Special Ed Supplies & Materials	-	-	
Textbooks / Workbooks	-	721,697	Cost projections are based on enrollment
Supplies & Materials other	-	-	
Equipment / Furniture	-	907,866	Based on enrollment and needs of each school's facility
Telephone	1,561,518	1,561,518	Based on historical cost
Technology	1,930,819	7,151,180	Includes staff and student computers, classroom technology, networking. Based on historical costs
Student Testing & Assessment	-	600,877	Includes cost of testing materials and scoring used throughout the year
Field Trips	-	2,012,614	Reflects costs for mid-year and end of year trips, based on historical costs
Transportation (student)	-	132,996	Cost of transportation for extended school year calendar
Student Services - other	-	937,063	Food service & school uniform costs, based on historical costs
Office Expense	1,300,036	1,529,454	Includes office supplies such as paper, toner, teacher and classroom supplies
Staff Development	-	3,720,541	Professional development costs, including travel to trainings throughout the year
Staff Recruitment	-	354,103	Costs associated with recruitment outreach, canditate travel (based on historical costs)
Student Recruitment / Marketing	-	872,242	Cost of community outreach, costs associated with student enrollment
School Meals / Lunch	-	-	
Travel (Staff)	-	-	
Fundraising	-	-	
Other	-	7,436,940	After school and enrichment programming, photocopier lease and other programmatic expenses
TOTAL SCHOOL OPERATIONS	4,805,142	30,153,710	
FACILITY OPERATION & MAINTENANCE			
Insurance	1,275,122	1,275,122	Based on historical cost
Janitorial	-	276,387	Based on historical cost
Building and Land Rent / Lease / Facility Finance Interest	-	2,380,009	Assumes minimal capital projects necessary to outfit space owned by NYC DOE
Repairs & Maintenance	-	499,880	Maintenance costs for schools in non-DOE buildings
Equipment / Furniture	-	88,422	Building supplies
Security	-	131,127	Based on historical costs (non-DOE buildings only)
Utilities	-	322,440	Based on historical costs (non-DOE buildings only)
TOTAL FACILITY OPERATION & MAINTENANCE	1,275,122	4,973,387	
DEPRECIATION & AMORTIZATION	-	-	
DISSOLUTION ESCROW & RESERVES / CONTIGENCY	-	-	
TOTAL EXPENSES	**14,332,942**	**138,751,435**	
NET INCOME	**(14,332,942)**	**2,800,333**	
ENROLLMENT - *School Districts Are Linked To Above Entries*			
PRIMARY School District: NYC CHANCELLOR'S OFFICE		9,152	
TOTAL ENROLLMENT		**9,152**	
REVENUE PER PUPIL		**15,467**	
EXPENSES PER PUPIL		**15,161**	

YEAR 1 CASH FLOW *(FIRST YEAR OF CHARTER)*	UNCOMMON SCHOOLS NYC PROJECTED CASH FLOW FOR YEAR ONE OF OPERATIONS JULY 1, 2018 - JUNE 30, 2019												
Total Revenue	**23,802,543**	**22,502,543**	**-**	**23,220,465**	**-**	**22,502,543**	**-**	**22,502,543**	**-**	**2,512,728**	**22,502,543**	**2,005,861**	**141,551,768**
Total Expenses	**10,443,665**	**10,594,976**	**20,092,884**	**9,874,649**	**9,874,649**	**12,790,671**	**9,874,649**	**9,874,649**	**12,790,671**	**9,874,649**	**9,874,649**	**12,790,671**	**138,751,434**
Net Income	**13,358,877**	**11,907,566**	**(20,092,884)**	**13,345,816**	**(9,874,649)**	**9,711,871**	**(9,874,649)**	**12,627,894**	**(12,790,671)**	**(7,361,921)**	**12,627,894**	**(10,784,810)**	**2,800,333**
Cash Flow Adjustments	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**
Beginning Cash Balance	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**
Ending Cash Balance	**13,358,877**	**11,907,566**	**(20,092,884)**	**13,345,816**	**(9,874,649)**	**9,711,871**	**(9,874,649)**	**12,627,894**	**(12,790,671)**	**(7,361,921)**	**12,627,894**	**(10,784,810)**	**2,800,333**

	JUL	**AUG**	**SEP**	**OCT**	**NOV**	**DEC**	**JAN**	**FEB**	**MAR**	**APR**	**MAY**	**JUN**	**TOTAL**
REVENUE	*** Totals (Column U) for all lines above Cash Flow Adjustments should equal the Totals (Column N) on tab "7) Year 1 Budget & Assumptions."**												
REVENUES FROM STATE SOURCES													
Per Pupil Revenue — Basic Tuition (2015-16)													
PRIMARY School District: NYC CHANCELLOR'S OFFICE 13,877	21,395,013	21,395,013		21,395,013		21,395,013		21,395,013			21,395,013		128,370,078
TOTAL Per Pupil Revenue (Weighted Avg.) 13,877	21,395,013	21,395,013	-	21,395,013	-	21,395,013	-	21,395,013	-	-	21,395,013	-	128,370,078
Special Education Revenue	1,107,530	1,107,530		1,107,530		1,107,530		1,107,530			1,107,530		6,645,179
Grants													
Stimulus	-	-	-	-	-	-	-	-	-	-	-	-	-
DYCD (Department of Youth and Community Developmt.)	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE FROM STATE SOURCES	22,502,543	22,502,543	-	22,502,543	-	22,502,543	-	22,502,543	-	-	22,502,543	-	135,015,256
REVENUE FROM FEDERAL FUNDING													
IDEA Special Needs												490,750	490,750
Title I				687,080						2,404,780		343,540	3,435,400
Title Funding - Other				30,842						107,948		15,421	154,211
School Food Service (Free Lunch)													-
Grants													
Charter School Program (CSP) Planning & Implementation	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE FROM FEDERAL SOURCES	-	-	-	717,922	-	-	-	-	-	2,512,728	-	849,711	4,080,361
LOCAL and OTHER REVENUE													
Contributions and Donations	1,300,000												1,300,000
Fundraising													-
Erate Reimbursement												1,093,063	1,093,063
Earnings on Investments													-
Interest Income												1,596	1,596
Food Service (Income from meals)													-
Text Book													-
OTHER												61,492	61,492
TOTAL REVENUE FROM LOCAL and OTHER SOURCES	1,300,000	-	-	-	-	-	-	-	-	-	-	1,156,150	2,456,150
TOTAL REVENUE	**23,802,543**	**22,502,543**	**-**	**23,220,465**	**-**	**22,502,543**	**-**	**22,502,543**	**-**	**2,512,728**	**22,502,543**	**2,005,861**	**141,551,768**

YEAR 1 CASH FLOW *(FIRST YEAR OF CHARTER)*	UNCOMMON SCHOOLS NYC PROJECTED CASH FLOW FOR YEAR ONE OF OPERATIONS JULY 1, 2018 - JUNE 30, 2019												
Total Revenue	**23,802,543**	**22,502,543**	**-**	**23,220,465**	**-**	**22,502,543**	**-**	**22,502,543**	**-**	**2,512,728**	**22,502,543**	**2,005,861**	**141,551,768**
Total Expenses	**10,443,665**	**10,594,976**	**20,092,884**	**9,874,649**	**9,874,649**	**12,790,671**	**9,874,649**	**9,874,649**	**12,790,671**	**9,874,649**	**9,874,649**	**12,790,671**	**138,751,434**
Net Income	**13,358,877**	**11,907,566**	**(20,092,884)**	**13,345,816**	**(9,874,649)**	**9,711,871**	**(9,874,649)**	**12,627,894**	**(12,790,671)**	**(7,361,921)**	**12,627,894**	**(10,784,810)**	**2,800,333**
Cash Flow Adjustments	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**
Beginning Cash Balance	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**
Ending Cash Balance	**13,358,877**	**11,907,566**	**(20,092,884)**	**13,345,816**	**(9,874,649)**	**9,711,871**	**(9,874,649)**	**12,627,894**	**(12,790,671)**	**(7,361,921)**	**12,627,894**	**(10,784,810)**	**2,800,333**

		JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	TOTAL
EXPENSES														
ADMINISTRATIVE STAFF PERSONNEL COSTS	Positions													
Executive Management	30.00	260,405	260,405	260,405	260,405	260,405	260,405	260,405	260,405	260,405	260,405	260,405	260,405	3,124,864
Instructional Management	30.00	280,810	280,810	280,810	280,810	280,810	280,810	280,810	280,810	280,810	280,810	280,810	280,810	3,369,717
Deans, Directors & Coordinators	93.10	710,971	710,971	710,971	710,971	710,971	710,971	710,971	710,971	710,971	710,971	710,971	710,971	8,531,656
CFO / Director of Finance	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Operation / Business Manager	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Administrative Staff	33.00	141,543	141,543	141,543	141,543	141,543	141,543	141,543	141,543	141,543	141,543	141,543	141,543	1,698,514
TOTAL ADMINISTRATIVE STAFF	186.10	1,393,729	1,393,729	1,393,729	1,393,729	1,393,729	1,393,729	1,393,729	1,393,729	1,393,729	1,393,729	1,393,729	1,393,729	16,724,751
INSTRUCTIONAL PERSONNEL COSTS														
Teachers - Regular	649.00	3,700,067	3,700,067	3,700,067	3,700,067	3,700,067	3,700,067	3,700,067	3,700,067	3,700,067	3,700,067	3,700,067	3,700,067	44,400,799
Teachers - SPED	41.00	240,652	240,652	240,652	240,652	240,652	240,652	240,652	240,652	240,652	240,652	240,652	240,652	2,887,828
Substitute Teachers	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Teaching Assistants	28.00	110,550	110,550	110,550	110,550	110,550	110,550	110,550	110,550	110,550	110,550	110,550	110,550	1,326,595
Specialty Teachers	50.38	278,155	278,155	278,155	278,155	278,155	278,155	278,155	278,155	278,155	278,155	278,155	278,155	3,337,856
Aides	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Therapists & Counselors	30.00	178,281	178,281	178,281	178,281	178,281	178,281	178,281	178,281	178,281	178,281	178,281	178,281	2,139,367
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL INSTRUCTIONAL	798.38	4,507,704	4,507,704	4,507,704	4,507,704	4,507,704	4,507,704	4,507,704	4,507,704	4,507,704	4,507,704	4,507,704	4,507,704	54,092,445
NON-INSTRUCTIONAL PERSONNEL COSTS														
Nurse	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Librarian	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Custodian	3.37	15,392	15,392	15,392	15,392	15,392	15,392	15,392	15,392	15,392	15,392	15,392	15,392	184,700
Security	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	26.00	129,215	129,215	129,215	129,215	129,215	129,215	129,215	129,215	129,215	129,215	129,215	129,215	1,550,582
TOTAL NON-INSTRUCTIONAL	29.37	144,607	144,607	144,607	144,607	144,607	144,607	144,607	144,607	144,607	144,607	144,607	144,607	1,735,281
SUBTOTAL PERSONNEL SERVICE COSTS	1,013.85	6,046,040	6,046,040	6,046,040	6,046,040	6,046,040	6,046,040	6,046,040	6,046,040	6,046,040	6,046,040	6,046,040	6,046,040	72,552,478
PAYROLL TAXES AND BENEFITS														
Payroll Taxes		547,323	547,323	547,323	547,323	547,323	547,323	547,323	547,323	547,323	547,323	547,323	547,323	6,567,872
Fringe / Employee Benefits		596,715	596,715	596,715	596,715	596,715	596,715	596,715	596,715	596,715	596,715	596,715	596,715	7,160,574
Retirement / Pension		321,955	321,955	321,955	321,955	321,955	321,955	321,955	321,955	321,955	321,955	321,955	321,955	3,863,454
TOTAL PAYROLL TAXES AND BENEFITS		1,465,992	1,465,992	1,465,992	1,465,992	1,465,992	1,465,992	1,465,992	1,465,992	1,465,992	1,465,992	1,465,992	1,465,992	17,591,900
TOTAL PERSONNEL SERVICE COSTS	1,013.85	7,512,031	7,512,031	7,512,031	7,512,031	7,512,031	7,512,031	7,512,031	7,512,031	7,512,031	7,512,031	7,512,031	7,512,031	90,144,378
CONTRACTED SERVICES														
Accounting / Audit				224,061										224,061
Legal		6,563	6,563	6,563	6,563	6,563	6,563	6,563	6,563	6,563	6,563	6,563	6,563	78,759
Management Company Fee				2,916,022			2,916,022			2,916,022			2,916,022	11,664,089
Nurse Services														-
Food Service / School Lunch														-
Payroll Services		17,278	17,278	17,278	17,278	17,278	17,278	17,278	17,278	17,278	17,278	17,278	17,278	207,337
Special Ed Services				13,995	13,995	13,995	13,995	13,995	13,995	13,995	13,995	13,995	13,995	139,949
Titlement Services (i.e. Title I)														-
Other Purchased / Professional / Consulting		97,147	97,147	97,147	97,147	97,147	97,147	97,147	97,147	97,147	97,147	97,147	97,147	1,165,766
TOTAL CONTRACTED SERVICES		120,988	120,988	3,275,067	134,983	134,983	3,051,005	134,983	134,983	3,051,005	134,983	134,983	3,051,005	13,479,960

YEAR 1 CASH FLOW *(FIRST YEAR OF CHARTER)*	UNCOMMON SCHOOLS NYC PROJECTED CASH FLOW FOR YEAR ONE OF OPERATIONS JULY 1, 2018 - JUNE 30, 2019												
Total Revenue	**23,802,543**	**22,502,543**	**-**	**23,220,465**	**-**	**22,502,543**	**-**	**22,502,543**	**-**	**2,512,728**	**22,502,543**	**2,005,861**	**141,551,768**
Total Expenses	**10,443,665**	**10,594,976**	**20,092,884**	**9,874,649**	**9,874,649**	**12,790,671**	**9,874,649**	**9,874,649**	**12,790,671**	**9,874,649**	**9,874,649**	**12,790,671**	**138,751,434**
Net Income	**13,358,877**	**11,907,566**	**(20,092,884)**	**13,345,816**	**(9,874,649)**	**9,711,871**	**(9,874,649)**	**12,627,894**	**(12,790,671)**	**(7,361,921)**	**12,627,894**	**(10,784,810)**	**2,800,333**
Cash Flow Adjustments	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**
Beginning Cash Balance	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**
Ending Cash Balance	**13,358,877**	**11,907,566**	**(20,092,884)**	**13,345,816**	**(9,874,649)**	**9,711,871**	**(9,874,649)**	**12,627,894**	**(12,790,671)**	**(7,361,921)**	**12,627,894**	**(10,784,810)**	**2,800,333**

	JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	TOTAL
SCHOOL OPERATIONS													
Board Expenses	1,064	1,064	1,064	1,064	1,064	1,064	1,064	1,064	1,064	1,064	1,064	1,064	12,769
Classroom / Teaching Supplies & Materials	366,975	366,975	146,790	146,790	146,790	146,790	146,790	146,790	146,790	146,790	146,790	146,790	2,201,849
Special Ed Supplies & Materials													-
Textbooks / Workbooks	120,283	120,283	48,113	48,113	48,113	48,113	48,113	48,113	48,113	48,113	48,113	48,113	721,697
Supplies & Materials other													-
Equipment / Furniture		151,311	151,311	67,249	67,249	67,249	67,249	67,249	67,249	67,249	67,249	67,249	907,866
Telephone	130,127	130,127	130,127	130,127	130,127	130,127	130,127	130,127	130,127	130,127	130,127	130,127	1,561,518
Technology	325,054	325,054	3,575,590	325,054	325,054	325,054	325,054	325,054	325,054	325,054	325,054	325,054	7,151,180
Student Testing & Assessment			60,088	60,088	60,088	60,088	60,088	60,088	60,088	60,088	60,088	60,088	600,877
Field Trips	167,718	167,718	167,718	167,718	167,718	167,718	167,718	167,718	167,718	167,718	167,718	167,718	2,012,614
Transportation (student)			13,300	13,300	13,300	13,300	13,300	13,300	13,300	13,300	13,300	13,300	132,996
Student Services - other			93,706	93,706	93,706	93,706	93,706	93,706	93,706	93,706	93,706	93,706	937,063
Office Expense	254,909	254,909	101,964	101,964	101,964	101,964	101,964	101,964	101,964	101,964	101,964	101,964	1,529,454
Staff Development	620,090	620,090	248,036	248,036	248,036	248,036	248,036	248,036	248,036	248,036	248,036	248,036	3,720,541
Staff Recruitment	29,509	29,509	29,509	29,509	29,509	29,509	29,509	29,509	29,509	29,509	29,509	29,509	354,103
Student Recruitment / Marketing	72,687	72,687	72,687	72,687	72,687	72,687	72,687	72,687	72,687	72,687	72,687	72,687	872,242
School Meals / Lunch													-
Travel (Staff)													-
Fundraising													-
Other	619,745	619,745	619,745	619,745	619,745	619,745	619,745	619,745	619,745	619,745	619,745	619,745	7,436,940
TOTAL SCHOOL OPERATIONS	2,708,159	2,859,470	5,459,746	2,125,148	2,125,148	2,125,148	2,125,148	2,125,148	2,125,148	2,125,148	2,125,148	2,125,148	30,153,710
FACILITY OPERATION & MAINTENANCE													
Insurance			1,275,122										1,275,122
Janitorial	23,032	23,032	23,032	23,032	23,032	23,032	23,032	23,032	23,032	23,032	23,032	23,032	276,387
Building and Land Rent / Lease / Facility Finance Interest			2,380,009										2,380,009
Repairs & Maintenance	41,657	41,657	41,657	41,657	41,657	41,657	41,657	41,657	41,657	41,657	41,657	41,657	499,880
Equipment / Furniture			88,422										88,422
Security	10,927	10,927	10,927	10,927	10,927	10,927	10,927	10,927	10,927	10,927	10,927	10,927	131,127
Utilities	26,870	26,870	26,870	26,870	26,870	26,870	26,870	26,870	26,870	26,870	26,870	26,870	322,440
TOTAL FACILITY OPERATION & MAINTENANCE	102,486	102,486	3,846,040	102,486	102,486	102,486	102,486	102,486	102,486	102,486	102,486	102,486	4,973,387
DEPRECIATION & AMORTIZATION	-	-	-	-	-	-	-	-	-	-	-	-	-
DISSOLUTION ESCROW & RESERVES / CONTIGENCY	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL EXPENSES	**10,443,665**	**10,594,976**	**20,092,884**	**9,874,649**	**9,874,649**	**12,790,671**	**9,874,649**	**9,874,649**	**12,790,671**	**9,874,649**	**9,874,649**	**12,790,671**	138,751,434
NET INCOME	**13,358,877**	**11,907,566**	**(20,092,884)**	**13,345,816**	**(9,874,649)**	**9,711,871**	**(9,874,649)**	**12,627,894**	**(12,790,671)**	**(7,361,921)**	**12,627,894**	**(10,784,810)**	**2,800,333**
CASH FLOW ADJUSTMENTS													
OPERATING ACTIVITIES													
Example - Add Back Depreciation	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Operating Activities	-	-	-	-	-	-	-	-	-	-	-	-	-
INVESTMENT ACTIVITIES													
Example - Subtract Property and Equipment Expenditures	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Investment Activities	-	-	-	-	-	-	-	-	-	-	-	-	-
FINANCING ACTIVITIES													

