

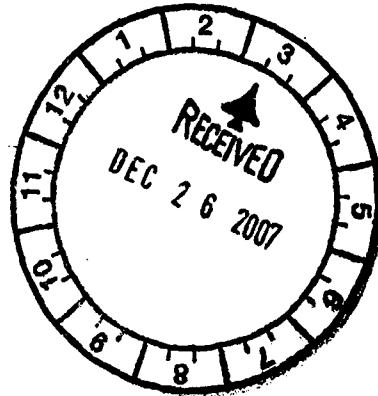


Charter Schools Institute

The State University of New York

December 19, 2007

Dr. Moshe Gans
Regional Associate
Office of Accountability, Policy, and Administration
New York State Education Department
55 Hanson Place, Room 400
Brooklyn, New York 11217



Dear Dr. Gans:

The Institute has reviewed the Departments requests for clarification regarding the application for the Carl C. Icahn Charter School Far Rockaway, dated and received December 11, 2007, and has discussed them with the co-applicants. In response to the requests, the co-applicants have made certain revisions to the charter application.

In addition to this transmittal letter, enclosed are:

- A cover letter from the co-applicants, Julie Goodyear and Gail Golden, dated December 18, 2007 (the "Applicant Cover Letter").
- Certain revised pages of the charter application, attached to the Applicant Cover Letter.
- A copy of the Institute's application summary document for the Carl C. Icahn Charter School Far Rockaway, in lieu of the Department's Executive Summary document.

Please note that by its signature below the Institute approves of the revisions submitted by the applicant in response to the Department's comments and attests that these "Attachments" and "Exhibits" are hereby incorporated into the proposed charter between the applicant and the State University Board of Trustees and shall be fully binding on the charter school when it comes into being. Moreover, the Attachments and Exhibits submitted hereto shall be deemed to replace in their entirety previous versions of such Attachments and Exhibits, which such previous versions are and shall be null and void.

Dr. Moshe Gans
December 19, 2007
Page 2 of 2

Should you have any question or concerns please do not hesitate to contact my office. Thank you.

Sincerely,



Jennifer G. Sneed, Ph.D.
Senior Vice President

Enclosures

c: Joel Klein
 Lisa Long (*letter only*)
 Shelia Evans-Tranum
 Ira Schwartz
 Carol Wallace
 Julie Goodyear } (*letter only*)
 Gail Golden

December 18, 2007

HAND-DELIVERED

Dr. Jennifer G. Sneed
Senior Vice President
Charter Schools Institute
41 State Street, Suite 700
Albany, NY 12207

Re: Charter School Application for the Carl C. Icahn Charter School Far Rockaway

Dear Dr. Sneed:

In response to the letter from the State Education Department dated December 11, 2007, seeking clarification or amendment of the application for the Carl C. Icahn Charter School Far Rockaway, we submit the following responses or amendments to the application. In agreement with the Institute's advice and recommendation, we refer the reader to the Institute's response (which we understand will accompany our present submission) on several items. Our responses follow below.

Responses to December 11, 2007 letter:

ORGANIZATIONAL STRUCTURE/GOVERNANCE

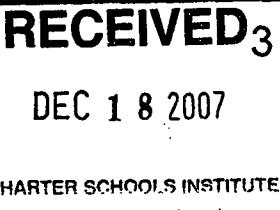
1. The application states that not more than 50 percent of the persons serving on the Board may be interested persons. Interested persons is defined as: "Carl C. Icahn and any person who has, or is an owner of more than 5 percent of any business that has, in the past twelve months, received compensation from Carl C. Icahn or any entity over which Mr. Icahn has substantial control in consideration of goods or services." What is the rationale for 50 percent? (Reference: page D-4 of the By-Laws, Section C (3))

This condition was imposed by our authorizer for the original, and each subsequent, Icahn charter school. The Institute's intent was to make certain that the school board had breadth beyond Mr. Icahn and his companies.

2. Please affirm that trustees, officers or employees of any single organization shall hold no more than 40 percent of total seats comprising the Board. (Reference: page 30, Code of Ethics)

Each Icahn application, including the instant application, has sought and received a waiver from this SUNY Trustees mandate to except affiliation of school trustees with the Foundation for a Greater Opportunity, which is the school's "partner" organization (application filed in conjunction with). We also note that the SUNY charter agreement provision exempts being affiliated with another charter school.

FISCAL



3. Please provide further details about the food services to be provided. Indicate what meals and snacks will be served.

As set forth in Attachment 35, the school will contract with NYCDOE to provide food services. School food service, including breakfast, lunch and snacks will be provided by the NYC DOE Office of School Food & Nutrition Services. CCICS FR children will be served the same meals as DOE schoolchildren receive.

4. Clarify whether the school nurse is expected to be a full-time or part-time employee.

As set forth in Attachment 36, the school will be receiving nursing services from NYCDOE/NYCDHMH. We expect the nurse will be a full-time employee of one of those city agencies.

5. Please provide a copy of the CCICS Manual.

The manual is attached.

6. Please provide written notice of any anticipated Less-Than-Arm's-Length (LTAL) relationships with any related party.

The school does not anticipate any LTAL relationships other than possible facilities assistance from the Foundation for a Greater Opportunity which is disclosed in attachments 46 and 47.

7. Please provide additional information about the expected training for board trustees concerning management and oversight of fiscal matters. The response should include how often such training will be provided and when a new trustee will receive his/her first training.

We note that such training is not required by the Charter Schools Act, Education Law or the Not-For-Profit Corporations Law, and that all of our founding trustees sit on other charter school boards and are quite sophisticated in these matters. The boards of the two previous schools have not changed since the initial formation. While this does not guarantee their continued commitment, it does suggest that the board functions well.

8. Please explain the use of \$10,000 per student as the starting amount for General Education revenues.

We conservatively used \$10,000 per student, while acknowledging that the current per pupil payment from NYCDOE is \$11,023. The AOE has not increased every year, so we wanted to be conservative.

9. Indicate how many certified and non-certified staff are expected to be hired.

The school will abide by the certification requirements in the Charter Schools Act and the "highly qualified" teacher requirements in the No Child Left Behind Act of 2001.

To reflect the foregoing, the first two sentences in Attachment 42-1 will be deleted and replaced with the above sentence.

A revised Attachment 42-1 is attached hereto.

10. Please provide additional information regarding the anticipated professional development for staff. The response should include the type of training and/or conferences required of each staff member and the amount of professional development time per year required of each staff member.

Every teacher and staff member working at the Icahn Charter School is considered to be a lifelong learner. As with our current schools, three weeks during the summer will be provided for professional development in the area of Core Knowledge, lesson planning, assessment and individualized instruction. We anticipate having the NYC mathematics project involved in the school on a regular basis, as permitted from our budget. When the AOE is able to support the position, a full time staff developer will be assigned. It is not possible to stipulate the amount of professional development time per year required of each staff member as professional development is ongoing. There will be staff developers in school every day, who work with individual teachers and groups of teachers, based on need. It will be ongoing, as it has been in our previous schools. This system has worked very well. The principal will have the responsibility for instructional leadership.

11. Please provide additional information regarding transportation services. Will the school provide supplemental transportation of any kind? What services will be provided for in the budgeted amounts under transportation?

As set forth in Attachment 54, the school will contract with the NYCDOE to provide transportation services. No supplemental transportation services will be provided.

12. Please identify, in the line-item budget, the \$75,000 for possible dissolution costs.

A dissolution reserve of \$25,000 per year for three years is subsumed in the line item "Reserve Fund > 5% of Revenues."

GOALS

13. Please describe student achievement goals in measurable terms. Each goal must include the following: The desired academic state and the number/percent of students who will attain the goal (e.g., "All 4th grade students will demonstrate achievement of ELA standards on the elementary English-Language Arts Exam . . ."); the degree/level at which the goal must be attained (e.g., ". . . at least at Level 3 . . ."); a timeframe for meeting such goals (e.g., ". . . by the end of first year of instruction."). (Reference: page 13-1)

As set forth in Paragraph 2.6 of the proposed Charter Agreement, the school's Accountability Plan will reflect student, organizational, fiscal and legal goals, and will be developed jointly with the Institute by May 15 of the first year of operation. Please see the Institute's Accountability Plan Guidelines at:

<http://www.newyorkcharters.org/documents/GuidelinesCreatingAccountabilityPlan10-07.doc> for more information.

14. Please provide at least one student achievement goal for both math and ELA, and also include a goal that addresses outperforming the district of location.

Please see response to Item 13. The applicants cannot independently determine these at this time.

15. Please provide other goals such as student re-enrollment rates, levels of parent satisfaction, etc. (Reference: page 13-1)

Please see response to Item 13. The applicants cannot independently determine these at this time.

SPECIAL EDUCATION

16. Please describe how the progress of students with disabilities who cannot participate in regular State assessments will be measured (toward meeting both the State learning standards and IEP goals/objectives). Note: The 8/06 VESID Field Memorandum at the following link contains information on the updated New York State Alternate Assessments (NYSAA) for students with disabilities –

<http://www.vesid.nysesd.gov/specialed/alterassessment/changesadmin.htm>

Neither subdivision 2851(2)(s) nor 2853(4)(a) require a charter application to include the information requested. As charter schools have been interpreted to be schools within an LEA and subject to the determinations of the CSE of the child's residence (or in NYC, the school's CSD of location), the charter school can only have input on, as opposed to make, such determinations. As charter schools only need to follow federal law and regulations related to special education, we will provide an assurance in the application that the school will follow the IDEA and the NCLB and applicable regulations with respect to its special education students.

The Carl Icahn Charter School will use the New York State Alternate Assessment (NYSAA), which is a part of the New York State Testing Program for students with disabilities who cannot participate in regular State assessments. It is a datafolio-style assessment in which students with severe cognitive disabilities demonstrate their performance toward achieving the New York State learning standards. Eligibility for participation in NYSAA is determined by the Committee on Special Education (CSE). Student performance is recorded through direct observation and documentation and may include other information such as student work products, photographs, audio and videotapes. Students must be assessed once a year beginning in the school year they become 9 years old through the school year they become 14 (grade equivalents 3-8).

17. Please describe the processes the School will follow to ensure compliance with IDEA reporting requirements. Note: the following link provides information that will assist in developing this description

<http://www.vesid.nysesd.gov/sedcar/data.htm#Charter%20Schools>

We thank the Department for its assistance. However, the Charter Schools Act requires that applicants provide "*methods and strategies* for serving students with disabilities in compliance with all federal laws and regulations," Education Law § 2851(2)(s) (emphasis added). The Act does not require that every aspect of the program or a description of the processes to be followed to ensure compliance with IDEA reporting requirements be

described in detail in the charter application. Moreover, charter schools do not have to follow state law or regulations related to special education to the extent they exceed federal law. The State University Trustees have added an application requirement inasmuch as they require the special education assurances set forth in Attachment 18(b). The first such assurance covers IDEA reporting requirements and, therefore, we shall not respond further.

18. Please describe the processes the School will follow to ensure that all teachers and related staff will have access to the IEP and will understand their responsibility in implementing the IEP.

Please see the second full paragraph of Attachment 18-2, which fully covers this topic. In summary, the administration of the school will ensure that general education teachers and related staff have access to the Individualized Education Program for each student with a disability in their classes. In addition, consistent with IDEA, each teacher will be informed of his or her responsibilities related to implementing the student's IEP and the specific accommodations, modifications, and supports that must be provided for the student according to the IEP by the school administration. Access to the IEP in this context means being provided a personal copy of the document as well as filing the original in the main office under the supervision of the school's Administrative Assistant.

19. Please describe the processes the School will follow to provide staff development activities relevant to the referral process, IEP development, IEP implementation, evaluation of student progress towards IEP goals and objectives, reporting requirements, discipline of SWDs, confidentiality and student records.

Please see response to Item 17 and the second full paragraph of Attachment 18-2, which addresses confidentiality of special education records. Also, please be aware that every teacher and staff member working at the Icahn Charter School is considered to be a lifelong learner. As such, there are many professional development opportunities offered throughout the school year. Teachers will be encouraged and provided with staff development on topics such as: the referral process, IEP development, IEP implementation, evaluation of student progress towards IEP goals and objectives, reporting requirements, discipline of students with disabilities, confidentiality and student records just to name a few. Though a general session will begin the school year, a more formal staff development needs assessment will determine subsequent sessions to be conducted on staff development days, prep periods, and "lunch and learns."

20. Please submit an expanded description of the referral process the School will employ with the CSE of the student's district of residence.

Please see response to Item 17. Although we believe that the assurances in Attachment 18(b) cover this topic adequately, we add below:

Icahn Referral Process

I. Pre-referral

Before a child is referred for special education, every effort will be made to ensure that all strategies and accommodations available to him/her in the typical classroom have been utilized. Teachers will be given an opportunity to discuss children at Child Study team

meetings to gather new ideas and/or share insights on and strategies for working with students. The Child Study Team will consist of:

Administrator

Student's teacher(s)

Guidance Counselor

Special Education Teacher and/or Targeted Assistance Teacher (as appropriate)

School Nurse (where appropriate)

Related Service Provider (as appropriate)

Parent (when appropriate)

The conclusion of the meeting may include one of the following outcomes:

Recommendations for strategies to attempt in classroom

Recommendations for further investigation

Recommendations for behavioral interventions

Section 504 referral

CSE referral

Pre-referral supports

II. Section 504 or CSE Referral: In the case of either type of referral, the parents will be notified before the referral is made. All referrals must be signed by the building principal before being sent to the Committee for Special Education Office.

Complete CSE referral form

Attach any pertinent medical documentation

Attach other pertinent information (previous evaluations, assessments, report cards, etc.)

Submit CSE referral form with signatures and attachments to the CSE

Seek approval by parent for referral

III. Parent Referral: Parents with concerns regarding their child's progress are encouraged to contact the classroom teacher to discuss their concerns. The school guidance counselor will be available to meet with parents. Requests for formal evaluations, when necessary, will be in written form and sent to the school guidance counselor, who will forward it to the school Child Study Team.

21. Please submit an expanded description of the School's hiring process that includes an assurance that all CCICS special education teachers will be highly qualified.

Please see the assurance in Item 9, the last full paragraph in Attachment 18-2 (which addresses teacher certification) and response to Item 17. In addition, we assure that special education teachers will meet the applicable requirements of the NCLB. It is our belief that although principals may not directly affect the student outcomes, they have the potential to importantly shape the environment in which students learn. A crucial aspect of the learning environment is the quality of the teaching workforce. Increasingly, research highlights the pivotal impact that teachers have on student learning. Hiring teachers with potential and providing continuous professional development benefits the children. The Carl Icahn Charter School hiring procedures are:

- ◆ Advertise the position(s) in local newspapers.
- ◆ Solicit the colleges and teacher education programs such as Manhattanville College's "Jump Start Program" and Teach For America.

- ◆ Attend NYC Department of Education hiring halls.
 - ◆ Teacher candidates must submit an application and resume, and be interviewed.
22. Please submit a full description of the School's plan for maintaining student discipline. The response should include rules and due process procedures for disciplining, suspending and expelling students; process of providing alternative instruction for students of compulsory attendance age; due process under IDEA. This link will provide additional information: <http://www.vesid.nysesd.gov/specialed/publications/policy/diciplineguide.htm>
- Please see Attachment 33, which covers this topic. We apologize that cites to Subpart E of the IDEA are not updated, but the correct IDEA regulations will be followed. With respect to due process and alternative instruction, those procedures are fully set forth in Attachment 32 and fully applicable to students with disabilities to the extent allowed by federal law.
- The reference to "article eighty-nine of the New York Education Law" on page 33-4 will be deleted.
- A revised Attachment 33-4 is attached hereto.
- #### ENGLISH LANGUAGE LEARNERS/LIMITED ENGLISH PROFICIENT
23. Please provide a clear demonstration of the School's good faith efforts to attract and retain a comparable or greater enrollment of students with limited English proficiency as compared to the enrollment figures of students in the proposed district of location. All such efforts must be clearly and consistently documented. Please provide a brief description of the neighborhoods the School will service and the specific good faith efforts/strategies employed in those communities. Identify some of the specific communities and organizations with whom the applicant will work to attract and retain LEP/ELL students,
- We first note that the "attract and retain" language in the Charter Schools Act has no set meaning beyond what any authorizer believes it means. The Act specifically does not state, "All such efforts must be clearly and consistently documented," We further note that the statute supplies no standards by which to judge such efforts, and did not make them required elements of a charter school application even though the SUNY Trustees did.
- The school's admissions policy states that it will not discriminate on the basis of national origin or aptitude (Attachment 31-1), and that the application will be translated into languages as necessary (31-1 – 31-2). Our target population also includes "students who may not be English language proficient." (Typo in original will be corrected (31-2, second para.)). All of the foregoing demonstrates good faith efforts to attract ELLs.
- Good faith efforts with respect to retention of ELLs are covered by Attachment 19, but are summarized below:

The Icahn Charter School community is committed to the importance of student body diversity. Our approach focuses at the point of admission, attempting to diversify the body of admitted students through the use of a lottery system, student waiting lists, promoting parental choice throughout the community, developing community-based organization

alliances, organizing open house opportunities for parents, and increasing recruitment and outreach in the language(s) of the school community.

Knowledge about the school's program and access to applications are keys to recruiting a student population that is reflective of the surrounding community. Supports such as ads and flyers in the language and/or languages of the community, personnel that speak the languages of the community, and free transportation will make the school accessible to all. The following is a list of possible steps to be taken to recruit student diversity:

1. A multilingual Staff and admission overseer
2. All written correspondence in the language(s) of the community
3. Seek agenda time for parent organizations in District Public Schools
4. Place multilingual fliers in storefronts, community-based organizations, banks, post offices, etc.
5. Create alliances with local community-based organizations
6. Reach out to local politicians, and Community Planning Boards to spread the word to their constituencies
7. Create Open House opportunities for parents, students, and community leaders.

Far Rockaway is one of the four neighborhoods on the Rockaway Peninsula in the New York City borough of Queens in the United States. It describes the easternmost section of the Rockaways, usually the area east of Beach 77th Street, comprising the neighborhoods of Bayswater, Edgemere, Arverne, as well as Far Rockaway proper and Downtown Far Rockaway. The neighborhood is part of Queens Community Board 14.[1]

Far Rockaway's character is that of an inner-city, oceanfront district, in some ways having more in common with Asbury Park, New Jersey than with New York City. Far Rockaway is one of the most distant New York neighborhoods from Manhattan, the cultural and financial center of New York City. Formerly populated by Eastern European Jewish and Irish immigrants, it now has a large African American population, though the westernmost portion still remains mostly Irish. Downtown Far Rockaway has a moderately large Central American population. There is also a large Orthodox Jewish population in the easternmost part of Far Rockaway, which borders Inwood and Lawrence, and other areas in the densely-Jewish Five Towns area across the Nassau County border. The area is home to a large and growing number of Haredi Jews with a large network of yeshivas and Jewish communal needs.

Recently, the area is being renewed with new beach houses and waterfront development. There has been a steady attempt at cleaning up the area, and along with its rough appearance, the crime rate is relatively high.

Education:

The neighborhood, like all of New York City, is served by the New York City Department of Education. Far Rockaway residents are zoned to several different elementary schools:

P.S. 43

P.S. 104 The Bayswater School

P.S. 105 The Bay School

P.S. 106

P.S. 197 The Ocean School

P.S. 215 Lucretia Mott

P.S. 253

Far Rockaway residents are zoned to I.S. 53 Brian Piccolo.

All New York City residents who wish to attend a public high school must apply to high schools. Far Rockaway High School is in Far Rockaway and Beach Channel High School is near Far Rockaway.

Stella Maris High School, an all-girls Catholic high school, is located adjacent to the beach.

A list of local community organizations:

Margert Community Corp., 325 Beach 37TH ST., Far Rockaway, NY 11691;
<http://www.margert.org>

Community-Based Housing Services□Service Area: Far Rockaway/Edgemere, Contact:
Joseph G. Barden, Phone: (718)471-3724; Email: jgb@nyct.net

Caribbean Women's Health Association

Categories: Social & Human Services Organizations, Social & Human Services, Women's Organizations

1931 Mott Avenue, Far Rockaway, NY 11691 <http://www.cwha.org>

Hammel Child Care Center

Services: Social Services

Categories: Children's Services Organizations, Youth Services Organizations

82-10 Rkwy Beach Boulevard, Far Rockaway, NY 11693

<http://www.chipny.com>

Madison Square Boys & Girls Club

Services: Social Services

Categories: Social & Human Services Organizations, Children's Services Organizations, Youth Services Organizations, Social & Human Services

426 Beach 40th Street, Far Rockaway, NY 11691

<http://www.madisonsquare.org>

A revised Attachment 31-2 is attached hereto.

24. Please provide a description of the process the School will use to identify LEP/ELL students and a method for determining which of these students will receive assistance. Please outline the steps to the LEP identification process as follow:

- a. The process begins with the Home Language Questionnaire to screen all new entrants to New York State schools for potential limited English proficiency.
- b. If English is the only language spoken in the home as indicated on the Home Language Questionnaire (HLQ), then the screening process need not continue.

- c. If the home language is other than English or the student's native language is other than English, then appropriate school staff should informally interview the student and the parent/guardian in English, or when necessary in their native language.
- d. If the student speaks a language other than English and speaks little or no English, then the school should administer the Language Assessment Battery-Revised (LAB-R). A student who scores below the designated proficient level is limited English Proficient (LEP), thus eligible for ESL services. The LAB-R is administered only once to each incoming student.

We first note that charter schools do not need to follow state law or the Commissioner's Regulations (Part 154) related to ELLs, they only need to follow applicable federal law and court ordered requirements. Thus, the school will not exactly follow the steps above; rather it will follow the steps outlined in Attachment 19, which are substantially similar and cover all of the above concerns.

To be clearer, we have revised Attachment 19 as follows:

- a. The second sentence of the first substantive paragraph on page 19-2 is revised to delete "as per regulations," at the end of the sentence.
- b. The first sentence of the third paragraph on page 19-3 is deleted as the school will not follow NYCDOE specific regulations.

Revised Attachment 19 is attached hereto.

25. Please delete the bulleted items on page 19-1 and on the first half of page 19-2.

These are part of our authorizer's application kit and repeated in the application at its request.

26. Regarding the special language instructional program the School will use to teach English and the general curriculum to LEP/ELL students, is the applicant aware that a charter school is not required to follow CR Part 154 which prescribes the type of special language instructional program that public school districts must follow?

Yes, please see response to Item 24.

27. Will the School follow the CR Part 154 program as written in Commissioner's Regulations? If yes, please review the guidelines describing the elements of a CR Part 154 program and revise this section accordingly. Additionally, include the free standing ESL program on the daily student schedule.

Please see response to Item 24. We decline to revise the student schedule as the ESL instruction is not generally applicable to all students.

28. The application includes the following goal in the ELL section: "To have 50% of its ELL students progress at least one proficiency level on the NYSESLAT annually." Please remove this goal from this section and include it in the Goals (Student Achievement) section of the application.

Our authorizer wants all of the ELL material in one place so we decline to follow the Department's suggestion.

29. Please clarify and expand on the description of the ELL/LEP program.

Please provide an expanded description of how the School will identify appropriate evaluative standards for measuring the progress of LEP/ELL students, including program exit criteria. Note: The LEP Technical Assistance Advisory provides guidance to this effect.

The evaluative standards are set forth in Attachment 19 with additional information below:

Four-Level ESL Program:

Students will be identified as being in one of four possible levels of ESL instruction and proficiency by the ESL Teacher. The ESL teacher will do a combination of push-in and pull-out as needed.

In Levels 1-2, students will concentrate on developing fundamental English skills in an interactive classroom setting. The student's class work will emphasize those skills necessary for effective oral and written communication. Instruction will cover all areas of language development: practical vocabulary, basic language structures, and the essentials of reading, writing, listening and speaking.

In Levels 3-4, students will continue to develop fluency and accuracy. Students' class work will focus on comprehension skills, and will challenge them to expand their skills in academic as well as non-academic areas. Students at this level will find that their class work will emphasize skill areas such as academic writing, note taking and oral presentation skills. The final focus of the class will be communication skills that concentrate on current issues or cultural aspects of American life.

30. Please affirm that the School will administer the New York State English as a Second Language Achievement Test (NYSESLAT) to evaluate the English proficiency of all LEP/ELL students. Such testing will occur once a year, at a minimum. Note: the NYSESLAT may not be used for Title I accountability purposes, except for students newly arrived in the United States. Charter schools must also administer the ELA assessment to LEP/ELL students who, as of January 3, 2007, have been enrolled in school in the United States (excluding Puerto Rico) for one year or more. (For additional guidance, see <http://www.emsc.nyseslat/nclbmemo8-4-06.htm>).

We affirm as this is set forth in Attachment 19.

31. The LAB-R is an identification tool. Please eliminate any references to the LAB-R as an ongoing assessment tool.

The reference at the bottom of page 19-3 has been replaced with a reference to the NYSESLAT.

A revised Attachment 19 is attached hereto.

32. PERSONNEL--Reference is made to the hiring of a certified ESL teacher; however, that position is not identified in the roster of instructional staff on page 42-1, 42-2 or in the projected teacher salaries as presented in the budget section. Please revise. Applicant should revise.

Revised Attachment 42 and budget are attached hereto

EXECUTIVE SUMMARY

To assist NYSED staff, we kindly request that you complete the attached template to insure the accuracy of the charter school summary that will be provided to the Board of Regents at its meeting. You may submit an electronic copy of the completed template with the responses to this letter or separately.

Please see the Institute's summary document.

* * *

Please be advised that in submitting to the Institute the enclosed amendments to the charter application for the Carl C. Icahn Charter School Far Rockaway, I, by my signature below, hereby give my consent and agreement that such enclosed amended "Attachments" or "Exhibits" shall be incorporated into the proposed charter between me and the State University Board of Trustees and shall be fully binding on the charter school if it comes into being. I further agree and consent that the Attachments and Exhibits submitted hereto shall be deemed to replace in their entirety previous versions of such Attachments and Exhibits, which such previous versions are and shall be null and void.

Sincerely,

Julie Goodyear

Julie Good year

Gail Golden
Gail Golden
Co-Applicants

Enclosures

c: Carl C. Icahn, Board Chair

DEC 18 2007

19—Attach a description of the program design, methods and strategies for serving students who are English Language Learners (ELLs) in accordance with federal law, including Title VI of the Civil Rights Act of 1964 and the Equal Educational Opportunities Act of 1974. Such description must include the following elements:

- the process for the identification and placement of students whose first language is not English and the methods for determining the kinds of assistance that these students may need;
- the manner in which the applicant will ensure that ELL students are not misplaced or tracked inappropriately in other classes (including those programs or classes designed to serve students with disabilities);
- the description of exit criteria and related objective assessment instruments and subjective methods that will ensure the appropriate student placement and monitoring of a student's progress over time;
- a description of the educational soundness of the program model pursuant to which ELL students will be provided services, including the authorities upon which the applicant relies to demonstrate that the program is likely to meet the educational needs of all ELL students;
- a statement that affirms that all students, regardless of language proficiency, will be provided the necessary curriculum and instruction to allow them to achieve to the high standards set for all students in the school; and
- a description of the planned implementation of the program model, including information regarding the allocation of resources to the service of all ELL students including:
 - a description of how staff, curricular materials, and facilities will be used,
 - a statement that affirms that ELL students will not be excluded categorically from curricular and extra-curricular activities because of an inability to speak and understand English;
 - a description of the planned evaluation of the program model over time, including the identification of benchmarks of success (and the corresponding bases for their establishment); the uses of standardized and other assessments; and the related disaggregation of data that will facilitate a program review and the measurement of progress of ELI students over time; and
 - a description of the planned outreach to parents in the community, including strategies for communicating with parents who are not proficient in English.

It is anticipated that some of the children in our school will be in need of English as a Second Language (ESL) instruction as a result of their status as English Language Learner. These students will be in regular classes and will receive additional support in the form of English as a Second Language and to ensure retention. CCICS-FR will have a New York State certified ESL teacher to ensure appropriate assessment and education for our students. ELL students will have services provided to them following a push-in model, so as to prevent a child from being stigmatized as well as preventing a classroom subject from being supplanted. We will hire the needed staff and buy the curricular materials to ensure that students are well served.

The determination of need of English Language Learners will be based on results of a home language survey at the beginning of the school year. If the home language is other than English or student's native language is other than English, then appropriate school staff will conduct an informal interview in the Student's native language and English. The Language Assessment Battery (LAB) Test will be used to

determine and assess need. We will look at each learner in terms of ability. We will continue to look at the population in terms of language needs.

CCICS-FR will be committed to ensuring that English Language Learners are not assigned to classes for the disabled because of their lack of English skills. Notices to the families of the students will be in the family's native language. ELL students will not be excluded from curricular and extracurricular activities at CCICS-FR because of an inability to speak and understand the language of instruction.

The program for ELL students will be assessed by both formative and summative methods. The regular assessment of students, focused conversations with staff and parents, and consultations with experts in the field of bilingual education as needed will help CCICS-FR determine if the program for ELLs is working or needs to be modified in some way. Ultimately, it is the student's increasing ability to use English that is the true test of program success. This will be measured by the current method used by the New York City Department of Education to determine if LEP students are making progress: gains of five NCEs (normal curve equivalent) or more annually in the English LAB (Language Assessment Battery). In addition, student work (e.g., projects, portfolios, written work) and use of the English language will be evaluated.

The following assessment criteria for English Language Learners will be used to measure the progress for ELL students:

English LAB scores including subtests in listening, speaking, reading and writing
Fluency in spoken English including spoken discourse
Academic language proficiency in English
Assessment on the New York State English as a Second Language Achievement Test
Teacher notes and observations

Differentiated instruction will be provided to students in the ESL program to ensure that individual needs are met. The program we are proposing will have sufficient flexibility to meet the needs of each student, which will ensure retention. Factors that determine instructional grouping and differentiated instructional strategies include:

Developmental level and age of the learner
Proficiency in native language and English
Experiential and cultural background
Preferred learning modalities
Guided instruction and independent/small group classroom activities will accommodate all students by providing:

- Opportunities and choices to demonstrate competency and skills in English
- An array of materials, both print and non-print, on a variety of levels
- Opportunities for independent practice
- Utilization of technology

The ESL program as it will be implemented in CCICS-FR will meet the requirements of Title VI of the Civil Rights Act prohibiting discrimination on the basis of race, color or national origin.

31. Attach the proposed student admission policy and procedures for the charter school.

This policy should include, at a minimum, the following information:

- the required anti-discrimination criteria and allowable admissions preferences;
- the scheduled application and enrollment periods for the first and subsequent years, including the approximate date in each year on which you intend to hold the lottery, if necessary;
- an outreach plan including strategies for publicizing the school and recruiting prospective students;
- the specific targeted student population (if any);
- the step-by-step procedures to be implemented in the event timely applications for admission exceed the available spaces, including who will conduct the lottery, the precise manner in which the lottery will be conducted, and measures that will be taken to ensure that the admission process adheres to § 2854(2); and
- the procedures for student withdrawal from the school.

Admission of students shall not be limited on the basis of intellectual ability, measures of achievement or aptitude, athletic ability, disability, ethnicity, race, creed, gender, national origin, religion or ancestry. It is anticipated that the demand for admission will exceed available seats and a lottery system meeting the requirements for New York State charter school lotteries will be developed to address this situation, with a preference for siblings of students already enrolled in the school and a preference for students living in the school's community district. In the event that a lottery system is required, the actual process will be open to the public. After the first year of the lottery, students returning to the school will be given preference.

We anticipate a two month-long application period. We expect to hold the lottery by April 1 so that parents/guardians may request transportation from their districts of residence prior to April 1.

Our marketing plan includes notifying the local elementary school, community board, community based organizations, houses of worship and community centers. We will be in touch with the Borough President and other community leaders.

We will print and distribute fliers to distribute at subway stations, supermarkets and communities of faith. We will be in touch with community based organizations. We will hold a voluntary Open House when key people from the trustees and a school official will be present who will demonstrate the Core Knowledge Program to parents. We will be available to answer organizational and educational questions at hours convenient to parents in the community. The application and admission process will be made clear at these meetings and as part of the application material. The application will be translated into other languages if necessary. The application will include: "The Carl C. Icahn Charter School Far Rockaway does not discriminate on the basis of sex in admission or the educational program it operates, and is required by federal Title IX of the Education Amendments of 1972 not to discriminate in such a manner." The application will provide that "Information in the students' records will not be released without the written consent of the parent or as noted under FERPA requirements." The school secretary will be prepared to answer questions and help families complete the application. To apply, it is only necessary that the school receive a completed application for the child.

The targeted population will be children in neighborhoods where the schools' testing results are below average. Since our location will intentionally be in an area where the local schooling is not meeting the students' capacity to learn, we will be serving under-served children, where there is a risk of academic failure, including students with disabilities and students who may have

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DEC 18 2007

English language proficient. It is the School's goal to prove that all children can learn, and to ensure an education that best meets the child's needs.

The lottery will be conducted by the principal and a board member and another person. Children will be admitted to kindergarten who have reached the age of five by December 31 of the year in which they apply, in accordance with the New York City public schools. After checking the birth dates to make sure that the application is the appropriate age for the entering grade, the child's name will be put on a piece of paper. The place of residence will also be noted so that preference can be given to those living in the community district of the school. The children from the community district will be chosen first. If there are siblings applying, each child's piece of paper will indicate that there is a sibling also applying. All the names will be put in a box. One person will pick out a piece of paper. Another person will write the child's name on a sheet of paper with numbers relative to the number of applicants. A third person will check the results. After the available spaces are filled, the remaining applicants will be put on a waiting list in the order in which the name was selected.

When a sibling's piece of paper is chosen, the other sibling will be listed immediately after the first sibling. Siblings of enrolled students will, upon completion of an application, be placed in a separate lottery, which will be drawn first. Students will be considered to be enrolled in each successive year through the completion of grade eight.

After all the names have been chosen, the parents will be notified by letter.

Student withdrawal will be permitted upon the written request of the parent or legal guardian and proof of enrollment in another school. Following the written request of the admitting school, student records will be transferred. The waiting list will then be activated to admit the next child on the same grade level.

DEC 18 2007

33. Please provide the discipline policy that the school will enact for students with disabilities.

DISCIPLINARY PROCEDURES FOR STUDENTS WITH DISABILITIES

The school's disciplinary policy, as regards any student with a disability, will be consistent with the Individuals with Disabilities Act, including the requirements and procedures set forth at sections 121(d) and 519-529 of Part 300 of Title 34 of the Code of Federal Regulations. Carl C. Icahn Charter School will be in compliance with 34 CFR 300.519-529. The School will work with the CSE of the student's school district of residence as necessary to ensure compliance with Part 300 and the IDEA.

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

1. Students for whom the Individualized Educational Plan ("IEP") includes specific disciplinary guidelines will be disciplined in accordance with those guidelines. If the disciplinary guidelines appear not to be effective or if there is concern for the health and safety of the student or others if those guidelines are followed with respect to a specific infraction, the matter will be immediately referred to the Committee on Special Education ("CSE") for consideration of a change in the guidelines.

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

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

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

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

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

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

The commission of any infraction that is a result of the student's disability. The commission of any infraction by a disabled student, regardless of whether the student has previously been

suspended during the school year if, had such infraction been committed by a non-disabled student, the Principal would seek to impose a suspension in excess of five days.

MODEL POLICY OF MAINTENANCE OF PUBLIC ORDER ON SCHOOL PROPERTY

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

1. Prohibited Conduct

No person, either singly or in concert, shall:

Willfully cause physical injury to any other person, or threaten to use force that would result in such injury.

Physically restrain or detain any other person, nor remove such person from any place where he or she is authorized to remain, except as necessary to maintain the established educational process.

Willfully damage, deface or destroy school property, nor remove or use such property without authorization.

Without permission, express or implied, enter into any private office or classroom of an administrative officer, teacher, or staff member.

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

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

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

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

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

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

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

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

Possess, use, be under the influence of or distribute alcohol, drugs or drug paraphernalia.

Harass or coerce any person.

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

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

Federal and State law require the expulsion from School for a period of not less than one year of a student who is determined to have brought a firearm to the school, or to have possessed a firearm at School, except that the chief administering officer may modify such expulsion requirement for a student on a case-by-case basis, if such modification is in writing, in accordance with the Federal Gun-Free Schools Act of 1994 (as amended). "Weapon," as used in this law means a "firearm," as defined by 18 USC§892 I, and includes firearms and explosives. (New York Education Law §3214(3)(d) effectuates this federal law.) The chief administering officer shall refer a student under the age of sixteen who has been determined to have brought a weapon or firearm to school to a presentment agency for a juvenile delinquency proceeding consistent with Article 3 of the Family Court Act except a student fourteen or fifteen years of age who qualifies for juvenile offender status under Criminal Procedure Law § 1.20(42). The chief administering officer shall refer any pupil sixteen years of age or older or a student fourteen or fifteen years of age who qualifies for juvenile offender status under Criminal Procedure Law § 1.20(42), who has been determined to have brought a weapon or firearm to school to the appropriate law enforcement officials.

Nothing in this provision shall be deemed to authorize the suspension of a student with a disability in violation of the Individuals with Disabilities Education Act.

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

- 42. (a)Provide a roster of instructional staff for the school for each year of the charter that you are seeking. The roster should indicate and identify classroom teachers, and any teaching aides or assistants, as well as any specialty teachers. In addition, the roster should identify the number of instructional personnel in each classroom, e.g., one teacher, one teaching assistant, one paraprofessional for each class. Please indicate as well whether the charter school intends to utilize the limited waiver regarding teacher certification permitted by § 2854(3)(a-l). If so, indicate your understanding of the limitations of that waiver.**

The school will abide by the certification requirements in the Charter Schools Act and the "highly qualified" teacher requirements in the No Child Left Behind Act of 2001.

2008-2009

	Classroom Teachers	Cluster Teachers	Targeted Assistant	Special Education Teacher	ELL	Paras	After School Activities Spec.
K	2						
1	2						
2	2						
3							
4							
5							
School-wide	6	0	1	1 PT	1 PT	2	3

Administrative staff will include 1 safety officer, 1 secretary, (Lehman College Institute for Literacy and Mathematics Studies) consultants (literature, math if needed), 1 financial manager, 1 Principal

2009-2010

	Classroom Teachers	Cluster Teachers	Targeted Assistant	Special Education Teacher	ELL	Paras	After School Activities Spec.
K	2						
1	2						
2	2						
3	2						
4							
5							
School-wide	8	0	1	1 PT	1 PT	3	4

Administrative staff will include 1 safety officer, 1 secretary, (Lehman College Institute for Literacy and Mathematics Studies) consultants (literature, math if needed), 1 financial manager, 1 Principal

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22

DEC 18 2007

2010-2011

	Classroom Teachers	Cluster Teachers	Targeted Assistant	Special Education Teacher	ELL	Paras	After School Activities Spec.
K	2						
1	2						
2	2						
3	2						
4	2						
5							
School -wide	10	1	1	1 PT	1 PT	4	5

Administrative staff will include 1 safety officer, 1 secretary, (Lehman College Institute for Literacy and Mathematics Studies) consultants (literature, math if needed), 1 financial manager, 1 Principal, 1 Staff Developer

2011-2012

	Classroom Teachers	Cluster Teachers	Targeted Assistant	Special Education Teacher	ELL	Paras	After School Activities Spec.
K	2						
1	2						
2	2						
3	2						
4	2						
5	2						
School -wide	12	1	2	1 PT	1 PT	4	5

Administrative staff will include 1 safety officer, 1 secretary, (Lehman College Institute for Literacy and Mathematics Studies) consultants (literature, math if needed), 1 financial manager, 1 Principal, 1 Staff Developer, 1 Office Aide

Far Rockaway
Summary of Revenues and Expenses

24

	Pre-Open 2007-08	Year 1 2008-9	Year 2 2009-10	Year 3 2010-11	Year 4 2011-12	Year 5 2012-13	Total
Revenues							
Students	0	1,200,425	1,654,574	2,150,946	\$ 2,676,256	\$ 3,248,598	\$ 10,930,799
Other		100,000	0	0	0	0	100,000
Total revenues	0	1,300,425	1,654,574	2,150,946	2,676,256	3,248,598	11,030,799
Expenses							
Faculty	45,000	591,600	775,900	1,085,385	1,387,985	1,691,114	5,576,984
Activities specialist		22,500	22,500	39,375	39,375	41,344	165,094
Administrative staff	6,000	137,000	137,000	143,850	197,850	205,043	826,743
Payroll taxes and benefits	10,292	196,453	247,799	337,210	436,558	522,751	1,751,063
Total personnel cost	61,292	947,553	1,183,199	1,605,820	2,061,768	2,460,252	8,319,883
Supplies and services	14,560	192,336	199,719	194,282	231,764	213,598	1,046,259
Contract services	13,816	55,000	64,289	65,831	76,163	83,077	358,176
Facility expense (Note 1)	0	112,250	133,365	138,266	143,511	149,127	676,518
Other administrative expense	4,340	80,341	96,917	122,064	148,668	177,633	629,963
Total expenses	94,008	1,387,480	1,677,488	2,126,263	2,661,874	3,083,686	11,030,799
Revenues over (under) expenses (Note 2)	(94,008)	(87,055)	(22,914)	24,683	\$ 14,382	\$ 164,912	0

Notes

Note 1--Under the lease agreement terms, rent of \$50,000 is accrued annually (\$250,000 total for four years); \$125,000 is to be paid in Year 4 and Year 5. The school may collaborate with DOE on shared space. If the school shares building space with DOE , there will be no leasing fees of \$50,000 annually.

Note 2-- Advances from the Foundation for Greater Opportunity of \$94,008 and \$37,055 will be provided during Start up and Year 1, respectively, to cover the cash expenditures that exceed revenues; the advances will be paid in 3 equal payments in Years 3, 4 and 5.

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Far Rockaway
Summary of Operating Information

	Pre-Opening 2007-08	Year 1 2008-9	Year 2 2009-10	Year 3 2010-11	Year 4 2011-12	Year 5 2012-13
Enrollment	0	108	144	180	216	252
Staffing (headcount, not full time equivalents)						
Faculty	1	9	12	16	21	25
Assistant teachers (part time, after school)		2	3	4	4	4
Activities specialist (part time, after school)		3	3	5	5	5
Administrative staff	1	3	3	3	5	5
	2	17	21	28	35	39
Student/teacher (faculty) ratio	0	12	12	11	10	10
Revenues per student	\$ -	12,041	11,490	11,950	\$ 12,390	\$ 12,891
Expenses as % of total revenues						
Total personnel cost		72.9%	71.5%	74.7%	77.0%	75.7%
Supplies and services		14.8%	12.1%	9.0%	8.7%	6.6%
Contract services		4.2%	3.9%	3.1%	2.8%	2.6%
Facility expense		8.6%	8.1%	6.4%	5.4%	4.6%
Other administrative expense		6.2%	5.9%	5.7%	5.6%	5.5%
Total		0.0%	106.7%	101.4%	98.9%	99.5%
Expenses per student	\$ -	12,847	11,649	11,813	\$ 12,323	\$ 12,237

**Far Rockaway
Pre-opening Expenses**

EXPENSES

Administrative

Principal	\$ 45,000	5 months, Start date April 2008
Director of Operations	\$ 6,000	2 months, Start date July 2008
Payroll Taxes and Benefits	\$ 10,292	At 20.18%
Staff Development	\$ 3,000	Academic and Enrichment Teachers
Advertising	\$ 500	
Open Houses	\$ 1,000	
	\$ 65,792	

Supplies and Equipment

Office furniture/Equipment	\$ 5,000
Office supplies	\$ 1,160
Workbooks	\$ 400
	\$ 6,560

Contractual

Auditors, accounting, others	\$ 13,816
	\$ 13,816

Facility

Equipment	\$ 5,000
Insurance	\$ -
Security	\$ -
	\$ 5,000

Operations

Establish Bank Accounts/Charges	\$ 1,000
Phone/Intercom system	\$ 840
Recruitment	\$ 1,000
	\$ 2,840

TOTAL YEAR 1 EXPENSES \$ 94,008

**Far Rockaway
Year 1
Cash Flow and Budget**

	<u>July</u>	<u>Aug</u>	<u>Sept</u>	<u>Oct</u>	<u>Nov</u>	<u>Dec</u>	<u>Jan</u>	<u>Feb</u>	<u>Mar</u>	<u>April</u>	<u>May</u>	<u>June</u>	<u>Total</u>
<u>Unrestricted revenues</u>													
State local capitation	\$ 108,000	\$ 108,000	\$ 108,000	\$ 108,000	\$ 108,000	\$ 108,000	\$ 108,000	\$ 108,000	\$ 108,000	\$ 108,000	\$ 108,000	\$ 108,000	\$ 1,080,000
Special education capitation	2,889	2,889	2,889	2,889	2,889	2,889	2,889	2,889	2,889	2,889	2,889	2,889	28,892
Categorical					91,533								91,533
Grants	10,000	10,000	10,000	10,000	10,000	10,000	10,000	10,000	10,000	10,000	10,000	10,000	100,000
Other													0
Total revenue	0	0	120,889	120,889	212,422	120,889	1,300,425						
<u>Operating expenses</u>													
Faculty salaries	59,160	59,160	59,160	59,160	59,160	59,160	59,160	59,160	59,160	59,160	59,160	59,160	591,600
Activities specialist salaries	2,250	2,250	2,250	2,250	2,250	2,250	2,250	2,250	2,250	2,250	2,250	2,250	22,500
Administrative staff salaries	13,700	13,700	13,700	13,700	13,700	13,700	13,700	13,700	13,700	13,700	13,700	13,700	137,000
Payroll taxes and benefits	19,645	19,645	19,645	19,645	19,645	19,645	19,645	19,645	19,645	19,645	19,645	19,645	196,453
Supplies and services	19,234	19,234	19,234	19,234	19,234	19,234	19,234	19,234	19,234	19,234	19,234	19,234	192,336
Contract services	5,500	5,500	5,500	5,500	5,500	5,500	5,500	5,500	5,500	5,500	5,500	5,500	55,000
Facility expense	11,225	11,225	11,225	11,225	11,225	11,225	11,225	11,225	11,225	11,225	11,225	11,225	112,250
Other administrative expense	8,034	8,034	8,034	8,034	8,034	8,034	8,034	8,034	8,034	8,034	8,034	8,034	80,341
Total expense	0	0	138,748	138,748	138,748	138,748	138,748	138,748	138,748	138,748	138,748	138,748	1,387,480
Change in unrestricted net assets	\$ - \$ (17,859)	\$ - \$ (17,859)	\$ 73,674	\$ (17,859)	\$ (87,055)								

Far Rockaway
QUARTERLY REVENUE SCHOOL YEAR 1

28

Enrollment = 108
Pupils per class = 18
Days = 192

REVENUES

Student Revenues

		1st Quarter	2nd Quarter	3rd Quarter	4th Quarter	Total
State/local Capitation		\$ 270,000	\$ 270,000	\$ 270,000	\$ 270,000	\$ 1,080,000
\$ 10,000	108					
Special Education Capitation		\$ 7,223	\$ 7,223	\$ 7,223	\$ 7,223	\$ 28,892
Part Time \$ 7,223	4					
Full Time \$ 13,241	0					
Severe \$ 17,253	0					
Sub Total	4					
% of Special Education Students	3.70%					
Categorical Revenues		\$ 91,533				\$ 91,533
Total Student Revenues		\$ 277,223	\$ 368,756	\$ 277,223	\$ 277,223	\$ 1,200,425

Other Revenues

Food Revenue/Subsides	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
\$ - per day, approximately						
Federal/State Charter School Grants	\$ 25,000	\$ 25,000	\$ 25,000	\$ 25,000	\$ 25,000	\$ 100,000
Advance from Foundation for a Greater Opportunity	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Total Other Revenues	\$ 25,000	\$ 100,000				
TOTAL REVENUES	\$ 302,223	\$ 393,756	\$ 302,223	\$ 302,223	\$ 302,223	\$ 1,300,425
Total Revenues Per Student	\$ 2,798	\$ 3,646	\$ 2,798	\$ 2,798	\$ 2,798	\$ 12,041

Far Rockaway
Quarterly Expenses Year 1

29

EXPENSES

Salaries

			1st Quarter	2nd Quarter	3rd Quarter	4th Quarter	Total
Principal (FT)	\$	120,000	\$ 30,000	\$ 30,000	\$ 30,000	\$ 30,000	\$ 120,000
Secretary (FT)			\$ 8,750	\$ 8,750	\$ 8,750	\$ 8,750	\$ 35,000
1 @ (average)	\$	35,000					
Director of Operations (FT)			\$ 17,500	\$ 17,500	\$ 17,500	\$ 17,500	\$ 70,000
1 @ (average)	\$	70,000					
Staff Developer			\$ -	\$ -	\$ -	\$ -	\$ -
0 @ (average)	\$	-					
Special Education Teacher (PT)			\$ 6,250	\$ 6,250	\$ 6,250	\$ 6,250	\$ 25,000
1 @ (average)	\$	25,000					
ESL Teacher (PT)			\$ 6,250	\$ 6,250	\$ 6,250	\$ 6,250	\$ 25,000
1 @ (average)	\$	25,000					
Classroom Teachers (FT)			\$ 92,750	\$ 92,750	\$ 92,750	\$ 92,750	\$ 371,000
7 @ (average)	\$	53,000					
Activities Specialist (PT)			\$ 5,625	\$ 5,625	\$ 5,625	\$ 5,625	\$ 22,500
3 @ (average)	\$	7,500					
Assistant Teacher (FT)			\$ 12,650	\$ 12,650	\$ 12,650	\$ 12,650	\$ 50,600
2 @ (average)	\$	25,300					
Security Guard (FT)			\$ 8,000	\$ 8,000	\$ 8,000	\$ 8,000	\$ 32,000
1 @ (average)	\$	32,000					
Custodian (FT)			\$ -	\$ -	\$ -	\$ -	\$ -
0 @ (average)	\$	-					
Total Salaries			\$ 187,775	\$ 187,775	\$ 187,775	\$ 187,775	\$ 751,100

Far Rockaway
Quarterly Expenses Year 1

30

Payroll Taxes and Benefits (applies to full time only)*	1st Quarter	2nd Quarter	3rd Quarter	4th Quarter	Total
	\$ 11,642	\$ 11,642	\$ 11,642	\$ 11,642	\$ 46,568
Employer FICA Tax	6.20% \$ 11,642	\$ 11,642	\$ 11,642	\$ 11,642	\$ 46,568
Employer Medicare Tax	1.45% \$ 2,723	\$ 2,723	\$ 2,723	\$ 2,723	\$ 10,891
Unemployment Tax	1.05% \$ 1,972	\$ 1,972	\$ 1,972	\$ 1,972	\$ 7,887
Group Health/employee*	12.50% \$ 21,988	\$ 21,988	\$ 21,988	\$ 21,988	\$ 87,950
Group Life, Disability	0.16% \$ 281	\$ 281	\$ 281	\$ 281	\$ 1,126
Pension/401K*	5.00% \$ 8,795	\$ 8,795	\$ 8,795	\$ 8,795	\$ 35,180
Workers' Compensation	1.50% \$ 2,817	\$ 2,817	\$ 2,817	\$ 2,817	\$ 11,267
% of FT Salaries	27.86%				
Total Payroll Taxes and Benefits	\$ 50,217	\$ 50,217	\$ 50,217	\$ 50,217	\$ 200,868
Total Personnel Costs	\$ 237,992	\$ 237,992	\$ 237,992	\$ 237,992	\$ 951,968
% of Total Revenues					73.20%

Supplies and Services	1st Quarter	2nd Quarter	3rd Quarter	4th Quarter	Total
	\$ 12,500	\$ 12,500	\$ 12,500	\$ 12,500	\$ 50,000
Staff Development	\$ 12,500	\$ 12,500	\$ 12,500	\$ 12,500	\$ 50,000
Instructional Supplies	\$ 7,500	\$ 7,500	\$ 7,500	\$ 7,500	\$ 30,000
Textbook Replacement/Library Books	\$ 6,668	\$ 6,668	\$ 6,668	\$ 6,668	\$ 13,336
Software Licensing/Maintenance/Support	\$ 1,000	\$ 1,000	\$ 1,000	\$ 1,000	\$ 4,000
Computer Hardware	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000	\$ 20,000
Classroom Furniture	\$ 4,250	\$ 4,250	\$ 4,250	\$ 4,250	\$ 17,000
Office Furniture	\$ 1,250	\$ 1,250	\$ 1,250	\$ 1,250	\$ 5,000
Extracurricular	\$ 1,250	\$ 1,250	\$ 1,250	\$ 1,250	\$ 5,000
Custodial Supplies	\$ 9,750	\$ 9,750	\$ 9,750	\$ 9,750	\$ 39,000
Office Supplies	\$ 1,000	\$ 1,000	\$ 1,000	\$ 1,000	\$ 4,000
Student Testing	\$ 1,250	\$ 1,250	\$ 1,250	\$ 1,250	\$ 5,000
Total Supplies and Services	\$ 51,418	\$ 51,418	\$ 44,750	\$ 44,750	\$ 192,336
% of Total Revenues					14.79%

Far Rockaway
Quarterly Expenses Year 1

31

Contract Services

	1st Quarter	2nd Quarter	3rd Quarter	4th Quarter	Total
Transportation	\$ 1,125	\$ 1,125	\$ 1,125	\$ 1,125	\$ 4,500
Maintenance & Repairs	\$ 2,500	\$ 2,500	\$ 2,500	\$ 2,500	\$ 10,000
Equipment Leases (copiers, postage, etc.)	\$ 1,250	\$ 1,250	\$ 1,250	\$ 1,250	\$ 5,000
Auditing & Accounting (Financial)	\$ 3,750	\$ 3,750	\$ 3,750	\$ 3,750	\$ 15,000
Program Evaluation	\$ 250	\$ 250	\$ 250	\$ 250	\$ 1,000
Special Education Services	\$ 3,750	\$ 3,750	\$ 3,750	\$ 3,750	\$ 15,000
Cafeteria/Food	\$ -	\$ -	\$ -	\$ -	\$ -
Legal (year 1 pro bono)	\$ -	\$ -	\$ -	\$ -	\$ -
Special Needs Providers	\$ 1,125	\$ 1,125	\$ 1,125	\$ 1,125	\$ 4,500
Total Contract Services	\$ 13,750	\$ 13,750	\$ 13,750	\$ 13,750	\$ 55,000
% of Total Revenues					4.23%

Facility Expense

	1st Quarter	2nd Quarter	3rd Quarter	4th Quarter	Total
Facility Rent \$50,000 paid back in yrs 3-5	\$ 12,500	\$ 12,500	\$ 12,500	\$ 12,500	\$ 50,000
Gas/Electric	\$ 6,250	\$ 6,250	\$ 6,250	\$ 6,250	\$ 25,000
Water & Sewer	\$ 313	\$ 313	\$ 313	\$ 313	\$ 1,250
Waste Disposal	\$ 250	\$ 250	\$ 250	\$ 250	\$ 1,000
Liability Insurance	\$ 8,250	\$ 8,250	\$ 8,250	\$ 8,250	\$ 33,000
Property Insurance	\$ 250	\$ 250	\$ 250	\$ 250	\$ 1,000
Security Systems	\$ 250	\$ 250	\$ 250	\$ 250	\$ 1,000
Total Facility Expense	\$ 28,063	\$ 28,063	\$ 28,063	\$ 28,063	\$ 112,250
% of Total Revenues					8.63%

Far Rockaway
Quarterly Expenses Year 1

32

	1st Quarter	2nd Quarter	3rd Quarter	4th Quarter	Total
Other Administrative Expense					
Postage & Delivery	\$ 375	\$ 375	\$ 375	\$ 375	\$ 1,500
Bank Service Charges	\$ 105	\$ 105	\$ 105	\$ 105	\$ 420
Telephone	\$ 1,200	\$ 1,200	\$ 1,200	\$ 1,200	\$ 4,800
Internet/Communication Connectivity	\$ 600	\$ 600	\$ 600	\$ 600	\$ 2,400
Printing & Copying	\$ 800	\$ 800	\$ 800	\$ 800	\$ 3,200
Marketing & Recruitment	\$ 750	\$ 750	\$ 750	\$ 750	\$ 3,000
Reserve Fund of >5% of Revenues	\$ 16,255	\$ 16,255	\$ 16,255	\$ 16,255	\$ 65,021
Repay Foundation for a Greater Opportunity	\$ -	\$ -	\$ -	\$ -	\$ -
Total Other Administrative Expense	\$ 20,085	\$ 20,085	\$ 20,085	\$ 20,085	\$ 80,341
% of Total Revenues					6.18%
Total Start up Cost	\$ 94,008				\$ 94,008
% of Total Revenues					7.23%
	1st Quarter	2nd Quarter	3rd Quarter	4th Quarter	Total
TOTAL 1st YEAR EXPENSES	\$ 445,316	\$ 351,308	\$ 344,640	\$ 344,640	\$ 1,391,895
Total Expenses Per Student					\$ 12,888
DIFFERENCE BETWEEN YEAR 1 REVENUE AND YEAR 1 EXPENSES					\$ (91,470)

Far Rockaway
Five Year Revenue Schedule

33

PERCENT OF FUNDING ESCALATION PER ANNUM

4.00%

	Pre-Open 2007-08	Year 1 2008-9	Year 2 2009-10	Year 3 2010-11	Year 4 2011-12	Year 5 2012-13
TOTAL STUDENT ENROLLMENT	0	108	144	180	216	252
General Education		108	144	180	216	252
Special Education		4	4	5	5	6
<i>General Education Revenue per student Escalation (AOE)</i>		\$ 10,000	\$ 10,400	\$ 10,816	\$ 11,249	\$ 11,699
REVENUES						
Student Revenues						
State/local Capitation	\$ -	\$ 1,080,000	\$ 1,497,600	\$ 1,946,880	\$ 2,429,706	\$ 2,948,044
Special Education Capitation		\$ 28,892	\$ 30,048	\$ 39,062	\$ 40,624	\$ 50,699
Categorical Revenues		\$ 91,533	\$ 126,926	\$ 165,004	\$ 205,925	\$ 249,856
Total Student Revenues	\$ -	\$ 1,200,425	\$ 1,654,574	\$ 2,150,946	\$ 2,676,256	\$ 3,248,598
Other Revenues						
Food Revenue/Subsidies	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Federal/State Charter School Grants		\$ 100,000	\$ -	\$ -	\$ -	\$ -
Advance from Foundation for a Greater Opportunity	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Total Other Revenues	\$ -	\$ 100,000	\$ -	\$ -	\$ -	\$ -
TOTAL REVENUES	\$ -	\$ 1,300,425	\$ 1,654,574	\$ 2,150,946	\$ 2,676,256	\$ 3,248,598
Total Revenues Per Student	\$ -	\$ 12,041	\$ 11,490	\$ 11,950	\$ 12,390	\$ 12,891

