

- 3W7: Recall relevant information from experiences or gather information from multiple sources; take brief notes on sources and sort evidence into provided categories.

Curricular Program:

- *Units of Study in Opinion, Information, and Narrative Writing*

Assessments:

- Writing samples collected throughout the unit, graded on a common network rubric for writing
- On demand pieces before and after each unit, graded on a common network rubric for writing
- NYS ELA Test

**ELA-READING: GRADE 4**

Course Description:

In grade 4, students build on the foundational skills they have learned in kindergarten through grade 3. The focus of instruction in grade 4 is to read complex texts and respond to these orally and in writing, using textual evidence to support ideas. The NYS Next Generation Learning Standards in Reading that are addressed in grade 4 are:

- 4R1: Locate and refer to relevant details and evidence when explaining what a text says explicitly/implicitly and make logical inferences.
- 4R2: Determine a theme or central idea of text and explain how it is supported by key details; summarize a text.
- 4R3: In literary texts, describe a character, setting, or event, drawing on specific details in the text. In informational texts, explain events, procedures, ideas, or concepts, including what happened and why, based on specific evidence from the text.
- 4R4: Determine the meaning of words, phrases, figurative language, academic, and content-specific words.
- 4R5: In literary texts, identify and analyze structural elements, using terms such as verse, rhythm, meter, characters, settings, dialogue, stage directions. In informational texts, identify the overall structure using terms such as sequence, comparison, cause/effect, and problem/solution.
- 4R6: In literary texts, compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations. In informational texts, compare and contrast a primary and secondary source on the same event or topic.
- 4R7: Identify information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, illustrations), and explain how the information contributes to an understanding of the text.
- 4R8: Explain how claims in a text are supported by relevant reasons and evidence.
- 4R9: Recognize genres and make connections to other texts, ideas, cultural perspectives, eras, personal events, and situations.

The following foundational standards are reinforced in grade 4:

- 4RF3: Know and apply grade-level phonics and word analysis skills in decoding words.
- 4RF4: Read grade-level text with sufficient accuracy and fluency to support comprehension.

Curricular Program:

- Network-developed curriculum maps based on authentic read-alouds and shared reading
- Guided reading lessons and independent reading conferences, informed by guides such as *Fountas and Pinnell Literacy Continuum*

Assessments:

- Fountas and Pinnell Benchmark Assessment (three times a year)
- NWEA Map testing (three times a year)
- Assessments from *Ready CCLS*

- Portfolio of authentic writing about text, including literary essays
- NYS ELA Test

#### ***ELA-WRITING: GRADE 4***

##### Course Description:

In grade 4, students will build on the work of previous grades. In argumentative and informational writing, students will introduce a precise claim or topic, supported by well-organized (in paragraphs and sections) and logical facts, details, reasons and evidence. They will use precise language, content-specific vocabulary and transitional words and phrases to connect ideas within categories of information. They will provide a concluding statement or section related to the argument, information or explanation presented. In narrative writing, students will establish a situation, introduce a narrator and/or characters; use dialogue and description of actions, thoughts, and feelings to develop experiences and events or show the responses of characters to situations; use transitional words/phrases, concrete words/phrases and sensory details; and provide a conclusion that follows from the narrated experiences or events. The following standards are addressed in grade 4:

- 4W1: Write an argument to support claim(s), using clear reasons and relevant evidence.
- 4W2: Write informative/explanatory texts to explore a topic and convey ideas and information relevant to the subject.
- 4W3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
- 4W4: Create a poem, story, play, artwork, or other response to a text, author, theme, or personal experience.
- 4W5: Draw evidence from literary or informational texts to respond and support analysis, reflection, and research by applying the grade 4 Reading Standards.
- 4W6: Conduct research to answer questions, including self-generated questions, and to build knowledge through investigating multiple aspects of a topic.
- 4W7: Recall relevant information from experiences or gather relevant information from multiple sources; take notes and categorize information, and provide a list of sources.

##### Curricular Program:

- *Units of Study in Opinion, Information, and Narrative Writing*

##### Assessments:

- Writing samples collected throughout the unit, graded on a common network rubric for writing
- On demand pieces before and after each unit, graded on a common network rubric for writing
- NYS ELA Test

#### ***ELA-READING: GRADE 5***

##### Course Description:

In grade 5, students build on the foundational skills they have learned in kindergarten through grade 4. The focus of instruction in grade 5 is to read complex texts and respond to these orally and in writing, using textual evidence to support ideas. The NYS Next Generation Learning Standards in Reading that are addressed in grade 5 are:

- 5R1: Locate and refer to relevant details and evidence when explaining what a text says explicitly/implicitly and make logical inferences.
- 5R2: Determine a theme or central idea and explain how it is supported by key details; summarize a text.
- 5R3: In literary texts, compare and contrast two or more characters, settings, and events, drawing on specific details in the text. In informational texts, explain the relationships or

interactions between two or more individuals, events, ideas, or concepts based on specific evidence from the text.

- 5R4: Determine the meaning of words, phrases, figurative language, academic, and content-specific words and analyze their effect on meaning, tone, or mood.
- 5R5: In literary texts, explain how a series of chapters, scenes, or stanzas fits together to determine the overall structure of a story, drama, or poem. In informational texts, compare and contrast the overall structure in two or more texts using terms such as sequence, comparison, cause/effect, and problem/solution.
- 5R6: In literary texts, explain how a narrator's or speaker's point of view influences how events are described. In informational texts, analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
- 5R7: Analyze how visual and multimedia elements contribute to meaning of literary and informational texts.
- 5R8: Explain how claims in a text are supported by relevant reasons and evidence, identifying which reasons and evidence support which claims.
- 5R9: Use established criteria to categorize texts and make informed judgments about quality; make connections to other texts, ideas, cultural perspectives, eras and personal experiences.

The following foundational standards are reinforced in grade 5:

- 5RF3: Know and apply grade-level phonics and word analysis skills in decoding words.
- 5RF4: Read grade-level text with sufficient accuracy and fluency to support comprehension.

Curricular Program:

- Network-developed curriculum maps based on authentic read-alouds and shared reading
- Guided reading lessons and independent reading conferences, informed by guides such as *Fountas and Pinnell Literacy Continuum*

Assessments:

- Fountas and Pinnell Benchmark Assessment (three times a year)
- NWEA Map testing (three times a year)
- Assessments from *Ready CCLS*
- Portfolio of authentic writing about text, including literary essays
- NYS ELA Test

***ELA-WRITING: GRADE 5***

Course Description:

In grade 5, students will build on the work of previous grades. In argumentative and informational writing students will introduce a precise claim/topic and organize the information, reasons and/or evidence logically. They will develop a topic or argument with logically ordered facts, definitions, concrete details, quotations, or other relevant information. Students will use precise language, content-specific vocabulary and appropriate transitional/linking words, phrases, and clauses to clarify and connect ideas and concepts. They will provide conclusions related to the argument, information or explanation presented. Students will learn to maintain a style and tone appropriate to the writing task. In narrative writing, they will establish situations, introduce characters, and use narrative techniques, such as dialogue and description, to develop experiences and events or show the responses of characters to situations. They will use a variety of transitional words, phrases, and clauses to manage the sequence of events and use concrete words and phrases and sensory details to convey experiences and events precisely. They will provide conclusions that follows from the narrated experiences or events. The following standards will be addressed in grade 5:

- 5W1: Write an argument to support claims with clear reasons and relevant evidence.

- 5W2: Write informative/explanatory texts to explore a topic and convey ideas and information relevant to the subject.
- 5W3: Write narratives to develop real or imagined experiences or events using effective techniques, descriptive details, and clear event sequences.
- 5W4: Create a poem, story, play, artwork, or other response to a text, author, theme, or personal experience.
- 5W5: Draw evidence from literary or informational texts to respond and support analysis, reflection, and research by applying the Grade 5 Reading Standards.
- 5W6: Conduct research to answer questions, including self-generated questions, and to build knowledge through investigation of multiple aspects of a topic using multiple sources.
- 5W7: Recall relevant information from experiences or gather relevant information from multiple sources; summarize or paraphrase; avoid plagiarism and provide a list of sources.

Curricular Program:

- *Units of Study in Opinion, Information, and Narrative Writing*

Assessments:

- Writing samples collected throughout the unit, graded on a common network rubric for writing
- On demand pieces before and after each unit, graded on a common network rubric for writing
- NYS ELA Test

**ELA: GRADE 6**

Course Description:

In grade 6, reading and writing will be taught as an integrated course. By grade 6, students will already have a strong foundation in the reading and writing anchor standards. The curriculum will focus on using the standards to deeply analyze a variety of literary and informational texts and write clear arguments that are supported using textual evidence. The curriculum will focus on the following standards:

- 6R1: Cite textual evidence to support an analysis of what the text says explicitly/implicitly and make logical inferences.
- 6R2: Determine a theme or central idea of a text and how it is developed by key supporting details over the course of a text; summarize a text
- 6R3: In literary texts, describe how events unfold, as well as how characters respond or change as the plot moves toward a resolution. In informational texts, analyze how individuals, events, and ideas are introduced, relate to each other, and are developed.
- 6R4: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings. Analyze the impact of specific word choices on meaning, tone, and mood, including words with multiple meanings.
- 6R5: In literary texts, analyze how a particular sentence, paragraph, stanza, chapter, scene, or section fits into the overall structure of a text and how it contributes to the development of theme/central idea, setting, or plot. In informational texts, analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and how it contributes to the development of theme/central ideas.
- 6R6: In literary texts, identify the point of view and explain how it is developed and conveys meaning. In informational texts, explain how an author's geographic location or culture affects his or her perspective.
- 6R7: Compare and contrast how different formats, including print and digital media, contribute to the understanding of a subject.
- 6R8: Trace and evaluate the development of an argument and specific claims in texts, distinguishing claims that are supported by reasons and relevant evidence from claims that are not.

- 6R9: Use established criteria in order to evaluate the quality of texts. Make connections to other texts, ideas, cultural perspectives, eras, and personal experiences.
- 6W1: Write arguments to support claims with clear reasons and relevant evidence.
- 6W2: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
- 6W3: Write narratives to develop real or imagined experiences or events using effective techniques, descriptive details and sequencing
- 6W4: Create a poem, story, play, artwork, or other response to a text, author, theme, or personal experience.
- 6W5: Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply the grade 6 Reading Standards to both literary and informational text, where applicable.
- 6W6: Conduct research to answer questions, including self-generated questions, drawing on multiple sources and refocusing the inquiry when appropriate.
- 6W7: Gather relevant information from multiple sources; assess the credibility of each source; quote or paraphrase the data and conclusions of others; avoid plagiarism and provide basic bibliographic information for sources

Curricular Program:

- *EngageNY*
- Small group strategy lessons and independent reading conferences, informed by guides such as *Fountas and Pinnell Literacy Continuum*

Assessments:

- Fountas and Pinnell Benchmark Assessment (three times a year)
- NWEA Map testing (three times a year)
- Assessments from *EngageNY*, including authentic writing about text such as literary essays
- NYS ELA Test

**ELA: GRADE 7**

Course Description:

In grade 7, reading and writing will be taught as an integrated course. By grade 7, students will already have a strong foundation in the reading and writing anchor standards. The curriculum will focus on using the standards to deeply analyze a variety of literary and informational texts and write clear arguments that are supported using textual evidence. The curriculum will focus on the following standards:

- 7R1: Cite textual evidence to support an analysis of what the text says explicitly/implicitly and make logical inferences.
- 7R2: Determine a theme or central idea of a text and analyze its development over the course of the text; summarize a text.
- 7R3: In literary texts, analyze how elements of plot are related, affect one another, and contribute to meaning. In informational texts, analyze how individuals, events, and ideas are introduced, relate to each other, and are developed.
- 7R4: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings. Analyze the impact of specific word choices on meaning, tone, and mood, including words with multiple meanings.
- 7R5: In literary texts, analyze how structure, including genre-specific features, contributes to the development of themes and central ideas. In informational texts, analyze the structure an author uses to organize a text, including how the sections contribute to the whole and to the development of themes and central ideas.

- 7R6: In literary texts, analyze how an author develops and contrasts the point of view and the perspectives of different characters or narrators. In informational texts, analyze how the author distinguishes his or her position from that of others.
- 7R7: Compare and contrast a written text with audio, filmed, staged, or digital versions in order to analyze the effects of techniques unique to each media and each format's portrayal of a subject.
- 7R8: Trace and evaluate the development of an argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient and recognizing when irrelevant evidence is introduced.
- 7R9: Use established criteria in order to evaluate the quality of texts. Make connections to other texts, ideas, cultural perspectives, eras, and personal experiences.
- 7W1: Write arguments to support claims with clear reasons and relevant evidence.
- 7W2: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
- 7W3: Write narratives to develop real or imagined experiences or events using effective techniques, descriptive details and clear sequencing.
- 7W4: Create a poem, story, play, artwork, or other response to a text, author, theme, or personal experience.
- 7W5: Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply the grade 7 Reading Standards to both literary and informational text, where applicable.
- 7W6: Conduct research to answer questions, including self-generated questions, drawing on multiple sources and refocusing the inquiry when appropriate. Generate additional related questions for further research and investigation.
- 7W7: Gather relevant information from multiple sources; assess the credibility and accuracy of each source; quote or paraphrase the data and conclusions of others; avoid plagiarism and follow a standard format for citation.

Curricular Program:

- *EngageNY*
- Small group strategy lessons and independent reading conferences, informed by guides such as *Fountas and Pinnell Literacy Continuum*

Assessments:

- Fountas and Pinnell Benchmark Assessment (three times a year)
- NWEA Map testing (three times a year)
- Assessments from *EngageNY*, including authentic writing about text such as literary essays
- NYS ELA Test

**ELA: GRADE 8**

Course Description:

In grade 8, reading and writing will be taught as an integrated course. By grade 8, students will already have a strong foundation in the reading and writing anchor standards. The curriculum will focus on using the standards to deeply analyze a variety of literary and informational texts and write clear arguments that are supported using textual evidence. The curriculum will focus on the following standards:

- 8R1: Cite textual evidence to strongly support an analysis of what the text says explicitly/implicitly and make logical inferences.
- 8R2: Determine one or more themes or central ideas of a text and analyze their development over the course of the text; summarize a text.

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- 8R3: In literary texts, analyze how particular lines of dialogue or events propel the action, reveal aspects of a character, or provoke a decision. In informational texts, analyze how individuals, events, and ideas are introduced, relate to each other, and are developed.
- 8R4: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings. Analyze the impact of specific word choices on meaning, tone, and mood, including words with multiple meanings.
- 8R5: In literary texts, and informational texts, compare and contrast the structures of two or more texts in order to analyze how the differing structure of each text contributes to overall meaning, style, theme or central idea.
- 8R6: In literary texts, analyze how the differences between the point of view, perspectives of the characters, the audience, or reader create effects such as mood and tone. In informational texts, analyze how the author addresses conflicting evidence or viewpoints.
- 8R7: Evaluate the advantages and disadvantages of using different media—text, audio, video, stage, or digital—to present a particular subject or idea and analyze the extent to which a production remains faithful to or departs from the written text.
- 8R8: Trace and evaluate an argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient and recognizing when irrelevant evidence is introduced.
- 8R9: Choose and develop criteria in order to evaluate the quality of texts. Make connections to other texts, ideas, cultural perspectives, eras, and personal experiences.
- 8W1: Write arguments to support claims with clear reasons and relevant evidence.
- 8W2: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
- 8W3: Write narratives to develop real or imagined experiences or events using effective techniques, relevant descriptive details and clear sequencing.
- 8W4: Create a poem, story, play, artwork, or other response to a text, author, theme or personal experience; explain divergences from the original text when appropriate.
- 8W5: Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply the grade 8 Reading Standards to both literary and informational text, where applicable
- 8W6: Conduct research to answer questions, including self-generated questions, drawing on multiple sources, refocusing the inquiry when appropriate. Generate additional related questions that allow for multiple avenues of exploration.
- 8W7: Gather relevant information from multiple sources; assess the credibility and accuracy of each source; quote or paraphrase the data and conclusions of others; avoid plagiarism and follow a standard format for citation.

Curricular Program:

- *EngageNY*
- Small group strategy lessons and independent reading conferences, informed by guides such as *Fountas and Pinnell Literacy Continuum*

Assessments:

- Fountas and Pinnell Benchmark Assessment (three times a year)
- NWEA Map testing (three times a year)
- Assessments from *EngageNY*, including authentic writing about text such as literary essays
- NYS ELA Test

## **MATHEMATICS: KINDERGARTEN<sup>1</sup>**

### Course Description:

The kindergarten math course addresses all of the Next Generation Learning Standards in mathematics. The major focus of the curriculum in kindergarten is developing a sense of number. In the Counting and Cardinality and Operations and Algebraic Thinking domain, students:

- develop a more formal sense of numbers;
- use numbers, including written numerals, to represent quantities and to solve quantitative problems, such as counting objects in a set; counting out a given number of objects; comparing sets or numerals; and modeling simple joining and separating situations with sets of objects, or eventually with equations such as  $5 + 2 = 7$  and  $7 - 2 = 5$ .
- choose, combine, and apply effective strategies for answering quantitative questions, including quickly recognizing the cardinalities of small sets of objects, counting and producing sets of given sizes, counting the number of objects in combined sets, or counting the number of objects that remain in a set after some are taken away.

In addition, students begin to explore shape. In the Geometry and Measurement and Data domain, students:

- describe their physical world using geometric ideas (e.g., shape, orientation, spatial relations) and appropriate vocabulary;
- identify, name, and describe basic two-dimensional shapes, such as squares, triangles, circles, rectangles, and hexagons, presented in a variety of ways (e.g., with different sizes and orientations), as well as three-dimensional shapes such as cubes, cones, cylinders, and spheres;
- use basic shapes and spatial reasoning to model objects in their everyday environment to create and compose more complex shapes; and
- explore coins and begin identifying of pennies and dimes.

### Curricular Program:

- Core Program: *Math in Focus* (Singapore Math), Chapters 1-12, 14-20
- Additional Programs: *Every Day Counts* and Number Talks

### Assessments:

- End of unit tests included in *Math In Focus*
- NWEA MAP Growth testing

## **MATHEMATICS: GRADE 1<sup>2</sup>**

### Course Description:

The grade 1 math course addresses all of the Next Generation Learning Standards in mathematics. The curriculum in grade 1 focuses on three areas:

- developing understanding of addition, subtraction, and strategies for addition and subtraction within 20;
- developing understanding of whole number relationships and place value, including grouping in tens and ones;
- developing understanding of linear measurement and measuring lengths as iterating length units.

In the Operations and Algebraic Thinking domain, students:

- develop strategies for adding and subtracting whole numbers based on their prior work with small numbers;

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<sup>1</sup> The basis for the course descriptions is the NYS Next Generation Learning Standards

<sup>2</sup> The basis for the course descriptions is the NYS Next Generation Learning Standards

- use a variety of models, including discrete objects and length-based models (e.g., cubes connected to form lengths), to model add-to, take-from, put-together, take-apart, and compare situations to develop meaning for the operations of addition and subtraction, and to develop strategies to solve arithmetic problems with these operations;
- understand connections between counting and addition and subtraction (e.g., adding two is the same as counting on two);
- use properties of addition to add whole numbers and to create and use increasingly sophisticated strategies based on these properties (e.g., “making tens”) to solve addition and subtraction problems within 20; and
- build their understanding of the relationship between addition and subtraction by comparing a variety of solution strategies.

In the Number and Operations in Base Ten domain, students:

- develop, discuss, and use efficient, accurate, and generalizable methods to add within 100 and subtract multiples of 10;
- compare whole numbers (at least to 100) to develop understanding of and solve problems involving their relative sizes;
- think of whole numbers between 10 and 100 in terms of tens and ones (especially recognizing the numbers 11 to 19 as composed of a ten and some ones); and
- understand the order of the counting numbers and their relative magnitudes through activities that build number sense.

In the Measurement and Data domain, students:

- develop an understanding of the meaning and processes of measurement, including underlying concepts such as iterating (the mental activity of building up the length of an object with equal-sized units) and the transitivity principle for indirect measurement.

Curricular Program:

- Core Program: *Math in Focus*, Chapters 1-9, 11-19
- Additional Programs: *Every Day Counts* and Number Talks

Assessments:

- End of unit tests included in *Math In Focus*
- NWEA MAP Growth testing

**MATHEMATICS: GRADE 2<sup>3</sup>**

Course

Description:

The grade 2 math course addresses all of the Next Generation Learning Standards in mathematics. The grade 2 math curriculum focuses on:

- extending understanding of base-ten notation;
- building fluency with addition and subtraction;
- using standard units of measure; and
- analyzing and classifying two dimensional shapes as polygons or non-polygons.

In the Number and Operations in Base Ten domain, students:

- extend their understanding of the base-ten system. This includes ideas of counting in fives, tens, and multiples of hundreds, tens, and ones, as well as number relationships involving these units, including comparing; and
- understand multi-digit numbers (up to 1000) written in base-ten notation, recognizing that the digits in each place represent amounts of thousands, hundreds, tens, or ones (e.g., 853 is 8 hundreds + 5 tens + 3 ones).

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<sup>3</sup> The basis for the course descriptions is the NYS Next Generation Learning Standards

In the Operations and Algebraic Thinking and Numbers and Operations in Base Ten domains, students:

- use their understanding of addition to develop fluency with addition and subtraction within 100;
- solve problems within 1000 by applying their understanding of models for addition and subtraction, and they develop, discuss, and use efficient, accurate, and generalizable methods to compute sums and differences of whole numbers in base-ten notation, using their understanding of place value and the properties of operations; and
- select and accurately apply methods that are appropriate for the context and the numbers involved to mentally calculate sums and differences for numbers with only tens or only hundreds.

In the Measurement and Data domain, students:

- recognize the need for standard units of measure (centimeter and inch) and use rulers and other measurement tools with the understanding that linear measure involves an iteration of units; and
- recognize that the smaller the unit, the more iterations needed to cover a given length.

In the Geometry domain, students:

- describe and classify shapes as polygons or non-polygons;
- investigate, describe, and reason about decomposing and combining shapes to make other shapes; and
- draw, partition, and analyze two-dimensional shapes to develop a foundation for understanding area, congruence, similarity, and fractions in later grades.