YEAR 1 CASH FLOW *(FIRST YEAR OF CHARTER)*	UNCOMMON SCHOOLS NYC PROJECTED CASH FLOW FOR YEAR ONE OF OPERATIONS JULY 1, 2018 - JUNE 30, 2019												
Total Revenue	23,802,543	22,502,543	-	23,220,465	-	22,502,543	-	22,502,543	-	2,512,728	22,502,543	2,005,861	141,551,768
Total Expenses	10,443,665	10,594,976	20,092,884	9,874,649	9,874,649	12,790,671	9,874,649	9,874,649	12,790,671	9,874,649	9,874,649	12,790,671	138,751,434
Net Income	13,358,877	11,907,566	(20,092,884)	13,345,816	(9,874,649)	9,711,871	(9,874,649)	12,627,894	(12,790,671)	(7,361,921)	12,627,894	(10,784,810)	2,800,333
Cash Flow Adjustments	-	-	-	-	-	-	-	-	-	-	-	-	-
Beginning Cash Balance	-	-	-	-	-	-	-	-	-	-	-	-	-
Ending Cash Balance	13,358,877	11,907,566	(20,092,884)	13,345,816	(9,874,649)	9,711,871	(9,874,649)	12,627,894	(12,790,671)	(7,361,921)	12,627,894	(10,784,810)	2,800,333
	JUL	**AUG**	**SEP**	**OCT**	**NOV**	**DEC**	**JAN**	**FEB**	**MAR**	**APR**	**MAY**	**JUN**	**TOTAL**
Example - Add Expected Proceeds from a Loan or Line of Credit	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Financing Activities	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Cash Flow Adjustments	-	-	-	-	-	-	-	-	-	-	-	-	-
NET INCOME	13,358,877	11,907,566	(20,092,884)	13,345,816	(9,874,649)	9,711,871	(9,874,649)	12,627,894	(12,790,671)	(7,361,921)	12,627,894	(10,784,810)	2,800,333
Beginning Cash Balance	-	-	-	-	-	-	-	-	-	-	-	-	-
ENDING CASH BALANCE	13,358,877	11,907,566	(20,092,884)	13,345,816	(9,874,649)	9,711,871	(9,874,649)	12,627,894	(12,790,671)	(7,361,921)	12,627,894	(10,784,810)	2,800,333

5 YEAR BUDGET AND CASH FLOW ADJUSTMENTS		UNCOMMON SCHOOLS NYC					DESCRIPTION OF ASSUMPTIONS
*NOTE: Projected Five Year Budget on this tab should be for the first five years of actual operations.		PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD 2018-19 THROUGH 2022-23					*NOTE: State assumptions that are being made in the section provided below.
Total Revenue		**141,551,768**	**153,943,225**	**167,152,806**	**175,543,580**	**180,748,823**	
Total Expenses		**138,751,435**	**150,390,512**	**161,822,591**	**170,370,655**	**177,937,432**	
Net Income (Before Cash Flow Adjustments)		**2,800,333**	**3,552,714**	**5,330,214**	**5,172,925**	**2,811,391**	
Budgeted Student Enrollment		**9,152**	**10,042**	**10,945**	**11,535**	**11,873**	
		Year 1 2018-19	**Year 2 2019-20**	**Year 3 2020-21**	**Year 4 2021-22**	**Year 5 2022-23**	
REVENUE		**Per Pupil Revenue Percentage Increase**					
REVENUES FROM STATE SOURCES		**1.1%**	**0.0%**	**0.0%**	**0.0%**	**0.0%**	
Per Pupil Revenue	Basic Tuition (2015-16)						
NYC CHANCELLOR'S OFFICE	13,877	128,370,078	140,856,405	153,529,251	161,801,977	166,543,103	Core aid funding of $14,027 per pupil in 2018-19 through 2022-23 is based on the most recent New York State budget approved in April 2015.
PRIMARY School District:							
Other District 1:	-	-	-	-	-	-	
Other District 2:	-	-	-	-	-	-	
Other District 3:	-	-	-	-	-	-	
Other District 4:	-	-	-	-	-	-	
Other District 5:	-	-	-	-	-	-	
Other District 6:	-	-	-	-	-	-	
Other District 7:	-	-	-	-	-	-	
Other District 8:	-	-	-	-	-	-	
Other District 9:	-	-	-	-	-	-	
Other District 10:	-	-	-	-	-	-	
Other District 11:	-	-	-	-	-	-	
Other District 12:	-	-	-	-	-	-	
Other District 13:	-	-	-	-	-	-	
Other District 14:	-	-	-	-	-	-	
35 Other School Districts' Revenue: (Weighted Avg.)	-	-	-	-	-	-	
TOTAL Per Pupil Revenue (Weighted Avg.)	13,877	128,370,078	140,856,405	153,529,251	161,801,977	166,543,103	
Special Education Revenue		6,645,179	7,275,635	7,949,836	8,444,888	8,687,508	Special Education funding from the state is based on current per pupil rates in New York City.
Grants							
Stimulus		-	-	-	-	-	
DYCD (Department of Youth and Community Developmt.)		-	-	-	-	-	
Other		-	-	-	-	-	
Other		-	-	-	-	-	
TOTAL REVENUE FROM STATE SOURCES		135,015,256	148,132,040	161,479,087	170,246,866	175,230,612	
REVENUE FROM FEDERAL FUNDING							
IDEA Special Needs		490,750	482,300	494,450	479,978	486,567	IDEA funding projection is based on historical trends and enrollment projections.
Title I		3,435,400	3,667,422	3,771,091	3,393,235	3,506,643	Title I funding projection is based on historical trends and enrollment projections.
Title Funding - Other		154,211	163,414	169,140	148,329	151,627	Title IIA funding projection is based on historical trends and enrollment projections.
School Food Service (Free Lunch)		-	-	-	-	-	
Grants							
Charter School Program (CSP) Planning & Implementation		-	-	-	-	-	
Other		-	-	-	-	-	
Other		-	-	-	-	-	
TOTAL REVENUE FROM FEDERAL SOURCES		4,080,361	4,313,137	4,434,680	4,021,543	4,144,837	
LOCAL and OTHER REVENUE							
Contributions and Donations		1,300,000	300,000	-	-	-	Private philanthropy will be raised by Uncommon Schools as part of their management agreement with USNYC.
Fundraising		-	-	-	-	-	
Erate Reimbursement		1,093,063	1,125,855	1,159,630	1,194,419	1,289,112	Projected ERate revenue at each school is based on the new funding model released by USAC and USDOE (70% of eligible telecommunication expenses only).
Earnings on Investments		-					
Interest Income		1,596	2,423	3,500	4,818	5,672	
Food Service (Income from meals)		-	-	-	-	-	
Text Book		-					

5 YEAR BUDGET AND CASH FLOW ADJUSTMENTS *NOTE: Projected Five Year Budget on this tab should be for the first five years of actual operations.	UNCOMMON SCHOOLS NYC PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD 2018-19 THROUGH 2022-23					DESCRIPTION OF ASSUMPTIONS *NOTE: State assumptions that are being made in the section provided below.
Total Revenue	**141,551,768**	**153,943,225**	**167,152,806**	**175,543,580**	**180,748,823**	
Total Expenses	**138,751,435**	**150,390,512**	**161,822,591**	**170,370,655**	**177,937,432**	
Net Income (Before Cash Flow Adjustments)	**2,800,333**	**3,552,714**	**5,330,214**	**5,172,925**	**2,811,391**	
Budgeted Student Enrollment	**9,152**	**10,042**	**10,945**	**11,535**	**11,873**	
	Year 1 2018-19	**Year 2 2019-20**	**Year 3 2020-21**	**Year 4 2021-22**	**Year 5 2022-23**	
OTHER	61,492	69,771	75,908	75,934	78,589	School activity fees (High Schools only)
TOTAL REVENUE FROM LOCAL and OTHER SOURCES	2,456,150	1,498,048	1,239,038	1,275,171	1,373,373	
TOTAL REVENUE	**141,551,768**	**153,943,225**	**167,152,806**	**175,543,580**	**180,748,823**	

5 YEAR BUDGET AND CASH FLOW ADJUSTMENTS *NOTE: Projected Five Year Budget on this tab should be for the first five years of actual operations.	UNCOMMON SCHOOLS NYC PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD 2018-19 THROUGH 2022-23					DESCRIPTION OF ASSUMPTIONS *NOTE: State assumptions that are being made in the section provided below.
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Budgeted Student Enrollment		**9,152**	**10,042**	**10,945**	**11,535**	**11,873**	
		Year 1 2018-19	**Year 2 2019-20**	**Year 3 2020-21**	**Year 4 2021-22**	**Year 5 2022-23**	
EXPENSES							
ADMINISTRATIVE STAFF PERSONNEL COSTS	Year 1 No. of Positions						*NOTE: For all 5-Years of FTE/Staffing detail please see the 'Staffing' tab of this file.*
Executive Management	30.00	3,124,864	3,168,892	3,212,607	3,246,228	3,322,555	See Staffing Plan tab for driving assumptions.
Instructional Management	30.00	3,369,717	3,417,195	3,464,336	3,500,590	3,582,898	See Staffing Plan tab for driving assumptions.
Deans, Directors & Coordinators	93.10	8,531,656	9,155,881	9,694,567	9,832,678	10,063,870	See Staffing Plan tab for driving assumptions.
CFO / Director of Finance	-	-	-	-	-	-	
Operation / Business Manager	-	-	-	-	-	-	
Administrative Staff	33.00	1,698,514	1,722,445	1,797,677	1,970,900	2,171,652	See Staffing Plan tab for driving assumptions.
TOTAL ADMINISTRATIVE STAFF	186.10	16,724,751	17,464,413	18,169,187	18,550,396	19,140,975	
INSTRUCTIONAL PERSONNEL COSTS							
Teachers - Regular	649.00	44,400,799	49,473,305	53,918,580	57,356,239	60,073,119	See Staffing Plan tab for driving assumptions.
Teachers - SPED	41.00	2,887,828	3,210,255	3,536,281	3,714,158	3,801,488	See Staffing Plan tab for driving assumptions.
Substitute Teachers	-	-	-	-	-	-	
Teaching Assistants	28.00	1,326,595	1,487,421	1,744,833	2,189,498	2,240,979	See Staffing Plan tab for driving assumptions.
Specialty Teachers	50.38	3,337,856	3,749,279	4,264,777	4,706,930	5,016,363	See Staffing Plan tab for driving assumptions.
Aides	-	-	-	-	-	-	
Therapists & Counselors	30.00	2,139,367	2,240,822	2,343,047	2,438,879	2,496,224	See Staffing Plan tab for driving assumptions.
Other	-	-	-	-	-	-	
TOTAL INSTRUCTIONAL	798.38	54,092,445	60,161,083	65,807,517	70,405,704	73,628,172	
NON-INSTRUCTIONAL PERSONNEL COSTS							
Nurse	-	-	-	-	-	-	
Librarian	-	-	-	-	-	-	
Custodian	3.37	184,700	187,302	189,886	191,873	196,385	See Staffing Plan tab for driving assumptions.
Security	-	-	-	-	-	-	
Other	26.00	1,550,582	1,751,342	1,894,778	1,974,245	2,020,664	See Staffing Plan tab for driving assumptions.
TOTAL NON-INSTRUCTIONAL	29.37	1,735,282	1,938,645	2,084,664	2,166,118	2,217,049	
SUBTOTAL PERSONNEL SERVICE COSTS	1,013.85	72,552,478	79,564,140	86,061,368	91,122,217	94,986,196	
PAYROLL TAXES AND BENEFITS							
Payroll Taxes		6,567,872	7,202,695	7,779,946	8,244,098	8,625,744	
Fringe / Employee Benefits		7,160,574	8,085,523	9,001,292	9,876,220	10,595,506	
Retirement / Pension		3,863,454	4,236,879	4,576,439	4,849,470	5,054,362	
TOTAL PAYROLL TAXES AND BENEFITS		17,591,900	19,525,096	21,357,677	22,969,789	24,275,612	Payroll taxes and benefit projections are based on staffing projections and historical rates of tax and benefit expenses.
TOTAL PERSONNEL SERVICE COSTS	1,013.85	90,144,378	99,089,236	107,419,045	114,092,006	119,261,808	
CONTRACTED SERVICES							
Accounting / Audit		224,061	223,693	225,570	232,337	244,308	includes fees for annual financial audit conducted by an external firm, cost projection based on historical costs
Legal		78,759	89,532	95,053	97,904	105,842	based on historical costs and projected growth
Management Company Fee		11,664,089	12,735,580	13,863,419	14,470,670	14,708,208	based on public revenue and year of operation, per CMO agreement with Uncommon Schools
Nurse Services		-					
Food Service / School Lunch		-					
Payroll Services		207,337	232,826	251,234	261,096	281,660	includes fees for processing payroll and employee benefits, projection based on historical costs and school growth
Special Ed Services		139,949	156,446	164,268	172,482	181,106	reflects costs of contracted services provided to students as part of an IEP, based on enrollment and historical costs and school growth
Titlement Services (i.e. Title I)		-					
Other Purchased / Professional / Consulting		1,165,766	1,302,441	1,433,975	1,497,236	1,574,072	includes additional consultants, contractors or coaches, based on historical costs and school growth
TOTAL CONTRACTED SERVICES		13,479,960	14,740,518	16,033,519	16,731,727	17,095,196	

5 YEAR BUDGET AND CASH FLOW ADJUSTMENTS *NOTE: Projected Five Year Budget on this tab should be for the first five years of actual operations.*	UNCOMMON SCHOOLS NYC PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD 2018-19 THROUGH 2022-23					DESCRIPTION OF ASSUMPTIONS *NOTE: State assumptions that are being made in the section provided below.*
Total Revenue	**141,551,768**	**153,943,225**	**167,152,806**	**175,543,580**	**180,748,823**	
Total Expenses	**138,751,435**	**150,390,512**	**161,822,591**	**170,370,655**	**177,937,432**	
Net Income (Before Cash Flow Adjustments)	**2,800,333**	**3,552,714**	**5,330,214**	**5,172,925**	**2,811,391**	
Budgeted Student Enrollment	**9,152**	**10,042**	**10,945**	**11,535**	**11,873**	
	Year 1 2018-19	**Year 2 2019-20**	**Year 3 2020-21**	**Year 4 2021-22**	**Year 5 2022-23**	
SCHOOL OPERATIONS						
Board Expenses	12,769	13,152	13,547	13,953	14,872	based on historical costs and projected growth
Classroom / Teaching Supplies & Materials	2,201,849	2,521,220	2,654,375	2,707,463	2,810,612	cost projections are based on enrollment
Special Ed Supplies & Materials	-					
Textbooks / Workbooks	721,697	754,194	747,295	622,492	558,721	cost projections are based on enrollment
Supplies & Materials other	-					
Equipment / Furniture	907,866	924,087	996,360	919,070	866,451	based on enrollment and needs of the school facility
Telephone	1,561,518	1,608,364	1,656,615	1,706,313	1,822,902	based on historical cost
Technology	7,151,180	7,151,621	7,620,765	7,842,394	8,376,883	includes staff and student computers, classroom technology, networking. Based on historical costs
Student Testing & Assessment	600,877	676,231	757,380	818,989	859,961	includes cost of testing materials and scoring used throughout the year
Field Trips	2,012,614	2,121,570	2,237,415	2,330,740	2,397,758	reflects costs for mid-year and end of year trips, based on historical costs
Transportation (student)	132,996	148,506	166,675	181,848	190,670	cost of transportation for extended school year calendar, based on enrollment and projected growth
Student Services - other	937,063	1,046,839	1,160,986	1,243,623	1,302,440	food service & school uniform costs, based on historical costs and projected growth
Office Expense	1,529,454	1,689,238	1,831,660	1,952,637	2,103,743	includes office supplies such as paper, toner, teacher and classroom supplies
Staff Development	3,720,541	4,089,233	4,442,247	4,755,064	4,999,287	professional development costs, including travel to trainings throughout the year
Staff Recruitment	354,103	373,008	389,414	403,155	419,068	costs associated with recruitment outreach, canditate travel (based on historical costs)
Student Recruitment / Marketing	872,242	925,627	957,400	976,548	1,009,979	cost of community outreach, costs associated with student enrollment
School Meals / Lunch	-					
Travel (Staff)	-					
Fundraising	-					
Other	7,436,940	8,023,672	8,525,595	9,011,088	9,395,352	after school and enrichment programming, photocopier lease and other programmatic expenses
TOTAL SCHOOL OPERATIONS	30,153,710	32,066,562	34,157,729	35,485,375	37,128,699	
FACILITY OPERATION & MAINTENANCE						
Insurance	1,275,122	1,379,322	1,481,878	1,579,065	1,678,436	based on historical cost and school growth
Janitorial	276,387	292,438	301,212	310,248	319,555	based on historical cost
Building and Land Rent / Lease / Facility Finance Interest	2,380,009	1,749,310	1,323,889	1,033,756	1,255,101	assumes minimal capital projects necessary to outfit space owned by NYC DOE
Repairs & Maintenance	499,880	514,876	530,323	546,232	562,619	maintenance costs for schools in non-DOE buildings
Equipment / Furniture	88,422	91,075	93,807	96,621	105,524	building supplies
Security	131,127	135,061	139,113	143,286	167,585	based on historical costs (non-DOE buildings only)
Utilities	322,440	332,113	342,076	352,339	362,909	based on historical costs (non-DOE buildings only)
TOTAL FACILITY OPERATION & MAINTENANCE	4,973,387	4,494,195	4,212,298	4,061,547	4,451,730	
DEPRECIATION & AMORTIZATION	-	-	-	-	-	
DISSOLUTION ESCROW & RESERVES / CONTIGENCY	-	-	-	-	-	
TOTAL EXPENSES	**138,751,435**	**150,390,512**	**161,822,591**	**170,370,655**	**177,937,432**	
NET INCOME	**2,800,333**	**3,552,714**	**5,330,214**	**5,172,925**	**2,811,391**	