Far Rockaway
5 Year Expense Schedule

34

EXPENSES

		Pre-Open 2007-08	Year 1 2008-9	Year 2 2009-10	Year 3 2010-11	Year 4 2011-12	Year 5 2012-13
Salaries							
Principal (FT)	5% years 3 & 5	\$ 45,000	\$ 120,000	\$ 120,000	\$ 126,000	\$ 126,000	\$ 132,300
Secretary (FT)	5% years 3 & 5		\$ 35,000	\$ 35,000	\$ 36,750	\$ 36,750	\$ 38,588
Director of Operations (FT)	5% years 3 & 5	\$ 6,000	\$ 70,000	\$ 70,000	\$ 73,500	\$ 73,500	\$ 77,175
Office Aide (FT)		\$ -	\$ -	\$ -	\$ -	\$ 54,000	\$ 54,000
Staff Developer (FT)	5% years 3 & 5		\$ -	\$ -	\$ 77,175	\$ 77,175	\$ 81,034
Director of Assessment	5% year 5					\$ 80,000	\$ 84,000.00
Special Education Teacher (PT)	5% years 3 & 5		\$ 25,000	\$ 25,000	\$ 26,250	\$ 26,250	\$ 27,563
ESL Teacher (PT)	5% years 3 & 5		\$ 25,000	\$ 25,000	\$ 26,250	\$ 26,250	\$ 27,563
Classroom Teachers (FT)	5% years 3 & 5		\$ 371,000	\$ 530,000	\$ 723,450	\$ 946,050	\$ 1,227,083
Activities Specialist (PT)	5% years 3 & 5		\$ 22,500	\$ 22,500	\$ 39,375	\$ 39,375	\$ 41,344
Assistant Teacher (FT)	5% years 3 & 5		\$ 50,600	\$ 75,900	\$ 106,260	\$ 106,260	\$ 111,573
Security Guard (FT)	5% years 3 & 5		\$ 32,000	\$ 32,000	\$ 33,600	\$ 33,600	\$ 35,280.00
Custodian (FT)	5% years 3 & 5		\$ -	\$ -	\$ -	\$ -	\$ -
Total Salaries		\$ 51,000	\$ 751,100	\$ 935,400	\$ 1,268,610	\$ 1,625,210	\$ 1,937,501
Payroll Taxes and Benefits (PT)	10.20%		\$ 7,395	\$ 7,395	\$ 9,371	\$ 9,371	\$ 9,840
Payroll Taxes and Benefits (FT)	27.86%		\$ 189,058	\$ 240,404	\$ 327,838	\$ 427,187	\$ 512,911
Payroll Taxes and Benefits		\$ 10,292	\$ 196,453	\$ 247,799	\$ 337,210	\$ 436,558	\$ 522,751
Total Personnel Costs		\$ 61,292	\$ 947,553	\$ 1,183,199	\$ 1,605,820	\$ 2,061,768	\$ 2,460,252
% of Total Revenues			72.86%	71.51%	74.66%	77.04%	75.73%

B

Far Rockaway
5 Year Expense Schedule

35

Supplies and Services		Pre-Open 2007-08	Year 1 2008-9	Year 2 2009-10	Year 3 2010-11	Year 4 2011-12	Year 5 2012-13
Staff Development		\$ 3,000	\$ 50,000	\$ 50,000	\$ 34,000	\$ 34,000	\$ 34,000
Instructional Supplies	2.7% @ year	\$ 400	\$ 30,000	\$ 30,810	\$ 31,642	\$ 32,496	\$ 33,375
Textbook Replacement/Library Books		\$ 13,336	\$ 15,000	\$ 19,998	\$ 21,998	\$ 22,998	
Software Licensing/Maintenance/Support		\$ 4,000	\$ 10,000	\$ 10,000	\$ 12,000	\$ 12,000	
Computer Hardware		\$ 5,000	\$ 20,000	\$ 14,600	\$ 20,000	\$ 45,000	\$ 20,000
Classroom Furniture		\$ 17,000	\$ 17,459	\$ 12,745	\$ 13,089	\$ 13,443	
Extracurricular		\$ 5,000	\$ 10,000	\$ 10,000	\$ 10,000	\$ 10,000	
Custodial Supplies		\$ 39,000	\$ 37,000	\$ 40,700	\$ 44,848	\$ 49,333	
Office Supplies	2.7% @ year	\$ 1,160	\$ 4,000	\$ 4,108	\$ 4,219	\$ 4,333	\$ 4,450
Office Furniture		\$ 5,000	\$ 5,000	\$ 2,000	\$ 2,000	\$ 4,000	\$ 2,000
Student Testing		\$ 5,000	\$ 8,742	\$ 8,978	\$ 10,000	\$ 12,000	
Total Supplies and Services		\$ 14,560	\$ 192,336	\$ 199,719	\$ 194,282	\$ 231,764	\$ 213,598
% of Total Revenues			14.79%	12.07%	9.03%	8.66%	6.58%

Contract Services		Pre-Open 2007-08	Year 1 2008-9	Year 2 2009-10	Year 3 2010-11	Year 4 2011-12	Year 5 2012-13
Transportation	2.7% @ year		\$ 4,500	\$ 4,622	\$ 4,746	\$ 4,874	\$ 5,007
Maintenance & Repairs		\$ 10,000	\$ 10,500	\$ 10,500	\$ 14,000	\$ 14,378	
Equipment Leases (copiers, postage, etc.)	3.0% @ year	\$ 5,000	\$ 5,150	\$ 5,305	\$ 7,464	\$ 9,199	
Auditing & Accounting (Financial)	2.7% @ year	\$ 13,816	\$ 15,000	\$ 15,405	\$ 15,821	\$ 16,248	\$ 16,687
Program Evaluation	2.7% @ year	\$ 1,000	\$ 1,027	\$ 1,055	\$ 3,224	\$ 5,452	
Special Education Services		\$ 15,000	\$ 20,450	\$ 21,064	\$ 21,695	\$ 22,346	
Cafeteria/Food		\$ -	\$ -	\$ -	\$ -	\$ -	
Legal	yr 1 pro bono 2.7% after	\$ -	\$ 2,500	\$ 2,568	\$ 3,740	\$ 4,944	
Special Needs Providers	3.0% @ year	\$ 4,500	\$ 4,635	\$ 4,774	\$ 4,917	\$ 5,065	
Total contract Services		\$ 13,816	\$ 55,000	\$ 64,289	\$ 65,831	\$ 76,163	\$ 83,077
% of Total Revenues			4.23%	3.89%	3.06%	2.85%	2.56%

Far Rockaway
5 Year Expense Schedule

36

Facility Expense

		Pre-Open 2007-08	Year 1 2008-9	Year 2 209-10	Year 3 2010-11	Year 4 2011-12	Year 5 2012-13
Facility Rent		\$ 50,000	\$ 50,000	\$ 50,000	\$ 50,000	\$ 50,000	\$ 50,000
Gas/Electric		\$ 25,000	\$ 29,000	\$ 29,783	\$ 30,587	\$ 31,413	
Water & Sewer	2.7% @ year	\$ 1,250	\$ 1,284	\$ 1,318	\$ 1,354	\$ 1,391	
Waste Disposal	2.7% @ year	\$ 1,000	\$ 1,027	\$ 1,055	\$ 1,083	\$ 1,112	
Liability Insurance		\$ 33,000	\$ 50,000	\$ 54,000	\$ 58,320	\$ 62,986	
Property Insurance	2.7% @ year	\$ 1,000	\$ 1,027	\$ 1,055	\$ 1,083	\$ 1,112	
Security Systems	2.7% @ year	\$ 1,000	\$ 1,027	\$ 1,055	\$ 1,083	\$ 1,112	
Total Facility Expense		\$ - \$ 112,250	\$ 133,365	\$ 138,266	\$ 143,511	\$ 149,127	
% of Total Revenues		8.63%	8.06%	6.43%	5.36%	4.59%	

Other Administrative Expenses

		Pre-Open 2007-08	Year 1 2008-9	Year 2 209-10	Year 3 2010-11	Year 4 2011-12	Year 5 2012-13
Postage & Delivery	2.7% @ year	\$ 1,500	\$ 1,541	\$ 1,582	\$ 1,625	\$ 1,669	
Bank Service Charge	2.7% @ year	\$ 420	\$ 431	\$ 443	\$ 455	\$ 467	
Telephone	2.7% @ year	\$ 840	\$ 4,800	\$ 4,930	\$ 5,063	\$ 5,199	\$ 5,340
Internet/Communication Connectivity	2.7% @ year	\$ 2,400	\$ 2,000	\$ 2,054	\$ 2,109	\$ 2,166	
Printing & Copying	2.7% @ year	\$ 3,200	\$ 3,286	\$ 3,375	\$ 3,466	\$ 3,560	
Marketing & Recruitment		\$ 2,500	\$ 3,000	\$ 2,000	\$ 2,000	\$ 2,000	\$ 2,001
Reserve Fund of >5% of Revenues		\$ 65,021	\$ 82,729	\$ 107,547	\$ 133,813	\$ 162,430	
Total Other Administrative Expenses		\$ 4,340	\$ 80,341	\$ 96,917	\$ 122,064	\$ 148,668	\$ 177,633
% of Total Revenues		6.18%	5.86%	5.67%	5.56%	5.47%	

Start up Cost

\$ 94,008

TOTAL EXPENSES

% of Total Revenues

	\$ 94,008	\$ 1,387,480	\$ 1,677,488	\$ 2,126,263	\$ 2,661,874	\$ 3,083,686
	0.00%	106.69%	101.38%	98.85%	99.46%	94.92%

DIFFERENCE BETWEEN YEARLY REVENUE AND YEARLY EXPENSES

Pre-Open 2007-08	Year 1 2008-9	Year 2 209-10	Year 3 2010-11	Year 4 2011-12	Year 5 2012-13	2012-
\$ (94,008)	\$ (87,055)	\$ (22,914)	\$ 24,683	\$ 14,382	\$ 164,912	13

B

KEY ASSUMPTIONS FOR FIVE YEAR PLAN

	Pre-Open 2007-08	Year 1 2008-9	Year 2 2009-10	Year 3 2010-11	Year 4 2011-12	Year 5 2012-13
Student Enrollment	0	108	144	180	216	252
% REVENUE ESCALATION	Escalation					
Per Student Revenues	Rate per Yr					
State/local capitation (AOE)	4.00%	0	\$ 10,000	\$ 10,400	\$ 10,816	\$ 11,249
Special Education capitation	4.00%	0	\$ 7,223	\$ 7,512	\$ 7,812	\$ 8,125
Categorical Revenues	4.00%	0	\$ 847	\$ 881	\$ 916	\$ 953
SPECIAL EDUCATION REVENUE PROJECTIONS						
Population Growth	Pre-Open 2007-08	Year 1 2008-9	Year 2 2009-10	Year 3 2010-11	Year 4 2011-12	Year 5 2012-13
Number of Special Ed pupils						
Part Time	0	4	4	5	5	6
Full Time	0	0	0	0	0	0
Severe	0	0	0	0	0	0
Total	0	4	4	5	5	6
% of Special Education Students	0.00%	3.70%	2.78%	2.78%	2.31%	2.38%
Revenue Escalation						
Special Ed Aid						
Part Time	\$0	\$28,892	\$30,048	\$39,062	\$40,624	\$50,699
Full Time	0	0	0	0	0	0
Severe	0	0	0	0	0	0
Total	\$0	\$28,892	\$30,048	\$39,062	\$40,624	\$50,699

Far Rockaway
Assumptions

STAFFING PROJECTIONS

Principal (FT)
 Secretary (FT)
 Director of Operations (FT)
 Office Aide
 Director of Assessment
 Staff Developer (FT)
 Special Education Teacher (PT)
 ESL Teacher (PT)
 General Ed Teachers
 Activities Specialist (PT)
 Assistant Teacher (FT)
 Security Guard (FT)

Total Staff

Pre-Open 2007-08	Year 1 2008-9	Year 2 2009-10	Year 3 2010-11	Year 4 2011-12	Year 5 2012-13
1	1	1	1	1	1
	1	1	1	1	1
1	1	1	1	1	1
	0	0	0	2	2
	0	0	0	1	1
	0	0	1	1	1
	1	1	1	1	1
	1	1	1	1	1
	7	10	13	17	21
	3	3	5	5	5
	2	3	4	4	4
	1	1	1	1	1
	2	18	22	29	36
					40

ADVANCE REPAYMENT SCHEDULE (no interest)

Deferred Rent (If not located in DOE space)

Start-up and year 1 Advance

Cumulative Advance

Repayment

Balance

Pre-Open 2007-08	Year 1 2008-9	Year 2 2009-10	Year 3 2010-11	Year 4 2011-12	Year 5 2012-13
	\$50,000	\$50,000	\$50,000	\$50,000	\$50,000
\$94,008	\$37,055				
	\$94,008	\$87,055	\$50,000	\$50,000	\$50,000
	\$0	\$0	\$0	\$43,688	\$168,688
	\$94,008	\$181,063	\$231,063	\$237,375	\$118,688
					\$0

The Carl C. Icahn Charter School Accounting Manual

Bank Accounts and Cash

Procedures shall support the preparation of financial statements in accordance with generally accepted accounting principles. Questions about recording and reporting financial transactions shall be discussed with the Icahn Charter School Principal or Treasurer who may consult with the School's independent accountants or others as needed.

Receipts (every effort should be made to conform to the time requirements identified below)

- Cash receipts are expected to be accepted at the school or at Icahn Associates Corp., for deposit to an Icahn Charter School bank account or by direct deposit to an Icahn Charter School bank account
- Cash receipts shall be deposited to an Icahn Charter School bank account within two business days of receipt
- Notice of cash receipts shall be given to the Director of Operations, cash receipts shall be recorded in the general ledger within two business days of receipt of notification
- To the extent possible given existing staffing, people authorized to receive cash shall not have responsibility for cash disbursements or preparation of bank account reconciliations

Disbursements

- Authorization or purchases must be documented prior to ordering goods or services
- The Director of Operations or Principal may authorize orders of goods and services for \$1,000 or less
- Orders of goods and services over \$1,000 (individually or in the aggregate) must be authorized by the Treasurer or Secretary of the Board of Trustees in addition to the Director of Operations or Principal
- Two signatures are required on all checks (one of which shall be a person who did not authorize the order)
- People authorized to sign checks include the Principal, Director of Operations, Treasurer and Secretary
- To the extent possible given existing staffing, people authorized to disburse cash shall not have responsibility for cash receipts or preparation of bank account reconciliations

Reconciliations

- Bank account reconciliations shall be prepared and reviewed under the supervision of the Treasurer or designee
- Explanations of significant or unusual reconciling items shall be documented

The Icahn Charter School Accounting Manual

Payroll

Procedures shall support the preparation of financial statements in accordance with generally accepted accounting principles. Questions about recording and reporting financial transactions shall be discussed with the Icahn Charter School Principal or Treasurer who may consult with the School's independent accountants or others as needed.

- The services of a nationally known, reputable payroll service provider shall be utilized for payroll processing
- Payroll records shall be maintained by the Director of Operations at the school and as directed by the Treasurer
- Payroll data shall be approved (approval will be documented) by the Principal and transmitted as directed by the Treasurer biweekly
- Payroll data shall be reviewed (review will be documented) as directed by the Treasurer upon receipt and significant or unusual changes (from the prior payroll period) investigated with explanations documented
- Payroll data should be transmitted to the payroll service provider as directed by the Treasurer
- Payroll data received from the payroll service provider shall be reviewed for accuracy and completeness prior to distributing payroll checks

The Icahn Charter School Accounting Manual

Preparation and Review of Financial Information

Procedures shall support the preparation of financial statements in accordance with generally accepted accounting principles. Questions about recording and reporting financial transactions shall be discussed with the Icahn Charter School Principal or Treasurer who may consult with the school's independent accountants or others as needed.

- A trial balance shall be prepared monthly by the Director of Operations
- The monthly trial balance shall be reviewed for accuracy and completeness by the Principal
- The monthly trial balance shall be reviewed under the supervision of the Treasurer
- Financial statements (income statement and balance sheet) shall be prepared quarterly
- The quarterly financial statements shall be reviewed for accuracy and completeness monthly by the Principal
- The quarterly financial statements shall be reviewed under the supervision of the Treasurer
- The above monthly trial balance and quarterly financial statement reviews shall include a comparison to the budget for the corresponding period and review of significant or unusual variances; explanations of variances shall be documented

**The Icahn Charter School
Accounting Manual**

Separation of accounting functions

Procedures shall support the preparation of financial statements in accordance with generally accepted accounting principles. Questions about recording and reporting financial transactions shall be discussed with the Icahn Charter School Principal or Treasurer who may consult with the School's independent accountants or others as needed.

- Separation of accounting functions is also addressed above in connection with procedures for each activity.
- Accounting duties and responsibilities described herein shall be segregated such that, to the extent possible given existing staffing, the following occurs
 - Cash receipts and cash disbursements are not processed by the same person
 - Bank account reconciliations are not prepared by a person having responsibility for accepting cash receipts or authorizing cash disbursements
 - Receipt of goods may not be acknowledged by a person having responsibility to authorize purchases or cash disbursements
- Individual authority (including limits on authority) for approving disbursements and signing checks shall be documented

**The Icahn Charter School
Accounting Manual**

Data Backup and Record Retention

Procedures shall support the preparation of financial statements in accordance with generally accepted accounting principles. Questions about recording and reporting financial transactions shall be discussed with the Icahn Charter School Principal or Treasurer who may consult with the School's independent accountants or others as needed.

- Financial data stored on person computers shall be backed up once each week on a disk or another machine, preferably at another site
- Records shall be retained in accordance with requirements of New York state education and state and federal tax authorities

**The Carl Icahn Charter School
Accounting Manual**

Fixed Assets

Procedures shall support the preparation of financial statements in accordance with generally accepted accounting principles. Questions about recording and reporting financial transactions shall be discussed with the Icahn Charter School Principal or Treasurer who may consult with the School's independent accountants or others as needed.

- A current listing of fixed assets containing the following information shall be maintained
 - Asset description
 - Acquisition date
 - Cost
 - Location
 - Disposal or retirement date

Name of Proposed School: Carl C. Icahn Charter School Far Rockaway

Anticipated Opening Dates: September 2008

Lead Applicants: Julie Goodyear and Gail Golden

Educational Service Provider: None

School Partner(s): Foundation for Greater Opportunity

Location, if known: New York City in Far Rockaway, District 27

Facility: A specific facility has not been identified at this time. The applicants are actively pursuing options, including working with Civic Builders, the New York City Department of Education (NYCDOE) and the real estate division of Icahn Associates. Ideally, the applicant would go into partnership with NYCDOE to share the costs of building a facility school.

Student Pop./Grades: 108 K – 2nd grade students; expanding to 252 students, K – 6th grades

Proposed Board of Trustees:

1. Julie C. Goodyear – Lead Applicant; Executive Director of the Foundation for a Greater Opportunity and the Icahn Scholars Program. Former Associate Director of Admissions at Choate Rosemary Hall.
2. Carl C. Icahn - Chairman of the Board and a Director of American Railcar Industries, Inc; Chair, Board of Icahn Enterprises G.P. Inc, Chair, and a Director of XO Communications, Inc.; and a Director of Blockbuster, Inc.
3. Gail Golden - Director and Secretary of the Foundation for a Greater Opportunity; and Vice President of Administration of Icahn Associates, Corp.
4. Seymour Fliegel - President, CEI-PEA; former teacher and principal; former Superintendent of CSD 28 in Queens; and member of the board of the Foundation for a Greater Opportunity.
5. Karen Mandelbaum – Board member of the Women's Division of the Albert Einstein Medical School; committee member of the Friends of Israel Museum.
6. Robert Sancho - Vice President of Development and External Affairs at Bronx-Lebanon Hospital Center in the Bronx; former Spanish teacher at JHS 98 and Deputy Superintendent for CSD 4.
7. Edward J. Shanahan - President/Headmaster of Choate Rosemary Hall, an independent school in Wallingford, Connecticut; President of the Board of the Foundation for a Greater Opportunity. Formerly Dean of the College at Dartmouth College; Dean of Students at Wesleyan University.
8. One seat will be held for an officer from the school's Parent Teacher Association.

Program Overview:

The proposed Carl C. Icahn Charter School-Far Rockaway would open with 108 students in the Kindergarten through second grades, and grow to include 252 students in the Kindergarten through sixth grades. Ultimately, the founding team envisions a rigorous school program based on Core Knowledge, providing students with the skills for future academic success, and instilling in them a sense of personal and community responsibility.

To achieve its mission, the design of the educational program of the Carl C. Icahn Charter School-Far Rockaway is based on the success of the existing Carl C. Icahn Charter School located in the Bronx. The primary design elements include: 1) small class sizes; 2) extended day; 3) extended year; 4) individual attention; 5) a Targeted Assistance Program to assist students in the areas of

mathematics and literacy; 6) Saturday Academies for remedial work and state test preparation; 7) energetic staff development; 8) student mentoring; 9) Core Knowledge curriculum; and 7) a nurturing environment.

The curriculum for the Carl C. Icahn Charter School-Far Rockaway is based on E. D. Hirsch's Core Knowledge. The application includes references to the pertinent research to support the use of this curriculum with at-risk students. The principal of the current school, who has extensive experience training teachers in the implementation of Core Knowledge, will be involved in training the principal and teachers of the new school on this curriculum.

The above-model, which is in use in the current Carl C. Icahn Charter School, has resulted in high achievement. Over 80% of the students have achieved proficient or higher on the state assessment in English language arts in both the 2005-06 and 2006-07 school years. In mathematics for the same timeframe, students have scored at slightly above 97% each year.

The Carl C. Icahn Charter School-Far Rockaway intends to partner with the Foundation for a Greater Opportunity, whose mission is to help charter schools. The Foundation built the first Carl C. Icahn Charter School, including advancing the school start-up costs and the shortfall from the first years' expenses over revenues. This relationship will be replicated with the new school. A subsidiary of the Foundation for a Greater Opportunity, Greater Opportunity, L.L.C., was created to oversee the building of schools, and will serve in that function to build the Carl C. Icahn Charter School-Far Rockaway.

The school will be located in Far Rockaway. A specific facility has not been identified at this time. However, a site at the corner of Shore Front Parkway and Beach 35th Street is currently under consideration, along with DOE space. The applicants are actively pursuing options, including working with Civic Builders, the New York City Department of Education (NYCDOE) and the real estate division of Icahn Associates. Ideally, the applicant would go into partnership with NYCDOE to share the costs of building a facility. The NYCDOE has expressed its commitment to identifying space for the school. The founding group will continue to pursue available space until a space is identified.

The State University Trustees approved the original Carl C. Icahn Charter School in 2001, followed by the Bronx North School in 2006.

TABLE OF CONTENTS

SECTION 1.	ESTABLISHMENT OF SCHOOL	PAGE
1.1	Charter	1
1.2	Effective Date; Term	2
1.3	Prior Actions.....	2
1.4	New Information	2
SECTION 2.	OPERATION OF SCHOOL	
2.1	Mission Statement	3
2.2	Age; Grade Range; Number of Students	3
2.3	Admissions; Enrollment; Attendance.....	4
2.4	Educational Program	4
2.5	Evaluation of Students.....	4
2.6	Accountability Plan	5
2.7	School Calendar; Days and Hours of Operation	5
2.8	Student Disciplinary Code.....	6
2.9	Code of Ethics	6
2.10	Governance; School Board; By-laws	6
2.11	Selection of New School Board Members	8
2.12	Complaint Policy.....	9
2.13	Contracting with an Educational Service Provider	9
2.14	Student Transportation	11
2.15	Health Services.....	11
2.16	Food Services	11
2.17	Facility; Location	11
2.18	Change in Location	12
2.19	Monitoring Plan and Oversight	13
SECTION 3.	SPECIAL EDUCATION	
3.1	Provision of Services.....	13
3.2	Funding of Services.....	13
SECTION 4.	PERSONNEL	
4.1	Status	14
4.2	Personnel Policies; Staff Responsibilities	14
4.3	Instructional Providers	14
4.4	Paraprofessionals.....	14
4.5	Background Checks; Fingerprinting	14
4.6	Collective Bargaining.....	15
4.7	Pension Payments.....	15
SECTION 5.	FINANCIAL OPERATIONS OF SCHOOL	
5.1	Management and Financial Controls.....	15
5.2	Financial Statements; Interim Reports	16

5.3	Audits	17
5.4	Fiscal Year.....	17
5.5	Annual Budget and Cash Flow Projections.....	17
5.6	Maintenance of Corporate Status; Tax Exemptions.....	17
5.7	Insurance	17
SECTION 6. REPORTS		
6.1	Annual Reports.....	18
6.2	Financial Reports.....	19
SECTION 7. OTHER CONVENTIONS AND WARRANTIES		
7.1	Compliance with Laws and Regulations.....	19
7.2	Nonsectarian Status	19
7.3	F.O.I.L. and Open Meetings Law.....	19
7.4	Non-discrimination.....	19
7.5	Transactions with Affiliates	20
SECTION 8. RENEWAL; CORRECTIVE PLANS; TERMINATION		
8.1	Renewal Notice	20
8.2	Approval or Denial of Renewal.....	20
8.3	Corrective Plans	20
8.4	Grounds for Termination or Revocation	21
8.5	Notice and Procedures.....	21
8.6	Dissolution.....	21
SECTION 9. MISCELLANEOUS		
9.1	Disclaimer of Liability	22
9.2	Receipt of Summons and/or Complaint	23
9.3	Governing Law	23
9.4	Waiver	23
9.5	Counterparts; Signature by Facsimile	23
9.6	Terms and Conditions of Operation	23
9.7	Revision.....	23
9.8	Assignment.....	23
9.9	Notices.....	23
9.10	Severability.....	24
9.11	Entire Charter	24
9.12	Construction	24

EXHIBITS

- EXHIBIT A - Application**
- EXHIBIT B - Monitoring Plan**
- EXHIBIT C - Accountability Plan**
- EXHIBIT D - Additional Assurances and Terms**
- EXHIBIT E - Prior Action Protocol**

TABLE OF DEFINITIONS

	<u>Page</u>
"Trustees"	1
"Applicant(s)"	1
"School"	1
"School Corporation"	1
"State"	1
"Application"	1
"Regents"	1
"Charter Agreement"	1
"Terms of Operation"	1
"Monitoring Plan"	1
"Accountability Plan"	1
"Additional Assurances and Terms"	1
"Prior Action Protocol"	1
"Proposed Charter"	1
"Charter"	2
"Effective Date"	2
"Prior Actions"	2
"New Information"	2
"School Board"	3
"Projected Enrollment Structure"	3
"Projected Total Enrollment"	3
"Accountability Plan Guidelines"	5
"Annual Reporting Guidelines"	5
"Founding School Trustees"	6
"School Trustee"	6
"By-laws"	6
"School Trustee Disclosure Report"	8
"Annual Report"	8
"School Trustee Background Information"	9
"Educational Service Provider"	9
"Management Contract"	9
"ESP Contracts"	9
"School Facility"	11
"Facility Agreement"	11
"Facility Completion Schedule"	11
"Permits"	11
"Section 504"	13
"Individualized Education Program"	13
"Commissioner"	14
"Initial Statement"	16

"Independent Accountants' Report"	16
"Accountability Plan Progress Report"	18
"Renewal Application"	20
"Corrective Plan"	21

52

TERMS OF OPERATION

EXHIBIT A

EXHIBIT B

MONITORING PLAN

Monitoring Plan

As provided in Paragraph 2.19 of the Charter Agreement, the School Corporation agrees to abide by a Monitoring Plan, the general components of which are set forth below. The requirements of the Monitoring Plan are in addition to any notification, record-keeping, or reporting requirements set forth in the Charter or applicable law, including any obligation to receive the written approval of the Trustees and/or to seek approval for revision of the Charter pursuant to subdivision 2852(7) of the Education Law.

- A. The School Corporation shall maintain the following records in its offices for inspection by the Trustees and the Regents:
 1. Records concerning the enrollment and admissions process including all applications received and documents concerning the lottery process if conducted;
 2. Student academic and health records;
 3. Attendance records for students, including withdrawals of students from the School;
 4. Individual Education Programs and other documentation concerning the Individuals with Disabilities Education Act as well as documentation concerning section 504 of the Rehabilitation Act of 1975 for children with disabilities enrolled in the School;
 5. Staff rosters, including records of hiring, resignation, and termination of employees of the School Corporation;
 6. Evidence of credentials for all teachers;
 7. Evidence that required background checks and emergency appointments, if any, have been conducted;
 8. Certificates of occupancy or Other facility-related certifications or permits;
 9. Lease agreements and/ or deeds;
 10. Loan documents;
 11. Contracts in excess of \$1,000;

12. School policies in areas such as financial management, personnel, student discipline (including suspension and expulsion), complaints, health and safety, student privacy and transportation, Freedom of Information Law, Open Meetings Law and other areas required by the Charter;
 13. Grievances made by students, parents, teachers, and other employees of the School Corporation, including, but not limited to, complaints received by the School Board pursuant to subdivision 2855(4), together with documentation of all actions taken in response;
 14. Inventory of all assets of the School Corporation that have been purchased with public funds; and
 15. Documents sufficient to substantiate the School's progress on the measurable goals set forth in the Accountability Plan.
- B. To corroborate information submitted by the School Corporation to the Trustees, and in order to ensure the School Corporation's full compliance with the Act and the Charter, the Trustees will:
1. Make at least one visit to the School in its first year of operation, not including the Prior Action Visit. Such visits may include an inspection of the physical plant, all categories of records set forth in subsection A of the Monitoring Plan, interviews with the director of the school and other personnel, and observation of instructional methods. Visits in later years may decrease in frequency and be conducted by consultants or agents of the Charter Schools Institute;
 2. Make unannounced visits to the School;
 3. Require the School to make available necessary information in response to the Trustee's inquiries, including information necessary for the Trustees to prepare annual or semi-annual evaluations of the school's financial operations, academic program, future outlook and other areas;
 4. Conduct internal investigations as appropriate on its own initiative or in response to (i) concerns raised by students, parents, employees, local school districts and other individuals or groups, including but not limited to, complaints brought pursuant to subdivision 2855(4) of the Act. Where appropriate, the Trustees shall issue remedial orders as permitted by subdivision 2855(4) of the Education Law;
 5. Review as necessary the School's operations to determine whether any changes in such operations require formal revision of the charter pursuant to subdivision 2852(7) of the Education Law and, if so, determine whether such revision should be recommended for approval; and
 6. Encourage relevant officers, employees and agents of the School Corporation to attend conferences, seminars and training sessions identified or sponsored by the

- Trustees and which are designed to assist the School Corporation to fulfill its mission.
- C. The School Board shall provide the Institute with a copy of all minutes from each of its meetings, committee meetings and executive sessions within 30 days of the meeting or session.

57

ACCOUNTABILITY PLAN

EXHIBIT C

58

[PLAN TO BE DEVELOPED]

69

AND TERMS

ADDITIONAL ASSURANCES

EXHIBIT D

Carl C. Icahn Charter School Far Rockaway

ADDITIONAL ASSURANCES AND TERMS

1. Amendment of Application.

Until the Proposed Charter is approved (either through approval by the Board of Regents) or by operation of law, the Applicant agrees that (1) should the Charter Schools Institute on behalf of the Trustees determine upon further review that one or more exhibits or attachments of the Application are not consistent in one or more respects with applicable laws, rules or regulations or the Charter Agreement, and (2) the State Education Department on behalf of the Board of Regents provides an opportunity for amendment of the By-laws, the Applicants will make such changes to the Application as requested by the Charter Schools Institute such that the Application meets such legal requirements, it being understood, however, that such changes shall be required only after the Applicants (or their designees) have had the opportunity to fully discuss any such requested changes with the Charter Schools Institute.

2. Amendment of the Charter Agreement.

If the Charter Schools Institute determines that the Application requires amendment for the reasons indicated above, but the State Education Department does not permit amendment (as contemplated in Paragraph A, above), and the Charter is issued, the School Board agrees to make such amendments to the Application (Exhibit A of the Charter) (and seek a revision to the Charter to the extent required by law to effect such changes), it being understood that prior thereto, the Charter Schools Institute shall provide the School Board with a full and fair opportunity to discuss any such required changes.

61

PRIOR ACTION PROTOCOL

EXHIBIT E

Prior Action Visit Protocol

Prior to the Trustees authorizing the School Corporation to commence operations, the School Corporation must demonstrate that it has completed the Prior Actions required of it. As set forth at paragraph 1.3 of this charter agreement, the Prior Actions are in addition to any other requirements imposed by the Act or the Charter. A checklist of the Prior Actions that need to be taken by the School Corporation are set forth below (the "Prior Action Checklist").

By or before August 1 of the year in which the School Corporation is first scheduled to commence instruction (or, if the School is scheduled to provide instruction prior to that date, by such date as required by the Trustees), the School Corporation shall provide to the Trustees for each item on the Prior Action Checklist an indication of whether such item has been completed as of such date. For each item not then completed, the School Corporation shall provide a status report and indicate the date on which such item shall have been completed.

The Trustees will visit the School Building for an inspection and review prior to the time that the School is scheduled to commence instruction (the "Pre-Opening Review"). The Pre-Opening Review will occur, at the earliest, fifteen days prior to such date. The Pre-Opening Review will be structured according to the checklist set forth below. The School Corporation shall have available for review by the Trustees all documents necessary to confirm the completion of each item required.

PRIOR ACTION CHECKLIST

School Name _____ Evaluator's Name _____ Date _____

GOVERNANCE AND MANAGEMENT

Satisfactorily Completed	Item	Deliverable(s)	Comments	Date Completed
	The Board of Trustees has been established.	List of current members of the school's Board of Trustees, including contact information and officers.		
	A permanent head of the school has been named.	Written notice that the head of school has been named within 5 days of the hire date.		
	Other key leadership roles in the school are filled or adequately covered.	Updated organizational chart with names of specific individuals occupying key leadership roles.		
	By-laws have been ratified.	Copy of ratified by-laws or a board resolution approving by-laws.		
	Management contract has been executed.	Copy of management contract signed by representatives of management company and school Board of Trustees.		

STAFFING

Satisfactorily Completed	Item	Deliverable(s)	Comments	Date Completed
	The number of teachers is adequate and their assignments match the staffing plan.	Teacher roster, including teaching assignments by grade level or specialty.		
	Teachers are certified or no more than the maximum number of non-certified teachers have been hired (lesser of 5 or 1/3); and non-certified teachers meet the qualifications of Education Law §2854(3)(a-1).	Copies of teacher certifications, or appropriate proof of compliance with statutory exemptions.		
	Teachers in core academic areas (as defined by No Child Left Behind Act) are highly qualified in accordance with NCLB.	Proof of certification or academic credentials (transcripts), relevant tests (e.g., ATS-W, LAST, HOUSSE) and subject matter competency for each teacher.		
	Fingerprint supported criminal background checks have been completed and all employees have SED - OSPRA clearance for employment, AND all employees have been identified to SED as working for the new charter school; OR Fingerprints for each employee have been submitted to SED and all conditions of Emergency Conditional Clearance have been met.	Copies of Fingerprint Clearance forms from OSPRA for each employee identifying the new charter school as the employee's current employer; OR Copies of fingerprint cards and OSPRA forms submitted to SED, AND proof of Emergency Conditional Clearance for each employee, including: a signed statement regarding criminal record; AND an approved resolution from the school's Board of Trustees		

		(moved by the Board Chair) to extend such clearance to the employee(s); AND a Board of Trustees' approved supervision policy for such employee(s).		
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CURRICULUM AND INSTRUCTION

Satisfactorily Completed	Item	Deliverable(s)	Comments	Date Completed
	Needed instructional materials and supplies have been distributed to classrooms at every grade level.	Classrooms should be adequately prepared for teaching and learning, including the appropriate distribution of curricular materials and supplies at time of Prior Action Visit.		
	A school calendar and class schedules exist and provisions have been made for them to be available to every student and every family.	Copies of the annual school calendar, class schedules, and an assurance that the school calendar has been made available to students and their families.		
	Provisions have been made for a child find system and serving students with special needs.	Written documentation that the school has hired, contracted with or received a commitment from the school district regarding certified Special Education teacher(s) and a SPED coordinator, and hired, contracted with or received a commitment from the school district regarding speech and language therapists, and occupational and physical therapists, or other services or equipment, if required.		

The school is prepared to provide instruction in each approved grade and only in such grades.	Class schedule and teacher roster. Written assurance from the school.		
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STUDENTS AND PARENTS

Satisfactorily Completed	Item	Deliverable(s)	Comments	Date Completed
	The school has developed required policies relating to student discipline (including SPED students), complaints/grievances, FERPA, FOIL, Open Meetings Law, and has made appropriate policies available to students and their families in the Student and Family Handbook.	Copy of Student and Family Handbook containing the specified policies, including FERPA access. Written assurance that Student and Family Handbooks (containing such policies) have been distributed. Copy of FERPA procedures for storage/handling of student files in school.		
	Student enrollment procedures have been documented and a student roster is available to teachers.	Summary of school enrollment statistics, including number of currently enrolled students, number of students on the waiting list, and copies of student rosters. Documents pertaining to any lotteries held.		
	A preliminary count of students with special needs is available.	Copies of IEPs for incoming students. Written assurance from the school stating the anticipated number of special education students.		

	Student records have been received or requested.	Copies of incoming student records or written assurance from the school.		
	Student academic, attendance, discipline, and testing records have been stored in locked cabinets.	Copies of incoming student records or written assurance from the school. Locked storage is present at time of inspection.		
	Student health records have been separated from academic records and are in locked storage in the office of the school nurse.	Copies of incoming student records or written assurance from the school. Copy of school health record procedures. Locked storage is present at time of inspection.		

OPERATIONS

Satisfactorily Completed	Item	Deliverable(s)	Comments	Date Completed
	Arrangements have been made for food service.	Inspection of food storage and kitchen area at time of Prior Action visit, to include food/beverage coolers and heaters.		
	The school has made arrangements to be staffed with a school nurse, and has a plan and procedures for the administration of prescription and non-prescription medications to students, and for provision of required health services.	Written documentation of the school's relationship with a registered nurse and/or physician. Copies of policies for medication administration. Written plan for providing required health services.		

Satisfactorily Completed	Item	Deliverable(s)	Comments	Date Completed
	Provisions have been made for student immunizations.	Immunization records or proper exemption forms; or Written assurance that students who do not have such records will be barred from school after 14 days.		
	Appropriate provisions have been made for supplemental transportation of students if any are to be provided.	Copy of agreement with provider of supplemental transportation services. Copies of fingerprint supported background checks for employees of the supplemental transportation services provider.		
	There are written plans for such life safety procedures as fire drills and emergency evacuation, including school safety plans in accordance with Project SAVE.	Copies of school safety and evacuation plans are posted in each classroom at time of Prior Action visit. Copy of draft SAVE plan and proof that the SAVE plan has been submitted to SED for approval. Assurance that school will meet with required groups (parents, teachers) and submit final plan, and revise as directed by SED.		

FINANCE

Satisfactorily Completed	Item	Deliverable(s)	Comments	Date Completed
	There is evidence of an accounting system with internal controls and fiscal policies.	Copy of the school's fiscal policies and procedures. Evidence of employment of or contract with accountant, bookkeeper or other person to handle such duties.		
	A payroll system has been established, and, if offered, properly allows employees to consent to 12 month payroll.	Contract with payroll company or evidence of employment of or contract with persons to handle payroll; and copy of deduction policy.		

FACILITIES AND FIXTURES

Satisfactorily Completed	Item	Deliverable(s)	Comments	Date Completed
	Available space (including classrooms, restrooms, and special purpose space) meets the requirements of the program and the number of students enrolled.	Inspection at time of Prior Action Visit.		
	Space is accessible to all students (including handicapped students), clean, and well-lit. If building is not required to be handicap accessible, procedures for reasonable accommodation of such persons are in place.	Inspection at time of Prior Action Visit. Procedures for reasonable accommodation of handicapped persons.		
	A certificate of occupancy (or equivalent) is on file, as well as any other appropriate certificates of inspection or permits.	Copy of certificate of occupancy and other appropriate certificates of inspection or permits.		

Satisfactorily Completed	Item	Deliverable(s)	Comments	Date Completed
	Certificates of insurance are on file, meeting at least the minimum levels required by the Charter Schools Act and including a provision to provide notice to the Charter Schools Institute of any material change, non-renewal or termination of the policy.	Copy of certificate of insurance or insurance policy or binder.		
	Space is safe and secure; entrance and egress from the school's space is adequately controlled.	Inspection at time of Prior Action Visit.		

COMPLIANCE

Satisfactorily Completed	Item	Deliverable(s)	Comments	Date Completed
	There is a staff person who is assigned to oversee and serve as the primary contact with regard to compliance.	Name of individual and contact information must be submitted to the Institute.		

OTHER

Satisfactorily Completed	Item	Deliverable(s)	Comments	Date Completed

71



THE STATE UNIVERSITY of NEW YORK

Office of the
Board of Trustees

State University Plaza
Albany, New York
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MEMORANDUM

October 26, 2007

TO: Members of the Board of Trustees
FROM: Edward F. Cox, Co-Chair, Committee on Charter Schools;
Randy A. Daniels, Co-Chair, Committee on Charter Schools
SUBJECT: Approval of Waiting List Applications for Charter Schools

We recommend that the Board of Trustees adopt the following resolution:

Whereas the Board of Trustees, at its meeting on January 24, 2006, by Resolution No. 2006-12, directed the Charter Schools Institute (the "Institute") to 1) place certain charter school applications on a waiting list and 2) re-evaluate such applications for possible presentation to the Board of Trustees for approval in the event the numerical limits set forth in subdivision 2852(9) of the Education Law were increased; and

Whereas Chapter 57 of the New York Laws of 2007 lifted the cap on new charter schools, effective July 1, 2007, and the Charter Schools Institute has re-evaluated the applications for Collegiate Charter School to be located in Brooklyn and Carl C. Icahn Charter School Far Rockaway to be located in Queens (the "Waiting List Applications"), requested amendments thereto and found that the Waiting List Applications show great promise and meet all the requirements of the Charter Schools Act (as amended) including, specifically, each and every requirement set forth in subdivision 2852(2) of the Education Law, and recommends that they be approved; and

UNIVERSITY CENTERS AND DOCTORAL DEGREE GRANTING INSTITUTIONS University at Albany • Binghamton University • University at Buffalo • Stony Brook University • SUNY Downstate Medical Center • Upstate Medical University • College of Environmental Science and Forestry • College of Optometry • NYS College of Ceramics at Alfred University • NYS College of Agriculture/Life Sciences at Cornell University • NYS College of Human Ecology at Cornell University • NYS College of Industrial/Labor Relations at Cornell University • NYS College of Veterinary Medicine at Cornell University UNIVERSITY COLLEGES SUNY Brockport • Buffalo State College • SUNY Cortland • Empire State College • SUNY Fredonia • SUNY Geneseo • SUNY New Paltz • SUNY Old Westbury • College at Oneonta • SUNY Oswego • SUNY Plattsburgh • SUNY Potsdam • Purchase College TECHNOLOGY COLLEGES Alfred State College • SUNY Canton • SUNY Cobleskill • SUNY Delhi • Farmingdale State College • Maritime College • Morrisville State College • SUNY Institute of Technology COMMUNITY COLLEGES Adirondack • Broome • Cayuga County • Clinton • Columbia-Greene • Corning • Dutchess • Erie • Fashion Institute of Technology • Finger Lakes • Fulton-Montgomery • Genesee • Herkimer County • Hudson Valley • Jamestown • Jefferson • Mekawik Valley • Monroe • Nassau • Niagara County • North Country • Onondaga • Orange County • Rockland • Schenectady County • Suffolk County • Sullivan County • Tompkins Cortland • Ulster County • Westchester

Background

Pursuant to the New York Charter Schools Act of 1998 (as amended), Education Law § 2850 et seq. (the "Act"), the Board of Trustees has authority as a charter entity to approve applications for charter schools. By prior resolution of the Board of Trustees in January 2006, the two applications that are the subject of this Resolution were placed on a waiting list until the prior cap on new charters was lifted, but were not approved. (At that time, the Carl C. Icahn Charter School Far Rockaway application was called "Carl C. Icahn Charter School Far Rockaway East.") Chapter 57 of the New York Laws of 2007 lifted the cap on new charter issuance effective July 1, 2007. Therefore, the Charter Schools Institute (the "Institute"), acting on behalf and at the direction of the Board of Trustees, conducted a re-evaluation of the two applications on the waiting list and sought certain amendments thereto. The Institute published its findings and recommendations regarding each application in a Summary of Findings and Recommendations for each school (copies on file in the Office of the Secretary and Albany office of the Institute), which were distributed to the Board of Trustees.

Prior to approving any application for a charter school, the Board of Trustees must make the following findings: (a) the charter school described in the application will meet the requirements of the Act and all other applicable laws, rules and regulations; (b) the applicant can demonstrate the ability to operate the school in an educationally and fiscally sound manner; (c) granting the application is likely to improve student learning and achievement and materially further the purposes of the Act, which are set forth at subdivision 2850(2) of the Education Law, and (d) in a school district where the total enrollment of resident students attending charter schools in the base year is greater than five percent of the total public school enrollment in the base year (i) granting the application would have a significant educational benefit to the students expected to attend the proposed charter school or (ii) the school district in which the charter school will be located consents to such application. (Neither proposed charter school would be located in a school district so described.) The Board of Trustees is not required to approve any application, even those applications that it finds meet the threshold legal requirements.

This Resolution, if approved, would give the Institute the power to enter into proposed charters with each of the applicants and submit them to the Board of Regents for its review and action. The Resolution also provides the Institute with the authority to require further assurances and terms to be included in the proposed charters. These assurances and terms will permit further clarification on issues that by their nature may not be fully resolved until the date on which each charter is executed.

74



Charter Schools Institute
The State University of New York

Summary of Findings and Recommendations

*Application to establish the
Carl C. Icahn Charter School Far Rockaway*

October 1, 2007

the lifting of the cap on new charters in the state as described in the Act, the Institute re-reviewed the application and has worked with the applicant to ensure that all aspects of the application are current, and compliant with the recent revisions in the Act, making revisions where warranted.

The School would open with 108 students in the Kindergarten through second grades. The School would grow to include 252 students in Kindergarten through sixth grade during the term of its first charter, and if renewed, through the eighth grade by the end of its second charter. Ultimately, the founding team envisions a rigorous school program based on Core Knowledge, providing students with the skills for future academic success, and instilling in them a sense of personal and community responsibility.

To achieve its mission, the design of the educational program of the School is based on the success of the existing Carl C. Icahn Charter School located in the Bronx, also authorized by the State University Trustees. The primary design elements include: 1) small class sizes; 2) extended day; 3) extended year; 4) individual attention; 5) a Targeted Assistance Program to assist students in the areas of mathematics and literacy; 6) Saturday Academies for remedial work and state test preparation; 7) energetic staff development; 8) student mentoring; 9) Core Knowledge curriculum; and 10) a nurturing environment.

The curriculum for the School is based on E. D. Hirsch's Core Knowledge. The application includes references to the pertinent research that supports the use of this curriculum with at-risk students. The principal of the original Icahn school, who has extensive experience training teachers in the implementation of Core Knowledge, will be involved in training the principal and teachers of the new school on this curriculum.

The School intends to partner with the not-for-profit Foundation for a Greater Opportunity, whose mission is to help charter schools. The Foundation built the first Carl C. Icahn Charter School, including advancing the school start-up costs and the shortfall from the first years' expenses over revenues. The Foundation has a similar relationship with the Carl C. Icahn Charter School Bronx North that just opened this fall, also authorized by the State University Trustees. The intention is to replicate this relationship with the additional school. A subsidiary of the Foundation for a Greater Opportunity, Greater Opportunity, L.L.C., was created to oversee the building of schools, and will serve in that capacity to build the School.

The above-model, which is in use in the original Carl C. Icahn Charter School, has resulted in high achievement. Over 80% of the students have achieved proficiency or higher on the state assessment in English language arts in both the 2005-06 and 2006-07 school years. In mathematics for the same timeframe, students have scored at slightly above 97% each year.

The applicant and proposed trustees have modified the organizational structure to provide for support for the school's principal and staff through the use of personnel from the original Carl C. Icahn Charter School. In particular, the original Icahn Charter School's principal and assistant principal for operations will train the principals and business managers of the Far Rockaway and any future Icahn schools. The Carl C. Icahn Charter School Far Rockaway principal will serve as the school leader and report directly to the School's board of trustees. The School principal will implement the mission and the policies set by the School's board of trustees, hire and

share the costs of building a facility. The founding group will continue to pursue available space until a space is identified.

The fiscal impact of the School on its district of residence, the New York City School District, will be negligible and is summarized below.

Number of Students	Per Pupil Aid	Total Dollars to Charter School from NYCDOE
108 (Year 1 – 2008-2009)	\$11,023	\$ 1,190,484
252 (Year 5 – 2012-2013)	\$1111,023	\$ 2,777,796

Using the figures above for total funds to be transferred from the New York City School District to the proposed charter school, the year one figure of \$1,190,484 represents 0.007% of an estimated budget of \$16.5 billion for the New York City Schools. In year five, the figure above represents 0.017% of the estimated budget. The calculations conservatively assume that there will be no increase in per pupil aid or the overall budget of the New York City School District over the life of the proposed charter. The Institute's calculations do not account for special education, federal Title I funds or other grants or funds provided by the district and to be received by the School. The applicant made an assessment that the fiscal impact of the proposed school on nonpublic schools in the same geographic area would be negligible.

The Institute has notified the NYCDOE as well as public and private schools in the geographic area of the proposed school and has received no comment from these entities. (Copies of the notification letters are on file in the Albany office of the Institute).

The applicant used the waiting list of the original Carl C. Icahn Charter School that contained the names of over 735 children, along with that of the new Bronx North school which contained 175 names, as evidence of community support and interest based on the performance of the original school. The applicant holds that when a building is identified in Far Rockaway there will be sufficient demand to ensure that the proposed school will achieve its projected student enrollment targets. The applicant also indicates that the NYCDOE identified this area as in need of new schools. In addition, the applicant submitted two letters of support from two community based organizations, the Ocean Bay Community Development Corporation and the Rockaway Community Corporation Head Start Center.

Findings

Based on the comprehensive review of the application, discussion with national experts and interviews of the applicant and the proposed board of trustees, the Institute makes the following findings.

1. The charter school described in the application meets the requirements of Article 56 of the Education Law (as amended) and other applicable laws, rules, and regulations as reflected in (among other things):

3. Granting the application is likely to improve student learning and achievement and materially further the purposes of the Charter Schools Act (as amended). This finding is reflected by (among other things):
- the inclusion of a curriculum crosswalk document that specifies how the proposed curriculum will ensure that students will meet or exceed the performance standards of the Board of Regents;
 - a comprehensive plan to assess student achievement through the use of State tests, externally-verifiable standardized tests and other diagnostic assessments;
 - the staffing of classes with high-quality teachers to allow for more concentrated and focused instruction;
 - the inclusion of significant opportunities for professional development of the school's instructional staff throughout the year;
 - extended daily blocks of time scheduled for literacy and numeracy;
 - the variety of structures in place to provide in depth support for students most at-risk of academic failure; and
 - a commitment to providing an educational program focused on outcomes, not inputs.

Conclusion and Recommendations

Based on its review and findings, the Charter Schools Institute recommends that the Board of Trustees of the State University of New York approve the application for the Carl C. Icahn Charter School Far Rockaway to open in Far Rockaway, New York, in September of 2008.



Charter Schools Institute
The State University of New York

**APPLICATION TRANSMITTED UNDER
SEPARATE COVER.**

79

41 State Street, Suite 700, Albany, New York 12207 • Phone: (518) 433-8277 • Fax: (518) 427-6510
www.newyorkcharters.org



Charter Schools Institute
The State University of New York

June 19, 2007

Joel I. Klein, Esq.
Chancellor
New York City Department of Education
Tweed Building
52 Chambers Street, Room 405
New York, New York 10007

Re: Notice of Pending Action on Charter School Applications

Dear Chancellor Klein:

Pursuant to Education Law subdivision 2857(1) the Board of Trustees of the State University of New York ("State University Trustees") is required to make certain notifications to your school district. As a courtesy, enclosed please find redacted copies of the following amended charter applications:

Carl C. Icahn Charter School Far Rockaway (NYC CSD 27); and
Collegiate Charter School (NYC CSD 17).

The above applications were originally received by the Board of Trustees of the State University of New York ("State University Trustees") in its capacity as a charter entity in the fall of 2005, at which time you received original copies thereof. (The Carl C. Icahn Charter School Far Rockaway application was formerly called "Carl C. Icahn Charter School Far Rockaway East.") The proposed schools intend to open for the 2008-09 school year.

In early 2006, the State University Trustees advanced the applications to a waiting list pending the lift of the State's charter school cap. Currently, the Charter Schools Institute is reviewing the enclosed applications and expects to make a recommendation to the State University Trustees at as early as its next scheduled meeting, June 26, 2007, or at any subsequent meeting including its September meeting, which is not yet scheduled. A schedule of meetings of the State University Trustees is available at
http://www.suny.edu/Board_of_Trustees/meetingNotices.cfm.

This letter is to inform you that in the event the State University Trustees do not take action on the applications until on or after July 1, 2007, recent amendments to the Charter Schools Act contained in Chapter 57 of the New York Laws of 2007 will impose new

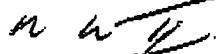
requirements on the State University Trustees *and your district*. One new requirement is that the State University Trustees provide notice to your district at least 45 days prior to the State University Trustees' initial approval of an application for a new charter school so that your district may provide comments to the State University Trustees. If needed, this Notice satisfies this requirement with respect to the two applications listed above.

As you may be aware, a school district in which a charter school is proposed to be located is entitled (but not required) to comment on the proposed charter prior to its approval by the State University Trustees. While a proposed charter would not be entered into until and unless the State University Trustees approved the above-named applications, the Institute would welcome any comment that you might wish to provide on the application itself and prior to the State University Trustees taking any action. Under the amendments to the Charter Schools Act effective July 1, 2007, if your district provides comments prior to the State University Trustees' approval of the application, the State University Trustees must consider those comments and submit them to the Board of Regents with the application for charter issuance. Please direct any comments to my attention at the address below.

Please also take notice that after July 1, 2007, your district must hold a public hearing to solicit comments from the community in connection with each of the above charter applications pursuant to Education Law subdivision 2857(1). Such hearings must be held prior to the issuance of the charter (i.e., prior to approval by the Board of Regents, or by operation of law (0-90 days after submission thereto by the State University Trustees, or after 90 days, respectively), or (in the event the Board of Regents do not initially approve an application) approval by the Board of Regents after re-submission by the State University Trustees or by operation of law 30 days thereafter). Such hearings must also be held "within the community potentially impacted by the proposed charter school." Please note that the State University Trustees usually submit proposed charters to the Board of Regents within a few days of approval by the Trustees.

Should you have any questions, please do not hesitate to contact the Institute. Thank you.

Sincerely,



Ralph A. Rossi II
Vice President and General Counsel

Enclosures

- c: Regional Superintendents, NYC CSD 17 and 27 (with enclosure)
- Directors/Principals of public schools within geographic area (w/o enclosures)
- Directors/Principals of non public schools within geographic area (w/o enclosures)
- State Department of Education (w/o enclosures)

28



Charter Schools Institute
The State University of New York

NO COMMENTS RECEIVED.