Curricular Program:

- Core Program: *Math in Focus*, Chapters 1-7, 10-19
- Additional Programs: *Every Day Counts* and Number Talks

Assessments:

- End of unit tests included in *Math In Focus*
- NWEA MAP Growth testing

**MATHEMATICS: GRADE 3<sup>4</sup>**

Course Description:

The grade 3 math course addresses all of the Next Generation Learning Standards in mathematics. The grade 3 math curriculum focuses on:

- developing understanding of multiplication and division and strategies for multiplication and division within 100;
- developing understanding of fractions, especially unit fractions (fractions with numerator 1);
- developing understanding of the structure of rectangular arrays and of area; and
- describing and analyzing polygons based on the number of sides and vertices. Please note that while every standard/topic in the grade level has not been included in this overview, all standards should be included in instruction.

In the Operations and Algebraic Thinking domain, students:

- develop an understanding of the meanings of multiplication and division of whole numbers through activities and problems involving equal-sized groups, arrays, and area models; multiplication is finding an unknown product, and division is finding an unknown factor in these situations. For equal-sized group situations, division can require finding the unknown number of groups or the unknown group size;

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<sup>4</sup> The basis for the course descriptions is the NYS Next Generation Learning Standards

- use properties of operations to calculate products of whole numbers, using increasingly sophisticated strategies based on these properties to solve multiplication and division problems involving single-digit factors; and
- compare a variety of solution strategies to learn the relationship between multiplication and division.

In the Number Sense and Operations—Fractions domain, students:

- develop an understanding of fractions, beginning with unit fractions;
  - view fractions in general as being built out of unit fractions, and use fractions along with visual fraction models to represent parts of a whole;
  - understand that the size of a fractional part is relative to the size of the whole. Use fractions to represent numbers equal to, less than, and greater than one; and
  - solve problems that involve comparing fractions by using visual fraction models and strategies based on noticing equal numerators or denominators.
3. Through their learning in the Measurement and Data domain, students:
- recognize area as an attribute of two-dimensional regions;
  - measure the area of a shape by finding the total number of same-size units of area required to cover the shape without gaps or overlaps, a square with sides of unit length being the standard unit for measuring area; and
  - understand that rectangular arrays can be decomposed into identical rows or into identical columns. By decomposing rectangles into rectangular arrays of squares, students connect area to multiplication, and justify using multiplication to determine the area of a rectangle.

In the Geometry domain, students:

- classify polygons by examining their sides and vertices; and
- relate their fraction work to geometry by expressing the area of part of a shape as a unit fraction of the whole.

Curricular Program:

- Core Program: *Math in Focus*, Chapters 1-16, 18-19
- Additional Programs: *Every Day Counts* and Number Talks

Assessments:

- End of unit tests included in *Math In Focus*
- NWEA MAP Growth testing
- NYS Mathematics Test

**MATHEMATICS: GRADE 4<sup>5</sup>**

Course Description:

The grade 4 math course addresses all of the Next Generation Learning Standards in mathematics. The grade 4 math curriculum focuses on:

- developing understanding and fluency with multi-digit multiplication, and developing understanding of dividing to find quotients involving multi-digit dividends;
- developing an understanding of fraction equivalence, addition and subtraction of fractions with like denominators, and multiplication of fractions by whole numbers; and
- understanding that geometric figures can be analyzed and classified based on their properties, such as having parallel sides, perpendicular sides, particular angle measures, and symmetry.

In the Number and Operations in Base Ten domain, students:

- generalize their understanding of place value to 1,000,000, understanding the relative sizes of numbers in each place;

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<sup>5</sup> The basis for the course descriptions is the NYS Next Generation Learning Standards

- apply their understanding of models for multiplication (equal-sized groups, arrays, area models), place value, and properties of operations as they develop, discuss, and use efficient, accurate, and generalizable methods to compute products of multi-digit whole numbers;
- select and accurately apply appropriate methods to estimate or mentally calculate products, depending on the numbers and the context;
- develop fluency with efficient procedures for multiplying whole numbers; understand and explain why the procedures work based on place value and properties of operations; and use them to solve problems;
- apply their understanding of models for division, place value, properties of operations, and the relationship of division to multiplication as they develop, discuss, and use efficient, accurate, and generalizable procedures to find quotients involving multi-digit dividends; and
- select and accurately apply appropriate methods to estimate and mentally calculate quotients, and interpret remainders based upon the context.

In the Numbers and Operations—Fractions domain, students:

- develop understanding of fraction equivalence and operations with fractions;
- recognize that two different fractions can be equal (e.g.,  $15/9 = 5/3$ ), and develop methods for generating and recognizing equivalent fractions; and
- extend previous understandings about how fractions are built from unit fractions, composing fractions from unit fractions, decomposing fractions into unit fractions, and using the meaning of fractions and the meaning of multiplication to multiply a fraction by a whole number.

In the Geometry domain, students:

- deepen their understanding of properties of two-dimensional shapes (e.g., angles, parallelism, and symmetry).

Curricular Program:

- Core Program: *Math in Focus*, Chapters 1-14
- Additional Programs: *Every Day Counts* and Number Talks

Assessments:

- End of unit tests included in *Math In Focus*
- NWEA MAP Growth testing
- NYS Mathematics Test

**MATHEMATICS: GRADE 5<sup>6</sup>**

Course Description:

The grade 5 math course addresses all of the Next Generation Learning Standards in mathematics. The grade 5 math curriculum focuses on:

- developing fluency with addition and subtraction of fractions, and developing understanding of the multiplication of fractions and of division of fractions in limited cases (unit fractions divided by whole numbers and whole numbers divided by unit fractions);
- extending division to 2-digit divisors, integrating decimals into the place value system and developing understanding of operations with decimals to hundredths, and developing fluency with whole number and decimal operations; and
- developing understanding of volume. Please note that while every standard/topic in the grade level has not been included in this overview, all standards should be included in instruction.

In the Number and Operations – Fractions and Operations and Algebraic Thinking domains, students:

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<sup>6</sup> The basis for the course descriptions is the NYS Next Generation Learning Standards

- apply their understanding of fractions and fraction models to represent the addition and subtraction of fractions with unlike denominators as equivalent calculations with like denominators;
- develop fluency in calculating sums and differences of fractions, and make reasonable estimates of them; and
- use the meaning of fractions, of multiplication and division, and the relationship between multiplication and division to understand and explain why the procedures for multiplying and dividing fractions make sense.

In the Operations and Algebraic Thinking and Number and Operations in Base Ten domains, students:

- develop understanding of why division procedures work based on the meaning of base-ten numerals and properties of operations;
- apply understandings of models for decimals, decimal notation, and properties of operations to add and subtract decimals to hundredths;
- develop fluency with decimal computations to hundredths, and make reasonable estimates of their results; and
- use the relationship between decimals and fractions, as well as the relationship between finite decimals and whole numbers (i.e., a finite decimal multiplied by an appropriate power of 10 is a whole number), to understand and explain why the procedures for multiplying and dividing finite decimals make sense.

In the Measurement and Data and Geometry domains, students:

- recognize volume as an attribute of three-dimensional space;
- understand that volume can be measured by finding the total number of same-size units of volume required to fill the space without gaps or overlaps;
- understand that a 1-unit by 1-unit by 1-unit cube is the standard unit for measuring volume; select appropriate units, strategies, and tools for solving problems that involve estimating and measuring volume;
- decompose three-dimensional shapes and find volumes of right rectangular prisms by viewing them as decomposed into layers of arrays of cubes; and
- measure necessary attributes of shapes in order to determine volumes to solve real world and mathematical problems.

Curricular Program:

- Core Program: *Math in Focus*, Chapters 1-14
- Additional Programs: *Every Day Counts* and Number Talks

Assessments:

- End of unit tests included in *Math In Focus*
- NWEA MAP Growth testing
- NYS Mathematics Test

**MATHEMATICS: GRADE 6<sup>7</sup>**

Course Description:

The grade 6 math course addresses all of the Next Generation Learning Standards in mathematics. The grade 6 math curriculum focuses on:

- connecting ratio and rate to whole number multiplication and division and using concepts of ratio and rate to solve problems;
- completing understanding of division of fractions and extending the notion of number to the system of rational numbers, which includes negative numbers;

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<sup>7</sup> The basis for the course descriptions is the NYS Next Generation Learning Standards

- writing, interpreting, and using expressions and equations;
- deepening understanding of area, surface area and volume; and
- developing understanding of simple probabilities and statistical thinking.

In the Ratios and Proportional Relationships domain, students:

- use reasoning about multiplication and division to solve ratio and rate problems about quantities;
- connect understanding of multiplication and division with ratios and rates by viewing equivalent ratios and rates as deriving from, and extending, pairs of rows (or columns) in the multiplication table, and by analyzing simple drawings that indicate the relative size of quantities; and
- expand the scope of problems for which they can use multiplication and division to solve problems, and they connect ratios and fractions.

In the Number System domain, students:

- use the meaning of fractions and relationships between multiplication and division to understand and explain why the procedures for dividing fractions make sense;
- extend their previous understandings of number and the ordering of numbers to the full system of rational numbers, which includes negative rational numbers, particularly negative integers; and
- reason about the order and absolute value of rational numbers and about the location of points on a coordinate plane.

In the Expressions, Equations, and Inequalities domain, students:

- write expressions and equations that correspond to give situations, using variables to represent an unknown and describe relationships between quantities;
- understand that expressions in different forms can be equivalent, and use the properties of operations to rewrite and evaluate expressions in equivalent forms; and
- use properties of operations and the idea of maintaining the equality of both sides of an equation to solve simple one-step equations.

In the Geometry domain, students:

- find areas of polygons, surface areas of prisms, and use area models to understand perfect squares; and
- extend formulas for the volume of a right rectangular prism to fractional side lengths and use volume models to understand perfect cubes.

In the Statistics and Probability domain, students:

- learn to describe and summarize numerical data sets, identifying clusters, peaks, gaps, and symmetry, considering the context in which the data were collected; and
- understand the probability of a chance event and develop probability models for simple events.

Curricular Program:

- Core Program: *Math in Focus*, Chapters 1-14

Assessments:

- End of unit tests included in *Math In Focus*
- NWEA MAP Growth testing
- NYS Mathematics Test

## **MATHEMATICS: GRADE 7<sup>8</sup>**

Course Description:

The grade 7 math course addresses all of the Next Generation Learning Standards in mathematics. The grade 7 math curriculum focuses on:

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<sup>8</sup> The basis for the course descriptions is the NYS Next Generation Learning Standards

- developing understanding of and applying proportional relationships;
- developing understanding of operations with rational numbers and working with expressions and linear equations; and
- drawing inferences about populations based on samples.

In the Ratios and Proportional Relationships domain, students:

- extend their understanding of ratios and develop understanding of proportionality to solve single- and multi-step problems;
- use their understanding of ratios and proportionality to solve a wide variety of percent problems;
- solve problems about scale drawings by relating corresponding lengths between the objects or by using the fact that relationships of lengths within an object are preserved in similar objects; graph proportional relationships and understand the unit rate informally as a measure of the steepness of the related line; and
- distinguish proportional relationships from other relationships.

In the Number System and the Expressions, Equations, and Inequalities domains, students:

- develop a unified understanding of number, recognizing fractions, decimals (that have a finite or a repeating decimal representation), and percents as different representations of rational numbers;
- extend addition, subtraction, multiplication, and division to all rational numbers, maintaining the properties of operations and the relationships between addition and subtraction, and multiplication and division;
- explain and interpret the rules for adding, subtracting, multiplying, and dividing with negative numbers by applying properties of operations, and view negative numbers in terms of everyday contexts; and
- use the arithmetic of rational numbers as they formulate expressions and equations in one variable and use these equations to solve problems.

In the Statistics and Probability domain, students:

- build on their previous work with single data distributions to compare two data distributions and
- address questions about differences between populations;
- begin informal work with random sampling to generate data sets and learn about the importance of representative samples for drawing inferences; and
- extend previous understandings of simple probabilities in grade 6 to calculate probabilities of compound events.

Curricular Program:

- Core Program: *Math in Focus*, Chapters 1-10
- Network designed unit on Circles and Scale Drawings

Assessments:

- End of unit tests included in *Math In Focus*
- NWEA MAP Growth testing
- NYS Mathematics Test

**MATHEMATICS: GRADE 8**

Course Description:

The grade 8 math course addresses all of the Next Generation Learning Standards in mathematics. The grade 8 math curriculum focuses on:

- formulating and reasoning about expressions and equations, including modeling an association in bivariate data with a linear equation, and solving linear equations and systems of linear equations;
- grasping the concept of a function and using functions to describe quantitative relationships;
- analyzing two- and three-dimensional space and figures using distance, angle, similarity, and congruence, and understanding and applying the Pythagorean Theorem.

In the Number System, the Expressions, Equations, and Inequalities, and the Probability and Statistics domains, students:

- recognize equations for proportions ( $y/x = m$  or  $y = mx$ ) as special linear equations ( $y = mx + b$ ), understanding that the constant of proportionality ( $m$ ) is the slope, and the graphs are lines through the origin;
- understand that the slope ( $m$ ) of a line is a constant rate of change, as well as how the input and output change as a result of the constant rate of change;
- interpret a model in the context of the data by expressing a linear relationship between the two quantities in question and interpret components of the relationship (such as slope and  $y$ -intercept) in terms of the situation;
- solve systems of two linear equations in two variables and relate the systems to pairs of lines in the plane; these intersect, are parallel, or are the same line; and
- use linear equations, systems of linear equations, linear functions, and their understanding of slope of a line to represent, analyze, and solve a variety of problems.

In the Functions and the Expressions, Equations, and Inequalities domains, students:

- grasp the concept of a function as a rule that assigns to each input exactly one output;
- understand that functions describe situations where one quantity determines another; and
- translate among representations and partial representations of functions (noting that tabular and graphical representations may be partial representations of the function), and describe how aspects of the function are reflected in the different representations.

In the Geometry domain, students:

- use ideas about distance and angles, how they behave under translations, rotations, reflections, and dilations, and ideas about congruence and similarity to describe and analyze two-dimensional figures and to solve problems;
- show that the sum of the angles in a triangle is the angle formed by a straight line, and that various configurations of lines give rise to similar triangles because of the angles created when a transversal cuts parallel lines;
- understand the statement of the Pythagorean Theorem and its converse, and why the Pythagorean Theorem holds; and
- apply the Pythagorean Theorem to find distances between points on the coordinate plane, to find lengths, and to analyze polygons.

Curricular Program:

- Core Program: *Math in Focus*, Chapters 1-10

Assessments:

- End of unit tests included in *Math In Focus*
- NWEA MAP Growth testing
- NYS Mathematics Test

**SCIENCE: KINDERGARTEN**

Course Description:

Kindergarten science consists of three units, Needs of Plants and Animals, Pushes and Pulls, and Sunlight and Weather. In The Needs of Plants and Animals unit, students:

- act as scientists to figure out why there are no monarch caterpillars in a community garden since vegetables were planted;
- investigate how plants and animals get what they need to live and grow;
- make plan for the garden that provides for the needs of the monarch caterpillars in addition to producing vegetables for humans; and:
- work toward the following NGSS performance expectations: K-LS1-1: Survival Needs; K-ESS2-2: Impacting Environment; K-ESS3-1: Qualities of a Habitat; and K-ESS3-3: Reducing Impacts.

In the Pushes and Pulls unit, students:

- act as pinball machine engineers to investigate the effects of forces on the motion of an object;
- conduct tests in their own prototypes of a pinball machine and use what they learn to contribute to the design of a class pinball machine;
- construct a foundational understanding of why things move in different ways; and:
- work toward the following NGSS performance expectations: K-PS2-1: Pushes and Pulls; K-PS2-2: Change Speed and Direction; K-2-ETS1-1: Defining the Problem; K-2-ETS1-2: Developing Possible Solutions; K-2-ETS1-3: Comparing Different Solutions.

In the Sunlight and Weather unit, students:

- act as weather scientists to explain why one model playground is warmer than another at recess;
- gather data from models of the sun and Earth's surface and observe their own playgrounds to figure out how sunlight causes changes in the temperatures of different surfaces;
- use models to figure out why one of the playgrounds sometimes floods; and:
- work toward the following NGSS performance expectations: K-PS3-1: Sunlight on Earth's Surface; K-PS3-2: Reducing Warming; K-ESS2-1: Weather Patterns; and K-ESS3-2: Preparing for Severe Weather.

Curricular Program:

- *Amplify Science*

Assessments:

- Assessment program embedded in *Amplify Science*

**SCIENCE: GRADE 1**

Course Description:

Grade 1 science consists of three units, Animal and Plant Defenses, Light and Sound and Spinning Earth.

In the Animal and Plant Defenses unit, students

- act as marine scientists to apply their understanding of plant and animal defense structures to explain to aquarium visitors how a sea turtle and her offspring can defend themselves from ocean predators when they are released into the wild; and:
- work toward the following focal performance expectations: 1-LS1-1: Mimicking Organisms' Structures; 1-LS1-2: Parents Promote Survival of Offspring; and: 1-LS3-1: Young Organisms Resemble Parents.

In the Light and Sound unit, students:

- act as light and sound engineers for a puppet show company as they investigate cause and effect relationships to learn about the nature of light and sound;
- apply what they learn to design shadow scenery and sound effects for a puppet show; and:
- work toward the following focal performance expectations: 1-PS4-1: Sound and Vibration; 1-PS4-2: Seeing Requires Light; 1-PS4-3: Light Interaction with Materials; and 1-PS4-4: Light and Sound for Communication.

In the Spinning Earth unit, students:

- explain why a boy sees different things in the sky than his grandma when he talks to her on the phone;
- record, organize, and analyze observations of the sun and other sky objects as they look for patterns and make sense of the cycle of daytime and nighttime; and:
- work toward the focal performance expectations: 1-ESS1-1: Observable Patterns of Sky Objects; and 1-ESS1-2: Amount of Daylight.

Curricular Program:

- *Amplify Science*

Assessments:

- Assessment program embedded in *Amplify Science*

**SCIENCE: GRADE 2**

Course Description:

Grade 2 science consists of three units, Plant and Animal Relationships, Properties of Materials, and Changing Landforms. In the Plant and Animal Relationships unit, students:

- work to figure out why there are no new chalta trees growing in the Bengal Tiger Reserve, which is part of a broadleaf forest;
- investigate what the chalta tree needs to survive, then collect and analyze qualitative and quantitative data to solve the mystery; and:
- work toward the following focal performance expectations: 2-LS2-1: Sunlight and Water for Plants; 2-LS2-2: Animals' Role in Seed Dispersal; and 2-LS4-1: Diversity of Life in Different Habitats.

In the Properties of Materials unit, students:

- create a glue for use at their school that meets a set of design goals;
- present an evidence-based argument of why their glue mixture will be good for their school to use; and:
- work toward the following focal performance expectations: 2-PS1-1: Properties of Materials; 2-PS1-2: Materials for Specific Purposes; 2-PS1-3: Pieces Can be Made Into New Objects; and 2-PS1-4: Changes Caused by Heating and Cooling.

In the Changing Landforms unit, students:

- act as geologists and work to figure out why the cliff has changed over time;
- advise on whether it is safe to keep the center open even though the cliff is changing, based on what they learn about erosion; and:
- work toward the following focal performance expectations: 2-ESS1-1: Fast and Slow Earth Events; 2-ESS2-1: Slowing the Erosion of Landforms; 2-ESS2-2: Landforms and Bodies of Water; and 2-ESS2-3: Water on Earth.

Curricular Program:

- *Amplify Science*

Assessments:

- Assessment program embedded in *Amplify Science*

**SCIENCE: GRADE 3**

Course Description:

Grade 3 science consists of four units, Balancing Forces, Inheritance and Traits, Environments and Survival and, Weather and Climate. In the Balancing Forces unit, students:

- figure out how a floating train works in order to explain it to the citizens of a fictional city;
- develop models of how the train rises, floats, and then falls back to the track, and then write an explanation of how the train works; and:

- work toward the following targeted performance expectations: 3-PS2-1: Balanced and Unbalanced Forces; 3-PS2-2: Predicting Motion; 3-PS2-3: Non-Touching Forces; and 3-PS2-4: Solve Problem with Magnets.

In the Inheritance and Traits unit:

- act as wildlife biologists working in a national park;
- study two wolf packs to figure out why an adopted wolf in one of the packs has certain traits;
- observe variation between and within different species, investigate inherited traits and those that result from the environment, and explain the origin of several of the adopted wolf's traits; and:
- work toward the following targeted performance expectations: 3-LS1-1: Life Cycles and Life Stages; 3-LS2-1: Animals' Social Interactions; 3-LS3-1: Traits are Inherited and Vary; and 3-LS3-2: Traits can be Influenced by Environment.

In the Environments and Survival unit:

- students figure out how the traits of grove snails affect their survival in different environments, and then apply what they learn to designing solutions to different problems;
- explore how the traits of different organisms make them more likely or less likely to survive, collecting and interpreting data to understand how organisms' traits affect their survival in different environments;
- apply their understanding to a new challenge: designing effective solutions for the removal of invasive plants; and:
- work toward the following targeted performance expectations: 3-LS4-1: Fossils and Evidence of Environment; 3-LS4-2: Adaptive and Non-Adaptive Traits; 3-LS4-4: Solutions to Environmental Changes; 3-5-ETS1-1: Defining the Problem; 3-5-ETS1-2: Developing Possible Solutions; and 3-5-ETS1-3: Improving Designs.

In the Weather and Climate unit:

- gather evidence to decide where to build an orangutan reserve by analyzing patterns in weather data to determine which of three fictional islands has weather most like that of orangutans' existing habitats;
- determine what additional evidence they will need to make the strongest argument;
- use data to make arguments about which island's weather is most similar to orangutans' hot, rainy habitats;
- discern patterns in where natural hazards occur to figure out what natural hazards the reserve must prepare for; and:
- work toward the following targeted performance expectations: 3-ESS2-1: Represent Weather Patterns; 3-ESS2-2: Describe Climates; 3-ESS3-1: Reducing Impact of Weather Hazards; and 3-LS4-3: Biological Evolution: Unity and Diversity.

Curricular Program:

- *Amplify Science*

Assessments:

- Assessment program embedded in *Amplify Science*

#### **SCIENCE: GRADE 4**

Course Description:

Grade 4 science consists of four units: Energy Conversions; Vision and Light; Earth's Features; and Waves, Energy, and Information. In the Energy Conversions unit, students:

- act as systems engineers for, fictional town that experiences frequent blackouts, and explore reasons why an electrical system can fail;

- apply what they learned as they choose new energy sources and energy converters for the town, then write arguments for why their design choices will make the town's electrical system more reliable; and:
- work toward the following targeted performance expectations: 4-PS3-1: Relationship Between Speed and Energy; 4-PS3-2: Energy can be Transferred; 4-PS3-4: Design an Energy Converter; 4-ESS3-1: Energy and Fuels; 3-5-ETS1-1: Defining the Problem; 3-5-ETS1-2: Developing Possible Solutions; and 3-5-ETS1-3: Improving Designs.