5 YEAR BUDGET AND CASH FLOW ADJUSTMENTS *NOTE: Projected Five Year Budget on this tab should be for the first five years of actual operations.*	UNCOMMON SCHOOLS NYC PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD 2018-19 THROUGH 2022-23					DESCRIPTION OF ASSUMPTIONS *NOTE: State assumptions that are being made in the section provided below.*
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Budgeted Student Enrollment	**9,152**	**10,042**	**10,945**	**11,535**	**11,873**	
	Year 1 2018-19	**Year 2 2019-20**	**Year 3 2020-21**	**Year 4 2021-22**	**Year 5 2022-23**	
ENROLLMENT - *School Districts Are Linked To Above Entries*						
PRIMARY School District: NYC CHANCELLOR'S OFFICE	9,152	10,042	10,945	11,535	11,873	
Other District 1:	-	-	-	-	-	
Other District 2:	-	-	-	-	-	
Other District 3:	-	-	-	-	-	
Other District 4:	-	-	-	-	-	
Other District 5:	-	-	-	-	-	
Other District 6:	-	-	-	-	-	
Other District 7:	-	-	-	-	-	
Other District 8:	-	-	-	-	-	
Other District 9:	-	-	-	-	-	
Other District 10:	-	-	-	-	-	
Other District 11:	-	-	-	-	-	
Other District 12:	-	-	-	-	-	
Other District 13:	-	-	-	-	-	
Other District 14:	-	-	-	-	-	
All Other School Districts	-	-	-	-	-	
TOTAL ENROLLMENT	**9,152**	**10,042**	**10,945**	**11,535**	**11,873**	
REVENUE PER PUPIL	**15,467**	**15,330**	**15,272**	**15,218**	**15,223**	
EXPENSES PER PUPIL	**15,161**	**14,976**	**14,785**	**14,770**	**14,987**	
CASH FLOW ADJUSTMENTS						
OPERATING ACTIVITIES						
Example - Add Back Depreciation	-	-	-	-	-	
Other	-	-	-	-	-	
Total Operating Activities	-	-	-	-	-	
INVESTMENT ACTIVITIES						
Example - Subtract Property and Equipment Expenditures	-	-	-	-	-	
Other	-	-	-	-	-	
Total Investment Activities	-	-	-	-	-	
FINANCING ACTIVITIES						
Example - Add Expected Proceeds from a Loan or Line of Credit	-	-	-	-	-	
Other	-	-	-	-	-	
Total Financing Activities	-	-	-	-	-	
Total Cash Flow Adjustments	**-**	**-**	**-**	**-**	**-**	
NET INCOME	**2,800,333**	**3,552,714**	**5,330,214**	**5,172,925**	**2,811,391**	
Beginning Cash Balance	-	2,800,333	6,353,047	11,683,261	16,856,186	
ENDING CASH BALANCE	**2,800,333**	**6,353,047**	**11,683,261**	**16,856,186**	**19,667,577**	

5-YEAR FISCAL IMPACT REPORT

Largest Enrollment District: NYC CHANCELLOR'S OFFICE							
A	B	C	D (B X C)	E	F (D + E)	G	H (F ÷ G)
Operational Year	Enrollment (Number of Students)	Per Pupil Rate	Per Pupil Aid	Other District Revenue (SPED Funding, Food Service, Grants, Etc.)	Total Funding to Charter School From District	* Total General Fund Operating Budget for NYC CHANCELLOR'S OFFICE School District	Projected Impact (% of District's Total Budget)
Year 1 (2018-19)	9,152	14,027	128,370,078	6,645,179	135,015,256	27,600,000,000	0.489%
Year 2 (2019-20)	10,042	14,027	140,856,405	7,275,635	148,132,040	27,600,000,000	0.537%
Year 3 (2020-21)	10,945	14,027	153,529,251	7,949,836	161,479,087	27,600,000,000	0.585%
Year 4 (2021-22)	11,535	14,027	161,801,977	8,444,888	170,246,866	27,600,000,000	0.617%
Year 5 (2022-23)	11,873	14,027	166,543,103	8,687,508	175,230,612	27,600,000,000	0.635%

DESCRIPTION OF SOURCE FOR PRIMARY DISTRICT'S OPERATING BUDGET:	"For the school year 2015-16, the Department of Edcuation's total budget is $27.6 billion." (http://schools.nyc.gov/AboutUs/funding/overview/default.htm)
OTHER NOTES:	

Second Largest Enrollment District: N/A							
A	B	C	D (B X C)	E	F (D + E)	G	H (F ÷ G)
Operational Year	Enrollment (Number of Students)	Per Pupil Rate	Per Pupil Aid	Other District Revenue (SPED Funding, Food Service, Grants, Etc.)	Total Funding to Charter School From District	* Total General Fund Operating Budget for Select from drop-down list → School District	Projected Impact (% of District's Total Budget)
Year 1 (2018-19)	-	-	-	-	-	-	#DIV/0!
Year 2 (2019-20)	-	-	-	-	-	-	#DIV/0!
Year 3 (2020-21)	-	-	-	-	-	-	#DIV/0!
Year 4 (2021-22)	-	-	-	-	-	-	#DIV/0!
Year 5 (2022-23)	-	-	-	-	-	-	#DIV/0!

DESCRIPTION OF SOURCE FOR PRIMARY DISTRICT'S OPERATING BUDGET:	
OTHER NOTES:	

New School Proposal
Budget(s) & Cash Flow(s) Template

Uncommon Schools NYC

Contact Name:	Emma Gleason
Contact Title:	Associate Director of Strategic Initiatives
Contact Email:	[redacted]
Contact Phone:	

First Academic Year:	2018-19
Pre-Opening Period:	July 1, 2016 - June 30, 2017

Note: For pre-opening period if the RFP submission date is:
a) less than 1 year from the "First Academic Year," select the January through June date range.
b) 1 year or more before the "First Academic Year," select the July through June date range.

UNCOMMON SCHOOLS NYC
2018-19 through 2022-23

CHARTER ENROLLMENT BY GRADE						
GRADES	**LEVEL**	**2018-19**	**2019-20**	**2020-21**	**2021-22**	**2022-23**
Kindergarten	Elementary School	55	55	87	87	87
1st Grade	Elementary School		55	87	87	87
2nd Grade	Elementary School		-	55	87	87
3rd Grade	Elementary School		-		55	87
4th Grade	Elementary School		-			55
5th Grade	*Middle School*	75	74	87	87	87
6th Grade	Middle School		65	87	87	87
7th Grade	Middle School			65	87	87
8th Grade	Middle School				65	87
9th Grade	High School	-	-	-	-	63
10th Grade	High School	-	-	-	-	-
11th Grade	High School	-	-	-	-	-
12th Grade	High School	-	-	-	-	-
TOTAL		130	249	468	642	814

NUMBER OF CLASSES BY GRADE						
GRADES	**LEVEL**	**2018-19**	**2019-20**	**2020-21**	**2021-22**	**2022-23**
Kindergarten	Elementary School	2	2	3	3	3
1st Grade	Elementary School	-	2	3	3	3
2nd Grade	Elementary School	-	-	2	3	3
3rd Grade	Elementary School	-	-	-	2	3
4th Grade	Elementary School	-	-	-	-	2
5th Grade	Middle School	3	3	3	3	3
6th Grade	Middle School	-	3	3	3	3
7th Grade	Middle School	-	-	3	3	3
8th Grade	Middle School	-	-	-	3	3
9th Grade	High School	-	-	-	-	3
10th Grade	High School	-	-	-	-	-
11th Grade	High School	-	-	-	-	-
12th Grade	High School	-	-	-	-	-
TOTAL		5	10	17	23	29

AVERAGE NUMBER OF STUDENTS PER CLASS BY GRADE						
GRADES	**LEVEL**	**2018-19**	**2019-20**	**2020-21**	**2021-22**	**2022-23**
Kindergarten	Elementary School	28	28	29	29	29
1st Grade	Elementary School	-	28	29	29	29
2nd Grade	Elementary School	-	-	28	29	29
3rd Grade	Elementary School	-	-	-	28	29
4th Grade	Elementary School	-	-	-	-	28
5th Grade	Middle School	25	25	29	29	29
6th Grade	Middle School	-	22	29	29	29
7th Grade	Middle School	-	-	22	29	29
8th Grade	Middle School	-	-	-	22	29
9th Grade	High School	-	-	-	-	21
10th Grade	High School	-	-	-	-	-
11th Grade	High School	-	-	-	-	-
12th Grade	High School	-	-	-	-	-

SUMMARY AND OTHER INFORMATION					
Total Elementary Enrollment	55	110	229	316	403
Total Middle School Enrollment	75	139	239	326	348
Total High School Enrollment	-	-	-	-	63
Total Enrollment	130	249	468	642	814
Change in Net Enrollment from Prior Year (Count)	130	119	219	174	172
Change in Net Enrollment from Prior Year (Percent)	100.0%	91.5%	88.0%	37.2%	26.8%
Anticipated rate of attrition (Percent)	0.0%	0.0%	0.0%	0.0%	0.0%

ADDITIONAL NOTES/COMMENTS

ESTIMATED ENROLLMENT BY DISTRICT					
ANNUAL ENROLLMENT BY DISTRICT TOTALS	130	249	468	642	814
Enrollment by Grade vs Enrollment by District (should = 0)	-	-	-	-	-

ENTER NUMBER OF SCHOOL DISTRICTS ANTICIPATED: -->	**1**

PRIMARY SENDING SCHOOL DISTRICT	NYC CHANCELLOR'S OFFICE	**2018-19**	**2019-20**	**2020-21**	**2021-22**	**2022-23**
DISTRICT'S ANNUAL TOTAL OPERATING BUDGET		$ 27,600,000,000	$ 27,600,000,000	$ 27,600,000,000	$ 27,600,000,000	$ 27,600,000,000
ENROLLMENT (*Charter School*)		130	249	468	642	814
DESCRIPTION OF SOURCE FOR DISTRICT'S OPERATING BUDGET (Include web address if available)		"For the school year 2015-16, the Department of Edcuation's total budget is $27.6 billion." (http://schools.nyc.gov/AboutUs/funding/overview/default.htm)				

SECONDARY SENDING SCHOOL DISTRICT	*Select from drop-down list →*	**2018-19**	**2019-20**	**2020-21**	**2021-22**	**2022-23**
DISTRICT'S ANNUAL TOTAL OPERATING BUDGET		$ -	$ -	$ -	$ -	$ -
ENROLLMENT (*Charter School*)						
DESCRIPTION OF SOURCE FOR DISTRICT'S OPERATING BUDGET (Include web address if available)						

UNCOMMON SCHOOLS NYC

STAFFING PLAN FTE		Year 1	Year 2	Year 3	Year 4	Year 5
	Acad Years	2018-19	2019-20	2020-21	2021-22	2022-23
	Grades	K, 5	K-1, 5-6	K-2, 5-7	K-3, 5-8	K-9
	Enrollment	130	249	468	642	814

*NOTE: Enter the number of planned full-time equivalent ("FTE") positions in each category for each charter year in the section provided below.

*NOTE: State the assumptions that are being made for personnel FTE levels in the section provided below.

ADMINISTRATIVE PERSONNEL FTE	FTE					Description of Assumptions
Executive Management	2.0	2.0	2.0	2.0	3.0	Includes a Director of Operations at each grade span
Instructional Management	2.0	2.0	2.0	2.0	3.0	Includes a Principal at each grade span
Deans, Directors & Coordinators	1.5	3.5	5.0	6.0	6.0	Includes Special Education Coordinators, Deans of Curriculum & Instruction, Deans of Students.
CFO / Director of Finance						
Operation / Business Manager						
Administrative Staff	2.0	2.0	2.0	2.0	3.0	Includes one Office Manager at each grade span.
TOTAL ADMINISTRATIVE STAFF	7.5	9.5	11.0	12.0	15.0	

INSTRUCTIONAL PERSONNEL FTE						
Teachers - Regular	8.0	16.0	30.0	40.0	50.0	These projections are based on a two teacher model (one Lead and one
Teachers - SPED		1.0	3.0	3.0	3.0	Includes Special Education Teachers at each grade span.
Substitute Teachers						
Teaching Assistants	1.0	1.0	3.0	4.0	4.0	Apprentice Teachers support classroom teachers at each grade level.
Specialty Teachers	0.5	1.0	2.0	4.0	5.0	Includes Art, Music, and Physical Education teachers
Aides						
Therapists & Counselors	1.0	1.0	2.0	2.0	3.0	Includes one Social Worker at each grade span.
Other						
TOTAL INSTRUCTIONAL	10.5	20.0	40.0	53.0	65.0	

NON-INSTRUCTIONAL PERSONNEL FTE						
Nurse	0.0	0.0	0.0	0.0	0.0	
Librarian	0.0	0.0	0.0	0.0	0.0	
Custodian	0.0	0.0	0.0	0.0	0.0	
Security	0.0	0.0	0.0	0.0	0.0	
Other	0.0	0.0	2.0	2.0	3.0	Special Projects Coordinators at each grade level
TOTAL NON-INSTRUCTIONAL	0.0	0.0	2.0	2.0	3.0	

TOTAL PERSONNEL SERVICE FTE	18.0	29.5	53.0	67.0	83.0	

UNCOMMON SCHOOLS NYC

STAFFING PLAN WAGES		Year 1	Year 2	Year 3	Year 4	Year 5
	Acad Years	2018-19	2019-20	2020-21	2021-22	2022-23
	Grades	K, 5	K-1, 5-6	K-2, 5-7	K-3, 5-8	K-9
	Enrollment	130.00	249.00	468.00	642.00	814.00

*NOTE: Enter the proposed average salary for each category and the anticipated yearly increase percentages in the section provided below.

*NOTE: Concisely state the assumptions that are being made for personnel wages in the section provided below.

ADMINISTRATIVE PERSONNEL WAGES	WAGES						Description of Assumptions
	Salary/Incr %	2.00%	2.00%	2.00%	2.00%	2.00%	
Executive Management	$ 96,066	$ 192,132	$ 195,975	$ 199,894	$ 203,892	$ 304,036	Projections are based on historical data, actual starting salaries will be based on experience and tenure
Instructional Management	$ 107,689	$ 215,378	$ 219,686	$ 224,079	$ 228,561	$ 340,821	Projections are based on historical data, actual starting salaries will be based on experience and tenure
Deans, Directors & Coordinators	$ 75,000	$ 112,500	$ 264,750	$ 382,545	$ 465,196	$ 474,500	Projections are based on historical data, actual starting salaries will be based on experience and tenure
CFO / Director of Finance	$ -	$ -	$ -	$ -	$ -	$ -	
Operation / Business Manager	$ -	$ -	$ -	$ -	$ -	$ -	
Administrative Staff	$ 51,000	$ 102,000	$ 104,040	$ 106,121	$ 108,243	$ 161,408	Projections are based on historical data, actual starting salaries will be based on experience and tenure
TOTAL ADMINISTRATIVE STAFF		$ 622,010	$ 784,450	$ 912,639	$ 1,005,892	$ 1,280,765	
INSTRUCTIONAL PERSONNEL WAGES							
Teachers - Regular	$ 62,448	$ 499,587	$ 1,009,166	$ 1,903,626	$ 2,566,183	$ 3,241,990	Projections are based on historical data, actual starting salaries will be based on experience and tenure
Teachers - SPED	$ 59,212	$ -	$ 59,212	$ 178,820	$ 182,397	$ 186,045	Projections are based on historical data, actual starting salaries will be based on experience and tenure
Substitute Teachers	$ -	$ -	$ -	$ -	$ -	$ -	
Teaching Assistants	$ 47,000	$ 47,000	$ 47,940	$ 142,899	$ 192,757	$ 196,612	Projections are based on historical data, actual starting salaries will be based on experience and tenure
Specialty Teachers	$ 55,570	$ 27,785	$ 56,126	$ 112,818	$ 226,215	$ 286,309	Projections are based on historical data, actual starting salaries will be based on experience and tenure
Aides	$ -	$ -	$ -	$ -	$ -	$ -	
Therapists & Counselors	$ 66,326	$ 66,326	$ 67,653	$ 135,332	$ 138,038	$ 207,125	Projections are based on historical data, actual starting salaries will be based on experience and tenure
Other	$ -	$ -	$ -	$ -	$ -	$ -	
TOTAL INSTRUCTIONAL		$ 640,698	$ 1,240,096	$ 2,473,495	$ 3,305,589	$ 4,118,080	
NON-INSTRUCTIONAL PERSONNEL WAGES							
Nurse	$ -	$ -	$ -	$ -	$ -	$ -	
Librarian	$ -	$ -	$ -	$ -	$ -	$ -	
Custodian	$ -	$ -	$ -	$ -	$ -	$ -	
Security	$ -	$ -	$ -	$ -	$ -	$ -	
Other	$ 50,000	$ -	$ -	$ 100,000	$ 102,000	$ 154,040	Projections are based on historical data, actual starting salaries will be based on experience and tenure
TOTAL NON-INSTRUCTIONAL		$ -	$ -	$ 100,000	$ 102,000	$ 154,040	
TOTAL PERSONNEL SERVICE WAGES		$ 1,262,708	$ 2,024,546	$ 3,486,134	$ 4,413,481	$ 5,552,885	

UNCOMMON SCHOOLS NYC
PROJECTED BUDGET / OPERATING PLAN FOR PRE-OPENING PERIOD
July 1, 2016 - June 30, 2017

**NOTE: Please enter financial data on either tab "5.) Pre-OP Cash Flow 6-Month" OR "6) Pre-OP Cash Flow 1-Year."*
The pre-opening budget will be for either a 6-Month Period OR a 1-Year Period as selected on tab #1, School Information.