**Charter Schools Institute
The State University of New York**

**FOR PURPOSES OF NOTIFICATION
AS REQUIRED BY EDUCATION LAW SUBDIVISION 2857(1)
NO ACTION REQUIRED**

June 19, 2007

Joel I. Klein, Esq.
Chancellor
New York City Department of Education
Tweed Building
52 Chambers Street, Room 405
New York, New York 10007

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84

Joel I. Klein, Esq. Chancellor NYC Department of Education Tweed Building 5 Chambers Street, Room 405 New York, NY 10007	Kathleen M. Cashin Regional Superintendent, Region 5 CSD 27 82-01 Rockaway Boulevard Ozone Park, NY 11416	PS 045 Clarence Witherspoon Principal/Director 126-28 150 th Street South Ozone Park, NY 11436
PS 051 Principal/Director 87-45 117 th Street Queens, NY 11418	PS 060 Woodhaven Principal/Director 91-02 88 th Avenue Queens, NY 11421	PS 062 Chester Park Principal/Director 97-25 108 th Street Richmond Hill, NY 11419
PS 063 Old South Principal/Director 90-15 Sutter Avenue Ozone Park, NY 11417	PS 064 Joseph P. Addabbo Principal/Director 82-01 101 st Avenue Queens, NY 11416	PS 65 Principal/Director 103-22 99 th Street Ozone Park, NY 11417
PS 090 Horace Mann Principal/Director 86-50 109 th Street Richmond Hill, NY 11418	PS 096 Principal/Director 130-01 Rockaway Boulevard South Ozone Park, NY 11420	PS 097 Forest Park Principal/Director 85-52 85 th Street Queens, NY 11421
PS 100 Glen Morris Principal/Director 111-11 118 th Street South Ozone Park, NY 11420	PS 104 The Bays Water Principal/Director 26-01 Mott Avenue Queens, NY 11691	PS 106 Principal/Director 180 Beach 35 th Street Far Rockaway, NY 11691
PS 108 Capt. Vincent G. Fowler Principal/Director 108-10 109 th Avenue Queens, NY 11420	PS 123 Principal/Director 145-01 119 th Avenue South Ozone Park, NY 11436	PS 146 Howard Beach Principal/Director 98-01 159 th Avenue Queens, NY 11414
PS 155 Principal/Director 130-02 115 th Avenue South Ozone Park, NY 11420	PS 197 The Ocean School Principal/Director 8-25 Hicksville Road Far Rockaway, NY 11691	PS 215 Lucretia Mott Principal/Director 535 Briar Place Far Rockaway, NY 11691
PS 223 Lyndon B Johnson Principal/Director 125-20 Sutphin Boulevard Queens, NY 11434	PS 232 Lindenwood Principal/Director 153-23 83 rd Street Howard Beach, NY 11414	PS 253 Principal/Director 1307 Central Avenue Queens, NY 11691
PS 254 Principal/Director 84-40 101 st Street Queens, NY 11418	PS 042 R Vernam Principal/Director 488 Beach 66 th Street Arverne, NY 11692	PS 047 Chris Galsa Principal/Director 9 Power Road Broad Channel, NY 11693
PS 05 The Bay School Principal/Director 420 Beach 51 st Street Far Rockaway, NY 11691	PS/MS 114 Belle Harbor Principal/Director 134-01 Cronston Avenue Queens, NY 11694	PS 124 Osmond A Church Principal/Director 129-15 150 th Avenue Queens, NY 11420

PS 183 Dr. Richard R. Green Principal/Director 2-45 Beach 79 th Street Rockaway Beach, NY 11693	PS 207 Rockwood Park Principal/Director 159-15 88 th Street Howard Beach, NY 11414	PS 225 Seaside Principal/Director 1-90 Beach 110 th Street Rockaway Park, NY 11694
Goldie Maple Academy Principal/Director 365 Beach 56 th Street Queens, NY 11692	MS 137 America's School Heroes Principal/Director 109-15 98 th Street Ozone Park, NY 11417	JHS 202 Robert H Goddard Principal/Director 138-30 Lafayette Street Ozone Park, NY 11417
JHS 210 Elizabeth Blackwell Principal/Director 93-11 101 st Avenue Queens, NY 11416	JHS 226 Virgil I Grissom Principal/Director 121-10 Rockaway Boulevard South Ozone Park, NY 11420	Knowledge And Power Preparatory Principal/Director 8-21 Beach 25 th Street Far Rockaway, NY 11691
The Scholar's Academy Principal/Director 320 Beach 104 th Street Rockaway Park, NY 11694	Channel View School For Research Principal/Director 100-00 Beach Channel Drive Queens NY 11694	Frederick Douglass Academy Principal/Director 8-21 Beach 25 th Street Queens, NY 11691
August Martin High School Principal/Director 156-10 Baisley Boulevard Jamaica, NY 11434	Beach Channel High School Principal/Director 100-00 Beach Channel Drive Queens, NY 11694	Richmond Hill High School Principal/Director 89-30 114 th Street Richmond Hill, NY 11418
John Adams High School Principal/Director 101-01 Rockaway Boulevard Queens, NY 11417	Bnos bais Yaakov of Far Rockaway Principal/Director 710 Hartman Lane Far Rockaway, New York 11691	Hebrew Kindergarten School Principal/Director 310 Beach 20 th Street Far Rockaway, New York 11691
Saint Mary Star - Sea School Principal/Director 595 Beach 19 th Street Far Rockaway, New York 11691	Talmud Torah Siach Yitzhok Principal/Director 1513 Central Avenue Far Rockaway, New York 11691	Torah Academy for Girls- Elementary School Principal/Director 444B Sixth Avenue Far Rockaway, New York 11691
Church of God Christian Academy Principal/Director 1336 Central Avenue Far Rockaway, New York 11691	Torah Academy High School for Girls Principal/Director 636 Lanett Avenue Far Rockaway, New York 11691	Yeshiva Darchei Toran School Principa/Director 257 Beach 17 th Street Far Rockaway, New York 11691
Queens School For Career Dvlpmnt 142-10 Linden Blvd Jamaica, NY 11436	Omega Psi Phi Fraternity School 123-10 143 rd Street South Ozone Park, NY 114361607	HS-Law Enforcement & Pub Safety 116-25 Guy R Brewer Boulevard Jamaica, NY 11434
Rochdale Village Nrsy School & K 170-30 130 th Avenue Jamaica, NY 11434	Myrtle Jarmon School 116-55 Guy Boulevard Jamaica, NY 11434	Cynthia Jenkins School 179-37 137 th Avenue Jamaica, NY 11434

Allen Christian School
171-10 Linden Boulevard
Jamaica, NY 11434

OUR LADY OF GRACE
SCHOOL
158-20 101ST ST
HOWARD BEACH, NY 11414

HS FOR CON, TRADES,
ENGINEER AND ARC
94-02 104 ST
OZONE PARK, NY 11416

ST ELIZABETH SCHOOL
94-01 85TH ST
OZONE PARK, NY 114161238

SECOND OPPORTUNITY
SCHOOL
117-11 MYRTLE AVE
RICHMOND HILL, NY 11418

SHAAR HATORAH HS
117-06 84TH AVE
RICHMOND HILL, NY
114181419

AL-IHSAN ACAD
130-08 ROCKAWAY BLVD
SOUTH OZONE PARK, NY
114202930

ST TERESA OF AVILA SCHOOL
109-55 128TH ST
SOUTH OZONE PARK, NY
11420

ST THOMAS APOSTLE
SCHOOL
87-49 87TH ST
WOODHAVEN, NY 114212002

MARY STAR - SEA SCHOOL
595 BCH 19TH ST
FAR ROCKAWAY, NY
116914398

TREE HOUSE DVLPMNT CTR
168-40 127TH AVE
JAMAICA, NY 11434

ST HELEN SCHOOL
83-09 157TH AVE
HOWARD BEACH, NY 11414

ST STANISLAUS BISHOP &
MARTYR SCHOOL
90-01 101ST AVE
OZONE PARK, NY 114162218

ST MARY GATE OF HEAVEN
SCHOOL
104-06 101ST AVE
OZONE PARK, NY 114162701

HOLY CHILD JESUS SCHOOL
111-02 86TH AVE
RICHMOND HILL, NY 11418

BETHLEHEM CHRISTIAN ACAD
91-11 LEFFERTS BLVD
RICHMOND HILL, NY 114183211

OUR LADY - CENACLE SCHOOL
87-25 136TH ST
RICHMOND HILL, NY 11418

ST ANTHONY OF PADUA
SCHOOL
125-18 ROCKAWAY BLVD
SOUTH OZONE PARK, NY
114202826

CHURCH OF GOD CHRISTIAN
ACAD
1336 CENTRAL AVE
FAR ROCKAWAY, NY 116913909

YESHIVA OF FAR ROCKAWAY
802 HICKSVILLE RD
FAR ROCKAWAY, NY 116915298

YORK EARLY COLLEGE
ACADEMY
133-25 GUY R BREWER B
JAMAICA, NY 11434

CYPRESS HILLS COLLEGiate
PREPARATORY
94-02 104 ST
OZONE PARK, NY 11416

LITTLE DOLPHIN SCHOOL
107-01 CROSS BAY BLVD
OZONE PARK, NY 11416

NATIVITY - BVM SCHOOL
101-60 92ND ST
OZONE PARK, NY 11416

HEBREW ACAD OF WEST
QUEENS
88-01 102ND ST
RICHMOND HILL, NY 114182114

THEATRE STREET SCHOOL
87-61 111TH ST
RICHMOND HILL, NY 114182314

YESHIVAT OHR HAIM
86-06 135TH ST
RICHMOND HILLS, NY 11418

OUR LADY OF PERPETUAL
HELP SCHOOL
111-10 115TH ST
SOUTH OZONE PARK, NY
114201115

PENINSULA PREP ACAD
CHARTER SCH
1110 FOAM PL
FAR ROCKAWAY, NY 11691

TORAH ACAD HS FOR GIRLS
636 LANETT AVE
FAR ROCKAWAY, NY 1169104187

YESHIVA DARCHEI TORAH
257 BCH 17TH ST
FAR ROCKAWAY, NY 11691

BNOS BAIS YAAKOV OF FAR
ROCKAWAY
613 BEACH 9TH ST
FAR ROCKAWAY, NY 11691

ST ROSE OF LIMA SCHOOL
154 BCH 84TH ST
ROCKAWAY BEACH, NY
116931885

MERKAZ HATORAH OF BELLE
HARBOR
505 BCH 129TH ST
BELLE HARBOR, NY 11694

TORAH ACAD FOR GIRLS -
ELEMENTARY
444 BEACH SIXTH ST
FAR ROCKAWAY, NY 11691

TALMUD TORAH SIACH
YITZCHOK
1513 CENTRAL AVE
FAR ROCKAWAY, NY 116914001

ST FRANCIS DE SALES SCHOOL
219 BCH 129TH ST
BELLE HARBOR, NY 116941698

ST CAMILLUS SCHOOL
185 BCH 99TH ST
ROCKAWAY BEACH, NY 11694

HEBREW KNDG
310 BCH 20TH ST
FAR ROCKAWAY, NY 11691

CONG UTA OF BAYSWATER
2900 HEALY AVE
FAR ROCKAWAY, NY 11691

YESHIVA OF BELLE HARBOR
134-01 RCKWY BCH BLVD
BELLE HARBOR, NY 11694

Carl C. Icahn Charter School Far Rockaway
Far Rockaway, New York

Basic Identification Information

Lead Applicant(s): Julie C. Goodyear and Gail Golden
Management Co: None
Other Partners: Foundation for a Greater Opportunity, LLC
Location (District): Far Rockaway (District 27)
Student Pop./Grades: 108 K-2nd grade students; expanding to 252 students grades K – 6
Opening Date: September 2008

School District of Proposed Location Profile¹

Public School Enrollment (2005-2006):	44693																								
Percentages (2005-2006)	White: 10% Black: 34% Hispanic: 34% Asian, Other: 23%																								
Percentage of Public School Student Participating in Federal Lunch Program (2005-06):	84%																								
Test Scores (ELA/2007 and Math/2007) -- Percentages of Public School Students Failing to Meet the Regents Performance Standards:	<table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th></th> <th style="text-align: center;"><u>ELA</u></th> <th style="text-align: center;"><u>Mathematics</u></th> </tr> </thead> <tbody> <tr> <td>3rd –</td> <td style="text-align: center;">38.5</td> <td style="text-align: center;">14.2</td> </tr> <tr> <td>4th –</td> <td style="text-align: center;">40.7</td> <td style="text-align: center;">19.7</td> </tr> <tr> <td>5th –</td> <td style="text-align: center;">36.8</td> <td style="text-align: center;">19.9</td> </tr> <tr> <td>6th –</td> <td style="text-align: center;">44.1</td> <td style="text-align: center;">26.4</td> </tr> <tr> <td>7th –</td> <td style="text-align: center;">53.6</td> <td style="text-align: center;">38.8</td> </tr> <tr> <td>8th –</td> <td style="text-align: center;">55.3</td> <td style="text-align: center;">49.6</td> </tr> <tr> <td>Avg.</td> <td style="text-align: center;">45.1</td> <td style="text-align: center;">28.4</td> </tr> </tbody> </table>		<u>ELA</u>	<u>Mathematics</u>	3 rd –	38.5	14.2	4 th –	40.7	19.7	5 th –	36.8	19.9	6 th –	44.1	26.4	7 th –	53.6	38.8	8 th –	55.3	49.6	Avg.	45.1	28.4
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7 th –	53.6	38.8																							
8 th –	55.3	49.6																							
Avg.	45.1	28.4																							

Source: demographic data is from the New York State Accountability and Overview Report 2005 – 06; test data are from the 2006-07 results released on the State Education Department website.

¹ New York City District 27

- the inclusion of appropriate policies and procedures for the provision of services and programs for students with disabilities and English language learners;
 - the required policies for addressing the issues related to student discipline, complaints, personnel matters, health services, Freedom of Information Law (FOIL), and the Open Meetings Law;
 - the inclusion of the proposed by-laws for the operation of the school's board of trustees; and
 - the inclusion of an analysis of the projected fiscal and programmatic impact on surrounding public and private schools.
2. The applicant has demonstrated the ability to operate the school in an educationally and fiscally sound manner as reflected in (among other things):
- the provision of an educational program that meets or exceeds the State performance standards;
 - the use of a model that has proven highly successful at the current Carl C. Icahn Charter School, also located in the Bronx;
 - the articulation of a culture of self-evaluation and accountability at both the administrative and board level;
 - the student achievement goals articulated by the applicant;
 - an appropriate roster of educational personnel;
 - a sound mission statement;
 - a comprehensive assessment plan;
 - the provision of sound start-up, first-year, and five-year budget plans;
 - a plan to acquire comprehensive general liability insurance to include any vehicles, employees, and property;
 - evidence of adequate community support for, and interest in, the charter school sufficient to allow the school to reach its anticipated enrollment; and
 - the inclusion of descriptions for programmatic and independent fiscal audits, with fiscal audits occurring at least, annually.

supervise all school-based staff, and observe, evaluate, and provide professional development to teachers as the instructional leader of the School.

The applicant has utilized the same individuals that serve as the core of the other Icahn charter school boards, whose backgrounds and expertise reflect a variety of talents and skills, to serve on the proposed board of trustees. Based on conversations with the proposed trustees, they appear to clearly understand the roles and responsibilities of a board of trustees and have the ability to ensure the appropriate and effective operation of the proposed charter school. They also understand the potential for conflicts of interest inherent in the "one board" design and understand the duty of loyalty each member has to each school board. The proposed initial members of the board of trustees are set forth below.

1. Julie C. Goodyear – Lead Applicant; Executive Director of the Foundation for a Greater Opportunity and the Icahn Scholars Program; former Associate Director of Admissions at Choate Rosemary Hall, an independent school in Wallingford, Connecticut.
2. Carl C. Icahn – Chair and a Director of American Railcar Industries, Inc; Chair, Board of American Property Investors, Inc.; Chair and a Director of XO Communications, Inc.; and a Director of Blockbuster, Inc.
3. Gail Golden – Vice Chair of Lowestfare.com, L.L.C. (formerly president); CEO and President of Global Travel Marketing; Director and Secretary of the Foundation for a Greater Opportunity; and Vice President of Administration of Icahn Associates, Corp.
4. Seymour Fliegel – President, CEI-PEA; former teacher and principal; former Superintendent of CSD 28 in Queens; and member of the board of the Foundation for a Greater Opportunity.
5. Karen Mandelbaum – Board member of the Women's Division of the Albert Einstein Medical School; committee member of the Friends of Israel Museum.
6. Robert Sancho – Vice President of Development and External Affairs at Bronx-Lebanon Hospital Center in the Bronx; former Spanish teacher at JHS 98 and Deputy Superintendent for CSD 4.
7. Edward J. Shanahan – President/Headmaster of Choate Rosemary Hall; President of the Board of the Foundation for a Greater Opportunity; formerly Dean of the College at Dartmouth College and Dean of Students at Wesleyan University..
8. One seat will be held for an officer from the School's Parent Teacher Association.

The School will be located in Far Rockaway. A specific facility has not been identified at this time. However, a site at the corner of Shore Front Parkway and Beach 35th Street is currently under consideration. The applicants are actively pursuing options, including working with Civic Builders, the New York City Department of Education (the "NYCDOE") and the real estate division of Icahn Associates. Ideally, the applicant would go into partnership with NYCDOE to

Executive Summary

The Carl C. Icahn Charter School Far Rockaway East submitted an application in September 2005 to open a charter school in September 2007 with 108 Kindergarten, first and second grade students in its first year, growing to serve 216 students in Kindergarten through fifth grades during the term of its charter. At the time the Charter Schools Institute (the "Institute") recommended the application for approval in January of 2006, the Board of Trustees of the State University of New York (the "State University Trustees") had authorized the issuance of the 50 charters allotted to it under subdivision 2852(9) of the Education Law. Therefore, the application to establish the Carl C. Icahn Charter School Far Rockaway East was placed on a "Waiting List" for approval if and when the cap on the number of charter schools allowed in New York as per the New York State Charter Schools Act of 1998 (as amended, the "Act") was lifted, or the State University Trustees was otherwise able to approve charters for issuance. It was established that whenever the application was to be re-considered by the State University Trustees for approval, the application would again undergo re-review and be subject to the possibility of any necessary revision of the information contained in the application.

Changes in the Charter Schools Act adopted on April 1, 2007, included awarding the State University Trustees an additional 50 charters to issue, effective July 1, 2007. The Institute has re-reviewed the application to establish the Carl C. Icahn Charter School Far Rockaway (revised name) accordingly. Due to the delay in approval, the school will no longer have a planning year (however, it should be noted that the applicants have continued to prepare for the opening of the school since the time it was put on the Waiting List) and the school plans to open in September of 2008 with 108 Kindergarten through second grade students and grow to be a Kindergarten through sixth grade school of 252 students. The mission of the proposed charter school remains the same, to provide students with a rigorous academic program offered in an extended day and year settings. The program is designed to graduate students who will be armed with the skills and knowledge to participate successfully in the most rigorous academic environments, and will have a sense of personal and community responsibility. Ultimately, the founders plan to expand the School to also serve students through the eighth grade.

The Institute recommends that the State University Trustees approve the charter application for the Carl C. Icahn Charter School Far Rockaway (the "School").

Background and Description

An application to establish the Carl C. Icahn Charter School Far Rockaway East was submitted to the Institute on September 30, 2005. The Institute conducted a rigorous review, including an extensive staff review as well as review by a panel of nationally renowned experts in the charter school arena. Pursuant to its review protocols, the Institute has met with the lead applicant and founding team, and has required the applicant to revise, clarify and otherwise amend the application in numerous respects. In addition, Trustee Santiago had an opportunity to question the applicant and founding board members.

Based on its review, the Institute found the application to be strong and merited approval. However, at the time approval was recommended, the State University Trustees had awarded the 50 charters allotted to it under the Act and the application was placed on a "Waiting List." With

1. ESTABLISHMENT AND SCHOOL DESIGN

Provide the name of the proposed charter school.

CARL C. ICAHN CHARTER SCHOOL FAR ROCKAWAY*

***We may want to change the name of the school when our exact location is determined.**

- 2. Provide the name of each applicant. If you are applying as a single applicant, include your home address, telephone number(s) (home and office), facsimile number and e-mail address. If there is more than one applicant, you must designate one applicant as the contact person for the application and provide the contact information set forth above for that individual. In addition, provide background information for each applicant, including whether he or she is a teacher, parent, school administrator, and/or community resident and if he or she would be a member of the charter school's board of trustees.**

There will be co-applicants:

Gail Golden, [REDACTED], email [REDACTED]. She is a parent and will be a member of the School's board. She is Vice-President/Treasurer of the Foundation for a Greater Opportunity. She is more than eighteen years old.

Julie Goodyear, [REDACTED]; email: [REDACTED]. She is a parent and will be Secretary of the Schools board. She is Executive Director of the Foundation for a Greater Opportunity. She is more than eighteen years old.

- 3. Provide the anticipated opening date for the charter school (month/year).**

SEPTEMBER 6, 2008 (approximate date--based on the New York City Department of Education calendar)

4. Provide the requested initial term of the charter, which in no case is to exceed 5 years.

We request a five year charter.

- 5. Provide for each year of the charter that you are seeking, the grades that the school would serve, the number of students to be served in each grade, the number of children expected in each class, and the total number of enrolled students. If providing a kindergarten, please indicate the minimum age that the school will require a child to have attained to be eligible for enrollment**

Total enrollment by year and grade:

	<u>YEAR ONE</u>	<u>YEAR TWO</u>	<u>YEAR THREE</u>	<u>YEAR FOUR</u>	<u>YEAR FIVE</u>
KINDERGARTEN	36	36	36	36	36
FIRST GRADE	36	36	36	36	36
SECOND GRADE	36	36	36	36	36
THIRD GRADE		36	36	36	36
FOURTH GRADE			36	36	36
FIFTH GRADE				36	36
SIXTH GRADE					36
TOTAL ENROLLMENT	108	144	180	216	252

Children entering in kindergarten must be five years old by December 31st of their kindergarten year. The approximate ages of the children by December 31st in subsequent years will be six years old in first grade, seven years old in second grade, eight years old in third grade, nine years old in fourth grade, ten years old in fifth grade, eleven years old in sixth grade.

AUG 26 2007

97

6. Provide the rationale for choosing to serve the grades and number of students in each grade and in the school as a whole. In addition, if you are planning to add grades or expand enrollment in the second or subsequent years of your charter, please explain the rationale for your growth plan.

We will have two classes per grade of 18 students in each class. We based the size of each class on the Tennessee Class Size Study of 1988. The research in that study concluded that if children are in small classes, the benefits of the early small classes will remain throughout their education. Our current school has classes of 18 and the children are achieving admirable results.

When we began our first charter school, Carl C. Icahn Charter School, we had anticipated only having an elementary K-4 school. We began with grades K-2 in the first year and intended to add a grade for the next two years of the charter. After working with the children and seeing their improvement each year, and also after taking into account the comparative state test score results in the neighboring schools, we felt that our children would benefit from staying in our program through middle school.

Moreover, our parents fervently encouraged us to include grades 5-8. We are currently K-7 and will add 8th grade in 2007, to finalize our expansion to K-8. We have come to the conclusion that it is best for our children and families that we create K-8 schools. We intend to replicate this program at our new school. Carl C. Icahn Charter School Far Rockaway will open as a K-2 school serving 108 students and grow to a K-6 school serving 252 students at the end of the initial charter term. If there is attrition, we will fill spaces from the wait list. If renewed, the school will grow to a K-8 school with a maximum enrollment of 324 students.

We believe in small schools. The culture of a small school permeates all elements of the school. There is no anonymity. Children, staff and parents know each other. Each person's success is a school success. Everyone is a stakeholder in the school's success.

7. (a) Indicate whether you have submitted a substantially similar application to another charter entity simultaneously with submission of this application. If so, provide the name of the charter entity, the date the application was submitted and the status of the application.

If you have previously applied for a charter from another charter entity, provide the name of the charter entity, the date the application was submitted and the status of the application. If the application was denied, provide a copy of the letter from the charter entity stating the reasons for denial. If the application was withdrawn, please provide the reasons for the withdrawal.

No.

AUG 23 2007

CHARTER SCHOOLS INSTITUTE

8. If you are filing the application in conjunction with a college, university, museum, educational institution, or a not-for-profit corporation with 501(c)(3) status under the Internal Revenue Code, please provide the information below for each such entity. If, on the other hand, you are filing this application in conjunction with a for-profit entity or a not-for-profit educational service provider (management company), and you are not also applying in conjunction with any other of the entities described above, you may indicate that Request No. 8 is not applicable and proceed directly to Request No. 9. If you are not filing in conjunction with any entity, please so indicate in your responses to Requests Nos. 8 and 9 and proceed to Request No. 10.

- name of the organization;

Foundation for a Greater Opportunity

- a letter of intent or commitment from a bona fide representative of the partner organization indicating that the organization is undertaking the partnership and the terms and extent of the undertaking;

Attached.

- the name of a contact person for the partner organization, along with the address, phone number, facsimile number, and e-mail of such contact person for the partner organization;

Foundation for a Greater Opportunity
Julie Clark Goodvear, Executive Director. [REDACTED]

- and a description of the nature and purpose of the school's partnership with the organization.

Foundation for a Greater Opportunity's mission is to help charter schools. The Foundation built our previous charter school and also advanced the school the start-up costs and advanced the shortfall from the first years' expenses over revenues. We intend to replicate that relationship with the new school(s). A subsidiary of Foundation for a Greater Opportunity, Greater Opportunity LLC, has been created to oversee the building of schools. We intend to work in collaboration with the NYC Department of Education. We are currently building a middle school expansion of our current charter school in collaboration with the New York City Department of Education. 100

FOUNDATION FOR A GREATER OPPORTUNITY

Julie Clark Goodyear
Executive Director

Dear Charter Schools Institute:

It is the intention of Foundation for a Greater Opportunity to create four more charter schools in New York City. Our plan is to arrange for the facility for each school, to advance the start-up costs and to advance the first years' excess expenses over revenues. As was the case with Carl C. Icahn Charter School, after the second year of operation, the school should be able to begin paying back the advance so that by the end of the five year charter, the advance is totally repaid.

As was also the case with Carl C. Icahn Charter School, we will not ask the school to pay rent in the first three years, but will instead have them pay us their entire rent in the last two years of the five year charter.

Sincerely yours,

Julie Goodyear

767 Fifth Avenue, New York, New York 10153 • Telephone (212) 702 4353 Fax (212) 750 5817

U. S. DEPARTMENT OF STATE
BUREAU OF CORPORATIONS AND STATE RECORDS

ALBANY, NY 12231-000

FILED RECEIPT

MY NAME : FOUNDER FUN FOR A LITTLE OPPORTUNITY

DOCUMENT TYPE : APPLICATION AUTHORITY (EUR, MEO) TYPE : B COUNTRY : NEWT

VICE COMPANY : CSC NETWORKS/PRENTICE HALL

SERVICE GUIDE 485

ED: 02/26/1998 DURATION: PERPETUAL CASH #: 980226000215 FILM #: 98022600044

RESS FOR PRUESS

EXHIBIT B

**CORPORATION
SCAHN ASSOCIATES CORP.
TURK, NY 10125**

8 AVENUE, 4TH FLOOR

92/26/144

LISTED ABOVE



ILER	FEES	170.00	PAYMENTS	170.00
ATTORNEY: KELKNAF, WEBB & TYLER, LLP.	FILING:	135.00	CASH:	0.00
133 AVENUE OF THE AMERICAS	FAX:	0.00	CHECK:	0.00
9TH -26TH FLOOR	CERT:	0.00	BILLED:	170.00
NEW YORK, NY 10036-6710	Copies:	10.00		
	HANDLING:	25.00		
			REFUND:	0.00
1025 (11/89)			674781NLH	

State of New York }
Department of State }

*I hereby certify that the annexed copy has been compared with the original document in the custody of the
Secretary of State and that the same is a true copy of said original.*

Witness my hand and seal of the Department of State on

MAR 02 1998



Special Deputy Secretary of State

DOS-1266 (5/96)

R-30.31 (7/96)

New York State Department of Taxation and Finance - Corporation Tax
Albany NY 12227

F980226000499

Secretary of State

Date: 2/20/98

Name of Corporation

FOUNDATION FOR A GREATER OPPORTUNITY

ID# None

I, [redacted] to provisions of section 1304 of the Business Corporation Law, the Commissioner of Taxation and Finance hereby consents to the Application for Authority Not-for-Profit of the above named corporation.

Certificate and fee are attached.

Filed by: CSN

Director, Processing Division

By *M. Brown, Jr., Jr.*

White-Department of State

Yellow-Department of State

Pink-Taxpayer

F980226000499 CSC 45

APPLICATION FOR AUTHORITY

OF

FOUNDATION FOR A GREATER OPPORTUNITY

(Under Section 1304 of the Not-for-Profit Corporation Law)

FIRST: The name of the corporation is FOUNDATION FOR A GREATER OPPORTUNITY.

SECOND: (a) The jurisdiction of incorporation of the corporation is Delaware.

(b) The date of incorporation of the corporation is October 7, 1996.

THIRD: The corporation is a foreign not-for-profit corporation as defined in subparagraph (a)(7) of Section 102 of the Not-for-Profit Corporation Law.

FOURTH: The type of corporation which the corporation shall be under Section 201 of the Not-for-Profit Corporation Law is Type B.

FIFTH: The purposes of the corporation to be pursued within the State of New York, and the activities which the corporation proposes to conduct within the State of New York are as follows:

(a) To provide financial and other forms of assistance and support to children from low-income, financially needy families, such assistance to include, but not be limited to, supplemental educational programs, scholarships, social services, housing and legal assistance. The purposes specified herein are to be furthered and the activities pursuant thereto are to be undertaken exclusively to benefit and to support organizations that operate programs which provide educational assistance, social services, housing, and legal assistance to children from low-income, financially needy families; and that are described in Section 509(a)(1) or 509(a)(2) of the Internal Revenue Code of 1986, as amended.

(b) To engage in any and all other lawful activities incidental to and in pursuit of the foregoing purposes, except as restricted herein.

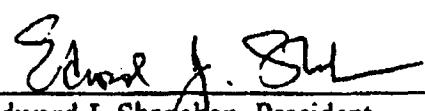
SIXTH: The corporation is authorized in the jurisdiction of its incorporation to conduct the activities which it proposes to conduct within the State of New York.

SEVENTH: The office of the corporation within the State of New York is to be located in the County of New York, State of New York.

EIGHTH: The Secretary of State of the State of New York is designated as the agent of the corporation upon whom process against the corporation may be served. The post office address within the State of New York to which the Secretary of State of the State of New York shall mail a copy of any process against the corporation served upon said Secretary of State is: Foundation for a Greater Opportunity, C/O Icahn Associates Corp., 767 Fifth Avenue, 47th Floor, New York, New York 10153.

NINTH: The consent of the State Tax Commissioner to the filing of this Application for Authority shall be attached pursuant to Section 1304(a)(8) of the Not-for-Profit Corporation Law.

IN WITNESS WHEREOF, I have subscribed this document on the 9th day of January 1998 and do hereby affirm, under the penalties of perjury, that the statements contained herein have been examined by me and are true and correct.


Edward J. Shanahan, President

INTERNAL REVENUE SERVICE
DISTRICT DIRECTOR
G.P.O. BOX 1680
BROOKLYN, NY 11202

Date: MAR 26 1987

FOUNDATION FOR A GREATER
OPPORTUNITY
C/O ROCHELLE KORMAN ESQ
KALKINES ARKY ZALL AND BERNSTEIN
1675 BROADWAY 27TH
NEW YORK, NY 10019

DEPARTMENT OF THE TREASURY

Employer Identification Number:
13-3913393
Case Number:
116313062
Contact Person:
MARGARET EVANS
Contact Telephone Number:
[REDACTED] [REDACTED]

Accounting Period Ending:
December 31
Form 990 Required:
Yes
Addendum Applies:
Yes

Dear Applicant:

Based on information supplied, and assuming your operations will be as stated in your application for recognition of exemption, we have determined you are exempt from federal income tax under section 501(a) of the Internal Revenue Code as an organization described in section 501(c)(3).

We have further determined that you are not a private foundation within the meaning of section 509(a) of the Code, because you are an organization described in section 509(a)(3).

If your sources of support, or your purposes, character, or method of operation change, please let us know so we can consider the effect of the change on your exempt status and foundation status. In the case of an amendment to your organizational document or bylaws, please send us a copy of the amended document or bylaws. Also, you should inform us of all changes in your name or address.

As of January 1, 1984, you are liable for taxes under the Federal Insurance Contributions Act (social security taxes) on remuneration of \$100 or more you pay to each of your employees during a calendar year. You are not liable for the tax imposed under the Federal Unemployment Tax Act (FUTA).

Since you are not a private foundation, you are not subject to the excise taxes under Chapter 42 of the Code. However, you are not automatically exempt from other federal excise taxes. If you have any questions about excise, employment, or other federal taxes, please let us know.

Grantors and contributors may rely on this determination unless the Internal Revenue Service publishes notice to the contrary. However, if you lose your section 509(a)(3) status, a grantor or contributor may not rely on this determination if he or she was in part responsible for, or was aware of, the act or failure to act, or the substantial or material change on the part of the organization that resulted in your loss of such status, or if he or she acquired knowledge that the Internal Revenue Service had given notice that you would no longer be classified as a section 509(a)(3) organization. 107

FOUNDATION FOR A GREATER

Donors may deduct contributions to you as provided in section 170 of the Code. Bequests, legacies, devises, transfers, or gifts to you or for your use are deductible for federal estate and gift tax purposes if they meet the applicable provisions of Code sections 2055, 2106, and 2522.

Contribution deductions are allowable to donors only to the extent that their contributions are gifts, with no consideration received. Ticket purchases and similar payments in conjunction with fundraising events may not necessarily qualify as deductible contributions, depending on the circumstances. See Revenue Ruling 67-246, published in Cumulative Bulletin 1967-2, on page 104, which sets forth guidelines regarding the deductibility, as charitable contributions, of payments made by taxpayers for admission to or other participation in fundraising activities for charity.

In the heading of this letter we have indicated whether you must file Form 990, Return of Organization Exempt From Income Tax. If Yes is indicated, you are required to file Form 990 only if your gross receipts each year are normally more than \$25,000. However, if you receive a Form 990 package in the mail, please file the return even if you do not exceed the gross receipts test. If you are not required to file, simply attach the label provided, check the in the heading to indicate that your annual gross receipts are normally \$25,000 or less, and sign the return.

If a return is required, it must be filed by the 15th day of the fifth month after the end of your annual accounting period. A penalty of \$10 a day is charged when a return is filed late, unless there is reasonable cause for the delay. However, the maximum penalty charged cannot exceed \$5,000 or 5 per cent of your gross receipts for the year, whichever is less. This penalty may also be charged if a return is not complete, so please be sure your return is complete before you file it.

You are not required to file federal income tax returns unless you are subject to the tax on unrelated business income under section 511 of the Code. If you are subject to this tax, you must file an income tax return on Form 990-T, Exempt Organization Business Income Tax Return. In this letter we are not determining whether any of your present or proposed activities are unrelated trade or business as defined in section 513 of the Code.

You need an employer identification number even if you have no employees. If an employer identification number was not entered on your application, a number will be assigned to you and you will be advised of it. Please use that number on all returns you file and in all correspondence with the Internal Revenue Service.

In accordance with section 508(a) of the Code, the effective date of this termination letter is October 7, 1996.

This determination is based on evidence that your funds are dedicated to the purposes listed in section 501(c)(3) of the Code. To assure your

FOUNDATION FOR A GREATER

continued exemption, you should keep records to show that funds are expended only for those purposes. If you distribute funds to other organizations, your records should show whether they are exempt under section 501(c)(3). In cases where the recipient organization is not exempt under section 501(c)(3), there should be evidence that the funds will remain dedicated to the required purposes and that they will be used for those purposes by the recipient.

If distributions are made to individuals, case histories regarding the recipients should be kept showing names, addresses, purposes of awards, manner of selection, relationship (if any) to members, officers, trustees or donors of funds to you, so that any and all distributions made to individuals can be substantiated upon request by the Internal Revenue Service. (Revenue Ruling 56-304, C.B. 1956-2, page 306.)

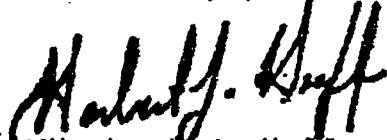
If we have indicated in the heading of this letter that an addendum applies, the enclosed addendum is an integral part of this letter.

Because this letter could help resolve any questions about your exempt status and foundation status, you should keep it in your permanent records.

We have sent a copy of this letter to your representative as indicated in your power of attorney.

If you have any questions, please contact the person whose name and telephone number are shown in the heading of this letter.

Sincerely yours,



Herbert J. Huff
District Director

Addendum

-4-

FOUNDATION FOR A GREATER

Since you have not indicated that you intend to finance your activities with the proceeds of tax exempt bond financing, in this letter we have not determined the effect of such financing on your tax exempt status.

SCHOOL MISSION AND EXECUTIVE SUMMARY

10. Develop and attach the mission statement for the proposed charter school.

Carl C. Icahn Charter School Far Rockaway, using the Core Knowledge curriculum developed by E.D. Hirsch, will provide students with a rigorous academic program offered in an extended day/year setting. Students will graduate armed with the skills and knowledge to participate successfully in the most rigorous academic environments, and will have a sense of personal and community responsibility.

9. (a) If the charter school would be established in conjunction with a for-profit entity (including but not limited to an educational service provider) or a not-for-profit management company, then please provide the name of such entity and specify in detail the extent of the entity's participation in the management and operation of the school. As part of such discussion, please include the following:

- a term sheet indicating, at a minimum, the fees proposed to be paid by the proposed school to the management company; the length of the proposed contract; the terms for the contract's renewal; all provisions for termination; and
- copies of the last two contracts that the educational service provider has executed with operating charter schools (in New York or other states) and, if applicable, the status of those charter schools' applications for tax-exempt status under section, 501(c)(3) of the Internal Revenue Code;

Not applicable.

11. Provide an "Executive Summary" for the proposed charter school.

The Executive Summary should provide an overview of the proposed charter school, be "jargon-free" and include the following elements:

- a brief explanation of why you are seeking to open a public charter school, including why the charter school is necessary at this time and in the proposed location;
- a brief but precise discussion of how the school would improve student learning and achievement, i.e., the particular elements of the school's program and the capacity of those implementing the program that would make it succeed where others have failed;
- a discussion of the proposed charter school's educational program together with a presentation of research supporting the school's proposed academic program design;
- a discussion of the specific measures to be used to determine the "success" or effectiveness of the school; and
- a demonstration that the proposed educational program would implement one or more of the statutory purposes of charter schools [see §2850(2) (a)-(f)].

There is a need for improved educational opportunities throughout New York City, especially in particular areas. The educational divide continues to plague our country and city. We intend to create charter schools in the Bronx and in Far Rockaway. In discussions with the New York City Department of Education, these two areas are ones where the Department of Education feels there is a need for good schools. These two districts are predominantly populated by economically disadvantaged children, which tends to be a common denominator for under-performing schools. We have already opened one charter school in New York City, in the Bronx and will open another in September. Our test scores are considerably above neighboring schools (see chart below). The foundation of our program is small classes, longer class day, longer school year and individual attention. This enabled our children both to catch up to grade level and to advance beyond. Our first charter school's goal was to improve the education in the neighborhood. We succeeded. We intend to replicate this program in future schools.

Each spring at Carl C. Icahn Charter School, as we pick the applicants' names out of the box in the admission lottery for our approximately 30 kindergarten seats, when we get to the one hundredth name the room gets more and more silent as we realize that there is no way that these children will be able to come to our school. We have more than two hundred applicants and know that we have not yet gone through half the applicants. It is a depressing reality check. A pall descends on the room. We ask ourselves if we should increase the size of our school to help more children, but we realize that the small size of our school is a big factor in the success of the children. Each year, someone invariably says, "We could open five more charter schools right here and still not be able to accommodate all the children who want to come to our school." We are confident that there is support for more schools like ours.

The testing results of Carl C. Icahn Charter School have been significantly higher than the neighboring school results. In a comparison of scores of Carl C. Icahn Charter

School with the neighboring schools in the two neighborhoods where we would like to open schools, the success of our program is obvious. Our children have made a dramatic improvement over what the children achieve in the schools our children would have attended.

FAR ROCKAWAY NEIGHBORHOOD SCHOOLS

School	Grades	% Meeting Math Standards	% Meeting English Language Arts Standards	Eligible Free lunch	# students	Suspensions/ 1000 stud.
Carl C. Icahn*	K-7	100	88	88*	278	0
P.S. 106	PK-5	72.1	66.5	94	440	4
P.S. 43	PK-8	53.1	4803	78.2	1295	21
P.S. 105	PK-8	47.8	40.2	90.6	574	12
P.S. 104	PK-6	55.4	47.1	82.8	654	4
P.S. 215	PK-5	53.2	45.6	89	680	19
P.S. 197	PK-5	49.1	46.4	88.6	591	4
PS 47	PK-8	81.1	81.2	39.3	235	1
IS 53	6-8	23.5	24.7	79.8	1047	81

*These are our current school's statistics

In a world where math and science drive economies, we want our children to have strong backgrounds and affinity in those areas. Our current charter school had 4th grade math scores of 100%. We are especially proud of the number of our children in the 4th level of the math test. We understand that there were only two places in all of New York State that had more children in level 4 than our current charter school. Along with positive comparative results with our neighboring schools, the current charter school had positive comparative results with the other New York charter schools. Below is a list of comparative NY charter school math results (individual school names removed):

Source of Data: Division of Assessment and Accountability

2006 State Test Results NYS Charter Schools

SCHOOL	ELA	MATH
	Charter School (% Proficient)	Charter School (% Proficient)

Carl C. Icahn Charter School	82.5	97.1
	80.8	98.7
	78.5	78.9
	75.7	83.9
	73.3	71.7
	73.0	91.0
	70.6	79.4
	69.6	94.0
	67.5	59.7
	66.1	79.7
	64.2	81.5
	64.1	63.7
	63.3	73.6
	63.1	76.9
	59.6	69.8
	58.9	72.3
	55.6	81.7
	55.6	65.3
	53.1	70.5
	52.0	48.4
	51.1	80.9
	50.4	69.0
	49.6	62.1
	47.8	71.7
	45.1	59.0
	42.1	53.0
	42.0	59.2
	35.3	39.1
	25.6	54.5
	24.4	37.2
	0.0	5.0
	0.0	23.1
	Data not released	65.7
	Data not released	74.4
	Data not released	53.6
TOTAL	55.7	65.8

**Spring 2005 NYS 4th Grade Mathematics Results
For NYS Charter Schools
(sorted by Level 4)**

SCHOOL	LEVEL 3	LEVEL 4	TOTAL
	43.9	0	43.9
	52.3	3.1	55.4
	42.5	3.8	46.3
	58.3	5.6	63.9
	72.4	6.9	79.3
	75.0	12.5	87.5
	52.6	13.2	65.8
	49.2	13.6	62.8

	56.5	17.4	73.9
	53.8	20.0	73.8
	50.5	23.7	74.2
	67.3	24.5	91.8
	60.7	25.0	85.7
	49.3	25.4	74.7
	56.8	27.0	83.8
	59.6	29.8	89.4
	60.0	32.0	92.0
	61.1	33.3	94.4
	48.9	35.6	84.5
	56.2	35.6	91.8
	52.4	36.5	88.9
	46.9	43.8	90.7
	50.0	45.8	95.8
Carl C. Icahn	34.5	65.5	100

The results of other tests last year at our current charter school were also impressive.

- On the 3rd grade 2006 ELA exam, 86.2% of the children were at or above the national norm.
- On the 4th grade 2006 ELA exam, 88% of the children were at or above the national norm.
- On the 5th grade 2006 ELA exam, 83.3% of the children were at or above the national norm.
- On the 6th grade 2006 ELA exam, 72.2% of the children were at or above the national norm.
- On the 3rd grade 2006 Math test, 100% of the children were at or above the national norm.
- On the 4th grade 2006 Math test, 100% of the children were at or above the national norm.
- On the 5th grade 2006 Math test, 90.3% of the children were at or above the national norm.
- On the 6th grade 2006 Math test, 97.2% of the children were at or above the national norm.
- On the 5th grade 2006 Science test, 100% of the children were at or above the national norm.
- On the 5th grade 2006 Social Studies test, 96% of the children were at or above the national norm.

A strong academic program with early intervention and a nurturing school environment will improve the neighborhood results again. We will offer the same rigorous academic program that has proved successful at Carl C. Icahn Charter School, which we believe enabled us to succeed at a level that neighboring schools have not. The elements that are key in our program include longer school days and a longer school year and small classes, with two classes per grade.

The culture of a small school has a ripple effect. Staff and students know each other well. Staff and parents know each other well. Children (and teachers) thrive on the attention. Education can be individualized, which we believe is crucial for children at risk of academic failure. We will continue the program of Targeted Assistance, a lynchpin of our current program, which is individualized tutoring for students whose testing results indicate they need extra work. We will provide programs for remedial work and to prepare for the state tests. We will be providing energetic staff development for our teachers prior to opening and during the academic year, improving their teaching skills and the results they achieve with our students. There will be a student mentoring program, with each staff member working with a handful of children to motivate and encourage academic excellence. Every program will be geared to maximum impact for

each child, including special education children and ELL children.

A key element that has enabled us to succeed at CCICS and that differentiates us from neighboring schools is small class size. We are planning to create more schools with small class size. Based on the Tennessee Class-size Study of April 1988 (http://www.futureofchildren.org/usr_doc/vol5no2ART8.pdf), which determined that in schools with small classes (13-17) there were significant academic gains over schools with larger classes, we intend to have classes with a maximum of eighteen students. There may be times when for reasons of staffing or student mobility, it is not possible to keep the number at exactly eighteen, but that is our target number. The results of the Study would be especially applicable to our student body.

"The small-class advantage was greater for minorities or for students attending inner-city schools in each year of the study...In most comparisons, the benefit to minority students is about twice as large (study's underlining) as that for whites. On the criterion-referenced tests, the small-class advantage for minority students was even more pronounced than on the norm-referenced tests: a 17% advantage in grade-1 reading, and a 7% and 10% advantage in mathematics. The differential impact of small classes on minority and white students had the effect of reducing the achievement gap on every test (not to the detriment of either group). For example, the difference in mastery rates between whites and minorities in grade-1 reading was reduced from 14.3% in regular classes to 4.1% in small classes' Finn, J. & Achilles, C., *Answers and questions about class size: a statewide experiment*, 27 American Educational Research Journal 557, 568 (1990))."

Each of our charter schools will use the Core Knowledge Curriculum as the framework for all subjects, including major subject areas as well as art and music. Core Knowledge has been shown to be effective with at risk children. The Core Knowledge website cites its findings ["An Overview of Research on Core Knowledge (January 2004), http://www.coreknowledge.org/CK/about/research/eval12_2002.htm]." In an Oklahoma City study reported on the Core Knowledge website,

"students were randomly matched by grade level, sex, race/ethnicity, free-lunch eligibility, Title-I eligibility, special-education eligibility, and pre-score on the Iowa Test of Basic Skills (ITBS). This matching procedure yielded 339 matched pairs of Core Knowledge students and non-CK students. The two groups were statistically indistinguishable, except that the members of one group were taught Core Knowledge while the members of the other group were not. The Core Knowledge students were found to have outperformed their peers in almost all categories on the ITBS. Core Knowledge students achieved 'significant' or 'highly significant' advantages in reading comprehension (57.6 vs. 53.1), reading vocabulary (58.8 vs. 54.7), language usage (62.0 vs. 56.3), math concepts (59.3 vs. 56.3), math computation (64.2 vs. 60.7), and social studies (60.4 vs. 56.0)."

Continuing from the same article ["An Overview of Research on Core Knowledge (January 2004), http://www.coreknowledge.org/CK/about/research/eval12_2002.htm]." as it moves on to discuss the results of this research when using the Oklahoma state tests as the assessment,

"The Core Knowledge students scored higher on all four of the reading objectives and all six of the history and geography objectives. In reading, Core Knowledge students averaged 26.65 correct answers out of a possible 36, or 76%, while non-

Core Knowledge students averaged only 22.88 correct answers, or 63%. In history and geography, Core Knowledge students averaged 46.66 correct answers (70%), versus 40.64 (61%) for the control group.

These last findings are interesting because they show that Core Knowledge can improve student performance, not only on norm-based tests like the ITBS but also on criterion-based tests like the Oklahoma CRTs — even when those tests are not based on the Core Knowledge curriculum.”

Also from the Core Knowledge website [“An Overview of Research on Core Knowledge (January 2004), http://www.coreknowledge.org/CK/about/research/eval12_2002.htm.”, research from Colorado schools is documented:

“One of the states in which the Core Knowledge idea has caught on is Colorado. There are currently more than 50 schools using Core Knowledge in the state. The following chart shows that Core Knowledge schools are doing quite well on the state’s CSAP exam. The results of the 2002 exam are summarized below. They show that large percentages of Core Knowledge schools are posting scores ten, twenty, and even thirty points above the state average. This is additional evidence that implementation of Core Knowledge can go hand-in-hand with success on state exams.

		number of schools	above state average	at least 10 % points above state average	at least 20 % points above state average	at least 30 % points above state average
3rd Grade Reading		41	80%	63%	32%	0%
3rd Grade Writing		41	80%	66%	54%	24%
4th Grade Reading		41	78%	71%	46%	17%
4th Grade Writing		41	80%	59%	44%	24%
5th Grade Math		42	76%	64%	55%	26%
5th Grade Reading		42	88%	64%	43%	21%
5th Grade Writing		42	79%	55%	50%	33%
6th Grade Math		37	84%	68%	46%	24%
6th Grade Reading		36	81%	64%	39%	11%
6th Grade Writing		36	81%	67%	42%	25%
7th Grade Math		31	81%	61%	36%	29%
7th Grade Reading		31	84%	65%	39%	16%

7th Grade Writing	32	78%	66%	38%	22%
8th Grade Math	29	69%	55%	48%	24%
8th Grade Reading	29	79%	66%	38%	10%
8th Grade Science	29	79%	62%	45%	14%
8th Grade Writing	29	69%	52%	41%	21%

Prior to the opening of school, all staff will receive intensive staff development in the implementation of Core Knowledge. Jeffrey Litt, principal of our Carl C. Icahn Charter School, is recognized as an expert in the field and has trained teachers and administrators throughout the country. Part of his work for Foundation for a Greater Opportunity is to help with the opening of our new schools. We have hired an experienced NYC DOE principal to be Assistant Principal at CCICS to free up time for Mr. Litt to help open our new schools. Mr. Santiago, our Assistant Principal for Operations at CCICS, will also help open our new schools for financial/business matters. Our principal has hosted hundreds of educators in his prior role as Principal of the Mohegan School, the second school in the nation to pioneer Core Knowledge, and at Carl C. Icahn Charter School.

The Icahn Charter School Far Rockaway (CCICS-FR) will provide an environment in which all staff members share one vision and demonstrate the significance of their role. All personnel will develop their professional skills to the highest extent and have the opportunity for input and collaboration. While the Core Knowledge curriculum is detailed and deep, it also encourages teacher input, which enhances their stake in the work. The principal will visit each class on a daily basis for the purpose of informal and formal observations. A professional library will be developed and will include current and relevant texts and journals for professional use.

The proposed neighborhoods are economically disadvantaged, populated predominantly by students of color. Research confirms the continued racial divide in test scores, wage equality and academic achievement in college. Jencks and Phillips report in The Black-White Test Score Gap, [Jenks, C. & Phillips, M., eds., *The Black-White Test Score Gap* (Brookings Institute Press 1998)] “the typical American black still scores below 75 percent of American whites on most standardized tests.” (Jencks and Phillips explain that the statistics are similar for Hispanic and Native Americans, but the preponderance of research has focused on African-Americans.) Ron Suskind, *Wall Street Journal* reporter and author, in Hope in the Unseen, describes the anguish of a determined, but under-resourced Washington, D.C. student as he arrives at Brown University with his 960 combined SAT score. “By Friday at dawn, a preemptive panic has set in. Maybe it was last night’s SAT exchange. Maybe it was not knowing who Freud was in a lunchtime discussion Thursday...” (p. 170, Broadway Books, 1999) E.D. Hirsch, the creator of the Core Knowledge program, suggests that a major reason for these discrepancies stems from a generally lower learning curve in schools of economic disadvantage. Vocabulary and exposure are key to enabling economically disadvantaged students to achieve. Core 119 Knowledge addresses that discrepancy and narrows the economic divide.

Children who attend the Icahn Charter will be gaining ground on more affluent children by being in school for more hours a day and more days a year than most New York City students. The usual three-month summer break presents significant hurdles for economically disadvantaged students. The research of Karl Alexander, a sociologist at John Hopkins University, on the "Summer Effect," described in Education Week, March 22, 2000, confirms the harm of the summer hiatus.

The "Summer Effect"

Students from low-income families tend to lose ground academically over the summer, compared with peers who are better off, said Karl Alexander, a sociologist at Johns Hopkins University in Baltimore.

Mr. Alexander drew his conclusion from a long-term study of 800 Baltimore students who started 1st grade in 1982. During the school year, he and his colleagues found, poor and more affluent students learn at the same rate, judging by their scores on tests given in the fall and spring.

But the wealthier students tended to keep on learning over the summer—probably because they are more likely to attend camps, to visit libraries, or take vacations of longer distances, Mr. Alexander said. The poorer students, in contrast, would tread water academically from June to August.

Over the course of several years, Mr. Alexander points out, slight differences each fall can add up to a significant disadvantage for the lower-income children. "When you add it all together you've got an environment for some children that helps them move ahead compared with an environment for other children that's not as enriching," he said.

Education Week, March 22, 2000

A school year that extends into the summer, as the Icahn Charter School Far Rockaway will, lessens the time teachers of our students will need to make up for skills lost during the typical long summer break. Our children will have a school year of 190-193 days, with fruitful, engaging learning and activities that will improve their skills and stimulate their interest in school.

Through its relationship with Foundation for a Greater Opportunity, CCICS-FR will be able to maximize its revenues for academic purposes. With the Foundation's support for postponing payment of the annual lease costs and start-up costs until the last years of the charter and for advancing start-up costs, the Foundation enables the revenue dollars to be spent on the academic program. The Foundation's board is interested in student achievement. If a school must use a disproportionate share of its initial revenue to pay rent and stay in the black, staff and student achievement will necessarily be limited. This arrangement frees up the school staff to focus on education.

Historically, the American public school system provided an education that ensured a comfortable living for graduates. With each new generation, the bar became higher. The income gap between those who have a college degree and those who have only a high school diploma widens yearly. Thomas Friedman's book, The World is Flat, highlights the competition that our nation's workforce currently faces as technology facilitates outsourcing. Unless we produce educated, hard-working graduates of our educational 120

system, middle class jobs will go overseas. Even with a high school diploma, a high school graduate in the United States is at a major economic disadvantage. Our society has changed; critical thinking is required in the workplace. We plan to judge our success on the scores of our students on the New York State required tests. We understand that the New York State Standards are reflective of critical thinking skills. Children who cannot meet state standards are not, more than likely, critical thinkers. They are doomed to be left behind in the American marketplace. The more asked of a child at an earlier age, the better able the child will be to think critically and analytically, and the easier it will be for the child to succeed in school and in a career. Knowledge builds on knowledge. Success builds on success. The Core Knowledge Program emphasizes accumulating knowledge at an early age and building on it. This knowledge lays the foundation for critical thinking.

Knowing that we will work with students deemed at risk of academic failure, we plan to tailor our program to develop positive work habits and responsibility for personal success. As demonstrated in our current school, where the children have adjusted to a rigorous instructional program, it becomes the norm for students to work hard. We want them to start working hard as early as kindergarten. As an example, our kindergarten children begin the writing process rather than draw simple pictures as is common in many schools. Children are expected to complete all assignments and come prepared to learn. The use of rubrics ensures that the students meet state standards. By beginning a rigorous program of instruction in kindergarten, our children learn that they are expected to strive for high achievement. In those cases where the child demonstrates a need for remediation, based on ITBS and Fox in the Box baseline scores, student achievement is supported by small group instruction. Frequent teacher assessments serve to determine whether or not areas previously in need of remediation have been mastered. The brain is a muscle. The more it is used, the more adept it becomes. Economic disadvantage need not be a stultifying academic sentence. We plan to provide opportunities for field trips and in-school programs that will introduce neighborhood children to the world around them. Once children from economically disadvantaged households have the vocabulary and knowledge to compete in the world and the expectation that they will be successful, as has happened at our first charter school, they have just the same likelihood of success as their more advantaged neighbors. At our current charter school, based on the results cited earlier, we have changed the assumed risk of failure to an anticipation of the joy of success.

We believe that success should be celebrated. It is common for children in large school traditional settings to become disengaged from the learning process. Often these children are overlooked, and the pattern of failure and the pattern of disengagement increases. Therefore, as in our current school, we will carefully monitor each child's performance and provide the support system that is necessary to ensure that our children are engaged. Student progress will be assessed frequently. The Core Knowledge curriculum will be the pedagogical framework of each classroom, with teacher imprint as well. Teacher effectiveness will also be assessed. Teachers will receive letters of commendation for their files. "Thank you" cards will be created for the principal to put in a teacher's mailbox, acknowledging specific moments. When possible, there will also be financial recognition. However, because charters have strict accountability requirements, if a teacher's results are not up to expectations, the teacher will be counseled as to how to improve the results. If the results still do not rise high enough, the teacher will either be moved to another area where their talents will be better used (cluster teacher, for example) or will not be re-hired.

There are four areas that we deem the most important measures in determining a school's success. First and foremost, we seek academic achievement, especially as calculated by state test results. School attendance is also important as children not in school cannot learn at the pace necessary to achieve at the level of our expectation. Parental satisfaction is important to us because we believe parents must be partners with the school in their children's academic life. The fourth measure is financial stability. Without financial health, charter schools flounder. They cannot focus on their mission to help children at risk of academic failure achieve academic success. Our current charter school has already proved each of the four key elements are possible. We intend to replicate that model by using the expertise already at our Foundation's disposal in our current charter school.

Carl C. Icahn Charter School will serve as a model for all Foundation for a Greater Opportunity charter schools and, we hope, for all schools. Administrators and staff will be available for sharing best practices and strategies. Our system of strict accountability for the school and teachers, with parents and teachers committing to bring all students to their potential, has demonstrated that all children can learn, regardless of parental income. Our methodology and commitment to excellence will serve as an inspiration to educators in the surrounding community. We believe that the enthusiasm generated in the community by the opening of our current charter school has had a positive impact on the community. We have a waiting list for that school of 785 students. Parents have many more choices in the South Bronx than they had before the passage of the charter school law. Carl C. Icahn's program seems to be an option that many parents seek. When one school in a neighborhood, such as our current charter school, achieves high results, it is hard for other neighborhood schools to deflect responsibility for their own outcomes. Market forces, in addition to increased measures of accountability, will encourage self-reflection and reform.

It might be helpful to read a description of a typical day of a student in third grade by her teacher at Carl C. Icahn Charter School. We anticipate replicating this model. As will be noted in this sample, CCICS has more than the required number of instructional hours. Even starting in kindergarten, the degree of rigor of our instructional program requires additional time to ensure the child has sufficiently mastered the content and skills addressed. Additionally, lessons are connected throughout the day, commonly referred to as "webbing". As such, a unit on Columbus will be covered in social studies, science (as an example--imagining how food was preserved without refrigeration), mathematics (as an example--illustrating the path that Columbus took and estimating distance), and ELA (with the introduction of new vocabulary words). In this way, lessons are not fragmented as they often are in non core schools. Even our recess periods focus on teamwork, sportsmanship, taking turns, following directions, etc.

"The day starts at 7:45 for breakfast for those students whose parents need to drop the child at the school early. Mr. Litt walks around the multi-purpose room talking with students. If it's nice weather, after breakfast students go outside. If it's not nice weather, the children stay in the multi-purpose room.

At 8:30, the class day starts out at 8:30 with greetings and welcome at the door.

8:30-8:45: Jane is asked to make her daily preparations. She puts her homework on the desk, sharpens her pencils and starts working on

	her assignment. Morning assignments (<i>In School Assessment-ISA</i>) are written on the board before the children enter the room.
8:45-9:10:	Jane completes her morning assignment.
9:10-10:30:	Language Arts begins. On Monday mornings this means that Jane will be given her spelling pretest (<i>ISA</i>) and receive her vocabulary words. Different skill building strategies are also tackled as language arts progresses. She might be asked to review the skill of using context clues (<i>ISA</i>) or the skill of the proper way to use a dictionary (<i>ISA</i>).
10:30-11:00:	Grammar time. Jane's world becomes subjects, predicates, sentence combining and adverbs.
11:00-11:45	Math time. Jane is taught various skills and strategies to solve the hardest to the easiest problems.
11:45-12:30	Lunch.
12:30-1:15	Writing time. Jane is asked to put her wonderful ideas on paper. She's quiet as she focuses and begins to write. (<i>IHA</i>) Usually Mondays are a "stormy day" because Mondays are when topics are introduced and students brain "storm" their ideas.
1:15-2:00	Social Studies time. Jane visits unknown and known worlds, from ancient ruins to modern buildings in Manhattan.
2:00-2:30:	Recess.
2:30-3:30:	Art time. Monday is the day for art. Jane learns how to bring her ideas to paint and easel (<i>ISA</i>).
3:30-4:00	Preparing to go home. Jane copies her homework assignments and packs up her books.

It might also be informative to read "A Day in the Life" of a Kindergarten teacher at our current school. This might help visualize our concept of what we intend to replicate for the entry level experience in our school.

The day starts at 7:45 for breakfast for those students whose parents need to drop the child at the school early. Mr. Litt walks around the multi-purpose room talking with students. If it's nice weather, after breakfast students go outside. If it's not nice weather, the children stay in the multi-purpose room.

8:30-8:45:	Arrival, put away coats, take out homework, self-selected books
8:45	The Waterford computers are turned on for students to begin individual 15 minute sessions (two students at a time) on the Waterford computers. Throughout the day, every student in the class must complete the assignment as prescribed by the Waterford program. (Reports are printed weekly for teacher evaluation.)
8:45-9:00	Morning meeting, review calendar, weather, group activity (attendance song, count-down to the 100 th)
9:00-9:10	Students listen to theme-related stories, review parts of the book, author, illustrator, predict the story events

9:10-9:30 Students respond to story through adaptations, retelling, acting out, drawings, dictations, complete a sentence starter

9:30-10:15 Students receive Social Studies instruction with Social Studies teacher

10:15-11:00 Students receive English Language Arts instruction—review/teach sight words, letter of the day, phonics/phonemic awareness

11:00-11:45 Lunch and lunch recess

11:45-12:30 Literacy centers. 6 centers are created, 3 students from each kindergarten class (total of 6 students) are grouped together; students in centers are rotated daily and include:

listening center
dramatic center
art center
big books

pocket chart
read the room
magnets
writing center

buddy reading
conference w/ teacher
overhead

These centers and activities are changed periodically and only 6 are opened weekly

Activities in centers help reinforce the literacy skills being taught during ELA instruction

12:30-12:45 Students have quiet/independent reading. Students may also select free writing work, if preferred.

12:45-1:45 Students receive math instruction; lesson begins with direct instruction as teacher introduces/reviews/models the skill for the day/week for approximately 15 minutes; students engage in hands-on math activities using a variety of math manipulatives to reinforce skills being taught

1:45-2:45 Students receive science or art instruction. Lessons begin with students at the rug listening to a story that introduces/reviews the science topic or art lesson and then students return to their seats to participate in hands-on science activities/experiments or recreate works of art in the style of famous artists.
Students may also create individual books based on the science/art lesson learned; the books are used to assess students' understanding of the lessons.

2:45-3:00 Students wash up for snack

3:3-3:15 Snack and clean-up

12 (a) year of its operation. The calendar must indicate the number of days of instruction that the school will offer.

This calendar is an approximate one, based on our current school's calendar. Because we base our calendar of the Department of Education's calendar, we cannot create the final version until DOE publishes its calendar.

2006-2007 School Calendar

September 7 & 8	All Staff Report for Staff Development. There will be no classes.
September 11	School Session Begins For all Students 12:00p.m. Dismissal for Kindergarten Students Only.
September 12	12:00p.m. Dismissal for Kindergarten Students Only.
October 5 & 6	School Closed (Rosh Hashanah)
October 9	School Closed (Columbus Day Observed)
October 2	School Closed (Yom Kippur)
November 7	All Staff Report for Staff Development. (Election Day) There will be no classes.
November 13	School Closed (Veteran's Day)
Nov. 23 & 24	School Closed (Thanksgiving Recess) School Opens Monday, November 27 th .
December 25-Jan. 1	School Closed (Winter Recess - including Christmas and New Year's Day) School Opens January 2 nd .
January 15	School Closed (Dr. Martin Luther King Jr. Day)
Feb. 19-23	School Closed (Midwinter Recess, including Washington's Birthday) School Opens Monday, February 26 th .
April 13-20	School Closed (Spring Recess including Good Friday)
May 28-June 1	School Closed (Memorial Week) School Opens Monday, June 4 th .
July 4	School Closed (Independence Day)

July 13

**Last Day for Students, Teachers and
Paraprofessionals, 12:00p.m. Dismissal**

Days of Instruction # of Days per Month

September 15

October 18

November 18

December 17

January 22

February 15

March 22

April 15

May 19

June 20

July 10

Total Days of School: 191

(b) Provide a copy of the proposed weekly schedule, including the minimum number of hours/minutes per week the school will devote to core academic, i.e. language arts, mathematics, science, social studies, technology studies; as well as the length of the school day (including the approximate start and dismissal times of the school day); and a sample schedule.