In the Vision and Light unit, students:

- work to figure out why a population of Tokay geckos has decreased since the installation of new highway lights in the rainforest;
- use their understanding of vision, light, and information processing to figure out why an increase in light in the geckos' habitat is affecting the population; and:
- work toward the following targeted performance expectations: 4-PS4-2: Light is Necessary for Sight; 4-LS1-1: Internal and External Structures; and 4-LS1-2: Patterns to Transfer Information.

In the Earth's Features unit, students:

- help the director of a national park explain how and when a particular fossil formed and how it came to be in its current location;
- figure out what the environment of the park was like in the past and why it has so many visible rock layers; and:
- work toward the following targeted performance expectations: 4-ESS1-1: Landscape Changes; 4-ESS2-1: Evidence of Weathering or Erosion; 4-ESS2-2: Patterns of Earth's Features; 4-ESS3-1: Energy and Fuels; and 4-ESS3-2: Reduce Impacts of Earth Processes.

In the Waves, Energy, and Information unit, students:

- figure out how mother dolphins communicate with their calves;
- demonstrate their growing understanding of how sound waves travel using write a series of scientific explanations with diagrams;
- apply what they've learned about waves, energy, and patterns in communication to figure out how to create patterns that can communicate information over distances;
- solve these problems, students construct a foundational understanding of how waves transfer information from one place to another; and:
- work toward the following targeted performance expectations: 4-PS3-2 Energy Can Be Transferred; 4-PS3-3: Collisions; 4-PS4-1: Waves; 4-PS4-3: Patterns to Transfer Information; and 4ESS3-2: Reduce Impacts of Earth Processes.

#### Curricular Program:

- *Amplify Science*

#### Assessments:

- Assessment program embedded in *Amplify Science*
- Grade 4 NYS Science Exam

### **SCIENCE: GRADE 5**

#### Course Description:

Grade 5 science consists of four units: Patterns of Earth and Sky; Modeling Matter; The Earth System; and Ecosystem Restoration. In the Patterns of Earth and Sky unit, students:

- help a team of archaeologists figure out what the missing piece of a recently discovered artifact might have depicted;
- explain what is shown on the artifact and what might be on the missing piece, as they learn about the sun and other stars and the movement of Earth; and:
- work toward the following targeted performance expectations: 5-PS2-1: Gravity; 5-ESS1-1:

Apparent Brightness of Stars; and 5-ESS1-2: Patterns of Daily and Seasonal Changes.

In the Modeling Matter unit, students:

- are introduced to the idea that all matter is made of particles too small to see, and that each different substance is made of particles (molecules) that are unique;
- solve two problems, requiring them to separate a mixture, and to make unmixable substances mix;
- use the particulate model of matter to explain their work to the CEO of a fictional company; and:
- work toward the following targeted performance expectations: 5-PS1-1: Matter is made of Particles; 5-PS1-2: Matter and its Interactions; and 5-PS1-3: Properties of Materials.

In the Earth System unit, students:

- learn about the Earth system to help figure out what is causing the water shortage problem on one side of a mountain and design possible solutions, including freshwater collection systems and proposals for using chemical reactions to treat wastewater; and:
- work toward the following targeted performance expectations: 5-ESS2-1: Interaction of Spheres; 5-ESS2-2: Distribution of Water on Earth; 5-ESS3-1: Protecting Earth; 5-PS1-1: Matter is Made of Particles; 5-PS1-2: Conservation of Matter; and 5-PS1-4: Mixing Substances.

In the Ecosystem Restoration unit, students:

- engage as ecologists as they figure out why the plants and animals in a failing area of the Costa Rican rainforest ecosystem aren't growing and thriving;
- use what they know about matter and energy flows in ecosystems to make arguments about the cause of the problems in the ecosystem and to make recommendations for ecosystem restoration; and
- work toward the following targeted performance expectations: 5-LS1-1: Plant Materials from Air and Water; 5-LS2-1: Matter Flows; 5-ESS3-1: Protecting Earth; 5-PS1-1: Matter is Made of Particles; and 5-PS3-1: Use and Origin of Energy in Food.

Curricular Program:

- *Amplify Science*

Assessments:

- Assessment program embedded in *Amplify Science*

## **SCIENCE: GRADE 6**

Course Description:

Grade 6 science consists of nine units: Microbiome; Metabolism; Metabolism Engineering Internship; Traits and Reproduction; Thermal Energy; Ocean, Atmosphere and Climates; Weather Patterns; Earth's Changing Climate; and Earth Changing Climate Engineering Internship. In the Microbiome unit, students:

- figure out why a fecal transplant cured a patient suffering from a deadly *C. difficile* infection;
- learn about cells and about interactions among organisms; and
- work toward the following focus performance expectations: LS1-1: Living Things Made of Cells; LS1-2: Cell Parts; and LS1-3: Body Systems.

In the Metabolism unit, students:

- act as medical researchers, and diagnose a patient whose body systems aren't working;
- learn about cellular respiration and how body systems work together to get molecules to the cells; and:
- work toward the following focus performance expectations: LS1-1: Living Things Made of Cells; LS1-2: Cell Parts; LS1-3: Body Systems; LS1-7: Cellular Respiration; and LS1-8: Sensory Receptors.

In the Metabolism Engineering Internship, students:

- apply their knowledge of human metabolism, as well as engineering and design concepts, to

design a recipe for an energy bar that meets the needs of populations in areas devastated by natural disasters; and:

- work toward the following focus performance expectations: ETS1-1: Criteria and Constraints; ETS1-2: Evaluating Solutions; ETS1-3: Analyzing Results; and ETS1-4: Modeling and Iterative Testing.

In the Traits and Reproduction unit, students:

- investigate the causes of surprising variation in spider silk flexibility;
- learn why organisms — even parents, offspring, and siblings — vary in their traits; and:
- work toward the following focus performance expectations: LS1-2: Cell Parts; LS1-4: Behaviors and Structures: Reproduction; LS1-5: Growth; LS3-1: Gene, Protein, Trait, and Mutations; and LS3-2: Sexual vs. Asexual Reproduction.

In the Thermal Energy unit, students:

- evaluate competing proposals for heating a school, applying what they learn about matter, energy, and temperature; and:
- work toward the following focus performance expectations: PS3-3: Thermal Energy Transfer; PS3-4: Energy and Temperature; and PS3-5: Motion and Energy Transfer.

In the Ocean, Atmosphere, and Climate unit, students:

- explain the pattern of temperature changes in El Niño years, which are impacting agriculture around the Pacific;
- learn about how sunlight, ocean, and atmosphere interact to produce regional climate; and:
- work toward the following focus performance expectations: ESS2-6: Climate Patterns.

In the Weather Patterns Unit, students:

- act as forensic meteorologists who must explain why powerful storms have increased after a manmade lake was built;
- learn how air masses, water, and energy from the Sun produce weather phenomena; and:
- work toward the following focus performance expectations: ESS2-4: The Water Cycle; and ESS2-5: Air Masses.

In the Earth's Changing Climate unit, students:

- explain why Earth's ice is melting;
- learn about how changes in the atmosphere are affecting the energy balance in the Earth's system, and about humans' role in these changes; and:
- work toward the following focus performance expectations: ESS3-3: Designs to Minimize Impact; ESS3-4: Human Population; and ESS3-5: Factors for Global Temperature.

In the Earth's Changing Climate Engineering Internship unit, students:

- apply design and engineering concepts as they create a plan for making changes to building rooftops to make a city more energy efficient, and thus reduce the carbon dioxide produced from combustion; and:
- work toward the following focus performance expectations: ESS3-3: Designs to Minimize Impact; ETS1-1: Criteria and Constraints; ETS1-2: Evaluating Solutions; and ETS1-4: Modeling and Iterative Testing.

Curricular Program:

- *Amplify Science*

Assessments:

- Assessment program embedded in *Amplify Science*

**SCIENCE: GRADE 7**

Course Description:

Grade 7 science consists of nine units: Geology on Mars; Plate Motion; Plate Motion Engineering Internship; Rock Transformations; Phase Change; Phase Change Engineering Internship; Chemical Reactions; Population and Resources; and Matter and Energy in Ecosystems. In the Geology on Mars unit, students:

- analyze data about geoscience processes on the surface of Mars, in order to decide whether Mars could have been habitable; and:
- work toward the following focus performance expectations: ESS1-3: Scale in the Solar System and ESS2-2: Geoscience Processes.

In the Plate Motion unit, students:

- act as geologists working for the fictional Museum of West Namibia to investigate Mesosaurus fossils found both in southern Africa and in South America; and:
- work toward the following focus performance expectations: ESS1-4: Strata and Earth Age; ESS2-2: Geoscience Processes; and ESS2-3: Evidence for Plate Motion.

In the Plate Motion Engineering unit, students:

- act as mechanical engineering interns to design a tsunami warning system;
- communicate like engineers and scientists do as they use their understanding of plate motion and patterns in data to create and justify their designs; and:
- work toward the following focus performance expectations: ESS3-2: Natural Hazards, ETS1-1: Criteria and Constraints; ETS1-2: Evaluating Solutions; ETS1-3: Analyzing Results; and ETS1-4: Modeling and Iterative Testing.

In the Rock Transformations:

- investigate the mystery of how 2-billion-year- old sand grains could be found on an island that formed only 9 million years ago;
- apply ideas about cycling of Earth materials;
- work toward the following focus performance expectations: ESS2-1: Earth's Materials; ESS2-2: Geoscience Processes; and ESS3-1: Distribution of Natural Resources.

In the Phase Change unit, students:

- investigate the mystery of disappearing methane lakes on Saturn's moon, Titan. They must apply what they learn about phase change, matter, and energy; and:
- work toward the following focus performance expectations: PS1-4: Phase Change.

In the Phase Change Engineering Internship unit, students:

- act as mechanical engineering interns to design a tsunami warning system;
- communicate like engineers and scientists do as they use their understanding of plate motion and patterns in data to create and justify their designs; and:
- work toward the following focus performance expectations: ETS1-1: Criteria and Constraints; ETS1-2: Evaluating Solutions; ETS1-3: Analyzing Results; and ETS1-4: Modeling and Iterative Testing.

In the Chemical Reactions unit, students:

- play the role of forensic chemists, applying what they learn about matter and chemical reactions to solve the mystery of mysterious substances appearing in a county's water supply; and:
- work toward the following focus performance expectations: PS1-1: Atomic Theory/Molecules; PS1-2: Chemical Reactions; PS1-3: Synthetic Materials; PS1-5: Atoms Conserved; and PS1-6: Thermal Energy and Chemical Processes.

In the Populations and Resources unit, students:

- work to uncover the cause of the moon jelly population explosion in Glacier Sea;
- learn about how organisms interact in an ecosystem to get the resources they need; and:
- work toward the following focus performance expectations: LS2-1: Resources and Populations; LS2-2: Ecosystem Relationships; LS2-3: Flow of Energy and Cycling of Matter; LS2-4: Changes

Affect Populations; and LS2-5: Ecosystem Services.

In the Matter and Energy in Ecosystems unit, students:

- act as ecologists to investigate a failed biodome to learn about how matter, carbon in particular, flows through biotic and abiotic components of an ecosystem; and:
- work toward the following focus performance expectations: LS1-1: Living Things Made of Cells; LS1-2: Cell Parts; LS1-6: Photosynthesis; LS1-7: Cellular Respiration; LS2-2: Ecosystem Relationships; LS2-3: Flow of Energy and Cycling of Matter; LS2-4: Changes Affect Populations; and ESS2-1: Earth's Materials.

Curricular Program:

- *Amplify Science*

Assessments:

- Assessment program embedded in *Amplify Science*

**SCIENCE: GRADE 8**

Course Description:

Grade 8 science consists of nine units: Harnessing Human Energy; Force and Motion; Force and Motion Engineering Internship; Magnetic Fields; Light Waves; Earth, Moon and Sun; Natural Selection; Natural Selection Engineering Internship; and Evolutionary History. In the Harnessing Human Energy unit, students:

- learn about energy transfer and conversion as they design a system to power the electronic devices of rescue workers; and:
- work toward the following focus performance expectations: PS3-1: Kinetic Energy: Mass and Speed; and PS3-2: Potential energy.

In the Force and Motion unit, students:

- analyze what went wrong in a space station docking failure;
- need to apply what they learn about forces, changes in motion, and collisions; and:
- work toward the following focus performance expectations: PS2-1: Newton's 3rd Law; PS2-2: Sum of Forces; and PS3-1: Kinetic Energy: Mass and Speed.

In the Force and Motion Engineering Internship unit, students:

- apply ideas about force and motion, as well as engineering and design concepts, to design supply pods to be dropped in disaster areas; and:
- work toward the following focus performance expectations: ETS1-1: Criteria and Constraints; ETS1-2: Evaluating Solutions; ETS1-3: Analyzing Results; and ETS1-4: Modeling and Iterative Testing.

In the Magnetic Fields unit, students:

- analyze why the new magnet-driven space jet launcher is not working as expected;
- apply ideas about non-touching forces and potential energy; and:
- work toward the following focus performance expectations: PS2-3: Strength of Magnetic and Electric Forces; PS2-4: Gravity Depends on Mass; PS2-5: Force Fields; and PS3-2: Potential energy.

In the light waves unit, students:

- learn about light waves and how they interact with matter, and apply this knowledge to investigate Australia's elevated skin cancer rate; and:
- work toward the following focus performance expectations: PS4-1: Amplitude and Waves; PS4-2: Waves Interact with Materials; and PS4-3: Digitized Signals and Waves.

In the Earth, Moon, and Sun unit, students:

- play the role of student astronomers who must learn about the Earth, Moon, Sun system, including phases and eclipses, in order to advise an astrophotographer who is photographing Moon features; and:
- work toward the following focus performance expectations: ESS1-1: Earth, Sun, Moon System; ESS1-2: Gravity; and ESS1-3: Scale in the Solar System.

In the Natural Selection unit, students:

- investigate how a population of rough-skinned newts in state park become incredibly poisonous;
- learn about variation, adaptation, and the mechanism of natural selection; and:
- work toward the following focus performance expectations: LS3-1: Gene, Protein, Trait, and Mutations; LS4-4: Genetic Variation in Populations; and LS4-6: Natural Selection.

In the Natural Selection Engineering Internship unit, students:

- apply what they have learned about natural selection as well as engineering and design concepts to develop, test, and refine treatments for drug-resistant malaria; and:
- work toward the following focus performance expectations: ETS1-1: Criteria and Constraints; ETS1-2: Evaluating Solutions; ETS1-3: Analyzing Results; and ETS1-4: Modeling and Iterative Testing.

In the Evolutionary History unit, students:

- investigate a fossil recently excavated that could be more closely related to whales or to wolves;
- learn how the fossil record helps provide evidence for evolutionary relationships; and:
- work toward the following focus performance expectations: LS4-1: Fossils; LS4-2: Comparative Anatomy; and LS4-3: Embryonic Development.

#### Curricular Program:

- *Amplify Science*

#### Assessments:

- Assessment program embedded in *Amplify Science*
- NYS Grade 8 Science Test or Life Science Regents

### **SOCIAL STUDIES: KINDERGARTEN**

#### Course Description:

In kindergarten, students learn about themselves and others: they learn about what makes people the same and different; and how people are part of school communities and families. The course is broken into four units, each centered around an essential question and aligned with the NYS Social Studies K-12 Frameworks.

Unit 1 is the School and School Community:

- *Essential Question:* What does it mean to be a member of a school community?
- *Key Idea(s):* K.4 Children and adults have rights and responsibilities at home, at school, in the classroom, and in the community. (Standard 5) and K.5 Rules affect children and adults, and people make and change rules for many reasons. (Standard 5)

Unit 2 is Self and Others, Individual Development and Cultural Identity:

- *Essential Question:* How are people the same and different?
- *Key Idea(s):* K.1 Children's sense of self is shaped by experiences that are unique to them and their families, and by common experiences shared by a community or nation. (Standards 1, 5), K.2 Children, families, and communities exhibit cultural similarities and differences. (Standards 1, 2) and K.3 Symbols and traditions help develop a shared culture and identity within the United States. (Standard 1).

Unit 3 is Geography, People and the Environment:

- *Essential Question:* Does where we live affect how we live?

- *Key Idea(s)*: K.6 Maps and globes are representations of Earth’s surface that are used to locate and better understand places and regions. (Standards 1, 3, 4, 5) and K.7 People and communities are affected by and adapt to their physical environment. (Standard 3).

Unit 4 is Families, Change, and Time

- *Essential Question*: How are families the same and different?
- *Key Idea(s)*: K.2 Children, families, and communities exhibit cultural similarities and differences. (Standards 1, 2), K.8 The past, present and future describe points in time and help us examine and understand events. (Standards 1, 2) and K.9 People have economic needs and wants. Goods and services can satisfy people’s wants. Scarcity is the condition of not being able to have all of the goods and services that a person wants or needs. (Standard 4).

Curricular Program:

- Network developed curriculum aligned with the NYS Social Studies Framework, based on a carefully curated set of trade books
- C3 Inquiry Units from New York State K-12 Social Studies Resource Toolkit<sup>9</sup>

Assessments:

- Common end of unit assessments
- Performance assessments for each unit

## **SOCIAL STUDIES: GRADE 1**

Course Description:

In grade 1, students study families, now and long ago. The course is broken into four units, each centered around an essential question and aligned with the NYS Social Studies K-12 Frameworks.

Unit 1 is Families and Communities are Important:

- *Essential Question*: Why are families and communities important and how do they influence who we are?
- *Key Idea(s)*: 1.1 Language, beliefs, customs, and traditions help shape the identity and culture of a family and a community.(Standards 1, 4) and 1.2 There are significant individuals, historical events, and symbols that are important to American cultural identity (Standards 1, 5)

Unit 2 is Families, Now and Long Ago:

- *Essential Question*: How do families grow and change over time?
- *Key Idea(s)*: 1.7 Families have a past and change over time. There are different types of documents that relate family histories. (Standards 1, 2) and 1.8 Historical sources reveal information about how life in the past differs from the present. (Standards 1, 2) .

Unit 3 is The Community:

- *Essential Question*: What is a community?
- *Key Idea(s)*: 1.3 A citizen is a member of a community or group. Students are citizens of their local and global communities. (Standard 5), 1.4 People create governments in order to create peace and establish order. Laws are created to protect the rights and define the responsibilities of individuals and groups. (Standard 5), and 1.5 The location and place of physical features and man-made structures can be described and interpreted using symbols and geographic vocabulary. (Standard 3).

Unit 4 is Community Economics:

- *Essential Question*: How do jobs and money affect communities?
- *Key Idea(s)*: 1.9 People have many economic wants and needs, but limited resources with which to obtain them. (Standard 4) and 1.10 People make economic choices as producers and consumers of goods and services. (Standard 4).

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<sup>9</sup> <https://www.engageny.org/resource/new-york-state-k-12-social-studies-resource-toolkit>

Curricular Program:

- Network developed curriculum aligned with the NYS Social Studies Framework, based on a carefully curated set of trade books
- C3 Inquiry Units from New York State K-12 Social Studies Resource Toolkit<sup>10</sup>

Assessments:

- Common end of unit assessments
- Performance assessments for each unit

**SOCIAL STUDIES: GRADE 2**

Course Description:

In grade 2, students examine various communities including their own local community. The course is broken into four units, each centered around an essential question and aligned with the NYS Social Studies K-12 Frameworks.

Unit 1 is Our Communities' Geography

- *Essential Question:* How does geography influence where people live and why?
- *Key Idea(s):* 2.5 Geography and natural resources shape where and how urban, suburban, and rural communities develop and how they sustain themselves. (Standard 3)

Unit 2 is New York City Over Time:

- *Essential Question:* How and why do communities change over time?
- *Key Idea(s):* 2.6 Identifying continuities and changes over time can help understand historical developments. (standard 1) 2.7 Cause-and-effect relationships help us recount events and understand historical development (Standard 1).

Unit 3 is Urban, Suburban, and Rural Communities:

- *Essential Question:* How are communities the same and different?
- *Key Idea(s):* 2.1 A community is a population of various individuals in a common location. It can be characterized as urban, suburban, or rural, Population density and use of the land are some characteristics that define and distinguish types of communities (Standards 1, 3). 2.2 People share similarities and differences with others in their own community and with other communities (Standards 1, 2, 3).

Unit 4 is Rights, Rules and Responsibilities:

- *Essential Question:* What is government and why do people need laws?
- *Key Idea(s):* 2.3 The United States is founded on the principles of democracy, and these principles are reflected in all types of communities (Standard 5). 2.4 Communities have rules and laws that affect how they function. Citizens contribute to a community's government through leadership and service (Standard 5). 2.8 Communities face different challenges in meeting their needs and wants (Standard 4).

Curricular Program:

- Network developed curriculum aligned with the NYS Social Studies Framework, based on a carefully curated set of trade books
- C3 Inquiry Units from New York State K-12 Social Studies Resource Toolkit<sup>11</sup>

Assessments:

- Common end of unit assessments
- Performance assessments for each unit

**SOCIAL STUDIES: GRADE 3**

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<sup>10</sup> <https://www.engageny.org/resource/new-york-state-k-12-social-studies-resource-toolkit>

<sup>11</sup> <https://www.engageny.org/resource/new-york-state-k-12-social-studies-resource-toolkit>

Course Description:

In grade 3, students explore world cultures and communities. They learn about the geography of the planet and then explore case studies on Nigeria, China, and Peru. The course is broken into four units, each centered around an essential question and aligned with the NYS Social Studies K-12 Frameworks.

Unit 1 is Introduction to World Geography and World Communities:

- *Essential Question:* Why does geography matter?
- *Key Idea(s):* 3.1 Geographic regions have underlying characteristics that can be studied using a variety of tools. (Standard 3) 3.2 The location of world communities can be described using geographic tools and vocabulary. (Standard 3) 3.3 Geographic factors often influence where people settle and form their communities. People adapt to and modify their environment in different ways to meet their needs. (Standard 3).