		DESCRIPTION OF ASSUMPTIONS
Total Revenue	**434,640**	
Total Expenses	**434,640**	
Net Income	**-**	

	START-UP PERIOD	
REVENUE		
REVENUES FROM STATE SOURCES		
Grants		
Stimulus	-	
DYCD (Department of Youth and Community Developmt.)	-	
Other	-	
Other	-	
TOTAL REVENUE FROM STATE SOURCES	-	
REVENUE FROM FEDERAL FUNDING		
Grants		
Charter School Program (CSP) Planning & Implementation	-	
Other	-	
Other	-	
TOTAL REVENUE FROM FEDERAL SOURCES	**-**	
LOCAL and OTHER REVENUE		
Contributions and Donations	434,640	Private philanthropy will be raised by Uncommon Schools as part of their management agreement with USNYC.
Fundraising	-	
Erate Reimbursement	-	
Earnings on Investments	-	
Interest Income	-	
Food Service (Income from meals)	-	
Text Book	-	
OTHER	-	
TOTAL REVENUE FROM LOCAL and OTHER SOURCES	**434,640**	
TOTAL REVENUE	**434,640**	

UNCOMMON SCHOOLS NYC
PROJECTED BUDGET / OPERATING PLAN FOR PRE-OPENING PERIOD
July 1, 2016 - June 30, 2017

**NOTE: Please enter financial data on either tab "5.) Pre-OP Cash Flow 6-Month" OR "6) Pre-OP Cash Flow 1-Year."*
The pre-opening budget will be for either a 6-Month Period OR a 1-Year Period as selected on tab #1, School Information.

			DESCRIPTION OF ASSUMPTIONS
Total Revenue		**434,640**	
Total Expenses		**434,640**	
Net Income		**-**	
		START-UP PERIOD	
EXPENSES			
	FTE No. of Positions		
ADMINISTRATIVE STAFF PERSONNEL COSTS			
Executive Management	-	-	
Instructional Management	-	-	
Deans, Directors & Coordinators	4.00	320,000	Instructional and Operations Fellows at each grade level are responsible for all aspects of planning for school opening including staff hiring, curriculum planning, and student recruitment.
CFO / Director of Finance	-	-	
Operation / Business Manager	-	-	
Administrative Staff	-	-	
TOTAL ADMINISTRATIVE STAFF	**4.00**	320,000	
INSTRUCTIONAL PERSONNEL COSTS			
Teachers - Regular	-	-	
Teachers - SPED	-	-	
Substitute Teachers	-	-	
Teaching Assistants	-	-	
Specialty Teachers	-	-	
Aides	-	-	
Therapists & Counselors	-	-	
Other	-	-	
TOTAL INSTRUCTIONAL	**-**	**-**	
NON-INSTRUCTIONAL PERSONNEL COSTS			
Nurse	-	-	
Librarian	-	-	
Custodian	-	-	
Security	-	-	
Other	-	-	
TOTAL NON-INSTRUCTIONAL	-	**-**	
SUBTOTAL PERSONNEL SERVICE COSTS	**4.00**	**320,000**	
PAYROLL TAXES AND BENEFITS			
Payroll Taxes		27,540	
Fringe / Employee Benefits		26,194	
Retirement / Pension		16,200	
TOTAL PAYROLL TAXES AND BENEFITS		**69,934**	Payroll taxes and benefit projections are based on staffing projections and historical rates of tax and benefit expenses.
TOTAL PERSONNEL SERVICE COSTS	**4.00**	**389,934**	
CONTRACTED SERVICES			
Accounting / Audit		-	
Legal		-	
Management Company Fee		-	
Nurse Services		-	
Food Service / School Lunch		-	
Payroll Services		-	
Special Ed Services		-	
Titlement Services (i.e. Title I)		-	
Other Purchased / Professional / Consulting		-	
TOTAL CONTRACTED SERVICES		**-**	

UNCOMMON SCHOOLS NYC
PROJECTED BUDGET / OPERATING PLAN FOR PRE-OPENING PERIOD
July 1, 2016 - June 30, 2017

**NOTE: Please enter financial data on either tab "5.) Pre-OP Cash Flow 6-Month" OR "6) Pre-OP Cash Flow 1-Year."*
The pre-opening budget will be for either a 6-Month Period OR a 1-Year Period as selected on tab #1, School Information.

		DESCRIPTION OF ASSUMPTIONS
Total Revenue	**434,640**	
Total Expenses	**434,640**	
Net Income	**-**	

	START-UP PERIOD	
SCHOOL OPERATIONS		
Board Expenses	-	
Classroom / Teaching Supplies & Materials	-	
Special Ed Supplies & Materials	-	
Textbooks / Workbooks	1,000	Pre-opening budget includes modest expenses to help school leaders identify and acquire school curriculum materials.
Supplies & Materials other	-	
Equipment / Furniture	2,834	Pre-opening budget includes modest expenses to help school leaders identify and acquire school curriculum materials.
Telephone	800	Pre-opening budget includes modest expenses to outfit school facilities.
Technology	4,800	Pre-opening budget includes modest expenses to outfit school facilities.
Student Testing & Assessment	-	
Field Trips	-	
Transportation (student)	-	
Student Services - other	-	
Office Expense	5,644	Pre-opening budget includes modest expenses to help school leaders identify and acquire school curriculum materials.
Staff Development	7,000	Pre-opening budget includes modest expenses to help school leaders interview teaching and school staff candidates.
Staff Recruitment	3,000	Pre-opening budget includes modest expenses to help school leaders interview teaching and school staff candidates.
Student Recruitment / Marketing	18,000	Pre-opening budget includes expenses related to community outreach and student enrollment.
School Meals / Lunch	-	
Travel (Staff)	-	
Fundraising	-	
Other	1,629	
TOTAL SCHOOL OPERATIONS	**44,707**	
FACILITY OPERATION & MAINTENANCE		
Insurance	-	
Janitorial	-	
Building and Land Rent / Lease / Facility Finance Interest	-	
Repairs & Maintenance	-	
Equipment / Furniture	-	
Security	-	
Utilities	-	
TOTAL FACILITY OPERATION & MAINTENANCE	**-**	
DEPRECIATION & AMORTIZATION	-	
DISSOLUTION ESCROW & RESERVES / CONTIGENCY	-	
TOTAL EXPENSES	**434,640**	
NET INCOME	**-**	

PRE-OPENING CASH FLOW 1-YEAR	UNCOMMON SCHOOLS NYC												
*NOTE: Please enter "Description of Assumptions" on tab "4) Pre-Opening Period	PROJECTED CASH FLOW FOR SCHOOLS PROPOSING TO OPEN IN THE SECOND YEAR FOLLOWING PROPOSAL SUBMISSION July 1, 2016 - June 30, 2017												
Total Revenue	**434,640**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**434,640**
Total Expenses	**36,939**	**37,411**	**38,229**	**35,785**	**35,785**	**35,785**	**35,785**	**35,785**	**35,785**	**35,785**	**35,785**	**35,785**	**434,640**
Net Income	**397,701**	**(37,411)**	**(38,229)**	**(35,785)**	**(35,785)**	**(35,785)**	**(35,785)**	**(35,785)**	**(35,785)**	**(35,785)**	**(35,785)**	**(35,785)**	**-**
Cash Flow Adjustments	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**
Beginning Cash Balance	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**
Net Income	**397,701**	**(37,411)**	**(38,229)**	**(35,785)**	**(35,785)**	**(35,785)**	**(35,785)**	**(35,785)**	**(35,785)**	**(35,785)**	**(35,785)**	**(35,785)**	**-**
	JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	TOTAL
REVENUE													
REVENUES FROM STATE SOURCES													
Grants													
Stimulus	-	-	-	-	-	-	-	-	-	-	-	-	-
DYCD (Department of Youth and Community Development)	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE FROM STATE SOURCES	-	-	-	-	-	-	-	-	-	-	-	-	-
REVENUE FROM FEDERAL FUNDING													
Grants													
Charter School Program (CSP) Planning & Implementation	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE FROM FEDERAL SOURCES	-	-	-	-	-	-	-	-	-	-	-	-	-
LOCAL and OTHER REVENUE													
Contributions and Donations	434,640	-	-	-	-	-	-	-	-	-	-	-	434,640
Fundraising	-	-	-	-	-	-	-	-	-	-	-	-	-
Erate Reimbursement	-	-	-	-	-	-	-	-	-	-	-	-	-
Earnings on Investments	-	-	-	-	-	-	-	-	-	-	-	-	-
Interest Income	-	-	-	-	-	-	-	-	-	-	-	-	-
Food Service (Income from meals)	-	-	-	-	-	-	-	-	-	-	-	-	-
Text Book	-	-	-	-	-	-	-	-	-	-	-	-	-
OTHER	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE FROM LOCAL and OTHER SOURCES	434,640	-	-	-	-	-	-	-	-	-	-	-	434,640
TOTAL REVENUE	**434,640**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**434,640**

PRE-OPENING CASH FLOW 1-YEAR		UNCOMMON SCHOOLS NYC												
*NOTE: Please enter "Description of Assumptions" on tab "4) Pre-Opening Period		PROJECTED CASH FLOW FOR SCHOOLS PROPOSING TO OPEN IN THE SECOND YEAR FOLLOWING PROPOSAL SUBMISSION July 1, 2016 - June 30, 2017												
Total Revenue		**434,640**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**434,640**
Total Expenses		**36,939**	**37,411**	**38,229**	**35,785**	**35,785**	**35,785**	**35,785**	**35,785**	**35,785**	**35,785**	**35,785**	**35,785**	**434,640**
Net Income		**397,701**	**(37,411)**	**(38,229)**	**(35,785)**	**(35,785)**	**(35,785)**	**(35,785)**	**(35,785)**	**(35,785)**	**(35,785)**	**(35,785)**	**(35,785)**	**-**
Cash Flow Adjustments		**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**
Beginning Cash Balance		**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**
Net Income		**397,701**	**(37,411)**	**(38,229)**	**(35,785)**	**(35,785)**	**(35,785)**	**(35,785)**	**(35,785)**	**(35,785)**	**(35,785)**	**(35,785)**	**(35,785)**	**-**
		JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	TOTAL
EXPENSES														
ADMINISTRATIVE PERSONNEL COSTS	FTE No. of Positions													
Executive Management	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Instructional Management	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Deans, Directors & Coordinators	4.00	26,667	26,667	26,667	26,667	26,667	26,667	26,667	26,667	26,667	26,667	26,667	26,667	320,000
CFO / Director of Finance	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Operation / Business Manager	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Administrative Staff	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL ADMINISTRATIVE STAFF	4.00	26,667	26,667	26,667	26,667	26,667	26,667	26,667	26,667	26,667	26,667	26,667	26,667	320,000
INSTRUCTIONAL PERSONNEL COSTS														
Teachers - Regular	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Teachers - SPED	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Substitute Teachers	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Teaching Assistants	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Specialty Teachers	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Aides	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Therapists & Counselors	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL INSTRUCTIONAL	-	-	-	-	-	-	-	-	-	-	-	-	-	-
NON-INSTRUCTIONAL PERSONNEL COSTS														
Nurse	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Librarian	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Custodian	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Security	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL NON-INSTRUCTIONAL	-	-	-	-	-	-	-	-	-	-	-	-	-	-
SUBTOTAL PERSONNEL SERVICE COSTS	4.00	26,667	26,667	26,667	26,667	26,667	26,667	26,667	26,667	26,667	26,667	26,667	26,667	320,000
PAYROLL TAXES AND BENEFITS														
Payroll Taxes		2,295	2,295	2,295	2,295	2,295	2,295	2,295	2,295	2,295	2,295	2,295	2,295	27,540
Fringe / Employee Benefits		2,183	2,183	2,183	2,183	2,183	2,183	2,183	2,183	2,183	2,183	2,183	2,183	26,194
Retirement / Pension		1,350	1,350	1,350	1,350	1,350	1,350	1,350	1,350	1,350	1,350	1,350	1,350	16,200
TOTAL PAYROLL TAXES AND BENEFITS		5,828	5,828	5,828	5,828	5,828	5,828	5,828	5,828	5,828	5,828	5,828	5,828	69,934
TOTAL PERSONNEL SERVICE COSTS	4.00	32,494	32,494	32,494	32,494	32,494	32,494	32,494	32,494	32,494	32,494	32,494	32,494	389,934
CONTRACTED SERVICES														
Accounting / Audit		-	-	-	-	-	-	-	-	-	-	-	-	-
Legal		-	-	-	-	-	-	-	-	-	-	-	-	-
Management Company Fee		-	-	-	-	-	-	-	-	-	-	-	-	-
Nurse Services		-	-	-	-	-	-	-	-	-	-	-	-	-
Food Service / School Lunch		-	-	-	-	-	-	-	-	-	-	-	-	-
Payroll Services		-	-	-	-	-	-	-	-	-	-	-	-	-
Special Ed Services		-	-	-	-	-	-	-	-	-	-	-	-	-
Titlement Services (i.e. Title I)		-	-	-	-	-	-	-	-	-	-	-	-	-

PRE-OPENING CASH FLOW 1-YEAR	UNCOMMON SCHOOLS NYC												
*NOTE: Please enter "Description of Assumptions" on tab "4) Pre-Opening Period	PROJECTED CASH FLOW FOR SCHOOLS PROPOSING TO OPEN IN THE SECOND YEAR FOLLOWING PROPOSAL SUBMISSION July 1, 2016 - June 30, 2017												
Total Revenue	**434,640**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**434,640**
Total Expenses	**36,939**	**37,411**	**38,229**	**35,785**	**35,785**	**35,785**	**35,785**	**35,785**	**35,785**	**35,785**	**35,785**	**35,785**	**434,640**
Net Income	**397,701**	**(37,411)**	**(38,229)**	**(35,785)**	**(35,785)**	**(35,785)**	**(35,785)**	**(35,785)**	**(35,785)**	**(35,785)**	**(35,785)**	**(35,785)**	**-**
Cash Flow Adjustments	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**
Beginning Cash Balance	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**
Net Income	**397,701**	**(37,411)**	**(38,229)**	**(35,785)**	**(35,785)**	**(35,785)**	**(35,785)**	**(35,785)**	**(35,785)**	**(35,785)**	**(35,785)**	**(35,785)**	**-**
	JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	TOTAL
Other Purchased / Professional / Consulting	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL CONTRACTED SERVICES	-	-	-	-	-	-	-	-	-	-	-	-	-

PRE-OPENING CASH FLOW 1-YEAR	UNCOMMON SCHOOLS NYC												
*NOTE: Please enter "Description of Assumptions" on tab "4) Pre-Opening Period	PROJECTED CASH FLOW FOR SCHOOLS PROPOSING TO OPEN IN THE SECOND YEAR FOLLOWING PROPOSAL SUBMISSION July 1, 2016 - June 30, 2017												
Total Revenue	**434,640**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**434,640**
Total Expenses	**36,939**	**37,411**	**38,229**	**35,785**	**35,785**	**35,785**	**35,785**	**35,785**	**35,785**	**35,785**	**35,785**	**35,785**	**434,640**
Net Income	**397,701**	**(37,411)**	**(38,229)**	**(35,785)**	**(35,785)**	**(35,785)**	**(35,785)**	**(35,785)**	**(35,785)**	**(35,785)**	**(35,785)**	**(35,785)**	**-**
Cash Flow Adjustments	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**
Beginning Cash Balance	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**
Net Income	**397,701**	**(37,411)**	**(38,229)**	**(35,785)**	**(35,785)**	**(35,785)**	**(35,785)**	**(35,785)**	**(35,785)**	**(35,785)**	**(35,785)**	**(35,785)**	**-**

	JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	TOTAL
SCHOOL OPERATIONS													
Board Expenses													-
Classroom / Teaching Supplies & Materials	-	-	-	-	-	-	-	-	-	-	-	-	-
Special Ed Supplies & Materials													-
Textbooks / Workbooks	167	167	67	67	67	67	67	67	67	67	67	67	1,000
Supplies & Materials other													-
Equipment / Furniture		472	472	210	210	210	210	210	210	210	210	210	2,834
Telephone	67	67	67	67	67	67	67	67	67	67	67	67	800
Technology	218	218	2,400	218	218	218	218	218	218	218	218	218	4,800
Student Testing & Assessment			-	-	-	-	-	-	-	-	-	-	-
Field Trips	-	-	-	-	-	-	-	-	-	-	-	-	-
Transportation (student)			-	-	-	-	-	-	-	-	-	-	-
Student Services - other			-	-	-	-	-	-	-	-	-	-	-
Office Expense	941	941	376	376	376	376	376	376	376	376	376	376	5,644
Staff Development	1,167	1,167	467	467	467	467	467	467	467	467	467	467	7,000
Staff Recruitment	250	250	250	250	250	250	250	250	250	250	250	250	3,000
Student Recruitment / Marketing	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	18,000
School Meals / Lunch													-
Travel (Staff)													-
Fundraising													-
Other	136	136	136	136	136	136	136	136	136	136	136	136	1,629
TOTAL SCHOOL OPERATIONS	4,445	4,917	5,734	3,290	3,290	3,290	3,290	3,290	3,290	3,290	3,290	3,290	44,707
FACILITY OPERATION & MAINTENANCE													
Insurance	-	-	-	-	-	-	-	-	-	-	-	-	-
Janitorial	-	-	-	-	-	-	-	-	-	-	-	-	-
Building and Land Rent / Lease / Facility Finance Interest	-	-	-	-	-	-	-	-	-	-	-	-	-
Repairs & Maintenance	-	-	-	-	-	-	-	-	-	-	-	-	-
Equipment / Furniture	-	-	-	-	-	-	-	-	-	-	-	-	-
Security	-	-	-	-	-	-	-	-	-	-	-	-	-
Utilities	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL FACILITY OPERATION & MAINTENANCE	-	-	-	-	-	-	-	-	-	-	-	-	-
DEPRECIATION & AMORTIZATION	-	-	-	-	-	-	-	-	-	-	-	-	-
DISSOLUTION ESCROW & RESERVES / CONTIGENCY	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL EXPENSES	**36,939**	**37,411**	**38,229**	**35,785**	**35,785**	**35,785**	**35,785**	**35,785**	**35,785**	**35,785**	**35,785**	**35,785**	434,640
NET INCOME	**397,701**	**(37,411)**	**(38,229)**	**(35,785)**	**(35,785)**	**(35,785)**	**(35,785)**	**(35,785)**	**(35,785)**	**(35,785)**	**(35,785)**	**(35,785)**	**-**

PRE-OPENING CASH FLOW 1-YEAR	UNCOMMON SCHOOLS NYC												
*NOTE: Please enter "Description of Assumptions" on tab "4) Pre-Opening Period	PROJECTED CASH FLOW FOR SCHOOLS PROPOSING TO OPEN IN THE SECOND YEAR FOLLOWING PROPOSAL SUBMISSION July 1, 2016 - June 30, 2017												
Total Revenue	**434,640**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**434,640**
Total Expenses	**36,939**	**37,411**	**38,229**	**35,785**	**35,785**	**35,785**	**35,785**	**35,785**	**35,785**	**35,785**	**35,785**	**35,785**	**434,640**
Net Income	**397,701**	**(37,411)**	**(38,229)**	**(35,785)**	**(35,785)**	**(35,785)**	**(35,785)**	**(35,785)**	**(35,785)**	**(35,785)**	**(35,785)**	**(35,785)**	**-**
Cash Flow Adjustments	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**
Beginning Cash Balance	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**
Net Income	**397,701**	**(37,411)**	**(38,229)**	**(35,785)**	**(35,785)**	**(35,785)**	**(35,785)**	**(35,785)**	**(35,785)**	**(35,785)**	**(35,785)**	**(35,785)**	**-**
	JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	TOTAL
CASH FLOW ADJUSTMENTS													
OPERATING ACTIVITIES													
Description (e.g. Add Back Depreciation)	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Operating Activities	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**
INVESTMENT ACTIVITIES													
Description (e.g. Subtract Property and Equipment Expenditures)	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Investment Activities	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**
FINANCING ACTIVITIES													
Description (e.g. Add Expected Proceeds from a Loan)	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Financing Activities	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**
Total Cash Flow Adjustments	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	-
NET INCOME	**397,701**	**(37,411)**	**(38,229)**	**(35,785)**	**(35,785)**	**(35,785)**	**(35,785)**	**(35,785)**	**(35,785)**	**(35,785)**	**(35,785)**	**(35,785)**	**-**
Beginning Cash Balance	-												-
ENDING CASH BALANCE	**397,701**	**(37,411)**	**(38,229)**	**(35,785)**	**(35,785)**	**(35,785)**	**(35,785)**	**(35,785)**	**(35,785)**	**(35,785)**	**(35,785)**	**(35,785)**	**-**

YEAR 1 BUDGET AND ASSUMPTION	UNCOMMON SCHOOLS NYC PROJECTED BUDGET / OPERATING PLAN FOR YEAR ONE JULY 1, 2018 - JUNE 30, 2019						DESCRIPTION OF ASSUMPTIONS *NOTE: State assumptions that are being made for the 1-Year Budget in the section provided below.*
Total Revenue	**3,342,284**	**126,036**	**-**	**-**	**-**	**3,468,320**	
Total Expenses	**2,515,874**	**148,719**	**-**	**-**	**698,091**	**3,362,683**	
Net Income	**826,410**	**(22,683)**	**-**	**-**	**(698,091)**	**105,637**	
Budgeted Student Enrollment	**130**	**-**				**130**	

	Basic Tuition (2015-16)	PROGRAM SERVICES REGULAR EDUCATION	PROGRAM SERVICES SPECIAL EDUCATION	PROGRAM SERVICES OTHER	SUPPORT SERVICES FUND-RAISING	SUPPORT SERVICES MANAGEMENT & GENERAL	TOTAL	
REVENUE								
REVENUES FROM STATE SOURCES								
Per Pupil Revenue								
PRIMARY School District: NYC CHANCELLOR'S OFFICE	13,877	1,823,510					1,823,510	Core aid funding of $14,027 per pupil in 2018-19 through 2022-23 is based on the most recent New York State budget approved in April 2015.
Other District 1:	-	-					-	
Other District 10:	-	-					-	
Other District 11:	-	-					-	
Other District 12:	-	-					-	
Other District 13:	-	-					-	
Other District 14:	-	-					-	
35 Other School Districts' Revenue: (Weighted Avg.)	-	-					-	
TOTAL Per Pupil Revenue (Weighted Avg.)	13,877	1,823,510					1,823,510	
Special Education Revenue			108,698				108,698	Special Education funding from the state is based on current per pupil rates in New York City.
Grants								
Stimulus		-	-	-	-	-	-	
DYCD (Department of Youth and Community Development)		-	-	-	-	-	-	
Other		-	-	-	-	-	-	
Other		-	-	-	-	-	-	
TOTAL REVENUE FROM STATE SOURCES		1,823,510	108,698	-	-	-	1,932,208	
REVENUE FROM FEDERAL FUNDING								
IDEA Special Needs		-	17,338	-			17,338	IDEA funding projection is based on historical trends and enrollment projections.
Title I		136,366	-	-			136,366	Title I funding projection is based on historical trends and enrollment projections.
Title Funding - Other		5,296	-	-			5,296	Title IIA funding projection is based on historical trends and enrollment projections.
School Food Service (Free Lunch)		-	-	-			-	
Grants								
Charter School Program (CSP) Planning & Implementation		-	-	-	-	-	-	
Other		-	-	-	-	-	-	
Other		-	-	-	-	-	-	
TOTAL REVENUE FROM FEDERAL SOURCES		141,662	17,338	-	-	-	159,000	
LOCAL and OTHER REVENUE								
Contributions and Donations		1,300,000	-	-	-	-	1,300,000	Private philanthropy will be raised by Uncommon Schools as part of their management agreement with USNYC.
Fundraising		-	-	-	-	-	-	
Erate Reimbursement		77,112	-	-	-	-	77,112	Projected ERate revenue at each school is based on the new funding model released by USAC and USDOE (70% of eligible telecommunication expenses only).
Earnings on Investments		-	-	-	-	-	-	
Interest Income		-	-	-	-	-	-	
Food Service (Income from meals)		-	-	-	-	-	-	
Text Book		-	-	-	-	-	-	
OTHER		-	-	-	-	-	-	
TOTAL REVENUE FROM LOCAL and OTHER SOURCES		1,377,112	-	-	-	-	1,377,112	
TOTAL REVENUE		**3,342,284**	**126,036**	**-**	**-**	**-**	**3,468,320**	

YEAR 1 BUDGET AND ASSUMPTION		UNCOMMON SCHOOLS NYC PROJECTED BUDGET / OPERATING PLAN FOR YEAR ONE JULY 1, 2018 - JUNE 30, 2019						DESCRIPTION OF ASSUMPTIONS *NOTE: State assumptions that are being made for the 1-Year Budget in the section provided below.*
Total Revenue		**3,342,284**	**126,036**	**-**	**-**	**-**	**3,468,320**	
Total Expenses		**2,515,874**	**148,719**	**-**	**-**	**698,091**	**3,362,683**	
Net Income		**826,410**	**(22,683)**	**-**	**-**	**(698,091)**	**105,637**	
Budgeted Student Enrollment		**130**	**-**				**130**	
		PROGRAM SERVICES			SUPPORT SERVICES			
		REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUND-RAISING	MANAGEMENT & GENERAL	TOTAL	
EXPENSES								
ADMINISTRATIVE STAFF PERSONNEL COSTS	FTE No. of Positions							
Executive Management	2.00	-	-	-	-	192,132	192,132	See Staffing Plan tab for driving assumptions.
Instructional Management	2.00	215,378	-	-	-	-	215,378	See Staffing Plan tab for driving assumptions.
Deans, Directors & Coordinators	1.50	-	112,500	-	-	-	112,500	See Staffing Plan tab for driving assumptions.
CFO / Director of Finance	-	-	-	-	-	-	-	
Operation / Business Manager	-	-	-	-	-	-	-	
Administrative Staff	2.00	-	-	-	-	102,000	102,000	See Staffing Plan tab for driving assumptions.
TOTAL ADMINISTRATIVE STAFF	7.50	215,378	112,500	-	-	294,132	622,010	
INSTRUCTIONAL PERSONNEL COSTS								
Teachers - Regular	8.00	499,587	-	-	-	-	499,587	See Staffing Plan tab for driving assumptions.
Teachers - SPED	-	-	-	-	-	-	-	
Substitute Teachers	-	-	-	-	-	-	-	
Teaching Assistants	1.00	47,000	-	-	-	-	47,000	See Staffing Plan tab for driving assumptions.
Specialty Teachers	0.50	27,785	-	-	-	-	27,785	See Staffing Plan tab for driving assumptions.
Aides	-	-	-	-	-	-	-	
Therapists & Counselors	1.00	66,326	-	-	-	-	66,326	See Staffing Plan tab for driving assumptions.
Other	-	-	-	-	-	-	-	
TOTAL INSTRUCTIONAL	10.50	640,698	-	-	-	-	640,698	
NON-INSTRUCTIONAL PERSONNEL COSTS								
Nurse	-	-	-	-	-	-	-	
Librarian	-	-	-	-	-	-	-	
Custodian	-	-	-	-	-	-	-	
Security	-	-	-	-	-	-	-	
Other	-	-	-	-	-	-	-	
TOTAL NON-INSTRUCTIONAL	-	-	-	-	-	-	-	
SUBTOTAL PERSONNEL SERVICE COSTS	18.00	856,076.33	112,500	-	-	294,132	1,262,708	
PAYROLL TAXES AND BENEFITS								
Payroll Taxes		76,766	10,088	-	-	26,375	113,229	
Fringe / Employee Benefits		83,299	10,947	-	-	28,620	122,866	
Retirement / Pension		45,156	5,934	-	-	15,515	66,605	
TOTAL PAYROLL TAXES AND BENEFITS		205,221	26,969	-	-	70,510	302,700	Payroll taxes and benefit projections are based on staffing projections and historical rates of tax and benefit expenses.
TOTAL PERSONNEL SERVICE COSTS	18.00	1,061,297	139,469	-	-	364,642	1,565,408	
CONTRACTED SERVICES								
Accounting / Audit		-	-	-	-	18,900	18,900	Includes fees for annual financial audit conducted by an external firm, cost projection based on historical costs
Legal		-	-	-	-	-	-	
Management Company Fee		177,753	-	-	-	31,368	209,121	Based on public revenue and year of operation, per CMO agreement with Uncommon Schools
Nurse Services			-	-	-	-	-	
Food Service / School Lunch			-	-	-	-	-	
Payroll Services		-	-	-	-	8,533	8,533	Includes fees for processing payroll and employee benefits, projection based on historical costs

YEAR 1 BUDGET AND ASSUMPTION	UNCOMMON SCHOOLS NYC PROJECTED BUDGET / OPERATING PLAN FOR YEAR ONE JULY 1, 2018 - JUNE 30, 2019						DESCRIPTION OF ASSUMPTIONS *NOTE: State assumptions that are being made for the 1-Year Budget in the section provided below.*
Total Revenue	**3,342,284**	**126,036**	**-**	**-**	**-**	**3,468,320**	
Total Expenses	**2,515,874**	**148,719**	**-**	**-**	**698,091**	**3,362,683**	
Net Income	**826,410**	**(22,683)**	**-**	**-**	**(698,091)**	**105,637**	
Budgeted Student Enrollment	**130**	**-**				**130**	
	PROGRAM SERVICES			**SUPPORT SERVICES**			
	REGULAR EDUCATION	**SPECIAL EDUCATION**	**OTHER**	**FUND-RAISING**	**MANAGEMENT & GENERAL**	**TOTAL**	
Special Ed Services	-	5,000	-	-	-	5,000	Reflects costs of contracted services provided to students as part of an IEP, based on enrollment and historical costs
Titlement Services (i.e. Title I)		-	-	-	-	-	
Other Purchased / Professional / Consulting	13,112	-	-	-	-	13,112	Includes additional consultants, contractors or coaches, based on historical costs
TOTAL CONTRACTED SERVICES	190,865	5,000	-	-	58,801	254,666	

YEAR 1 BUDGET AND ASSUMPTION	UNCOMMON SCHOOLS NYC PROJECTED BUDGET / OPERATING PLAN FOR YEAR ONE JULY 1, 2018 - JUNE 30, 2019						DESCRIPTION OF ASSUMPTIONS *NOTE: State assumptions that are being made for the 1-Year Budget in the section provided below.*
Total Revenue	**3,342,284**	**126,036**	**-**	**-**	**-**	**3,468,320**	
Total Expenses	**2,515,874**	**148,719**	**-**	**-**	**698,091**	**3,362,683**	
Net Income	**826,410**	**(22,683)**	**-**	**-**	**(698,091)**	**105,637**	
Budgeted Student Enrollment	**130**	**-**				**130**	
	PROGRAM SERVICES			**SUPPORT SERVICES**			
	REGULAR EDUCATION	**SPECIAL EDUCATION**	**OTHER**	**FUND-RAISING**	**MANAGEMENT & GENERAL**	**TOTAL**	
SCHOOL OPERATIONS							
Board Expenses	-	-	-	-	1,000	1,000	based on historical costs
Classroom / Teaching Supplies & Materials	36,661	4,250	-	-	-	40,911	cost projections are based on enrollment
Special Ed Supplies & Materials		-	-	-	-	-	
Textbooks / Workbooks	19,092	-	-	-	-	19,092	cost projections are based on enrollment
Supplies & Materials other		-	-	-	-	-	
Equipment / Furniture	67,492	-	-	-	-	67,492	based on enrollment and needs of the school facility
Telephone	-	-	-	-	110,160	110,160	based on historical cost
Technology	316,440	-	-	-	117,040	433,480	includes staff and student computers, classroom technology, networking. Based on historical costs
Student Testing & Assessment	8,773	-	-	-	-	8,773	includes cost of testing materials and scoring used throughout the year
Field Trips	29,764	-	-	-	-	29,764	reflects costs for mid-year and end of year trips, based on historical costs
Transportation (student)	3,400	-	-	-	-	3,400	cost of transportation for extended school year calendar
Student Services - other	9,700	-	-	-	-	9,700	food service & school uniform costs, based on historical costs
Office Expense	3,886	-	-	-	22,020	25,906	includes office supplies such as paper, toner, teacher and classroom supplies
Staff Development	62,333	-	-	-	-	62,333	professional development costs, including travel to trainings throughout the year
Staff Recruitment	14,832	-	-	-	-	14,832	costs associated with recruitment outreach, canditate travel (based on historical costs)
Student Recruitment / Marketing	49,200	-	-	-	-	49,200	cost of community outreach, costs associated with student enrollment
School Meals / Lunch		-	-	-	-	-	
Travel (Staff)		-	-	-	-	-	
Fundraising		-	-	-	-	-	
Other	105,330	-	-	-	-	105,330	after school and enrichment programming, photocopier lease and other programmatic expenses
TOTAL SCHOOL OPERATIONS	726,903	4,250	-	-	250,220	981,373	
FACILITY OPERATION & MAINTENANCE							
Insurance	-	-	-	-	24,428	24,428	based on historical cost
Janitorial	4,000	-	-	-	-	4,000	based on historical cost
Building and Land Rent / Lease / Facility Finance Interest	527,808	-	-	-	-	527,808	assumes minimal capital projects necessary to outfit space owned by NYC DOE
Repairs & Maintenance	-	-	-	-	-	-	
Equipment / Furniture	5,000	-	-	-	-	5,000	building supplies
Security	-	-	-	-	-	-	
Utilities	-	-	-	-	-	-	
TOTAL FACILITY OPERATION & MAINTENANCE	536,808	-	-	-	24,428	561,236	
DEPRECIATION & AMORTIZATION	-	-	-	-	-	-	
DISSOLUTION ESCROW & RESERVES / CONTIGENCY	-	-	-	-	-	-	
TOTAL EXPENSES	**2,515,874**	**148,719**	**-**	**-**	**698,091**	**3,362,683**	
NET INCOME	**826,410**	**(22,683)**	**-**	**-**	**(698,091)**	**105,637**	