We anticipate using a schedule similar to the schedule at our current school.

The daily/weekly schedule for this school will be as follows:

- Social Studies, History and Geography: 45 minutes X 5 days per week.
Total/week: 3 hours 45 minutes
- Science 45-60 minutes 3X per week. Total/week: 2 hours 15 minutes/3 hours
- Art/Music 45 minutes 2 X per week. Total/week: 1 $\frac{1}{2}$ hours
- ELA 1 $\frac{1}{2}$ hours. There will also be about 20-30 minutes silent reading (pleasure reading). Total ELA: 8 hours.
- Math 1 $\frac{1}{2}$ hours. Total/week: 7 $\frac{1}{2}$ hours.
- PE/Health/Family Consumer Science, Career Development, 30 minutes, 5X per week=2 $\frac{1}{2}$ hours
- Technology: 15 minutes 5/week= 1 $\frac{1}{4}$ hours

Foreign languages will be taught in the middle school.

Our Core Knowledge curriculum uses an inter-disciplinary platform. For example, literature is related to the subject content in Social Studies, art is included in ELA.

School begins at 8:30. The school day ends at 4:00pm, with an after-school program lasting through 6:00pm. (After school activities are part of the school's extended day program and will be mandatory for our students who cannot be picked up at 4:00pm due to parent/guardian work or school obligations, who need tutoring, and for targeted assistance children [part of the school's remediation program]).

K, 1st, & 2nd Grade Social Studies Teacher

8:30 AM-8:45 AM Assist with Kindergarten

8:45AM-9:30AM Professional Period

9:30AM-10:15AM KG

10:15AM-11:00AM KG

11:00AM-11:45AM	First Grade
11:45AM-12:30PM	Lunch Duty
12:30PM-1:15PM	Lunch
1:15PM-2:00PM	First Grade
2:00PM-2:45PM	2 nd Grade
3:00PM-3:45PM	2 nd Grade
3:45PM-4:00PM	Pick up Bus Children/Dismissal

Clusters will collaborate with classroom teachers for scheduling a common planning period.

3rd, 4th & 5th Grade Social Studies Teacher

8:30AM-8:45 AM	Assist with entrance
8:45AM-9:30AM	Professional Period
9:30AM-10:15AM	3 rd Grade
10:15AM-11:00AM	3 rd Grade
11:00AM-11:45AM	4 th Grade
11:45AM-12:30PM	Lunch
12:30PM-1:15PM	Lunch Duty
1:15PM-2:00PM	4 th Grade
2:00PM-2:45PM	5 th Grade
2:45PM-3:30PM	4 th Grade
3:45PM-4:00PM	Pick Up Bus Children/Dismissal

Clusters will collaborate with classroom teachers for scheduling a common planning period.

(i) Kindergarten Teacher

8:30AM-8:45AM Arrival

8:45AM-9:15AM	Morning Meeting
9:15AM-9:30 AM	Story Time
9:30AM-10:00AM	Response/Writing
10:00AM-10:15AM	Songs/Fingerplays
10:15AM-11:00AM	Prep
11:00AM-11:15AM	Phonics
11:15AM-11:45AM	Literacy Centers
11:45AM-12:00PM	Prep for Lunch
12:00PM-12:45PM	Lunch
12:45PM-1:00PM	Quiet Time
1:00PM-2:00PM	Math
2:00PM-2:45PM	Art or Science
2:45PM-3:15PM	Snack Time
3:15PM-3:45PM	Recess
3:45PM-4:00PM	Prepare for dismissal

1st Grade Teacher

8:30 AM - 8:50 AM	Morning Warm-up
8:50 AM - 9:00 AM	Reading Rug
9:00AM – 9:25 AM	Phonics
9:25 AM – 9:50 AM	Spelling
9:50 AM – 10:25 AM	Grammar & Writing
10:25 AM – 11:00 AM	Reading
11:00 AM – 11:45 AM	Math
11:45 AM – 12:30 PM	Lunch
12:30 PM – 1:15 PM	Mon. & Wed. – Arts & Crafts

Tues. & Thurs. - Science
Friday - Music

1:15 PM – 2:00 PM	Social Studies
2:00 PM – 2:30 PM	Recess
2:30 PM – 2:45 PM	Silent Reading
2:45 PM – 3:00 PM	Journal Writing
3:00 PM – 3:15 PM	Snack Time
3:15 PM – 3:45 PM	Centers
3:45 PM – 4:00 PM	Mon., Wed., & Fri. – Literacy Checkout Pack-up & Dismissal

2nd Grade Teacher

8:30 AM - 9:30 AM	Journal/Problem of the Day, Morning Meeting
9:30 AM - 11:00 AM	Reading, Writing, Language Arts
11:00AM - 11:45 AM	Reading/Writing Workshop
11:45 AM - 12:30 PM	Lunch
12:30 PM - 12:45 PM	Read Aloud
12:45 PM - 1:30 PM	Math
1:30 PM – 2:00 PM	Recess
2:00 PM - 2:45 PM	Social Studies
2:45 PM - 3:00 PM	Review/Assign H.W., Snack
3:00 PM - 3:45 PM	Science/Art/Music
3:45 PM - 4:00 PM	Reflections, and Dismissal

3rd Grade Teacher

Monday:	
8:30AM-8:45 AM	Daily Morning Preparation-sharpening pencils,
homework collection	
8:45AM-9:10AM	Skills groups: Reading Comprehension

9:10AM-9:20AM	Morning Meeting-Pledge of Allegiance, weather report
9:20AM-10:30AM	Language Arts-Spelling, Vocabulary, Reading Comprehension
10:30AM-11:00AM	Grammar
11:00AM-11:45AM	Mathematics
11:45AM-12:30PM	Lunch
12:30PM-1:15PM	Composition
1:15PM-2:00PM	Social Studies
2:00PM-2:30PM	Recess
2:30PM-3:30PM	Music
3:30PM-4:00PM	Daily Wrap-up and Dismissal
Tuesday:	
8:30AM-8:45AM	Daily Morning Preparation
8:45AM-9:00AM	Journal Writing
9:00AM-9:10AM	Morning Meeting
9:10AM-10:30AM	Language Arts-Grammar, Reading
10:30AM-11:00AM	Grammar
11:00AM-11:45AM	Mathematics
11:45AM-12:30PM	Lunch
12:30PM-1:15PM	Composition
1:15PM-2:00PM	Read Aloud/Composition
2:00PM-2:30PM	Recess
2:30PM-3:30PM	Art
3:30PM-4:00PM	Daily Wrap-up and Dismissal
Wednesday:	
8:30AM-8:45AM	Daily Morning Preparation
8:45AM-9:10AM	Skills Group
9:10AM-9:20AM	Morning Meeting

9:20AM-10:30AM	Language Arts
10:30AM-11:00AM	Grammar
11:00AM-11:45AM	Math Development
11:45AM-12:30PM	Lunch
12:30PM-1:15PM	Composition
1:15PM-2:00PM	Social Studies
2:00PM-2:30PM	Recess
2:30PM-3:30PM	Science
3:30PM-4:00PM	Daily Wrap-up and Dismissal
Thursday:	
8:30AM-8:45AM	Daily Morning Preparation
8:45AM-9:00AM	Journal Writing
9:00AM-9:10AM	Morning Meeting
9:10AM-10:30AM	Language Arts
10:30AM-11:00AM	Grammar
11:00AM-11:45AM	Mathematics
11:45AM-12:30PM	Lunch
12:30PM-1:15PM	Composition
1:15PM-2:00PM	Social Studies
2:00PM-2:30PM	Recess
2:30PM-3:30PM	Science
3:30PM-4:00PM	Daily Wrap-up and Dismissal
Friday:	
8:30AM-8:45AM	Daily Morning Preparation
8:45AM-9:10AM	Skills Groups
9:10AM-9:20AM	Morning Meeting

9:20AM-10:30AM	Language Arts
10:30AM-11:00AM	Grammar
11:00AM-11:45AM	Mathematics
11:45AM-12:30PM	Lunch
12:30PM-1:15PM	Composition
1:15PM-2:30PM	Social Studies
2:30PM-3:30PM	Art
3:30PM-4:00PM	Daily Wrap-up and Dismissal

4th Grade Teacher

8:30AM-8:45AM	Preparation for the day
8:45AM-9:25AM	Problem of the day
9:25AM-9:30AM	Pledge of Allegiance
9:30AM-10:30AM	Reading/ Spelling, Listening, Comprehension
10:30AM-11:30AM	Math
11:30AM-12:30PM	Language Arts, Sentence Structure, and Punctuation
12:30PM-1:15PM	Lunch
1:15PM - 1:45PM	Recess
1:45PM-2:00PM	Read Aloud
M/W/F 2:00PM-2:45PM	Math Review
T/F 2:45PM-3:30PM	Science
M/W/F 2:45PM-3:30PM	Writing
2:00PM-2:45PM	Social Studies
2:45PM-3:45PM	Recess
3:45PM-4:00PM	Homework Prep/Dismissal

5th Grade Teacher

8:30AM-8:35AM	Unpack/ Morning Attendance
8:35AM-9:25AM	Problem of the Day
9:25AM-10:15AM	Mathematics
10:15AM-11:00AM	Social Studies
11:00AM-12:30PM	Reading/Spelling
12:30PM-1:15PM	Lunch
1:15PM-1:45PM	Silent/Independent Reading
1:45PM-2:30PM	Science
2:30PM-3:30PM	Literature Study
3:30PM-4:00PM	Recess/Homework/Dismissal

Targeted Assistance Teacher (Mathematics and ELA)

8:45AM-9:30AM	Group 1
9:30AM-10:15AM	Group 2
10:15AM-11:00AM	Prep
11:00AM-11:45AM	Lunch
11:45AM-12:30PM	Group 3
12:30PM-1:15PM	Lunch Duty
1:15PM-2:00PM	Group 4
2:00PM-2:45PM	Group 5
2:45PM-3:30PM	Group 6
3:30PM-4:00PM	Articulation/One on One/Mentoring

13. Provide a description of the student achievement goals for the proposed school's educational program.

The goals for student achievement are that the children will meet or exceed state standards and that the children will exceed the testing results of the neighborhood schools. At the risk of appearing myopic, the academic goal is the driving force in our mission. Other goals may compete for second place, but no other goal competes for first place because it is on this goal that a charter school's future is determined. The academic program will be centered on that goal. In order to achieve that goal, we will have a program that improves student learning.

In the school , our goals are:

All students will become proficient readers of the English language

All students will demonstrate competency in the understanding and application of scientific reasoning

All students will demonstrate steady progress in the understanding and application of mathematical skills and concepts

We will work with CSI to finalize our specific Accountability Plan as per the prescribed calendar.

All the required New York State subject areas will be covered and aligned to New York state standards. Evidence of the thoroughness of this curriculum is evidenced by the high achievement levels on all state tests at the current Icahn Charter School. The same curriculum will be replicated at the new school and should bring the same results.

ASSESSMENTS:

The syllabi for each month of each grade follow. On each syllabus is a description of the topics covered and an indication of the written assessment(s) that will be given each month. Beyond the written assessments, at Carl C. Icahn Charter Schools, during each class a teacher assesses the child's progress in many different ways—whether it is by reading a child's facial expression (classes are small, so individual attention is core), through oral questions, teacher-made written assessments, text provided assessments, published standardized assessments or state assessments.

For Kindergarten, there is also ongoing assessment, from first academic steps of observation of a child holding a pen, to observing a child writing, to conferencing with children, to oral assessments, to written assessments. Even in Kindergarten, children are beginning to understand the rudiments of test-taking, through the use of teacher-made or pencil-driven tests, which is an important introductory step for their future test-taking.

Exhibit C Provide evidence that the proposed school's education program (described in the Executive Summary and other responses) would meet or exceed the student performance standards currently established by the Board of Regents. An adequate showing can be made in one of two ways.

Option 1: Submit a curriculum that contains the learning standards and the knowledge and skills that students would be expected to learn for: (a) each grade level that the proposed school would be authorized to provide, and (b) each content area for which the New York State Board of Regents has established a performance standard (State assessment). Such curriculum (and the knowledge and skills that students would be expected to learn) must be demonstrated to be aligned with all State performance standards. In addition, the applicant must provide a description of the curriculum in any other content area in which the school would provide instruction.

Option 2: Submit a curriculum that describes the learning standards and the knowledge and skills students would be expected to learn: (a) for each grade level that the proposed school would be authorized to provide, and (b) for each learning standard area established by the Board of Regents (all 28 learning standards). Such curriculum (and knowledge and skills that students would be expected to learn) must be demonstrated to be aligned with all State learning standards.

Based on the track record of Carl C. Icahn Charter School, we are confident that our results will meet or exceed the Regent's performance standards. The detailed curriculum is attached.

The Carl C. CCICS-FR, as discussed in the application, is designed as a Kindergarten through 5th grade elementary school that will ensure students meet, or exceed, the Regents standards in the core subject areas of English language arts, mathematics, social studies and science. These areas reflect the areas for which there are state assessments. The curriculum crosswalk represents the skeleton of the actual documents to be used by the school's instructional staff and will be supported throughout by textbooks which are completely aligned to NYS standards. The monthly syllabi included here give details of the program and assessments. Although Core Knowledge is a national program, and not specifically aligned to New York State standards, the school will use texts that are aligned to NYS standards. The evidence for this effective alignment with New York State standards is clearly displayed by the high achievement levels of CCICS-FR on the NYS fifth grade Social Studies test for the past two years.

• THE ICAHN CHARTER SCHOOL CORE KNOWLEDGE CURRICULUM

Kindergarten, Science

CORE KNOWLEDGE	NYS Performance Statement and Standards	PERFORMANCE INDICATOR
<ul style="list-style-type: none"> • Plant and Plant Growth <ul style="list-style-type: none"> - Plants are all around us - Seeds grow into plants - What plants need to grow - Seeds to eat - We eat many plant parts - Growing good plants 	<p>Performance Statement</p> <p>A. Student can solve problems and investigate questions using <u>scientific methods</u> and tools and revise personal understanding to accommodate new knowledge</p> <p><u>Standards #1,2,3,4,5,6</u> page S1</p> <p>B. Student shows an emerging understanding in the basic principles of <u>life sciences</u>, particularly in relation to the 6 themes: energy, evolution, patterns of change, patterns of stability, scale and structure, systems and interactions</p> <p><u>Standard #2,3</u> page S1</p>	<ul style="list-style-type: none"> • Describe the major stages in the life cycles of selected plants and animals • Describe the characteristics of and variations between living and non-living things
<ul style="list-style-type: none"> • Seasons and Weather • The Four Seasons • Deciduous and Evergreen Trees • Talking about the Weather <ul style="list-style-type: none"> - temperature - clouds - wind - rain and snow - storms 	<p>Performance Statement</p> <p>A. Student can solve problems and investigate questions using <u>scientific methods</u> and tools and revise personal understanding to accommodate new knowledge</p> <p><u>Standards #1,2,3,4,5,6</u></p> <p>D. Student can show an emerging understanding in the basic principles of <u>earth-space sciences</u>, particularly in the relation to the 6 themes: energy, evolution, patterns of change, patterns of stability, scale and</p>	<ul style="list-style-type: none"> • Describe patterns of daily, monthly, and seasonal changes in the environment • Describe the relationships among air, water, and land on earth

	<p>structure, systems and interactions.</p> <p><u>Standard #4</u> page S3</p>	
<ul style="list-style-type: none"> • Animals and Their Needs <ul style="list-style-type: none"> - Taking Care of Pets - Animals Care for their babies 	<p><u>Performance Statement</u> A. <u>Standards #1,2,3,4,5,6</u></p> <p><u>Performance Statement</u> B. <u>Standards #1,2,3,6</u> page S1, S2</p>	<ul style="list-style-type: none"> • Describe how plants and animals, including humans, depend upon each other and the non-living environment • Describe some survival behaviors of common living specimens • Describe the life processes common to all living things
<ul style="list-style-type: none"> • The Human Body <ul style="list-style-type: none"> -Your Five Senses -Taking care of your body 	<p><u>Performance Statement</u> A. <u>Standards #1,2,3,4,5,6</u></p> <p><u>Performance Statement</u> B <u>Standards 2</u> page S1</p>	<ul style="list-style-type: none"> • Describe the factors that promote good health and growth in humans
<ul style="list-style-type: none"> • Taking Care of the Earth <ul style="list-style-type: none"> -The Forests and the Trees -Conservation: Saving and Protecting the Earth -It's smart to recycle -Keep the Earth Clean 	<p><u>Performance Statement</u> A. <u>Standards #1,2,3,4,5,6</u></p> <p><u>Performance Statement</u> B. <u>Standards #2,3</u></p>	<ul style="list-style-type: none"> • Describe how plants and animals, including humans, depend upon each other and the non-living environment • Describe how the structures of plants and animals complement the environment of the plant or animal
<ul style="list-style-type: none"> • An Invisible Force: Magnetism 	<p><u>Performance Statement</u> A. <u>Standards 1,2,3,4,5,6</u></p> <p><u>Performance Statement</u> C. Student can show an emerging understanding in the basic principles of <u>physical sciences</u>, particularly in relation to the 6 themes: energy,</p>	<ul style="list-style-type: none"> • Describe the effects of common forces (pushes and pulls) on objects, such as those caused by gravity, magnetism, and mechanical forces

	<p>evolution, patterns of change, patterns of stability, scale and structure, systems and interactions</p> <p><u>Standard #1</u> page S2</p>	
<p>Stores About Scientists</p> <ul style="list-style-type: none"> • George Washington Carver • Jane Goodall • Wilbur and Orville Wright 	<p><u>Performance Statement</u></p> <p>A.</p> <p><u>Standard #5</u> page S1</p>	<ul style="list-style-type: none"> • Identify ways in which humans have changed their environment.

**ICAHN CHARTER SCHOOL
CURRICULUM**

Kindergarten, History and Geography

CORE KNOWLEDGE	NYS Performance Statement and Standards	PERFORMANCE INDICATOR
<p>History and Geography</p> <ul style="list-style-type: none"> • What a Ball! Our World • Oceans and Continents • Maps and the Globe • Which way are you going? (cardinal directions) 	<p>Geography</p> <p><u>Performance Statement</u></p> <p>A. Student can locate particular places on earth, identify spatial patterns on the earth's surface, and describe physical characteristics and human processes that shape these patterns.</p> <p><u>Standards #1,2,6</u> page G1</p>	<ul style="list-style-type: none"> • Draw maps and diagrams that serve as representations of places, physical features, and objects • Ask geographic questions about where places are located; why they are located where they are; what is important about their locations; and how their locations are related to the location of other people and places. • Gather and organize geographic information from a variety of sources and display in a number of ways • Study about different world cultures and civilizations focusing on their accomplishments, contributions, values, beliefs, and traditions • Identify and compare the physical, human, and cultural characteristics of different regions and people
• Around the World in 7	Geography Performance	• Study about different

Ways (the 7 continents and different countries	<p>Statement</p> <p>B. Student can explain how earth's natural and human systems are connected and interact</p> <p><u>Standards #2, 4</u> page G1</p>	<p>world cultures and civilizations focusing on their accomplishments, contributions, values, beliefs, and traditions</p> <ul style="list-style-type: none"> Analyze geographic information by making relationships, interpreting trends and relationships, and analyzing geographic data.
<ul style="list-style-type: none"> • Your Country (The U.S.) The American Flag 	<p>Geography Performance Statement</p> <p>B. Students can explain how earth's natural and human systems are connected and interact</p> <p><u>Standards #1, 5</u> page G1</p>	<ul style="list-style-type: none"> Draw maps and diagrams that serve as representations of places, physical features, and objects
<ul style="list-style-type: none"> • Looking Back • The First Americans: Many Peoples and Many Places • Homes in the Desert, Homes by the Ocean 	<p>Geography Performance Statement</p> <p>B. Students can explain how earth's natural and human systems are connected and interact</p> <p><u>Standards 2, 3</u> page G1</p> <p>History Performance Statement</p> <p>A, Student understands what is meant by historical inquiry, recognizes major historical events and places them in chronological orders, understands and explains various perspectives concerning major historical events, and obtains historical information from different sources</p> <p><u>Standards #2</u></p>	<ul style="list-style-type: none"> Know the roots of American culture, its development from many different traditions, and the ways many people from a variety of groups and backgrounds played a role in creating it. Gather and organize information about the important accomplishments of individuals and groups, including Native American Indians, living in their neighborhoods and communities
<ul style="list-style-type: none"> • Christopher Columbus • The Voyage to the 	<p>Geography Performance Statement</p>	<ul style="list-style-type: none"> View historic events through the eyes of

<p>"New World"</p> <ul style="list-style-type: none"> • Pilgrims in the New World • A Thanksgiving Feast 	<p>B. Student can explain how earth's natural and human systems are connected and interact <u>Standard #7</u> page G2</p> <p>C. Student understands how spatial connections among people, places and regions affect the movement of people, goods, and ideas <u>Standard #1, 2, 4</u> Page G2</p> <p>History</p> <p>B. Student can identify characteristics and accomplishments of map and world civilizations in such places as Europe, Africa, the Americas, and Asia. Each student can show an understanding of how selected cultures are represented in the beliefs and practices of the US and how they have helped to form a national heritage.</p> <p>A. Standards #2,3,4</p>	<p>those who were there, shown in their art, writings, music, and artifacts.</p>
<ul style="list-style-type: none"> • Happy Birthday, America “Democracy”—What’s That • Not Completely Free 	<p>History</p> <p><u>Performance Statement</u></p> <p>C. Student understands how democratic values came to be, along with the essential institutions at the federal, state and local levels that preserve and support those values, including especially those embodied in the US Constitution, local and state frameworks of government, and the rights and responsibilities of citizenship <u>Standard #1</u> page H2</p>	<ul style="list-style-type: none"> • Explain the probable consequences of the absence of government and rules • Describe the basic purposes of government and the importance of civic life • Understand that social and political systems are based upon people’s beliefs

<ul style="list-style-type: none"> • Presidents: Leaders in a Democracy <ul style="list-style-type: none"> - George Washington - Father of our Country - The Cherry Tree - Thomas Jefferson - Idea Man - Abraham Lincoln - Honest Abe - Theodore Roosevelt - The Teddy Bear President • Mount Rushmore 	<p>History</p> <p><u>Performance Statement</u></p> <p>C. Student understands how democratic values came to be, along with the essential institutions at the federal, state and local levels that preserve and support those values, including especially those embodied in the US Constitution, local and state frameworks of government, and the rights and responsibilities of citizenship</p> <p><u>Standard #2</u></p> <p>D. Student can identify major figures and events in American history, and that of their own state, and can show a basic understanding of their significance</p> <p><u>Standard #1</u></p>	<ul style="list-style-type: none"> • Identify individuals who have helped to strengthen democracy in the United States and throughout the world.
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Page H2, 3

ICAHN CHARTER SCHOOL
CURRICULUM

Kindergarten, Mathematics

CORE KNOWLEDGE	NYS Performance Statement and Standards	PERFORMANCE INDICATOR
<p>Patterns and Classifications</p> <ul style="list-style-type: none"> • collecting • sorting • comparing and contrasting 	<p><u>Performance Statement</u></p> <p>B. Student can make decisions and predictions based on a given set of data</p> <p><u>Standards #1,2,3</u></p> <p>D. Student can use variables, models, and graphs to express relationships, and explain them in writing</p> <p><u>Standard 2</u></p> <p style="text-align: center;">page M1, M2</p>	<ul style="list-style-type: none"> • Use a variety of manipulatives to create patterns using attributes of color, size, or shape • Recognize, describe, extend, and create patterns that repeat (e.g., ABABAB or AABAABAAB) • Describe characteristics and relationships of geometric objects • Sort groups of objects by size and size order (increasing and decreasing)
<p>Numbers and Number Sense</p> <ul style="list-style-type: none"> • Identify numbers 1-10 • Counting to 10 • The size of 10 • Conservation • Matching numeral with representation of number • More or less • Most versus fewest • Things that come in pairs • Counting by 2, 5, 10 • Concept of half • Graphing • Order Words 	<p><u>Performance Statement</u></p> <p>A. Student can solve real-world problems using knowledge of numbers, numeration, and basic mathematical operations</p> <p><u>Standard 4, 6</u></p>	<ul style="list-style-type: none"> • Count the items in a collection and know the last counting word tells how many items are in the collection (1-10) • Count out (produce) a collection of a specified size 1 to 10 • Numerically label a data set of 1 to 5 • Verbally count by 1's to 20 • Verbally count backwards from 10 • Represent collections with a finger pattern up to 10 • Draw pictures to other informal symbols to represent a spoken number up to 10 • Draw pictures or other informal symbols to

		<p>represent how many in a collection up to 10</p> <ul style="list-style-type: none"> • Write numbers 1-10 to represent a collection • Visually determine how many more to less, and then using the verbal counting sequence, match and count 1-10 • Use and understand verbal ordinal terms, first to tenth • Gather data in response to questions posed by the teacher and students • Help to make simple pictographs for quantities up to 10, where one picture represents • Represent data using manipulatives • Identify more, less, and same amounts from pictographs or concrete models • Listen to solutions shared by other students • Formulate mathematically relevant questions with teacher guidance
Money	<ul style="list-style-type: none"> • Identifying money 	<ul style="list-style-type: none"> • Explain to others how a problem was solved, giving strategies • Listen to claims other students make • Understand that mathematical statements can be true or false • Understand how to organize their thought processes with teacher guidance • Recognize the presence

		of mathematics in their daily lives
Computation • Addition • Subtracting	<u>Performance Statement</u> A <u>Standards</u> 1,2	<ul style="list-style-type: none"> • Solve and create addition and subtraction verbal word problems (use counting based strategies, such as counting on and to ten) • Determine sums and differences by various means • Use objects to show and understand mathematical phenomena (e.g., draw pictures to show a story problem, show number value using fingers on your hands) • Explore, examine, and make observations about a social problem or mathematical situation • Interpret information correctly, identify the problem, and generate possible solutions • Act out or model with manipulatives activities involving mathematical content from literature and/or story telling • Formulate problems and solutions from everyday situations (e.g., counting the number of children in the class, using the calendar, to teach counting) • Use informal counting strategies to find

solutions

- Experience teacher-directed questioning process to understand problems
- Compare and discuss ideas for solving a problem with teacher and/or students to justify their thinking
- Using manipulatives (e.g., tiles, blocks) to model the action in problems
- Use drawings/pictures to model the action in problems
- Share mathematical ideas through the manipulation of objects, drawings, pictures, and verbal explanations
- Use counting strategies to solve problems in their daily lives
- Recognize and apply mathematics to objects and pictures
- Use multiple representations, including verbal language, acting out or modeling a situation, and drawing pictures as representations
- Use objects to show and understand physical phenomena (e.g., guess the number of cookies in a package)
- Use objects to show and understand social phenomena (e.g., count and represent sharing cookies between friends)

<p>Measurement</p> <ul style="list-style-type: none"> • Tools (standard and non-standard) -length -capacity -volume -weight -time 	<p>Performance Statement</p> <p>A <u>Standard 2</u></p> <p>Performance Statement</p> <p>C. Student can identify geometric properties and relationships <u>Standard 1</u></p>	<ul style="list-style-type: none"> • Name, discuss, and compare attributes of length (longer than, shorter than) • Compare the length of two objects by representing each length with string or a paper strip • Relate specific times such as morning, noon, afternoon, and evening to activities and absence or presence of daylight • Investigate the use of knowledgeable guessing as a mathematical tool • Explore guesses, using a variety of objects and manipulatives • Use standard and nonstandard representations
<p>Geometry</p> <ul style="list-style-type: none"> • Shapes • Size • Words of position and direction 	<p>Performance Statement</p> <p>C <u>Standard 1</u></p>	<ul style="list-style-type: none"> • Use appropriate mathematical terms, vocabulary, and language • Understand and use ideas such as over, under, above, below, on, beside, next to, and between • Explore vertical and horizontal orientation of objects • Manipulate two and three dimensional shapes to explore symmetry

ICAHN CHARTER SCHOOL
CURRICULUM

Kindergarten, English Language Arts

CORE KNOWLEDGE	NYS Performance Statement and Standards	PERFORMANCE INDICATOR
Familiar and Favorite Poems <ul style="list-style-type: none"> • Mother Goose rhymes • Aesop's Fables • The Dog and His Shadow • The Lion and the Mouse • The Hare and the Tortoise • The Grasshopper and the Ants Stories Tall Tales Sayings	<u>Performance Statement</u> B. Student can identify facts, place events in sequence, draw inferences, make judgments and describe the details and content of a variety of literary and non-literary texts, including narratives, stories, poetry, expository texts, articles, and instructions <u>Standards 1,2,5,6,7</u> A. Student will decode unknown words through a variety of strategies <u>Standards 1,2</u> C. Student can construct meaning from oral messages communicated in various settings for various purposes <u>Standards 1,2,3</u> <u>Performance Statement</u> D Through writing, each student can communicate opinions, ideas, information, and messages using various forms, including letters, simple reports, narratives, and essays. Each student can write creatively and expressively. <u>Standards 1,4</u> <u>Performance Statement</u> E Student can orally	<ul style="list-style-type: none"> • Gather and interpret information from children's reference books, magazines, textbooks, electronic bulletin boards, audio and media presentations, oral interviews, and from such forms as charts, graphs, maps, and diagrams • Select information appropriate to the purpose of their investigation and relate ideas from one text to another • Select and use strategies they have been taught for note taking, organizing, and categorizing information • Ask specific questions to clarify and extend meaning • Make appropriate and effective use of strategies to construct meaning from print, such as prior knowledge about a subject, structural and context clues, and an understanding of letter-sound relationships to decode difficult words • Support inferences about information and ideas with reference to

	<p>communicate information, opinions, and ideas effectively to various audiences, in various contexts, and for various purposes</p> <p><u>Standards 1,3,4,5</u></p> <p>Performance Statement</p> <p>F. Student, working individually or in groups, can form a question, conduct an investigation, and report the results coherently and accurately with convincing evidence</p> <p><u>Standards 1,2</u></p> <p>Performance Statement</p> <p>G. Student can demonstrate a basic knowledge of the structure of English</p> <p><u>Standards 2,3</u></p> <p style="text-align: right;">page E1-4</p>	<p>text features, such as vocabulary and organizational patterns</p> <ul style="list-style-type: none"> • Present information clearly in a variety of oral and written forms such as summaries, paraphrases, brief reports, stories, posters, and charts • Select a focus, organization, and point of view for oral and written presentations • Use a few traditional structures for conveying information such as chronological order, cause and effect, and similarity and difference • Use details, examples, anecdotes, or personal experiences to explain or clarify information • Use the process of pre-writing, drafting, revising, and proof-reading (the “writing process”) to produce well-constructed informational texts • Observe basic writing conventions, such as correct spelling, punctuation, and capitalization, as well as sentence and paragraph structures appropriate to written forms • Read a variety of literature of different genres: picture books; poems; articles and stories from children’s magazines; fables, myths and legends; songs, plays and
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media productions; and works of fiction and nonfiction intended for young readers

- Recognize some features that distinguish the genres and use those features to aid comprehension
- Understand the literary elements of setting, character, plot, theme, and point of view and compare those features to other works and to their own lives
- Use inference and deduction to understand the text
- Read aloud accurately and fluently, using phonics and context clues to determine pronunciation and meaning
- Present personal responses to literature that make reference to the plot, characters, ideas, vocabulary, and text structure
- Explain the meaning of literary works with some attention to meanings beyond the literal level
- Create their own stories, poems, and songs using the elements of the literature they have read and appropriate vocabulary
- Observe the conventions of grammar and usage, spelling, and

punctuation

- Read and form opinions about a variety if literary and informational texts and presentations, as well as persuasive texts such as advertisements, commercials, and letters to the editor
- Make decisions about the quality and dependability of texts and experiences based on some criteria, such as the attractiveness of the illustrations and appeal of the characters in a picture book, or the logic and believability of the claims made in an advertisement
- Express opinions (in such forms as oral and written reviews, letters to the editor, essays or persuasive speeches) about events, books, issues, and experiences, supporting their opinions with some evidence
- Listen attentively and recognize when it is appropriate for them to speak
- Take turns speaking and respond to others' ideas in conversations on familiar topics
- Recognize the kind of interaction appropriate for different circumstances, such as story hour, group discussions, and one-

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| | | <ul style="list-style-type: none">• on-one conversations• Exchange friendly notes, cards, and letters with friends, relatives, and pen pals to keep in touch and to commemorate special occasions |
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ICAHN CHARTER SCHOOL
CURRICULUM

Kindergarten, Visual Arts

CORE KNOWLEDGE	NYS Performance Statement and Standards	PERFORMANCE INDICATOR
<ul style="list-style-type: none"> • What Do Artists Do? • Color, Color Everywhere <p>-Peter Bruegel the Elder <u>Hunter in the Snow</u></p> <p>-Paul Gauguin <u>Tahitian Landscape</u></p>	<p><u>Performance Statement</u> A. Student can create with various art media to express ideas and experiences <u>Standards</u> 1,3, 5\</p> <p><u>Performance Statement</u> C. Student can view and respond to works of visual art, and offer ideas about their purpose and meaning <u>Standards</u> 1, 2</p>	<ul style="list-style-type: none"> • Look at and discuss a variety of art works and artifacts from world cultures to discover some important ideas, issues, and events of those cultures • Look at a variety of artworks and artifacts from diverse cultures of the United States and identify some distinguishing characteristics • Create artworks that show the influence of a particular culture • Know about some cultural institutions (museums and galleries) and community opportunities (art festivals) for looking at original art and talking to visiting artists, to increase their understanding of art • Give examples of adults who make their living in the arts profession
<ul style="list-style-type: none"> • Follow that Line! <p>-Joan Miro <u>People and Dog in the Sun</u></p> <p>-Henri Matisse <u>The Purple Robe</u></p> <p>-Hokusai <u>Turning the Samiseri</u></p>	<p><u>Performance Statement</u> A <u>Standards</u> 1, 2, 5</p> <p><u>Performance Statement</u> C <u>Standards</u> 1,2 Page V1, V2</p>	<ul style="list-style-type: none"> • Understand and use the elements and principles of art (line, color, texture, shape) in order to communicate their ideas • Give examples of adults who make their

		living in the arts profession
<p>Looking at Pictures—Really Looking</p> <ul style="list-style-type: none"> • Winslow Homer—<u>Snap the Whip</u> • Pieter Bruegel—<u>Children's Games</u> • Pablo Picasso—<u>Le Gourmet</u> • Henry O. Tanner—<u>The Banjo Lesson</u> • Mary Cassatt—<u>The Bath</u> • Diego Rivera—<u>Mother's Helper</u> 	<p><u>Performance Statement</u> A <u>Standards</u> 1,2, 5</p> <p><u>Performance Statement</u> C. <u>Standards</u> 1,2 p V1, V2</p>	<ul style="list-style-type: none"> • Explain the reflection about the meanings, purposes, and sources of artwork; describe their responses to the works and the reasons for those responses • Explain the visual and other sensory qualities (surfaces, sizes, textures, colors, shape, volumes) found in a wide variety of artworks • Explain the themes that are found in works of visual art and how the artworks are related to other forms of art (dance, music, theater, etc.) • Give examples of adults who make their living in the arts profession
<p>Sculpture: Statues, Monuments, and More</p>	<p><u>Performance Statement</u> A <u>Standards</u> 1, 5</p> <p><u>Performance Statement</u> B. Student understands cultural and historical contexts of the visual arts <u>Standard #3</u></p> <p><u>Performance Statement</u> C. <u>Standards</u> 1, 2</p>	<ul style="list-style-type: none"> • Experiment and create artworks, in a variety of mediums (drawing, painting, sculpture, ceramics, printmaking, video, and computer graphics) based on a range of individual and collective experiences • Develop their own ideas and images through exploration and creation of artworks based on themes, symbols, and events • Give examples of adults who make their living in the arts profession

ICAHN CHARTER SCHOOL
CURRICULUM

Kindergarten, Music

CORE KNOWLEDGE	NYS Performance Statement and Standards	PERFORMANCE INDICATOR
<p>Do you like music?</p> <ul style="list-style-type: none"> • Moving Responsively to Music ("act out") • Beat • Loud and Quiet e.g. Grieg's "In the Hall of the Mountain King" from Peer Gynt • Fast and Slow (Tempo) • High and Low (Pitch) <p>Favorite Songs (examples)</p> <ul style="list-style-type: none"> • Bingo • Go in and out the Window • Hush, Little Baby • London Bridge is Falling Down • Here We go Round the Mulberry Bush • My Bonnie Lies Over the Ocean 	<p>Performance Statement</p> <p>A. Student can demonstrate the ability to create and perform music by singing, playing instruments, moving to music, and composing and improvising music</p> <p>Standards 1,2,5,6</p> <p>C. Student shows skill in listening and responding to music, can identify certain features of music, and can offer ideas about the music's meaning and purpose</p> <p>Standard 1</p>	<ul style="list-style-type: none"> • Sing songs and play instruments, maintaining tone quality, pitch, rhythm, tempo, and dynamics; perform the music expressively; and sing or play simple repeated patterns (ostinatos) with familiar songs, rounds, partner songs and harmonizing parts • Use classroom and nontraditional instruments in performing and creating music • Construct instruments out of materials not commonly used for musical instruments • Demonstrate appropriate audience behavior, including attentive listening, in a variety of musical settings in and out of school • Discuss ways that music is used by various members of the community • Discuss the basic means by which the voice and instruments can alter pitch, loudness, duration, and timbre • Describe their understandings of particular pieces of music and how they

		<p>relate to their surroundings</p> <ul style="list-style-type: none">• identify when listening, and performing from memory, a basic repertoire of folk songs/dances and composed songs from the basic cultures that represent the peoples of the world• Identify the primary cultural, geographical, and historical settings for the music they listen to and perform
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ICAHN CHARTER SCHOOL
CORE CURRICULUM

First Grade, Science

CORE KNOWLEDGE	NYS Performance Statement and Standards	PERFORMANCE INDICATOR
Living Things and Their Habitats <ul style="list-style-type: none"> • The Forest Habitat • The Underground Habitat • The Desert Habitat • The Water Habitat 	<u>Performance Statement</u> A Student can solve problems and investigate questions using scientific tools, and revise personal understanding to accommodate new knowledge <u>Standards</u> 1, 2,3,4,5,6 <u>Performance Statement</u> B Student shows an emerging understanding in the basic principles of life sciences, particularly in relation to the six themes: energy, evolution, patterns of change, patterns of stability, scale and structure, systems and interactions <u>Standards</u> 1,2,3,5,6	<ul style="list-style-type: none"> • Describe patterns of daily, monthly, and seasonal changes in their environment • Describe the major stages in the life cycles of selected plants and animals • Describe some survival behaviors of common living specimens • Describe how the structures of plants and animals complement the environment of the plant or animal • Describe how plants and animals, including humans, depend upon each other and the nonliving environment
The Food Chain Animals and Plants Need Their Habitats		
Extinct but still popular: Dinosaurs	<u>Performance Statement</u> A <u>Standards</u> 1,2,3,4,5,6 <u>Performance Statement</u> B <u>Standards</u> 7	<ul style="list-style-type: none"> • Observe that differences within a species may give individuals an advantage in surviving and reproducing

Oceans and Undersea Life <ul style="list-style-type: none"> • The Oceans and the Tides <ul style="list-style-type: none"> - Ocean Currents - Under the Ocean - Human and the Ocean World 	<u>Performance Statement</u> A <u>Standards</u> 1, 2,3,4,5,6	<ul style="list-style-type: none"> • Describe the relationships among air, water, and land on Earth
The Human Body <ul style="list-style-type: none"> • The Skeletal System • Muscular System • Circulatory System • Digestive System • Nervous System • In Sickness and in Health • Taking Care of Your Body 	<u>Performance Statement</u> A <u>Standards</u> 1,2,3,4,5,6	<ul style="list-style-type: none"> • Understand the effects of activity on the body, the risks associated with inactivity, and the basic components of health related fitness (cardiovascular, muscle strength, muscle endurance, flexibility, and body composition) • Understand the relationship between physical activity and individual well being • Demonstrate mastery of fundamental motor, non locomotor, and manipulative skills, and understand fundamental principles of movement • Contribute to a safe

		<p>and healthy environment by observing safe conditions for games, recreation and outdoor activities</p> <ul style="list-style-type: none"> • Come to know and practice appropriate and spectator behaviors to produce a safe and positive environment • Know how injuries from physical activity can be prevented or treated • Describe the factors that help promote good health and growth in humans • Describe evidence of growth, repair, and maintenance, such as nails, hair, and bone , and the healing of cuts and bruises.
Matter: Solid, Liquid and Gas <ul style="list-style-type: none"> • Air is Matter • Changing States of Matter 	<p><u>Performance Statement</u> A <u>Standards 1,2,3,4,5,6</u></p> <p><u>Performance Statement</u> C Student can show an emerging understanding in the basic principles of <u>physical</u> sciences, particularly in relation to 6 themes: energy, evolution, patterns of change, patterns of stability and interactions <u>Standard 1</u></p> <p><u>Performance Statement</u> D Student can show an emerging understanding</p>	<ul style="list-style-type: none"> • Describe chemical and physical changes, including changes in states of matter

	<p>in the basic principles of earth-space sciences, particularly in relation to 6 themes: energy, evolution, patterns of change, patterns of stability, scale and structure, systems of interactions</p> <p><u>Standard 2</u></p>	
Measurement <ul style="list-style-type: none"> • Units of measurement • How long? How tall? • How much space does it fill?--cups, quarts, gallons • Temperature 	<p><u>Performance Statement</u></p> <p>A</p> <p><u>Standards</u> 1,2,3,4,5,6</p>	<ul style="list-style-type: none"> • Recognize length as an attribute that can be measured • Use non-standard units (including finger lengths, paper clips students' feet and paces) to measure both vertical and horizontal lengths
Electricity <ul style="list-style-type: none"> • Static electricity • On and off • Conductors • Safety, rules around electricity 	<p><u>Performance Statement</u></p> <p>A.</p> <p><u>Standards</u> 1,2,3,4,5,6</p> <p><u>Performance Statement</u></p> <p>C</p> <p><u>Standard</u> 1</p>	<ul style="list-style-type: none"> • Observe and describe properties of materials using appropriate tools • Observe the way one form of energy can be transformed into another form of energy present in common situations (e.g., mechanical to heat energy, mechanical to electrical energy, chemical to heat energy) • Describe how forces can operate across distances
Astronomy: Our Solar System <ul style="list-style-type: none"> • Our solar system • The Moon • Constellations 	<p><u>Performance Statement</u></p> <p>A</p> <p><u>Standards</u> 1,2,3,4,5,6</p> <p><u>Performance Statement</u></p> <p>D</p>	<ul style="list-style-type: none"> • Describe patterns of daily, monthly, and seasonal changes in their environment

<ul style="list-style-type: none"> -The Big Dipper • Our Big, Round Moving Earth -Day and night 	<u>Standard #1</u>	<ul style="list-style-type: none"> • Describe how forces can operate across distances • Describe the relationship among air, water, and land on Earth • Describe the relationship of the sun as an energy source for living and nonliving cycles
<p>Down to Earth</p> <ul style="list-style-type: none"> • Inside the Earth <ul style="list-style-type: none"> -crust (mountains, rivers, deserts) • The Earth Makes Different Kinds of Rocks <ul style="list-style-type: none"> • igneous • sedimentary • metamorphic • The Earth's Important Minerals <ul style="list-style-type: none"> • gold • diamonds • quartz <p>Stories About Scientists</p> <ul style="list-style-type: none"> • Edward Jenner • Louis Pasteur • Thomas Edison • Rachel Carson 	<p><u>Performance Statement A</u> <u>Standards 1,2,3,4,5,6</u></p> <p><u>Performance Statement D</u> <u>Standard #5</u></p>	<ul style="list-style-type: none"> • Describe chemical and physical changes, including changes in states of matter • Identify ways in which humans have changed their environment and the effects of those changes

ICAHN CHARTER SCHOOL
CORE CURRICULUM

First Grade, History and Geography

CORE KNOWLEDGE	NYS Performance Statement and Standards	PERFORMANCE INDICATOR
The Ice Age: Humans on the Move	<p>Geography <u>Performance Statement</u> B Student can explain how earth's natural and human systems are connected and interact <u>Standards 2,3</u></p> <p>Geography <u>Performance Statement</u> C Student understands how spatial connections among people, places and regions affect the movement of people, goods and ideas <u>Standards 2,4</u></p> <p>History <u>Performance Statement</u> A Student understands what is meant by historical inquiry, recognize major historical events and place them in a chronological order, understand and explain various perspectives concerning major historical events, and obtain historical information from different sources <u>Standards 1,2</u></p>	<ul style="list-style-type: none"> Ask geographic questions about where places are located; why they are located where they are: what is important about their locations; and how their locations are related to the location of other people and places Investigate how people depend on and modify the physical environment
Egypt: Life of the Nile <ul style="list-style-type: none"> Fantastic Pharaohs and Marvelous Monuments Hieroglyphics: Picture Writing Journey Down the Nile 	<p>Geography <u>Performance Statement</u> A <u>Standards 1,3,4,5</u></p> <p>Geography <u>Performance Statement</u> B</p>	<ul style="list-style-type: none"> Read historical narratives, myths, legends, biographies, and autobiographies to learn about how historical figures lived, their motivations, hopes, fears, strengths

<ul style="list-style-type: none"> The Treasures of King Tut <p>Mesopotamia—Another Gift</p> <ul style="list-style-type: none"> A Great Mesopotamia Story What's a Ziggurat? A Leader and the Laws -Hammuraki 	<u>Standards</u> 6,7 <u>Geography</u> <u>Performance Statement</u> C <u>Standards</u> 1,2 <u>History</u> <u>Performance Statement</u> A <u>Standards</u> 1,2,3 <u>History</u> <u>Performance Statement</u> B <u>Standards</u> 1,3	and weaknesses <ul style="list-style-type: none"> Study about different world cultures and civilizations focusing on their accomplishments, contributions, values, beliefs, and traditions Compare important events and accomplishments from different time periods in world history.
Religions: What different people believe <ul style="list-style-type: none"> Judaism <ul style="list-style-type: none"> -Story of Moses Christianity <ul style="list-style-type: none"> -The first Christmas -Jesus, the teacher: The Parable of the Good Samaritan -Easter 	<u>Geography</u> <u>Performance Statement</u> B <u>Standards</u> 2,3,4	<ul style="list-style-type: none"> Understand the roles and contributions of individuals and groups to social, political, economic, cultural, scientific, technological, and religious practices and activities
<ul style="list-style-type: none"> Crossing the Land Bridge Cities in the Jungle: The Maya City on the Lake: The Aztecs Cities in the Clouds: The Incredible Inca The Arrival of the Europeans <ul style="list-style-type: none"> -Christopher Columbus The Spanish Conquerors <ul style="list-style-type: none"> -Conquistador <ul style="list-style-type: none"> Hernando Cortes Montezuma Francisco Pizarro 	<u>Geography</u> <u>Performance Statement</u> A <u>Standards</u> 3,5,6 <u>Geography</u> <u>Performance Statement</u> B <u>Standard</u> 2 <u>Geography</u> <u>Performance Statement</u> C <u>Standards</u> 1,2,4 <u>History</u> <u>Performance Statement</u>	<ul style="list-style-type: none"> Read historical narratives, myths, legends, biographies, and autobiographies to learn about how historical figures lived, their motivations, hopes, fears, strengths and weaknesses Study about different world cultures and civilizations focusing on their accomplishments, contributions, values, beliefs, and traditions

<ul style="list-style-type: none">• Why did the Spanish Win?• Mexico Today	<p>A <u>Standards 1,2</u> History <u>Performance Statement</u> B <u>Standards 1,2,3</u></p>	
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<p>And then Came England</p> <ul style="list-style-type: none"> -Queen Elizabeth -Sir Walter Raleigh • The Lost Colony • A Lasting English Colony: Jamestown • Pochahontas • The Pilgrims • The Puritans • Slavery Comes to the Colonies • 13 Colonies • Colonists and the King • Boston Tea Party • A Fight with Mother? • Midnight Ride of Paul Revere • A Nation is Born-July 4, 1776 Liberty Bell 	<p>Performance Statement</p> <p>C Student understands how spatial connections among people, places and regions affect the movement of people, goods and ideas</p> <p>Standards 1,5</p> <p>History</p> <p>Performance Statement</p> <p>A</p> <p>Standards 1,2,3</p> <p>History</p> <p>Performance Statement</p> <p>B</p> <p>Standards 2,3</p> <p>History</p> <p>Performance Statement</p> <p>C</p> <p>Standard 1</p> <p>History</p> <p>Performance Statement</p> <p>D</p> <p>Standards 1,2,3</p>	<ul style="list-style-type: none"> • Know the root of American culture, its development from many different traditions, and the ways many people from a variety of groups and backgrounds played a role in creating it • Identify individuals who have helped to strengthen democracy in the United States and throughout the world • Consider different interpretations of they events and/or issues in history and understand the differences in these accounts • Read historical narratives, myths, legends, biographies, and autobiographies to learn about how historical figures; lived their motivations, hopes, fears, strengths, and weaknesses
<ul style="list-style-type: none"> • Some Revolutionary Lives -Ben Franklin -Deborah Sampson -Phyllis Wheatley -George Washington • Washington Monument 	<p>History</p> <p>Performance Statement</p> <p>D</p> <p>Standard 1</p>	<ul style="list-style-type: none"> • Read historical narratives, myths, legends, biographies, and autobiographies to learn about how historical figures lived, their motivations, hopes, fears, strengths and weaknesses • Understand the roles and contributions of individuals and groups to social, political, economic, cultural, scientific,

		technological, and religious practices and activities
America Grows • Daniel Boone -Wilderness Road • Louisiana Purchase -Lewis & Clark	<u>Performance Statement</u> C <u>Standard 2</u>	• Study about how people live, work, and utilize natural resources

ICAHN CHARTER SCHOOL
CORE CURRICULUM

First Grade, Mathematics

CORE KNOWLEDGE	NYS Performance Statement and Standards	PERFORMANCE INDICATOR
<p>Patterns and Classifications</p> <ul style="list-style-type: none"> • sort • define a set of items by what they have in common • recognize patterns • predict how patterns will continue 	<u>Performance Statement</u> <u>A</u> <u>Standards 3,4,5</u> <u>Performance Statement</u> <u>B</u> <u>Standards 1,4</u> <u>Performance Statement</u> <u>D</u> <u>Standard 2</u>	<ul style="list-style-type: none"> • Determine and discuss patterns in arithmetic (what comes next in a repeating pattern, using numbers or objects) • Use manipulatives (e.g., tiles, blocks) to model the action in problems • Use drawings/pictures to model the action in problems • Justify general claims, using manipulatives
<p>Numbers and Number Sense</p> <ul style="list-style-type: none"> • understand numbers stand a specific quantity • count to 100 by ones, twos, fives, tens • write the words for number 1-12 • compare numbers • place value (ones and tens) • number lines • tables • simple bar graphs and pictorial graphs 	<u>Performance Statement</u> <u>A</u> <u>Standards 1,3,4</u> <u>Performance Statement</u> <u>B</u> <u>Standards 1,2</u> <u>Performance Statement</u> <u>D</u> <u>Standard 1</u>	<ul style="list-style-type: none"> • Count the items in a collection and know the last counting word tells how many items are in the collection (1 to 100) • Count out (produce) a collection of a specified size (10 to 100 items), using groups of ten • Quickly see and label with a number, collection of 1 to 10 • Count by 1's to 100 • Skip count by 10's to 100 • Skip count by 5's to 50 • Skip count by 2's to 20 • Verbally count from a

		<p>number other than one by 1's</p> <ul style="list-style-type: none"> • Count backwards from 20 by 1's • Draw pictures or other informal symbols to represent a spoken number up to 20 • Identify that spacing of the same number of objects does not affect the quality • Arrange objects in size order (increasing and decreasing) • Write numbers to 100 • Read the number words one, two, three...ten • Explore and use place value • Compare and order whole numbers up to 100 • Develop an initial understanding of the base ten system: 10 ones = 1 ten 10 tens = 1 hundred • Use a variety of strategies to compose and decompose one-digit numbers • Understand the commutative property of addition • Name the number
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		<p>before and the number after a given number, and name the number(s) between two given numbers up to 100 (with and without the use of a number line or a or a hundreds chart)</p> <ul style="list-style-type: none"> • Use before, after or between to order numbers to 100 (with or without the use of a number line) • Use the words higher, lower, greater, and less to compare two numbers • Use and understand verbal ordinal terms, first to twentieth • Display data in bar graphs using concrete objects with intervals of one • Use Venn diagrams to sort and describe data
<p>Computation</p> <ul style="list-style-type: none"> • addition up to 2 digits • subtraction up to 2 digits • solve problems • number sentences • mental math • comparing differences and sums • fact families • addition and subtraction stories 	<p><u>Performance Statement</u> A <u>Standards</u> 1,2,3,4,5</p> <p><u>Performance Statement</u> B <u>Standards</u> 3,4</p> <p><u>Performance Statement</u> D <u>Standards</u> 1,2</p>	<ul style="list-style-type: none"> • Mentally add 1 digit combinations correctly during problem solving • Make up stories that go with number sentences, e.g. $11 + 5$ • Interpret information correctly, identify the problem and generate possible solutions
<p>Money</p> <ul style="list-style-type: none"> • coin combinations 	<p><u>Performance Statement</u> A <u>Standards</u> 3,4,6</p>	<ul style="list-style-type: none"> • Know vocabulary and recognize coins (penny,

		<ul style="list-style-type: none"> nickel, dime quarter) Recognize the cent notation Use different combinations of coins to make money amounts up to 25 cents
<p>Geometry</p> <ul style="list-style-type: none"> flat and solid shapes <ul style="list-style-type: none"> -congruent -sphere, cube, cone, -cylinder 	<p><u>Performance Statement</u></p> <p>A <u>Standards</u> 2,3,4,5,7</p> <p><u>Performance Statement</u></p> <p>C <u>Standards</u> 1, 3</p>	<ul style="list-style-type: none"> Match shapes and parts of shapes to justify congruency. Recognize, name, describe, create, sort and compare two-dimensional and three-dimensional shapes Identify symmetry in two dimensional shapes Recognize geometric shapes and structures in the environment
<p>Measurement</p> <ul style="list-style-type: none"> calendar time telling time tools (ruler, cups, scale, thermometer, clock) units (centimeter, inches, cups, quarts, gallons, pounds degrees Fahrenheit) 	<p><u>Performance Statement</u></p> <p>A <u>Standards</u> 2,3,4,5</p> <p><u>Performance Statement</u></p> <p>C <u>Standards</u> 2, 4</p>	<ul style="list-style-type: none"> Recognize specific times (morning, noon, afternoon, evening) Tell time to the hour, using both digital and analog clocks Know the days of the week months of the year in sequence Classify months and connect to seasons and other events. Select and use non-standard units to estimate measurements

ICAHN CHARTER SCHOOL
CORE CURRICULUM

First Grade, Language and Literature

CORE KNOWLEDGE	NYS Performance Statement and Standards	PERFORMANCE INDICATOR
<p>Poetry: Traditional Rhymes</p> <ul style="list-style-type: none"> • “Little Sally Walker” • “If Wishes Were Horses” • “The Queen of Hearts” • “Three Wise Men of Gotham” • “Solomon Grundy” • “Thirty Days Hath September” - Tongue Twisters - Riddle Rhymes - More Poems • “The Pasture” - Robert Frost • “Hope” Langston Hughes • “A Good Play” Robert Louis Stevenson • “The Swing” Robert Louis Stevenson • “The Frog” Hilaire Belloc etc. 	<u>Performance Statement</u> <u>A</u> <u>Standards</u> 1,2,3 <u>Performance Statement</u> <u>B</u> <u>Standards</u> 1,2,7,8 <u>Performance Statement</u> <u>C</u> <u>Standards</u> 1, 2,3,4 <u>Performance Statement</u> <u>D</u> <u>Standards</u> 1,2,3,4,5,6 <u>Performance Statement</u> <u>E</u> <u>Standards</u> 1,3,4,5 <u>Performance Statement</u> <u>F</u> <u>Standard</u> 2 <u>Performance Statement</u> <u>G</u> <u>Standards</u> 1,2,3	<p>The student produces evidence that demonstrates understanding of concept by:</p> <ul style="list-style-type: none"> • participating in book talks • responding to literature • comparing a written piece to its media counterpart • producing a poem
<p>Aesop's Fables</p> <p>“The Boy Who Cried Wolf”</p> <p>“The Fox and the Grapes”</p> <p>“The Dog in the Manger”</p> <p>“The Milk and the Milk Pail”</p> <p>“The Wolf in Sheep’s Clothing”</p> <p>“The Goose that Laid the Golden Eggs”</p> <p>Stories</p> <ul style="list-style-type: none"> • The Boy at the Dike • Brer Rabbit Gets Brer Fox’s Dinner 	<u>Performance Statement</u> <u>A</u> <u>Standards</u> 1,2,3 <u>Performance Statement</u> <u>B</u> <u>Standards</u> 1,2,3,4,5,6,7,8,9 <u>Performance Statement</u> <u>C</u> <u>Standards</u> 1,2,3,4 <u>Performance Statement</u> <u>D</u>	<p>Make connections between literary works according to a common theme</p> <ul style="list-style-type: none"> • compare literary classic to televised version of same work <p>Respond to Literature</p> <ul style="list-style-type: none"> • Determine why characters behave the way they do • Produce a retelling of story for parents • Create a picture book

<ul style="list-style-type: none"> • The Frog Prince • Hansel & Gretel • In Which Tiger Comes to the Forest and Has Breakfast • Issun Boshi: One-Inch Boy • Tom Thumb • It Could Always be Worse <p>Drama</p> <ul style="list-style-type: none"> • The Boy Who Cried Wolf: A Drama <p>Familiar Sayings (examples)</p> <ul style="list-style-type: none"> • Hit the nail on the head • There's no place like home 	<p><u>Standards</u> 1,2,3,4,5</p> <p><u>Performance Statement</u></p> <p>E</p> <p><u>Standards</u> 1,2,3,4,5</p> <p><u>Performance Statement</u></p> <p>F</p> <p><u>Standards</u> 1,2</p> <p><u>Performance Statement</u></p> <p>G</p> <p><u>Standards</u> 1,2,3</p>	
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ICAHN CHARTER SCHOOL
CORE CURRICULUM

First Grade, Visual Arts

CORE KNOWLEDGE	NYS Performance Statement and Standards	PERFORMANCE INDICATOR
<p>People Have Been Making Art for a Very Long Time</p> <ul style="list-style-type: none"> • cave paintings 	<u>Performance Statement</u> A <u>Standards</u> 1,4,5 <u>Performance Statement</u> B <u>Standards</u> 1,3 <u>Performance Statement</u> C <u>Standards</u> 1,2	<ul style="list-style-type: none"> • Create art works that show the influence of a particular culture • Look at and discuss a variety of art works and artifacts from world cultures to discover some important ideas, issues, and events of those cultures
<ul style="list-style-type: none"> • A World of Color <ul style="list-style-type: none"> - Claude Monet "Tulips in Holland" - James McNeill Whistler "Whistler's Mother / Arrangement in Gray and Black" 	<u>Performance Statement</u> A <u>Standards</u> 1,2,3,5 <u>Performance Statement</u> B <u>Standards</u> 1,2 <u>Performance Statement</u> C <u>Standards</u> 1,2	<ul style="list-style-type: none"> • Give examples of adults who make their livings in the arts professions. • Explain their reflections about the meanings, purposes, and sources of works of art; describe their responses to the works and the reasons for those responses • Explain the visual and other sensory qualities (surfaces, colors, textures, shapes, sizes, volumes) found in a wide variety of art works
<ul style="list-style-type: none"> • Get in Line! <ul style="list-style-type: none"> - Henri Matisse "The Swan" - Georgia O'Keefe "Shell No. 1" 	<u>Performance Statement</u> A <u>Standards</u> 1,4,5 <u>Performance Statement</u> C	<ul style="list-style-type: none"> • Understand and use the elements and principles of art (line, color, texture, shape) in order to communicate their

	<u>Standards 1,2</u>	idea
		<ul style="list-style-type: none"> • Give examples of adults who make their livings in the arts professions • Explain the visual and other sensory qualities (surfaces, colors, textures, shapes, sizes, volumes) found in a wide variety of art works
<ul style="list-style-type: none"> • Get in Shape! <ul style="list-style-type: none"> -rectangle -oval -diamond • Grant Wood "Stone City, Iowa" • Jacob Lawrence "Parade" • Diego Rivera "Pinata" 	<u>Performance Statement</u> A <u>Standards 1,2,5</u> <u>Performance Statement</u> C <u>Standards 1,2</u>	<ul style="list-style-type: none"> • Look at and discuss a variety of art works and artifacts from world cultures to discover some important ideas, issues, and events of those cultures • Understand and use the elements and principles of art (line, color, texture, shape) in order to communicate their ideas
Texture: Oh, What a Feeling <ul style="list-style-type: none"> - Native American Masks - Edgar Degas "The Little Dancer of Fourteen Years" - Albrecht Durer "Young Hare" 	<u>Performance Statement</u> A <u>Standards 1,2,3</u> <u>Performance Statement</u> B <u>Standards 1,3</u> <u>Performance Statement</u> C <u>Standards 1,2</u>	<ul style="list-style-type: none"> • Explain the visual and other sensory qualities (surfaces, colors, textures, shape, sizes, volumes) found in a wide variety of art works • Understand and use the elements and principles of

		art (line, color, texture, shape) in order to communicate their ideas
<ul style="list-style-type: none"> • Looking Good: Portraits <ul style="list-style-type: none"> - Leonardo daVinci "Mona Lisa" - Hans Holbein "Edward VI as a Child" - Francisco Goya "Don Manuel Osorio Manrique de Zuniga" • Self Portraits: Take a Good Look at Yourself <ul style="list-style-type: none"> - Vincent Van Gogh - Norman Rockwell "Triple Self-Portrait" 	<u>Performance Statement</u> A <u>Standards</u> 1,2,4,5 <u>Performance Statement</u> B <u>Standards</u> 1,3 <u>Performance Statement</u> C <u>Standards</u> 1,2	<ul style="list-style-type: none"> • Give examples of adults who make their living in the arts professions • Experiment and create art works, in a variety of mediums (drawing, painting, sculpture, ceramics, printmaking, video, and computer graphics), based on a range of individual and collective experiences
<ul style="list-style-type: none"> • Hold Still! <ul style="list-style-type: none"> - Still life - Vincent VanGogh "Irises" - Paul Cezanne "Apples and Oranges" 	<u>Performance Statement</u> A <u>Standards</u> 1,2,5 <u>Performance Statement</u> B <u>Standards</u> 1,3 <u>Performance Statement</u> C <u>Standards</u> 1,2	<ul style="list-style-type: none"> • Give examples of adults who make their living in the arts professions • Experiment and create art works, in a variety of mediums (drawing, painting, sculpture, ceramics, printmaking, video, and computer graphics), based on a range of individual and collective experiences
<ul style="list-style-type: none"> • Murals: Paintings on Walls <ul style="list-style-type: none"> - Diego Rivera "The History of Medicine in Mexico" 	<u>Performance Statement</u> A <u>Standards</u> 1,2,5 <u>Performance Statement</u> B <u>Standards</u> 1,3	<ul style="list-style-type: none"> • Explain their reflections about the meanings, purposes, and sources of works of art; describe their responses to the

	<p><u>Performance Statement</u></p> <p>C</p> <p><u>Standards 1,2</u></p>	<p>works and the reasons for those responses</p> <ul style="list-style-type: none">• Develop their own ideas and images through the exploration and creation of art works based on theme, symbols, and events
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ICAHN CHARTER SCHOOL
CORE CURRICULUM

First Grade, Music

CORE KNOWLEDGE	NYS Performance Statement and Standards	PERFORMANCE INDICATOR
Instruments and Their Families	<u>Performance Statement</u> <u>A</u> <u>Standards 2,4,5</u> <u>Performance Statement</u> <u>C</u> <u>Standards 1,5</u>	<ul style="list-style-type: none"> • Create short pieces consisting of sounds from a variety of traditional, electronic, and nontraditional sound sources
The Orchestra <ul style="list-style-type: none"> • Conductor "Maestro" • "Peter and the Wolf" Sergei Prokofiev 	<u>Performance Statement</u> <u>A</u> <u>Standards 3,4,5</u> <u>Performance Statement</u> <u>C</u> <u>Standards 1,2</u>	<ul style="list-style-type: none"> • Understand the concept of live performance and appropriate conduct.
Great Composers <ul style="list-style-type: none"> • Wolfgang Amadeus Mozart 	<u>Performance Statement</u> <u>A</u> <u>Standard 3</u> <u>Performance Statement</u> <u>B</u> <u>Standards 1,3</u> <u>Performance Statement</u> <u>C</u> <u>Standards 1,2</u>	<ul style="list-style-type: none"> • Identify the titles and composers of well-known examples of classical concert music and blues/jazz selections
<ul style="list-style-type: none"> • Music Can Tell a Story <ul style="list-style-type: none"> - "Oh! Susanna" - "Abeyoyo" - "The Fox Went Out on a Chilly Night: An Old Song" - "Billy Boy" - "The Sorcerer's Apprentice" Paul Dukas 	<u>Performance Statement</u> <u>A</u> <u>Standards 1,3,5,6</u> <u>Performance Statement</u> <u>B</u> <u>Standards 3</u> <u>Performance Statement</u> <u>C</u> <u>Standards 1,5</u>	<ul style="list-style-type: none"> • Sing songs and play instruments maintaining tone quality, pitch, rhythm, tempo, and dynamics; perform the music expressively ;and sing or play simple repeated patterns (ostinatos) with familiar songs, rounds, partner songs and harmonizing parts.