Unit 2 through 4 are Case Study of a Community in Africa: Nigeria, Case Study of a Community in Asia: China, and Case Study of a Community in South America: Peru:

- *Essential Question:* How do culture, geography and history shape a community? How are world communities the same? How are they different?
- *Key Idea(s):* 3.2 The location of world communities can be described using geographic tools and vocabulary. (Standard 3) 3.3 Geographic factors often influence where people settle and form their communities. People adapt to and modify their environment in different ways to meet their needs. (Standard 3). 3.4 Each community or culture has a unique history, including heroic figures, traditions, and holidays. (Standard 2) 3.5 Communities share cultural similarities and differences across the world. (Standard 2) 3.6 Communities from around the world interact with other people and communities and exchange cultural ideas and practices. (Standard 2) 3.7 Government in communities and countries around the world have the authority to make and the power to enforce laws. The role of the citizen within these communities or countries varies across different types of governments. (Standard 5) 3.8 The concept of universal human rights suggests all people should be treated fairly and should have the opportunity to meet their basic needs. (Standards 1, 2, 5) 3.9 Communities meet their needs and wants in a variety of ways, forming the basis for their economy. (Standard 4) 3.10 Each community develops an economic system that addresses three questions: what will be produced, how it will be produced, and who will get what is produced? (Standard 4)

Curricular Program:

- Network developed curriculum aligned with the NYS Social Studies Framework, based on a carefully curated set of trade books
- C3 Inquiry Units from New York State K-12 Social Studies Resource Toolkit<sup>12</sup>

Assessments:

- Common end of unit assessments
- Performance assessments for each unit

***SOCIAL STUDIES: GRADE 4***

Course Description:

In grade 4, students study the history of New York State, including native cultures, European exploration, colonization, revolution and early government, and industrialization and immigration. The course is broken into four units, each centered around an essential question and aligned with the NYS Social Studies K-12 Frameworks.

Unit 1 is The Geography of New York State and Native Americans: First Inhabitants of New York State:

- *Essential Question:* Why does geography matter? What makes a complex society?

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<sup>12</sup> <https://www.engageny.org/resource/new-york-state-k-12-social-studies-resource-toolkit>

- *Key Idea(s)*: 4.1 New York State has a diverse geography. Various maps can be used to represent and examine the geography of New York State. (Standard 3) 4.2 Native American groups, chiefly the Haudenosaunee (Iroquois) and Algonquian-speaking groups, inhabited the region that became New York State. These people interacted with the environment and developed unique cultures. (Standards 1, 3, 5)

Unit 2 is Colonial and Revolutionary Periods:

- *Essential Question*: What motivates people to explore and colonize other lands?
- *Key Idea(s)*: 4.3 European exploration led the colonization of the region that became New York State. Beginning in the early 1600s, colonial New York was home to people from many different countries. Colonial New York was important during the Revolutionary Period. (Standard 3)

Unit 3 is Freedom and the New Nation: Federal, State and Local Government:

- *Essential Question*: What does it mean to be free?
- *Key Idea(s)*: 4.4. There are different levels of government within the United States and New York State. The purpose of government is to protect the rights of citizens and to promote the common good. The government of New York State established rights, freedoms, and responsibilities for its citizens. (Standards 1, 5) 4.5 Different groups of people did not have equal rights and freedoms. People worked to bring about change. The struggle for rights and freedoms was one factor in the division of the United States that resulted in the Civil War.

Unit 4 is Making the Empire State: Immigration, Industrialization and Westward Movement:

- *Essential Question*: How do people, laws and new technology shape a nation?
- *Key Idea(s)*: 4.6 New York State played an important role in the growth of the United States. During the 1800s, people traveled west looking for opportunities. Economic activities in New York State are varied and have changed over time, with improvements in transportation and technology (Standards 1, 3, 4) 4.7 Many people have immigrated and migrated to New York State contributing to its cultural growth and development. (Standards 1, 3, 4, 5)

Curricular Program:

- Network developed curriculum aligned with the NYS Social Studies Framework, based on a carefully curated set of trade books
- C3 Inquiry Units from New York State K-12 Social Studies Resource Toolkit<sup>13</sup>

Assessments:

- Common end of unit assessments
- Performance assessments for each unit

**SOCIAL STUDIES: GRADE 5**

Course Description:

In grade 5, students study the Western Hemisphere, with a focus on native cultures and European exploration, a comparative study of the United States, Mexico, Canada and the Dominican Republic, and a study of common issues facing the Americas today. The course is broken into three units, each centered around an essential question and aligned with the NYS Social Studies K-12 Frameworks.

Unit 1 is Geography and Early Societies of the Western Hemisphere:

- *Essential Question*: To what degree does geography determine culture?
- *Key Idea(s)*: 5.1 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. (Standards 1, 2, 3) 5.2 Between 1100 BCE and 1500 CE, complex societies and civilizations developed in the Western Hemisphere. Although these complex societies and civilizations have certain defining

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<sup>13</sup> <https://www.engageny.org/resource/new-york-state-k-12-social-studies-resource-toolkit>

characteristics in common, each is also known for unique cultural achievements and contributions. (Standards 2, 3)

Unit 2 is European Exploration:

- *Essential Question:* How do issues of power, wealth and morality influence exploration and colonization?
- *Key Idea(s):* 5.3 Various European powers explored and eventually colonized the Western Hemisphere. This had a profound effect on Native Americans and led to the transatlantic slave trade. (Standards 1, 2, 3, 4)

Unit 3 is Comparative Case Study of Western Hemisphere Cultures: Mexico, the US, Canada, and the Dominican Republic:

- *Essential Question:* How do key forces and events shape nations?
- *Key Idea(s):* 5.4 The diverse geography of the Western Hemisphere has influenced culture and settlement in distinct ways. Human communities in the Western Hemisphere have modified the physical environment. (Standard 3) 5.5 The countries of the Western Hemisphere are diverse and the cultures of these countries are rich and varied. Due to their proximity to each other, the countries of the Western Hemisphere share some concerns and issues. (Standards 1, 2) 5.6 The political systems of the Western Hemisphere vary in structure and organization across time and place. (Standard 5) 5.7 The peoples 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 with other countries around the world. (Standard 1, 2, 3, 4)

Unit 4 is The Western Hemisphere Today:

- *Essential Question:* How does an interdependent region meet the challenges of modern living?
- *Key Idea(s):* 5.5 The countries of the Western Hemisphere are diverse and the cultures of these countries are rich and varied. Due to their proximity to each other, the countries of the Western Hemisphere share some of the same concerns and issues. (Standards: 1, 2)

Curricular Program:

- Network developed curriculum aligned with the NYS Social Studies Framework, based on a carefully curated set of trade books
- C3 Inquiry Units from New York State K-12 Social Studies Resource Toolkit<sup>14</sup>

Assessments:

- Common end of unit assessments
- Performance assessments for each unit

## **SOCIAL STUDIES: GRADE 6**

Course Description:

In grade 6, students study the Eastern Hemisphere, with a focus on early civilizations, comparative world religion, and a comparative study of Greek, Roman, and Chinese civilizations. The course is broken into five units, each centered around an essential question and aligned with the NYS Social Studies K-12 Frameworks.

Unit 1 is Geography of the Eastern Hemisphere:

- *Essential Question:* Does geography determine development?
- *Key Idea(s):* 6.1 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. (Standard 3)

Unit 2 is First Humans, Neolithic Revolution & the Early River Valley Civilizations:

- *Essential Question:* To what degree does geography determine culture?

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<sup>14</sup> <https://www.engageny.org/resource/new-york-state-k-12-social-studies-resource-toolkit>

- *Key Idea(s)*: 6.2 The first humans modified their physical environment as well as adapted to their environment. (Standards: 2, 3) Complex societies and civilizations developed in the Eastern Hemisphere. Although these complex societies and civilizations have certain defining characteristics in common, each is also known for unique cultural achievements and contributions. Early human communities in the Eastern Hemisphere adapted to and modified the physical environment. (Standards 2, 3)

Unit 3 is Comparative World Religions:

- *Essential Question*: What role do belief systems play in a society?
- *Key Idea(s)*: 6.4 Major religions and belief systems developed in the Eastern Hemisphere. There were important similarities and differences between these belief systems. (Standard 2)

Unit 4 is Comparative Classical Civilizations in the Eastern Hemisphere:

- *Essential Question*: Why do civilizations rise and fall?
- *Key Idea(s)*: 6.5 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. (Standards 2, 3, 5)

Unit 5 is The Mediterranean World and Interactions Across the Eastern Hemisphere:

- *Essential Question*: How can power, wealth, and religion influence change and development?
- *Key Idea(s)*: 6.6 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 interacted with each other and clashed over control of holy lands. (Standards: 2, 3, 4, 5) 6.7 Trade networks promoted the exchange and diffusion of language, belief systems, tools, intellectual ideas, inventions, and diseases. (Standards: 2, 3, 4)

Curricular Program:

- Network developed curriculum aligned with the NYS Social Studies Framework, based on a carefully curated set of trade books
- C3 Inquiry Units from New York State K-12 Social Studies Resource Toolkit<sup>15</sup>

Assessments:

- Common end of unit assessments
- Performance assessments for each unit

## ***SOCIAL STUDIES: GRADE 7***

Course Description:

In grade 7, students will begin a two-year study of US History (Pre-Columbian Exchange to the Civil War). The course is broken into five units, each centered around an essential question and aligned with the NYS Social Studies K-12 Frameworks.

Unit 1 is Native Americans, Early Encounters and Colonial Development:

- *Essential Question*: How do issues of power, wealth, and morality influence exploration and colonization?
- *Key Idea(s)*: 7.1 The physical environment and natural resources of North America influenced the development of the first human settlements and the culture of Native Americans. Native American societies varied across North America. (Standards: 1, 2) 7.2 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. (Standards: 1, 2, 3, 4)

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<sup>15</sup> <https://www.engageny.org/resource/new-york-state-k-12-social-studies-resource-toolkit>

Unit 2 is The Road to Independence:

- *Essential Question:* Did the American Revolution accomplish its goals?
- *Key Idea(s):* 7.3 Growing tensions over political power and economic issues sparked a movement for independence from Great Britain. New York played a critical role in the course and outcome of the American Revolution. (Standards: 1, 4, 5)

Unit 3 is A New Nation: The United States Constitution:

- *Essential Question:* Why do people create, structure, and change governments?
- *Key Idea(s):* 7.4 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. (Standards: 1, 5) 7.5 The United States Constitution serves as the 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 State Constitution also has been changed over time. (Standards: 1, 5)

Unit 4 is A Nation Grows: Expansion and Reform 1800-1860:

- *Essential Question:* How do issues of power, wealth, and morality influence growth?
- *Key Idea(s):* 7.6 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. (Standards: 1, 3) 7.7 Social, political, and economic inequalities sparked various reform movements and resistance efforts. Influenced by the Second Great Awakening, New York State played a key role in major reform efforts. (Standards: 1, 5)

Unit 5 is A Nation Divided:

- *Essential Question:* Was the Civil War inevitable?
- *Key Idea(s):* 7.8 Westward expansion, the industrialization of the North, and the increase 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. (Standards: 1, 3, 4)

#### Curricular Program:

- Network developed curriculum aligned with the NYS Social Studies Framework, based on a carefully curated set of trade books
- C3 Inquiry Units from New York State K-12 Social Studies Resource Toolkit<sup>16</sup>

#### Assessments:

- Common end of unit assessments
- Performance assessments for each unit

### **SOCIAL STUDIES: GRADE 8**

#### Course Description:

In grade 8, students will complete a two-year study of US History (Reconstruction through present day). The course is broken into six units, each centered around an essential question and aligned with the key ideas and content understandings from the NYS Social Studies K-12 Frameworks.

Unit 1 is Reconstruction:

- *Essential Question:* What are a nation's responsibilities to its citizens after major conflict (e.g. a civil war)?
- *Key Idea(s):* 8.1 Regional tensions following the Civil War complicated efforts to heal the nation

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<sup>16</sup> <https://www.engageny.org/resource/new-york-state-k-12-social-studies-resource-toolkit>

and to redefine the status of African Americans. (Standards 1,4, 5)

Unit 2 is A Changing Society and the Progressive Era:

- *Essential Question:* How do people, policies, and technological advances shape a nation?
- *Key Idea(s):* 8.2 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)

Unit 3 is The United States as an Expansionist Nation:

- *Essential Question:* To what degree should a nation be involved in the affairs of other nations?
- *Key Idea(s):* 8.3 Beginning in the second half of the 19th century, economic, political, and cultural factors contributed to a push for westward expansion and more aggressive United States foreign policy. (Standards: 1, 2, 3, 5)

Unit 4 is World War I and the United States between the Wars:

- *Essential Question:* How does a nation respond to economic, political, and social challenges?
- *Key Idea(s):* 8.4 Various diplomatic, economic, and ideological factors contributed to the United States decision to enter World War I. Involvement in the war significantly altered the lives of Americans. Postwar America was characterized by economic prosperity, technological innovations, and changes in the workplace. (Standards: 1, 2, 4) and 8.5 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 intensive government interventions in the United States economy and society. (Standards: 1, 3, 5)

Unit 5 is The United States Assumes Worldwide Responsibilities:

- *Essential Question:* How do competing views of power and morality lead to global conflict?
- *Key Idea(s):* 8.6 The aggression of the Axis powers threatened United States security and led to its entry into World War II. The nature and consequences of warfare during World War II transformed the United States 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. (Standards: 1, 2, 3).

Unit 6 is From World War II to the Present: The Changing Nature of the American People:

- *Essential Question:* Has the United States of America lived up to the promise and potential of its history and status?
- *Key Idea(s):* 8.7 The period after World War II has been characterized by an ideological and political struggle, first between the United States 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: 1, 2, 4, 5), 8.8 After World War II, 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 public resources. (Standards: 1, 3, 4, 5), and 8.9 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).

Curricular Program:

- Network developed curriculum aligned with the NYS Social Studies Framework, based on a carefully curated set of trade books
- C3 Inquiry Units from New York State K-12 Social Studies Resource Toolkit<sup>17</sup>

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<sup>17</sup> <https://www.engageny.org/resource/new-york-state-k-12-social-studies-resource-toolkit>

Assessments:

- Common end of unit assessments
- Performance assessments for each unit

**PHYSICAL EDUCATION: KINDERGARTEN**

Course Description:

The physical education program will be aligned with the New York State Standards. The specific activities that will be used to meet the standards will depend on the capabilities of the final facility that is identified for students. Students will:

- participate in physical activities that provide conditioning for each fitness area (Standard 1);
- develop physical fitness skills through regular practice, effort, and perseverance (Standard 1);
- demonstrate mastery of fundamental motor, non-locomotor, and manipulative skills, and understand fundamental principles of movement (Standard 1);
- demonstrate and assess their fitness by performing exercises or activities, and establish personal goals to improve their fitness (Standard 1);
- understand the relationship between physical activity and individual well being and health (Standard 1);
- demonstrate responsible personal and social behavior while engaged in physical activity (Standard 2);
- understand that physical activity provides the opportunity for enjoyment, challenge, self-expression, and communication (Standard 2);
- identify and react to safety hazards (Standard 2);
- be aware of and able to access opportunities available to them within their community to engage in physical activity (Standard 3); and
- be informed consumers who can evaluate facilities and programs (Standard 3).

Curricular Program:

- FLACS created curriculum for Physical Education

Assessments:

- Performance assessments graded with checklists and rubrics

**PHYSICAL EDUCATION: GRADE 1**

Course Description:

The physical education program will be aligned with the New York State Standards. The specific activities that will be used to meet the standards will depend on the capabilities of the final facility that is identified for students. Students will:

- participate in physical activities that provide conditioning for each fitness area (Standard 1);
- develop physical fitness skills through regular practice, effort, and perseverance (Standard 1);
- demonstrate mastery of fundamental motor, non-locomotor, and manipulative skills, and understand fundamental principles of movement (Standard 1);
- demonstrate and assess their fitness by performing exercises or activities, and establish personal goals to improve their fitness (Standard 1);
- understand the relationship between physical activity and individual well being and health (Standard 1);
- demonstrate responsible personal and social behavior while engaged in physical activity (Standard 2);
- understand that physical activity provides the opportunity for enjoyment, challenge, self-expression, and communication (Standard 2);
- identify and react to safety hazards (Standard 2);

- be aware of and able to access opportunities available to them within their community to engage in physical activity (Standard 3); and
- be informed consumers who can evaluate facilities and programs (Standard 3).

Curricular Program:

- FLACS created curriculum for Physical Education

Assessments:

- Performance assessments graded with checklists and rubrics

**PHYSICAL EDUCATION: GRADE 2**

Course Description:

The physical education program will be aligned with the New York State Standards. The specific activities that will be used to meet the standards will depend on the capabilities of the final facility that is identified for students. Students will:

- participate in physical activities that provide conditioning for each fitness area (Standard 1);
- develop physical fitness skills through regular practice, effort, and perseverance (Standard 1);
- demonstrate mastery of fundamental motor, non-locomotor, and manipulative skills, and understand fundamental principles of movement (Standard 1);
- demonstrate and assess their fitness by performing exercises or activities, and establish personal goals to improve their fitness (Standard 1);
- understand the relationship between physical activity and individual well being and health (Standard 1);
- demonstrate responsible personal and social behavior while engaged in physical activity (Standard 2);
- understand that physical activity provides the opportunity for enjoyment, challenge, self-expression, and communication (Standard 2);
- identify and react to safety hazards (Standard 2);
- be aware of and able to access opportunities available to them within their community to engage in physical activity (Standard 3); and
- be informed consumers who can evaluate facilities and programs (Standard 3).

Curricular Program:

- FLACS created curriculum for Physical Education

Assessments:

- Performance assessments graded with checklists and rubrics

**PHYSICAL EDUCATION: GRADE 3**

Course Description:

The physical education program will be aligned with the New York State Standards. The specific activities that will be used to meet the standards will depend on the capabilities of the final facility that is identified for students. Students will:

- participate in physical activities that provide conditioning for each fitness area (Standard 1);
- develop physical fitness skills through regular practice, effort, and perseverance (Standard 1);
- demonstrate mastery of fundamental motor, non-locomotor, and manipulative skills, and understand fundamental principles of movement (Standard 1);
- demonstrate and assess their fitness by performing exercises or activities, and establish personal goals to improve their fitness (Standard 1);
- understand the relationship between physical activity and individual well being and health (Standard 1);

- demonstrate responsible personal and social behavior while engaged in physical activity (Standard 2);
- understand that physical activity provides the opportunity for enjoyment, challenge, self-expression, and communication (Standard 2);
- identify and react to safety hazards (Standard 2);
- be aware of and able to access opportunities available to them within their community to engage in physical activity (Standard 3); and
- be informed consumers who can evaluate facilities and programs (Standard 3).

Curricular Program:

- FLACS created curriculum for Physical Education

Assessments:

- Performance assessments graded with checklists and rubrics

**PHYSICAL EDUCATION: GRADE 4**

Course Description:

The physical education program will be aligned with the New York State Standards. The specific activities that will be used to meet the standards will depend on the capabilities of the final facility that is identified for students. Students will:

- participate in physical activities that provide conditioning for each fitness area (Standard 1);
- develop physical fitness skills through regular practice, effort, and perseverance (Standard 1);
- demonstrate mastery of fundamental motor, non-locomotor, and manipulative skills, and understand fundamental principles of movement (Standard 1);
- demonstrate and assess their fitness by performing exercises or activities, and establish personal goals to improve their fitness (Standard 1);
- understand the relationship between physical activity and individual well being and health (Standard 1);
- demonstrate responsible personal and social behavior while engaged in physical activity (Standard 2);
- understand that physical activity provides the opportunity for enjoyment, challenge, self-expression, and communication (Standard 2);
- identify and react to safety hazards (Standard 2);
- be aware of and able to access opportunities available to them within their community to engage in physical activity (Standard 3); and
- be informed consumers who can evaluate facilities and programs (Standard 3).

Curricular Program:

- FLACS created curriculum for Physical Education

Assessments:

- Performance assessments graded with checklists and rubrics

**PHYSICAL EDUCATION: GRADE 5**

Course Description:

The physical education program will be aligned with the New York State Standards. The specific activities that will be used to meet the standards will depend on the capabilities of the final facility that is identified for students. Students will:

- participate in physical activities that provide conditioning for each fitness area (Standard 1);
- develop physical fitness skills through regular practice, effort, and perseverance (Standard 1);
- demonstrate mastery of fundamental motor, non-locomotor, and manipulative skills, and understand fundamental principles of movement (Standard 1);

- demonstrate and assess their fitness by performing exercises or activities, and establish personal goals to improve their fitness (Standard 1);
- understand the relationship between physical activity and individual well being and health (Standard 1);
- demonstrate responsible personal and social behavior while engaged in physical activity (Standard 2);
- understand that physical activity provides the opportunity for enjoyment, challenge, self-expression, and communication (Standard 2);
- identify and react to safety hazards (Standard 2);
- be aware of and able to access opportunities available to them within their community to engage in physical activity (Standard 3); and
- be informed consumers who can evaluate facilities and programs (Standard 3).

Curricular Program:

- FLACS created curriculum for Physical Education

Assessments:

- Performance assessments graded with checklists and rubrics

**PHYSICAL EDUCATION: GRADE 6**

Course Description:

The physical education program will be aligned with the New York State Standards. The specific activities that will be used to meet the standards will depend on the capabilities of the final facility that is identified for students. Students will:

- perform basic motor and manipulative skills (Standard 1);
- attain competency in a variety of physical activities and proficiency in a few select complex motor and sports activities (Standard 1);
- combine and integrate fundamental skills and adjust technique based on feedback, including self-assessment (Standard 1);
- understand the relationship between physical activity and the prevention of illness, disease, and premature death and design personal fitness programs to improve cardiorespiratory endurance, flexibility, muscular strength, endurance, and body composition (Standard 1);
- develop leadership, problem solving, cooperation, and team work by participating in group activities(Standard 1);
- demonstrate responsible personal and social behavior while engaged in physical activity (Standard 2);
- understand that physical activity provides the opportunity for enjoyment, challenge, self-expression, and communication (Standard 2);
- identify safety hazards and react effectively to ensure a safe and positive experience for all participants (Standard 2);
- be aware of and able to access opportunities available to them within their community to engage in physical activity (Standard 3); and:
- be informed consumers and evaluate facilities and programs (Standard 3).

Curricular Program:

- FLACS created curriculum for Physical Education

Assessments:

- Performance assessments graded with checklists and rubrics

**PHYSICAL EDUCATION: GRADE 7**

Course Description:

The physical education program will be aligned with the New York State Standards. The specific activities that will be used to meet the standards will depend on the capabilities of the final facility that is identified for students. Students will:

- perform basic motor and manipulative skills (Standard 1);
- attain competency in a variety of physical activities and proficiency in a few select complex motor and sports activities (Standard 1);
- combine and integrate fundamental skills and adjust technique based on feedback, including self-assessment (Standard 1);
- understand the relationship between physical activity and the prevention of illness, disease, and premature death and design personal fitness programs to improve cardiorespiratory endurance, flexibility, muscular strength, endurance, and body composition (Standard 1);
- develop leadership, problem solving, cooperation, and team work by participating in group activities(Standard 1);
- demonstrate responsible personal and social behavior while engaged in physical activity (Standard 2);
- understand that physical activity provides the opportunity for enjoyment, challenge, self-expression, and communication (Standard 2);
- identify safety hazards and react effectively to ensure a safe and positive experience for all participants (Standard 2);
- be aware of and able to access opportunities available to them within their community to engage in physical activity (Standard 3); and:
- be informed consumers and evaluate facilities and programs (Standard 3).