YEAR 1 BUDGET AND ASSUMPTION	UNCOMMON SCHOOLS NYC PROJECTED BUDGET / OPERATING PLAN FOR YEAR ONE JULY 1, 2018 - JUNE 30, 2019						DESCRIPTION OF ASSUMPTIONS *NOTE: State assumptions that are being made for the 1-Year Budget in the section provided below.*
Total Revenue	**3,342,284**	**126,036**	**-**	**-**	**-**	**3,468,320**	
Total Expenses	**2,515,874**	**148,719**	**-**	**-**	**698,091**	**3,362,683**	
Net Income	**826,410**	**(22,683)**	**-**	**-**	**(698,091)**	**105,637**	
Budgeted Student Enrollment	**130**	**-**				**130**	
	PROGRAM SERVICES			SUPPORT SERVICES			
	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUND-RAISING	MANAGEMENT & GENERAL	TOTAL	
ENROLLMENT - *School Districts Are Linked To Above Entries*							
PRIMARY School District: NYC CHANCELLOR'S OFFICE	130					130	
Other District 1:	-					-	
Other District 2:	-					-	
Other District 3:	-					-	
Other District 4:	-					-	
Other District 5:	-					-	
Other District 6:	-					-	
Other District 7:	-					-	
Other District 8:	-					-	
Other District 9:	-					-	
Other District 10:	-					-	
Other District 11:	-					-	
Other District 12:	-					-	
Other District 13:	-					-	
Other District 14:	-					-	
All Other School Districts	-					-	
TOTAL ENROLLMENT	**130**					**130**	
REVENUE PER PUPIL	**25,710**					**26,679**	
EXPENSES PER PUPIL	**19,353**					**25,867**	

YEAR 1 CASH FLOW
(FIRST YEAR OF CHARTER)

UNCOMMON SCHOO
PROJECTED CASH FLOW FOR YEAR (
JULY 1, 2018 - JUNE 3

Total Revenue	**1,622,035**	**322,035**	**-**	**350,367**	**-**	**322,035**	**-**
Total Expenses	**202,856**	**214,104**	**1,027,420**	**195,718**	**195,718**	**247,998**	**195,718**
Net Income	**1,419,179**	**107,930**	**(1,027,420)**	**154,649**	**(195,718)**	**74,036**	**(195,718)**
Cash Flow Adjustments	**-**	**-**	**-**	**-**	**-**	**-**	**-**
Beginning Cash Balance	**-**	**-**	**-**	**-**	**-**	**-**	**-**
Ending Cash Balance	**1,419,179**	**107,930**	**(1,027,420)**	**154,649**	**(195,718)**	**74,036**	**(195,718)**

			JUL	AUG	SEP	OCT	NOV	DEC	JAN
REVENUE									
REVENUES FROM STATE SOURCES									
Per Pupil Revenue		Basic Tuition (2015-16)							
PRIMARY School District:	NYC CHANCELLOR'S OFFICE	13,877	303,918	303,918		303,918		303,918	
Other District 1:		-	-	-	-	-	-	-	-
Other District 2:		-	-	-	-	-	-	-	-
Other District 3:		-	-	-	-	-	-	-	-
Other District 4:		-	-	-	-	-	-	-	-
Other District 5:		-	-	-	-	-	-	-	-
Other District 6:		-	-	-	-	-	-	-	-
Other District 7:		-	-	-	-	-	-	-	-
Other District 8:		-	-	-	-	-	-	-	-
Other District 9:		-	-	-	-	-	-	-	-
Other District 10:		-	-	-	-	-	-	-	-
Other District 11:		-	-	-	-	-	-	-	-
Other District 12:		-	-	-	-	-	-	-	-
Other District 13:		-	-	-	-	-	-	-	-
Other District 14:		-	-	-	-	-	-	-	-
35 Other School Districts' Revenue:	(Weighted Avg.)	-	-	-	-	-	-	-	-
TOTAL Per Pupil Revenue	(Weighted Avg.)	13,877	303,918	303,918	-	303,918	-	303,918	-
Special Education Revenue			18,116	18,116		18,116		18,116	
Grants									
Stimulus			-	-	-	-	-	-	-
DYCD (Department of Youth and Community Developmt.)			-	-	-	-	-	-	-
Other			-	-	-	-	-	-	-
Other			-	-	-	-	-	-	-
TOTAL REVENUE FROM STATE SOURCES			322,035	322,035	-	322,035	-	322,035	-
REVENUE FROM FEDERAL FUNDING									
IDEA Special Needs									
Title I						27,273			
Title Funding - Other						1,059			
School Food Service (Free Lunch)									
Grants									
Charter School Program (CSP) Planning & Implementation			-	-	-	-	-	-	-

*** Totals (Column U) for all lines above Cash Flow Adjustments should equal t**

YEAR 1 CASH FLOW *(FIRST YEAR OF CHARTER)*						UNCOMMON SCHOO PROJECTED CASH FLOW FOR YEAR (JULY 1, 2018 - JUNE 3	
Total Revenue	**1,622,035**	**322,035**	**-**	**350,367**	**-**	**322,035**	**-**
Total Expenses	**202,856**	**214,104**	**1,027,420**	**195,718**	**195,718**	**247,998**	**195,718**
Net Income	**1,419,179**	**107,930**	**(1,027,420)**	**154,649**	**(195,718)**	**74,036**	**(195,718)**
Cash Flow Adjustments	**-**	**-**	**-**	**-**	**-**	**-**	**-**
Beginning Cash Balance	**-**	**-**	**-**	**-**	**-**	**-**	**-**
Ending Cash Balance	**1,419,179**	**107,930**	**(1,027,420)**	**154,649**	**(195,718)**	**74,036**	**(195,718)**
	JUL	**AUG**	**SEP**	**OCT**	**NOV**	**DEC**	**JAN**
Other	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-
TOTAL REVENUE FROM FEDERAL SOURCES	-	-	-	28,332	-	-	-
LOCAL and OTHER REVENUE							
Contributions and Donations	1,300,000	-	-	-	-	-	-
Fundraising	-	-	-	-	-	-	-
Erate Reimbursement	-	-	-	-	-	-	-
Earnings on Investments	-	-	-	-	-	-	-
Interest Income	-	-	-	-	-	-	-
Food Service (Income from meals)	-	-	-	-	-	-	-
Text Book	-	-	-	-	-	-	-
OTHER	-	-	-	-	-	-	-
TOTAL REVENUE FROM LOCAL and OTHER SOURCES	1,300,000	-	-	-	-	-	-
TOTAL REVENUE	**1,622,035**	**322,035**	**-**	**350,367**	**-**	**322,035**	**-**

YEAR 1 CASH FLOW
(FIRST YEAR OF CHARTER)

UNCOMMON SCHOO
PROJECTED CASH FLOW FOR YEAR (
JULY 1, 2018 - JUNE 3

Total Revenue	**1,622,035**	**322,035**	**-**	**350,367**	**-**	**322,035**	**-**
Total Expenses	**202,856**	**214,104**	**1,027,420**	**195,718**	**195,718**	**247,998**	**195,718**
Net Income	**1,419,179**	**107,930**	**(1,027,420)**	**154,649**	**(195,718)**	**74,036**	**(195,718)**
Cash Flow Adjustments	**-**	**-**	**-**	**-**	**-**	**-**	**-**
Beginning Cash Balance	**-**	**-**	**-**	**-**	**-**	**-**	**-**
Ending Cash Balance	**1,419,179**	**107,930**	**(1,027,420)**	**154,649**	**(195,718)**	**74,036**	**(195,718)**
	JUL	**AUG**	**SEP**	**OCT**	**NOV**	**DEC**	**JAN**
EXPENSES							
ADMINISTRATIVE STAFF PERSONNEL COSTS	No. of Positions						
Executive Management	2.00	16,011	16,011	16,011	16,011	16,011	16,011	16,011
Instructional Management	2.00	17,948	17,948	17,948	17,948	17,948	17,948	17,948
Deans, Directors & Coordinators	1.50	9,375	9,375	9,375	9,375	9,375	9,375	9,375
CFO / Director of Finance	-	-	-	-	-	-	-	-
Operation / Business Manager	-	-	-	-	-	-	-	-
Administrative Staff	2.00	8,500	8,500	8,500	8,500	8,500	8,500	8,500
TOTAL ADMINISTRATIVE STAFF	7.50	51,834	51,834	51,834	51,834	51,834	51,834	51,834
INSTRUCTIONAL PERSONNEL COSTS								
Teachers - Regular	8.00	41,632	41,632	41,632	41,632	41,632	41,632	41,632
Teachers - SPED	-	-	-	-	-	-	-	-
Substitute Teachers	-	-	-	-	-	-	-	-
Teaching Assistants	1.00	3,917	3,917	3,917	3,917	3,917	3,917	3,917
Specialty Teachers	0.50	2,315	2,315	2,315	2,315	2,315	2,315	2,315
Aides	-	-	-	-	-	-	-	-
Therapists & Counselors	1.00	5,527	5,527	5,527	5,527	5,527	5,527	5,527
Other	-	-	-	-	-	-	-	-
TOTAL INSTRUCTIONAL	10.50	53,392	53,392	53,392	53,392	53,392	53,392	53,392
NON-INSTRUCTIONAL PERSONNEL COSTS								
Nurse	-	-	-	-	-	-	-	-
Librarian	-	-	-	-	-	-	-	-
Custodian	-	-	-	-	-	-	-	-
Security	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-
TOTAL NON-INSTRUCTIONAL	-	-	-	-	-	-	-	-
SUBTOTAL PERSONNEL SERVICE COSTS	18.00	105,226	105,226	105,226	105,226	105,226	105,226	105,226
PAYROLL TAXES AND BENEFITS								
Payroll Taxes		9,436	9,436	9,436	9,436	9,436	9,436	9,436
Fringe / Employee Benefits		10,239	10,239	10,239	10,239	10,239	10,239	10,239
Retirement / Pension		5,550	5,550	5,550	5,550	5,550	5,550	5,550
TOTAL PAYROLL TAXES AND BENEFITS		25,225	25,225	25,225	25,225	25,225	25,225	25,225
TOTAL PERSONNEL SERVICE COSTS	18.00	130,451	130,451	130,451	130,451	130,451	130,451	130,451

YEAR 1 CASH FLOW
(FIRST YEAR OF CHARTER)

UNCOMMON SCHOO
PROJECTED CASH FLOW FOR YEAR (
JULY 1, 2018 - JUNE 3

Total Revenue	**1,622,035**	**322,035**	**-**	**350,367**	**-**	**322,035**	**-**
Total Expenses	**202,856**	**214,104**	**1,027,420**	**195,718**	**195,718**	**247,998**	**195,718**
Net Income	**1,419,179**	**107,930**	**(1,027,420)**	**154,649**	**(195,718)**	**74,036**	**(195,718)**
Cash Flow Adjustments	**-**	**-**	**-**	**-**	**-**	**-**	**-**
Beginning Cash Balance	**-**	**-**	**-**	**-**	**-**	**-**	**-**
Ending Cash Balance	**1,419,179**	**107,930**	**(1,027,420)**	**154,649**	**(195,718)**	**74,036**	**(195,718)**
	JUL	**AUG**	**SEP**	**OCT**	**NOV**	**DEC**	**JAN**
CONTRACTED SERVICES							
Accounting / Audit			18,900				
Legal	-	-	-	-	-	-	-
Management Company Fee			52,280			52,280	
Nurse Services							
Food Service / School Lunch							
Payroll Services	711	711	711	711	711	711	711
Special Ed Services			500	500	500	500	500
Titlement Services (i.e. Title I)							
Other Purchased / Professional / Consulting	1,093	1,093	1,093	1,093	1,093	1,093	1,093
TOTAL CONTRACTED SERVICES	1,804	1,804	73,484	2,304	2,304	54,584	2,304

YEAR 1 CASH FLOW
(FIRST YEAR OF CHARTER)

UNCOMMON SCHOO
PROJECTED CASH FLOW FOR YEAR (
JULY 1, 2018 - JUNE 3

Total Revenue	**1,622,035**	**322,035**	**-**	**350,367**	**-**	**322,035**	**-**
Total Expenses	**202,856**	**214,104**	**1,027,420**	**195,718**	**195,718**	**247,998**	**195,718**
Net Income	**1,419,179**	**107,930**	**(1,027,420)**	**154,649**	**(195,718)**	**74,036**	**(195,718)**
Cash Flow Adjustments	**-**	**-**	**-**	**-**	**-**	**-**	**-**
Beginning Cash Balance	**-**	**-**	**-**	**-**	**-**	**-**	**-**
Ending Cash Balance	**1,419,179**	**107,930**	**(1,027,420)**	**154,649**	**(195,718)**	**74,036**	**(195,718)**
	JUL	**AUG**	**SEP**	**OCT**	**NOV**	**DEC**	**JAN**
SCHOOL OPERATIONS							
Board Expenses	83	83	83	83	83	83	83
Classroom / Teaching Supplies & Materials	6,819	6,819	2,727	2,727	2,727	2,727	2,727
Special Ed Supplies & Materials							
Textbooks / Workbooks	3,182	3,182	1,273	1,273	1,273	1,273	1,273
Supplies & Materials other							
Equipment / Furniture		11,249	11,249	4,999	4,999	4,999	4,999
Telephone	9,180	9,180	9,180	9,180	9,180	9,180	9,180
Technology	19,704	19,704	216,740	19,704	19,704	19,704	19,704
Student Testing & Assessment			877	877	877	877	877
Field Trips	2,480	2,480	2,480	2,480	2,480	2,480	2,480
Transportation (student)			340	340	340	340	340
Student Services - other			970	970	970	970	970
Office Expense	4,318	4,318	1,727	1,727	1,727	1,727	1,727
Staff Development	10,389	10,389	4,156	4,156	4,156	4,156	4,156
Staff Recruitment	1,236	1,236	1,236	1,236	1,236	1,236	1,236
Student Recruitment / Marketing	4,100	4,100	4,100	4,100	4,100	4,100	4,100
School Meals / Lunch							
Travel (Staff)							
Fundraising							
Other	8,777	8,777	8,777	8,777	8,777	8,777	8,777
TOTAL SCHOOL OPERATIONS	70,268	81,517	265,916	62,630	62,630	62,630	62,630
FACILITY OPERATION & MAINTENANCE							
Insurance			24,428				
Janitorial	333	333	333	333	333	333	333
Building and Land Rent / Lease / Facility Finance Interest			527,808				
Repairs & Maintenance	-	-	-	-	-	-	-
Equipment / Furniture			5,000				
Security	-	-	-	-	-	-	-
Utilities	-	-	-	-	-	-	-
TOTAL FACILITY OPERATION & MAINTENANCE	333	333	557,570	333	333	333	333
DEPRECIATION & AMORTIZATION	-	-	-	-	-	-	-
DISSOLUTION ESCROW & RESERVES / CONTIGENCY	-	-	-	-	-	-	-
TOTAL EXPENSES	**202,856**	**214,104**	**1,027,420**	**195,718**	**195,718**	**247,998**	**195,718**

YEAR 1 CASH FLOW
(FIRST YEAR OF CHARTER)

UNCOMMON SCHOO
PROJECTED CASH FLOW FOR YEAR (
JULY 1, 2018 - JUNE 3

Total Revenue	1,622,035	322,035	-	350,367	-	322,035	-
Total Expenses	202,856	214,104	1,027,420	195,718	195,718	247,998	195,718
Net Income	1,419,179	107,930	(1,027,420)	154,649	(195,718)	74,036	(195,718)
Cash Flow Adjustments	-	-	-	-	-	-	-
Beginning Cash Balance	-	-	-	-	-	-	-
Ending Cash Balance	1,419,179	107,930	(1,027,420)	154,649	(195,718)	74,036	(195,718)

	JUL	AUG	SEP	OCT	NOV	DEC	JAN
NET INCOME	1,419,179	107,930	(1,027,420)	154,649	(195,718)	74,036	(195,718)
CASH FLOW ADJUSTMENTS							
OPERATING ACTIVITIES							
Example - Add Back Depreciation	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-
Total Operating Activities	-	-	-	-	-	-	-
INVESTMENT ACTIVITIES							
Example - Subtract Property and Equipment Expenditures	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-
Total Investment Activities	-	-	-	-	-	-	-
FINANCING ACTIVITIES							
Example - Add Expected Proceeds from a Loan or Line of Credit	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-
Total Financing Activities	-	-	-	-	-	-	-
Total Cash Flow Adjustments	-	-	-	-	-	-	-
NET INCOME	1,419,179	107,930	(1,027,420)	154,649	(195,718)	74,036	(195,718)
Beginning Cash Balance	-	-	-	-	-	-	-
ENDING CASH BALANCE	1,419,179	107,930	(1,027,420)	154,649	(195,718)	74,036	(195,718)

YEAR 1 CASH FLOW
(FIRST YEAR OF CHARTER)

)LS NYC
ONE OF OPERATIONS
0, 2019

Total Revenue	**322,035**	**-**	**99,163**	**322,035**	**108,616**	**3,468,320**
Total Expenses	**195,718**	**247,998**	**195,718**	**195,718**	**247,998**	**3,362,684**
Net Income	**126,317**	**(247,998)**	**(96,555)**	**126,317**	**(139,382)**	**105,636**
Cash Flow Adjustments	**-**	**-**	**-**	**-**	**-**	**-**
Beginning Cash Balance	**-**	**-**	**-**	**-**	**-**	**-**
Ending Cash Balance	**126,317**	**(247,998)**	**(96,555)**	**126,317**	**(139,382)**	**105,636**