<ul style="list-style-type: none"> Music Can Make you Move -dance (tap, square dancing, ballet) 	<p><u>Performance Statement</u></p> <p>A</p> <p><u>Standard 5</u></p>	<ul style="list-style-type: none"> Identify when listening, and perform from memory, a basic repertoire of folk songs/dances and composed songs from the basic cultures that represent the peoples of the world
<ul style="list-style-type: none"> Jazz -Louis Armstrong Melody and Harmony I've Got Rhythm! Reading and Writing Music <ul style="list-style-type: none"> notes (whole note, half note, quarter note) Favorite Songs <ul style="list-style-type: none"> "America the Beautiful" "Blow the Man Down" "La Cucaracha" "Billy Bo" "Down by the Riverside" "For He's a Jolly Good Fellow" "Down in the Valley" "Dry Bones" "Frere Jacques" "Michael, Row the Boat Ashore" "On Top of Old Smoky" "She'll be Comin' Round the Mountain" 	<p><u>Performance Statement</u></p> <p>A</p> <p><u>Standards 1,2,3,4,5,6,7</u></p> <p><u>Performance Statement</u></p> <p>B</p> <p><u>Standards 1,2,3</u></p> <p><u>Performance Statement</u></p> <p>C</p> <p><u>Standards 1,2,3,4,5</u></p>	<ul style="list-style-type: none"> In performing ensembles, read very easy/easy music (New York State School Music Association [NYSSMA] level I-II) and respond appropriately to the gestures of the conductor Sing songs and play instruments, maintaining tone quality pitch, rhythm, tempo, and dynamics; perform the music expressively; and sing or play simple repeated patterns (ostinatos) with familiar songs, rounds, partner songs, and harmonizing parts

ICAHN CHARTER SCHOOL
CORE CURRICULUM

Second Grade, Science

CORE KNOWLEDGE	NYS Performance Statement and Standards	PERFORMANCE INDICATOR
The Cycle and the Seasons <ul style="list-style-type: none"> • The Life Cycle • From Seed to Seed; A Plant's Life Cycle • From Frog to Frog: An Amphibian's Life Cycle • The Cycle of the Seasons <ul style="list-style-type: none"> -spring -summer -fall -winter 	<u>Performance Statement</u> A <u>Standards</u> 1,2,3,4,5,6 <u>Performance Statement</u> B <u>Standards</u> 1,2 <u>Performance Statement</u> D <u>Standard</u> 4	<ul style="list-style-type: none"> • Describe the major stages in the life cycles of selected plants and animals • Describe the relationships among air, water, and land on earth • Describe patterns of daily, monthly, and seasonal changes in their environment • Describe the relationship of the sun as an energy source for living and nonliving cycles
The Water Cycle <ul style="list-style-type: none"> • Evaporation • Going Up, Going Down • Condensation and Precipitation • Putting it All Together: The Water Cycle 	<u>Performance Statement</u> A <u>Standards</u> 1,2,3,4,5,6 <u>Performance Statement</u> C <u>Standard</u> 1	<ul style="list-style-type: none"> • Describe the relationships among air, water, and land on Earth
Insects <ul style="list-style-type: none"> • Insects Everywhere! • What makes an insect an insect? • Are they insects? • Insect Life Cycles • A Simpler kind of metamorphosis • Social Insects <ul style="list-style-type: none"> -An ant colony -In a beehive 	<u>Performance Statement</u> A <u>Standards</u> 1,2,3,4,5,6 <u>Performance Statement</u> B <u>Standard</u> 1	<ul style="list-style-type: none"> • Describe the life processes common to all living things • Describe basic life functions of common living specimens • Describe some survival behaviors of common living specimens
The Human Body <ul style="list-style-type: none"> • Cells! The building blocks of living things 	<u>Performance Statement</u> A <u>Standards</u> 1,2,3,5	<ul style="list-style-type: none"> • Describe evidence of growth, repair, and maintenance, such as

<ul style="list-style-type: none"> Cells and tissues, organs and systems What happens to the food you eat? A healthy Diet: the food pyramid Vitamins and minerals 	<u>Performance Statement</u> B <u>Standards</u> 1,2,4	<ul style="list-style-type: none"> nails, hair and bone, and the healing of cuts and bruises Describe the factors that help promote good health and growth in humans
Magnetism <ul style="list-style-type: none"> The Special Magnetic Attraction Magnetic poles Using a compass 	<u>Performance Statement</u> A <u>Standards</u> 1,2,3,4,5 <u>Performance Statement</u> C <u>Standards</u> 1,2	<ul style="list-style-type: none"> Observe and describe properties of materials using appropriate tools Describe the effects of common forces (pushes and pulls) on objects, such as those caused by gravity, magnetism and mechanical forces Describe how forces can operate across distances
Simple Machines <ul style="list-style-type: none"> Tools and Machines levers wheels friction pulleys inclined planes wedges screws 	<u>Performance Statement</u> A <u>Standards</u> 1,2,3,4,5, <u>Performance Statement</u> C <u>Standard</u> 3	<ul style="list-style-type: none"> Describe the effects of common forces (pushes and pulls) on objects, such as those caused by gravity, magnetism, and mechanical forces
Stories about scientists <ul style="list-style-type: none"> Anton van LeeuwenHoek Florence Nightingale Daniel Hale Williams Elijah McCoy 		<ul style="list-style-type: none"> Identify ways in which humans have changed their environment and the effects of those changes

ICAHN CHARTER SCHOOL
CURRICULUM

2nd Grade, History and Geography

CORE KNOWLEDGE	NYS Performance Statement and Standard	PERFORMANCE INDICATOR
<p>Civilizations in Asia</p> <ul style="list-style-type: none"> • Long ago in Asia: Civilization in the Indus Valley • Hinduism • The story from the Holy Books of Hinduism <ul style="list-style-type: none"> - Rama and Seta: A Tale from the Ramayana • Buddha: The Enlightened One • King Asoka: From War to Peace • A Wise Teacher in China: Confucius • China: Great Rivers and a Great Wall • An Important Invention: Paper • Smooth as Silk • Chinese New Year • Let's Visit Japan 	<p>History <u>Performance Statement</u> A. <u>Standards</u> 1, 2</p> <p>History <u>Performance Statement</u> B. <u>Standards</u> 1, 2, 3, 4, 5</p> <p>Geography <u>Performance Statement</u> B. <u>Standards</u> 2, 7</p>	<ul style="list-style-type: none"> • Study about different world cultures and civilizations focusing on their accomplishments, contributions, values, beliefs, and traditions • Understand the roles and contributions of individuals and groups to social, political, economic, cultural, scientific, technological, and religious practices and activities • Gather and present information about important developments from world history • View historic events through the eyes of those who were there as shown through art, writings, music, and artifacts
<p>Ancient Greece</p> <ul style="list-style-type: none"> • Birthplace of the Olympics and more • A Civilization of city-state • Athens: Birthplace of Democracy • Rough, Tough Sparta • The Persian Wars • Battles that Live in Memory <ul style="list-style-type: none"> - Marathon - Thermopylae • Great Thinkers in Athens 	<p>History <u>Performance Statement</u> A <u>Standards</u> 1, 2</p> <p>History <u>Performance Statement</u> B <u>Standards</u> 1, 2, 3, 4</p>	<ul style="list-style-type: none"> • Read historical narratives, myths legends, biographies, and autobiographies to learn about how historical figures lived, their motivations, hopes, fears, strengths, and weaknesses • Understand the roles and contributions of individuals and groups to social, political, economic, cultural,

<ul style="list-style-type: none"> • Alexander the Great - The Gordian Knot - What Lies Beyond 		<ul style="list-style-type: none"> scientific, technological, and religious practices and activities • View historic events through the eyes of those who were there as shown through art, writings, music, and artifacts
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<p>Our Constitution</p> <ul style="list-style-type: none"> Democracy: A Big Challenge James Madison: Father of the Constitution 	<p>Performance Statement</p> <p>A <u>Standards</u> 1, 2, 3, 4</p> <p>History Performance Statement</p> <p>C <u>Standards</u> 1, 2</p> <p>History Performance Statement</p> <p>D. <u>Standards</u> 1, 3</p>	<ul style="list-style-type: none"> Understand the basic ideals of American Democracy as explained in the Declaration of Independence and the Constitution and other important documents Know what the United States Constitution is and why it is important Explain the probable consequences of the absence of government and rules
<p>The War of 1812</p> <ul style="list-style-type: none"> Another War Already? Dolly Madison: A Brave Woman Oh, Say, Can You See... Our Changing Flag The Battle After the War 	<p>History Performance Statement</p> <p>A <u>Standards</u> 1, 2, 3, 4</p> <p>History Performance Statement</p> <p>C <u>Standards</u> 1, 2</p> <p>History Performance Statement</p> <p>D <u>Standards</u> 1, 3</p>	<ul style="list-style-type: none"> Gather and organize information about the important accomplishments of individuals or groups
<p>Westward Ho!</p> <ul style="list-style-type: none"> The Call of the West Boats and Canals The Iron Horse Wagons West A Family Goes West The Pony Express Women's Work Oregon Trail Already There: The American Indians Forced from Their Lands 	<p>History Performance Statement</p> <p>A. <u>Standards</u> 1, 2, 3, 4</p> <p>History Performance Statement</p> <p>D <u>Standards</u> 1, 2, 3</p> <p>Geography Performance Statement</p> <p>B <u>Standards</u> 2, 3, 7</p> <p>Geography Performance Statement</p> <p>C <u>Standards</u> 1, 2, 4</p>	<ul style="list-style-type: none"> Propose an action plan to address the issue of how to solve the problem Draw maps and diagrams that serve as representatives of places, physical features, and objects

<p>The Civil War</p> <ul style="list-style-type: none"> • Fighting Against Each Other • Slavery in America • Stop Slavery or Let it Spread? • Another Kind of Railroad <ul style="list-style-type: none"> - Follow the Drinking Gourd • Yankees Against Rebels <ul style="list-style-type: none"> - Songs of the North & South • Abraham Lincoln: A Man for the Union • The Emancipation Proclamation 	<p>History Performance Statement</p> <p>A <u>Standards</u> 1, 2, 3, 4</p> <p>History Performance Statement</p> <p>B <u>Standards</u> 1, 2, 4</p> <p>History Performance Statement</p> <p>C <u>Standards</u> 1, 2, 5</p> <p>History Performance Statement</p> <p>D <u>Standards</u> 1, 2, 3</p>	<ul style="list-style-type: none"> • Read historical narratives, myths legends, biographies, and autobiographies to learn about how historical figures lived, their motivations, hopes, fears, strengths, and weaknesses • Understand the roles and contributions of individuals and groups to social, political, economic, cultural, scientific, technological, and religious practices and activities
<p>A Nation of Immigrants</p> <ul style="list-style-type: none"> • E Pluribus Unum • Why did immigrants come to America? • A Land of Opportunity? • Becoming a Citizen 	<p>Geography Performance Statement</p> <p>C <u>Standards</u> 1, 2, 3, 4</p> <p>History Performance Statement</p> <p>A <u>Standards</u> 1, 2, 3, 4</p> <p>History Performance Statement</p> <p>B <u>Standards</u> 2, 3, 4</p> <p>History Performance Statement</p> <p>C <u>Standards</u> 4</p> <p>History Performance Statement</p> <p>D <u>Standards</u> 1, 2, 3</p>	<ul style="list-style-type: none"> • Explore the lifestyles, beliefs, traditions, rules and laws, and social/cultural needs and wants of people during different periods in history and in different parts of the world
<p>Civil Rights: Liberty and Justice for All</p> <ul style="list-style-type: none"> • All men are created equal 	<p>History Performance Statement</p> <p>C <u>Standards</u> 2, 4, 5</p>	<ul style="list-style-type: none"> • Read historical narratives, myths legends, biographies, and autobiographies to

<ul style="list-style-type: none"> • Susan B. Anthony & votes for women • Eleanor Roosevelt • Equality regardless of color <ul style="list-style-type: none"> - Cesar Chavez - Jackie Robinson - Rosa Parks - Martin Luther King 	<p>History <u>Performance Statement</u> D <u>Standards</u> 1, 2, 3</p>	<p>learn about how historical figures lived, their motivations, hopes, fears, strengths, and weaknesses</p>
<p>Geography of the Americas</p> <ul style="list-style-type: none"> • The U.S. Today • Central America & the Caribbean • South America 	<p>Geography <u>Performance Statement</u> A. <u>Standards</u> 1, 2, 3, 4, 5, 6</p>	<ul style="list-style-type: none"> • Draw maps and diagrams that serve as representatives of places, physical features, and objects • Identify and compare the physical, human, and cultural characteristics of different regions and people

ICAHN CHARTER SCHOOL
CURRICULUM

2nd Grade, Mathematics

CORE KNOWLEDGE	NYS Performance Statement and Standard	PERFORMANCE INDICATOR
<p>Working with Numbers to 100</p> <ul style="list-style-type: none"> • Skip Counting • Some Special Math Words <ul style="list-style-type: none"> - Addends - Sums - Difference • Even and Odds • Between, One More and One Less • Counting with a Tally • Using Graphs • Writing Numbers as Words • Reading a Number Line • Review Addition & Subtraction Facts to 12 • Addition & Subtraction Facts with Sums of 13, 14, 15, 16, 17, 18 • Adding in any order, and adding three numbers • Doubles and Halves • Sums of 10 • Checking Addition & Subtraction • Fact Families • Find the Missing Number • Missing Number Problems with Greater than and Less than • Working with Equations • Tens and Ones • Adding & Subtracting 	<p>Performance Statement A <u>Standards 1, 2, 3, 4, 5</u></p> <p>Performance Statement B <u>Standards 1, 2, 3</u></p> <p>Performance Statement A <u>Standards 1, 2, 4, 5, 6</u></p> <p>Performance Statement D <u>Standards 1, 2, 3</u></p>	<ul style="list-style-type: none"> • Create a bar graph of "Our Pets" • Organize a tally table of baskets made in a class game of basketball • Use base ten blocks & numerals or other models to represent number • Using examples and drawings to show a 1st grader that $5+4=4+5$ • Make up stories that go with number sentences; e.g. $16+12$ • Use a calculator to check the arithmetic in a project • Mentally add 2 digit numbers correctly during problem solving • Draw diagrams to explain how 2 pizzas can be shared equally by 3 people • Act out or model with manipulatives involving mathematical content from literature and/or story telling • Formulate problems and solutions from everyday situations (e.g., counting the number of children in the class, using the calendar to teach counting) • Use informal counting strategies to find

<p>with 2 digits</p> <ul style="list-style-type: none"> • Adding & Subtracting Horizontally, Vertically & in your head • Estimating & Rounding to nearest ten • Fractions 		<p>solutions</p> <ul style="list-style-type: none"> • Experience teacher-directed questioning process to understand problems • Use manipulatives (e.g., tiles, blocks) to model the action in the problems • Understand that mathematical problems can be true or false • Investigate the use of knowledgeable guessing as a mathematical tool • Explore guesses, using a variety of objects and manipulatives • Share mathematical ideas through the manipulation of objects, drawings, pictures, charts, and symbols in both written and verbal explanations • Recognize the connections of patterns in their everyday experiences to mathematical ideas • Understand and use the connections between numbers and quantities they represent to solve problems • Understand how models of situations involving objects, pictures, and symbols relate to mathematical ideas • Use concrete materials to justify a number as odd or even • Determine sums and
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differences of number sentences by various means(e.g., families, related facts, inverse operations, addition and doubles, and doubles plus one

- Use a variety of strategies to solve addition and subtraction problems using one-and two digit numbers with and without regrouping
- Demonstrate fluency and apply addition and subtraction facts up to and including 18
- Use doubling to add to add 2-digit numbers
- Use compensation to add 2-digit numbers
- Develop readiness for multiplication by using repeated addition
- Develop readiness for division by using repeated subtraction, dividing objects into groups (fair share)
- Estimate the number in a collection to 100 and then compare by counting the actual items in the collection
- Use the symbols <,>,= (with and without the use of the number line) to compare whole numbers up to 100
- Describe and extend increasing or decreasing (+,-) sequences and patterns (numbers or objects up to 100)
- Collect and record data (using tallies) related

		<ul style="list-style-type: none"> to the question • Display data in pictographs and bar graphs using concrete objects or a representation of the object • Compare and interpret data in terms of describing quantity (similarity or differences) • Discuss conclusions and make predictions from graphs • Skip count to 100 by 2's, 5's, 10's • Count back from 100 by 1's, 5's, 10's using a number chart • Skip count by 3's to 36 for multiplication readiness • Skip count by 4's to 48 for multiplication readiness • Compare and order numbers to 100 • Develop an understanding of the base ten system: 10 ones= 1 ten 10 tens= 1 hundred 10 hundreds=1 thousand • Use a variety of strategies to compose and decompose two-digit numbers • Understand and use the commutative property of addition • Name the number before and the number after a given number, and the number(s) between two given numbers up to 100 (with and without the
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		<p>use of a number line or a hundreds chart)</p> <ul style="list-style-type: none"> • Use and understand verbal and ordinal numbers • Read written and ordinal terms (first through ninth) and use them to represent ordinal relations • Use zero as the identity element for addition • Recognize the meaning of zero in the place value system • Use multiple representations, including verbal and written language, acting out or modeling a situation, drawing, and/or symbols as representations
<p>Working with Numbers to 1000</p> <ul style="list-style-type: none"> • The Hundreds • Counting Between Hundreds • Counting On! • Place Value to Hundreds • Expanded Form • Comparing 3-Digit Numbers • Adding & Subtracting 3 digit numbers • Regrouping tens as hundreds 	<p>Performance Statement</p> <p>A</p> <p><u>Standards 1, 2, 3, 4, 5</u></p> <p>Performance Statement</p> <p>B</p> <p><u>Standard 2</u></p> <p>Performance Statement</p> <p>D</p> <p><u>Standard 2</u></p>	<ul style="list-style-type: none"> • Play the exchange game • Show different ways to represent numbers e.g., $64 = 60 + 4$ $50 + 10 + 2 + 2$ • Draw & explain many different ways to make 263, using tens, hundreds, and ones • Use manipulatives (e.g., tiles., blocks) to model the action in the problems • Understand how models of situations involving objects, pictures, and symbols relate to mathematical ideas
<p>Money</p> <ul style="list-style-type: none"> • Coins & Dollar Bills • How many make up a 	<p>Performance Statement</p> <p>A.</p> <p><u>Standard 2, 3, 4, 6</u></p>	<ul style="list-style-type: none"> • Show and explain to a classmate the different coin combinations to

<p>dollar?</p> <ul style="list-style-type: none"> • Quarters & Counting by 25 • Counting Money • Adding & Subtracting Money 		<ul style="list-style-type: none"> make \$.75, including pennies • Explain to others how a problem was solved, giving strategies and justifications • Listen to solutions shared by other students • Compare the similarities and differences of mathematical ideas • Recognize and apply mathematics to solve problems • Know and recognize coins (penny, nickel, dime, quarter) and bills (\$1, \$5, \$10, and \$20) • Recognize the whole dollar notation as \$, etc. • Identify equivalent combinations to make one dollar
Word Problems	<p>Performance Statement</p> <p>A. <u>Standards 1, 2, 3, 4, 5, 6</u></p>	<ul style="list-style-type: none"> Explore, examine, and make observations about a social problem or mathematical • Interpret information correctly, identify the problem and generate possible solutions • Compare and discuss ideas for solving a problem with teacher and/or students to justify their thinking • Explain to others how a problem was solved, giving strategies and justifications • Recognize that mathematical ideas need to be supported by evidence

		<ul style="list-style-type: none"> • Understand how to organize their thought process • Verbally support their reasoning with an answer • Listen to solutions shared by other students • Formulate mathematically relevant questions • Use standard and non standard representations • Connect mathematical representations with problem solving • Use mathematics to show and understand physical phenomena(e.g., estimate and represent the number of apples in a tree) • Use mathematical phenomena (e.g., draw pictures to show a story problem or show number value using fingers on your hand
<p>Measurements</p> <ul style="list-style-type: none"> • Length • Weight • Time <ul style="list-style-type: none"> - The Calendar - Clock Time to 5 minutes - Half and quarter hours - How much time has passed? 	<p><u>Performance Statement</u></p> <p>A. <u>Standards</u> 1, 2, 3, 4, 5, 6, 7</p> <p><u>Performance Statement</u></p> <p>C. <u>Standards</u> 4</p>	<ul style="list-style-type: none"> • Measure several objects with a ruler • Use a balance scale to weigh class objects • Read clocks • Maintain a log of the time you go to sleep each night. • Justify general claims, using manipulatives • Develop and explain an argument verbally or with objects • Listen to and discuss claims other students make • Use trial and error strategies to verify

		<p>claims</p> <ul style="list-style-type: none"> • Use appropriate mathematical terms, vocabulary, and language • Use non-standard and standard units to measure both vertical and horizontal lengths • Use a ruler to measure standard units (including whole inches and whole feet) • Compare and order objects according to the attribute of length • Recognize mass as a qualitative measure (e.g., Which is heavier? Which is lighter?) • Compare and order objects, using lighter than and heavier than • Tell time to the half hour and five minutes using both digital and analog clocks • Select and use standard (customary) and non-standard units to estimate measurements
<p>Geometry</p> <ul style="list-style-type: none"> • Plane figures • Solid Figures • Points, Lines, and Segments • Lines of Symmetry 	<p><u>Performance Statement</u></p> <p>C</p> <p><u>Standards</u> 1, 2, 3, 4, 5, 6, 7</p> <p><u>Performance Statement</u></p> <p>C.</p> <p><u>Standards</u> 1,3</p>	<ul style="list-style-type: none"> • Describe a shape among others. • Draw all the shapes you can make with 3 squares • Create as many lines geoboard • Recognize the presence of mathematics in their everyday lives • Recognize and apply mathematics to objects, pictures and symbols

		<ul style="list-style-type: none"> Identify and appropriately name two-dimensional shapes: circle, square, rectangle, and triangle (both regular and irregular) Group objects by like properties Explore line symmetry
Multiplication <ul style="list-style-type: none"> What is multiplication? Practicing multiplication Multiplying by 10 Three Rules for Multiplication Word Problems & Missing Factors 	<p><u>Performance Statement</u></p> <p>A.</p> <p><u>Standards</u> 1, 2, 3, 4, 5</p>	<ul style="list-style-type: none"> Use drawings/pictures to model the action in the problems Understand meaning of operations and how they relate to one another Understand how mathematical models represent quantitative relationships Use mathematics to show and understand social phenomena(e.g., count and represent sharing cookies between friends)

**ICAHN CHARTER SCHOOL
CURRICULUM**

2ND Grade. Language and Literature

CORE KNOWLEDGE	NYS Performance Statement and Standard	PERFORMANCE INDICATOR
<p>Poetry – (examples) “Bed in Summer” – Robert Louis Stevenson “Buffalo Dusk” – Carl Sandburg “Caterpillars” – Aileen Fisher “Bee! I’m Expecting You” – Emily Dickinson “Harriet Tubman” – Eloise Greenfield “Smart” – Shel Silverstein</p> <p>Stories The Blind Man & the Elephant The Fisherman and His Wife Talk The Emperor’s New Clothes How Iktomi Lost His Eyes The Magic Paintbrush</p>	<p>Performance Statement A. <u>Standards 1, 2, 3</u></p> <p>Performance Statement B. <u>Standards 1, 2, 3, 4, 5, 6, 7, 8, 9</u></p> <p>Performance Statement C. <u>Standards 1, 2, 3, 4</u></p> <p>Performance Statement D. <u>Standards 1, 2, 3, 4, 5, 6</u></p> <p>Performance Statement E. <u>Standards 1, 2, 3, 4, 5</u></p> <p>Performance Statement F. <u>Standards 1, 2</u></p>	<ul style="list-style-type: none"> Ask specific questions to clarify and extend meaning Support inferences about information and ideas with reference to text features, such as vocabulary and organizational patterns. Listen attentively and recognize when it is appropriate for them to speak. Read a variety of literature of different genres: picture books; poems; articles and stories from children’s magazines; fables, myths and legends; songs, plays and media productions; and works of fiction and nonfiction intended for young readers. Understand the literary elements of setting, character, plot, theme, and point of view to compare those features to other works and their own lives Read aloud accurately and fluently, using phonics and context cues to determine pronunciation and meaning

<p>American Tall Tales</p> <ul style="list-style-type: none"> • Paul Bunyon • Pecos Bill • John Henry 	<p>Performance Statement</p> <p>G</p> <p>Standard2 1,2,3</p>	<ul style="list-style-type: none"> • Read a variety of literature of different genres: picture books; poems; articles and stories from children's magazines; fables, myths and legends; songs, plays and media productions; and works of fiction and nonfiction intended for young readers. • Recognize some features that distinguish the genres and use those features to aid comprehension
<p>Myths from Ancient Greece (examples)</p> <ul style="list-style-type: none"> • Heroes and Monsters, Gods and Goddesses • Gods of Nature and Mythical Creatures • Prometheus Brings Fire, Pandora Brings Woe • Oedipus and the Sphinx • Theseus and the Minotaur 	<p>Performance Statement</p> <p>G</p> <p>Standard2 1,2,3</p>	<ul style="list-style-type: none"> • Use inference and deduction to understand the text • Read a variety of literature of different genres: picture books; poems; articles and stories from children's magazines; fables, myths and legends; songs, plays and media productions; and works of fiction and nonfiction intended for young readers. • Recognize some features that distinguish the genres and use those features to aid comprehension • Ask specific questions to extend meaning • Explain the meaning of

		<p>literary works with some attention to meanings beyond the literary level</p>
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<p>Learning About Language</p> <ul style="list-style-type: none"> • Sentence • Two rules for writing sentences • Nouns: name a person, place or thing -singular and plural • Verbs: Action words -past and present • Adjectives Describe Things • Antonyms and synonyms • Contractions • Abbreviations • Using capital letters 	<p>Performance Statement</p> <p>A <u>Standards 1, 2, 3</u></p> <p>Performance Statement</p> <p>G <u>Standards 1, 2, 3</u></p>	<ul style="list-style-type: none"> • Present information clearly in a variety of oral and written forms such as summaries, paraphrases, brief reports, stories, posters, and charts • Use the process of pre-writing, drafting, revising, and proofreading (the “writing process”) to produce well structured informational texts. • Observe basic writing conventions, such as correct spelling, punctuation, and capitalization, as well as sentence and paragraph structures appropriate to written forms. • Observe the conventions of grammar and usage, spelling, and punctuation. • Use effective vocabulary and follow the rules of grammar, usage, spelling, and punctuation in persuasive writing. • Exchange friendly notes, cards, and letters with friends, relatives, and pen pals to keep in touch and to commemorate special occasions. • Read and discuss published letters, diaries, and journals to learn the conventions of social writing. • Use a few traditional structures for
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		<p>conveying information such as chronological order, cause and effect, and similarity and difference.</p> <ul style="list-style-type: none"> • Use details, examples, anecdotes, or personal experiences to explain or clarify information. • Include relevant information and exclude extraneous material. • Create their own stories, poems, and songs using the elements of the literature.
<p>Familiar Sayings <u>(examples)</u></p> <ul style="list-style-type: none"> - Back to the Drawing Board - Easier said than Done 		<ul style="list-style-type: none"> • Ask specific questions to clarify and extend meaning

ICAHN CHARTER SCHOOL
CURRICULUM

2nd Grade, Visual Arts

CORE KNOWLEDGE	NYS Performance Statement and Standard	PERFORMANCE INDICATOR
Taking a line for a walk <ul style="list-style-type: none"> • Vertical • Horizontal • Diagonal • Zigzag • Curved • Spiral • Wavy • Pablo Picasso – “Mother & Child” 	<u>Performance Statement</u> <u>A.</u> <u>Standards 1, 2, 5</u> <u>Performance Statement</u> <u>B.</u> <u>Standards 1,2</u>	<ul style="list-style-type: none"> • Understand and use the elements and principles of art (line, color, texture, shape) in order to communicate ideas
Lines and Movement <ul style="list-style-type: none"> • Hokusai – “The Great Wave at Kanagawa Nami-Ura” 	<u>Performance Statement</u> <u>A.</u> <u>Standards 1, 2, 4, 5</u>	<ul style="list-style-type: none"> • Produce a computer generated design in which the understanding of lines & movement is used
Looking at Sculpture <ul style="list-style-type: none"> • “The Discus Thrower” • “Flying Horse” • “The Thinker” – Auguste Rodin 	<u>Performance Statement</u> <u>A.</u> <u>Standards 1, 2, 4, 5</u> <u>Performance Statement</u> <u>B.</u> <u>Standards 1, 2, 3</u> <u>Performance Statement</u> <u>C.</u> <u>Standards 1, 2</u>	<ul style="list-style-type: none"> • Develop their own ideas and images through the exploration and creation of art works based on themes, symbols, and events
Looking at Landscape <ul style="list-style-type: none"> • Thomas Cole – “The Oxbow” • El Greco – “View of Toledo” • Henri Rousseau – “Virgin Forest” • Vincent Van Gogh – “The Starry Night” 	<u>Performance Statement</u> <u>Standards 1, 2, 3, 4, 5</u> <u>Performance Statement</u> <u>Standards 1, 2, 3</u> <u>Performance Statement</u> <u>C.</u> <u>Standards 1, 2</u>	<ul style="list-style-type: none"> • Develop their own ideas and images through the exploration and creation of art works based on theme, symbols, and events. • Reveal through their own art work understanding of how art mediums and techniques influence their creative decisions

<p><u>Animals: Real & Imagined</u></p> <ul style="list-style-type: none"> • Albrecht Durer – “Young Hare” • John James Audubon – “Birds of America” • Paul Klee – “Cat and Bird” • Pablo Picasso – “Bull’s Head” • Matisse – “The Snail” 	<p><u>Performance Statement</u></p> <p>A. <u>Standards 1, 2, 3, 4, 5</u></p> <p><u>Performance Statement</u></p> <p>B. <u>Standards 1, 2, 3</u></p> <p><u>Performance Statement</u></p> <p>C. <u>Standards 1, 2</u></p>	<ul style="list-style-type: none"> • Develop their own ideas and images through the exploration and creation of art (line, color, texture, shape) in order to communicate their idea
<p><u>Abstract Art</u></p> <ul style="list-style-type: none"> • Chagall – “I and the Village” • Constantin Brancusi – “Bird in Space” 		<ul style="list-style-type: none"> • Experience and create art works, in a variety of mediums (drawing, painting sculpture, ceramics printmaking, video, and computer graphics), based on a range of individual and collective experiences
<p>Architecture: The Art of Designing Buildings</p> <ul style="list-style-type: none"> • Parthenon <ul style="list-style-type: none"> - Symmetry • A Building of Curves <ul style="list-style-type: none"> - The Great Stupa Sphere Dome • A Beautiful Castle <ul style="list-style-type: none"> - Himeji Castle • A Modern Museum <ul style="list-style-type: none"> - Guggenheim Museum 	<p><u>Performance Statement</u></p> <p>A. <u>Standards 1, 2, 4, 5</u></p> <p><u>Performance Statement</u></p> <p>B. <u>Standards 2, 3</u></p> <p><u>Performance Statement</u></p> <p>C. <u>Standards 1, 2</u></p>	<ul style="list-style-type: none"> • Develop their own ideas and images through the exploration and creation of art works based on themes, symbols, and events

204

C-67

CORE KNOWLEDGE	NYS Performance Statement and Standard	PERFORMANCE INDICATOR
<p>Many Kinds of Music</p> <ul style="list-style-type: none"> • Patriotic Music • Folk Music • Classical Music • Meet some Great Composers <ul style="list-style-type: none"> - Antonio Vivaldi – “The Four Seasons” - Johann Sebastian Bach - Ludwig van Beethoven • Mr. Bach at the Keyboard 	<p>Performance Statement</p> <p>A. <u>Standards 2, 4, 5, 7</u></p> <p>Performance Statement</p> <p>B. <u>Standard 5</u></p> <p>Performance Statement</p> <p>C <u>Standards 1,2,5</u></p>	<ul style="list-style-type: none"> • Identify the various settings in which they hear music and the various resources that are used to produce music during a typical week; explain why the particular type of music was used • Discuss ways that music is used by various members of the community
<p>Writing Music Down</p> <ul style="list-style-type: none"> • Follow the Notes • Pitch: High and Low - Staff - Music Alphabet • A Musical Scale - Do-Re-Mi 	<p>Performance Statement</p> <p>A. <u>Standards 3, 5</u></p> <p>Performance Statement</p> <p>C. <u>Standards 3, 4</u></p>	<ul style="list-style-type: none"> • Demonstrate on a rubber band how to raise and lower pitch • Create short pieces consisting of sounds from a variety of traditional, electronic, and nontraditional sound sources
<p>Some Songs</p> <ul style="list-style-type: none"> • Clementine • Home on the Range • Goodbye, Old Paint • Buffalo Gals • Casey Jones 	<p>Performance Statement</p> <p>A. <u>Standards 1, 3, 4, 5, 6</u></p> <p>Performance Statement</p> <p>B. <u>Standards 1, 2, 3</u></p> <p>Performance Statement</p> <p>C. <u>Standard 1</u></p>	<ul style="list-style-type: none"> • Listen to two musical compositions on the same theme & compare & contrast • Sing folk music to a period of history in the U.S. • Sing songs and play instruments, maintaining tone quality, pitch, rhythm, tempo, and dynamics; perform the music expressively; and sing or play simple repeated patterns (ostinatos) with familiar songs, rounds, partner songs, and harmonizing parts

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ICAHN CHARTER SCHOOL
CURRICULUM

3rd Grade. Science

CORE KNOWLEDGE	NYS Performance Statement and Standard	PERFORMANCE INDICATOR
<p>Life Sciences</p> <ul style="list-style-type: none"> • What is Nature? • The Balance of Nature (Food Chain) • How the Wolf Broke the chain • The Invisible Web • Hold Your Breath! <ul style="list-style-type: none"> - Air Pollution - Water Pollution • Conserving and Recycling 	<u>Performance Statement</u> A. <u>Standards #1,2,3,4,5</u> <u>Performance Statement</u> B. <u>Standards #1,2,3,5,6</u>	<ul style="list-style-type: none"> • Describe how plants and animals, including humans, depend upon each other and the nonliving environment • Describe the characteristics of and variations between living and nonliving things • Describe the life processes common to all living things • Observe that differences within a species may give individuals an advantage in surviving and reproducing • Describe the relationship among air, water, and land on earth • Identify ways in which humans have changed their environment and the effects of those changes
<p>Animals that Work Together</p> <ul style="list-style-type: none"> • Ants • Ants that grow their own food • Bees <ul style="list-style-type: none"> - Workers, drones, queens - Bee stings 	<u>Performance Statement</u> A. <u>Standards #1,2,3, 4,5</u> <u>Performance Statement</u> B. <u>Standards 2,3,5,6</u>	<ul style="list-style-type: none"> • Describe the similarities and differences between ants and bees. • Describe basic life functions of common living specimens (guppy, mealworm, gerbil) • Describe how the structures of plants and animals complement the environment of the

		<ul style="list-style-type: none"> plant or animal Describe major stages in the life cycles of selected plants and animals Describe some survival behaviors of common living specimens
The Human Body and Health <ul style="list-style-type: none"> The Nervous System <ul style="list-style-type: none"> - Reflexes - Sight - Hearing 	<u>Performance Statement</u> A. <u>Standards #1,2,3,4,5</u>	<ul style="list-style-type: none"> Understands the effects of activity on the body, the risks associated with inactivity, and the basic components of health relate fitness (cardiovascular, muscle strength, endurance, flexibility, and body composition) Recognize that for humans and other living things there is genetic continuity between generations Recognize that traits of living things are both inherited and acquired or learned
Physical Sciences Electricity <ul style="list-style-type: none"> Static Electricity Why the Paper Sticks to the Comb Electric Circuits A Simple Circuit 	<u>Performance Statement</u> A. <u>Standards #1,2, 3,4,5</u> <u>Performance Statement</u> C. <u>Standard #2</u>	<ul style="list-style-type: none"> Use knowledge of electricity to predict what materials conduct electricity. Conduct a survey of students' use of electricity at home, compare and select an appropriate way to display data
Chemistry <ul style="list-style-type: none"> Kinds of Matter: Metals and Non-Metals What are Metal Uses? Atomic Vocabulary A Very Important Metal: Iron Other Metals Alloys Nonmetals in the Air 	<u>Performance Statement</u> A. <u>Standards #1,2,3,4,5</u> <u>Performance Statement</u> C. <u>Standards #1, 2,</u>	<ul style="list-style-type: none"> Describe a variety of forms of energy (e.g., heat, chemical, light) and the changes that occur in objects when they interact with those forms of energy Observe the way one form of energy can be transformed into another form of energy

<ul style="list-style-type: none"> • A Remarkable Nonmetal: Carbon Chlorine • What element is the most plentiful? • Other things in the World • Combinations / Molecules 		<p>present in common situations (e.g., mechanical to heat energy, mechanical to electrical energy, chemical to heat energy)</p> <ul style="list-style-type: none"> • Describe the effects of common forces (pushes and pulls) on objects such as those caused by gravity, magnetism, and mechanical forces
<p>Gravity</p> <ul style="list-style-type: none"> • The Solar System <ul style="list-style-type: none"> - The Sun - Terrestrial Planets – Mercury, Venus, Earth and Mars • The Asteroids • The Gas Giants – Jupiter, Saturn, Uranus, and Neptune • Revolve and Rotate • Out Beyond Pluto • Beyond our Solar System • Constellations <ul style="list-style-type: none"> - Draco - Leo - Orion - Ursa Major - Little Dipper 	<p><u>Performance Statement</u></p> <p>A. <u>Standards #1,2,3,4,5</u></p> <p><u>Performance Statement</u></p> <p>D. <u>Standards #1,3</u></p>	<ul style="list-style-type: none"> • Describe the relationship of the sun as an energy source for living and nonliving cycles • Describe patterns of daily, monthly, and seasonal changes in their environment
<p>Stories of Scientists</p> <ul style="list-style-type: none"> • Charles Babbage and Ada Lovelace • John Muir • Jane Goodall • Edward Jenner • Elijah McCoy 		<p>Work with others to:</p> <ul style="list-style-type: none"> • Create a skit depicting the sequence of events of characters of an important scientific discovery

ICAHN CHARTER SCHOOL
CURRICULUM

3rd Grade, History and Geography

CORE KNOWLEDGE	NYS Performance Statement and Standard	PERFORMANCE INDICATOR
<p>World Geography</p> <ul style="list-style-type: none"> • Our Watery World <ul style="list-style-type: none"> - Oceans • Back to the Mediterranean • The Roman Empire: All Kinds of Land 	<p>Geography <u>Performance Statement</u></p> <p>A. <u>Standards #1,2,3,4,5,6</u></p> <p><u>Performance Statement</u></p> <p>B. <u>Standards #1,2,4</u></p>	<ul style="list-style-type: none"> • Draw maps and diagrams that serve as representations of places, physical features, and objects • Ask geographic questions about where places are located; why they are located where they are; what is important about their locations; and how their locations are related to the location of other people and places • Locate places within the local community, State, and nation; locate the Earth's continents in relation to each other and to principal parallels and meridians
<p>Geography of the Americas</p> <ul style="list-style-type: none"> • Early visitors to North America: The Vikings • Finding – and Taking – a “New World” • Spanish Explorers of North America <ul style="list-style-type: none"> - Juan Ponce de Leon - Francisco Coronado • Spanish Settlements in the New World • In Search of the Northwest Passage • “New France” • The Voyages of Henry Hudson • The Land Shapes the 	<p>Geography <u>Performance Statement</u></p> <p>A. <u>Standards #1,6</u></p> <p><u>Performance Statement</u></p> <p>C. <u>Standards #1,2,3,5</u></p> <p>History <u>Performance Statement</u></p> <p>A. <u>Standards 1,2,3</u></p> <p><u>Performance Statement</u></p> <p>B. <u>Standards #1,2,3,5</u></p>	<ul style="list-style-type: none"> • Study about how people live, work, and utilize natural resources • Know the roots of American culture, its development from many different traditions, and the ways many people from a variety of groups and backgrounds played a role in creating it • Distinguish between near and distant past and interpret simple timelines

<u>Ways People Live</u>		
<p>World Civilization</p> <ul style="list-style-type: none"> • What We Owe to Ancient Rome • Writing Down Dates • Rome Begins With Two Boys and a Wolf <ul style="list-style-type: none"> - Remus and Romulus • Roman gods and goddesses • The Roman Republic: Something New • Plebeians Versus Patricians • The Proud Coriolanus • A Brave Mother and Wife <ul style="list-style-type: none"> - Venturia and Volumnia • War with Africa • The Romans as Rulers • The Greeks Conquer Roman Hearts • The Republic Ruined • A New Leader <ul style="list-style-type: none"> - Julius Caesar • A Republic No Longer • An Exciting Day <ul style="list-style-type: none"> - Circus Maximus • Cooling Off <ul style="list-style-type: none"> - Roman Baths • What Romans are really like <ul style="list-style-type: none"> - Gladiators - Olympic Games • A Big Family • Tasty Food • Child's Play • Bad Emperors <ul style="list-style-type: none"> - Nero • Good Emperors • The End is Near: <ul style="list-style-type: none"> - Constantine • Constantine and Christianity • The Byzantine Empire • The End of Rome 	<p>History</p> <p><u>Performance Statement</u></p> <p>A.</p> <p><u>Standards # 1,2,3,4</u></p> <p><u>Performance Statement</u></p> <p>B.</p> <p><u>Standards #1,2,3,4,5</u></p>	<ul style="list-style-type: none"> • Study about different world cultures and civilizations focusing on their accomplishments, contributions, values, beliefs, and traditions • Gather and present information about important developments from world history • Read historical narratives, myths, legends, biographies, and autobiographies to learn about how historical figures lived, their motivations, hopes, fears, strengths, and weaknesses • Distinguish between past, present, and future time periods • Explore narrative accounts of important events from world history to learn about different accounts of the past to begin to understand how interpretations and perspectives develop • Measure and understand the meaning of calendar time in terms of years, decades, centuries, and millennia, using BC and AD as reference points • Explore the lifestyles, beliefs, traditions, rules and laws, and social/cultural needs and wants of people during different

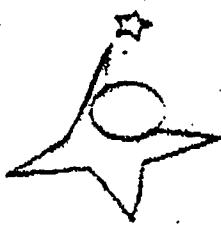
<ul style="list-style-type: none"> • After Rome Fell 		periods in history and in different parts of the world
<p>Islam: A New Civilization</p> <ul style="list-style-type: none"> • The Spread of Islam 		<ul style="list-style-type: none"> • Study about different world cultures and civilizations focusing on their accomplishments, contributions, values, beliefs, and traditions
<p>American Civilization</p> <ul style="list-style-type: none"> • The First Americans • East of the Mississippi <ul style="list-style-type: none"> - Woodlands - Powhatans • Familiar Names <ul style="list-style-type: none"> - Seminole - Cherokee - Confederacy - The Delaware - The Susquehanna - The Mohican - The Massachusetts - Iroquois Confederacy • A Day with Little Thunder (day in the life of an Algonquin) <ul style="list-style-type: none"> - work - games - war • The Jamestown Colony: <ul style="list-style-type: none"> - Hard Beginnings - Tobacco: A "Cash Crop" • The Pilgrims at Plymouth - Mayflower - Mayflower Compact • Massachusetts Bay: The Puritans • More Colonies • Farther South <ul style="list-style-type: none"> - Georgia, North Carolina, South Carolina (British) 	<p>History</p> <p><u>Performance Statement</u></p> <p>B. <u>Standards #1,2,3,4,5</u></p> <p><u>Performance Statement</u></p> <p>D. <u>Standards #1,2,3,</u></p> <p>Geography</p> <p><u>Performance Statement</u></p> <p>C. <u>Standards 1,2,4</u></p> <ul style="list-style-type: none"> • Distinguish between near and distant past and interpret simple timelines • Gather and organize information about the important accomplishments of individuals and groups, including Native American Indians, living in their neighborhoods and communities • Recognize how traditions and practices were passed from one generation to the next • View historic events through the eyes of those who were there, as shown in their art, writings, music, and artifacts • Identify individuals who have helped strengthen democracy in the United States and throughout the world 	

Colonies)		
<ul style="list-style-type: none"> • Hard Labor (slavery) • Songhai - Timbuktu • Benin - "oka" - "slave coast" • Sarah Sees a "Walking" (a day in the life of a colonial girl in Pennsylvania) • How the "Walk" Began - William Penn - The Delaware 	<p>Geography <u>Performance Statement</u></p> <p>C. <u>Standards #1,2</u></p> <p>History <u>Performance Statement</u></p> <p>D. <u>Standards #2,3</u></p> <p><u>Performance Statement</u></p> <p>A. <u>Standards #1,2,3,4</u></p>	<ul style="list-style-type: none"> • Recognize how traditions and practices were passed from one generation to the next • View historic events through the eyes of those who were there, as shown in their art, writings, music, and artifacts
<ul style="list-style-type: none"> • The Colonies Grow Up - 13 Colonies • Britain Wants Money - Stamp Act - Redcoats • "Boston Massacre" • The Boston Tea Party • The Pot Boils Over • The Shot Heard "Round the World" • America Now - Concord & Lexington - George Washington • Declaration of Independence • A New Flag • "Give me Liberty..." 	<p>History <u>Performance Statement</u></p> <p>A. <u>Standards # 1,2,3,4</u></p> <p><u>Performance Statement</u></p> <p>B. <u>Standards # 1,2,3,4</u></p> <p><u>Performance Statement</u></p> <p>C. <u>Standard #5</u></p> <p><u>Performance Statement</u></p> <p>D. <u>Standards #1,2,3</u></p>	<ul style="list-style-type: none"> • Recognize how traditions and practices were passed from one generation to the next • Consider different interpretations of key events and/or issues in history and understand the differences in these accounts • Know the roots of American culture, its development from many traditions, and the ways many people from a variety of groups and backgrounds played a role in creating it • Understand the basic ideals of American democracy as explained in the Declaration of Independence and the Constitution and other important documents • Explain those values, practices, and traditions that unite all Americans

ICAHN CHARTER SCHOOL
CURRICULUM

3rd Grade, Mathematics

CORE KNOWLEDGE	NYS Performance Statement and Standard	PERFORMANCE INDICATOR
<p>Multiplication</p> <ul style="list-style-type: none"> • Multiply words • Multiply vertically • Showing Multiplication • Multiplication Table • Parenthesis, Multiply Three Numbers <p>Division</p> <ul style="list-style-type: none"> • Operations • Solving Division Problems • Division Words • Division Facts • Division Word Problems • Division rules for 0 and 1 • Picturing Multiplication and Division Facts • Division and Fractions 	<p>Performance Statement</p> <p>A. <u>Standards # 1,2,3,4,5</u></p> <p>Performance Statement</p> <p>B. <u>Standard #3</u></p> <p>Performance Statement</p> <p>D. <u>Standard #1</u></p>	<ul style="list-style-type: none"> • Use a variety of strategies to solve multiplication problems with factors up to 12×12. • Use the area models, tables, patterns, arrays, and doubling to provide meaning for multiplication. • Develop fluency with single-digit multiplication facts. <p>Division</p> <ul style="list-style-type: none"> • Develop strategies for selecting the appropriate computational and operational method in problem solving situations • Use tables, patterns, halving and manipulatives to provide meaning for division • Demonstrate fluency and apply single digit division facts
<p>Numbers through Hundred Thousands</p> <ul style="list-style-type: none"> • Numbers to ten Thousand • Reading and Writing 4 Digit Numbers • Ten Thousands and Hundred Thousands • Expanded Form • Counting with Thousands • Rounding Numbers 	<p>Performance Statement</p> <p>A. <u>Standards # 1,2,3,4,5</u></p> <p>Performance Statement</p> <p>B. <u>Standard #3</u></p> <p>Performance Statement</p> <p>D. <u>Standard #1</u></p>	<ul style="list-style-type: none"> • Understands the place value structure of the base ten number system: <ul style="list-style-type: none"> 10 ones = 1 ten 10 tens = 1 hundred 10 hundreds = 1 thousand • Skip count by 25's, 50's, 100's, 1,000 • Read and write whole numbers to 1, 000



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*Steven Sorokin, Director of Assessment
Grace Luisi, Staff Developer*

NOVEMBER 2006 SIXTH GRADE SYLLABUS

Language and Literacy: Stories

- A Viking Voyage
- Last Summer with Maizon
- Ta-Na-E-Ka
- Number the Stars

STORIES WILL BE READ FROM TEXT THROUGH GUIDED READING, INDIVIDUAL READING, AND COOPERATIVE LEARNING GROUPS.

GRAMMAR, PHONICS, SPELLING, AND VOCABULARY WILL BE INTERGRATED THROUGHOUT THE LITERACY LESSON PLANS.

TEST PREPARATION FOR THE NEW YORK STATE ELA TEST WILL BE CONDUCTED EVERYDAY.

Book Club:

- "Sounder" by William H. Armstrong

Writing:

- Students will respond to literature.

Sayings and Phrases:

- All for one and one for all.
- All's well that ends well.
- A friend in need is a friend in deed.

Mathematics: Statistics and Analyzing Data & Algebra Integers

- Integers and Absolute Value
- Comparing and Ordering Integers
- Geometry: The Coordinate Plan
- Adding, Subtracting, Multiplying, and Dividing Integers

History and Geography: Ancient Greece and Rome

- The Peloponnesian Wars
- Greek Philosophy and Socrates
- Plato and Aristotle
- Alexander and the Hellenistic Period
- The Roman Republic



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OCTOBER 2006 SIXTH GRADE SYLLABUS

Language and Literacy: Stories

- Viva New Jersey
- Rain, Rain, Go Away
- A Viking Voyage

VARIOUS STORIES TO BE READ THROUGH GUIDED READING, INDIVIDUAL READING, AND COOPERATIVE LEARNING GROUPS.

GRAMMA, PHONICS, SPELLING, AND VOCABULARY TO BE INTEGRATED THROUGHOUT LITERACY LESSON PLANS.

TEST PREPARATION FOR THE NEW YORK STATE ELA TEST WILL BE CONDUCTED EVERYDAY.

Book Club:

- "Sounder" by William H. Armstrong

Writing:

- Students will create a personal narrative using the writing process format.
- Students will create a memoir.

Sayings and Phrases:

- Truth is stranger than fiction.
- When in Rome, do as the Romans do.
- Procrastination is the thief of time.

Mathematics: Statistics and Analyzing Data

- Frequency Tables
- Problem Solving
- Line Plots
- Mean, Median, and Mode
- Stem-and-Leaf Plots
- Box Graphs and Histograms

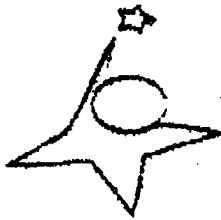
History and Geography: Ancient Greece and Rome

- The Golden Age of Athens
- The Peloponnesian War
- Greek Philosophy and Socrates
- Plato and Aristotle
- Alexander and the Hellenistic Period
- The Roman Republic

Science:

- The Animal Kingdom
- Ecosystems and Interactions

Carl C. Icahn Charter School is chartered by the New York State Board of Regents and the State University of New York Charter Schools Institute and is a result of the collaborative efforts of the Foundation for A Greater Opportunity and the Center for Educational Innovation-Public Education Association. Carl C. Icahn Charter School is a public school open to 216 children on a space available basis, by lottery.



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SEPTEMBER 2006 SIXTH GRADE SYLLABUS

Start Smart: Back-to-School Refresher of Basic Skills

- Draw Conclusions
- Cause and Effect
- Author's Purpose
- Make Inferences
- Main Ideas/Details

Language and Literacy:

- S.O.R. Losers
- The All-American Slugs

STORIES WILL BE READ FROM THE TEXT THROUGH GUIDED READING, INDIVIDUAL READING, AND COOPERATIVE LEARNING GROUPS.

TEST PREPARATION FOR THE NEW YORK STATE ELA TEST WILL BE CONDUCTED EVERYDAY.

Book Club:

- "Sounder" by William H. Armstrong

Writing:

- Students will create a personal narrative using the writing process format.
- Students will begin to evaluate their own writing, and start their memoirs.

Sayings and Phrases:

- He who hesitates is lost.
- Hitch your wagon to a star.
- Strike while the iron is hot.

Mathematics: Decimal Patterns and Algebra

- Problem Solving
- Powers and Exponents
- Order of Operations
- Algebra: Variables and Expressions
- The Metric System
- Scientific Notation

History and Geography: Ancient Greece and Rome

- The Ancient Greek City-States
- Athens
- Sparta
- The Olympic Games
- The Persian Wars

SEARCHED
INDEXED
SERIALIZED
FILED
AUG 23 2007

Science: Organisms and Environment

- Classifying Living Things
- The Plant Kingdom
- The Animal Kingdom

Carl C. Icahn Charter School is chartered by the New York State Board of Regents and the State University of New York Charter Schools Institute and is a result of the collaborative efforts of the Foundation for A Greater Opportunity and Center for Educational Innovation-Public Education Association. Carl C. Icahn Charter School is a public school open to children on a space available basis, by lottery. 217



Carl C. Icahn Charter School

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Steven Sorokin, Director of Assessment

Grace Luisi, Staff Developer

JUNE 2006 FIFTH GRADE SYLLABUS

Language and Literacy: Short Stories

- Discussing Questions
- Plot, characters, prediction, sequence, vocabulary, role play, point of view
- Grammar, punctuation, spelling and phonics

STORIES WILL READ OUT OF TEXT GUIDED, INDIVIDUALLY, AND IN GROUPS.