Curricular Program:

- FLACS created curriculum for Physical Education

Assessments:

- Performance assessments graded with checklists and rubrics

**PHYSICAL EDUCATION: GRADE 8**

Course Description:

The physical education program will be aligned with the New York State Standards. The specific activities that will be used to meet the standards will depend on the capabilities of the final facility that is identified for students. Students will:

- perform basic motor and manipulative skills (Standard 1);
- attain competency in a variety of physical activities and proficiency in a few select complex motor and sports activities (Standard 1);
- combine and integrate fundamental skills and adjust technique based on feedback, including self-assessment (Standard 1);
- understand the relationship between physical activity and the prevention of illness, disease, and premature death and design personal fitness programs to improve cardiorespiratory endurance, flexibility, muscular strength, endurance, and body composition (Standard 1);
- develop leadership, problem solving, cooperation, and team work by participating in group activities (Standard 1);
- demonstrate responsible personal and social behavior while engaged in physical activity (Standard 2);
- understand that physical activity provides the opportunity for enjoyment, challenge, self-expression, and communication (Standard 2);
- identify safety hazards and react effectively to ensure a safe and positive experience for all participants (Standard 2);

- be aware of and able to access opportunities available to them within their community to engage in physical activity (Standard 3); and
- be informed consumers and evaluate facilities and programs (Standard 3).

Curricular Program:

- FLACS created curriculum for Physical Education

Assessments:

- Performance assessments graded with checklists and rubrics

**ART: KINDERGARTEN**

Course Description:

Art instruction at FLACS will be fully aligned with the NYS Arts Standards. In kindergarten, students will:

- Generate and conceptualize artistic ideas and work, by engaging in exploration and imaginative play with materials (Cr1.1.Ka.) and in creative artmaking in response to an artistic problem (Cr1.2.Ka.)
- Organize and develop artistic ideas and work, by building skills in various media and artmaking approaches (Cr2.1.Ka.) and identifying safe art materials, tools, and equipment.
- Refine and complete artistic work by noting similarities and differences of objects through drawings, diagrams, sculptures, or other visual means (Cr2.3.Ka.) and reflecting on and explain the process of making art (Cr3.1.Ka.)
- Select, analyze and interpret artistic work for presentation by Identifying reasons for saving and displaying objects, artifacts, and artwork. (Pr4.1.Ka.)
- Develop and refine artistic techniques and work for presentation, by explaining the purpose of a portfolio or collection. (Pr5.1.Ka.)
- Convey meaning through the presentation of artistic work by explaining what an art museum is and distinguish how an art museum is different from other buildings. (Pr6.1.Ka.)
- Perceive and analyze artistic work by identifying uses of art within one's personal environment (Re7.1.Ka.) and describing what an image represents (Re7.2.Ka.)
- Interpret meaning in artistic work by sharing observations comparing artworks (Re8.1.Ka.)
- Apply criteria to evaluate artistic work by explaining reasons for selecting a work (Re9.1.Ka.)
- Relate and synthesize knowledge and personal experiences to inspire and inform artistic work by exploring the world using descriptive words and artistic work (Cn10.1.Ka.).
- Investigate ways that artistic work is influenced by societal, cultural, and historical context and, in turn, how artistic ideas shape cultures past, present, and future by identifying a variety of forms of art and design (Cn11.1.Ka.) and describing what it means to invent, and imagine an invention (Cn11.2.Ka.).

Curricular Program:

- FLACS created curriculum for Art

Assessments:

- Portfolio of artwork
- Performance assessments graded with checklists and rubrics

**ART: GRADE 1**

Course Description:

Art instruction at FLACS will be fully aligned with the NYS Arts Standards. In grade 1, students will:

- Generate and conceptualize artistic ideas and work, by engaging collaboratively in exploration and imaginative play with materials (Cr1.1.1a.) and using observation and exploration in preparation for making a work of art. (Cr1.2.1a.)

- Organize and develop artistic ideas and work, by exploring uses of materials and tools to create works of art or design (Cr2.1.1a.), demonstrating safe and proper procedures for using materials, tools, and equipment (Cr2.2.1a.) and creating art that represents natural and constructed environments. (Cr2.3.1a.)
- Refine and complete artistic work by using art vocabulary to describe choices. (Cr3.1.2a.)
- Select, analyze and interpret artistic work for presentation by categorizing artwork, based on a theme or concept, for an exhibit (Pr4.1.1a.)
- Develop and refine artistic techniques and work for presentation, by exploring questions such as where, when, why, and how artwork should be prepared for presentation (Pr5.1.1a.)
- Convey meaning through the presentation of artistic work by identifying the roles and responsibilities of people who work in and visit museums and other art venues. (Pr6.1.1a.)
- Perceive and analyze artistic work by selecting and describing works of art that illustrate daily life experiences of one's self and others (Re7.1.Ka.) and comparing images that represent the same subject. (Re7.2.1a.)
- Interpret meaning in artistic work by comparing and contrasting subject matter in works of art with guidance (Re8.1.1a.)
- Apply criteria to evaluate artistic work by categorizing artwork, based on different reasons for preferences. (Re9.1.1a.)
- Relate and synthesize knowledge and personal experiences to inspire and inform artistic work by creating works of art about events in home, school, or community life. (Cn10.1.1a.)
- Investigate ways that artistic work is influenced by societal, cultural, and historical context and, in turn, how artistic ideas shape cultures past, present, and future by sorting and categorizing art objects according to form and function (Cn11.1.1a.) and identifying inventions that have helped people, and brainstorm and share ideas for new inventions. (Cn11.2.1a.)

Curricular Program:

- FLACS created curriculum for Art

Assessments:

- Portfolio of artwork
- Performance assessments graded with checklists and rubrics

**ART: GRADE 2**

Course Description:

Art instruction at FLACS will be fully aligned with the NYS Arts Standards. In grade 2, students will:

- Generate and conceptualize artistic ideas and work, by brainstorming multiple artmaking approaches to an art or design problem. (Cr1.1.2a.) and creating art or designing with various materials and tools to explore personal interests, questions, and curiosity (Cr1.2.2a.)
- Organize and develop artistic ideas and work, by experimenting with various materials and tools to explore personal interests in a work of art or design (Cr2.2.1a.), demonstrating safe procedures for using and cleaning art tools, equipment, and studio spaces (Cr2.2.2a.) and repurposing objects or materials to make something new. (Cr2.3.2a.)
- Refine and complete artistic work by discussing and reflecting with peers about choices made in creating artwork. (Cr3.1.2a.)
- Select, analyze and interpret artistic work for presentation by explaining why some objects, artifacts, and artwork are valued over others (Pr4.1.2a.)
- Develop and refine artistic techniques and work for presentation, by distinguishing between different materials or artistic techniques for preparing artwork for presentation (Pr5.1.2a.)
- Convey meaning through the presentation of artistic work by analyzing how art is exhibited inside and outside of schools and how it contributes to communities. (Pr6.1.2a.)

- Perceive and analyze artistic work by recognizing and describing visual characteristics of one's natural and constructed environments (Re7.1.Ka.) and categorizing images, based on expressive properties. (Re7.2.2a.)
- Interpret meaning in artistic work by with guidance, categorizing subject matter and identify common themes in works of art (Re8.1.2a.)
- Apply criteria to evaluate artistic work by using learned art vocabulary to express preferences about artwork. (Re9.1.2a.)
- Relate and synthesize knowledge and personal experiences to inspire and inform artistic work by identifying times, places, and reasons that students make art outside of school (Cn10.1.2a.).
- Investigate ways that artistic work is influenced by comparing and contrasting differently designed objects that have a similar function (Cn11.1.2a.) and brainstorming and share ideas that would improve one's personal or family life. (Cn11.2.2.a).

Curricular Program:

- FLACS created curriculum for Art

Assessments:

- Portfolio of artwork
- Performance assessments graded with checklists and rubrics

**ART: GRADE 3**

Course Description:

Art instruction at FLACS will be fully aligned with the NYS Arts Standards. In grade 3, students will:

- Generate and conceptualize artistic ideas and work, by elaborating on a selected imaginative idea (Cr1.1.3a.) and applying knowledge of available resources, tools, and technologies to investigate personal ideas through the artmaking. (Cr1.2.3a.)
- Organize and develop artistic ideas and work, by creating artwork using a variety of artistic processes and materials(Cr2.1.3a.), demonstrating an understanding of the safe and proficient use of materials, tools, and equipment for a variety of artistic processes (Cr2.2.3a.) and individually or collaboratively constructing representations, diagrams, or maps of places that are part of everyday life. (Cr2.3.3a.).
- Refine and complete artistic work by elaborating by adding details to an artwork to enhance emerging meaning. (Cr3.1.3a.)
- Select, analyze and interpret artistic work for presentation by investigating and discussing possibilities and limitations of spaces, including electronic, for exhibiting artwork (Pr4.1.3a.)
- Develop and refine artistic techniques and work for presentation, by identifying exhibit space and prepare works of art, including artists' statements, for presentation (Pr5.1.3a.)
- Convey meaning through the presentation of artistic work by identifying and explaining how and where different cultures record and illustrate stories through art. (Pr6.1.3a.)
- Perceive and analyze artistic work by speculating about the artistic processes an artist used to create a work of art (Re7.1.3a.) and comparing responses to a work of art before and after working in similar media. (Re7.2.3a.)
- Interpret meaning in artistic work by analyzing subject matter and characteristics of form (Re8.1.3a.)
- Apply criteria to evaluate artistic work by evaluating an artwork, based on given criteria. (Re9.1.3a.)
- Relate and synthesize knowledge and personal experiences to inspire and inform artistic work by creating works of art that reflect community cultural traditions. (Cn10.1.3a.).

- Investigate ways that artistic work is influenced by recognizing visual characteristics commonly found in works of art and design from a particular culture (Cn11.1.3a.) experiment with changes to simple items used in daily life; share results. (Cn11.2.3.a).

Curricular Program:

- FLACS created curriculum for Art

Assessments:

- Portfolio of artwork
- Performance assessments graded with checklists and rubrics

**ART: GRADE 4**

Course Description:

Art instruction at FLACS will be fully aligned with the NYS Arts Standards. In grade 4, students will:

- Generate and conceptualize artistic ideas and work, by brainstorming multiple artmaking approaches to a creative art or design problem (Cr1.1.4a.) and working to set goals and create artwork that is meaningful and has purpose to the makers. (Cr1.2.4a.)
- Organize and develop artistic ideas and work, by exploring and inventing artmaking techniques and approaches (Cr2.1.4a.), utilizing and caring for materials, tools, and equipment in a safe manner (Cr2.2.4a.) and identifying, describing, and visually documenting places or objects of personal significance. (Cr2.3.4a.)
- Refine and complete artistic work by revising artwork in progress on the basis of insights gained through peer discussion. (Cr3.1.4a.)
- Select, analyze and interpret artistic work for presentation by analyzing how technologies have affected the preservation and presentation of artwork (Pr4.1.4a.)
- Develop and refine artistic techniques and work for presentation, by analyzing various environments for presentation and protection of art (Pr5.1.4a.)
- Convey meaning through the presentation of artistic work by comparing and contrasting purposes of art museums, art galleries, and other venues, as well as the types of personal experiences they provide. (Pr6.1.4a.)
- Perceive and analyze artistic work by comparing responses to a work of art before and after working in similar media (Re7.1.4a.) and analyzing components of visual imagery that convey messages (Re7.2.4a.)
- Interpret meaning in artistic work by interpreting mood in artwork by interpreting art by analyzing relevant subject matter, characteristics of form, and use of media (Re8.1.4a.)
- Apply criteria to evaluate artistic work by applying one set of criteria to evaluate more than one work of art (Re9.1.4a.)
- Relate and synthesize knowledge and personal experiences to inspire and inform artistic work by developing a work of art, based on observations of surroundings (Cn10.1.4a.)
- Investigate ways that artistic work is influenced by connecting visual characteristics of works of art and design to beliefs and traditions in a culture (Cn11.1.4a.) and brainstorming ideas for and experiment with improvements to simple items; evaluate, and present results. (Cn11.2.4a.)

Curricular Program:

- FLACS created curriculum for Art

Assessments:

- Portfolio of artwork
- Performance assessments graded with checklists and rubrics

**ART: GRADE 5**

Course Description:

Art instruction at FLACS will be fully aligned with the NYS Arts Standards. In grade 5, students will:

- Generate and conceptualize artistic ideas and work, by combining ideas to generate an innovative idea for artmaking (Cr1.1.5a.) and identifying and demonstrating diverse strategies for artistic investigation to choose an approach for beginning a work of art. (Cr1.2.5a.)
- Organize and develop artistic ideas and work, by experimenting and developing skills in multiple artmaking techniques and approaches through practice (Cr2.1.5a.), demonstrating quality craftsmanship through care for and use of materials, tools, and equipment (Cr2.2.5a.), considering responsible and respectful practices when using other artists' work for inspiration, and when sharing artistic work via technology. (Cr2.2.5b.) and documenting, describing, and representing constructed environments of regional or historical significance (Cr2.3.5a.).
- Refine and complete artistic work by creating artist statements by using art vocabulary to describe personal choices in artmaking (Cr3.1.5a.)
- Select, analyze and interpret artistic work for presentation by defining the roles and responsibilities of a curator, explaining the skills and knowledge needed in preserving, maintaining, and presenting objects, artifacts, and artwork (Pr4.1.5a.)
- Develop and refine artistic techniques and work for presentation, by developing a logical argument for safe and effective use of materials and techniques for preparing and presenting artwork (Pr5.1.5a.)
- Convey meaning through the presentation of artistic work by citing evidence about how an exhibition in a museum or other venue presents ideas and provides information about a specific concept or topic. (Pr6.1.5a.)
- Perceive and analyze artistic work by comparing one's own interpretation of a work of art with the interpretation of others (Re7.1.5a.) and identifying and analyzing cultural associations suggested by visual imagery
- Interpret meaning in artistic work by interpreting art by referring to contextual information and analyzing subject matter, characteristics of form, and use of media (Re8.1.5a.)
- Apply criteria to evaluate artistic work by developing and applying relevant criteria to evaluate a work of art. (Re9.1.5a.)
- Relate and synthesize knowledge and personal experiences to inspire and inform artistic work by. (Cn10.1.5a.).
- Investigate ways that artistic work is influenced by exploring how works of art and design contribute to the quality of life within a culture (Cn11.1.5a.) and. applying design thinking strategies to identify a problem within the community, and create and document various solutions (Cn11.2.5.a).

Curricular Program:

- FLACS created curriculum for Art

Assessments:

- Portfolio of artwork
- Performance assessments graded with checklists and rubrics

**ART: GRADE 6**

Course Description:

Art instruction at FLACS will be fully aligned with the NYS Arts Standards. In grade 6, students will:

- Generate and conceptualize artistic ideas and work, by collaboratively exchanging concepts and different points of view to generate innovative ideas for creating art (Cr1.1.6a.) and using brainstorming to formulate an artistic investigation of personally relevant content for creating art. (Cr1.2.6a.)

- Organize and develop artistic ideas and work, by demonstrating openness in trying new ideas, materials, methods, and artmaking approaches in making works of art and design (Cr2.1.6a.), practice conservation, care, safety, and clean-up of art materials, tools, and equipment (Cr2.2.6a.), explaining and practicing responsible use of sharing images online. (Cr2.2.6b.) and designing or redesigning objects, places, or systems that meet the identified needs of diverse users (Cr2.3.6a.).
- Refine and complete artistic work by reflecting on whether personal artwork effectively communicates meaning and revise accordingly (Cr3.1.6a.)
- Select, analyze and interpret artistic work for presentation by analyzing similarities and differences associated with preserving and presenting two- dimensional, three- dimensional, and digital artwork (Pr4.1.6a.)
- Develop and refine artistic techniques and work for presentation, by analyzing and evaluating the reasons and ways that an exhibition is presented (Pr5.1.6a.)
- Convey meaning through the presentation of artistic work by assessing, explaining, and providing evidence of how museums or other venues reflect the history and values of a community. (Pr6.1.6a.)
- Perceive and analyze artistic work by identifying and interpreting works of art or design that reveal how people around the world live and what they value (Re7.6a.) and analyzing ways that visual components and cultural associations suggested by images influence ideas, emotions, and actions. (Re7.2.6a.)
- Interpret meaning in artistic work by analyzing subject matter, characteristics of form and structure, and use of media (Re8.1.6a.)
- Apply criteria to evaluate artistic work by recognizing differences in criteria used to evaluate works of art, depending on styles, genres, and media as well as on historical and cultural contexts. (Re9.1.6a.)
- Relate and synthesize knowledge and personal experiences to inspire and inform artistic work by applying formal and conceptual vocabularies of art and design to view surroundings in new ways through artmaking. (Cn10.1.6a.)

Curricular Program:

- FLACS created curriculum for Art

Assessments:

- Portfolio of artwork
- Performance assessments graded with checklists and rubrics

**ART: GRADE 7**

Course Description:

Art instruction at FLACS will be fully aligned with the NYS Arts Standards. In grade 7, students will:

- Generate and conceptualize artistic ideas and work, by applying strategies to overcome creative blocks (Cr1.1.7a.) and developing criteria to guide making a work of art or design to meet an identified goal. (Cr1.2.7a.)
- Organize and develop artistic ideas and work, by demonstrating persistence in developing skills with various materials, methods, and artmaking approaches in creating works of art or design (Cr2.1.7a.), demonstrating conservation, care, and clean-up of art materials, tools, and equipment (Cr2.2.7a.), demonstrating ethical responsibility when using, posting, and sharing images and materials through technology (Cr2.2.7b.), and applying visual organizational strategies to design and produce a work of art or design that clearly communicates information or ideas (Cr2.3.7a.).

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- Refine and complete artistic work by reflecting on and explain important information about personal artwork, in an artist statement or in another format. (Cr3.1.7a.)
- Select, analyze and interpret artistic work for presentation by comparing and contrasting how technologies have changed the way that artwork is preserved, presented, and experienced (Pr4.1.7a.)
- Develop and refine artistic techniques and work for presentation, by individually or collaboratively, developing a visual plan for displaying works of art, analyzing exhibit space, the needs of the viewer, and the layout of the exhibit (Pr5.1.7a.)
- Convey meaning through the presentation of artistic work by comparing and contrasting viewing and experiencing collections and exhibitions in different venues. (Pr6.1.7a.)
- Perceive and analyze artistic work by explaining how a person's artistic choices are influenced by culture and environment, and affect the visual image that one conveys to others (Re7.1.Ka.) and analyzing multiple ways that images influence specific audiences. (Re7.2.7a.)
- Interpret meaning in artistic work by interpreting ideas and mood in art by analyzing artmaking approaches, characteristics of form and structure, relevant contextual information, subject matter, and use of media (Re8.1.7a.)
- Apply criteria to evaluate artistic work by comparing and explaining the differences between a personal criteria-based evaluation of an artwork and an established criteria based evaluation of an artwork. (Re9.1.7a.)
- Relate and synthesize knowledge and personal experiences to inspire and inform artistic work by designing a work of art inspired by a place where people gather. (Cn10.1.7a.)
- Investigate ways that artistic work is influenced by investigating different ways that art and design can establish, reflect, and reinforce group identity (Cn11.7a.) and identifying and exploring roles and responsibilities of artists and designers. (Cn11.2.7a.)

Curricular Program:

- FLACS created curriculum for Art

Assessments:

- Portfolio of artwork
- Performance assessments graded with checklists and rubrics

**ART: GRADE 8**

Course Description:

Art instruction at FLACS will be fully aligned with the NYS Arts Standards. In grade 8, students will:

- Generate and conceptualize artistic ideas and work, by documenting and reflecting on early stages of the creative process, visually and/or verbally in traditional or new media (Cr1.1.8a.) and collaboratively shaping an artistic investigation of an aspect of present-day life by using a contemporary practice of art and design. (Cr1.2.8a.)
- Organize and develop artistic ideas and work, by experimenting, innovating, and taking risks to pursue ideas, forms, and meanings that emerge in the process of artmaking or designing (Cr2.1.8a.), explain environmental implications of conservation, care, and clean-up of art materials, tools, and equipment; and demonstrate self regulation in applying the understandings in the art classroom (Cr2.2.8a.), demonstrating ethical responsibility when appropriating, posting, and sharing images (Cr2.2.8b.) and. selecting, organizing, and designing images and text to make visually clear and compelling artistic work (Cr2.3.8a.).
- Refine and complete artistic work by applying relevant criteria to examine, reflect on, and plan revisions for a work of art or design in progress. (Cr3.1.8a.)
- Select, analyze and interpret artistic work for presentation by developing and applying criteria for evaluating a collection of artwork for presentation (Pr4.1.18a.)

- Develop and refine artistic techniques and work for presentation, by collaboratively preparing and presenting selected theme based artwork for display, and formulate exhibition narratives for the viewer (Pr5.1.8a.)
- Convey meaning through the presentation of artistic work by analyzing why and how an exhibition or collection may influence ideas, beliefs, and experiences. (Pr6.1.8a.)
- Perceive and analyze artistic work by explaining how the method of display, the location, and the experience of an artwork influence how it is perceived and valued (Re7.1.Ka.) and comparing and contrasting contexts and media in which viewers encounter images that influence ideas, emotions, and actions. (Re7.2.8a.)
- Interpret meaning in artistic work by analyzing how the interaction of subject matter, characteristics of form and structure, use of media, artmaking approaches, and relevant contextual information contributes to understanding messages or ideas and mood conveyed(Re8.1.8a.)
- Apply criteria to evaluate artistic work by creating a convincing and logical argument to support an evaluation of art. (Re9.1.8a.)
- Relate and synthesize knowledge and personal experiences to inspire and inform artistic work by making art collaboratively to reflect on and reinforce positive aspects of group identity. (Cn10.1.8a.).
- Investigate ways that artistic work is influenced by through observation, inferring information about the time, place, and culture in which a work of art or design was created(Cn11.1.8a.) and identifying and exploring careers in which innovation and creative problem-solving skills are fundamental to success. (Cn11.2.8.a).