			FEB	**MAR**	**APR**	**MAY**	**JUN**	**TOTAL**
REVENUE			**he Totals (Column N) on tab "7) Year 1 Budget & Assumptions."**					
REVENUES FROM STATE SOURCES								
Per Pupil Revenue		Basic Tuition (2015-16)						
PRIMARY School District:	NYC CHANCELLOR'S OFFICE	13,877	303,918			303,918		1,823,510
Other District 1:		-	-	-	-	-	-	-
Other District 2:		-	-	-	-	-	-	-
Other District 3:		-	-	-	-	-	-	-
Other District 4:		-	-	-	-	-	-	-
Other District 5:		-	-	-	-	-	-	-
Other District 6:		-	-	-	-	-	-	-
Other District 7:		-	-	-	-	-	-	-
Other District 8:		-	-	-	-	-	-	-
Other District 9:		-	-	-	-	-	-	-
Other District 10:		-	-	-	-	-	-	-
Other District 11:		-	-	-	-	-	-	-
Other District 12:		-	-	-	-	-	-	-
Other District 13:		-	-	-	-	-	-	-
Other District 14:		-	-	-	-	-	-	-
35 Other School Districts' Revenue:	(Weighted Avg.)	-	-	-	-	-	-	-
TOTAL Per Pupil Revenue	(Weighted Avg.)	13,877	303,918	-	-	303,918	-	1,823,510
Special Education Revenue			18,116			18,116	-	108,698
Grants								
Stimulus			-	-	-	-	-	-
DYCD (Department of Youth and Community Developmt.)			-	-	-	-	-	-
Other			-	-	-	-	-	-
Other			-	-	-	-	-	-
TOTAL REVENUE FROM STATE SOURCES			322,035	-	-	322,035	-	1,932,208
REVENUE FROM FEDERAL FUNDING								
IDEA Special Needs							17,338	17,338
Title I					95,456		13,637	136,366
Title Funding - Other					3,707		530	5,296
School Food Service (Free Lunch)								-
Grants								
Charter School Program (CSP) Planning & Implementation			-	-	-	-	-	-

YEAR 1 CASH FLOW *(FIRST YEAR OF CHARTER)*	)LS NYC ONE OF OPERATIONS 0, 2019					
Total Revenue	**322,035**	**-**	**99,163**	**322,035**	**108,616**	**3,468,320**
Total Expenses	**195,718**	**247,998**	**195,718**	**195,718**	**247,998**	**3,362,684**
Net Income	**126,317**	**(247,998)**	**(96,555)**	**126,317**	**(139,382)**	**105,636**
Cash Flow Adjustments	**-**	**-**	**-**	**-**	**-**	**-**
Beginning Cash Balance	**-**	**-**	**-**	**-**	**-**	**-**
Ending Cash Balance	**126,317**	**(247,998)**	**(96,555)**	**126,317**	**(139,382)**	**105,636**
	FEB	**MAR**	**APR**	**MAY**	**JUN**	**TOTAL**
Other	-	-	-	-	-	-
Other	-	-	-	-	-	-
TOTAL REVENUE FROM FEDERAL SOURCES	-	-	99,163	-	31,504	159,000
LOCAL and OTHER REVENUE						
Contributions and Donations	-	-	-	-	-	1,300,000
Fundraising	-	-	-	-		-
Erate Reimbursement	-	-	-	-	77,112	77,112
Earnings on Investments	-	-	-	-	-	-
Interest Income	-	-	-	-	-	-
Food Service (Income from meals)	-	-	-	-	-	-
Text Book	-	-	-	-	-	-
OTHER	-	-	-	-	-	-
TOTAL REVENUE FROM LOCAL and OTHER SOURCES	-	-	-	-	77,112	1,377,112
TOTAL REVENUE	**322,035**	**-**	**99,163**	**322,035**	**108,616**	**3,468,320**

YEAR 1 CASH FLOW *(FIRST YEAR OF CHARTER)*	)LS NYC ONE OF OPERATIONS 0, 2019					
Total Revenue	**322,035**	**-**	**99,163**	**322,035**	**108,616**	**3,468,320**
Total Expenses	**195,718**	**247,998**	**195,718**	**195,718**	**247,998**	**3,362,684**
Net Income	**126,317**	**(247,998)**	**(96,555)**	**126,317**	**(139,382)**	**105,636**
Cash Flow Adjustments	**-**	**-**	**-**	**-**	**-**	**-**
Beginning Cash Balance	**-**	**-**	**-**	**-**	**-**	**-**
Ending Cash Balance	**126,317**	**(247,998)**	**(96,555)**	**126,317**	**(139,382)**	**105,636**

		FEB	MAR	APR	MAY	JUN	TOTAL
EXPENSES							
ADMINISTRATIVE STAFF PERSONNEL COSTS	No. of Positions						
Executive Management	2.00	16,011	16,011	16,011	16,011	16,011	192,132
Instructional Management	2.00	17,948	17,948	17,948	17,948	17,948	215,378
Deans, Directors & Coordinators	1.50	9,375	9,375	9,375	9,375	9,375	112,500
CFO / Director of Finance	-	-	-	-	-	-	-
Operation / Business Manager	-	-	-	-	-	-	-
Administrative Staff	2.00	8,500	8,500	8,500	8,500	8,500	102,000
TOTAL ADMINISTRATIVE STAFF	7.50	51,834	51,834	51,834	51,834	51,834	622,010
INSTRUCTIONAL PERSONNEL COSTS							
Teachers - Regular	8.00	41,632	41,632	41,632	41,632	41,632	499,587
Teachers - SPED	-	-	-	-	-	-	-
Substitute Teachers	-	-	-	-	-	-	-
Teaching Assistants	1.00	3,917	3,917	3,917	3,917	3,917	47,000
Specialty Teachers	0.50	2,315	2,315	2,315	2,315	2,315	27,785
Aides	-	-	-	-	-	-	-
Therapists & Counselors	1.00	5,527	5,527	5,527	5,527	5,527	66,326
Other	-	-	-	-	-	-	-
TOTAL INSTRUCTIONAL	10.50	53,392	53,392	53,392	53,392	53,392	640,698
NON-INSTRUCTIONAL PERSONNEL COSTS							
Nurse	-	-	-	-	-	-	-
Librarian	-	-	-	-	-	-	-
Custodian	-	-	-	-	-	-	-
Security	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-
TOTAL NON-INSTRUCTIONAL	-	-	-	-	-	-	-
SUBTOTAL PERSONNEL SERVICE COSTS	18.00	105,226	105,226	105,226	105,226	105,226	1,262,708
PAYROLL TAXES AND BENEFITS							
Payroll Taxes		9,436	9,436	9,436	9,436	9,436	113,229
Fringe / Employee Benefits		10,239	10,239	10,239	10,239	10,239	122,866
Retirement / Pension		5,550	5,550	5,550	5,550	5,550	66,605
TOTAL PAYROLL TAXES AND BENEFITS		25,225	25,225	25,225	25,225	25,225	302,700
TOTAL PERSONNEL SERVICE COSTS	18.00	130,451	130,451	130,451	130,451	130,451	1,565,408

YEAR 1 CASH FLOW *(FIRST YEAR OF CHARTER)*	)LS NYC ONE OF OPERATIONS 0, 2019					
Total Revenue	**322,035**	**-**	**99,163**	**322,035**	**108,616**	**3,468,320**
Total Expenses	**195,718**	**247,998**	**195,718**	**195,718**	**247,998**	**3,362,684**
Net Income	**126,317**	**(247,998)**	**(96,555)**	**126,317**	**(139,382)**	**105,636**
Cash Flow Adjustments	**-**	**-**	**-**	**-**	**-**	**-**
Beginning Cash Balance	**-**	**-**	**-**	**-**	**-**	**-**
Ending Cash Balance	**126,317**	**(247,998)**	**(96,555)**	**126,317**	**(139,382)**	**105,636**
	FEB	**MAR**	**APR**	**MAY**	**JUN**	**TOTAL**
CONTRACTED SERVICES						
Accounting / Audit						18,900
Legal	-	-	-	-	-	-
Management Company Fee		52,280			52,280	209,121
Nurse Services						-
Food Service / School Lunch						-
Payroll Services	711	711	711	711	711	8,533
Special Ed Services	500	500	500	500	500	5,000
Titlement Services (i.e. Title I)						-
Other Purchased / Professional / Consulting	1,093	1,093	1,093	1,093	1,093	13,112
TOTAL CONTRACTED SERVICES	2,304	54,584	2,304	2,304	54,584	254,666

YEAR 1 CASH FLOW *(FIRST YEAR OF CHARTER)*	)LS NYC ONE OF OPERATIONS 0, 2019					
Total Revenue	**322,035**	**-**	**99,163**	**322,035**	**108,616**	**3,468,320**
Total Expenses	**195,718**	**247,998**	**195,718**	**195,718**	**247,998**	**3,362,684**
Net Income	**126,317**	**(247,998)**	**(96,555)**	**126,317**	**(139,382)**	**105,636**
Cash Flow Adjustments	**-**	**-**	**-**	**-**	**-**	**-**
Beginning Cash Balance	**-**	**-**	**-**	**-**	**-**	**-**
Ending Cash Balance	**126,317**	**(247,998)**	**(96,555)**	**126,317**	**(139,382)**	**105,636**

	FEB	MAR	APR	MAY	JUN	TOTAL
SCHOOL OPERATIONS						
Board Expenses	83	83	83	83	83	1,000
Classroom / Teaching Supplies & Materials	2,727	2,727	2,727	2,727	2,727	40,911
Special Ed Supplies & Materials						-
Textbooks / Workbooks	1,273	1,273	1,273	1,273	1,273	19,092
Supplies & Materials other						-
Equipment / Furniture	4,999	4,999	4,999	4,999	4,999	67,492
Telephone	9,180	9,180	9,180	9,180	9,180	110,160
Technology	19,704	19,704	19,704	19,704	19,704	433,480
Student Testing & Assessment	877	877	877	877	877	8,773
Field Trips	2,480	2,480	2,480	2,480	2,480	29,764
Transportation (student)	340	340	340	340	340	3,400
Student Services - other	970	970	970	970	970	9,700
Office Expense	1,727	1,727	1,727	1,727	1,727	25,906
Staff Development	4,156	4,156	4,156	4,156	4,156	62,333
Staff Recruitment	1,236	1,236	1,236	1,236	1,236	14,832
Student Recruitment / Marketing	4,100	4,100	4,100	4,100	4,100	49,200
School Meals / Lunch						-
Travel (Staff)						-
Fundraising						-
Other	8,777	8,777	8,777	8,777	8,777	105,330
TOTAL SCHOOL OPERATIONS	62,630	62,630	62,630	62,630	62,630	981,373
FACILITY OPERATION & MAINTENANCE						
Insurance						24,428
Janitorial	333	333	333	333	333	4,000
Building and Land Rent / Lease / Facility Finance Interest						527,808
Repairs & Maintenance	-	-	-	-	-	-
Equipment / Furniture						5,000
Security	-	-	-	-	-	-
Utilities	-	-	-	-	-	-
TOTAL FACILITY OPERATION & MAINTENANCE	333	333	333	333	333	561,236
DEPRECIATION & AMORTIZATION	-	-	-	-	-	-
DISSOLUTION ESCROW & RESERVES / CONTIGENCY	-	-	-	-	-	-
TOTAL EXPENSES	**195,718**	**247,998**	**195,718**	**195,718**	**247,998**	3,362,684

YEAR 1 CASH FLOW *(FIRST YEAR OF CHARTER)*	)LS NYC ONE OF OPERATIONS 0, 2019					
Total Revenue	**322,035**	**-**	**99,163**	**322,035**	**108,616**	**3,468,320**
Total Expenses	**195,718**	**247,998**	**195,718**	**195,718**	**247,998**	**3,362,684**
Net Income	**126,317**	**(247,998)**	**(96,555)**	**126,317**	**(139,382)**	**105,636**
Cash Flow Adjustments	**-**	**-**	**-**	**-**	**-**	**-**
Beginning Cash Balance	**-**	**-**	**-**	**-**	**-**	**-**
Ending Cash Balance	**126,317**	**(247,998)**	**(96,555)**	**126,317**	**(139,382)**	**105,636**
	FEB	**MAR**	**APR**	**MAY**	**JUN**	**TOTAL**
NET INCOME	**126,317**	**(247,998)**	**(96,555)**	**126,317**	**(139,382)**	**105,636**
CASH FLOW ADJUSTMENTS						
OPERATING ACTIVITIES						
Example - Add Back Depreciation	-	-	-	-	-	-
Other	-	-	-	-	-	-
Total Operating Activities	-	-	-	-	-	-
INVESTMENT ACTIVITIES						
Example - Subtract Property and Equipment Expenditures	-	-	-	-	-	-
Other	-	-	-	-	-	-
Total Investment Activities	-	-	-	-	-	-
FINANCING ACTIVITIES						
Example - Add Expected Proceeds from a Loan or Line of Credit	-	-	-	-	-	-
Other	-	-	-	-	-	-
Total Financing Activities	-	-	-	-	-	-
Total Cash Flow Adjustments	**-**	**-**	**-**	**-**	**-**	**-**
NET INCOME	**126,317**	**(247,998)**	**(96,555)**	**126,317**	**(139,382)**	**105,636**
Beginning Cash Balance	-	-	-	-	-	-
ENDING CASH BALANCE	**126,317**	**(247,998)**	**(96,555)**	**126,317**	**(139,382)**	**105,636**

5 YEAR BUDGET AND CASH FLOW ADJUSTMENTS *NOTE: Projected Five Year Budget on this tab should be for the first five years of actual operations.		UNCOMMON SCHOOLS NYC PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD 2018-19 THROUGH 2022-23					DESCRIPTION OF ASSUMPTIONS *NOTE: State assumptions that are being made in the section provided below.
Total Revenue		**3,468,320**	**4,364,972**	**7,322,382**	**9,912,935**	**12,552,252**	
Total Expenses		**3,362,684**	**4,334,588**	**6,992,013**	**8,487,043**	**11,411,273**	
Net Income (Before Cash Flow Adjustments)		**105,636**	**30,384**	**330,369**	**1,425,892**	**1,140,979**	
Budgeted Student Enrollment		**130**	**249**	**468**	**642**	**814**	
		Year 1 2018-19	**Year 2 2019-20**	**Year 3 2020-21**	**Year 4 2021-22**	**Year 5 2022-23**	
REVENUE		**Per Pupil Revenue Percentage Increase**					
REVENUES FROM STATE SOURCES		**1.1%**	**0.0%**	**0.0%**	**0.0%**	**0.0%**	
Per Pupil Revenue	Basic Tuition (2015-16)						
PRIMARY School District: NYC CHANCELLOR'S OFFICE	13,877	1,823,510	3,492,723	6,564,636	9,005,334	11,417,978	Core aid funding of $14,027 per pupil in 2018-19 through 2022-23 is based on the most recent New York State budget approved in April 2015.
Other District 1:	-	-	-	-	-	-	
Other District 2:	-	-	-	-	-	-	
Other District 3:	-	-	-	-	-	-	
Other District 4:	-	-	-	-	-	-	
Other District 5:	-	-	-	-	-	-	
Other District 6:	-	-	-	-	-	-	
Other District 7:	-	-	-	-	-	-	
Other District 8:	-	-	-	-	-	-	
Other District 9:	-	-	-	-	-	-	
Other District 10:	-	-	-	-	-	-	
Other District 11:	-	-	-	-	-	-	
Other District 12:	-	-	-	-	-	-	
Other District 13:	-	-	-	-	-	-	
Other District 14:	-	-	-	-	-	-	
35 Other School Districts' Revenue: (Weighted Avg.)	-	-	-	-	-	-	
TOTAL Per Pupil Revenue (Weighted Avg.)	13,877	1,823,510	3,492,723	6,564,636	9,005,334	11,417,978	
Special Education Revenue		108,698	208,199	391,313	536,802	638,331	Special Education funding from the state is based on current per pupil rates in New York City.
Grants							
Stimulus		-	-	-	-	-	
DYCD (Department of Youth and Community Developmt.)		-	-	-	-	-	
Other		-	-	-	-	-	
Other		-	-	-	-	-	
TOTAL REVENUE FROM STATE SOURCES		1,932,208	3,700,922	6,955,949	9,542,136	12,056,309	
REVENUE FROM FEDERAL FUNDING							
IDEA Special Needs		17,338	11,689	11,689	13,602	15,117	IDEA funding projection is based on historical trends and enrollment projections.
Title I		136,366	262,732	262,732	262,732	322,397	Title I funding projection is based on historical trends and enrollment projections.
Title Funding - Other		5,296	10,204	10,204	10,204	10,125	Title IIA funding projection is based on historical trends and enrollment projections.
School Food Service (Free Lunch)		-	-	-	-	-	
Grants							
Charter School Program (CSP) Planning & Implementation		-	-	-	-	-	
Other		-	-	-	-	-	
Other		-	-	-	-	-	
TOTAL REVENUE FROM FEDERAL SOURCES		159,000	284,624	284,624	286,537	347,638	

5 YEAR BUDGET AND CASH FLOW ADJUSTMENTS *NOTE: Projected Five Year Budget on this tab should be for the first five years of actual operations.	UNCOMMON SCHOOLS NYC PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD 2018-19 THROUGH 2022-23					DESCRIPTION OF ASSUMPTIONS *NOTE: State assumptions that are being made in the section provided below.
Total Revenue	**3,468,320**	**4,364,972**	**7,322,382**	**9,912,935**	**12,552,252**	
Total Expenses	**3,362,684**	**4,334,588**	**6,992,013**	**8,487,043**	**11,411,273**	
Net Income (Before Cash Flow Adjustments)	**105,636**	**30,384**	**330,369**	**1,425,892**	**1,140,979**	
Budgeted Student Enrollment	**130**	**249**	**468**	**642**	**814**	
	Year 1 2018-19	**Year 2 2019-20**	**Year 3 2020-21**	**Year 4 2021-22**	**Year 5 2022-23**	
LOCAL and OTHER REVENUE						
Contributions and Donations	1,300,000	300,000	-	-	-	Private philanthropy will be raised by Uncommon Schools as part of their management agreement with USNYC.
Fundraising	-	-	-	-	-	
Erate Reimbursement	77,112	79,425	81,808	84,262	145,650	Projected ERate revenue at each school is based on the new funding model released by USAC and USDOE (70% of eligible telecommunication expenses only).
Earnings on Investments	-	-	-	-	-	
Interest Income	-	-	-	-	-	
Food Service (Income from meals)	-	-	-	-	-	
Text Book	-	-	-	-	-	
OTHER	-	-	-	-	2,655	Student activity fees (High School only)
TOTAL REVENUE FROM LOCAL and OTHER SOURCES	1,377,112	379,425	81,808	84,262	148,305	
TOTAL REVENUE	**3,468,320**	**4,364,972**	**7,322,382**	**9,912,935**	**12,552,252**	