**LITERATURE WILL BE INTERGRATED THROUGHOUT COMPREHENSION,
GRAMMAR, AND SPELLING LESSONS.**



**VOCABULARY TEST WILL BE GIVEN ON FRIDAY. GRAMMAR ASSESSMENT
TEST WILL BE GIVEN ON FRIDAY.**

Writing:

- Each day students are to do a writing prompt pertaining to the stories read.
- Research Papers

Sayings and Phrases:

- Time heals all.
- Till the cows come home.

Mathematics:

- Multiplication and Division of Fractions
- Algebra
- Calculators use

MATH QUIZ WILL BE GIVEN EVERY FIVE TO TEN DAYS.

History and Geography:

- Native Americans: Cultures and Conflicts
- Feudal Japan

Science: Weather and Climate

- Atmosphere and Air Temperature
- Water Vapor and Humidity
- Clouds and Precipitation

Art:

- Charcoal Art

Music:

- Bach/Beethoven

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MAY 2006

FIFTH GRADE SYLLABUS

Language and Literacy: The Adventures of Tom Sawyer

- Discussing Questions
- Plot, characters, prediction, sequence, vocabulary, role play, point of view
- Grammar, punctuation, spelling and phonics

STORIES WILL READ OUT OF TEXT GUIDED, INDIVIDUALLY, AND IN GROUPS. LITERATURE WILL BE INTERGRATED THROUGHOUT COMPREHENSION, GRAMMAR, AND SPELLING LESSONS.

VOCABULARY TEST WILL BE GIVEN ON FRIDAY. GRAMMAR ASSESSMENT TEST WILL BE GIVEN ON FRIDAY.

Writing:

- Each day students are to do a writing prompt pertaining to the stories read.
- Research Projects

Poetry:

- Figurative Language

Sayings and Phrases:

- Don't bite the hand that feeds you.
- Out of the frying pan and into the fire.

Mathematics: Algebra

- Math Projects

MATH QUIZ WILL BE GIVEN EVERY FIVE TO TEN DAYS.

History and Geography:

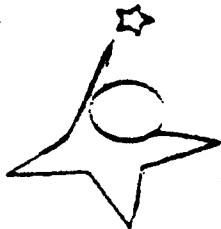
- Westward Expansion after the Civil War

Science: Earth's Resources

- Pollution's effects
- How humans affect the environment

Art:

- Various Art Activities



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APRIL 2006 FIFTH GRADE SYLLABUS

Language and Literacy: The Adventures of Tom Sawyer

- Discussing Questions
- Plot, characters, prediction, sequence, vocabulary, role play, point of view
- Grammar, punctuation, spelling and phonics

STORIES WILL READ OUT OF TEXT GUIDED, INDIVIDUALLY, AND IN GROUPS. LITERATURE WILL BE INTERGRATED THROUGHOUT COMPREHENSION, GRAMMAR, AND SPELLING LESSONS.

VOCABULARY TEST WILL BE GIVEN ON FRIDAY. GRAMMAR ASSESSMENT TEST WILL BE GIVEN ON FRIDAY.

Writing:

- Each day students are to do a writing prompt pertaining to the stories read.
- Explanatory Writing

Poetry:

- Figurative Language

Sayings and Phrases:

- Every cloud has a silver lining.
- The grass is always greener on the other side of the fence.

Mathematics: Integers

- Adding integers
- Subtracting integers
- Multiplying integers

MATH QUIZ WILL BE GIVEN EVERY FIVE TO TEN DAYS.

History and Geography:

- Westward Expansion after the Civil War

Science: Biomes

- Earth's Atmosphere

Art:

- Various Art Activities





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MARCH 2006 FIFTH GRADE SYLLABUS

Language and Literacy: The Outsiders by S.E. Hinton

- Discussing Questions
- Plot, characters, prediction, sequence, vocabulary, role play, point of view
- Grammar, punctuation, spelling and phonics

STORIES WILL READ OUT OF TEXT GUIDED, INDIVIDUALLY, AND IN GROUPS. LITERATURE WILL BE INTERGRATED THROUGHOUT COMPREHENSION, GRAMMAR, AND SPELLING LESSONS.

VOCABULARY TEST WILL BE GIVEN ON FRIDAY. GRAMMAR ASSESSMENT TEST WILL BE GIVEN ON FRIDAY.

Writing:

- Each day students are to do a writing prompt pertaining to the stories read.
- Explanatory Writing

Poetry:

- Figurative Language

Sayings and Phrases:

- Kill two birds with one stone.
- The grass is greener on the other side.

Mathematics: Perimeter, Area, and Volume

- Area of rectangles
- Area of parallelograms
- Circumference of circles

MATH QUIZ WILL BE GIVEN EVERY FIVE TO TEN DAYS.

History and Geography:

- Continuation with The Civil War

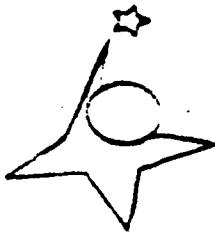
Science: Earth and Resources

- Rocks and minerals

Music:

- Scott Joplin





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FEBRUARY 2006 FIFTH GRADE SYLLABUS

Language and Literacy: The Outsiders by S.E. Hinton

- Discussing Questions
- Plot, characters, prediction, sequence, vocabulary, role play, point of view
- Grammar, punctuation, spelling and phonics

STORIES WILL READ OUT OF TEXT GUIDED, INDIVIDUALLY, AND IN GROUPS. LITERATURE WILL BE INTERGRATED THROUGHOUT COMPREHENSION, GRAMMAR, AND SPELLING LESSONS.

VOCABULARY TEST WILL BE GIVEN ON FRIDAY. GRAMMAR ASSESSMENT TEST WILL BE GIVEN ON FRIDAY.

Writing:

- Each day students are to do a writing prompt pertaining to the stories read.

Poetry:

- Figurative Language

Sayings and Phrases:

- Kill two birds with one stone.
- Time heals all.

Mathematics: Geometry

- Measure and classify angles
- Triangles
- Symmetry

MATH QUIZ WILL BE GIVEN EVERY FIVE TO TEN DAYS.

History and Geography:

- The Civil War

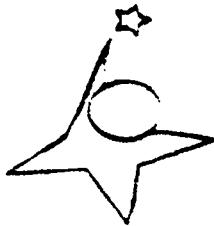
Science: Populations

- Biomes
- Animal structure and adaptations

Art and Drama:

- Students will re-enact various scenes from literature





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JANUARY 2006 FIFTH GRADE SYLLABUS



Language and Literacy: Stories

- Reading a variety of literature
- Plot characters setting, problems, solution
- Grammar, punctuation, spelling and phonics
- Note taking skills



STORIES WILL READ OUT OF TEXT GUIDED, INDIVIDUALLY, AND IN GROUPS. LITERATURE WILL BE INTERGRATED THROUGHOUT COMPREHENSION, GRAMMAR, AND SPELLING LESSONS.



VOCABULARY TEST WILL BE GIVEN ON FRIDAY. GRAMMAR ASSESSMENT TEST WILL BE GIVEN ON FRIDAY.



Writing:

- Each day students are to do a writing prompt pertaining to the stories read.



Poetry:

- Figurative Language



Sayings and Phrases:

- Every cloud has a silver lining.
- Don't look a gift horse in the mouth.



Mathematics: Division, Data, Statistics, and Graphs

- Add and subtract fractions with unlike denominator
- Exploring, collecting, organizing and displaying data
- Range, median, mode, and mean
- Reading and making graphs ex: pictographs, bar graphs, histograms, line graphs



MATH QUIZ WILL BE GIVING EVERY FIVE TO TENS DAYS.



History and Geography:

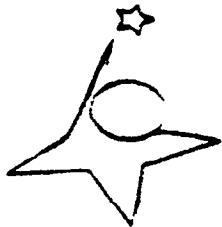
- Westward expansion before the Civil War

Science: Interaction of Living Things

- Biomes
- How ecosystems change

Art:

- Various art activities



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**DECEMBER 2005
FIFTH GRADE SYLLABUS**

Language and Literacy: Stories

- The Watson's Go To Birmingham by: Christopher Paul Curtis
- Test Prep
- Possessive nouns-plural and singular

STORIES WILL READ OUT OF TEXT GUIDED, INDIVIDUALLY, AND IN GROUPS. LITERATURE WILL BE INTERGRATED THROUGHOUT COMPREHENSION, GRAMMAR, AND SPELLING LESSONS.

VOCABULARY TEST WILL BE GIVEN ON FRIDAY. GRAMMAR ASSESSMENT TEST WILL BE GIVEN ON FRIDAY.

Writing:

- Each day students are to do a writing prompt pertaining to the stories read.
- Persuasive writing
- Daily writing activities
- Research project – Origin of your name

Sayings and Phrases:

- Eleventh Hour

Mathematics: Number and Numeration

- Converting decimals to fractions and percents
- Algebra expressions and equations
- Graphs and graphing

MATH QUIZ WILL BE GIVING EVERY FIVE TO TENS DAYS.

History and Geography:

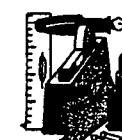
- The Maya Aztec, and Inca Civilizations

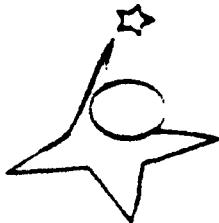
Science: Plant Diversity

- Plants with and without seeds
- Plant response and adaptations
- Animal diversity structure and function

Music:

- Beethoven





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NOVEMBER 2005

FIFTH GRADE SYLLABUS

Language and Literacy: Stories

- The Watson's Go To Birmingham by: Christopher Paul Curtis
- The Golden Coin
- John Henry
- It's Our World Too
- Plot characters setting, problems, solution
- Grammar, punctuation, spelling and phonics
- Note taking skills

STORIES WILL READ OUT OF TEXT GUIDED, INDIVIDUALLY, AND IN GROUPS. LITERATURE WILL BE INTERGRATED THROUGHOUT COMPREHENSION, GRAMMAR, AND SPELLING LESSONS.

VOCABULARY TEST WILL BE GIVEN ON FRIDAY. GRAMMAR ASSESSMENT TEST WILL BE GIVEN ON FRIDAY.

Writing:

- Each day students are to do a writing prompt pertaining to the stories read.

Sayings and Phrases:

- The grass is always greener on the other side.

Mathematics: Division

- Division of whole numbers and decimals
- Identifying key words in word problems
- Exponents and exponential form
- Fractions and percent

MATH QUIZ WILL BE GIVING EVERY FIVE TO TENS DAYS.

History and Geography:

- Continuation with History of the United States
- Continuation with Map Skills
- World Lakes

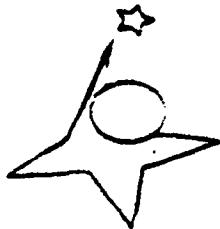
TEST PREPARATION FOR NEW YORK STATE SOCIAL STUDIES TEST WILL BE CONDUCTED EACH DAY.

Science: Plant and Animal Diversity

- Plants with and without seeds
- Plant adaptation
- Animal structure and function
- Animal adaptation

Art:

- Various art activities



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OCTOBER 2005 FIFTH GRADE SYLLABUS

Language and Literacy: Stories

- Tornadoes
- Oranges
- Test Prep

**STORIES WILL READ OUT OF TEXT GUIDED, INDIVIDUALLY, AND IN GROUPS.
LITERATURE WILL BE INTERGRATED THROUGHOUT COMPREHENSION, GRAMMAR,
AND SPELLING LESSONS.**

**VOCABULARY TEST WILL BE GIVEN ON FRIDAY. GRAMMAR ASSESSMENT TEST WILL
BE GIVEN ON FRIDAY.**

Writing:

- Each day students are to do a writing prompt pertaining to the stories read.
- Personal Narratives
- Daily writing activities

Sayings and Phrases:

- Sit on the fence.

Mathematics: Number and Numeration

- Adding, Subtracting, Multiplying and Dividing Decimals
- Converting Decimals to Fractions and Percents
- Least Common Multiple, Greatest Common Factor
- Prime and Composite Numbers

MATH QUIZ WILL BE GIVING EVERY FIVE TO TENS DAYS.

History and Geography:

- History and Geography of the United States

**TEST PREPARATION FOR NEW YORK STATE SOCIAL STUDIES TEST WILL BE
CONDUCTED EACH DAY.**

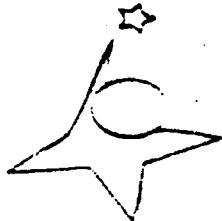
Science: Plant Diversity

- Plants with and without seeds
- Plant response and adaptations

Music:

- Bach





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SEPTEMBER 2005 FIFTH GRADE SYLLABUS

Language and Literacy: Stories

- The Wise old Woman
- The Voyage of the Dread Treader
- Wilma Unlimited
- The Wreck of the Zephyr

**STORIES WILL READ OUT OF TEXT GUIDED, INDIVIDUALLY, AND IN GROUPS.
LITERATURE WILL BE INTERGRATED THROUGHOUT COMPREHENSION, GRAMMAR,
AND SPELLING LESSONS.**

**VOCABULARY TEST WILL BE GIVEN ON FRIDAY. GRAMMAR ASSESSMENT TEST WILL
BE GIVEN ON FRIDAY.**

Writing:

- Each day students are to do a writing prompt pertaining to the stories read.
- Personal Narratives

Sayings and Phrases:

- Count your blessings.
- Catch forty winks.

Mathematics: Number and Numeration

- Read and write numbers in digits and words up to the billions
- Write numbers in expanded form
- Recognize place value up to billion
- Rounding

MATH QUIZ WILL BE GIVING EVERY FIVE TO TENS DAYS.

History and Geography:

- History and Geography of the United States

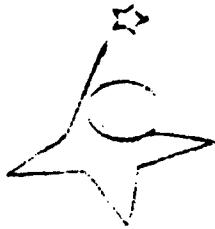
**TEST PREPARATION FOR NEW YORK STATE SOCIAL STUDIES TEST WILL BE
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Science: Classification of Living Things

- Plant, animal, fungus, protist moneran
- Subdivision of kingdoms

Music:

- Mozart



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**JUNE 2006
FOURTH GRADE SYLLABUS**

Language and Literacy: Stories

- The Fox and the Guinea Pig
- Mom's Best Friend
- Team Mates
- The Malachite Palace

STORIES WILL BE READ OUT OF TEXT GUIDED, INDIVIDUALLY, AND IN GROUPS. LITERATURE WILL BE INTERGRATED THROUGHOUT COMPREHENSION, GRAMMAR, AND SPELLING LESSONS.

A VOCABULARY TEST WILL BE GIVEN EVERY FRIDAY.

Writing:

- End of year writing research project
- Writing a story

Sayings and Phrases:

- Laugh, and the world laughs with you; weep and you weep alone.
- Half a loaf is better than none.

Mathematics: Fractions

- Decimal: Adding and Subtracting decimals
- Review important mathematical concepts done throughout the year

A MATH QUIZ WILL BE GIVEN AFTER EACH LESSON AND A CHAPTER TEST WILL BE GIVEN AFTER THE CHAPTER IS COMPLETED.

History and Geography:

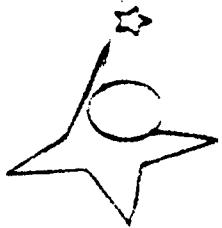
- History and Geography of the United States
- Preparation for 5th grade NYS Social Studies exam (Nov. 2006)

Science:

- Water Please
- Explore the different forms and sources of energy
- Compare how the six simple machines make work easier
- Describe heat as a flow of energy

**A SCIENCE QUIZ WILL BE GIVEN AFTER EACH SECTION
* EDUCATIONAL SUPER BOWL**

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MAY 2006

FOURTH GRADE SYLLABUS

Language and Literacy: Stories

- Meet an Underwater Explorer...Luise Woelflein
- On the Bus with Joanna Cole by Joanne Cole
- Earth's First Creatures...Science Article

STORIES WILL BE READ OUT OF TEXT GUIDED, INDIVIDUALLY, AND IN GROUPS. LITERATURE WILL BE INTERGRATED THROUGHOUT COMPREHENSION, GRAMMAR, AND SPELLING LESSONS.

A VOCABULARY TEST WILL BE GIVEN EVERY FRIDAY.

Writing:

- Each day students are to do a writing prompt pertaining to the stories read.
- Explanatory Writing

Sayings and Phrases:

- RSVP is short for the French term Repondez Sil Vous Plait, which means "Please Reply".
- On the warpath.

Mathematics: Fractions

- Continuation of relating fractions and decimals
- Decimal Operations: Introduce concepts of properties of addition as applied to decimals. Apply decimals to real world situations.

A MATH QUIZ WILL BE GIVEN AFTER EACH LESSON AND A CHAPTER TEST WILL BE GIVEN AFTER THE CHAPTER IS COMPLETED.

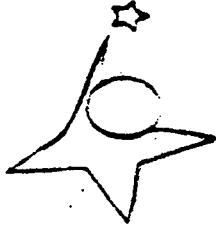
History and Geography:

- Continue with Early Presidents: Washington through Jackson

Science:

- Continue with Earth Science: Water can found on the Earths surface in the atmosphere
- Continue with The Water Cycle
- Explore the three states of water (solid, liquid, & gas)

DURING THE MONTH, STUDENTS WILL BE WORKING ON MATHEMATICS PROJECTS FOR THE UPCOMING MATHEMATICS FAIR, WHICH WILL BE TAKEN PLACE ON MAY 23rd, 24th, & 25th.



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**APRIL 2006
FOURTH GRADE SYLLABUS**

Language and Literacy: Stories

- Scruffy: A Wolf Finds His Place in the Pack by Jim Brandenburg
- Gluskabe and the Snow Bird told by Joseph Bruchac
- Meet an Underwater Explorer...Luise Woelflein

STORIES WILL BE READ OUT OF TEXT GUIDED, INDIVIDUALLY, AND IN GROUPS. LITERATURE WILL BE INTERGRATED THROUGHOUT COMPREHENSION, GRAMMAR, AND SPELLING LESSONS.

A VOCABULARY TEST WILL BE GIVEN EVERY FRIDAY.

Writing:

- Each day students are to do a writing prompt pertaining to the stories read.
- Explanatory Writing

Sayings and Phrases:

- Beauty is only skin deep.
- One picture is worth a thousand words.

Mathematics: Fractions

- Add and subtract fractions with like denominators
- Add and subtract fractions with unlike denominators
- Find the simplest form
- Relate fractions and decimals

A MATH QUIZ WILL BE GIVEN AFTER EACH LESSON AND A CHAPTER TEST WILL BE GIVEN AFTER THE CHAPTER IS COMPLETED.

History and Geography:

- Early Presidents: Washington through Jackson

Science:

- Vertebrates (Animals with backbones)
- Earth Science: Water can found on the Earth's surface in the atmosphere
- The Water Cycle

THE PREPARATION FOR THE NEW YORK STATE SCIENCE TEST WILL BE CONDUCTED EACH DAY.



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MARCH 2006 FOURTH GRADE SYLLABUS

Language and Literacy: Stories

- Encyclopedia Brown, Boy Detective by Donald J. Sobol
- Scruffy: A Wolf Finds His Place in the Pack by Jim Brandenburg
- Gluskabe and the Snow Bird told by Joseph Bruchac
- Pat Cummings: My Story

STORIES WILL BE READ OUT OF TEXT GUIDED, INDIVIDUALLY, AND IN GROUPS. LITERATURE WILL BE INTERGRATED THROUGHOUT COMPREHENSION, GRAMMAR, AND SPELLING LESSONS.

A VOCABULARY TEST WILL BE GIVEN EVERY FRIDAY.

Writing:

- Each day students are to do a writing prompt pertaining to the stories read.
- Explanatory Writing

Sayings and Phrases:

- Haste makes waste.
- Keep under one's hat.

Mathematics:

- Continuation with geometry
- Fractions: Identify parts of a whole; Find equivalent fractions; compare and order fractions

A MATH QUIZ WILL BE GIVEN AFTER EACH LESSON AND A CHAPTER TEST WILL BE GIVEN AFTER THE CHAPTER IS COMPLETED.

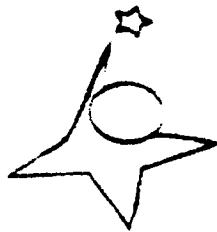
History and Geography:

- The United States Constitution

Science:

- Animals as living things
- Animals without backbones
- Animals with backbones

THE PREPARATION FOR THE NEW YORK STATE SCIENCE TEST WILL BE CONDUCTED EACH DAY.



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FEBRUARY 2006 FOURTH GRADE SYLLABUS

Language and Literacy: Stories

- Tales of a Fourth Grade Nothing by Judy Blume
- The Hatmakers Sign by Benjamin Franklin
- Pat Cummings: My Story by Pat Cummings
- Grass Sandals: The Travels of Basho by Dawnine Spivak

STORIES WILL BE READ OUT OF TEXT GUIDED, INDIVIDUALLY, AND IN GROUPS. LITERATURE WILL BE INTERGRATED THROUGHOUT COMPREHENSION, GRAMMAR, AND SPELLING LESSONS.

A VOCABULARY TEST WILL BE GIVEN EVERY FRIDAY.

Writing:

- Each day students are to do a writing prompt pertaining to the stories read.

Sayings and Phrases:

- Bury the hatchet.
- Bull in a china shop.

Mathematics:

- Continuation with divide by two-digit numbers
- Geometry: Identify and describe geometric shapes
- Measurement: Length, weight, capacity and temperature

A MATH QUIZ WILL BE GIVEN AFTER EACH LESSON AND A CHAPTER TEST WILL BE GIVEN AFTER THE CHAPTER IS COMPLETED.

History and Geography:

- Continue with The American Revolution

Science:

- Continue with plant growth and reproduction
- Animals as living things

THE PREPARATION FOR THE NEW YORK STATE MATHEMATICS TEST WILL BE CONDUCTED EACH DAY.





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JANUARY 2006
FOURTH GRADE SYLLABUS



Language and Literacy: Stories

- Frindle by Andrew Clements
- Tales of a Fourth Grade Nothing by Judy Blume



STORIES WILL BE READ OUT OF TEXT GUIDED, INDIVIDUALLY, AND IN GROUPS. LITERATURE WILL BE INTERGRATED THROUGHOUT COMPREHENSION, GRAMMAR, AND SPELLING LESSONS.



A VOCABULARY TEST WILL BE GIVEN EVERY FRIDAY.

Writing:

- Each day students are to do a writing prompt pertaining to the stories read.



Sayings and Phrases:

- Go to pot
- Can't hold a candle to



Mathematics:

- Divide by one digit numbers
- Continuation of multiplying two-digit numbers



A MATH QUIZ WILL BE GIVEN AFTER EACH LESSON AND A CHAPTER TEST WILL BE GIVEN AFTER THE CHAPTER IS COMPLETED.



History and Geography:

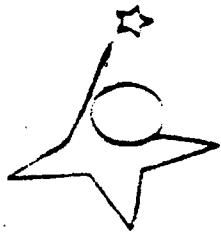
- The American Revolution



Science:

- Continuation with changes in Ecosystems
- Plant parts
- Plant growth and reproduction

THE PREPARATION FOR THE NEW YORK STATE MATHEMATICS TEST WILL BE CONDUCTED EACH DAY.



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DECEMBER 2005 FOURTH GRADE SYLLABUS

Language and Literacy: Stories

- Leah's Pony
- Baseball Saved Us
- Will Her Native Language Disappear?
- The Great Kapok Tree

STORIES WILL BE READ OUT OF TEXT GUIDED, INDIVIDUALLY, AND IN GROUPS. LITERATURE WILL BE INTERGRATED THROUGHOUT COMPREHENSION, GRAMMAR, AND SPELLING LESSONS.

A VOCABULARY TEST WILL BE GIVEN EVERY FRIDAY.

Writing:

- Each day students are to do a writing prompt pertaining to the stories read.

Sayings and Phrases:

- When it rains it pours.
- Seeing is believing

Mathematics:

- Continuation with Multiplication and Division facts
- Multiply by two-digit numbers

A MATH QUIZ WILL BE GIVEN AFTER EACH LESSON.

History and Geography:

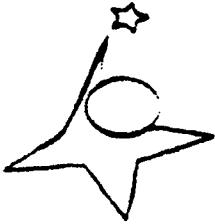
- American Reformers

Science:

- Organisms and Where They Live
- Changes in Ecosystems

THE PREPARATION FOR THE NEW YORK STATE ENGLISH LANGUAGE ARTS TEST WILL BE CONDUCTED EACH DAY.





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**NOVEMBER 2005
FOURTH GRADE SYLLABUS**

Language and Literacy: Stories

- Open Wide, Don't Bite
- Justine and The Best Biscuits in The World
- Just A Dream
- Leah's Pony

STORIES WILL BE READ OUT OF TEXT GUIDED, INDIVIDUALLY, AND IN GROUPS. LITERATURE WILL BE INTERGRATED THROUGHOUT COMPREHENSION, GRAMMAR, AND SPELLING LESSONS.

A VOCABULARY TEST WILL BE GIVEN EVERY FRIDAY.

Writing:

- Each day students are to do a writing prompt pertaining to the stories read.

Sayings and Phrases:

- Look before you leap.

Mathematics:

- Continuation with data, statistics, and graphing
- Multiplication and Division facts

A MATH QUIZ WILL BE GIVEN AFTER EACH LESSON.

History and Geography:

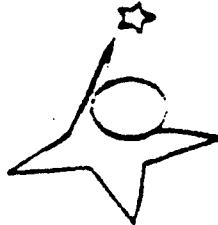
- African Kingdoms

Science:

- The World of Living Things
- Classifying Organisms
- Organisms of The Past
- Organisms and Where They Live
- Changes in Ecosystems

THE PREPARATION FOR THE NEW YORK STATE ENGLISH LANGUAGE ARTS TEST WILL BE CONDUCTED EACH DAY.

Carl C. Icahn Charter School is chartered by the New York State Board of Regents and the State University of New York Charter Schools Institute and is a result of the collaborative efforts of the Foundation for A Greater Opportunity and Center for Educational Innovation-Public Education Association. Carl C. Icahn Charter School is a public school open to all children on a space available basis, by lottery. 235



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OCTOBER 2005 FOURTH GRADE SYLLABUS

Language and Literacy: Stories

- Leveled Books: Postcards from Mari Vic
Home on the Range
The Story of Cesar Chavez
- Leveled Books: Sukey Johnson Builds a House
Laura and the Great Quake
Trevor, Knight-In Training
- Sarah, Plain and Tall
- Seal Journey

STORIES WILL BE READ OUT OF TEXT GUIDED, INDIVIDUALLY, AND IN GROUPS. LITERATURE WILL BE INTERGRATED THROUGHOUT COMPREHENSION, GRAMMAR, AND SPELLING LESSONS.

A VOCABULARY TEST WILL BE GIVEN EVERY FRIDAY.

Writing:

- Each day students are to do a writing prompt pertaining to the stories read.

Sayings and Phrases:

- RSVP (Respondez S'il Vous Plait) "Please Reply".

Mathematics:

- Continuation with Addition and Subtraction
- Data, statistics, and graphing

A MATH QUIZ WILL BE GIVEN AFTER EACH LESSON.

History and Geography:

- World Mountains

Science: Ecosystems

- Continuation of Ecology

THE PREPARATION FOR THE NEW YORK STATE ENGLISH LANGUAGE ARTS TEST WILL BE CONDUCTED EACH DAY.



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SEPTEMBER 2005 FOURTH GRADE SYLLABUS

Language and Literacy: Stories

- The Lost Lake
- Amelia's Road
- Sarah, Plain and Tall

STORIES WILL BE READ OUT OF TEXT GUIDED, INDIVIDUALLY, AND IN GROUPS. LITERATURE WILL BE INTERGRATED THROUGHOUT COMPREHENSION, GRAMMAR, AND SPELLING LESSONS.

A VOCABULARY TEST WILL BE GIVEN EVERY FRIDAY.

Writing:

- Each day students are to do a writing prompt pertaining to the stories read.

Sayings and Phrases:

- You can lead a horse to water, but you can't make it drink..

Mathematics:

- Place value and money
- Addition and Subtraction

MATH QUIZ GIVEN AFTER EACH LESSON.

History and Geography: Using Maps

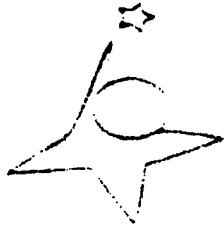
- Longitude and Latitude
- Degrees
- Time Zones
- Physical Maps

Science: Ecosystems

- Ecology: Concepts and Objectives

Music (Fine Art):

- Harmony



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JUNE 2006
THIRD GRADE SYLLABUS



Language and Literacy:

- Peter Pan by J.M. Barrie

Students will focus on story elements.



THERE WILL BE A COMPREHENSION TEST EVERY FRIDAY AND A VOCABULARY/SPELLING TEST EVERY FRIDAY. THE STUDENTS WILL WRITE SENTENCES FROM DICTATION FROM THEIR SPELLING WORDS EVERY FRIDAY.



Poetry:

- The Other Side of the Door by Jeff Moss



Sayings and Phrases:

- Birds of a feather flock together.
- Don't count your chickens before they hatch.



Mathematics:

- Reviewing math problem solving skills



History and Geography:

- The American Revolution



Science:

- Looking at energy – The Pathways to Electricity



Art:

- Using line to design: Artist Rosa Bonheur

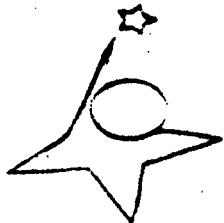


Writing:

- Cursive Letters Y-Z

Music:

- Classical composer – Fredrick Chopin



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MAY 2006
THIRD GRADE SYLLABUS



Language and Literacy:

- The Cricket in Times Square by George Selden

Students will focus on story elements.



THERE WILL BE A COMPREHENSION TEST EVERY FRIDAY AND A VOCABULARY/SPELLING TEST EVERY FRIDAY. THE STUDENTS WILL WRITE SENTENCES FROM DICTATION FROM THEIR SPELLING WORDS EVERY FRIDAY.



Poetry:

- Dreams by Langston Hughes



Sayings and Phrases:

- Beauty is only skin deep.
- The bigger they are, the harder they fall.



Mathematics:

- Decimals: Adding and Subtracting



History and Geography:

- Canada



Science:

- The Solar System



Art:

- Weaving: The art of painting without brushes

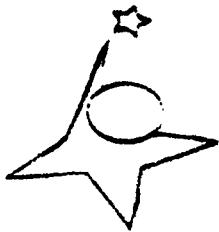


Writing:

- Cursive Letters W-X

Music:

- Classical composer – Johann Sebastian Bach



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APRIL 2006 THIRD GRADE SYLLABUS

Language and Literacy:

- The Cat Ate My Gymsuit by Paula Danziger

Students will focus on story elements.

THERE WILL BE A COMPREHENSION TEST EVERY FRIDAY AND A VOCABULARY/SPELLING TEST EVERY FRIDAY. THE STUDENTS WILL WRITE SENTENCES FROM DICTATION FROM THEIR SPELLING WORDS EVERY FRIDAY.

Poetry:

- Trees by Sergeant Joyce Kilmer

Sayings and Phrases:

- On it's last legs.
- Rule the roost.

Mathematics:

- Decimals: Tenths and hundredths

History and Geography:

- Great Rivers of the World

THERE WILL BE A HISTORY AND GEOGRAPHY TEST EVERY OTHER THURSDAY.

Science:

- The Digestive System

Art:

- Out of the shadows: Rembrandt Van Rijn

Writing:

- Cursive Letters W-X

Music:

- Songs third grade should know: America by Samuel Francis Smith





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MARCH 2006 THIRD GRADE SYLLABUS

Language and Literacy: Aesops Fables

- Matilda by Roald Dahl

Students will focus on story elements.



Poetry:

- Mother to Son by Langston Hughes

Sayings and Phrases:

- On it's last legs.
- Rule the roost.

Mathematics:

- Exploring fractions and decimals

History and Geography:

- Continuation with Ancient Rome

THERE WILL BE A HISTORY AND GEOGRAPHY TEST EVERY OTHER THURSDAY.

Science:

- The muscular system

Art:

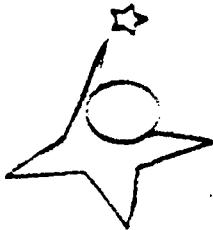
- Continue with Mosaics: A wall filled with light

Writing:

- Cursive Letters W-X

Music:

- Continue with Aaron Copland: Making American Music



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FEBRUARY 2006 THIRD GRADE SYLLABUS

Language and Literacy: Aesops Fables

- The Watson Go to Birmingham - 1963

Students will focus on story elements.

THERE WILL BE A COMPREHENSION TEST EVERY FRIDAY AND A VOCABULARY/SPELLING TEST EVERY FRIDAY. THE STUDENTS WILL WRITE SENTENCES FROM DICTATION FROM THEIR SPELLING WORDS EVERY FRIDAY.



Poetry:

- Mother to Son by Langston Hughes

Sayings and Phrases:

- One rotten apple spoils the whole barrel.
- Let bygones be bygones.

Mathematics:

- Dividing with remainders

THE PREPARATION FOR THE NEW YORK STATE MATHEMATICS TEST WILL BE CONDUCTED EACH DAY.



History and Geography:

- Ancient Rome

THERE WILL BE A HISTORY AND GEOGRAPHY TEST EVERY OTHER THURSDAY.



Science:

- The skeletal and muscular systems

Art:

- Mosaics: A wall filled with light

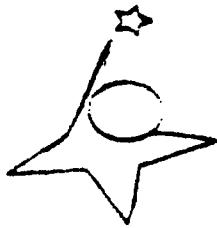
Writing:

- Cursive Letters U-V

Music:

- Aaron Copland: Making American Music





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JANUARY 2006 THIRD GRADE SYLLABUS

Language and Literacy: Aesops Fables

- The Velveteen Rabbit by Margery Williams

Students will focus on story elements.

THERE WILL BE A COMPREHENSION TEST EVERY FRIDAY AND A VOCABULARY/SPELLING TEST EVERY FRIDAY. THE STUDENTS WILL WRITE SENTENCES FROM DICTATION FROM THEIR SPELLING WORDS EVERY FRIDAY.

Poetry:

- Jimmy Jet and His TV Set by Shel Silverstein

Sayings and Phrases:

- Clean bill of health.
- When in wrong, do as the Romans do.

Mathematics:

- Probability and division facts

History and Geography:

- Continuation with The Life in The Thirteen Colonies

THERE WILL BE A HISTORY AND GEOGRAPHY TEST EVERY OTHER THURSDAY.

Science:

- Ecosystem

Art:

- Caught in the light: The Milkmaid by Jan Vermeer

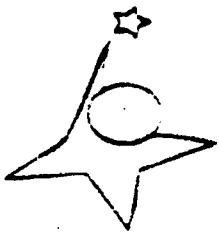
Writing:

- Cursive Letters S-T

Music:

- John Philip Sousa: The March King





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DECEMBER 2005 THIRD GRADE SYLLABUS

Language and Literacy: Aesops Fables

- The Hundred Penny Box by Sharon Bell Mathis

Students will focus on story elements.

THERE WILL BE A COMPREHENSION TEST EVERY FRIDAY AND A VOCABULARY/SPELLING TEST EVERY FRIDAY. THE STUDENTS WILL WRITE SENTENCES FROM DICTATION FROM THEIR SPELLING WORDS EVERY FRIDAY.

Poetry:

- The Twelve Days of Christmas

Sayings and Phrases:

- Beggars can't be choosers.

Mathematics:

- Measurement: Length, capacity and weight

History and Geography:

- The Thirteen Colonies

THERE WILL BE A HISTORY AND GEOGRAPHY TEST EVERY OTHER THURSDAY.

Science: Animals

- Food chains and food webs

Art:

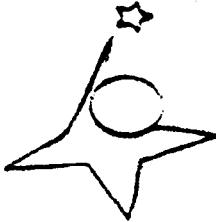
- Expressionist Artist: Edvard Munch

Writing:

- Cursive Letters P-R

Music:

- Peter Llyich Tchaikovsky: Music that brings strong feelings



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NOVEMBER 2005
THIRD GRADE SYLLABUS

Language and Literacy: **Aesops Fables**

- The Lion, the Witch, and the Wardrobe by C.S. Lewis

Students will focus on story elements.

THERE WILL BE A COMPREHENSION TEST EVERY FRIDAY AND A VOCABULARY/SPELLING TEST EVERY FRIDAY. THE STUDENTS WILL WRITE SENTENCES FROM DICTATION FROM THEIR SPELLING WORDS EVERY FRIDAY.

Poetry:

- Catch A Little Rhyme by Eve Merrian

Sayings and Phrases:

- Beat around the bush.

Mathematics:

- Data and graphs/geometry/division

History and Geography:

- Exploration of North America

THERE WILL BE A HISTORY AND GEOGRAPHY TEST EVERY OTHER THURSDAY.

Science: **Animals**

- Life cycles of animals

Art:

- Peaceable kingdom by Edward Hicks

Writing:

- Cursive Letters E-F

Music:

- The sections of the Orchestra



<ul style="list-style-type: none">• Comparing and Ordering• Equations and Inequalities• Ordinal Numbers through One Hundredth		<ul style="list-style-type: none">• Compare and order numbers to 1,000• Use a variety of strategies to compose and decompose three-digit numbers
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<p>Addition and Subtraction</p> <ul style="list-style-type: none"> • Column Addition • Mental Addition & Subtraction • Estimating Sums and Differences • More than One Operation 	<p>Performance Statement</p> <p>A. <u>Standards # 1,2,3,4,5</u></p> <p>Performance Statement</p> <p>B. <u>Standard #3</u></p> <p>Performance Statement</p> <p>D. <u>Standard #1</u></p>	<ul style="list-style-type: none"> • Understand and use the associative property of addition • Use and explain the commutative property of addition and multiplication • Estimate numbers up to 500 • Recognize real world situations in which an estimate (rounding) is more appropriate • Check the reasonableness of an answer by using estimation
<p>Sums and Differences of 4 Digit Numbers</p> <ul style="list-style-type: none"> • Adding with Thousands • Sub.: Regrouping More than Once • 4 Digit Subtraction • Add and Subtract Amounts of Money • Mental Addition and Subtraction 	<p>Performance Statement</p> <p>A. <u>Standards # 1,2,3,4,5</u></p> <p>Performance Statement</p> <p>B. <u>Standard #3</u></p> <p>Performance Statement</p> <p>D. <u>Standard #1</u></p>	<ul style="list-style-type: none"> • Use a variety of strategies to add and subtract 3 digit numbers (with and without regrouping)
<p>Time, Money, and Graphs</p> <ul style="list-style-type: none"> • Time to the Minute • Elapsed Time in Minutes • Working with Calendar • Money • Reading Bar and Line Graphs 	<p>Performance Statement</p> <p>A. <u>Standards #2,3,4,5,6,7</u></p> <p>Performance Statement</p> <p>B. <u>Standards #1,2,3</u></p> <p>Performance Statement</p> <p>D. <u>Standard #2</u></p>	<ul style="list-style-type: none"> • Tell time to the minute, using digital and analog clocks. • Relate unit fractions to the face of a clock: Whole= 60 minutes $\frac{1}{2}$= 30 minutes $\frac{1}{4}$= 15 minutes • Count and represent combined coins and dollars, using currency symbols (\$0.00) • Collect data using observation and surveys, and record appropriately • Read and interpret data in bar graphs and pictographs

- | | | |
|--|--|--|
| | | <ul style="list-style-type: none">• Construct a frequency table to represent a collection of data• Identify the parts of a pictograph and bar graphs• State relationships between pictographs and bar graphs• Use verbal and written language, physical models, drawing charts, graphs, tables, symbols, and equations as representations |
|--|--|--|

<p>Measurement</p> <ul style="list-style-type: none"> • U.S. Customary and Metric System • Measurement Word Problems 	<p>Performance Statement</p> <p>A. <u>Standards # 1,2,3,4,5,6,7</u></p> <p>Performance Statement</p> <p>B. <u>Standards #1,2,3</u></p> <p>Performance Statement</p> <p>C. <u>Standards #4</u></p>	<ul style="list-style-type: none"> • Select tools and units (customary) appropriate for the length measured • Use a ruler/yardstick to measure standard unit (whole and $\frac{1}{2}$ inches, whole feet, and whole yards) • Measure objects, using ounces and pounds • Recognize capacity as an attribute that can be measured. • Compared capacities (e.g. which contains more? Which contains less?) • Measure capacity, using cups, pints, quarts and gallons.
<p>Geometry</p> <ul style="list-style-type: none"> • Polygons • Angles • Congruent & Symmetric Figures • Perimeter • Area • Solids 	<p>Performance Statement</p> <p>A. <u>Standards # 1,2,3,4,5,6</u></p> <p>Performance Statement</p> <p>C. <u>Standards #1,2,3</u></p>	<ul style="list-style-type: none"> • Define and use correct terminology when referring to shapes (circle, triangle, square, rectangle, rhombus, trapezoid, and hexagon) • Identify congruent and similar figures • Name, describe, compare and sort three dimensional shapes: cubes, cylinder, sphere, prism, and cone • Identify the faces on a three dimensional shapes as two dimensional shapes. • Identify and construct lines of symmetry
<p>Multiplication – Part II</p> <ul style="list-style-type: none"> • Multiply Tens, Hundreds, and Thousands • Short Way to Multiply • Multiply 3 and 4 Digit Numbers 	<p>Performance Statement</p> <p>A. <u>Standards # 1,2,3,4,5</u></p> <p>Performance Statement</p> <p>B. <u>Standard #3</u></p>	<ul style="list-style-type: none"> • Use a variety of strategies to compose and decompose three digit numbers • Use and explain the commutative property of addition and

• Checking Multiplication	<u>Performance Statement</u> D. <u>Standard #1</u>	multiplication • Use 1 as the identity element for multiplication • Use the zero property of multiplication
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Division - Part II <ul style="list-style-type: none"> • Remainders • Dividing Tens, Hundreds & Thousands • Two Digit Quotients • Checking Division • Dividing 3 Digit Numbers 	Performance Statement A. <u>Standards # 1,2,3,4,5</u> Performance Statement B. <u>Standard #3</u> Performance Statement D. <u>Standards #1</u>	• Determine how to share 25 balloons equally with 4 friends.
Fractions <ul style="list-style-type: none"> • Numerator and Denominator • Equivalent Fractions • Comparing Fractions • Mixed Numbers and Whole Numbers 	Performance Statement A. <u>Standards # 1,2,3,4,5,6</u> Performance Statement B. <u>Standards #1,2</u> Performance Statement D. <u>Standard #2</u>	<ul style="list-style-type: none"> • Develop an understanding of fractions as parts of a collection. • Explore equivalent fractions ($\frac{1}{2}$, $\frac{1}{3}$, $\frac{1}{4}$) • Compare and order unit fractions ($\frac{1}{2}$, $\frac{1}{3}$, $\frac{1}{4}$) and find their approximate locations on a number line. • Recognize fractional numbers as equal parts of a whole. • Understands and recognize the meaning of numerator and denominator in the symbolic form of a fraction. • Use manipulatives, visual models, and illustration to name and represent unit fractions ($\frac{1}{2}$, $\frac{1}{3}$, $\frac{1}{4}$, $\frac{1}{5}$, $\frac{1}{6}$, and $\frac{1}{10}$) as part of a whole or as a set of objects. • Use the symbols \leq, \geq or $=$ (with and without the use of a number line) to compare whole numbers and unit fractions ($\frac{1}{2}$, $\frac{1}{3}$, $\frac{1}{4}$, $\frac{1}{5}$, $\frac{1}{6}$ and $\frac{1}{10}$)
Word Problems <ul style="list-style-type: none"> • Estimation Problem 	Performance Statement A.	• Understands that some ways of

<ul style="list-style-type: none"> • <u>A Problem where you need to guess</u> 	<p><u>Standards # 1,2,3,4,5,6</u></p> <p><u>Performance Statement</u></p> <p>B. <u>Standards #1,2,3,4</u></p> <p><u>Performance Statement</u></p> <p>D. <u>Standards #2,3</u></p>	<p>representing a problem are more helpful than others</p> <ul style="list-style-type: none"> • Interpret information correctly, identify the problem, and generate possible solution • Represent problem situation in oral, written, concrete, pictorial, and graphical forms. • Select an appropriate representation of a problem • Act out or model with manipulatives activities involving mathematical content from literature • Use trial and error to solve problems • Use process of elimination to solve problems • Formulate problems and solution from everyday situations
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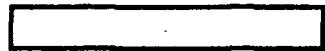
3rd Grade, Language and Literature

CORE KNOWLEDGE	NYS Performance Statement and Standard	PERFORMANCE INDICATOR
<p>Stories and Speeches (examples)</p> <ul style="list-style-type: none"> • Aladdin and the Wonderful Lamp • Alice's Adventures in Wonderland • William Tell • "Give Me Liberty or Give Me Death!" • Norse Mythology (examples) -How the Norse Gods Lived 	<p>Performance Statement A Standards 1, 2, 3</p> <p>Performance Statement B Standards 1, 2, 3, 4, 5, 6, 7, 8, 9</p> <p>Performance Statement C Standards 1, 2, 3, 4</p> <p>Performance Statement D Standards 1, 2, 3, 4, 5, 6</p> <p>Performance Statement E Standard 2</p> <p>Performance Statement F Standards 1, 2</p>	<ul style="list-style-type: none"> • Read a variety of literature of different genres: picture books; poems; articles and stories from children's magazines; fables, myths and legends; songs, plays and media productions; and works of fiction and non-fiction intended for young readers • Recognize some features that distinguish the genres and use those features to aid comprehension • Understand the literary elements of setting, character, plot, theme, and point of view and compare those features to other works and to their own lives • Use inference and deduction to understand the text • Read aloud accurately and fluently, using phonics and context clues to determine pronunciation and meaning • Evaluate literary merit • Present personal responses to literature that make reference to the plot, character, ideas, vocabulary and text structure • Explain the meaning of literary works with some attention to

		<p>meanings beyond the literal level</p> <ul style="list-style-type: none">• Create their own stories, poems, and songs using the elements of the literature they have read and appropriate vocabulary
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<p><u>Learning About Language and Literature</u></p> <ul style="list-style-type: none"> • Language <ul style="list-style-type: none"> Parts of Speech <ul style="list-style-type: none"> • Adjectives • Pronouns • Proper nouns • Conjunctions • Articles • Parts of a Sentence • Helping Verbs • Getting Words to Agree • Different Kinds of Sentences 	<p><u>Performance Statement</u></p> <p>G <u>Standards 1, 2,3</u></p>	<ul style="list-style-type: none"> • Observe basic writing conventions, such as correct spelling, punctuation, and capitalization, as well as sentence and paragraph structures appropriate to written forms • Observe the conventions of grammar and usage, spelling, and punctuation • Use effective vocabulary and follow grammar, usage, spelling, and punctuation in persuasive writing
<p><u>Learning About Literature</u></p> <ul style="list-style-type: none"> - Biography - Autobiography - Fiction and Nonfiction 	<p><u>Performance Statement</u></p> <p>B. <u>Standards #1,2,3,4,5,6,7, 8,9</u></p> <p><u>Performance Statement</u></p> <p>D. <u>Standards #1,2,3</u></p>	<ul style="list-style-type: none"> • Use the process of pre-writing, drafting, revising and proof reading (the "writing process") to produce well structured informational texts • Use details, examples, anecdotes, or personal experiences to explain or clarify information • Include relevant information and exclude extraneous material • Use a few traditional structures to conveying information such as chronological order, cause and effect, and similarity and difference • Exchange friendly notes, cards, and letters with friends, relatives, and pen pals to keep in touch and to commemorate special occasions

Sayings



<p>Elements of Art</p> <ul style="list-style-type: none"> • Lines Make Shapes <ul style="list-style-type: none"> - Shapes with Straight and Curved Lines - Lines Can Show Emotion - Different Ways to Make Shapes - What Quilts Tell us About Shapes • A Painting About an Idea <ul style="list-style-type: none"> - Edward Hicks <ul style="list-style-type: none"> - "The Peaceable Kingdom" • Shapes in Architecture <ul style="list-style-type: none"> - Pont du Gard • Shapes and Rhythm • All Kinds of Horses <ul style="list-style-type: none"> - Walter Crane • Pictures Like Puzzles • Mosaics • Slow Rhythms • Paintings that Are Part of Walls • The Mexican Muralists <ul style="list-style-type: none"> - A Mural that Makes a Message - Shapes that Frame a Picture • Pattern and Texture 	<p>Performance Statement</p> <p>A. <u>Standards #</u> 1,2,3,4,5</p> <p>Performance Statement</p> <p>B. <u>Standards #</u> 1,2,3</p> <p>Performance Statement</p> <p>C. <u>Standards #</u> 1,2</p>	<ul style="list-style-type: none"> • Experiment and create art works, in a variety of mediums (drawing, painting, sculpture, ceramics, printmaking, video and computer graphics), based on a range of individual and collective experiences • Develop their own ideas and images through the exploration and creation of art works based on themes, symbols, and events • Understands and use the elements and principles of art (line, color, texture, shape) in order to communicate their ideas • Identify and use, in individual and group experiences, some of the roles and means for designing, producing and exhibiting art works. • Explain the themes that are found in works of visual art and how art works are related to other forms of art (dance, music, theatre, etc) • Explain how ideas, themes, or concepts in visual arts are expressed in other disciplines (e.g., mathematics, science, literature, social studies, etc.) • Look at and discuss a variety of art works and artifacts from world cultures to discover some important ideas, issues, and events of those cultures • Look at a variety of art works and artifacts from diverse cultures of the United States and identify some distinguishing characteristics • Create art works that show the influence of a particular culture. • Understands the characteristics of various mediums (two-dimensional, three dimensional, electronic images) in order to select those that are appropriate for their purposes and intent • Develop skills with electronic media as a means of expressing visual ideas. • Give examples of adults who make their living in art professions
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ICAHN CHARTER SCHOOL
CURRICULUM

3rd Grade, Music

CORE KNOWLEDGE	NYS Performance Statement and Standard	PERFORMANCE INDICATOR
<p>Music</p> <ul style="list-style-type: none"> • Rhythm • Meter • Tempo • African & Latin Rhythms • Instruments that keep rhythm • Notation: How Music is Written Down <ul style="list-style-type: none"> - Staff - Treble Clef - Bass - Whole note, half note, quarter note, eighth notes 	<p>Performance Statement</p> <p>A. <u>Standards # 2,3,4,5,7</u></p> <p>Performance Statement</p> <p>B. <u>Standards # 1,2,3</u></p> <p>Performance Statement</p> <p>C. <u>Standards #2,3,4,5</u></p>	<ul style="list-style-type: none"> • Discuss ways that music is used by various members of the community • Demonstrate appropriate audience behavior, including attentive listening, in a variety of musical setting in and out of school • Read simple standard notation in performance, follow vocal or keyboard scores in listening • Describe the music in terms related to basic elements such as melody, rhythm, harmony, dynamics, timbre, form, style, etc • Discuss the basic means by which the voice and instruments can alter pitch, loudness, duration, and timbre • Identify when listening, and perform from memory, a basic repertoire of folk songs/dances and composed songs from the basic cultures that represent the peoples of the world • Identify the titles and composers of well-known examples of classical concert music

		<p>and blues/jazz selections</p> <ul style="list-style-type: none">• Identify the primary cultural, geographical, and historical setting for the music they listen to and perform
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ICAHN CHARTER SCHOOL
CURRICULUM

4TH Grade, Science

CORE KNOWLEDGE	NYS Performance Statement and Standard	PERFORMANCE INDICATOR
<p>Life Science</p> <ul style="list-style-type: none"> • The History of the Earth and Its Life forms • Fossil Formation • Types of Fossils • How old Is the Earth 	<p>S2 Life Science S2D Demonstrates understanding of change over time</p>	<ul style="list-style-type: none"> • Use more than one medium such as models, text or drawings to show how various organisms have changed over time. • Describe the similarities and differences between fossils and related contemporary organisms and explain how environmental factors contributed to these similarities and differences.
<ul style="list-style-type: none"> • Dividing the Earth's story into Chapters • The Precambrian Era • The Paleozoic Era • The Mesozoic Era • The Cenozoic Era 	<p>S2 Life Science S2D Demonstrates understanding of change over time.</p>	<ul style="list-style-type: none"> • Explain how organisms both human and other, cause changes in their environments and how some of these changes can be detrimental to other organisms.
<ul style="list-style-type: none"> • The Human Body and Health • The Circulatory System • The Blood • The Blood Vessels • The Heart • The Respiratory System 	<p>S2 Life Science S2A Demonstrates understanding of characteristics of organisms S7 Scientific Communication S7A Represents data & results S7B Uses facts to support conclusions S7C Communicates in a form suited to the purpose S7D Critiques written</p>	<ul style="list-style-type: none"> • Make a poster of charts and graphs to communicate effective nutrition and health habits.

	and oral explanations	
Physical Science <ul style="list-style-type: none"> • Earthquakes & The Earth's plates • Faults • Volcanoes • Predicting & measuring Earthquakes and Volcanoes • Under the ocean • Rocks and Minerals • Rock Formation • Types of Weathering • Types of Erosion • How the Great Lakes were formed • How rocks become soil • Weather • Our atmosphere • Hot and Cold Air • How air masses affect weather and climate • Clouds & Water Vapor 	S3 Earth Science S3C Demonstrates understanding of changes in Earth and sky. S6 Scientific Tools & Technologies S6B Collect and Analyze data S6C Acquire information from multiple sources S3 Earth Science & Space Sciences Concepts S3A Demonstrates understanding of properties of Earth Materials S3B Demonstrates understanding of objects in the sky	<ul style="list-style-type: none"> • Collect information from the US Geological survey and use the information to identify trends in geological movement in your hometown or state. • Investigate how the properties of soil can affect the growth of a plant. • Write a story that describes what happens to a drop of water and the physical environment through which it flows as it travels from a lake to a river via the Earth's atmosphere.
Energy Sources <ul style="list-style-type: none"> • Electricity • Fossil Fuels-Coal, Oil & Natural gas • Hydroelectricity • Nuclear Energy from Fission • Wind & Solar Energy • Nuclear Fusion 	S1 Physical Science S1C Demonstrates understanding of light, heat, electricity and magnetism.	<ul style="list-style-type: none"> • Investigate heat & friction by burning, rubbing or mixing substances together; explain similarities and differences.
Stories of Scientists <ul style="list-style-type: none"> • Marie Curie • Alexander Fleming • Elizabeth Blackwell • Daniel Hale Williams 	S4 Scientific Connections and Applications S4D Science as a human endeavor, such as communication cooperation and diverse input in scientific research. S7 Scientific Communication	<ul style="list-style-type: none"> • Work with other students to create a skit depicting the sequence of events & the characters in an important scientific discovery

ICAHN CHARTER SCHOOL
CURRICULUM

4TH Grade, History and Geography

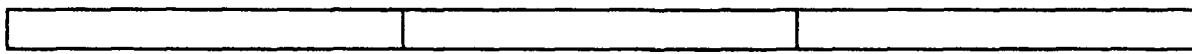
CORE KNOWLEDGE	NYS Performance Statement and Standard	PERFORMANCE INDICATOR
<u>Geography</u> <ul style="list-style-type: none"> • Diving the World into Sections • The Largest Section • Finding Coordinates • The Eastern Hemisphere • The Land of the Andes • The Rugged Rockies • The Rounded, Rolling Appalachians • The High peaks of the Himalayas • The Alps • Mount Kilimanjaro • Mount McKinley • Aconcagua • Mount Everest 	Standard 3 <p>Students will use a variety of intellectual skills to demonstrate their understanding of the geography of the interdependent world in which we live – local, national & global – including the distribution of people, place and environments and the earth's surface</p>	<ul style="list-style-type: none"> • Locate places within the local community, State, and nation; locate the Earth's continents in relation to each other and to principal parallels and meridians • Draw maps and diagrams that serve as representations of places, physical features, and objects • Investigate how people depend on and modify the physical environment • Ask geographic questions about where places are located; why they are located where they are; what is important about their locations; and how their locations are related to the location of other people and places
<u>World Civilization</u> <ul style="list-style-type: none"> • Germanic People on the move • The Byzantine Empire • The Rise of Christianity • Charles the Great • Charlemagne and the Spread of Learning 	Standard 2 <p>Students will use a variety of intellectual skills to demonstrate their major ideas, eras, themes, developments & turning points in world history & examine the broad sweep of history from a variety of perspectives.</p>	<ul style="list-style-type: none"> • Study about different world cultures and civilizations focusing on their accomplishments, contributions, values, beliefs, and traditions • View historic events through the eyes of those who were there, as shown in their art, writings, music, and artifacts

		<ul style="list-style-type: none"> Explore the lifestyles, beliefs, traditions, rules and laws, and social/cultural needs and wants of people during different periods in history and in different parts of the world
<ul style="list-style-type: none"> Trial by jury The Crusades The Growth of Islam Trade and the Rise of the African Empires The slave Trade West meets East Civilizations Under the Tang Dynasty The Wrath of Genghis Khan The Adventures of Marco Polo 		<ul style="list-style-type: none"> Study about different cultures and civilizations focusing on their accomplishments, contributions, values, beliefs, and traditions Explore narrative accounts of important events from world history to learn about different accounts of the past to begin to understand how interpretations and perspectives develop Distinguish between past, presents, and future time periods Read historical narratives, myths, legends, biographies, and autobiographies to learn about how historical figures lived, their motivations, hopes, fears, strengths, and weaknesses
American Civilization <ul style="list-style-type: none"> • Crossing the Delaware • Saratoga and a new ally • European Helpers • Valley Forge • His name Means Treason • Yorktown • State and Federal Governments 	Standard 1 Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in the history of the US & New York.	<ul style="list-style-type: none"> Know the roots of American culture, its development from many different traditions, and the ways many people from a variety of groups and backgrounds played a role in creating it Understand the basic

<ul style="list-style-type: none"> • The Articles of Confederation • The Constitutional Convention • Madison's Plan • Checks and Balances • We the people • What about the slavery? • The Father of our Country • Thomas Jefferson • The war of 1812 • The Monroe Doctrine • "Manifest Destiny" and the Mexican War • Horace Mann and the Public Schools 		<p>ideals of American democracy as explained in the Declaration of Independence and the Constitution and other important documents</p> <ul style="list-style-type: none"> • Identify individuals who have helped to strengthen democracy in the United States and throughout the world • Explain those values, practices, and traditions that unite all Americans • View historic events through the eyes of those who were there, as shown in their art, writings, music, and artifacts • Identify individuals who have helped strengthen democracy in the United States and throughout the world
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CORE KNOWLEDGE	NYS Performance Statement and Standard	PERFORMANCE INDICATOR
	<p>Standard 4 Economics</p> <ul style="list-style-type: none"> • Students will use a variety of intellectual skills to demonstrate their understanding of how the US & other societies help economic systems & associated institutions to allocate scarce resources, how major decision-making units function in the 	<ul style="list-style-type: none"> • Know some ways individuals and groups attempt to satisfy their basic needs and wants utilizing scarce resources. • Study about how the availability and distribution of resources is important to a nation's economic growth.