Curricular Program:

- FLACS created curriculum for Art

Assessments:

- Portfolio of artwork
- Performance assessments graded with checklists and rubrics

**MUSIC: KINDERGARTEN**

Course Description:

The curriculum will address all the NYS Arts Learning Standards for Music. With guidance, kindergartners will:

- Explore/experience music concepts (Cr1.1.Ka.) and generate musical ideas. (Cr1.1.Kb.)
- Demonstrate and select favorite musical ideas (Cr2.1.Ka.) and organize personal musical ideas using iconic notation and/or recording technology. (Cr2.1.Kb.)
- Apply personal, peer, and teacher feedback in refining musical ideas (Cr3.1.Ka.) and demonstrate a final version of musical ideas to peers. (Cr3.2.K)
- Demonstrate and state personal interest in varied musical selections (Pr4.1.K), explore and demonstrate awareness of music contrasts (i.e. high/low, loud/soft) in a variety of music (Pr4.2.Ka.) and demonstrate awareness of expressive qualities that support the creators' expressive intent. (Pr4.3.K)
- Apply personal, teacher, and peer feedback to refine performances (Pr5.1.Ka.), and use suggested strategies in rehearsal to improve the expressive qualities of music. (Pr5.1.Kb.) Perform music with expression (Pr6.1.Ka.) appropriate for the audience (Pr6.1.Kb.); and respond appropriately to aural and visual cues. (Pr6.1.Kc.)
- List personal interests and experiences and demonstrate why they prefer some music selections over others (Re7.1.K) and with guidance, demonstrate how a specific music concept is used in music. (Re7.2.Ka.)

- Demonstrate awareness of expressive qualities that reflect creators'/performers' expressive intent.(Re8.1.K)
- Apply personal and expressive preferences in the evaluation of music. (Re9.1.K)
- Explore and imitate sounds found in the environment (Cn10.0.Ka.), imagine and describe places, times, and reasons for making/listening to music (Cn10.0.Kb.) illustrate musical ideas through movements (Cn10.0.Kc.) and manipulate music to express ideas. (Cn10.0.Kd.)
- Explore folk music from a variety of cultures and discuss the music's culture of origin (Cn11.0.Ka.) and discuss preferences for varied musical styles. (Cn11.0.Kb.)

Curricular Program:

- FLACS created curriculum for Music

Assessments:

- Performance assessments graded with checklists and rubrics

**MUSIC: GRADE 1**

Course Description:

The curriculum will address all the NYS Arts Learning Standards for Music. With limited guidance, first graders will:

- Create musical ideas for a specific purpose (Cr1.1.1a.) and generate musical ideas in multiple tonalities (i.e. major and minor) and meters (i.e. duple and triple).(Cr1.1.1b.)
- Demonstrate and discuss personal reasons for selecting musical ideas that represent expressive intent(Cr2.1.1a.) and use iconic or standard notation and/or recording technology to document and organize musical ideas. (Cr2.1.1b.)
- Discuss and apply personal, peer, and teacher feedback to refine musical ideas (Cr3.1.1a.) and present a final version of musical ideas for a specific purpose to peers or an informal audience that conveys expressive intent for a specific purpose. (Cr3.2.1)
- Demonstrate and discuss personal interest in, knowledge of, and purpose of varied musical selections (Pr4.1.1) demonstrate knowledge of music concepts in music selected for performance (Pr4.2.1a.), when analyzing selected music, read and perform rhythmic patterns using iconic or standard notation, as appropriate in the musical tradition (Pr4.2.1b.) and demonstrate and describe music's expressive qualities. (Pr4.3.1)
- Apply personal, teacher, and peer feedback to refine performances (Pr5.1.1a.), use suggested strategies in rehearsal to address interpretive challenges of music (Pr5.1.1b.) and respond appropriately to aural and visual clues. (Pr5.1.1c.)
- Perform music for a specific purpose with expression (Pr6.1.1a.), perform appropriately for the audience and purpose (Pr6.1.1b.) and respond appropriately to cues. (Pr6.1.1c.)
- Identify and demonstrate how personal interests and experiences influence selection of teacher-provided music for specific purposes (Re7.1.1) and demonstrate and identify how specific music concepts are used in various styles of music for a purpose.(Re7.2.1a.)
- Demonstrate and identify expressive qualities (i.e. dynamics and tempo) that reflect creators'/performers' expressive intent. (Re8.1.1)
- Apply personal and expressive preferences in the evaluation of music. (Re9.1.1)
- Explore and imitate sounds found in the environment (Cn10.0.1a.), imagine and describe places, times, and reasons for making and listening to music (Cn10.0.1b.), illustrate musical ideas through movements (Cn10.0.1c.) and manipulate music concepts (i.e. tempo and dynamics, and articulations) in order to express ideas. (Cn10.0.1d.)
- (Cn11.0.1a.) Perform folk music from a variety of cultures and discuss the music's culture of origin and state preferences for varied musical styles and repertoire. (Cn11.0.1b)

Curricular Program:

- FLACS created curriculum for Music

Assessments:

- Performance assessments graded with checklists and rubrics

**MUSIC: GRADE 2**

Course Description:

The curriculum will address all the NYS Arts Learning Standards for Music. Second graders will:

- Generate rhythmic and melodic patterns and musical ideas for a specific purpose (Cr1.1.2a.) and generate musical ideas and patterns within the context of a given tonality and meter.(Cr1.1.2b.)
- Demonstrate and identify personal reasons for selecting patterns and ideas for music that represent expressive intent(Cr2.1.2a.) and use iconic or standard notation and/or recording technology to combine, sequence, and document musical ideas. (Cr2.12b.)
- Interpret and apply personal, peer, and teacher feedback to revise music (Cr3.1.2a.) and present a final version of musical ideas for a specific purpose to peers or an informal audience that conveys expressive intent for a specific purpose.(Cr3.2.2)
- Demonstrate and explain personal interest in, knowledge of, and purpose of varied musical selections provided by the teacher (Pr4.1.2) demonstrate knowledge of music concepts in music selected for performance (Pr4.2.2a.), when analyzing selected music, read and perform rhythmic and melodic patterns using iconic or standard notation, as appropriate to the musical tradition (Pr4.2.2b.) and demonstrate knowledge of expressive qualities (i.e. dynamics and tempo) and how creators use them to convey expressive intent. (Pr4.3.2)
- Apply established criteria to judge the accuracy, expressiveness, and effectiveness of performances (Pr5.1.2a.), rehearse, identify and apply strategies to address interpretive, performance, and technical challenges of music (Pr5.1.2b.), and respond appropriately to aural and visual clues. (Pr5.1.2c.)
- Perform music for a specific purpose with expression and technical accuracy (Pr6.1.2a.), perform appropriately for the audience and purpose (Pr6.1.2b.) and respond appropriately to aural and visual cues. (Pr6.1.2c.)
- Explain and demonstrate how personal interests and experiences influence selection of teacher-provided music for specific purposes (Re7.1.2) and describe and demonstrate how specific music concepts are used to support a specific purpose in music. (Re7.2.2a.)
- Demonstrate knowledge of music concepts and how they support creators'/performers' expressive intent. (Re8.1.2)
- Apply personal and expressive preferences in the evaluation of music. (Re9.1.2)
- Generate musical soundscapes to portray stories, characters, emotions, and/or ideas (Cn10.0.2a.), identify places, times, and reasons for making and listening to music (Cn10.0.2b.), illustrate musical ideas through movements (Cn10.0.2c.) and manipulate music concepts in order to express ideas. (Cn10.0.2d.)
- Perform folk music from a variety of cultures and identify the music's culture of origin (Cn11.0.2a.) and describe preferences for varied musical styles and repertoire. (Cn11.0.2b.)

Curricular Program:

- FLACS created curriculum for Music

Assessments:

- Performance assessments graded with checklists and rubrics

**MUSIC: GRADE 3**

Course Description:

The curriculum will address all the NYS Arts Learning Standards for Music. Third graders will:

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- Generate rhythmic and melodic ideas, and identify connection to specific purpose and/or context (Cr1.1.3a.) and generate musical ideas within a given tonality/meter. (Cr1.1.3b.)
- Demonstrate and identify selected musical ideas for a simple arrangement or composition to express intent, and identify connection to a specific purpose and context (Cr2.1.3a.) and use standard notation and/or recording technology to combine, sequence, and document musical ideas.(Cr2.1.3b.)
- Evaluate, refine, and document revisions to music, applying teacher-provided criteria and feedback (Cr3.1.3a.) and present the final version of created music to others, and describe connection to expressive intent.(Cr3.2.3)
- Demonstrate and explain how the music that they selected to perform relates to personal interest, knowledge, purpose, and context (Pr4.1.3) demonstrate knowledge of the elements of music in music selected for performance (Pr4.2.3a.), when analyzing selected music, read and perform rhythmic and melodic patterns, using standard notation, as appropriate to the musical tradition, (Pr4.2.3b.), describe how context can inform a performance (Pr4.2.3c.) and demonstrate and identify how intent is conveyed through expressive qualities.(Pr4.3.3)
- Apply established criteria and feedback to evaluate accuracy of performances (Pr5.1.3a.), identify and apply appropriate rehearsal strategies and show readiness to present (Pr5.1.3b.) and respond appropriately to aural and visual clues. (Pr5.1.3c.)
- Perform music with expression and technical accuracy (Pr6.1.3a.), perform appropriately for the audience, venue, and context, demonstrating performance decorum (Pr6.1.3b.) and respond appropriately to aural and visual cues. (Pr6.1.3c.)
- Demonstrate and identify how selected music (from teacher or student-provided options) connects to and is influenced by specific interests, experiences, or purposes (Re7.1.3) and demonstrate and identify how a response to music can be informed by the elements of music and by context (i.e. personal and social). (Re7.2.3a.)
- Demonstrate and identify how the expressive qualities (i.e. dynamics and tempo) are used in performers' interpretations to reflect expressive intent. (Re8.1.3)
- Apply established criteria to evaluate musical works and performances, identifying appropriateness to the context. (Re9.1.3)
- Generate musical soundscapes to portray stories, characters, emotions, and/or ideas (Cn10.0.3a.), describe places, times, and reasons for making and listening to music (Cn10.0.3b.), perform folk dances from a variety of time periods and/or cultures (Cn10.0.3c.) and manipulate music concepts in order to express ideas.(Cn10.0.3d.)
- Perform folk music from a variety of cultures and identify the music's role(s) or meaning in its culture of origin (Cn11.0.3a.) and document and preserve musical ideas or insights from varied musical styles and repertoire, using standard notation, as appropriate to the musical tradition. (Cn11.0.3b.)

Curricular Program:

- FLACS created curriculum for Music

Assessments:

- Performance assessments graded with checklists and rubrics

**MUSIC: GRADE 4**

Course Description:

The curriculum will address all the NYS Arts Learning Standards for Music. Fourth graders will:

- Generate rhythmic and melodic ideas, and describe connection to specific purpose and context and generate musical ideas within tonalities and meters.(Cr1.1.4a/b.)

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- Demonstrate selected and organized musical ideas for an arrangement and composition to express intent, and describe connection to purpose and context and use standard notation and/or recording technology to combine, sequence, and document musical ideas. (Cr2.1.4a/b.)
- Evaluate, refine, and document revisions to music, applying teacher-provided and collaboratively selected criteria and feedback (Cr3.1.4a.) and present the final version of created music to others, and explain connection to expressive intent.(Cr3.2.4)
- Demonstrate and explain how the music that they selected to perform is influenced by personal interest, knowledge, purpose, context, and technical skill (Pr4.1.4), demonstrate knowledge of the elements of music in music selected for performance (Pr4.2.4a.), when analyzing selected music, read and perform using iconic and/or standard notation as appropriate to the musical tradition (Pr4.2.4b.), explain how context (i.e. social, cultural, and historical) informs performances (Pr4.2.4c.), and demonstrate and identify how intent is conveyed through interpretive decisions(i.e. dynamics and tempo).(Pr4.3.4)
- Apply established and collaboratively selected criteria and feedback to evaluate accuracy and expressiveness of performances (Pr5.1.4a.), identify and apply appropriate rehearsal strategies and show readiness to present (Pr5.1.4b.), and respond appropriately to aural and visual clues. (Pr5.1.4c.)
- Perform music with expression and technical accuracy (Pr6.1.4a.), perform appropriately for the audience, venue, context, and genre, demonstrating performance decorum (Pr6.1.4b.) and respond appropriately to aural and visual cues. (Pr6.1.4c.)
- Demonstrate and describe how selected music (from teacher or student-provided options) connects to and is influenced by specific interests, experiences, purposes, or contexts (Re7.1.4) and demonstrate and describe how responses to music are informed by the use of the elements of music and by context (i.e. social and cultural). (Re7.2.4a.)
- Demonstrate and describe how the expressive qualities (i.e. dynamics, tempo, and timbre) are used in performers' interpretations to reflect expressive intent. (Re8.1.4)
- Apply established criteria to evaluate musical works and performances, describing appropriateness to the context. (Re9.1.4)
- Create musical ostinati and/or sounds to portray events, a story, or to illustrate an abstract idea (Cn10.0.4a.), describe places, times, and reasons for making and listening to music (Cn10.0.4b.), perform folk dances from a variety of time periods and/or cultures (Cn10.0.4c.) and manipulate music concepts in order to express ideas. (Cn10.0.4d.)
- Perform folk music from a variety of cultures and identify the music's role(s) and meaning in its culture of origin and document and preserve musical ideas or insights from varied musical styles and repertoire, using standard notation, as appropriate to the musical tradition. (Cn11.0.4a/b.)

Curricular Program:

- FLACS created curriculum for Music

Assessments:

- Performance assessments graded with checklists and rubrics

**MUSIC: GRADE 5**

Course Description:

The curriculum will address all the NYS Arts Learning Standards for Music. Fifth graders will:

- Generate rhythmic and melodic ideas, and describe connection to specific purpose and context and generate musical ideas and phrases within tonalities and meters. (Cr1.1.5a/b.)
- Demonstrate selected and developed musical ideas for arrangements or compositions to express intent, and explain connection to purpose and context (Cr2.1.5a.) and use standard

notation and/or recording technology to combine, sequence, and document musical ideas.(Cr2.1.5b.)

- Evaluate, refine, and document revisions to music, applying criteria and feedback , and explain the rationale for changes (Cr3.1.5a.) and present the final version of created music to others that demonstrates craftsmanship, and explain connection to expressive intent.(Cr3.2.5)
- Demonstrate and explain how the music that they selected to perform is influenced by personal interest, knowledge, purpose, context, and their own and others' technical skill (Pr4.1.5), demonstrate knowledge of the elements of music in music selected for performance (Pr4.2.5a.), when analyzing selected music, read and perform using standard notation, as appropriate to the musical tradition (Pr4.2.5b.), explain how context informs performances (Pr4.2.5c.), and identify the context and how intent is conveyed through interpretive decisions.(Pr4.3.5)
- Apply established and collaboratively developed criteria and feedback to evaluate the accuracy and expressiveness of performances, identify and apply appropriate rehearsal strategies and show readiness to present, and respond appropriately to clues. (Pr5.1.5a/b/c.),
- Perform music with expression, technical accuracy, and interpretation (Pr6.1.5a.), perform appropriately for the audience, venue, context, genre, and style, demonstrating performance decorum (Pr6.1.5b.) and respond appropriately to aural and visual cues. (Pr6.1.5c.)
- Demonstrate and explain how selected music connects to and is influenced by specific interests, experiences, purposes, or contexts, and demonstrate and explain how responses to music are informed by the use of the elements of music and context.(Re7.1.5/2.5a.)
- Demonstrate and explain how the expressive qualities (i.e. dynamics, tempo, timbre, and articulation) are used in performers' interpretations to reflect expressive intent. (Re8.1.5)
- Apply established criteria to evaluate musical works and performances, explaining appropriateness to the context.(Re9.1.5)
- Create musical ostinati and/or motifs to accompany or portray events, a story, or to illustrate an abstract idea (Cn10.0.5a.), describe places, times, and reasons for making and listening to music (Cn10.0.5b.), perform folk dances from a variety of time periods and cultures (Cn10.0.5c.) and identify how sound is created on a variety of instruments and other sound sources. (Cn10.0.5d.)
- Perform folk music from a variety of cultures, including some in foreign languages, and identify the music's role(s) and meaning in its culture of origin (Cn11.0.5a.) and document and preserve musical ideas or insights from varied musical styles and repertoire, using standard notation, as appropriate to the musical tradition. (Cn11.0.5b.)

Curricular Program:

- FLACS created curriculum for Music

Assessments:

- Performance assessments graded with checklists and rubrics

**MUSIC: GRADE 6**

Course Description:

The curriculum will address all the NYS Arts Learning Standards for Music. Sixth graders will:

- Generate rhythmic and melodic ideas over harmonic accompaniments within AB and ABA forms and identify connection to purpose and context. (Cr1.1.6)
- Organize and/or demonstrate developed musical ideas for arrangements or compositions that express intent and have a clear beginning, middle, and end (i.e. in AB or ABA form) (Cr2.1.6a.) and use standard notation and/or audio/video recording to combine, sequence, and document musical ideas. (Cr2.1.6b.)
- Evaluate, refine, and document revisions to music, applying criteria and feedback, and explain the rationale for changes (Cr3.1.6a.) and present the final version of their documented

composition or arrangement, using craftsmanship and originality to demonstrate an effective beginning, middle, and ending, and convey expressive intent.(Cr3.2.6)

- Apply established criteria for selecting music to perform for a specific purpose and/or context, and explain why each was chosen (Pr4.1.6), explain and demonstrate how the structure and the elements of music are used in music selected for performance (Pr4.2.6a.), when analyzing selected music, use grade-level standard notation to read and identify musical symbols and functions, as appropriate to the musical tradition (Pr4.2.6b.), explain how social, cultural and historical context inform performances (Pr4.2.6c.), and demonstrate a selected piece of music that shows how their interpretations of the elements of music and the expressive qualities convey intent and are appropriate to the context. (Pr4.3.6)
- Discuss and apply established and collaboratively developed criteria and feedback to evaluate the accuracy and expressiveness of performances (Pr5.1.6a.), identify and apply appropriate rehearsal strategies and show readiness to present (Pr5.1.6b), and respond appropriately to aural and visual clues. (Pr5.1.6c.)
- Perform music with stylistic expression, technical accuracy, and interpretation (Pr6.1.6a.), perform appropriately for the audience, venue, context, genre, and style, demonstrating performance decorum (Pr6.1.6b.) and respond appropriately to aural and visual cues. (Pr6.1.6c.)
- Select and explain how contrasting musical works connect to and are influenced by specific interests, experiences, purposes, or contexts (Re7.1.6) describe how the elements of music and expressive qualities relate to the structure of pieces (Re7.2.6a.) and identify the context of music from a variety of genres, cultures, and historical periods.(Re7.2.6b.)
- Describe a personal interpretation of how creators' and performers' application of the elements of music and expressive qualities, within genres and cultural and historical context, convey expressive intent. (Re8.1.6)
- Apply established criteria to evaluate musical works and performances, citing evidence, explaining appropriateness to the context.(Re9.1.6)
- Create musical ostinati and motifs to accompany or portray events, a story, or to illustrate an abstract idea (Cn10.0.6a.), relate music to personal accomplishments/experiences (Cn10.0.6b.), express or share a musical idea or emotion by using technological resources (Cn10.0.6c) and identify how sound is created on a variety of instruments and other sound sources. (Cn10.0.6d.)
- Perform folk music from a variety of cultures, including some in foreign languages, and identify the music's role(s) and meaning in its culture of origin (Cn11.0.6a.) and use technological resources to preserve musical ideas from varied musical styles and repertoire as appropriate to the musical tradition. (Cn11.0.6b.)

Curricular Program:

- FLACS created curriculum for Music

Assessments:

- Performance assessments graded with checklists and rubrics

**MUSIC: GRADE 7**

Course Description:

The curriculum will address all the NYS Arts Learning Standards for Music. Seventh graders will:

- Generate rhythmic and melodic phrases over given or generated harmonic accompaniments within AB and ABA forms, and describe connection to purpose and context.(Cr1.1.7)
- Organize and/or demonstrate developed musical ideas for arrangements or compositions that express unity and variety and convey expressive intent (Cr2.1.7a.) and use standard notation and/or audio/video recording to combine, sequence, and document musical phrases. (Cr2.1.7b.)

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- Evaluate, refine, and document revisions to music, applying criteria and feedback, and explain the rationale for changes (Cr3.1.7a.) and present the final version of their documented composition, song, or arrangement, using craftsmanship and originality to demonstrate unity and variety, and convey expressive intent.(Cr3.2.7)
- Apply established and collaboratively developed criteria for selecting music of contrasting styles for a program with a specific purpose and/or context and discuss expressive qualities (Pr4.1.7), explain and demonstrate the structure of contrasting pieces of music selected for performance and how elements of music are used (Pr4.2.7a.), when analyzing selected music, use grade-level standard notation to read and identify musical symbols and functions, as appropriate to the musical tradition (Pr4.2.7b.), explain how social, cultural and historical contexts inform performances and result in different musical choices (Pr4.2.7c.), and demonstrate contrasting pieces of music that show their interpretations of the elements of music and expressive qualities that convey intent and are appropriate to the context. (Pr4.3.7)
- Discuss and apply established and collaboratively developed criteria and feedback to evaluate the accuracy and expressiveness of performances, (Pr5.1.7a.) identify and apply appropriate rehearsal strategies and show readiness to present (Pr5.1.7b.), respond appropriately to aural and visual clues. (Pr5.1.7c.)
- Perform music with stylistic expression, technical accuracy, interpretation, and/or culturally authentic practices (Pr6.1.7a.), perform appropriately for the audience, venue, context, genre, and style, demonstrating performance decorum (Pr6.1.7b.) and respond appropriately to aural and visual cues. (Pr6.1.7c.)
- Select and compare how contrasting musical works connect to and are influenced by specific interests, experiences, purposes, or contexts (Re7.1.7), compare how the elements of music and expressive qualities relate to the structure of contrasting pieces (Re7.2.7a.) and identify and compare the context of music from a variety of genres, cultures, and historical periods.(Re7.2.7b.)
- Describe a personal interpretation of contrasting works and explain how creators' and performers' application of the elements of music and expressive qualities, within genres, cultures, and historical periods, convey expressive intent. (Re8.1.7)
- Apply established and collaboratively developed criteria to evaluate musical works and performances, citing evidence, explaining appropriateness to the context.(Re9.1.7)
- Design, implement, and reflect on a strategy for expanding one's knowledge of unfamiliar music (Cn10.0.7a.), relate music to personal accomplishments or experiences (Cn10.0.7b.), express and/or share an original musical idea or emotion by using technological resources (Cn10.0.7c.) and describe how sound is created on a variety of instruments and other sound sources. (Cn10.0.7d.)
- Perform folk music from a variety of cultures, including some in foreign languages, and explain the music's role(s) and meaning in its culture of origin (Cn11.0.7a.), identify the cultural, social, and political uses for music (Cn11.0.7b.) and explore the skills and knowledge necessary to pursue a musical role in the community. (Cn11.0.7c.)