5 YEAR BUDGET AND CASH FLOW ADJUSTMENTS *NOTE: Projected Five Year Budget on this tab should be for the first five years of actual operations.	UNCOMMON SCHOOLS NYC PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD 2018-19 THROUGH 2022-23						DESCRIPTION OF ASSUMPTIONS *NOTE: State assumptions that are being made in the section provided below.
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Budgeted Student Enrollment		**130**	**249**	**468**	**642**	**814**	
		Year 1 2018-19	**Year 2 2019-20**	**Year 3 2020-21**	**Year 4 2021-22**	**Year 5 2022-23**	
EXPENSES							
ADMINISTRATIVE STAFF PERSONNEL COSTS	Year 1 No. of Positions						*NOTE: For all 5-Years of FTE/Staffing detail please see the 'Staffing' tab of this file.*
Executive Management	2.00	192,132	195,975	199,894	203,892	304,036	See Staffing Plan tab for driving assumptions.
Instructional Management	2.00	215,378	219,686	224,079	228,561	340,821	See Staffing Plan tab for driving assumptions.
Deans, Directors & Coordinators	1.50	112,500	264,750	382,545	465,196	474,500	See Staffing Plan tab for driving assumptions.
CFO / Director of Finance	-	-	-	-	-	-	
Operation / Business Manager	-	-	-	-	-	-	
Administrative Staff	2.00	102,000	104,040	106,121	108,243	161,408	See Staffing Plan tab for driving assumptions.
TOTAL ADMINISTRATIVE STAFF	7.50	622,010	784,450	912,639	1,005,892	1,280,765	
INSTRUCTIONAL PERSONNEL COSTS							
Teachers - Regular	8.00	499,587	1,009,166	1,903,626	2,566,183	3,241,990	See Staffing Plan tab for driving assumptions.
Teachers - SPED	-	-	59,212	178,820	182,397	186,045	See Staffing Plan tab for driving assumptions.
Substitute Teachers	-	-	-	-	-	-	
Teaching Assistants	1.00	47,000	47,940	142,899	192,757	196,612	See Staffing Plan tab for driving assumptions.
Specialty Teachers	0.50	27,785	56,126	112,818	226,215	286,309	See Staffing Plan tab for driving assumptions.
Aides	-	-	-	-	-	-	
Therapists & Counselors	1.00	66,326	67,653	135,332	138,038	207,125	See Staffing Plan tab for driving assumptions.
Other	-	-	-	-	-	-	
TOTAL INSTRUCTIONAL	10.50	640,698	1,240,096	2,473,495	3,305,589	4,118,080	
NON-INSTRUCTIONAL PERSONNEL COSTS							
Nurse	-	-	-	-	-	-	
Librarian	-	-	-	-	-	-	
Custodian	-	-	-	-	-	-	
Security	-	-	-	-	-	-	
Other	-	-	-	100,000	102,000	154,040	See Staffing Plan tab for driving assumptions.
TOTAL NON-INSTRUCTIONAL	-	-	-	100,000	102,000	154,040	
SUBTOTAL PERSONNEL SERVICE COSTS	18.00	1,262,708	2,024,546	3,486,134	4,413,481	5,552,885	
PAYROLL TAXES AND BENEFITS							
Payroll Taxes		113,229	181,813	313,814	400,012	538,349	
Fringe / Employee Benefits		122,866	209,956	393,420	518,859	708,470	
Retirement / Pension		66,605	106,949	184,596	235,301	297,071	
TOTAL PAYROLL TAXES AND BENEFITS		302,700	498,719	891,831	1,154,173	1,543,890	Payroll taxes and benefit projections are based on staffing projections and historical rates of tax and benefit expenses.
TOTAL PERSONNEL SERVICE COSTS	18.00	1,565,408	2,523,265	4,377,965	5,567,654	7,096,775	
CONTRACTED SERVICES							
Accounting / Audit		18,900	17,464	13,530	13,936	19,354	Includes fees for annual financial audit conducted by an external firm, cost projection based on historical costs
Legal		-	3,500	4,500	4,635	9,774	Based on historical costs and projected growth
Management Company Fee		209,121	398,555	724,057	933,724	1,125,549	Based on public revenue and year of operation, per CMO agreement with Uncommon Schools
Nurse Services		-					
Food Service / School Lunch		-					
Payroll Services		8,533	8,583	14,528	12,247	20,641	Includes fees for processing payroll and employee benefits, projection based on historical costs and school growth

5 YEAR BUDGET AND CASH FLOW ADJUSTMENTS *NOTE: Projected Five Year Budget on this tab should be for the first five years of actual operations.	UNCOMMON SCHOOLS NYC PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD 2018-19 THROUGH 2022-23					DESCRIPTION OF ASSUMPTIONS *NOTE: State assumptions that are being made in the section provided below.
Total Revenue	**3,468,320**	**4,364,972**	**7,322,382**	**9,912,935**	**12,552,252**	
Total Expenses	**3,362,684**	**4,334,588**	**6,992,013**	**8,487,043**	**11,411,273**	
Net Income (Before Cash Flow Adjustments)	**105,636**	**30,384**	**330,369**	**1,425,892**	**1,140,979**	
Budgeted Student Enrollment	**130**	**249**	**468**	**642**	**814**	
	Year 1 2018-19	**Year 2 2019-20**	**Year 3 2020-21**	**Year 4 2021-22**	**Year 5 2022-23**	
Special Ed Services	5,000	10,000	10,500	11,025	11,576	Reflects costs of contracted services provided to students as part of an IEP, based on enrollment and historical costs and school growth
Titlement Services (i.e. Title I)	-					
Other Purchased / Professional / Consulting	13,112	5,784	14,728	15,394	26,741	Includes additional consultants, contractors or coaches, based on historical costs and school growth
TOTAL CONTRACTED SERVICES	254,666	443,886	781,843	990,961	1,213,635	

5 YEAR BUDGET AND CASH FLOW ADJUSTMENTS *NOTE: Projected Five Year Budget on this tab should be for the first five years of actual operations.	UNCOMMON SCHOOLS NYC PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD 2018-19 THROUGH 2022-23					DESCRIPTION OF ASSUMPTIONS *NOTE: State assumptions that are being made in the section provided below.
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Total Expenses	**3,362,684**	**4,334,588**	**6,992,013**	**8,487,043**	**11,411,273**	
Net Income (Before Cash Flow Adjustments)	**105,636**	**30,384**	**330,369**	**1,425,892**	**1,140,979**	
Budgeted Student Enrollment	**130**	**249**	**468**	**642**	**814**	
	Year 1 2018-19	**Year 2 2019-20**	**Year 3 2020-21**	**Year 4 2021-22**	**Year 5 2022-23**	
SCHOOL OPERATIONS						
Board Expenses	1,000	1,030	1,061	1,093	1,626	Based on historical costs and projected growth
Classroom / Teaching Supplies & Materials	40,911	69,512	70,902	72,320	122,767	Cost projections are based on enrollment
Special Ed Supplies & Materials	-					
Textbooks / Workbooks	19,092	33,258	35,500	40,555	121,034	Cost projections are based on enrollment
Supplies & Materials other	-					
Equipment / Furniture	67,492	67,106	129,124	116,806	162,523	Based on enrollment and needs of the school facility
Telephone	110,160	113,465	116,869	120,375	189,386	Based on historical cost
Technology	433,480	231,598	457,720	480,104	781,553	Includes staff and student computers, classroom technology, networking. Based on historical costs
Student Testing & Assessment	8,773	17,214	33,367	46,719	58,485	Includes cost of testing materials and scoring used throughout the year
Field Trips	29,764	56,461	100,003	139,226	157,275	Reflects costs for mid-year and end of year trips, based on historical costs
Transportation (student)	3,400	6,551	12,496	17,157	20,344	Cost of transportation for extended school year calendar, based on enrollment and projected growth
Student Services - other	9,700	19,940	36,691	48,963	73,879	Food service & school uniform costs, based on historical costs and projected growth
Office Expense	25,906	43,307	70,429	79,775	166,883	Includes office supplies such as paper, toner, teacher and classroom supplies
Staff Development	62,333	104,200	190,951	246,219	347,316	Professional development costs, including travel to trainings throughout the year
Staff Recruitment	14,832	18,742	22,133	25,994	34,364	Costs associated with recruitment outreach, canditate travel (based on historical costs)
Student Recruitment / Marketing	49,200	49,924	50,922	51,941	66,880	Cost of community outreach, costs associated with student enrollment
School Meals / Lunch	-					
Travel (Staff)	-					
Fundraising	-					
Other	105,330	160,878	220,413	297,398	402,951	After school and enrichment programming, photocopier lease and other programmatic expenses
TOTAL SCHOOL OPERATIONS	981,373	993,187	1,548,581	1,784,644	2,707,266	
FACILITY OPERATION & MAINTENANCE						
Insurance	24,428	37,608	45,882	54,910	66,370	Based on historical cost and school growth
Janitorial	4,000	8,000	8,240	8,487	8,742	Based on historical cost
Building and Land Rent / Lease / Facility Finance Interest	527,808	323,493	224,197	74,923	286,854	Assumes minimal capital projects necessary to outfit space owned by NYC DOE
Repairs & Maintenance	-	-	-	-	-	
Equipment / Furniture	5,000	5,150	5,305	5,464	11,632	Building supplies
Security	-	-	-	-	20,000	Based on historical high school costs
Utilities	-	-	-	-	-	
TOTAL FACILITY OPERATION & MAINTENANCE	561,236	374,251	283,624	143,785	393,597	
DEPRECIATION & AMORTIZATION	-	-	-	-	-	
DISSOLUTION ESCROW & RESERVES / CONTIGENCY	-	-	-	-	-	
TOTAL EXPENSES	**3,362,684**	**4,334,588**	**6,992,013**	**8,487,043**	**11,411,273**	
NET INCOME	**105,636**	**30,384**	**330,369**	**1,425,892**	**1,140,979**	

5 YEAR BUDGET AND CASH FLOW ADJUSTMENTS *NOTE: Projected Five Year Budget on this tab should be for the first five years of actual operations.	UNCOMMON SCHOOLS NYC PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD 2018-19 THROUGH 2022-23					DESCRIPTION OF ASSUMPTIONS *NOTE: State assumptions that are being made in the section provided below.
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Total Expenses	**3,362,684**	**4,334,588**	**6,992,013**	**8,487,043**	**11,411,273**	
Net Income (Before Cash Flow Adjustments)	**105,636**	**30,384**	**330,369**	**1,425,892**	**1,140,979**	
Budgeted Student Enrollment	**130**	**249**	**468**	**642**	**814**	
	Year 1 2018-19	**Year 2 2019-20**	**Year 3 2020-21**	**Year 4 2021-22**	**Year 5 2022-23**	
ENROLLMENT - *School Districts Are Linked To Above Entries*						
PRIMARY School District: NYC CHANCELLOR'S OFFICE	130	249	468	642	814	
Other District 1:	-	-	-	-	-	
Other District 2:	-	-	-	-	-	
Other District 3:	-	-	-	-	-	
Other District 4:	-	-	-	-	-	
Other District 5:	-	-	-	-	-	
Other District 6:	-	-	-	-	-	
Other District 7:	-	-	-	-	-	
Other District 8:	-	-	-	-	-	
Other District 9:	-	-	-	-	-	
Other District 10:	-	-	-	-	-	
Other District 11:	-	-	-	-	-	
Other District 12:	-	-	-	-	-	
Other District 13:	-	-	-	-	-	
Other District 14:	-	-	-	-	-	
All Other School Districts	-	-	-	-	-	
TOTAL ENROLLMENT	**130**	**249**	**468**	**642**	**814**	
REVENUE PER PUPIL	**26,679**	**17,530**	**15,646**	**15,441**	**15,420**	
EXPENSES PER PUPIL	**25,867**	**17,408**	**14,940**	**13,220**	**14,019**	
CASH FLOW ADJUSTMENTS						
OPERATING ACTIVITIES						
Example - Add Back Depreciation	-	-	-	-	-	
Other	-	-	-	-	-	
Total Operating Activities	-	-	-	-	-	
INVESTMENT ACTIVITIES						
Example - Subtract Property and Equipment Expenditures	-	-	-	-	-	
Other	-	-	-	-	-	
Total Investment Activities	-	-	-	-	-	
FINANCING ACTIVITIES						
Example - Add Expected Proceeds from a Loan or Line of Credit	-	-	-	-	-	
Other	-	-	-	-	-	
Total Financing Activities	-	-	-	-	-	
Total Cash Flow Adjustments	**-**	**-**	**-**	**-**	**-**	
NET INCOME	**105,636**	**30,384**	**330,369**	**1,425,892**	**1,140,979**	
Beginning Cash Balance	-	105,636	136,020	466,389	1,892,281	
ENDING CASH BALANCE	**105,636**	**136,020**	**466,389**	**1,892,281**	**3,033,260**	

5-YEAR FISCAL IMPACT REPORT

Largest Enrollment District: NYC CHANCELLOR'S OFFICE							
A	B	C	D (B X C)	E	F (D + E)	G	H (F ÷ G)
Operational Year	Enrollment (Number of Students)	Per Pupil Rate	Per Pupil Aid	Other District Revenue (SPED Funding, Food Service, Grants, Etc.)	Total Funding to Charter School From District	* Total General Fund Operating Budget for NYC CHANCELLOR'S OFFICE School District	Projected Impact (% of District's Total Budget)
Year 1 (2018-19)	130	14,027	1,823,510	108,698	1,932,208	27,600,000,000	0.007%
Year 2 (2019-20)	249	14,027	3,492,723	208,199	3,700,922	27,600,000,000	0.013%
Year 3 (2020-21)	468	14,027	6,564,636	391,313	6,955,949	27,600,000,000	0.025%
Year 4 (2021-22)	642	14,027	9,005,334	536,802	9,542,136	27,600,000,000	0.035%
Year 5 (2022-23)	814	14,027	11,417,978	638,331	12,056,309	27,600,000,000	0.044%

DESCRIPTION OF SOURCE FOR PRIMARY DISTRICT'S OPERATING BUDGET:	"For the school year 2015-16, the Department of Edcuation's total budget is $27.6 billion." (http://schools.nyc.gov/AboutUs/funding/overview/default.htm)
OTHER NOTES:	

Second Largest Enrollment District: N/A							
A	B	C	D (B X C)	E	F (D + E)	G	H (F ÷ G)
Operational Year	Enrollment (Number of Students)	Per Pupil Rate	Per Pupil Aid	Other District Revenue (SPED Funding, Food Service, Grants, Etc.)	Total Funding to Charter School From District	* Total General Fund Operating Budget for Select from drop-down list → School District	Projected Impact (% of District's Total Budget)
Year 1 (2018-19)	-	-	-	-	-	-	#DIV/0!
Year 2 (2019-20)	-	-	-	-	-	-	#DIV/0!
Year 3 (2020-21)	-	-	-	-	-	-	#DIV/0!
Year 4 (2021-22)	-	-	-	-	-	-	#DIV/0!
Year 5 (2022-23)	-	-	-	-	-	-	#DIV/0!

DESCRIPTION OF SOURCE FOR PRIMARY DISTRICT'S OPERATING BUDGET:	
OTHER NOTES:	

R21f-Letters of Commitment

Provide letters of commitment for any funding sources from private contributions, grant funds or other philanthropic sources included in the school budget. List the amounts and the anticipated uses for the funding.

UNYC1 projects $1.6 million in philanthropic need over the course of the charter term. As UNYC1 is not set to open until 2018-19, Uncommon has not yet sought or received commitment letters from planned contributors to meet this need at this time. However, we are confident that we will be able to meet any and all financial needs of UNYC1 based on our long track record of fundraising success, including our strong and ongoing relationships with key donor foundations that are reflected in BPA S08b. For additional information about Uncommon's past fundraising success and planned fundraising, specifically in New York City, please refer to section VIII.2 of the narrative responses of the Business Plan – Uncommon Schools Inc.

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R21g- Non-SUNY Financials

This request pertains only to applicants associated with one or more private or charter schools that SUNY does not authorize. All other applicants should indicate, "Request is not applicable" in response to this Request.

Attach the following documents covering the last five years for each private or charter school that SUNY did not authorize including any out of state school that is currently associated with a replicating applicant:

- **IRS Form 990s;**
- **Audited financial statements; and,**
- **Management or Advisory Letters from the independent auditor (if applicable).**

Please see BPA S08d and BPA S08e, which are responsive to this request.

R22-Action Plan

Applicants may include an action plan if they believe it will provide information necessary to demonstrate the capacity of the founding group to open the school. Otherwise, please indicate, "No action plan included."

No action plan included.

(a) Supplemental Narrative

If the applicant has any additional information that would be helpful to the Institute and the SUNY Trustees in their evaluation of the proposal, please describe it here and provide a rationale for its inclusion. If no supplementary information is necessary, please indicate that this Request is not applicable.

(b) Supplemental Attachments: If applicable, include supplemental and support documents in support of the narrative.

Requests not applicable.