	<p>US & other national economies and how economy solves the scarcity problem through market & non-market mechanisms.</p> <p>Standard 5 Civics, Citizenship & Government Students will use a variety of intellectual skills to demonstrate their understanding of the necessity for establishing governments: the governmental system of the US & other nations; the US constitution; the basic civic values of American Constitutional democracy; the roles, rights & responsibilities of citizenship, including avenues of participation.</p>	<ul style="list-style-type: none"> • Understand how societies organize their economies to answer three fundamental economic questions: What goods and services shall be produced and in what quantities? How shall goods and services be produced? • Know the meaning of key terms and concepts related to government, including democracy, power, citizenship, nation-state, and justice • Discuss how and why the world is divided into nations and what kinds of governments other nations have
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267

ICAHN CHARTER SCHOOL
CURRICULUM

4TH Grade, Mathematics

CORE KNOWLEDGE	NYS Performance Statement and Standard	PERFORMANCE INDICATOR
<u>Numbers through Millions</u> <ul style="list-style-type: none"> • Place Value • The Value of Digits • Commons and Place Value • Comparing Numbers • Rounding • Mental Addition and Subtraction 	M1 Arithmetic & Number Concepts M1B Demonstrate understanding of the base ten value system & use this knowledge to solve arithmetic tasks M1C Estimate, approximate, round off, use landmark numbers or use exact numbers in calculations M1F Describe & compare quantities by using whole numbers up to \$10,000.	<ul style="list-style-type: none"> • Skip count by 1,000's • Read and write whole numbers using word name, expanded, and standard form. • Understand the place value structure of the base ten number system. • Use concrete materials and a place value chart to compare, round and order whole numbers. • Develop an understanding of addition and subtraction using estimation.
<u>Geometry, Part One-Lines & Angles</u> <ul style="list-style-type: none"> • Planes and Rays • Angles & types • Perpendicular Lines • Parallel Lines 	M2 Geometry & measurement concepts M2D Use many types of figures M6 Mathematical skills and tools M6E Refer to geometric shapes & terms correctly.	<ul style="list-style-type: none"> • Draw, identify, intersecting, perpendicular, and parallel lines. • Identify points and rays when drawing angles. • Classify angles as acute, obtuse, right, and straight.

<p><u>Multiplication Review</u></p> <ul style="list-style-type: none"> • A property of Multiplication • Multiples • Multiplying by Tens • Multiplying by two-digit numbers • Checking Multiplication • Multiplying Money • Multiplying by Hundreds • Multiplying by three-digit numbers 	<p>M1 Arithmetic & Number Concepts</p> <p>M1A Add, subtract, multiply and divide whole numbers.</p> <p>M5 Problem solving & Reasoning</p> <p>M5A Formulation</p> <p>M5B Implementation</p>	<ul style="list-style-type: none"> • Identify the Associative and Commutative Properties of Multiplication. • Use a number chart to identify multiples, prime and composite numbers. • Use a variety of strategies to multiply two-digit numbers by two-digit numbers (with and without regrouping)
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Geometry, Part Two – Kinds of Polygons, circles & Triangles <ul style="list-style-type: none"> • Quadrilaterals & Diagonals • Kinds of Quadrilaterals • Special kinds of parallelograms; Rectangles and Squares • Circles 	M2 Geometry & Measurement Concepts <ul style="list-style-type: none"> • M2D Use many types of figures • M2E Solve problems by showing relationships between & among figures • M2F extend & create geometric patterns using concrete & pictorial models 	<ul style="list-style-type: none"> • Identify and name polygons, recognizing that their names are related to the number of sides and angles (triangles, quadrilateral, pentagon, hexagon, and octagon). • Find perimeter of polygons by adding sides. • Find the area of a rectangle by counting the number of squares needed to cover the rectangle. • Define and identify vertices, faces, and edges of three-dimensional shapes.
Roman Numerals, Time <ul style="list-style-type: none"> • Roman Numerals • Changing Units of time • Adding & Subtracting Time • Working with Time through noon or midnight. 	M2 Geometry & Measurement Concepts M2J Carry out simple unit conversions	<ul style="list-style-type: none"> • Calculate elapsed time in hours and half hours, not crossing A.M. / P.M. • Calculate elapsed time in days and weeks, using a calendar.
Decimal Decimals: Tenths <ul style="list-style-type: none"> • Decimals: Hundredths • Decimals: Thousandths • Reading & Writing Decimals as fractions • Comparing Decimals • Rounding Decimals • Adding & 	M1 Arithmetic & Number concepts M1E Describe & compare quantities by using simple decimals M1D Describe & compare quantities by using simple fractions	<ul style="list-style-type: none"> • Develop an understanding of decimals as part of a whole. • Read and write decimals to hundredths, using money as a context. • Use concrete materials and visual models to compare

<ul style="list-style-type: none"> • Subtracting Decimals • Money & Decimals 		<p>and order decimals (less than 1) to the hundredths place in the context of money.</p>
<p>Probability, Changing Units of Measurement, Word</p> <ul style="list-style-type: none"> • Problems • Probability • Working with U.S. <p>Customary Units Of Measurement</p> <ul style="list-style-type: none"> • Working with Metric units of Measurement • Word problems 	<p>M4 Statistics & Probability Concepts</p> <p>M4A Collect and Organize Data to answer a question</p> <p>M4B Display data</p> <p>M4C Make statements & draw simple conclusions based on data</p> <p>M4D Gather data about an entire group or by sampling group members to understand the concept of sample</p>	<ul style="list-style-type: none"> • Investigate the possible, likely or unlikely outcomes when rolling 2 number cubes & recording sums. • Use a ruler to measure to the nearest standard unit (whole, $\frac{1}{2}$ and $\frac{1}{4}$ inches, whole feet, whole yards, whole centimeters, and whole meters) • Know and understand equivalent standard units of length: 12 inches= 1 foot, 3 feet=1 yard. • Select tools and units appropriate to the mass of the object being measured (grams and kilograms) • Select tools and units appropriate to the capacity being measured (milliliters and liters)

	<p>M4E Predict results & find out why some results are more likely, less likely or equally likely.</p> <p>M4F Find all possible combinations</p> <p>M2 Geometry & Measurement Concepts</p> <p>M2G Use basic ways of estimating & measuring the size of figures & objects in the real world</p> <p>M2I select & use units for estimating & measuring quantities.</p>	<ul style="list-style-type: none"> • Put five objects, such as books, rocks or pumpkins in rank order by weight. First by estimating & then by measuring exactly. • Understand similarities and differences in representations. • Connect mathematical representations with problem solving. • Construct effective representations to solve problems.
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ICAHN CHARTER SCHOOL
CURRICULUM

4TH Grade, Language & Literature

CORE KNOWLEDGE	NYS Performance Statement and Standard	PERFORMANCE INDICATOR
<u>Stories and Speeches</u> (examples) <ul style="list-style-type: none"> • A voyage to Lilliput • Robinson Crusoe • Rip Van Winkle • The Legend of Sleepy Hollow • Treasure Island 	E1 Reading E1B Read & Comprehend at least 4 books on the same subject, or by same author or in the same genre. E3 speaking, Listening & Viewing E3C Prepare & deliver individual presentation E5 Literature	<ul style="list-style-type: none"> • Read a variety of literature of different genres: picture books; poems; articles and stories from children's magazines; fables, myths and legends; songs plays and media productions; and works of fiction and non-fiction, intended for young readers • Recognize some features that distinguish the genres and use those features to aid comprehension • Understand the literary elements of setting, character, plot, theme, and point of view

<p><u>Introduction to Poetry</u></p> <ul style="list-style-type: none"> • Poems about Days • Monday's Child is Fair of Face • Solomon Grundy • Poems about Animals • The Rhinoceros • The Frog • The Crocodile • Humorous Poems • Poems about myself 	<p>E1 Reading</p> <p>E1B Read & Comprehend at least 4 books on the same subject, or by same author or in the same genre.</p> <p>E1D Read aloud fluently</p> <p>E5 Literature</p> <p>E5A Respond to non-fiction, fiction, poetry & drama using interpretive & critical processes.</p> <p>E5B produce a work in at least one literary genre that follows the conventions of the genre.</p>	<ul style="list-style-type: none"> • Make connections to literary works according to a common theme. • Make appropriate and effective use of strategies to construct meaning from print, such as prior knowledge about a subject, structural and context clues, and an understanding of letter-sound relationships to decode difficult words • Write a poem • Create their own stories, poems and songs using the elements of the literature they have read and appropriate vocabulary.
<p><u>Language – Parts of Speech</u></p> <ul style="list-style-type: none"> • Interjections • Adverbs • Prepositions • Regular & Irregular Verbs • Punctuation – Colors 	<p>E4 Connections, Grammar and Usage of English Language</p> <p>E4A Demonstrate a basic understanding of the rules of the English Language in written & oral work.</p> <p>E4B Analyze & subsequently revise work to improve its clarity & effectiveness.</p>	<ul style="list-style-type: none"> • Demonstrate in a piece of writing the ability to manage the conventions, grammar and usage of English so that they aid rather than interfere with reading • Use effective vocabulary ands follow the rules of grammar, usage, spelling, and punctuation in persuasive writing. • Expresses opinions (in such forms as oral and written reviews, letters to the editor, essays, or persuasive speeches) about events, books, issues, and experiences,

		<p>supporting their experiences with some evidence.</p> <ul style="list-style-type: none">• Adjust their vocabulary and style to take into account the nature of the relationships and the knowledge and interests of the person receiving the message.
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<p>Introduction to Sayings & Phrases</p> <p>Examples</p> <ul style="list-style-type: none"> • The Early Bird Gets the Worm • Live & Let Live • When It Rains It Pours 	<p>Clarity & effectiveness</p> <p>E5 Literature</p> <p>E5A Respond to fiction & non-fiction, poetry & drama using interpretive & critical processes.</p>	<ul style="list-style-type: none"> • Relate new information to prior knowledge and experience.
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**ICAHN CHARTER SCHOOL
CURRICULUM**

4TH Grade, Visual Arts

CORE KNOWLEDGE	NYS Performance Statement and Standard	PERFORMANCE INDICATOR
<p><u>Design in Art</u></p> <ul style="list-style-type: none"> • A Church of Great Domes • Gothic Cathedrals • An Age of Faith • Rose Windows • Statues Standing Freely in Space • Vertical Lines in African Art 	<p>Standard 1 Creating, Performing & Participating in the Arts</p> <ul style="list-style-type: none"> • Students will actively engage in the process that constitutes creation & performance in the arts (dance, music, theatre, and visual arts) and participate in various roles in the arts. <p>Standard 2 Knowing & Using Arts Materials & Resources</p> <ul style="list-style-type: none"> • Students will be knowledgeable about & make use of the materials & resources available for participation in the arts in various roles 	<ul style="list-style-type: none"> • Know about some cultural institutions (museums and galleries) and community opportunities (art festivals) for looking at original art and talking to visiting artists, to increase their understanding of art. • Give examples of adults who make their living in the arts profession. • Use a draw/paint computer program to create graphic images.
	<p>Standard 3 Responding & Analyzing Works of Art</p> <ul style="list-style-type: none"> • Students will respond critically to a variety of works in the arts, connecting the individual work to other works and to other aspects of human endeavor & thought 	<ul style="list-style-type: none"> • Describe what they see in a work of art & tell what they think the work of art is about.

	<p>Standard 4 Understanding the Cultural Dimensions & Contributions of the arts</p> <ul style="list-style-type: none"> • Students will develop an understanding of the personal & cultural forces that shape artistic communication & how the arts in turn shape the diverse cultures of past and present society. 	<ul style="list-style-type: none"> • Look at & discuss a variety of art works & artifacts from world cultures to discover some important ideas, issues, and events of those cultures.
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ICAHN CHARTER SCHOOL
CURRICULUM

4TH Grade, Music

CORE KNOWLEDGE	NYS Performance Statement and Standard	PERFORMANCE INDICATOR
<p>Music</p> <ul style="list-style-type: none"> • Harmony • The Major Scale • Classical Music • Bach • Four Part Harmony • The Orchestra • Vivaldi • Handel 	<p>Standard 1 Creating, Performing & Participating in the Arts</p> <ul style="list-style-type: none"> • Students will actively engage in the process that constitutes creation & performance in the arts (dance, music, theatre, and visual arts) and participate in various roles in the arts. <p>Standard 2 Knowing & Using Arts Materials & Resources</p> <ul style="list-style-type: none"> • Students will be knowledgeable about & make use of the materials & resources available for participation in the arts in various roles 	<ul style="list-style-type: none"> • Use classroom and nontraditional instruments in performing and creating music. • Sing familiar sounds, rounds, partner songs & harmonizing parts • Exhibit appropriate behavior when listening to classical music in school's auditorium. • Discuss ways that music is used by various members of the community. • Recognize & identify some pieces of music and name the countries & composers associated with selections.
	<p>Standard 3 Responding & Analyzing Works of Art</p> <ul style="list-style-type: none"> • Students will respond critically to a variety of works in the arts, connecting the individual work to other works and to other aspects of human endeavor & thought 	<ul style="list-style-type: none"> • Know about some cultural institutions (museums and galleries and community opportunities (art festivals) for looking at original art and talking to visiting artists, to increase their understanding of art

	<p>Standard 4 Understanding the Cultural Dimensions & Contributions of the arts</p> <ul style="list-style-type: none">• Students will develop an understanding of the personal & cultural forces that shape artistic communication & how the arts in turn shape the diverse cultures of past and present society.	
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**THE ICAHN CHARTER SCHOOL
CORE KNOWLEDGE CURRICULUM**

CARL C ICAHN CHARTER SCHOOL FAR ROCKAWAY

ENGLISH LANGUAGE ARTS

5th Grade

Core Knowledge Topics	Standard Area Topic	CURRICULUM
Standard 1 - Students will read, write, listen and speak for information and understanding		
<p>Poetry:</p> <ul style="list-style-type: none"> • The arrow and the Song • Barbara Frietchie • Battle Hymn of the Republic • A Bird came down the walk • Captain! My Captain! • The Road Not Taken • Casey at the Bat <p>Fiction and Drama</p> <ul style="list-style-type: none"> • Stories - The adventures of Tom Sawyer - Episodes from Don Quixote - Little House on the Prairie 	<ul style="list-style-type: none"> • Read for information and understanding • Write for information and understanding • Listen for information and understanding • Speak for information and Understanding 	<p>Through cross curricular areas:</p> <p>Writing and Research</p> <ul style="list-style-type: none"> • Produce a variety of types of writing including reports, summaries, letters, descriptions, and research essays, essays that explain a process, stories, and poems with a coherent structure or story line. • Know how to gather information from different sources such as encyclopedia, magazines, interviews, observations, atlas, internet, and write short reports synthesizing information from at least three different sources, presenting the information in his or her own words with attention to the following: <ul style="list-style-type: none"> - understanding the purpose and audience of the writing - defining and developing a main idea or thesis statement - Organizing material in coherent paragraphs. - Organizing points with relevant examples - Documenting sources in a rudimentary bibliography. <p>Demonstrate the ability to manage the conventions,</p>

		<p>grammar and usage of English by:</p> <ul style="list-style-type: none"> - Understanding and using complete sentence with subject and predicate. - Identify subject/verb sentences and that they must agree - Understand and use parts of speech. - Use punctuation studied in earlier grades, as well as the colon before a list, and commas with an appositive. - Use underlining or italics for titles of books. • Know and use prefixes and suffixes affect word meaning.
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Standard 2 - Students will read, write, listen and speak for literary response and expression.

<ul style="list-style-type: none"> - Little Women - Narrative of the Life of Frederick Douglass - Tales of Sherlock Holmes • Myths and Legends - A Tale of the Oki Islands (The Samurai's Daughter) - Morning Star and Scarface: The Sun Dance - American Indian trickster stories 	<ul style="list-style-type: none"> • Read for literary response and expression • Write for literary response and expression • Listen for literary response and expression • Speak for literary response and expression 	<ul style="list-style-type: none"> • Students previews text, by skimming materials; use of textual clues and text format; • Establish a purpose for reading • Represents concrete information such as persons, places, things, and events through explicit mental pictures. • Make, confirm and revise simple predictions about what will be found • Read stories, poems, and passages with attention to rhythm, flow, and meter, and other literary terms <ul style="list-style-type: none"> - Onomatopoeia - Alliteration - Pen name (pseudonyms) - Literal and figurative language such as imagery, metaphors
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		<p>and simile; symbolism, personification.</p> <ul style="list-style-type: none"> • Apply reading skills and strategies to a variety of literary passages and texts. • Understand and apply the defining characteristics of a variety of literary forms and genres. <ul style="list-style-type: none"> • Understand simple dialogues and how they relate to a story. • Identify recurring themes across literary works. • Make connections between characters or simple events in a literary work and people or events in his or own life. • Share responses to literature with peers.
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Standard 3 – Students will read, write, listen, and speak for critical analysis and evaluations

<ul style="list-style-type: none"> • Drama <ul style="list-style-type: none"> - A Midsummer Night's Dream - Terms: Tragedy and comedy Act, scene Globe Theater • Speeches <ul style="list-style-type: none"> - Abraham Lincoln: The Gettysburg Address - Chief Joseph (Highh'mootyalake kt): "I will fight no more forever" • Saying and Phrases i.e. -Bite the hand that feeds you. - Chip on your shoulder - Eat crow - Eleventh hour 	<ul style="list-style-type: none"> • Read for critical analysis and evaluation <ul style="list-style-type: none"> • Write for critical analysis and evaluation • Listen for critical analysis and evaluation • Speak for critical analysis and evaluation 	<ul style="list-style-type: none"> • Recognize and use effectively writing techniques in accomplishing an author's purpose. • Recognize and analyze an author's assumption and beliefs underlying the author's purpose.
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<ul style="list-style-type: none"> - Every cloud has a silver lining. - The grass is always greener on the other side of the hill - Out of the frying pan and into the fire 		
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Standard 4 – Students will read, write, listen and speak for social interaction

	<ul style="list-style-type: none"> • Read for social interaction • Write for social interaction • Listen for social interaction • Speak for social interaction 	<ul style="list-style-type: none"> • Contribute to group discussions. • Take part in accountable talk • Organize and present oral presentations appropriate to the audience.
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CAREER DEVELOPMENT AND OCCUPATIONAL STUDIES

5th Grade

Core Knowledge Topics	Standard Area Topic	Curriculum Knowledge and skills students attain by the end of the grade.
Standard 1 – Students will be knowledgeable about the world of work, explore career options, and relate personal skills, aptitudes, and abilities to future career decisions.		
	<ul style="list-style-type: none"> • Career Planning • Changing Role of Men and Women • Changing Workplace 	<p>Fifth grade students will address this standard by demonstrating leadership skills:</p> <ul style="list-style-type: none"> • Serve occasionally as leaders/followers of groups • Enlisting others to work towards a shared vision • Celebrate accomplishments • Recognize the contribution of others • Passes on authority when appropriate
Standard 2 – Students will demonstrate how academic knowledge and skills are applied in the workplace and other settings		
	<ul style="list-style-type: none"> • Application to “Real World” Settings 	<ul style="list-style-type: none"> • Chooses appropriate common materials for making simple mechanical constructions and controlling things. • Measures and mixes dry and liquid materials in prescribed amounts, exercising reasonable safety. • Inspects, disassembles, and reassembles simple mechanical devices and describes various parts • Uses work space effectively.
Standard 3a – Students will demonstrate mastery of the foundation skills and competencies essential for success n the workplace		
	<ul style="list-style-type: none"> • Communication 	

	<p>Skills</p> <ul style="list-style-type: none"> • Information Gathering Skills • Problem Solving Skills • Social Skills 	<ul style="list-style-type: none"> • Engages in active listening • Communicates in a clear manner during conversations • Demonstrates respect for others in a group • Takes initiative in interacting with others • Keeps requests simple • Seeks information nondefensively • Provides feedback in a constructive manner • Communicates ideas in a manner that does not irritate others. • Analyze arguments to determine if they are supported by facts from books, articles, and database. • Identifies resources necessary to complete a goal • Seeks reasons for believing things other than the assertion that all are in agreement. • Displays empathy with others • Identifies personal styles • Works well with different ethnic groups •
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Standard 3b – Students will choose a career major, will acquire the career-specific technical knowledge/skills necessary to progress toward gainful employment, career advancement, and success in post secondary programs.

	<ul style="list-style-type: none"> • Interpersonal Skills • Interrelatedness of Business, Social, Economic Systems • Resources Allocation • Targeted Technical Knowledge/Skills 	Not applicable to 5 th grade students
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287

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SOCIAL STUDIES

5th Grade

Core Knowledge Topics across the standards	Standard Area Topic	Curriculum Knowledge and skills students attain by the end of the grade.
Standard 1 – Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in the history of the United States and New York.		
Westward expansion before the Civil War <ul style="list-style-type: none"> • Early exploration of the west • Pioneers quest for the west <ul style="list-style-type: none"> - Santa Fe and Oregon Trails, gold rush. • Indian resistance: <ul style="list-style-type: none"> - The battle of Tippecanoe - Osceola: the Seminole leader - Tecumseh (Shawnee) attempt to unite tribes • The meaning of the “Manifest Destiny” and the conflict with Mexico <ul style="list-style-type: none"> - The Battle of the Alamo - Mexican successions to the U.S. Westward expansion after the Civil War <ul style="list-style-type: none"> • Homestead Act • “Go west. Man” (Horace Greeley’s advice) • Railroads: Transcontinental Rail Roads links the east to west; immigrant labor. 	United States & New York History <ul style="list-style-type: none"> • Intellectual Skills • Belief Systems • Conflict • Cultural Identity, Diversity and interdependence. 	<ul style="list-style-type: none"> • Construct time line in significant historical events that mark evenly spaced intervals the years, decades, and centuries • Understand broadly define eras of state and local historical events.. • Understand the specific decisions and events had an impact on history. • Predict how events might have turned out differently in one’s local community if specific individuals or groups had chosen different courses of action. • Understand how historical figures in the U. S. and other parts of the world have advanced the rights of individuals and promoted the common good, the character traits that made them successful. • Understand historical figures who believed in the fundamental democratic values such as truth, justice, equality, responsibility, and the significance both in their historical context and today.

<ul style="list-style-type: none"> • Cowboys; the cattle drives The "wild west", reality versus legend: Billy the Kid, Jesse James, Annie Oakley, Buffalo Bill. • Buffalo Soldiers: African American troops in the west. • US purchases Alaska from Russia: "Seward's Folly" • 1890: The closing of the American frontier as acknowledged by the U.S. Census; the symbolic significance of the frontier. <p>The Civil War: Causes, Conflicts, and Consequences</p> <ul style="list-style-type: none"> • Toward the Civil War <ul style="list-style-type: none"> - Abolitionists: William Lloyd Garrison and <i>The Liberator</i>, Fredrick Douglas - Industrial North versus the agricultural South <ul style="list-style-type: none"> - The Mason-Dixon Line - The importance of Harriet Beecher Stowe's "Uncle Tom's Cabin." - Lincoln: "A house divided against itself 		<ul style="list-style-type: none"> • Understand the changes in social relations in the south during the reconstruction. • Understand military, political, and social factors affecting the post Civil War
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<p>cannot stand”</p> <p>Lincoln-Douglas Debates</p> <ul style="list-style-type: none"> • The Civil War - Fort Sumter - Confederacy: Jefferson Davis, President - Yankees and Rebels: Blue and Grey - First Battle of Bull Run - Robert E. Lee and Ulysses S. Grant - General Stonewall Jackson - Emancipation Proclamation - Ironclad ships: battle of USS monitor and CSS Virginia (The Merrimack) - Gettysburg and the Gettysburg Address. - Battle of Antietam Creek - African-American troops: Massachusetts regiment led by Colonel Shaw - Sherman’s march to the sea; burning of Alabama - Lincoln re-elected: concluding words of the Second Inaugural Address (“With malice toward none, with charity for all...”) - Richmond (confederate capital) falls to 		<p>period, and how Presidential leadership affected the reconstruction process.</p> <ul style="list-style-type: none"> • • Understand the significance of beliefs held by both Native American and European about their origins in America. • Understand the economic, social, and cultural influence of location and physical geography on different Native American Societies. • Understand how Native American tribes unite to form the Iroquois nation to solve conflicts peaceably.
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<p>Union Forces</p> <ul style="list-style-type: none"> - Surrender at Appomattox - Assassination of Lincoln by John Wilkes Booth <p>Reconstruction</p> <ul style="list-style-type: none"> • The South in ruins • Struggles for control of the south: Radical Republicans vs. Andrew Johnson: impeachment • Carpetbaggers and scalawags • Freedmen's Bureau: "40 acres and a mule" • 13th, 14th, and 15th Amendments to the constitution • Black Codes; the Ku Klux Klan and the "vigilante justice" • End of Reconstruction: Compromise of 1877, all federal troops removed from the South <p>Native American: Cultures and Conflicts</p> <ul style="list-style-type: none"> • Culture and Life: <ul style="list-style-type: none"> - Great Basin and Plateau - Northern and Southern Plains - Pacific Northwest • American Government Policies <ul style="list-style-type: none"> - Bureau of Indian Affairs - Forced removal to reservations 		
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<ul style="list-style-type: none"> - Attempts to break down tribal life; Assimilation policies; Carlisle School. • Conflicts <ul style="list-style-type: none"> - Sand Creek Massacre - Little Big Horn: Crazy Horse, Sitting Bull, Custer's Last Stand - Wounded Knee, Ghost Dance 		
<p>Standard 2 – Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in world history and examine the broad sweep of history from a variety of perspectives.</p>		
<p>Meso-American Civilizations</p> <ul style="list-style-type: none"> • Maya, Inca, and Aztec Civilizations - Ancient Maya lived in modern day southern Mexico and parts of Central America; descendants will live here today. - Pyramids and temples as accomplishment s as architects and artisans. - Development of a hieroglyphic writing system. - Knowledge of astronomy and mathematics; development of a 365 day calendar, early use of the concept of zero. 	<p>World history</p> <ul style="list-style-type: none"> • Intellectual Skills • Belief Systems • Conflict • Cultural Identity, Diversity, and Interdependence 	<ul style="list-style-type: none"> • Understand the major characteristics and contributions of the Meso-American Civilizations • Understand characteristics of the Spanish and Portuguese exploration and the conquest of the Americas. The social composition of early settlers of America and their motives for exploration and colonization

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| <ul style="list-style-type: none"> • The Aztecs - A warrior culture, at its height of the 1400s and 1500s, the empire covered much of what is now central Mexico. - Island city of Tenochtitlan: aqueducts, massive temples. - Moctezuma - Ruler-priests: Practice of human sacrifices <ul style="list-style-type: none"> • The Incas - Rulers of empire stretching Pacific coast of South America - Builders of great cities such as Machu Picchu, Cuzco High in the Andes mountains, connected by a system of roads. <ul style="list-style-type: none"> • Spanish Conquerors - Conquistadors Cortes and Pizzaro - Advantages of Spanish weapons (guns and cannons) - Diseases devastate native peoples. <p>European Exploration, Trade, and the Clash of Cultures</p> <ul style="list-style-type: none"> • European Exploration, | | |
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<p>trade, and colonization</p> <p>Portugal</p> <p>Exploration of the West African Coast; the Cape of good hope; spice trade with India; exploration of East Africa; East African Swahili city-states</p> <p>Spain</p> <p>Two worlds meet: Columbus and the Tainos Treaty of Tordesillas, Magellan crosses the Pacific; first round the world voyage.</p> <p>England and France</p> <p>Search for Northwest passage.</p> <p>Colonies in North America and West Indies</p> <p>Trading posts in India</p> <p>Holland Dutch take over Portuguese trade routes and colonies in Africa and East Indies</p> <p>Dutch in South Africa and Cape Town and North America</p> <p>Trade and Slavery</p> <p>The sugar trade</p> <p>Transatlantic slave trade: the "triangle trade"</p>		<ul style="list-style-type: none"> Understand characteristics of Japanese society through the imperial periods such as the development of the Japanese society, the political, social, and cultural role of classes.
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<p>from Europe to Africa to colonies. The "Slave Coast" in West Africa</p> <ul style="list-style-type: none"> - The Middle Passage <p>The Renaissance and the Reformation</p> <ul style="list-style-type: none"> • The Renaissance <ul style="list-style-type: none"> - Islamic scholars translate Greek works - A "rebirth" of ideas - New trade, new wealth - Patrons of the arts and learning - Renaissance ideals and values are embodied. • The Reformation <ul style="list-style-type: none"> - Gutenberg's printing press - The Protestant Reformation - The counter reformation - Conflicts between science and the church. <p>England from the Golden Age of the "Glorious Revolution"</p> <ul style="list-style-type: none"> • England in the Golden Age <ul style="list-style-type: none"> - British naval dominance - British exploration and North American settlements - Elizabeth I; 		
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<p>Henry VIII and the Church of England</p> <ul style="list-style-type: none"> • From the English Revolution to the Glorious Revolution <ul style="list-style-type: none"> The English Revolution \ King Charles I vs. Puritans and Parliament Civil War The Restoration - The “Glorious Revolution” (The Bloodless Revolution) King James II Replaced by William and Mary - Bill of Rights <p>Russia: Early Growth and Expansion</p> <ul style="list-style-type: none"> • History and Culture <ul style="list-style-type: none"> Successor to Byzantine Empire; Ivan the Great; Ivan the Terrible; Peter the Great; Catherine the Great <p>Feudal Japan</p> <ul style="list-style-type: none"> • History and Culture <ul style="list-style-type: none"> Emperor as nominal leader; Samurai; Rigid class system; Japan closed to outsiders; religion 		
<p>Standard 3 – Students will use a variety of intellectual skills to demonstrate their understanding of the geography of the interdependent world in which we live – local, national and global – including the distribution of people, places and environments over the earth’s surface.</p>		

<p>Core Knowledge topics under American and World history are used to acquire skills under standard 3.</p> <p>U. S. Geography</p> <ul style="list-style-type: none"> • Locate: Western Hemisphere, North American, Caribbean Sea, Gulf of Mexico • The Gulf Stream and how it affects climates • Regions and their characteristics: New England, Mid-Atlantic, South, Midwest, Great Plains, Southwest, West, Pacific Northwest. • Fifty States and capitals <p>World Geography</p> <ul style="list-style-type: none"> • Spatial Sense <ul style="list-style-type: none"> - Read maps and globes using longitude and latitude: coordinates; degrees - Tropic of Cancer and Tropic of Capricorn; relations to seasons and temperature - Climate zones; Arctic, Tropic, Temperate - Time zones - Artic and Antarctic Circles 	<p>Local, National and Global Spatial View</p> <ul style="list-style-type: none"> • Environmental and society • Intellectual Skills <ul style="list-style-type: none"> - Human systems - Physical systems 	<ul style="list-style-type: none"> • Interpret topography using photos and maps. • Use map grids to plot absolute locations. • Know the approximate location of major continents, mountain ranges, and bodies of water on Earth. • Understand how human characteristics make specific regions distinctive. • Know and understand how cultures influence the characteristics of specific regions. • Identify how different cultures differ in the use of similar environment and resource based on location. • Know the ways in which human activities are constrained by the physical environment. • Know ways in which changes in people's perception have influenced human migration and settlements over time.
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- From a round globe to a flat map; Mercator projection; conic and plane projections.
- Great Lakes of the World
 - Eurasia:
 - Caspian Sea
 - Asia: Aral Sea
 - Africa: Victoria, Tanganyika, Chad
 - North America:
 - Superior; Huran, Michigan
 - South America:
 - Maracaibo, Titicaca
- Russia
 - Moscow and St. Petersburg
 - Ural Mountains;
 - Siberia; steppes
 - Volga and Don Rivers
 - Back, Caspian, and Baltic Seas
 - Search for a warm-water port
- Japan
 - Pacific Ocean:
 - Sea of Japan
 - Four main islands:
 - Tokkaido,
 - Honshu,
 - Shikoku,
 - Kyushu
 - Tokyo
 - Typhoons; earthquakes
 - The Pacific Rim
- Geography of the Spice Trade
 - The Moluccas
 - (The Spice)

<p>Islands)</p> <ul style="list-style-type: none"> - Locate region known as Indochina; the Malay Peninsula; the Philippines - Definition of archipelago <p>“Ring of Fire: earthquakes and volcanic activity</p>		
<p>Standard 4 – Students will use a variety of intellectual skills to demonstrate their understanding of how the United States and other societies develop economic systems and associated institutions to allocate scarce resource, how major decisions making units function in the United States and other national economies, and how an economy solves the scarcity problem through market and nonmarket mechanisms.</p>		
<ul style="list-style-type: none"> • Exploration • Restoration of America • Westward Expansion • The Civil War 	<p>United States and Other Societies</p> <ul style="list-style-type: none"> • Economics • Intellectual Skills • Needs; Wants • Human, Natural and Capital Resources Allocation 	<p>Students use topics under Standard 1 (United States History and Standard 2 (World History) to examine:</p> <ul style="list-style-type: none"> • Understand historic and contemporary economic trade networks • Territorial expansion as a route to national growth • Understand why people choose to settle in different places. • Know the reasons for the growth and decline of settlements. • Examine the basic principles for need to amend constitution • Examine the basic principles for peoples to engage in treaties and pacts •
<p>Standard 5 – Students will use a variety of intellectual skills to demonstrate their understanding of the necessity for establishing governments; the governmental system of the U. S. and other nations, the US. Constitution; the basic civic values of American constitutional democracy; and the roles, rights, and responsibilities of citizenship, including avenues of participation</p>		
<p>See American History topics</p>	<p>New York, United States and World Government</p> <ul style="list-style-type: none"> • Intellectual Skills 	<p>Students use topics under Standard 1 (United States History and Standard 2 (World History) to examine:</p> <ul style="list-style-type: none"> • Examine the basic principles

	<ul style="list-style-type: none"> • Citizenship, Civic Values, Government • Human Rights: Justice • Political Systems • Power 	<ul style="list-style-type: none"> for need to amend the constitution • Examine the basic principles for peoples to engage in treaties and pacts • Identify the difference between power(the capacity to direct or control something or someone) and authority (power that people have the right to use because of custom, law, or consent of the governed. • Understands the importance of equality of opportunity and equal protection of the law as a characteristic of American society • Knows how fundamental values and principles of American democracy are expressed in documents such as the Declaration of Independence.
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MATHEMATICS, SCIENCE, AND TECHNOLOGY
Grade

5th

Core Knowledge Topics	Standard Area Topic	Curriculum Knowledge and skills students attain by the end of each grade
Standard 1 – Students will use mathematical analysis, specific inquiry, and engineering design, as appropriate, to pose questions, seek answers, and develop solution		
	<ul style="list-style-type: none"> • Mathematical Analysis • Scientific Inquiry • Engineering Design 	<ul style="list-style-type: none"> • Recognize variable and solve basic equations using variable • Write and solve equations for word problems. • Conducts scientific investigations which involve asking and answering questions. • Uses different kinds of investigations such as observations, data collection, and controlled experiments, depending on the questions they are trying to answer. • Uses simple equipment and tools to gather scientific data. • Identifies the role of technology in a variety of careers.
Standard 2 – Students will access, generate, process, and transfer information using appropriate technologies.		
	<ul style="list-style-type: none"> • Using information Technology • Impacts of Information Technology 	<ul style="list-style-type: none"> • Uses internet to gather and research information • Identify ways in which technology such as computers help people solve problems, get work done, and be used to play.
Standard 3 – Students will understand mathematics and become mathematically		

confident by communicating and reasoning mathematically, by applying mathematics in real-world settings, and by solving problems through the integrated study of number systems, geometry, algebra, data analysis, probability, and trigonometry.

	<ul style="list-style-type: none"> • Mathematical reasoning • Number and Numeration • Operations • Modeling/Multiple Representation • Measurement • Uncertainty • Patterns/Functions 	<p>Mathematical Reasoning</p> <ul style="list-style-type: none"> • Uses a variety of strategies to understand problem situations. • Represents problems solutions in a variety of forms. • Solve problems with more than one operation • Recognize variable and sole basic equations using variables • Write and solve equations for word problems • Analyze problems by identifying relationships, distinguishing relevant from irrelevant information, sequencing and prioritizing information, and observing patterns. • Determine when and how to break a problem into simpler parts. <p>Numbers and Number Sense</p> <ul style="list-style-type: none"> • Read and write number in digits and words up to the billions • Recognize place value up to billions • Order and compare number to billion using signs,, =. • Write numbers in expanded form. • Using a number line, locate positive and negative whole numbers • Round to the nearest ten; nearest hundred, thousand, hundred-thousand. • Review perfect squares and square
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roots to 144; recognize square root sign.

- Identify a set and the members of a set as indicated by {}
- Identify prime numbers less than 50
- Determine the greatest common factor of given numbers
- Determine the least common multiple of given numbers.

- Ratio:
 - Determine and express simple ratios.

- Use ratio to create a simple scale drawing

- Percent
 - Recognize the percent sign and under percent as "per hundred"

- Fractions and decimals

Operations

- Perform calculations and solve problems involving addition, subtraction, simple multiplication and division of fractions and decimals

- Add, subtract, multiply, and divide with decimals; add with negative integers, and verify the reasonableness of the results.

- Demonstrate proficiency with division including division with positive decimals and long division with multi-digit division.

- Understands the concept of multiplication and

		<p>division of fractions</p> <p>Measurement and Geometry</p> <ul style="list-style-type: none"> Understand and compute the volumes and areas of simple objects. Identify, describe and classify the properties of, and the relationships between, plan and solid geometric figures. Uncertainty and Statistics Understand probability as a measure of the likelihood that an event will happen; using simple models express probability of a given event as a fraction. Collect and organize data in graphic form Solve problems requiring interpretation and application of graphically displayed data. Graph simple functions. Find the average (mean) of a given set of numbers. <p>Pre-Algebra</p> <ul style="list-style-type: none"> Recognize variable and solve basic equations using variables Write and solve equations for word problems
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Standard 4 – Students will understand and apply scientific concepts, principles, and themes pertaining to the physical setting and living environment and recognize the historical development of ideas in science.

Classification of living things into kingdoms:	<u>Physical Setting</u> <ul style="list-style-type: none"> Earth & celestial phenomena Interactions among air, water, land Properties of matter 	<ul style="list-style-type: none"> Identify ways in which living things can be classified. Know that animals and plants have a great variety of body
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<p>into smaller groups</p> <ul style="list-style-type: none"> - Phylum, class, order, family, genus, species, variety. • Scientists use names in Latin to classify living things, i.e. Homo sapiens 	<ul style="list-style-type: none"> • Energy • Energy & matter Interactions <p><u>Living Environment</u></p> <ul style="list-style-type: none"> • Living things/non-living things (similarities & differences) • Inherited genetic information • Organisms/species change over time • Continuity of life reproduction • Organisms & dynamic equilibrium, • Dependence of plants & animals on each other & environment • Impact of human activities impact environment. 	<p>plans and internal structures serve specific functions.</p> <ul style="list-style-type: none"> • Classify organisms into a hierarchy of groups and subgroups. • Identify how the behavior of individual organisms are influenced by internal and external cues such as hunger and the environment; humans and other organism have senses to help them detect these cues.
<p>Cells: Structure and Processes</p> <ul style="list-style-type: none"> • All living things are made up of cells • Structure of cells both plant and animal • Plant cells, unlike animal cells, have cell walls and chloroplasts • Cells without nuclei: moneran (bacteria) • Some organisms consist of only a single cell. • Cells are shaped differently in order to perform different functions. • Organizations of cells into tissues, organs, and systems. 		
<p>Plant Structures and Processes</p> <ul style="list-style-type: none"> • Structure: Non-Vascular and Vascular Plants <ul style="list-style-type: none"> - Non-vascular such as algae - Vascular plants 		

<p>Parts and functions of vascular plants: roots, stems and buds, leaves</p> <ul style="list-style-type: none"> • Photosynthesis <ul style="list-style-type: none"> - Photosynthesis as an important life process that occurs in plant - Cells, but not animal cells. Unlike animals, plants make their own food, through the process of photosynthesis. - Role in photosynthesis of : energy from sunlight; chlorophyll; carbon dioxide and water; xylem and phloem; stomata; oxygen; sugar • Reproduction <ul style="list-style-type: none"> - Asexual reproduction - Sexual reproduction by spore-bearing plants (moss and ferns) - Sexual reproduction of flowering plants such as peas <p>Life Cycles and Reproduction</p> <ul style="list-style-type: none"> • The Life Cycles and Reproduction - Life cycle: development of an organism from birth to growth, reproduction, death. 		<ul style="list-style-type: none"> • Know that for sexually reproducing organisms, a species comprises all organisms that can mate with one another to produce fertile offspring. • Know that reproduction is a characteristic of all living things and is essential to the continuation of a species. • Understand asexual and sexual reproduction.
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<ul style="list-style-type: none"> - All living things reduce. Reproduction may be sexual joining of special male and female cells, called gametes, to form a fertilized egg) or asexual.(fission, spores, molds, budding, regeneration and cloning). • Sexual Reproduction in Animals - Reproductive organs: testes and ovaries - External fertilization: spawning - Internal fertilization: birds, mammals - Development of the embryo: zygote; embryo; growth in uterus; fetus; newborn <p>The Human Body</p> <ul style="list-style-type: none"> • Changes in Human Adolescence - Puberty: Glands and hormones • The Endocrine System - The human body has two types of glands: duct and ductless - Pituitary gland: controls other glands, and hormones affecting growth. - Thyroid gland: control the rate at 		
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<p>which body burns and uses food.</p> <ul style="list-style-type: none"> - Pancreas: Duct and ductless gland; secretes hormone controlling insulin which regulates insulin; diabetes. - Adrenal glands; secretes adrenaline which controls fear/anger, causing rapid heartbeat and breathing. <ul style="list-style-type: none"> • The Reproductive System <ul style="list-style-type: none"> - Females: ovaries; fallopian tubes; uterus; vagina; menstruation. - Males: testes; scrotum; penis; urethra; semen - Sexual reproduction; intercourse; fertilization; zygote; implantation of zygote in the uterus; pregnancy; embryo; fetus; newborn. <p>Chemistry: Matter and Change</p> <ul style="list-style-type: none"> • Atoms, molecules, and compounds <ul style="list-style-type: none"> - Basics of atomic structure: nucleus; protons; neutrons, electrons. - Atoms are constantly in motion; electrons move round the nucleus in paths called shells. - Atoms may joint 		
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<p>together to form molecules and compounds</p> <ul style="list-style-type: none"> - Common compounds and their formulas, i.e. water H₂O; salt NaCl, and carbon dioxide CO₂. <p>Elements</p> <ul style="list-style-type: none"> - Elements have atoms of only one kind, have the same number protons. More than 100 different elements. - The Periodic Table: organized elements with common properties. - Well-known elements and their symbols. - Two different kinds of elements; metals and non-metals. Metals comprise about 2/3 of the known elements. Properties of metals: most are shiny, ductile, malleable, and conductive. <p>Chemical And Physical Change</p> <ul style="list-style-type: none"> - Chemical changes what a molecule is made up and results in a new substance. I.e. Rusting of iron - Physical change changes only the properties or appearance of the substance but not 		
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what the substance is made of. i.e. breaking glass, freezing water		
Standard 5 – Students will apply technological knowledge and skills to design, construct, use, and evaluate products and systems to satisfy human and environmental needs.		
	<ul style="list-style-type: none"> • Engineering Design • Tools, Resources & Technological Processes • Computer Technology • History & Evolution of Technology • Management of Technology 	<ul style="list-style-type: none"> • Identify and uses basic functions of computer hardware. • Identify and use basic facts about networked computers. • Connect via modem to other computer users via the internet. • Uses computer software programs, such as word processors, special purpose programs and games. • Know and use different formats software applications to create things.
Standard 6 – Students will understand the relationships and common themes that connect mathematics, science, and technology and apply the themes to these and other areas of learning.		
	<ul style="list-style-type: none"> • Systems Thinking • Models • Magnitude & Scale • Equilibrium & Stability • Patterns of Change • Optimization 	<ul style="list-style-type: none"> • Identify the costs and benefits of technology. • Identify how technology has benefited and affected people and their environment. • Identify how one invention can lead into new inventions.
Standard 7 – Students will apply the knowledge and thinking skills of mathematics, science and technology to address real-life problems and make informed decisions.		
	<ul style="list-style-type: none"> • Using math, science & technology together to solve problems. • Using specific skills & 	<ul style="list-style-type: none"> • Identify areas in which technology has improved quality of life.

	<p>strategies to solve interdisciplinary (MST) problems.</p>	•
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HEALTH, PHYSICAL EDUCATION, FAMILY AND CONSUMER SCIENCES

5th Grade

Core Knowledge Topics	Standard Area Topic	Curriculum Knowledge and skills students attain by the end of the grade.
Standard 1 – Personal Health and Fitness – Students will have the necessary knowledge and skills to establish and maintain physical fitness, participate in physical activity and main personal health.		
	<ul style="list-style-type: none"> • Human growth and development • Positive healthy behaviors • Basic motor and manipulative skills <ul style="list-style-type: none"> • Proficiency in complex motor and sport activities • Personal fitness programs • Good nutrition for appropriate diets • Healthy food preparation 	<ul style="list-style-type: none"> • Understands changes, such as physical changes, maturity, changes in voice acne; emotional and social changes, occur during puberty • Uses basic sport specific skills, such basket ball, soccer dribble, fielding a softball, for a variety of physical activities. • Uses feedback to improve performance • Understands the importance of practice and conditioning that improve performance and learning skills. • Knows: <ul style="list-style-type: none"> - the nutritional value of different foods - and practices health eating practices such as eating a healthy breakfast and other nutritious meals. - factors that influence food choices. - how food preparation methods and food handling practices affect the safety and quality of foods
Standard 2 – A safe and Healthy Environment – Students will acquire the knowledge and ability necessary to create and maintain a safe and healthy environment.		
	<ul style="list-style-type: none"> • Responsible for personal 	<ul style="list-style-type: none"> • Know how the family influences personal health.

	<p>and social behavior</p> <ul style="list-style-type: none"> • Care for the environment • Home and community safety 	<ul style="list-style-type: none"> • Understands how peer relationships affect health. • Knows how individuals, communities, and state cooperate to control environmental problems and maintain a healthy environment. • Knows how the physical environment such as the effects of pollution, can impact personal health • Knows safety rules and practices to be used in home, school, and community settings such as: <ul style="list-style-type: none"> - using a seat belt, wearing appropriate clothing and protective equipment for sports.
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Standard 3 – Resource Management - Students will understand and be able to manage their personal and community resources.

	<ul style="list-style-type: none"> • Influences of culture, media and technology on healthy families and communities. • Informed and active consumers of community programs on physical fitness • Positive relationships in home, workplace and communities 	<ul style="list-style-type: none"> • Knows how personal health can be influenced by society (culture) and science (technology) • Uses information from fitness assessment to improve selected fitness components. • Knows how to develop rules, procedures, and etiquette that are safe and effective for specific activity situations. • Participates in moderate to vigorous physical activity in a variety of settings such as gyms and community sponsored youth sports.
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THE ARTS

5th Grade

Core Knowledge Topics	Standards Area Topics	Curriculum Knowledge and skills students attain by the end of the grade.
Standard 1 – Creating, Performing and Participating in the Arts - Students will actively engage in the process that constitute creation and performance in the arts (dance, music, theatre, and visual arts) and participate in various roles in the arts.		
<p>Note: Core Knowledge Topics under other The Arts are linked to address all four Arts Standards, as well as being linked to other disciplines.</p>	<ul style="list-style-type: none"> • Dance Students will perform dance forms and understand choreography • Music Students will play their own music and music written by others <ul style="list-style-type: none"> • Theatre Students will create and perform theatre pieces • Visual Arts Students use a variety of materials and techniques to create art 	<ul style="list-style-type: none"> • Knows and uses basic dance step positions, and spatial patterns for dance from various styles or traditions such as ballet, square, Middle Eastern, and modern dance. • Memorizes and reproduces movement sequences. • Creates dance that communicates topics or idea of personal significance • Creates goals to improve as a dancer • Sings on pitch and in rhythm • Improvises short songs and instrumental pieces using a varies of sound sources. • Creates and arranges music to accompany readings or dramatization such as manipulating dimensions of a variety of sound, tempo, loudness, and mood. • Creates improvisations and scripted scenes based on personal experience and heritage, imagination, literature, and historical events. • Applies knowledge of

		<p>different art media, techniques and processes effectively to his own creations.</p> <ul style="list-style-type: none"> • Uses the qualities of structures and functions to communicate their own idea.
Standard 2 – Students will be knowledgeable about and make use of the materials and resources available for participation in the arts in various roles.		
<p>Note: Core Knowledge Topics under other The Arts may be linked to address all four Arts Standards</p> <p>Elements of Music</p> <ul style="list-style-type: none"> • Through participation, become familiar with basic elements of music (rhythm, melody, harmony, form, timbre, etc.) <ul style="list-style-type: none"> - Recognize a steady beat, accents, and the downbeat; play a steady beat, a simple rhythm pattern, simultaneous rhythm patters, and syncopation patterns - Discriminate between fast and slow; gradually slowing down and getting faster (<i>accelerando</i> and <i>ritardando</i>) - Discriminate 	<p>Dance, Music, Theatre & Visual Arts</p> <p>Students will:</p> <ul style="list-style-type: none"> • Evaluate and interpret art forms • Express opinions, using vocabulary of the art form • Connect art form to other disciplines 	<ul style="list-style-type: none"> • Performs simple rhymic, melodic, and chordal patterns accurately and independently on rhythmic, melodic, and harmonic classroom instruments such as recorder-type instruments, percussion instruments, keyboard instruments, electronic instruments, and fretted instruments such as a guitar or ukulele. • Knows symbols and traditional terms referring to dynamics • Identifies the sounds of a variety of instruments. • Articulates the meanings constructed from one's own and others' dramatic performance • Understands the basic principles of meter, rhythm, tonality, intervals, chords, and harmonic progressions. • Understands the technical vocabulary of music. • Identifies the effects of various visual structures and functions of art in their own ideas and creations.

<p>between differences in pitch; high and low</p> <ul style="list-style-type: none"> - Discriminate between loud and quiet; gradually increasing and decreasing volume (<i>crescendo</i> and <i>decrescendo</i>) - Understand <i>legato</i> and <i>staccato</i> - Sing unaccompanied, accompanied, and in unison - Recognize harmony; sing rounds and canons; two and three part singing. - Recognize introduction, interlude, and coda in musical selections. - Recognize verse and refrain; also, introduction and coda. - Recognize theme and variations. - Name the ledger lines and spaces of the treble clef. - Sing or play simple melodies with reading scores 		
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Standard 3 - Students will respond critically to a variety of works in the arts,

connecting the individual work to other works and to other aspects of human endeavor and thought.

<p>Note: Core Knowledge Topics under other The Arts may be linked to address all four Arts Standards</p> <p>Listening and Understanding</p> <ul style="list-style-type: none"> • Composers and their Music <p>Ludwig van Beethoven. <i>Symphony No. 5</i></p> <p>Modest Mussorgsky. <i>Pictures at an Exhibition</i></p> <p>Also see <i>Songs</i> <i>Music Connections</i> <i>American Music al Traditions</i></p>	<p>Dance</p> <p>Students will:</p> <ul style="list-style-type: none"> • Express through written and oral language their understanding, interpretation, and evaluation of dances they see, do, and read about. <p>Music</p> <p>Students will:</p> <ul style="list-style-type: none"> • Demonstrate the capacity to listen to and comment on music <p>Visual Arts</p> <p>Students will:</p> <ul style="list-style-type: none"> • Reflect on, interpret, and evaluate plays and theatrical performances, both live and recorded, using the language of dramatic criticism. • Reflect on, interpret and evaluate works of art, using the language of art criticism. 	<ul style="list-style-type: none"> • Uses possible aesthetic criteria that could be used to evaluate dance, such as the skill of performers, originality, visual and/or emotional impact, variety and contrast. • Identifies strategies to avoid injuries. • Creates personal dance warm ups • Knows how lifestyle choices affect dancers as a professional performer. • Understand and identify similarities and differences among characters such as the trickster, villain, warrior, and superheroes, as well as situations in dramas from and about various cultures. • Understands the perceived effectiveness of contributions of playwrights, actors, designers, and director as a collaborative process in developing scripts and scenes.
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Standard 4 – Understanding the Cultural Dimensions and Contributions of the Arts – Students will develop an understanding of the personal and cultural forces that shape artistic communication and how the arts in turn shape the diverse cultures of past and present society.

<p>Note: Core Knowledge Topics under other The Arts may be linked to address all four Arts Standards</p> <ul style="list-style-type: none"> • Songs <ul style="list-style-type: none"> - Battle Hymn of the Republic - Danny Boy - Dona Nobis Pacem (round) - Git Along Little Doggies - God Bless America - Greensleeves - The Happy Wanderer - Hava Nagilah - If I had a Hammer - Red River Valley - Sakura - Shenandoah - Sweet Betsy from Pike <p>Musical Connection</p> <ul style="list-style-type: none"> - Music from the Renaissance (such as choral works of Joaquin Despres, lute songs by John Dowlan) - Felix Mendelssohn, Overture, Scherzo, and Wedding March from <i>a Midsummer Night's Dream</i> <p>American Musical Traditions</p>	<p>Dance</p> <ul style="list-style-type: none"> • Know dances from many cultures and time and recognize their relationship to various cultural, social, and historic contexts. <p>Music</p> <p>Students will:</p> <ul style="list-style-type: none"> • Develop a performing and listening repertoire of music of various genres, styles, and cultures that represent the peoples of this world and their manifestations in the United States. <p>Theatre</p> <p>Students will:</p> <ul style="list-style-type: none"> • Gain knowledge about past and present cultures as expressed through theatre. <p>Visual Arts</p> <p>Students will:</p> <ul style="list-style-type: none"> • Explore art and artifacts from various historical periods and world cultures to discover the roles that art plays in the lives of people of a given time and place and to understand how the time and place influence the visual characteristics of the art work. 	<ul style="list-style-type: none"> • Knows similarities and differences in steps and movement styles among folk and classical dances from various cultures. • Knows and identifies folk, social, and theatrical dances from a broad spectrum of American History. • Identifies the role of dance in various culture and time periods <ul style="list-style-type: none"> • Performs music representing diverse genres and cultures with expression appropriate for the work being performed • Identifies by genre or style, music from various historical periods and cultures. <ul style="list-style-type: none"> • Understands characters that cause various musical works from different genres, styles, and historical periods, to be considered exemplary. • Understands the roles of musicians in various musical settings and culture. • Understand and identify similarities and differences among characters such as the trickster, villain, warrior, and superheroes, as well as situations in dramas from and about various cultures.
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<ul style="list-style-type: none"> Spirituals Originated by African Americans, many going back to the days of slavery. Such as: Down by the Riverside Sometimes I feel Like a Motherless Child Wayfaring Stranger We Shall Overcome <p>Visual Arts</p> <ul style="list-style-type: none"> Art of the Renaissance <ul style="list-style-type: none"> The shift in world view from medieval to Renaissance art: a new emphasis on humanity and the natural world The influence of Greek and Roman art on Renaissance artist (classical subject matter idealization of human form, balance and proportion) The development of linear perspective during the Italian Renaissance. The advantage point or point of view of the viewer. <p>Convergence of parallel lines toward a vanishing point; the</p>		<ul style="list-style-type: none"> Identifies similarities and differences such as materials, visual, spatial, and temporal structures among the characteristic of artworks from various eras and cultures Identifies specific works of art as belong to particular cultures, times and places Understands how one's own artworks, as well as artworks from various eras and cultures may elicit a variety of responses.
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horizon line.