Curricular Program:

- FLACS created curriculum for Music

Assessments:

- Performance assessments graded with checklists and rubrics

**MUSIC: GRADE 8**

Course Description:

The curriculum will address all the NYS Arts Learning Standards for Music. Eighth graders will:

- Generate rhythmic and melodic phrases and harmonic accompaniments within expanded forms, and explain connection to purpose, context, and/or expressive intent.(Cr1.1.8)
- Organize and/or demonstrate developed musical ideas for arrangements or compositions that express unity and variety, and tension and release in expanded forms and convey expressive intent (Cr2.1.8a.) and use standard notation and/or audio/video recording to combine, sequence, and document musical phrases and harmonic accompaniments. (Cr2.1.8b.)
- Evaluate, refine, and document revisions to music, applying criteria and feedback (related to appropriate application of compositional techniques), and explain the rationale for changes (Cr3.1.8a.) and present the final version of their documented composition, song, or arrangement, using craftsmanship and originality to demonstrate the application of compositional techniques for creating unity and variety, tension and release, and balance to convey expressive intent.(Cr3.2.8)
- Apply established, collaboratively, and personally developed criteria for selecting music of contrasting styles for a program with a specific purpose and/or context, and explain expressive qualities, technical challenges, and reasons for choices (Pr4.1.8), compare the structure of contrasting pieces of music selected for performance, explaining how the elements of music are used in each (Pr4.2.8a.) and when analyzing selected music, sight-read, on the staff, simple rhythmic, melodic, and/or harmonic notation, as appropriate to the musical tradition (Pr4.2.8b.), explain how social, cultural and historical context inform performances and result in different musical effects (Pr4.2.8c.) and demonstrate contrasting pieces of music that show their interpretations of the elements of music and expressive qualities, and explain how they convey intent and are appropriate to the context. (Pr4.3.8)
- Identify and apply personally-developed criteria to rehearse, refine, and determine when the music is ready to perform (Pr5.1.8a.), discuss and apply established, collaboratively developed, and personally developed criteria and feedback to evaluate the accuracy and expressiveness of performances (Pr5.1.8b.) and respond appropriately to aural and visual clues. (Pr5.1.8c.)
- Perform music with stylistic expression, technical accuracy, interpretation, and culturally authentic practices (Pr6.1.8a.), perform appropriately for the audience, venue, context, genre, and style, demonstrating performance decorum (Pr6.1.8b.) and respond appropriately to aural and visual cues. (Pr6.1.8c.)
- Select and compare how a set of contrasting musical works connect to and are influenced by specific interests, experiences, purposes, or contexts (Re7.1.8), compare how the elements of music and expressive qualities relate to the structure of contrasting pieces in a set of musical works (Re7.2.8a.) and identify and compare the context of sets of musical works from a variety of genres, cultures, and historical periods. (Re7.2.8b.)
- Support a personal interpretation of contrasting sets of musical works and explain how creators or performers apply the elements of music and expressive qualities, within genres, cultures, and historical periods to convey expressive intent. (Re8.1.8)
- Apply established, collaboratively, and personally developed criteria to evaluate musical works and performances, citing evidence, explaining appropriateness to the context. (Re9.1.8)
- Design, implement, and reflect on a strategy for expanding one's knowledge of unfamiliar music (Cn10.0.8a.), with teacher guidance, identify the musical qualities that give persuasive music its effect on the perspectives and beliefs of the listener (Cn10.0.8b.), express and share an original musical idea or emotion using technological resources (Cn10.0.8c.) and explain how sound is created on a variety of instruments and other sound sources. (Cn10.0.8d.)
- Perform folk music from a variety of cultures, including in foreign languages, and explain music's role and meaning in its culture of origin, citing sources (Cn11.0.8a.), identify ways in which music

is used to inform or change the beliefs, values, or behaviors of an individual or of a society (Cn11.0.8b.) and explore career opportunities in the field of music. (Cn11.0.8c.)

Curricular Program:

- FLACS created curriculum for Music

Assessments:

- Performance assessments graded with checklists and rubrics

**HEALTH: GRADE 6/7/8<sup>18</sup>**

Course Description:

The health program will be aligned with the New York State Standards. Students will:

- understand human growth and development and recognize the relationship between behaviors and healthy development (Standard 1);
- understand ways to promote health and prevent disease and will demonstrate and practice positive health behaviors (Standard 1); integrate knowledge of basic body systems with an understanding of the changes that accompany puberty, apply prevention and risk reduction strategies to adolescent health problems, demonstrate the necessary knowledge and skills to promote healthy adolescent development, analyze the multiple influences which affect health decisions and behaviors (Standard 1);
- demonstrate personally and socially responsible behaviors(Standard 2);
- care for and respect themselves and others(Standard 2);
- recognize threats to the environment and offer appropriate strategies to minimize them (Standard 2);
- understand the influence of culture, media, and technology in making decisions about personal and community health issues (Standard 3);
- know about and use valid health information, products, and services(Standard 3); and:
- will advocate for healthy families and communities (Standard 3).

Curricular Program:

- FLACS created curriculum for Health, which is fully aligned with the NYS Standards

Assessments:

- Network and school developed assessments
- Performance assessments graded with checklists and rubrics

**FOREIGN LANGUAGE: GRADE 6/7/8**

Course Description:

Students will engage in study of a foreign language with the goal of mastering the Checkpoint A expectations for the language. The exact foreign language will depend on the expertise of the teaching staff identified to instruct the class. Students will focus on understanding and communication of information about personal identification, house and home, family life, community and neighborhood, physical environment, meals, health, education, leisure, public and private services, shopping, and travel. Students will be able to use a language other than English for communication (Standard 1) and to develop cross-cultural skills and understandings (Standard 2). Students will be able to:

- comprehend simple language consisting of basic vocabulary and structures in face to-face conversation with peers and familiar adults;
- comprehend the main idea of more extended conversations with some unfamiliar vocabulary and structures as well as cognates of English words;

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<sup>18</sup> One description has been provided for all three grade levels as the school will teach this as a two-year study at some point over these three years. Which two years will depend on the cohort of students.

- call upon repetition, rephrasing, and nonverbal cues to derive or convey meaning from a language other than English; and:
- use appropriate strategies to initiate and engage in simple conversations with more fluent or native speakers of the same age group, familiar adults, and providers of common public services.
- understand the main idea and some details of simple informative materials written for native speakers; and
- compose short, informal notes and messages to exchange information with members of the target culture.
- Use some key cultural traits of the societies in which the target language is spoken.

Curricular Program:

- This program needs to be determined after the final determination of language is made.

Assessments:

- Performance assessments graded with checklists and rubrics

**Response 06e - Promotion and Graduation Policy**

*Retention*

Promotional decisions will be made by the principal in consultation with the student's teacher(s) and parent/guardian. Retention is a serious decision and no single factor will be reviewed in isolation to determine the retention of a child. The following factors will be examined in deciding whether or not to promote a child to the next grade:

- Assessment results that demonstrate attainment of grade level standards in the core subject areas;
- Student work evidence that indicates attainment of grade level standards in the core subject areas; and:
- At least 90% attendance.

Only children who are significantly below grade level and not making progress toward meeting grade level standards will be considered for retention. Attendance alone will not be used to retain a student. By January 31, schools will notify parents via letter that their child is at risk of not meeting academic proficiency levels. Prior to the letters being sent home to the parents, the schools will submit to the network the list of names of those students being placed on the Promotion In-Doubt list, along with the evidence for this designation. All students who are on the Promotion-In-Doubt list in January will receive academic intervention and increased progress monitoring. These students will be the subject of focused child study meetings to help shape the intervention plan.

By the end of the year, each school will create a list of students, if any, who do not meet the promotional criteria. Students in special education will be held to the promotional criteria in their IEP. The school will prepare a portfolio of evidence for the retention: including student work samples, assessment results, and evidence of Tier 1 and Tier 2 or 3 intervention (*Response 08a - Struggling Students* explains intervention at FLACS). Children suspected to have special needs or English language learners will be examined critically before a decision to retain the child is made. While retention can have significant benefits for children, there are potential social-emotional consequences to retention. If a student is making progress toward meeting standards with intervention supports, retention may not be an appropriate strategy. These factors will be weighed when determining if a child should be

retained.

### *Accelerating Students (Early Promotion)*

Students may be performing above grade level expectations in one or more subject areas. It is each school's responsibility to ensure that appropriate instruction is provided to meet the needs of advanced learners. For the majority of students that are performing above grade level, the differentiation of the common curriculum to meet the needs of the student will be sufficient to ensure that the student is being challenged to their full potential. *Response 08d - Gifted and Advanced Learners* describes this fully.

There are rare circumstances in which students are performing so far above grade level that the school may consider accelerating the student in one or more subject areas. In these situations, the school must demonstrate the student has so fully mastered the grade level expectations that the only recourse is to accelerate the student. In making this decision, the following considerations must be made.

- Has the student shown full mastery of the skills grade level that they will be skipping?
- Is there no doubt that the student will continue to achieve at a high level in the new grade level, including being successful on the NYS assessment?
- Is the student ready on a social and emotional level to be with students in the next grade level?
- How will the school ensure that any missing content is taught (especially in areas where discrete skills are taught, such as mathematics, science, and social studies)?

### *Procedures for Accelerating a Student*

Before a student is accelerated, teachers and the school administration will gather evidence that determines that a student may be eligible for acceleration. The school will assess the student on mastery of the content of the grade level that will be skipped. The school administration will schedule a meeting with the network administration to review longitudinal student performance and results of the assessments described in the previous sentence. If the school and network determine that acceleration may be appropriate, a meeting with the parent/guardian will occur to discuss the option for acceleration. The parent/guardian has the right to reject acceleration even if recommended by the school.

### **Response 06f - Programmatic Audits**

To ensure that FLACS IV is fulfilling the terms of its charter, the FLACS network will conduct an annual programmatic audit to assess the implementation and effectiveness of the school's educational program. The audit of the academic program will occur over the summer and in conjunction with the annual reporting to SUNY CSI and goal setting for the upcoming year. The COO, with support from staff from the FLACS network, along with the FLACS school administrators, will be responsible for this audit. Specifically, the network staff will include: data specialists, curriculum specialists, the director of professional learning and executive director of academics, COO, CEO and directors of key departments.

The audit will evaluate FLACS IV's success in implementing its programs and meeting its goals. It will make recommendations as to how FLACS IV could further refine its academic program to meet the terms of the charter and fulfill the school vision and form an action plan for the upcoming year.

The programmatic audit will include the following:

- Summary of major academic programs-related decisions and policies established by the school and network during the year;

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- Summary data showing student progress towards the goals and outcomes;
- Analysis of student performance disaggregated by race/ethnicity, gender, ENL, special education and intervention designations;
- Analysis of whether the school has met its accountability plan goals;
- Data on the level of parent involvement in the school's governance and parent committees;
- Data regarding the number of staff working at the school and their qualifications;
- An overview of the school's admission practices during the year and data regarding the numbers of students enrolled and the number on waiting lists;
- Student discipline data, including suspension and/or expulsions;
- Student attendance data, including chronically absent students;
- Student retention and enrollment data;
- Analysis of the school's internal and external dispute mechanisms and data on the number and resolution of disputes and complaints; AND:
- Other information regarding the educational program and the administrative, legal, human resources, health, safety and governance operations of the school relative to compliance with the terms of the charter.

The findings of the audit will be disseminated via a written report to network administration, school leadership, and the board of trustees.

**Response 06g - Accountability Plan**

**Goal 1: English Language Arts**

***Students will demonstrate proficiency in critical literacy skills.***

*Goal 1: Absolute Measure*

Each year, 75 percent of all tested students enrolled in at least their second year will perform at proficiency on the New York State English language arts examination for grades 3-8.

*Goal 1: Absolute Measure*

Each year, the school's aggregate Performance Index ("PI") on the State English language arts exam will meet that year's state Measure of Interim Progress ("MIP") set forth in the state's ESSA accountability system.

*Goal 1: Comparative Measure*

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

*Goal 1: Comparative Measure*

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

*Goal 1: Growth Measure*

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

**Goal 2: Mathematics**

***Students will become proficient in the application of mathematical skills and concepts.***

*Goal 2: Absolute Measure*

Each year, 75 percent of all tested students enrolled in at least their second year will perform at proficiency on the New York Mathematics examination for grades 3-8.

*Goal 2: Absolute Measure*

Each year, the school's aggregate Performance Index ("PI") on the State Mathematics exam will meet that year's state Measure of Interim Progress ("MIP") set forth in the state's ESSA accountability system.

*Goal 2: Comparative Measure*

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

*Goal 2: Comparative Measure*

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

*Goal 2: Growth Measure*

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

**Goal 3: Science**

***Students will demonstrate proficiency in the practice and methodology of scientific inquiry.***

*Goal 3: Absolute*

Each year, 75 percent of all tested students enrolled in at least their second year will perform at proficiency on the New York State science examination for grade 4 and 8.

*Goal 3: Comparative*

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

**Goal 4: ESSA**

Under the state's ESSA accountability system, the school is in good standing: the state has not identified the school for comprehensive or targeted improvement.

*Goal 4: Absolute Measure*

Under the state's ESSA accountability system, the school is in good standing: the state has not identified the school for comprehensive or targeted improvement.

**Request 7a - School Calendar**

Family Life Academy Charter School (FLACS) IV plans to implement a school schedule that provides for an extended school year in terms of number of instructional hours per year. This is a key design element. FLACS IV will have a calendar of 184 days each school each year of the charter, which includes 181 full days of school and six half days assigned a value of 0.5 instructional days each. This is compared with 180 days required by New York State. School will begin on the Tuesday after Labor Day. The school will observe all federal holidays and take a day off the day after Thanksgiving. The school will hold three long breaks during the school year: winter (generally between Christmas and New Year’s Day), mid-winter (during President’s week) and spring (generally falling around the time of Easter and/or Passover). The school will attempt to align major school breaks (winter, mid-winter, and spring) with those of the New York City Department of Education. As such, the final school calendar will depend on the yet-to-be released New York City calendar for 2020-21. A draft of the 2020-21 appears below.

<b>Table 7-1: Proposed 2020-21 School Year Calendar</b>		
September 7	First Day of School	
September 28	Yom Kippur	Schools closed
October 12	Columbus Day	Schools closed
October 16	Half-Day	Students dismissed at 11:30 a.m.
November 3	Election Day	Students do not attend
November 11	Veteran’s Day	Schools closed
November 19	Parent Teacher Conferences	Students dismissed at 11:30 a.m.
November 26-27	Thanksgiving Break	Schools closed
December 24-January 1	Winter Break	Schools closed
January 18	Martin Luther King Jr. Day	Schools closed
February 5	Half-Day	Students dismissed at 11:30 a.m.
February 12	Lunar New Year	Schools closed
February 15-19	Mid-Winter Break	Schools closed
March 11	Parent Teacher Conferences	Students dismissed at 11:30 a.m.
March 26	Half-Day	Students dismissed at 11:30 a.m.
March 29- April 2	Spring Break	Schools closed
April 9	FLACS Lottery	Evening Event
May 13	Eid-al-Fitr	Schools Closed
May 31	Memorial Day	Schools Closed
June 29	Last Day of Classes	Students dismissed at 11:30 a.m.

Each full day of instruction will run from 8:00 am to 3:30 pm. With a 50 minute lunch and recess period, there are 400 instructional minutes each day. Half days run from 8:00 am to 11:30 am. Students are given a bag lunch and there are 210 instructional minutes. There are 72,430 instructional minutes (1,228 hours) planned for the school year. This is compared to 900 hours per school year required by New York State in kindergarten through grade six and the 990 hours required in grades seven and eight.

Staff will report for the two weeks prior to opening of school for students, on election day and on all six half days for staff development or other work duties.

**Request 7b - Sample Student Schedule**

*Lower Elementary School (K-2)*

The school day will begin at 8:00 and end at 3:30 for students in the lower elementary school (kindergarten through grade two). Students will spend seven and half hours, or 450 minutes, in school each day. Of these, 50 minutes will be devoted to lunch and a recess period, leaving 400 minutes for instruction each day. Each day, students will attend classes devoted to reading (including the explicit instruction of phonics), writing, and mathematics. Depending on the day of the week, students will have instruction in science and/or social studies. Every day, students will attend classes in a specials area: art, music, or physical education. Time is built into the reading and math blocks each day for small groups; pull-out academic intervention services, special education, and/or English as a new language instruction can occur during these blocks without disrupting core instruction or pulling students from specials areas.

Table 7-2 describes the minimum number of weekly minutes devoted to the core academic subjects in kindergarten through grade two. There are some unallocated minutes that will be used for core academic subjects beyond the minimum requirement; how these are allocated will depend on the needs of the students currently enrolled.

<b>Table 7-2: Minimum Weekly Minutes Devoted to Core Academic Subjects in Kindergarten through Grade 2</b>	
<b>Core Subject</b>	<b>Minimum Weekly Minutes*</b>
English Language Arts (Phonics, Reading and Writing Instruction)	750
Mathematics	375
Science	125
Social Studies	125
<b>Category</b>	<b>Total Minutes</b>
Total Minimum Minutes in Core Academic Subjects	1,375
Unallocated Minutes (To Be Allocated as Additional Instruction in Core Academic Subjects)	325
Other Subjects (Art, Music, Physical Education)	300
Non-Instructional Minutes (Lunch and Recess)	250
Total Instructional Minutes	2,000
Total Minutes in School	2,250

Table 7-3 describes a typical weekly schedule for students in kindergarten through grade two.

<b>Table 7-3: Sample Lower Elementary Weekly Schedule</b>					
<b>Time</b>	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
8:00 - 8:50	Reading	Reading	Reading	Reading	Reading
9:00 - 9:40	Reading	Reading	Reading	Reading	Reading
9:40 - 10:30	Math	Math	Math	Math	Math
10:30 - 11:20	Math	Math	Math	Math	Math
11:20 - 12:10	Lunch	Lunch	Lunch	Lunch	Lunch
12:10 - 1:00	Small Groups <sup>1</sup>	Small Groups	Art	Small Groups	Writing
1:00 - 1:50	Writing	Writing	Writing	Writing	Social Studies
1:50 - 2:40	Science	Social Studies	Science	Social Studies	Science
2:40 - 3:30	Art	Music	PE	Music	PE

*Upper Elementary School (3-5)*

The school day will begin at 8:00 and end at 3:30 for students in the upper elementary school (grade 3 through 5). Students will spend seven and half hours, or 450 minutes, in school each day. Of these, 50 minutes will be devoted to lunch and a recess period, leaving 400 minutes for instruction each day. Each day, students will attend classes devoted to reading, writing, and mathematics. Depending on the day of the week, students will have instruction in science and/or social studies. Every day, students will attend classes in a specials area: art, music, or physical education. As in the lower elementary school, time is built into the reading and math blocks each day for small groups; pull-out academic intervention services, special education, and/or English as a new language instruction can occur during these blocks without disrupting core instruction or pulling students from specials areas. After school programming will be offered for selected groups of students, for example to provide time for text preparation or specific remediation.

Table 7-4 describes the minimum number of weekly minutes devoted to the core academic subjects in grades three through five. There are some unallocated minutes that will be used for core academic subjects beyond the minimum requirement; how these are allocated will depend on the needs of the students currently enrolled.

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<sup>1</sup> Small groups involve remediation and enrichment opportunities in the core subject areas.

<b>Table 7-4: Minimum Weekly Minutes Devoted to Core Academic Subjects in Grade 3 through 5</b>	
<b>Core Subject</b>	<b>Minimum Weekly Minutes</b>
English Language Arts (Reading and Writing Instruction)	750
Mathematics	375
Science	150
Social Studies	150
<b>Category</b>	<b>Total Minutes</b>
Total Minimum Minutes in Core Academic Subjects	1,425
Unallocated Minutes (To Be Allocated as Additional Instruction in Core Academic Subjects)	275
Other Subjects (Art, Music, Physical Education)	300
Non-Instructional Minutes (Lunch and Recess)	250
Total Instructional Minutes	2,000
Total Minutes in School	2,250

Table 7-5 describes a typical weekly schedule for students in grades three through five.

<b>Table 7-5: Sample Upper Elementary Weekly Schedule</b>					
<b>Time</b>	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
8:00 - 8:50	Reading	Math	Reading	Math	Reading
9:00 - 9:40	Reading	Math	Reading	Math	Reading
9:40 - 10:30	Math	Writing	Math	Reading	Math
10:30 - 11:20	Math	Social Studies	Math	Reading	Math
11:20 - 12:10	Lunch	Lunch	Lunch	Lunch	Lunch
12:10 - 1:00	PE	Music	PE	Art	Music
1:00 - 1:50	Art	Small Groups <sup>2</sup>	Writing	Small Groups	Small Groups
1:50 - 2:40	Writing	Reading	Social Studies	Writing	Writing
2:40 - 3:30	Science	Reading	Science	Science	Social Studies

*Middle School (6-8)*

The school day will begin at 8:00 and end at 3:30 for students in the upper elementary school (grade 6 through 8). Students will spend seven and half hours, or 450 minutes, in school each day. Of these, 50 minutes will be devoted to lunch and a recess period, leaving 400 minutes for instruction each day. Each day, students will attend classes devoted to integrated English language arts, mathematics, science and social studies. Every day, students will attend at least one class in a non-core area: health, foreign

<sup>2</sup> Small groups involve remediation and enrichment opportunities in the core subject areas.

language, art, music, or physical education. Time is built into the schedule for small groups; pull-out academic intervention services, special education, and/or English as a new language instruction can occur without disrupting core instruction or pulling students from core or non-core instructional areas. After school programming will be offered, including sports teams, test preparation (such as for the SHSAT), and other enrichment programming

Table 7-6 describes the minimum number of weekly minutes devoted to the core academic subjects in grades six through eight. There are some unallocated minutes that will be used for core academic subjects beyond the minimum requirement, including small group work, or electives that indirectly address core subject areas (for example: a math club or debate); how these are allocated will depend on the needs of the students currently enrolled.

<b>Table 7-6: Minimum Weekly Minutes Devoted to Core Academic Subjects in Grade 6 through 8</b>	
<b>Core Subject</b>	<b>Minimum Weekly Minutes*</b>
English Language Arts	350
Mathematics	350
Science	250
Social Studies	250
<b>Category</b>	<b>Total Minutes</b>
Total Minimum Minutes in Core Academic Subjects	1,200
Other Core Academic Subject Minutes (To Be Allocated as Additional Instruction in Core Academic Subjects Based on Student Need)	400
Other Subjects (Art, Music, Health, Foreign Language Physical Education)	400
Non-Instructional Minutes (Lunch and Recess)	250
Total Instructional Minutes	2,000
Total Minutes in School	2,250

Table 7-7 describes a typical weekly schedule for students in grades six through eight.

<b>Table 7-7: Sample Middle School Weekly Schedule</b>					
<b>Time</b>	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
8:00 - 8:50	ELA	ELA	Social Studies	Math	Math
9:00 - 9:40	ELA	ELA	Math	Math	Science
9:40 - 10:30	Math	Math	ELA	ELA	Science
10:30 - 11:20	Science	Math	Small Group <sup>3</sup>	Small Group	PE
11:20 - 12:10	Lunch	Lunch	Lunch	Lunch	Lunch
12:10 - 1:00	Foreign Lang.	Social Studies	Foreign Lang.	Social Studies	ELA
1:00 - 1:50	Art or Music	Science	Science	Science	ELA
1:50 - 2:40	Health	PE	Health	Foreign Lang.	Social Studies
2:40 - 3:30	Social Studies	Foreign Lang.	Art or Music	Health	Art or Music

*After-School Opportunities*

While the school day will end at 3:30, FLACS IV intends to offer after-school options for students, both provided by its own staff or by external vendors. These would be responsibilities outside of the scope of the regular work day for teacher and there would be additional compensation outside of their base salary. After-school offerings might include academic tutoring, test preparation programs, enrichment activities (such as cooking clubs, music programs, etc.) and sports teams.

FLACS will also partner with LPAC, who will provide an afterschool program (LPAC New Hope After-School program) that all FLACS students will be eligible to join. The LPAC New Hope After-School program provides support for families that work and cannot pick up their children until 6:00 p.m. and on half days. The LPAC staff works closely with the FLACS leaders to develop a program that provides support with homework and school projects. Children in the LPAC New Hope After-School program also participate in gym activities , dance, book-making, table game competitions, arts and crafts and trips.

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<sup>3</sup> Small groups involve remediation and enrichment opportunities in the core subject areas.

**Request 7c - Sample Teacher Schedule**

*Lower Elementary (K-2) and Upper Elementary (3-5)*

Teachers of students in kindergarten through grade five will work an eight hour day, from 8:00 am to 4:00 pm, with 50 minutes of unassigned lunch. They will have 50 minutes of daily preparation/planning time during the students’ instructional day and an additional 30 minutes of preparation/planning time after students are dismissed (from 3:30 to 4:00). Once a week, they will receive an addition planning period (50 minutes) to meet with grade level colleagues. The remainder of their time will be devoted to core teaching assignments. On Monday afternoons, teachers will stay until 5:00 pm for professional development. At times, teachers will attend professional development during the instructional day - this will occur outside of their preparation period and coverage for their teaching duties will be provided by a qualified individual.

<b>Table 7-8: Sample Elementary School Teacher Schedule</b>					
<b>Time</b>	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
8:00 - 8:50	Reading	Reading	Reading	Reading	Reading
9:00 - 9:40	Reading	Reading	Reading	Reading	Reading
9:40 - 10:30	Math	Math	Math	Math	Math
10:30 - 11:20	Math	Math	Math	Math	Math
11:20 - 12:10	Lunch	Lunch	Lunch	Lunch	Lunch
12:10 - 1:00	Reading	Reading	Common Planning Period	Reading	Reading
1:00 - 1:50	Writing	Writing	Writing	Writing	Social Studies
1:50 - 2:40	Preparation Period	Preparation Period	Preparation Period	Preparation Period	Preparation Period
2:40 - 3:30	Science	Social Studies	Science	Social Studies	Science
3:30 - 4:00	Preparation Period	Preparation Period	Preparation Period	Preparation Period	Preparation Period
4:00 - 5:00	Professional Development				

*Middle School (6-8)*

Teachers of students in six through eight will work an eight hour day, from 8:00 am to 4:00 pm, with 50 minutes of unassigned lunch. They will have 100 minutes of daily preparation/ planning time during the students’ instructional day and an additional 30 minutes of preparation/planning time after students are dismissed (from 3:30 to 4:00). This additional planning and preparation time, compared with the elementary staff is due to two factors: 1) these teachers will be seeing three to six different classes a week and 2) middle school staff will not have teaching assistants to support grading or other duties. The remainder of their time will be devoted to core teaching assignments. On Monday afternoons, teachers will stay until 5:00 pm for professional development. At times, teachers will attend professional development during the instructional day - coverage for their teaching duties will be provided by a qualified individual.

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<b>Table 7-9: Sample Middle School Teacher Schedule</b>					
<b>Time</b>	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
8:00 - 8:50	Math Class 701	Preparation Period	Preparation Period	Math Class 703	Preparation Period
9:00 - 9:40	Preparation Period	Math Class 702	Math Class 703	Math Class 703	Math Class 701
9:40 - 10:30	Math Class 702	Math Class 703	Math Class 703	Small Groups Class 703	Math Class 701
10:30 - 11:20	Math Class 702	Math Class 701	Small Groups Class 701	Preparation Period	Small Groups Class 703
11:20 - 12:10	Preparation Period	Math Class 701	Preparation Period	Math Class 701	Preparation Period
12:10 - 1:00	Lunch	Lunch	Lunch	Lunch	Lunch
1:00 - 1:50	Small Groups Class 701	Small Groups Class 702	Math Class 702	Preparation Period	Math Class 702
1:50 - 2:40	Small Groups Class 702	Small Groups Class 703	Math Class 702	Math Class 702	Math Class 702
2:40 - 3:30	Math Class 703	Small Groups Class 701	Math Class 701	Small Groups Class 702	Math Class 703
3:30 - 4:00	Administrative Period	Administrative Period	Administrative Period	Administrative Period	Administrative Period
4:00 - 5:00	Professional Development				

### **Response 08a - Struggling Students**

Since by design FLACS IV is committed to working with all students, including struggling students, it will have a clear plan for addressing the needs of these students. FLACS IV defines a struggling student as one who is not meeting academic standards for their given grade level. This includes students who are at risk of academic failure. FLACS IV will use the same policies around working with these populations that all FLACS schools use; these policies have proven effective in the existing schools.

#### *Identifying Struggling Students and Response to Intervention Framework*

Struggling students will be identified through the Response to Intervention (RTI) process. At regular intervals (4-8 weeks), the RTI will meet. This team will consist of principal and/or assistant principal, special education teachers, ENL teachers, academic intervention services (AIS) teachers, and guidance counselors. The purpose of this team will be to:

- Monitor the progress of all students in meeting grade level learning standards;
- Identify those students that are not meeting standards;
- Determine the appropriate tier of intervention for these students;
- Create a plan of intervention (including staff, materials, frequency) and time-defined goals for each struggling student;
- Monitor the efficacy of the interventions that were provided in the last interval; and:
- Recommend students for intensive child study and special education referral when appropriate.

Progress monitoring will occur using results from the assessments described in *Response 06b - Assessment System*. Additional data that will be used are attendance records and information about services received (including ENL, special education services, and other interventions). The team will determine the interventions that a child will receive. Special care will be taken in designing intervention programs for students who are also ELLs; the team will determine whether the struggle is due to language acquisition level and whether intervention beyond the regular ENL services is appropriate.

In the RTI framework, there are three tiers of intervention. In Tier 1, all students receive high-quality, instruction provided within the context of the core curriculum. Regular assessment identifies struggling learners who need additional support. Students identified as being at-risk receive supplemental instruction during the school day within the context of the regular classroom. Student progress is closely monitored. Students that do not show adequate progress are moved to Tier 2.

In Tier 2, students are provided targeted interventions matched to their needs. These services and/or interventions are provided in small-group settings outside of the classroom teacher by an AIS teacher or other qualified individual (i.e., general education or special education teacher). Tier 2 interventions involve materials other than those used in the core curriculum. Small group, after-school programming, and/or Saturday school programs targeting specific skills and strategies may be used at this level. Students who continue to show little progress at this level of intervention are then considered for more intensive interventions as part of Tier 3.

In Tier 3, students receive individualized, intensive interventions. The critical difference between Tiers 2 and 3 is group size. Whereas within a Tier 2 intervention, students receive instruction as a group, in Tier 3, the intervention is highly personalized. At this level students may receive one-on-one tutoring or instruction in a group of only two to three students.

If a student does not respond to Tier 3 intervention, students will be recommended for intensive child study meetings. In these meetings members of the RTI team and the student's teachers meet to discuss the strengths and needs of the student and tailor an individual plan for future intervention. Referral to special education may be recommended.

### *Strategies, Programs, and Resources*

It is impossible to make an exhaustive list of programs and resources that will be used to provide intervention for struggling students, as the programs and resources will depend greatly on student need. However, there will be a set of core programs and resources that will be used. These have all proven effective in the other FLACS schools. These include:

- *A Strong Core Curriculum and Instructional Strategies*: Tier 1 intervention will be provided through a strong core curriculum that offers opportunities for differentiation. The curriculum and instructional methods are thoroughly described in *Response 06a- Curriculum Selection* and *Response 06c - Instructional Methods*.
- *Guided Reading*: Built in intervention occurs for all students during guided reading.
- *Fountas and Pinnell Leveled Literacy Intervention Kit*: This is a daily, intensive, small-group instruction program with phonics and comprehension supports. This is used for Tier 2 or 3 intervention.
- *Preventing Academic Failure (PAF)*: This is an early intervention program for teaching reading, spelling, and handwriting in grades K-3. This is used for Tier 2 or 3 intervention.
- *Small Group Instruction Using Core Curriculum Materials from Math in Focus*: Suggested resources and lessons for working with struggling students are embedded in the resources from the core math curriculum. Depending on the level of the materials and context of intervention, this can serve as Tier 1, 2, or 3 intervention.
- *Do the Math*: This is a math intervention program that can be used for Tier 2 and 3 intervention.

In addition, the core instructional strategies that FLACS will employ will provide opportunities to support struggling students. These are explained in full in *Response 06c - Instructional Methods*. These include:

- Nonlinguistic representations
- Adaptation of content
- Meaningful activities
- Drawing connections between what students know and new information
- Using graphic organizers
- Explicit vocabulary instruction
- Comprehensible input
- Grouping and cooperative learning
- Wait time
- Providing feedback

Multiple staff members will have the responsibility for delivering intervention to struggling students. As FLACS IV grows, it will employ an AIS teacher, whose primary responsibility will be to provide intervention to struggling students in grades kindergarten through grade six. In grades seven and eight, the content area teachers will deliver intervention; this staffing structure is put in place because of the content specificity needed in those grade levels. The special education teachers will also serve struggling students; if time permits in their schedules after providing services to those students whose IEPs mandate them. The ENL teachers may also provide some of these services in the scope of their work.

At the network level, there will also be a coordinator of special education and at-risk services, who will ensure that the RTI process is implemented appropriately and support general education teachers and coaches working with general education teachers in implementing strategies to support at-risk students in the general education classroom.

Resources will be allocated to fund professional development opportunities for teachers related to differentiating instruction for struggling students. In the past, FLACS has allocated resources for external professional development, such as through the Special Education Collaborative run through the New York City Charter Center. Strategies for differentiation and supporting a variety of learners will be embedded into the professional development program.

#### *Evaluating the Efficacy of the Program*

To monitor the achievement and progress of struggling students, FLACS IV will examine the progress of these students over time. This data will be reviewed at the RTI meetings to ensure that students are making progress. On a yearly basis, the network data specialist, along with the school and network leadership, will conduct an analysis of all intervention programs used in the school, which will be used to determine what interventions programs should be continued in the following year.

#### **Response 08b - Students with Disabilities**

FLACS IV is committed to serving students with disabilities, which is consistent with its mission and key design elements. FLACS IV is confident that the approach outlined below will support students with disabilities as it is the same approach that all FLACS schools use for special education.

#### *Agreement to Abide to Special Education Assurances*

FLACS provides the following assurances regarding the provision of special education and other services to students to be enrolled in the proposed charter school.

- FLACS will adhere to all provisions of federal law relating to students with disabilities including the IDEA, Section 504 of the Rehabilitation Act of 1973 (“Section 504”), and Title II of the Americans with Disabilities Act (“ADA”) which are applicable to it.
- FLACS will, consistent with applicable law, work with Local Educational Agency (“LEA”) school districts to ensure that all students with disabilities that qualify under the IDEA:
  - Have available to them a free, appropriate, public education (“FAPE”);
  - Are appropriately evaluated;
  - Are provided with an Individualized Education Program (“IEP”);
  - Receive an appropriate education in the least restrictive environment (“LRE”);
  - Are involved in the development of and decisions regarding the IEP, along with their parents; and,
  - Have access to appropriate procedures and mechanisms, along with their parents, to resolve any disputes or disagreements related to the school’s or school district’s provision of FAPE.
- FLACS will employ, at a minimum, a properly certified individual as the school’s special education coordinator<sup>1</sup>, whose responsibilities will include coordinating with Committees on Special Education (“CSEs”); providing information to and obtaining information from CSEs as

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<sup>1</sup> This person will be assigned at the network level to be the coordinator at multiple schools.

needed throughout the year; determining if entering students have IEPs; and working with CSEs and school districts to ensure that all required special education and related services are being provided and that all IEPs are appropriate in the context of the charter school setting. The education corporation may permit the special education coordinator to take on additional administrative duties to the extent that they do not interfere with the coordinator's responsibilities to ensure the school's compliance with the IDEA, Section 504, and Title II of the ADA.

- FLACS will make available, as required by law, a student's regular and special education teachers (and other required school personnel) for meetings convened by such student's CSE, and provide such teachers and personnel with copies of the student's IEP.
- FLACS will ensure that parents of children with special needs are informed of how their children are progressing on annual IEP goals and in the general curriculum at least as frequently as parents of regular education children.
- FLACS will abide by the applicable provisions and regulations of the IDEA and the Family Educational Rights Privacy Act (FERPA) as they relate to students with disabilities including, but not limited to, having procedures for maintaining student files in a secure and locked location with limited access.
- The school's special education coordinator will retain such data and prepare such reports as are needed by each disabled student's school district of residence or NYSED in order to permit such entities to comply with federal law and regulations.
- The education corporation will comply with its obligations under the Child Find requirements of IDEA including 34 C.F.R. § 300.111, and will provide appropriate notification to parents in connection therewith as applicable, including notifying them prior to providing a child's name to a CSE for potential evaluation.
- The education corporation will not convene its own CSE, make IDEA evaluations of children suspected of being disabled, create IEPs, reevaluate or revise existing IEPs, or conduct due process hearings. The education corporation understands that these responsibilities are left solely to the CSE of the student's district of residence and will implement IEPs as written.
- Appropriate education corporation personnel will attend such training and technical assistance seminars regarding the education and servicing of special education students as is required by the SUNY Trustees including those sponsored by the NYSED.

#### *Process for Identifying Students with Disabilities*

The commitment to serving students with disabilities begins with the school's process for identifying these students. When students first enter FLACS IV from preschool or other schools, their records will be examined by the network coordinator of special education and at-risk services and school special education teachers to determine whether students have had prior referrals or currently have an IEP. For students who enter the school with an IEP, the district's CSE will be contacted to ensure that identified services are provided as quickly as possible.

For students for whom there has been no prior referral, or who are entering school for the first time, at-risk students will be identified through a child-find that is embedded in the Response to Intervention (RTI) process. As described in *Response R-08d - Struggling Students*, one aspect of the school's RTI process is child study meetings that will be held on a regular basis. Students may be recommended to this process after they receive academic or behavioral interventions in the school that are not helping them progress academically or are not reducing behavioral concerns. These meetings will serve as the primary means for identifying students who are at risk or who may need special education services. At

these meetings, student histories, a portfolio of student work, assessment data, behavior anecdotal records (if necessary), and evidence from interventions from the school will be presented. After reviewing this data, members of the team will suggest interventions and alternative teaching strategies that can be implemented by the classroom teacher or other school staff to help the student make progress in the areas of concern. If minimal or no progress is noted during the implementation phase, a second child study may be attempted or, if deemed appropriate, there will be a recommendation to pursue a referral to the CSE.

Special attention will be made in the referral of ELLs, as the assessment data will need to demonstrate that the concerns about a child are not based solely on language acquisition concerns. The English as a new language (ENL) staff will be consulted in these cases. After further discussions with parents, and with parental consent, an initial request for evaluation will be forwarded to the CSE. The CSE will then conduct an evaluation and inform the school of any recommended services. The CSE will then be asked to provide the related services it has made part of the IEP. If a parent does not consent, and a referral is deemed to be in the child's best interest, an impartial hearing can be requested. Parents can also make a written request for an evaluation at any time. Student placement will be discussed and revisited during annual review meetings held for all students with an IEP.

#### *Personnel, Services, and Resources for Students with Disability*

FLACS IV intends to keep students with disabilities in the least restrictive environment in accordance with the law. Students will be integrated into the general education classroom supported by related services as required by their IEP, including counseling, occupational therapy, speech therapy, and physical therapy, and Special Education Support Services (SETSS). FLACS IV plans to provide certain services to students in special education with its own staff. FLACS IV will hire NYS certified Special Education teachers. If the CSE's recommended services include general education with Special Education Teacher Support Services (SETSS), students will receive targeted instruction from this certified special education teacher, as per their IEP. FLACS IV will also have a guidance counselor who will provide mandated counseling services. All students requiring other related services, e.g., speech, occupational therapy, and physical therapy will receive such services through third party contracts with the NYC Department of Education. Depending on the number of students who receive speech services, FLACS may determine in the future that it will hire a speech teacher for the school, rather than contracting through the NYC Department of Education.

At the network level, there will also be a coordinator of special education and at-risk services. This position will oversee the appropriate delivery of both special education instruction and related services as stipulated on IEPs/504 plans, ensure compliance by the schools with all local and federal laws and regulation, gather data and complete all reporting requirements concerning students with IEPs/504 plans, and complete all required reports to CSI, NYSED, federal government, grant applications, annual report, etc. This individual will also train new special education teachers and conducting professional development with general education teachers and coaches working with general education teachers in implementing strategies to support at-risk and special education students in the general education classroom. This position will alleviate administrative requirements of the school based special education staff to ensure they maximize time spent providing services.

While students in special education receive the services indicated in their IEP, the majority of the time students will be in the general education setting. Given this, most of the education of students in special education falls on the general education teachers. Many of the instructional strategies that

FLACS IV will use, as listed in *Response 06c - Instructional Methods*, will be beneficial in working with students in special education. These include:

- Setting content and language objectives
- Nonlinguistic representations
- Adaptation of content
- Meaningful activities
- Drawing connections between what students know and new information
- Higher order thinking questions and activities
- Using graphic organizers
- Explicit vocabulary instruction
- Comprehensible input
- Grouping and cooperative learning
- Wait time
- Providing feedback

To support students in special education, FLACS IV will utilize many different resources, which will vary from year to year based on the specific goals in students' IEPs. Every instructional program FLACS IV will adopt includes materials and/or structures that differentiate for students with disabilities. A great focus of the special education program will be on adapting the core curriculum to be more accessible for students in special education. Additionally, many of the programs that FLACS IV will use to support struggling students may also be appropriate for students in special education. These include:

- *Preventing Academic Failure (PAF)*: an early intervention program for teaching reading, spelling, and handwriting in grades K-3. This is used for Tier 2 or 3 intervention.
- *Small Group Instruction Using Core Curriculum Materials from Math in Focus*: Suggested resources and lessons for working with struggling students are embedded in the resources from the core math curriculum. Depending on the level of the materials and context of intervention, this can serve as Tier 1, 2, or 3 intervention.
- *Do the Math*: This is a math intervention program that can be used for Tier 2 and 3 intervention.

Additional resources will be allocated to ensure that the needs of special education students are being met. One resource is the presence of teaching assistants in the elementary classrooms. The presence of additional staff in the classroom will allow general education teachers to more effectively differentiate instruction for students with disabilities. Adequate planning time is necessary to implement this approach; time will be set-aside for articulation between the general education teacher and special education teachers and other service providers. As described in *Response 06c - Instructional Methods*, technology will play a role in supporting the unique needs of all students, including those in special education.

#### *Services or Settings Provided by the School District*

FLACS IV plans to contract out related services for occupational therapy, physical therapy and speech therapy. If more restrictive settings are mandated by the CSE, students will receive a placement in another school setting in the local district, as FLACS IV does not intend to provide more restrictive environments that SETSS at this time. However, in the event that FLACS IV does not recruit sufficient numbers of students to meet the enrollment targets for special education, the school will consider providing additional environments, such as Integrated Co-Teaching (ICT) in which both a general and special education teacher co-teach. However, guidance from the State Education Department has stated

that CSEs are supposed to take the unique settings of charter schools into account in structuring an IEP to allow the student to remain in the charter school if possible.

*Coordination between General Education Teachers and Special Education Teachers or Service Providers*

Essential to the success of the special education program will be communication between general education and special education teachers and/or service providers. Common planning time for articulation will be created so that general education teachers can communicate with special education teachers and service providers. The school principal and network coordinator of special education and at-risk services will be responsible for making sure that these meetings occur.

*Monitoring the Achievement and Progress of Students with Disabilities*

FLACS IV will use a robust data management system through which student assessment data can easily be disaggregated to monitor the achievement and progress of students with disabilities. In monitoring the progress of students in special education, both progress toward meeting the IEP goals and grade level standards will be examined.

*Evaluating the Efficacy of the Program and Ensuring that the Needs of Students are Met*

The network data specialists and the network coordinator of special education and at-risk services will support the school and network leadership teams, in assessing the impact of interventions on student achievement. This data will be used to monitor the efficacy of the program. Both individual student progress, measured by growth over time, as well as comparisons of the special education and general education subgroups will be considered. Modifications to the program will be made if the need arises.

*Professional Development*

Since students with disabilities will spend a majority of their time with their general education classroom teachers, FLACS IV will ensure that all teachers are skilled at working with students with disabilities. Teachers will receive professional development in how to differentiate instruction within the classroom to best meet the needs of students with a wide range of disabilities. This professional development will be developed by network staff and the principal, instructional coaches, and special education teachers.

The child study meetings and regular articulation between the general education and special education teachers will also serve as a form of professional development, as general education teachers will expand their repertoire of strategies for working with students with special needs. When possible, FLACS IV will seek to secure teachers to staff elementary school classrooms who possess dual certification in elementary education and special education.

Professional development will also be provided for special education teachers and counselors in identifying, supporting, and evaluating the progress of special education students including the implementation of RTI and behavioral intervention plans (BIPs). The FLACS network has been part of the Special Education Collaborative, which is part of the New York City Charter Center. Through this membership, FLACS has received high quality professional development aimed primarily at special education teachers and counselors. The network coordinator of special education and at-risk services will also train new special education teachers in the use of computer systems for the special education process, writing of goals, progress reports, annual reviews and parent communication.