- Observe and discuss works in different genres such as portrait, fresco, Madonna by Italian Renaissance artists, including:

Sandro Botticelli,

The Birth

Of Venus

Leonardo Da

Vinci: *The*

Proportions of

Man:

Mona Lisa: The

last Supper

Michelangelo,

Ceiling of the

Sistine Chapel,

especially

the detail

known as *The*

Creation of

Adam

Raphael: *The*

Marriage of the

Virgin; examples

of his

Madonna's, (

such as

Madonna and

Child with the

Infant St. John,

The Alba

Madonna, or The

Small

Cowper Madonna)

- Become familiar with Renaissance sculpture, including:

Donato Donatello,

Saint George

Michelangelo, *David*

- Become

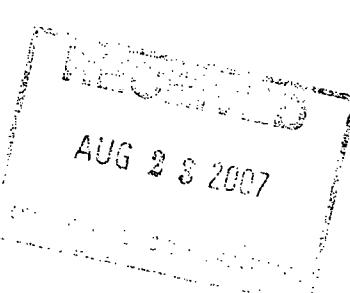
<p>familiar with Renaissance architecture: including:</p> <p>The Florence Cathedral, dome designed by Filippo Brunelleschi</p> <p>St. Peter's In Rome</p> <ul style="list-style-type: none"> - Observe and discuss paintings of the Northern Renaissance, including: <p>Pieter Brueghel the Elder,</p> <p><i>Peasant Wedding</i></p> <p>Albrecht Durer, <i>Self-Portrait</i> (such as from 1498 and 1500)</p> <p>Jan van Eyck, <i>Giovanni Arnolfini and His Bride</i> (also known as <i>Arnolfini Wedding</i>)</p> <ul style="list-style-type: none"> • American Art: Nineteenth Century United States <p>Become familiar with the</p> <ul style="list-style-type: none"> - Hudson River School of landscape painting including: <p>Thomas Cole, <i>The Oxbow (The Connecticut River Near Northampton)</i> (also known As <i>View from Mount Holyoke, Northampton, Massachusetts, after a</i></p>		
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<p><i>Thunderstorm</i>, Albert Biersdadt, <i>Rocky Mountains,</i> <i>Lander's Peak</i></p> <ul style="list-style-type: none"> - Become familiar with genre paintings, including: <p>George Caleb Bingham, <i>Fur Traders Descending the Missouri</i></p> <p>William Sidney Mount <i>Eel Spearing at Setauket</i></p> <ul style="list-style-type: none"> - Become familiar with art related to the Civil War, including: <p>Civil War photography of Matthew Brady and his Colleagues</p> <p><i>The Shaw Memorial</i> with popular prints by Currier and Ives</p> <ul style="list-style-type: none"> • Art of Japan <ul style="list-style-type: none"> - Become familiar with <p>The Great Buddha (also known as the Kamakura Buddha)</p> <p>Landscape gardens</p>		
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**THE ICAHN CHARTER SCHOOL
CORE KNOWLEDGE CURRICULUM**

ENGLISH LANGUAGE ARTS

6th Grade

Core Knowledge Topics	Standard Area Topic	Performance Indicators
Standard 1 – Students will read, write, listen and speak for information and understanding		
Poetry: <ul style="list-style-type: none"> • All the world's a stage. • Apostrophe to the Ocean • I Wondered Lonely as a Cloud • If • Mother to Son • Lift Ev'ry Voice and Sing • A narrow fellow in the grass • A Psalm of Life • The Raven • A song of Greatness • Stopping by Woods on a Snowy evening • Sympathy • There is no frigate like a book • The Walloping Window-blind • Women Work • The poem on the Statue of Liberty Fiction and Drama <ul style="list-style-type: none"> • Stories <ul style="list-style-type: none"> - The Iliad and The Odyssey - The Secret Garden 	<ul style="list-style-type: none"> • Read for information and understanding • Write for information and understanding • Listen for information and understanding • Speak for information and Understanding  <p>AUG 23 2007</p>	<ul style="list-style-type: none"> • compare and synthesize information from different sources • use a wide variety of strategies for selecting, organizing, and categorizing information • distinguish between relevant and irrelevant information and between fact and opinion • relate new information to prior knowledge and experience • understand and use the text features that make information accessible and usable, such as format, sequence, level of diction, and relevance of details • produce oral and written reports on topics related to all school subjects • establish an authoritative stance on the subject and provide references to establish the validity and verifiability of the information presented • organize information according to an identifiable structure, such as compare/contrast or general to specific • develop information with appropriate supporting materials, such as facts, details, illustrative examples or anecdotes, and exclude extraneous material • use the process of pre-writing, drafting, revising, and proofreading ("the writing process") to produce well-constructed informational texts • use standard English for formal presentation of information, selecting appropriate grammatical constructions and vocabulary, using a variety of sentence structures, and observing the rules of punctuation, capitalization and spelling

**THE ICAHN CHARTER SCHOOL
CORE KNOWLEDGE CURRICULUM**

ENGLISH LANGUAGE ARTS

6th Grade

Core Knowledge Topics	Standard Area Topic	Performance Indicators
Standard 2 – Students will read, write, listen and speak for literary response and expression.		
<ul style="list-style-type: none"> • Drama <ul style="list-style-type: none"> - Julius Caesar • Classical Mythology <ul style="list-style-type: none"> - Apollo and Daphne - Orpheus and Eurydice - Narcissus and Echo - Pygmalion and Galatea Literary Terms <ul style="list-style-type: none"> Epic Literal and figurative language <ul style="list-style-type: none"> -imagery -metaphor -symbol -personification • Saying and Phrases <ul style="list-style-type: none"> That differ from the standard culture of literate American English integrated as applicable to course of yearly topics. 	<ul style="list-style-type: none"> • Read for literary response and expression • Write for literary response and expression • Listen for literary response and expression • Speak for literary response and expression 	<ul style="list-style-type: none"> • read and view texts and performances from a wide range of authors, subjects and genres • understand and identify the distinguishing features of the major genres and use them to aid their interpretation and discussion of literature • identify significant literary elements (including metaphor, symbolism, foreshadowing, dialect, rhyme, meter, irony, climax) and use those elements to interpret the work • recognize different levels of meaning • read aloud with expression conveying the meaning and mood of a work • evaluate literary merit based on an understanding of the genre and the literary elements • present responses to and interpretations of literature, making reference to the literary elements found in the text and connections with their personal knowledge and experience • produce interpretations of literary works that identify different levels of meaning and comment on their significance and effect • write stories, poems, literary essays and plays that observe the conventions of the genre and contain interesting and effective language and voice • use standard English effectively

**THE ICAHN CHARTER SCHOOL
CORE KNOWLEDGE CURRICULUM**

ENGLISH LANGUAGE ARTS

6th Grade

Core Knowledge Topics	Standard Area Topic	Performance Indicators
Standard 3 – Students will read, write, listen, and speak for critical analysis and evaluations		
	<ul style="list-style-type: none"> • Read for critical analysis and evaluation • Write for critical analysis and evaluation • Listen for critical analysis and evaluation • Speak for critical analysis and evaluation 	<ul style="list-style-type: none"> • analyze, interpret, and evaluate information, ideas, organization, and language from academic and nonacademic texts, such as textbooks, public documents, book and movie reviews and editorials • evaluate their own and others' work based on a variety of criteria (e.g., logic, clarity, comprehensiveness, conciseness, originality, conventionality) and recognize the varying effectiveness of different approaches • present (in essays, position papers, speeches and debates) clear analyses of issues, ideas, texts, and experiences, supporting their position with well-developed arguments • develop arguments with effective use of details and evidence that reflect a coherent set of criteria (e.g., reporting results of lab experiment) to support a hypotheses • monitor and adjust their own oral and written presentations according to the standards for a particular genre (e.g., defining key terms used in a formal debate) • use standard English, precise vocabulary, and presentational strategies effectively to influence an audience

**THE ICAHN CHARTER SCHOOL
CORE KNOWLEDGE CURRICULUM**

ENGLISH LANGUAGE ARTS

6th Grade

Standard 4 – Students will read, write, listen and speak for social interaction

	<ul style="list-style-type: none">• Read for social interaction• Write for social interaction• Listen for social interaction• Speak for social interaction	<ul style="list-style-type: none">• listen attentively to others and build on others' ideas in conversations with peers and adults• express ideas and concerns clearly and respectfully in conversations and group discussions• use verbal and non verbal skills to improve communication with others• write social letters, cards, and electronic messages to friends, relatives, community acquaintances, and other electronic network users
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**THE ICAHN CHARTER SCHOOL
CORE KNOWLEDGE CURRICULUM**

CAREER DEVELOPMENT AND OCCUPATIONAL STUDIES

6th to 8th Grade

Core Knowledge Topics	Standard Area Topic	Performance Indicators Knowledge and skills students attain by the end of the grade.
Standard 1 – Students will be knowledgeable about the world of work, explore career options, and relate personal skills, aptitudes, and abilities to future career decisions.		
Career Development and Occupational Studies is a non-content area. Core Knowledge Topics are non applicable.	<ul style="list-style-type: none"> • Career Planning • Changing Role of Men and Women • Changing Workplace 	<ul style="list-style-type: none"> • continue the development of a career plan that would assist in the transition from school to eventual entry into a career option of their choosing • demonstrate an understanding of the relationship among personal interests, skills, and abilities and career research • understand the relationship among personal interests, skills and abilities, and career research • understand the relationship of personal interests, skills and abilities to successful employment • demonstrate an understanding of the relationship between the changing nature of work and educational requirements • understand the relationship of personal choices to future career decisions
Standard 2 – Students will demonstrate how academic knowledge and skills are applied in the workplace and other settings		
	<ul style="list-style-type: none"> • Application to “Real World” Settings 	<ul style="list-style-type: none"> • apply academic knowledge and skills using an interdisciplinary approach to demonstrate the relevance of how these skills are applied in work-related situations in local, state, national, and international communities • solve problems that call for applying academic knowledge and skills • use academic knowledge and skills in an occupational context, and demonstrate the application of these skills by using a

		variety of communication techniques (e.g., sign language, pictures, videos, reports and technology).
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**THE ICAHN CHARTER SCHOOL
CORE KNOWLEDGE CURRICULUM**

CAREER DEVELOPMENT AND OCCUPATIONAL STUDIES

6th to 8th Grade

Core Knowledge Topics	Standard Area Topic	Performance Indicators Knowledge and skills students attain by the end of the grade.
Standard 3a – Students will demonstrate mastery of the foundation skills and competencies essential for success n the workplace		
	<ul style="list-style-type: none"> • Communication Skills • Information Gathering Skills • Problem Solving Skills • Social Skills 	<ul style="list-style-type: none"> • listen to and read the ideas of others and analyze what they hear and read; acquire and use information from a variety of sources; and apply a combination of mathematical operations to solve problems in oral or written form • demonstrate an understanding of the relationship between individuals and society and interact with others in a positive manner • demonstrate the ability to work with others, present facts that support arguments, listen to dissenting points of view, and reach a shared decision • select and use appropriate technology to complete a task • select and communicate information in an appropriate format (e.g. oral, written, graphic, pictorial, multimedia) • understand the material, human and financial resources needed to accomplish tasks and activities • understand the process of evaluating and modifying systems within an organization
Standard 3b – Students will choose a career major, and will acquire the career-specific technical knowledge/skills necessary to progress toward gainful employment, career advancement, and success in post secondary programs.		
	<ul style="list-style-type: none"> • Interpersonal Skills • Interrelatedness of Business, Social, Economic Systems 	<ul style="list-style-type: none"> • demonstrate an understanding of business, marketing, and multinational economic concepts, perform business-related mathematical computations, and analyze/interpret business related numerical information • prepare, maintain, interpret/analyze and transmit/distribute information

	<ul style="list-style-type: none"> • Resources Allocation • Targeted Technical Knowledge/Skills 	in a variety of formats while demonstrating the oral, nonverbal and written communication skills, essential for working in today's international service-/information-/technological-based economy
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THE ICAHN CHARTER SCHOOL CORE KNOWLEDGE CURRICULUM

SOCIAL STUDIES

6th Grade

Core Knowledge Topics across the standards	Standard Area Topic	Performance Indicators
Standard 1 – Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in the history of the United States and New York.		
Immigration, Industrialization, and Urbanization Immigration: <ul style="list-style-type: none"> • Waves of new immigrants from about 1830 onward; Ellis Island; immigrants from Asian countries; large immigrant population settlements in NY, Chicago, Philadelphia, Detroit, Cleveland, Boston & San Francisco. • The tension between ideals and realities <ul style="list-style-type: none"> - “the melting pot”; - “the land of opportunity” vs. resistance, discrimination and “nativism” - Resistance to Catholics and Jews - Chinese Exclusion Act Industrialization & Urbanization <ul style="list-style-type: none"> Post Industrial Boom <ul style="list-style-type: none"> - The “Gilded Age”; the growing gap between social classes; “Rags to riches stories”; Growth of industrial cities: Chicago, Cleveland, Pittsburgh; African Americans move north; Urban corruption, “machine politics: “Boss” Tweed in NYC, 	United States & New York History <ul style="list-style-type: none"> • Intellectual Skills • Belief Systems • Conflict • Cultural Identity, Diversity and interdependence. 	Knowledge and skills students attain by the end of the grade. <ul style="list-style-type: none"> • explore the meaning of American culture by identifying the key ideas, beliefs and patterns of behavior, and traditions that help define it and unite all Americans • describe the reasons for periodizing history in different ways • investigate key turning points in NYS and US history and explain why these events or developments are significant • understand the relationship between the relative importance of US domestic and foreign policies over time • analyze the role played by the US in international politics, past and present • gather and organize information about the important achievements and contributions of individuals and groups living in NYS and the US • classify major developments into categories such as social, political, economic, geographic, technological, scientific, cultural, or religious • consider the sources of historic documents, narratives, or artifacts and evaluate their reliability • understand how different experiences, beliefs, values, traditions, and motives cause individuals and groups to interpret historic events and issues from different perspectives • compare and contrast different interpretations of key events and issues in NYS and US history and explain reasons for these different accounts • describe historic events through the eyes and experiences of those who were there

THE ICAHN CHARTER SCHOOL
CORE KNOWLEDGE CURRICULUM

SOCIAL STUDIES

6th Grade

Core Knowledge Topics across the standards	Standard Area Topic	Performance Indicators Knowledge and skills students attain by the end of the grade.
Standard 1 – Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in the history of the United States and New York. (continued)		
<ul style="list-style-type: none"> • Condition of Laborers: “sweat shops”; women and child laborers; Unions: American Federation of Labor, Samuel Gompers; Strikes and retaliation: Haymarket Square, Homestead, Pa; Labor Day. • Influence of big businesses: industrialist and capitalists: “Captains of industry” and “robber barons”; Capitalists as philanthropists. • “Free enterprise” vs. government regulation of business: Interstate Commerce Act and Sherman Antitrust Act. <p>Women’s suffrage - Susan B. Anthony; Nineteenth Amendment (1920)</p>		
Standard 2 – Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in world history and examine the broad sweep of history from a variety of perspectives.		
<p>Ancient Civilizations Judaism and Christianity <u>Basic ideas in common:</u> - Nature of God and humanity</p>	<p>World history</p> <ul style="list-style-type: none"> • Intellectual Skills • Belief Systems • Conflict 	<ul style="list-style-type: none"> • know the social and economic characteristics, such as customs, traditions, child-rearing practices, ways of making a living, education and socialization practices, gender roles, foods, and religious and spiritual beliefs that distinguish different cultures and civilizations

<ul style="list-style-type: none"> - Hebrew Bible and Old Testament of Christian Bible. <u>Judaism</u> Torah: monotheism 	<ul style="list-style-type: none"> Cultural Identity, Diversity, and Interdependence 	<ul style="list-style-type: none"> know some important historic events and developments of past civilizations interpret and analyze documents and artifacts related to significant developments and events in world history
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THE ICAHN CHARTER SCHOOL CORE KNOWLEDGE CURRICULUM

SOCIAL STUDIES

6th Grade

Core Knowledge Topics across the standards	Standard Area Topic	Performance Indicators
Standard 2 – Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in world history and examine the broad sweep of history from a variety of perspectives.(continued)		
<ul style="list-style-type: none"> Idea of a “covenant” between God and man. Concept of law, justice, and social responsibility: the ten commandments <u>Christianity</u> New Testament extensions of Judaic principles (“eye for an eye; “turn the other cheek”) The Sermon on the Mount and the two “great commandments” <p>Ancient Greece</p> <ul style="list-style-type: none"> The Greek Polis and patriotism Beginnings of democratic government: Modern American democratic government has its roots in Athenian democracy; The Assembly; Suffrage; majority vote The “classical” ideal of human life and works: The ideal of the well-rounded individual and worthy citizen; Pericles and the “Golden Age”; Architecture: the Parthenon; Games: The Olympics The Greek wars: victory and hubris, defeat and shame; Persian Wars: Marathon: Thermopylae; Salamis; The 	<ul style="list-style-type: none"> World history <ul style="list-style-type: none"> Intellectual Skills Belief Systems Conflict Cultural Identity, Diversity, and Interdependence 	<p>Knowledge and skills students attain by the end of the grade.</p> <ul style="list-style-type: none"> know the social and economic characteristics, such as customs, traditions, child-rearing practices, ways of making a living, education and socialization practices, gender roles, foods, and religious and spiritual beliefs that distinguish different cultures and civilizations know some important historic events and developments of past civilizations interpret and analyze documents and artifacts related to significant developments and events in world history develop timelines by placing important events and developments in world history in their correct chronological order measure time periods by years, decades, centuries, and millennia study about major turning points in world history by investigating the causes and other factors that brought about change and the results of these changes investigate the roles and contributions of individuals and groups in relation to key social, political, cultural, and religious practices throughout world history classify historic information according to the type of activity or practice: social/cultural, political, economic, geographic, scientific, technological, and historic explain the literal meaning of a historical passage or primary source document, identifying who was involved, what happened, where it happened, what events led up to these developments, and what consequences or outcomes followed view history through the eyes of those who witnessed key events and developments in world history by analyzing their literature, diary accounts, letters, artifacts, art, music, architectural drawings, and other documents

Peloponnesian War: Sparta defeats Athens		<ul style="list-style-type: none"> investigate important events and developments in world history by posing analytical questions, selecting relevant data, distinguishing fact from opinion, hypothesizing cause-and-effect relationships, testing these hypotheses, and forming conclusions
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THE ICAHN CHARTER SCHOOL CORE KNOWLEDGE CURRICULUM

SOCIAL STUDIES

6th Grade

Core Knowledge Topics across the standards	Standard Area Topic	Performance Indicators
Standard 2 – Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in world history and examine the broad sweep of history from a variety of perspectives.(continued)		
<ul style="list-style-type: none"> Socrates and Plato: Socrates was Plato's teacher; For Socrates, wisdom is knowing that you do not know; the trials of Socrates. Plato and Aristotle: Plato was Aristotle's teacher; agreed that reason and philosophy should rule our lives, not emotions and rhetoric; disagreed where true "reality" is. Alexander the Great and the spread of Greek culture: the library at Alexandria. <p>Ancient Rome</p> <ul style="list-style-type: none"> The Roman Republic: Builds upon Greek and classical ideals; Class and status: patricians, plebeians, and slaves; Roman government: consuls, tribunes, and senators. The Punic War: Rome vs. Carthage. Julius Caesar Augustus Caesar: Pax Romana; Roman law and the administration of the empire; Virgil, The Aeneid, an epic of Rome's legendary origins. Christianity under the Roman Empire: Jesus' instruction to "Render unto Caesar the things which are Caesar's 		Knowledge and skills students attain by the end of the grade.
32		C - 154-6- 10

and unto God the thins are God's"; Roman persecution of Christians; Constantine: the first Christian Roman emperor.		
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**THE ICAHN CHARTER SCHOOL
CORE KNOWLEDGE CURRICULUM**

SOCIAL STUDIES

6th Grade

Core Knowledge Topics across the standards	Standard Area Topic	Performance Indicators Knowledge and skills students attain by the end of the grade.
Standard 2 – Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in world history and examine the broad sweep of history from a variety of perspectives.(continued)		
The Enlightenment <ul style="list-style-type: none"> • Faith in science and human reasoning.: Newton, Descartes • Two ideas of “human nature”: Thomas Hobbes and John Locke. • Influence of the Enlightenment on the beginnings of the US: Jefferson, Montesquieu The French Revolution <ul style="list-style-type: none"> • Influence of Enlightenment ideas, the English Revolution on movements in America and France. • The American Revolution: French alliance and affect on both sides. • The Old Regime in France (L'Ancien Régime): Social classes: three estates; Louis XIV, XV, XVI, Marie Antoinette • 1789: from the three Estates to National Assembly: July 14, Bastille Day; Declaration of the Rights of Man; October 5: Women's March on Versailles; Liberty, Equality, Fraternity”. • Louis XVI and Marie Antoinette to the guillotine • Reign of Terror • Revolutionary arts and new classicism 		<ul style="list-style-type: none"> • investigate the roles and contributions of individuals and groups in relation to key social, political, cultural, and religious practices throughout world history • investigate important events and developments in world history by posing analytical questions, selecting relevant data, distinguishing fact from opinion, hypothesizing cause and effect relationships., testing these hypotheses, and forming conclusions

**THE ICAHN CHARTER SCHOOL
CORE KNOWLEDGE CURRICULUM**

SOCIAL STUDIES

6th Grade

Core Knowledge Topics across the standards	Standard Area Topic	Performance Indicators Knowledge and skills students attain by the end of the grade.
Standard 2 – Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in world history and examine the broad sweep of history from a variety of perspectives. (continued)		
<ul style="list-style-type: none"> • Napoleon Bonaparte and First French Empire; Napoleon as a military genius; Emperor Napoleon I: reinventing the Roman Empire; the invasion of Russia; Exile to Elba; Wellington and Waterloo. <p>Romanticism</p> <ul style="list-style-type: none"> • As a cultural movement characterized by: Rejection of classicism and classical values; an emphasis instead on emotion and imagination instead of reason; emphasis on nature and the private self vs. society and man in society. • Influence of Jean-Jacques Rousseau's "man is born free and everywhere he is in chains"; the idea of the "noble savage" • Romanticism in literature, visual arts and music. <p>Industrialism, Capitalism, and Socialism</p> <ul style="list-style-type: none"> • The Industrial Revolution • Beginnings in Great Britain: Revolution in transportation • Revolution in textiles • Iron and Steel mills • The early factory system 		<ul style="list-style-type: none"> • classify historic information according to the type of activity or practice: social/cultural, political, economic, geographic, scientific, technological, and historic

**THE ICAHN CHARTER SCHOOL
CORE KNOWLEDGE CURRICULUM**

SOCIAL STUDIES

6th Grade

Core Knowledge Topics across the standards	Standard Area Topic	Performance Indicators Knowledge and skills students attain by the end of the grade.
Standard 2 – Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in world history and examine the broad sweep of history from a variety of perspectives. (continued)		
<ul style="list-style-type: none"> • Capitalism • Adam Smith and the idea of laissez fair vs. government intervention in economic and social matters. • Law of supply and demand • Growing gaps between social classes: Disraeli's image of "two nations" (the rich and the poor) • Socialism • An idea that took many forms; an attempt to offer an alternative to capitalism. • Marxism: the Communist form of Socialism; Karl Marx and Friedrich Engel's, The Communist Manifesto: "Workers of the world unite!"; Class struggle: bourgeoisie and proletariat; Communists, in contrast to Socialists, opposed to all forms of private property <p>Latin American Independence Movements</p> <ul style="list-style-type: none"> • History • The name "Latin America" comes from the Latin origin of 		<ul style="list-style-type: none"> • study about major turning points in world history by investigating the causes and other factors that brought about change and the results of these changes • explain the literal meaning of a historical passage or primary source document, identifying who was involved, what happened, where it happened, what events led up to these developments, and what consequences of outcomes followed

the languages now most widely spoken (Spanish and Portuguese).		
<ul style="list-style-type: none"> • Haitian revolutions • Mexican revolutions • Liberators 		

**THE ICAHN CHARTER SCHOOL
CORE KNOWLEDGE CURRICULUM**

SOCIAL STUDIES

6th Grade

Core Knowledge Topics across the standards	Standard Area Topic	Performance Indicators
Knowledge and skills students attain by the end of the grade.		
Standard 2 – Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in world history and examine the broad sweep of history from a variety of perspectives.		
<ul style="list-style-type: none"> • New nations in Central America. • Brazilian independence from Portugal 		
Standard 3 – Students will use a variety of intellectual skills to demonstrate their understanding of the geography of the interdependent world in which we live – local, national and global – including the distribution of people, places and environments over the earth's surface.		
<p>Core Knowledge topics under American and World history are used to acquire skills under standard 3.</p> <p>Spatial Sense</p> <ul style="list-style-type: none"> - Continents and major oceans - How to read maps and globes using longitude and latitude; coordinate; degrees - Tropic of Cancer and Tropic of Capricorn; relations to seasons and temperature - Climate zones: artic, tropic, temperate - Artic circle and Antarctic Circle <p>Geography</p> <p>-Great Deserts of the World</p> <p>What is a desert? Hot/cold deserts; Major deserts in: Africa, Australia, Asia, North America, South America</p> <p>- Geography of Latin America: Mexico, Panama, Central America and South America; locate major cities and countries</p>	<p>Local, National and Global Spatial View</p> <ul style="list-style-type: none"> • Environmental and society • Intellectual Skills <ul style="list-style-type: none"> • Human systems • Physical systems 	<ul style="list-style-type: none"> • map information about people, places, and environments • understand the characteristics, function, and applications of maps, globes, aerial and other photographs, satellite-produced images, and models • investigate why people and places are located where they are located and what patterns can be perceived in these locations • describe the relationships between people and environments and the connections between people and places • formulate geographic questions and define geographic issues and problems • use a number of research skills to locate and gather geographical information about issues and problems • present geographic information in a variety of formats, including maps, tables, graphs, charts, diagrams, and computer-generated models • interpret geographic information by synthesizing data and developing conclusions and generalizations about geographic issues and problems

including Caracas, Bogotá, Quito, Lima, Santiago, La Paz; Andes Mountains; Brazil: largest country in South America; rain forest: Rio de Janeiro; Amazon River; Argentina: Rio de Plata; Buenos Aires; Pampas

THE ICAHN CHARTER SCHOOL CORE KNOWLEDGE CURRICULUM

SOCIAL STUDIES

6th Grade

Core Knowledge Topics across the standards	Standard Area Topic	Performance Indicators Knowledge and skills students attain by the end of the grade.
Standard 4 – Students will use a variety of intellectual skills to demonstrate their understanding of how the United States and other societies develop economic systems and associated institutions to allocate scarce resource, how major decisions making units function in the United States and other national economies, and how an economy solves the scarcity problem through market and nonmarket mechanisms.		
Topic from standard 1 and 2	United States and Other Societies <ul style="list-style-type: none"> • Economics • Intellectual Skills • Needs; Wants • Human, Natural and Capital Resources Allocation 	<p>Students use topics under Standard 1 (United States History and Standard 2 (World History) to examine:</p> <ul style="list-style-type: none"> • explain how societies and nations attempt to satisfy their basic needs and wants by utilizing scarce capital, natural, and human resources • define basic economic concepts such as scarcity, supply and demand, markets, opportunity costs, resources, productivity, economic growth, and systems • understand how scarcity requires people and nations to make choices which involve costs and future considerations • understand how people in the US and throughout the world are both producers and consumers of goods and services • investigate how people in the US and throughout the world answer the three fundamental economic questions and solve basic economic problems • describe how traditional, command, market, and mixed economies answer the three fundamental economic questions • explain how nations throughout the world have joined with one another to promote economic development and growth • evaluate economic data by differentiating fact from opinion and identifying frames of reference • develop conclusions about economic issues and problems by creating broad statements which summarize findings and solutions • present economic information by using media and other appropriate visuals such as tables, charts, and graphs to communicate ideas and conclusions

**THE ICAHN CHARTER SCHOOL
CORE KNOWLEDGE CURRICULUM**

SOCIAL STUDIES

6th Grade

Core Knowledge Topics across the standards	Standard Area Topic	Performance Indicators Knowledge and skills students attain by the end of the grade.
Standard 5 – Students will use a variety of intellectual skills to demonstrate their understanding of the necessity for establishing governments; the governmental system of the U. S. and other nations, the US. Constitution; the basic civic values of American constitutional democracy; and the roles, rights, and responsibilities of citizenship, including avenues of participation		
Topic from standard 1 and 2	New York, United States and World Government <ul style="list-style-type: none"> • Intellectual Skills • Citizenship, Civic Values, Government • Human Rights: Justice • Political Systems • Power 	<ul style="list-style-type: none"> • consider the nature and evolution of constitutional democracies • explore the rights of citizens in other parts of the hemisphere and determine how they are similar to and different from the rights of American citizens • analyze the sources of a nation's values as embodied in its constitution, statutes and important court cases • value the principles, ideals, and core values of the American democratic system based upon the premises of human dignity, liberty, justice, and equality • understand how the US and NYS Constitutions support majority rule but also protect the rights of the minority • explain what citizenship means in a democratic society, how citizenship is defined in the Constitution and other laws of the land, and how the definition of citizenship has changed in the US and NYS over time • understand that the American legal and political systems guarantee and protect the rights of citizens and assume that citizens will hold and exercise certain civic values and fulfill certain civic responsibilities • respect the rights of others in discussions and classroom debates regardless of whether or not one agrees with their viewpoint • explain the role that civility plays in promoting effective citizenship in preserving democracy • participate in negotiation and compromise to resolve classroom, school, and community disagreements and problems

**THE ICAHN CHARTER SCHOOL
CORE KNOWLEDGE CURRICULUM**

Mathematics		6th Grade
Mathematics Process Strands	Standard Area Topic	Performance Indicators
<p>Standard 3 – Students will understand mathematics and become mathematically confident by communicating and reasoning mathematically, by applying mathematics in real-world settings, and by solving problems through the integrated study of number systems, geometry, algebra, at analysis, probability, and trigonometry</p>		
All Process Strands are integrated into the Core Knowledge Topics	<ul style="list-style-type: none"> • Problem Solving • Reasoning and Proof • Communication 	<ul style="list-style-type: none"> • understand the efficiency of representing problems in different ways • act out a model with manipulatives • formulate problems and solutions • select an appropriate representation of a problem • translate from a picture to a numeric expression • analyze problems by observing patterns • differentiate between valid and invalid approaches • explain the problem solving strategy used • verify results • understand that mathematical statements can be supported, using models, facts, etc. • make, evaluate, and justify conjectures, using a variety of strategies, manipulatives, models, and expressions • support an argument through examples, and counter examples • provide an organized thought process that is correct and coherent • organize and accurately label work • raise challenging questions

Connections	• Connections	<ul style="list-style-type: none"> • increase use of mathematical vocabulary and language when communicating with others • understand and make connections and conjectures in their everyday life experiences • connect and apply mathematical ideas to solve problems
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**THE ICAHN CHARTER SCHOOL
CORE KNOWLEDGE CURRICULUM**

Mathematics		6th Grade
Mathematics Process Strands	Standard Area Topic	Performance Indicators
Standard 3 – Students will understand mathematics and become mathematically confident by communicating and reasoning mathematically, by applying mathematics in real-world settings, and by solving problems through the integrated study of number systems, geometry, algebra, at analysis, probability, and trigonometry (continued)		
All Process Strands are integrated into the Core Knowledge Topics	<ul style="list-style-type: none"> • Connections • Representations 	<ul style="list-style-type: none"> • model situations and be able to draw conclusions • recognize and provide examples of mathematics in their daily lives • investigate mathematics in careers • connect mathematics to other disciplines • use physical objects, drawings, charts, tables, models, graphs, symbols, and equations, as representations • explain, describe, and defend mathematical ideas using representations • Use mathematics to show and understand mathematical phenomena i.e., find the missing value that makes the equation true: $(3 + 4) + 5 = 3 + (4 + 5)$

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**THE ICAHN CHARTER SCHOOL
CORE KNOWLEDGE CURRICULUM**

Mathematics

6th Grade

Mathematics Content Strands	Standard Area Topic	Performance Indicators
Standard 3 – Students will understand mathematics and become mathematically confident by communicating and reasoning mathematically, by applying mathematics in real-world settings, and by solving problems through the integrated study of number systems, geometry, algebra, at analysis, probability, and trigonometry		

Continued on next page.

Strands

Standard Students will understand mathematics and become mathematically confident by communicating and reasoning mathematically, by applying mathematics in real-world settings, and by solving problems through the integrated study of number systems, geometry, algebra, at analysis, probability, and trigonometry

<ul style="list-style-type: none">• Number Sense and Operations	<ul style="list-style-type: none">• Number Sense and Operations	<ul style="list-style-type: none">• read and write whole numbers to trillions• define and identify the commutative and associative properties of addition and multiplication; define and identify the identity elements for addition and multiplication• identify zero property of multiplication; understand the concepts of rate, ratio, and proportion• solve proportions using equivalent fractions as well as the products test• identify percents of whole numbers and solve percent problems• define absolute value• locate and order rational numbers on a number line• add, subtract, multiply and divide fractions and mixed numbers with unlike denominators• identify the multiplicative inverse of a number• represent fractions as terminating or repeating decimals• use exponential form• translate two-step verbal expressions into algebraic expressions as well as evaluate algebraic expressions• solve two-step equations• evaluate formulas, i.e. circumference, area, volume, distance, etc.
Pre-Algebra/Algebra	<ul style="list-style-type: none">• Algebra	<ul style="list-style-type: none">• find the length of corresponding sides of similar triangles• find the area of triangles, quadrilaterals, and regular and irregular polygons• develop and use the formula for the volume of a rectangular prism• identify parts of a circle• understand the relationship between the diameter and radius of a circle• determine the area, sector area, and circumference of a circle• plot points in all four quadrants
Geometry	<ul style="list-style-type: none">• Geometry	<ul style="list-style-type: none">• calculate volume of a rectangular prism• identify customary and metric units of capacity• find equivalent measures within a system• develop the concept of sampling when collecting data• record data in a frequency table• construct Venn diagrams to sort data• determine the mean, mode, and media for a given set of data• list possible outcomes for compound events• determine the probability of dependent events• use the fundamental counting principle to determine the number of
Measurement	<ul style="list-style-type: none">• Measurement	
Statistics and Probability	<ul style="list-style-type: none">• Statistics and Probability	

**THE ICAHN CHARTER SCHOOL
CORE KNOWLEDGE CURRICULUM**

SCIENCE

6th Grade

Core Knowledge Topics	Standard Area Topic	Performance Indicators
Standard 1 – Standard 4 – Students will understand and apply scientific concepts, principles, and themes pertaining to the physical setting and living environment living environment and recognize the historical development of ideas in science		
<i>*All Performance Indicators in our Science Curriculum follow the NYSED guidelines. However, it is necessary to list and indicate additional Performance Indicators developed by us since our Science Curriculum currently exceeds that which is prescribed by NYSED.</i>		
Physics Mechanical Concept <ul style="list-style-type: none"> • Speed <ul style="list-style-type: none"> -How far something travels in a unit of time -Familiar units for measuring speed • Force <ul style="list-style-type: none"> -Force as a push or pull that produces -A change in the state of motion of an object -Measuring force, expressed in units of mass: pounds (English System), Newton's (Metric System) • Work <ul style="list-style-type: none"> -Relation between force and distance: work is done when force is exerted over a distance -Equation: Work equals force x Distance • Energy Defined as the ability to do work- 	Physical Setting <ul style="list-style-type: none"> • Earth & celestial phenomena • Interactions among air, water, land • Properties of matter • Energy • Energy & Matter Interactions Living Environment <ul style="list-style-type: none"> • Living things/non-living things (similarities & difference) • Inherited genetic information • Organisms/species change over time • Continuity of life reproduction • Organisms & dynamic equilibrium 	<ul style="list-style-type: none"> *describe different patterns of motion in objects *observe, describe and compare effects of forces on the motion of objects <ul style="list-style-type: none"> *knows that energy is a property of many substances *knows that only a narrow wavelengths of electromagnetic radiation can be seen by the human eye *distinguish between chemical and physical changes

**THE ICAHN CHARTER SCHOOL
CORE KNOWLEDGE CURRICULUM**

SCIENCE

6th Grade

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Standard 1 – Standard 4 – Students will understand and apply scientific concepts, principles, and themes pertaining to the physical setting and living environment living environment and recognize the historical development of ideas in science		
<i>*All Performance Indicators in our Science Curriculum follow the NYSED guidelines. However, it is necessary to list and indicate additional Performance Indicators developed by us since our Science Curriculum currently exceeds that which is prescribed by NYSED.</i>		
<ul style="list-style-type: none"> -Energy as distinguished from work – to have energy. -Two main types of energy: Kinetic and potential; Some types of potential energy-gravitational chemical, elastic electromagnetic Some types of kinetic energy: moving objects, heat, sound and other waves Energy is conserved in a system • Power -Relationship between work and time: a measure of work done and the time it takes to do it -Common units of measuring power foot –pounds per second, horsepower (English); watts, kilowatts (metric system) Energy, Heat, and Energy Transfer • Energy -Six forms of energy: mechanical, heat electric, wave, chemical, nuclear 	<ul style="list-style-type: none"> • Dependence of plants & animals on each other & environment • Impact of human activities impact environment 	<ul style="list-style-type: none"> * knows that energy is a property of many substances * understands the law of conservation of energy * knows that most chemical and nuclear reactions involve a transfer of energy *knows that only a narrow range of wavelengths of electromagnetic radiation can be seen by the human eye • Develop mental models to explain common chemical reactions and changes in the states of matter

**THE ICAHN CHARTER SCHOOL
CORE KNOWLEDGE CURRICULUM**

SCIENCE

6th Grade

Core Knowledge Topics	Standard Area Topic	Performance Indicators
		<p>Standard 1 – Standard 4 – Students will understand and apply scientific concepts, principles, and themes pertaining to the physical setting and living environment living environment and recognize the historical development of ideas in science</p> <p><i>*All Performance Indicators in our Science Curriculum follow the NYSED guidelines. However, it is necessary to list and indicate additional Performance Indicators developed by us since our Science Curriculum currently exceeds that which is prescribed by NYSED.</i></p>
Many forms of energy are interchangeable, such as gasoline in a car, windmills, and hydroelectric plants, -Sources of energy: coal,, natural, gas solar, atomic geothermal, mechanical motion such as falling water and wind -Fossil fuels: carbon; coal oil; natural gas, fossil fuel as finite resource; -Environmental impact of fossil fuels; carbon dioxide and global warming theory; greenhouse effect; oil spills; acid rain., -Nuclear energy Uranium; fission Nuclear reactor; radioactive waste; Nuclear power plants; safety and accidents (i.e. Three Mile Island, Chernobyl)		

**THE ICAHN CHARTER SCHOOL
CORE KNOWLEDGE CURRICULUM**

SCIENCE

6th Grade

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		<p>Standard 1 – Standard 4 – Students will understand and apply scientific concepts, principles, and themes pertaining to the physical setting and living environment living environment and recognize the historical development of ideas in science</p> <p><i>*All Performance Indicators in our Science Curriculum follow the NYSED guidelines. However, it is necessary to list and indicate additional Performance Indicators developed by us since our Science Curriculum currently exceeds that which is prescribed by NYSED.</i></p>
<ul style="list-style-type: none"> • Heat <ul style="list-style-type: none"> -Heat and temperature: how vigorously atoms are moving and colliding -Three ways that heat energy can be transferred; conduction, convection radiation; the direction of heat transfer. • Physical Change: Energy Transfer <ul style="list-style-type: none"> -Properties of different phases of matter (review) -A change of phase is a physical change (no new substance is produced) -Matter can be made to change phases by adding or removing energy -Expansion and contraction Changes phases: each substance has its own melting and boiling point; freezing point and boiling 		<ul style="list-style-type: none"> *knows that chemical and nuclear reactions involve the transfer of energy

points in Celsius and Fahrenheit		
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**THE ICAHN CHARTER SCHOOL
CORE KNOWLEDGE CURRICULUM**

SCIENCE

6th Grade

Core Knowledge Topics	Standard Area Topic	Performance Indicators
		<p>Standard 1 – Standard 4 – Students will understand and apply scientific concepts, principles, and themes pertaining to the physical setting and living environment living environment and recognize the historical development of ideas in science</p> <p>*All Performance Indicators in our Science Curriculum follow the NYSED guidelines. However, it is necessary to list and indicate additional Performance Indicators developed by us since our Science Curriculum currently exceeds that which is prescribed by NYSED.</p>
<ul style="list-style-type: none"> -Distillation: separation of mixtures of liquids with different boiling points. • Astronomy: Gravity, Stars, and Galaxies Gravity -An attractive force; keeps planets in orbit Stars <ul style="list-style-type: none"> -Sun is a star -Kinds of stars -Supernova; black holes - Movement of stars caused by rotation of the earth Constellations -Astronomical distance: measured in light years Galaxies <ul style="list-style-type: none"> -Milky Way -Andromeda Galaxy, Quasars 		<ul style="list-style-type: none"> *knows that chemical and nuclear reactions involve the transfer of energy *knows that gravitational force keeps planets in orbit round the Sun. Moons in orbit around the planets *knows characteristics and movement patterns of asteroids, comets, and meteors *knows the universe consists of many billions of galaxies, each containing billions of stars, that incomprehensible distance (measured in light years) separate these galaxies and stars from one another far from the earth *knows the Earth and Solar System appear to be somewhat unique, in that it is the only celestial body known to support life, although similar systems might yet be discovered in the universe *explains daily, monthly, seasonal, changes on Earth

**THE ICAHN CHARTER SCHOOL
CORE KNOWLEDGE CURRICULUM**

SCIENCE

6th Grade

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Life Science The Forest -Interdependence of forest life -Woody perennials; the importance of lignin; difference between a tree and a shrub -Growth and structure of trees; single stem (trunk) for height; advantages of height stem structure; xylem, cambium, phloem heartwood, sapwood, rays, rings, bark -The “crown”; actively growing leaf area -Types of roots; how water gets from the ground to the top -Tropical rain forest; distinguishing characteristics and species types. In Central and South America, Africa,		<ul style="list-style-type: none"> *knows that all organisms are composed of cells, which are the fundamental units of life; most organisms are single *knows how an organism's ability to regulate its internal environment enables the organism to obtain and use resources, grow, reproduce, and maintain stable internal conditions while living in a constantly changing external environment *knows factors that affect the number and types of organisms that ecosystems can support such as abiotic factors such as quantity of light and water, range of temperatures, and soil composition; disease, competition from other organisms within the ecosystem

**THE ICAHN CHARTER SCHOOL
CORE KNOWLEDGE CURRICULUM**

SCIENCE

6th Grade

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<p>Standard 1 – Standard 4 – Students will understand and apply scientific concepts, principles, and themes pertaining to the physical setting and living environment living environment and recognize the historical development of ideas in science</p> <p><i>*All Performance Indicators in our Science Curriculum follow the NYSED guidelines. However, it is necessary to list and indicate additional Performance Indicators developed by us since our Science Curriculum currently exceeds that which is prescribed by NYSED.</i></p>		
<p>Asia, Australia; High average rainfall and temperature; Mostly evergreen trees and plants, many vines; contain half of the planet's species</p> <p>-Temperate hardwood forest; distinguishing characteristics and species types in North American, Europe, Asia; Seasonal rainfall; Succession of trees from conifers to deciduous depending on different climates and soil</p> <p>-Effects of deforestation; Change of weather patterns; Instability of humidity; temperature, carbon dioxide level; desertification</p> <p>The Human Body</p> <p>-Circulatory and lymphatic systems: Lymph, lymph nodes, white cells, tonsils, blood pressure, hardening</p>		<ul style="list-style-type: none"> • explain the functioning of the major human organ systems <p>*knows that multi-cellular organisms have a variety of specialized cells, tissues, organs, and organs systems.</p> <p>*knows that disease in organisms can be caused by intrinsic failure of the system or infection by other organisms specialized functions</p>

and clogging of arteries.

*explains the functioning of the major human organ systems and their interactions

**THE ICAHN CHARTER SCHOOL
CORE KNOWLEDGE CURRICULUM**

SCIENCE

6th Grade

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<p>Standard 1 – Standard 4 – Students will understand and apply scientific concepts, principles, and themes pertaining to the physical setting and living environment living environment and recognize the historical development of ideas in science</p> <p><i>*All Performance Indicators in our Science Curriculum follow the NYSED guidelines. However, it is necessary to list and indicate additional Performance Indicators developed by us since our Science Curriculum currently exceeds that which is prescribed by NYSED.</i></p>		
<p>The immune system fights infections from bacteria, viruses, fungi; White cells, antibodies, antigens; Vaccines, communicable and non-communicable disease, epidemics; Bacterial diseases: tetanus, typhoid, tuberculosis; antibiotics like penicillin discovered by Alexander Fleming; Viral diseases: common cold, chickenpox, mononucleosis, rabies, polio, AIDS</p>		
Science Biographies -Marie Curie Albert Einstein Lewis Howard Latimer Isaac Newton		<ul style="list-style-type: none">• explain the functioning of the major human organ systems <p>*knows that multi-cellular organisms have a variety of specialized cells, tissues, organs, and organs systems. *knows that disease in organisms can be caused by intrinsic failure of the system or</p>

		infection by other organisms specialized functions *explains the functioning of the major human organ systems and their interactions
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**THE ICAHN CHARTER SCHOOL
CORE KNOWLEDGE CURRICULUM**

SCIENCE

6th Grade

Core Knowledge Topics	Standard Area Topic	Performance Indicators
Standard 5 - Technology Technology is a non-content area. Core Knowledge Topics are non-applicable	Technology Foundation Standards for Students <ul style="list-style-type: none"> 1. Basic operations and concepts 2. Social, ethical, and human issues 3. Technology productivity tools 	<p>Students will:</p> <ul style="list-style-type: none"> • demonstrate a sound understanding of the nature and operation of technology systems • demonstrate proficiency in the use of technology • understand the ethical, cultural, and societal issues related to technology • practice responsible use of technology systems, information, and software • develop positive attitudes toward technology uses that support lifelong learning, collaboration, personal pursuits, and productivity • use technology tools to enhance learning, increase productivity, and promote creativity • use productivity tools to collaborate in constructing technology-enhanced models, prepare publications, and produce other creative works

**THE ICAHN CHARTER SCHOOL
CORE KNOWLEDGE CURRICULUM**

SCIENCE

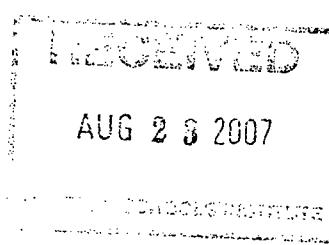
6th Grade

Core Knowledge Topics	Standard Area Topic	Performance Indicators
Standard 5 - Technology		
Technology is a non-content area. Core Knowledge Topics are non-applicable	4. Technology communications tools	<ul style="list-style-type: none"> • use telecommunications to collaborate, publish, and interact with peers, experts, and other audiences • use a variety of media and formats to communicate information and ideas effectively to multiple audiences
	5. Technology research tools	<ul style="list-style-type: none"> • use technology to locate, evaluate, and collect information from a variety of sources • use technology tools to process data and report results • evaluate and select new information resources and technological innovations based on the appropriateness for specific tasks
	6. Technology problem-solving and decision-making tools	<ul style="list-style-type: none"> • use technology resources for solving problems and making informed decisions • employ technology in the development of strategies for solving problems in the real world.

**THE ICAHN CHARTER SCHOOL
CORE KNOWLEDGE CURRICULUM**

SCIENCE

6th Grade

Core Knowledge Topics	Standard Area Topic	Performance Indicators
Standard 5 - Technology Technology is a non-content area. Core Knowledge Topics are non-applicable		<p>Prior to completion of Grade 8 and during grades 6 ,7 , and 8 students will:</p> <ul style="list-style-type: none">• Apply strategies for identifying and solving routine hardware and software problems that occur during everyday use. (1)• Demonstrate knowledge of current changes in information technologies and the effect those changes have on the workplace and society. (2)• Exhibit legal and ethical behaviors when using information and technology, and discuss consequences of misuse. (2)• Use content-specific tools, software, and simulations (e.g., environmental probes, graphing calculators, exploratory environments, Web tools) to support learning and research. (3, 5)• Apply productivity/multimedia tools and peripherals to support personal productivity, group collaboration, and learning throughout the curriculum. (3 , 6)

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**THE ICAHN CHARTER SCHOOL
CORE KNOWLEDGE CURRICULUM**

SCIENCE

6th Grade

Core Knowledge Topics	Standard Area Topic	Performance Indicators
Standard 5 - Technology Technology is a non-content area. Core Knowledge Topics are non-applicable		<ul style="list-style-type: none"> ● Design, develop, publish, and present products (e.g., Web pages, videotapes) using technology resources that demonstrate and communicate curriculum concepts to audiences inside and outside the classroom. (4, 5, 6) ● Collaborate with peers, experts, and others using telecommunications and collaborative tools to investigate curriculum-related problems, issues, and information, and to develop solutions or products for audiences inside and outside the classroom. (4, 5) ● Select and use appropriate tools and technology resources to accomplish a variety of tasks and solve problems. (5, 6) ● Demonstrate an understanding of concepts underlying hardware, software, and connectivity, and of practical applications to learning and problem solving. (1, 6) ● Research and evaluate the accuracy, relevance, appropriateness, comprehensiveness, and bias of

		electronic information sources concerning real-world problems. (2, 5, 6)
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**THE ICAHN CHARTER SCHOOL
CORE KNOWLEDGE CURRICULUM**

HEALTH, PHYSICAL EDUCATION, FAMILY AND CONSUMER SCIENCES 6th to 8th Grade

Core Knowledge Topics	Standard Area Topic	Performance Indicators
Standard 1 – Personal Health an Fitness – Students will have the necessary knowledge and skills to establish and maintain physical fitness, participate in physical activity and main personal health.		
Health, Physical Education, Family and Consumer Sciences are non-content areas. Core Knowledge Topics are non-applicable	<ul style="list-style-type: none"> • Human growth and development Positive healthy behaviors • Basic motor and manipulative skills • Proficiency in complex motor and sport activities • Personal fitness programs • Good nutrition for appropriate diets Healthy food preparation 	<ul style="list-style-type: none"> • demonstrate competency in a variety of physical activities (games, sports, exercises) that provide conditioning for each fitness area • know that motor skills progress in complexity and need to be used in the context of games and sports with additional environmental constraints • combine and integrate fundamental skills and adjust technique based on feedback, including self assessment • understand the relationship between physical activity and the prevention of illness, disease and premature death • develop and implement a personal fitness plan based on self assessment and goal setting understand physiological changes that result from training and understand the health benefits of regular participation in activity • develop leadership, problem solving, cooperation and team work by participating in group activities
Standard 2 – A safe and Healthy Environment – Students will acquire the knowledge and ability necessary to create and maintain a safe and healthy environment.		
	<ul style="list-style-type: none"> • Responsible for personal 	<ul style="list-style-type: none"> • understand the risks of injury if physical activity is per-formed

	<ul style="list-style-type: none"> • and social behavior • Care for the environment • Home and community safety 	<ul style="list-style-type: none"> incorrectly or performed in extreme environmental conditions and recognize the importance of safe physical conditions • develop skills of cooperation and collaboration, as well as fairness, sportsmanship, and respect for others
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**THE ICAHN CHARTER SCHOOL
CORE KNOWLEDGE CURRICULUM**

HEALTH, PHYSICAL EDUCATION, FAMILY AND CONSUMER SCIENCES 6th to 8th Grade

Core Knowledge Topics	Standard Area Topic	Performance Indicators
Standard 2 – A safe and Healthy Environment – Students will acquire the knowledge and ability necessary to create and maintain a safe and healthy environment.		
	<ul style="list-style-type: none"> • Influences of culture, media and technology on healthy families and communities. • Informed and active consumers of community programs on physical fitness • Positive relationships in home, workplace and communities 	<ul style="list-style-type: none"> • work constructively with others to accomplish a goal in a group activity, demonstrating consideration for others involved • understand the physical and environmental dangers associated with particular activities and demonstrate proper procedures for participation in games sports and recreational pursuits • understand the role of physical activity, sport, and games as a balance between cooperative and competitive behaviors and as a possible arena in which to develop and sharpen leadership and problem solving skills, and understand the physical, emotional, and social benefits of participation in physical activities
Standard 3 – Resource Management - Students will understand and e able to manage their personal and community resources.		
	<ul style="list-style-type: none"> • Influences of culture, media and technology on healthy families and communities. • Informed and active consumers of community programs on physical fitness • Positive relationships in 	<ul style="list-style-type: none"> • should be informed consumers, aware of the alternatives available to them within their communities for physical activity and should be able to evaluate facilities and programs available • demonstrate the ability to locate physical activity information, products and services • know some career options in the field of physical fitness and sports

	home, workplace and communities	
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**THE ICAHN CHARTER SCHOOL
CORE KNOWLEDGE CURRICULUM**

THE ARTS

6th Grade

Core Knowledge Topics	Standards Area Topics	Performance Indicators Knowledge and skills students attain by the end of the grade.
Standard 1 – Creating, Performing and Participating in the Arts - Students will actively engage in the process that constitute creation and performance in the arts (dance, music, theatre, and visual arts) and participate in various roles in the arts.		
Note: Core Knowledge Topics under other The Arts are linked to address all four Arts Standards, as well as being linked to other disciplines.	<ul style="list-style-type: none"> • Dance Students will perform dance forms and understand choreography • Music Students will play their own music and music written by others • Theatre Students will create and perform theatre pieces • Visual Arts Students use a variety of materials and techniques to create art 	<ul style="list-style-type: none"> • dance a range of forms from free improvisation to structured choreography • demonstrate the ability to take various roles in group productions and performances. • improvise short musical compositions that exhibit cohesiveness and musical expression • use language, voice, gesture, movement, and observation to create character and interact with others in improvisation, rehearsal and performance. • imitate various experiences through pantomime, play making dramatic play, story dramatization, storytelling, role playing improvisation, and guided playwriting • use the elements and principles of art to communicate specific meanings to others in their art work
Standard 2 – Students will be knowledgeable about and make use of the materials and resources available for participation in the arts in various roles. (continued)		
Note: Core Knowledge Topics under other The Arts may be linked to address all four Arts Standards	<u>Dance, Music, Theatre & Visual Arts</u> Students will:	<ul style="list-style-type: none"> • demonstrate knowledge of sources for understanding dance technologies: live, print video, computer, etc.

Elements of Music • Review from earlier grades: The orchestra and families of, instruments; keyboard instruments;	Evaluate and interpret art forms Express opinions, using vocabulary of the art form Connect art form to other disciplines	<ul style="list-style-type: none"> • demonstrate knowledge of how human structure and function affect movement in parts of dances and dances that they know or have been choreographed • use school and community resources to develop information on music and musicians
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**THE ICAHN CHARTER SCHOOL
CORE KNOWLEDGE CURRICULUM**

THE ARTS

6th Grade

Core Knowledge Topics	Standards Area Topics	Performance Indicators Knowledge and skills students attain by the end of the grade.
Standard 2 – Students will be knowledgeable about and make use of the materials and resources available for participation in the arts in various roles.(continued)		
Vocal ranges: soprano, mezzo-soprano, alto; tenor baritone, bass <ul style="list-style-type: none"> • Recognize frequently used Italian terms: <i>grave, largo, adagio, andante, mderto, allegro, presto, prestissimo, ritardando and accelerando, crescendo and decrescendo, legato.</i> • Recognize introduction, interlude, and coda in musical selection. • Recognize theme and variation. • Identify chords[such as I(tonic), IV (subdominant), V(dominant); V7]; major and minor chords; chord changes; intervals (third, fourth, fifth). • Understand what an octave is • Understand notation and ferms: treble clef, bass clef, staff, barline, double bar line, measure, repeat signs, whole note, half note, quarter note, eighth note, whole rest, half rest, 		<ul style="list-style-type: none"> • demonstrate appropriate listening and other participatory responses to music of a variety of genres and cultures. • investigate some career options related to their musical interests. • use the school or community library/media centers and other resources to develop information on various theatre-related topics • know about local theatrical institutions, attend performances in school and in the community, and demonstrate appropriate audience behavior • discuss vocations/avocations with theatre professionals and identify the skills and preparation necessary for theatre vocations/avocations. • develop skills with a variety of art materials and competence in at least one medium • use the computer and other electronic media as designing tools and to communicate visual ideas • take advantage of community opportunities and cultural institutions to learn from professional artists, look at original

quarter rest, eighth rest, grouped sixteenth notes, tied notes and dotted notes, sharps, flats, naturals, <i>Da capo al fine</i> , meter signature: 4/4 or common time 2/2, ¾ 6/8, quiet <i>pp p mp</i>		<ul style="list-style-type: none"> art, and increase their understanding of art understand the variety of careers related to the visual arts and the skills necessary to pursue some of them
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**THE ICAHN CHARTER SCHOOL
CORE KNOWLEDGE CURRICULUM**

THE ARTS

6th Grade

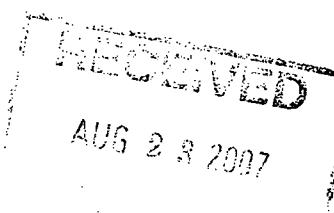
Core Knowledge Topics	Standards Area Topics	Performance Indicators Knowledge and skills students attain by the end of the grade.
Standard 2 – Students will be knowledgeable about and make use of the materials and resources available for participation in the arts in various roles. (continued)		
Classical Music: From Baroque to Romantic <i>Baroque (ca. 1600 – 1750)</i> <ul style="list-style-type: none"> Counterpoint; fugue; oratorio Johann Sebastian Bach: selections from <i>Brandenburg Concertos</i>; selections from <i>The Well Tempered Clavier</i>, Chorus, "Wachet auf, ruft uns die Stimme" from <i>Cantata BWV 140 Wachet Auf (Sleeper Awake)</i> George Frederick Handel: selections from <i>Water Music</i>, "Hallelujah Chorus" from <i>The Messiah</i> <i>Classical (ca. 1750 – 1825)</i> <ul style="list-style-type: none"> Classical symphony (typically in four movements) Wolfgang Amadeus Mozart, <i>Symphony No. 40</i> The classical concerto: soloist, cadenza Wolfgang Amadeus Mozart, <i>Symphony No. 21</i> 		

- Chamber music; string quartet; sonata; lieder (art songs)
Franz Joseph Haydn, *String Quartet Opus 76 No. 3*, "Emperor" Ludwig van Beethoven, *Piano Sonata No. 14*

**THE ICAHN CHARTER SCHOOL
CORE KNOWLEDGE CURRICULUM**

THE ARTS

6th Grade

Core Knowledge Topics	Standards Area Topics	Performance Indicators Knowledge and skills students attain by the end of the grade.
Standard 2 – Students will be knowledgeable about and make use of the materials and resources available for participation in the arts in various roles.(continued)		
<i>Romantic (ca. 1800-1900)</i> <ul style="list-style-type: none"> Beethoven as a transitional figure: <i>Symphony No. 9</i> (fourth movement) Romantic composers and works: Franz Schubert, lieder: <i>Die Forelle</i> ("the Trout) <i>Gretchen am Spinnrade</i> ("Gretchen at the Spinning Wheel") Frederick Chopin: "Funeral March" from <i>Piano Sonata No. 2</i> in B flat minor, "Minute Waltz"; "Revolutionary" Etude in C minor Robert Schumann, <i>Piano Concerto</i> in A Minor 		
Standard 3 - Students will respond critically to a variety of works in the arts, connecting the individual work to other works and to other aspects of human endeavor and thought.		
Note: Core Knowledge Topics under other The Arts may be linked to address all four Arts Standards	<u>Dance</u> Students will: <ul style="list-style-type: none"> Express through written and oral language their understanding, interpretation, and evaluation of dances they 	<ul style="list-style-type: none"> demonstrate knowledge of choreographic principles and processes express to others their understanding of specific dance performances, including perceptions descriptions, analyses, interpretations, and evaluations through listening analyze and evaluate their own and others'
Listening and Understanding		

<ul style="list-style-type: none"> Composers and their Music <p>Classical Music: From Baroque to Romantic</p> <p>Baroque (ca. 1600 – 1750)</p> <ul style="list-style-type: none"> Counterpoint; fugue; oratorio 	<p>see, do, and read about.</p> <p><u>Music</u></p> <p><u>Students will:</u></p> <ul style="list-style-type: none"> Demonstrate the capacity to listen to and comment on music 	<ul style="list-style-type: none"> performances, improvisations and compositions by identifying and comparing them with similar works and events use appropriate terms to reflect a working knowledge of social-musical functions and uses (appropriate choices of music for common ceremonies and other events)
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THE ICAHN CHARTER SCHOOL CORE KNOWLEDGE CURRICULUM

THE ARTS

6th Grade

Core Knowledge Topics	Standards Area Topics	Performance Indicators
Knowledge and skills students attain by the end of the grade.		
<p>Standard 3 - Students will respond critically to a variety of works in the arts, connecting the individual work to other works and to other aspects of human endeavor and thought.(continued)</p> <ul style="list-style-type: none"> Johann Sebastian Bach: selections from <i>Brandenburg Concertos</i>; selections from <i>The Well Tempered Clavier</i>, Chorus, "Wachet auf, ruft uns die Stimme" from <i>Cantata BWV 140 Wachet Auf (Sleeper Awake)</i> George Frederick Handel: selections from <i>Water Music</i>, "Hallelujah Chorus" from <i>The Messiah</i> <p><i>Classical (ca. 1750 – 1825)</i></p> <ul style="list-style-type: none"> Classical symphony (typically in four movements) Wolfgang Amadeus Mozart, <i>Symphony No. 40</i> The classical concerto: soloist, cadenza Wolfgang Amadeus Mozart, <i>Symphony No. 21</i> Chamber music; string quartet; sonata; lieder (art songs) Franz Joseph Haydn, <i>String Quartet Opus 76 No. 3</i>, 	<p><u>Visual Arts</u></p> <p><u>Students will:</u></p> <ul style="list-style-type: none"> Reflect on, interpret, and evaluate plays and theatrical performances, both live and recorded, using the language of dramatic criticism. Reflect on, interpret and evaluate works of art, using the language of art criticism. 	

"Emperor" Ludwig van Beethoven, <i>Piano Sonata No. 14 ("Moonlight" Sonata)</i>		
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**THE ICAHN CHARTER SCHOOL
CORE KNOWLEDGE CURRICULUM**

THE ARTS

6th Grade

Core Knowledge Topics	Standards Area Topics	Performance Indicators Knowledge and skills students attain by the end of the grade.
Standard 3 - Students will respond critically to a variety of works in the arts, connecting the individual work to other works and to other aspects of human endeavor and thought. (continued)		
<i>Romantic (ca. 1800-1900)</i> <ul style="list-style-type: none"> • Beethoven as a transitional figure: <i>Symphony No. 9</i> (fourth movement) • Romantic composers and works: Frank Schubert, lieder: <i>Die Forelle</i> ("the Trout) <i>Gretchen am Spinnrade</i> ("Gretchen at the Spinning Wheel") Frederick Chopin: "Funeral March" from <i>Piano Sonata No. 2 in B flat minor</i>, "Minute Waltz"; "Revolutionary" Etude in C minor Robert Schumann, <i>Piano Concerto in A Minor</i> 		

Standard 4 – Understanding the Cultural Dimensions and Contributions of the Arts – Students will develop an understanding of the personal and cultural forces that shape artistic communication and how the arts in turn shape the diverse cultures of past and present society. (continued)

Note: Core Knowledge Topics under other The Arts may be linked to address all four Arts Standards	<u>Dance</u> <ul style="list-style-type: none"> • Know dances from many cultures and time and recognize 	<ul style="list-style-type: none"> • identify the major dance forms of specific world cultures past and present • identify some of the major dance artists from diverse cultures • show how specific dance forms are related to the culture from
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Visual Arts	<ul style="list-style-type: none"> Art History: Periods & Schools <i>Classical Art: The art of Ancient Greece and Rome.</i> 	<p>their relationship to various cultural, social, and historic contexts.</p> <ul style="list-style-type: none"> which they come 	<ul style="list-style-type: none"> identify from a performance or recording the titles and composers of well-known examples of classical concert music and blues/jazz selections
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THE ICAHN CHARTER SCHOOL CORE KNOWLEDGE CURRICULUM

THE ARTS

6th Grade

Core Knowledge Topics	Standards Area Topics	Performance Indicators
Standard 4 – Understanding the Cultural Dimensions and Contributions of the Arts – Students will develop an understanding of the personal and cultural forces that shape artistic communication and how the arts in turn shape the diverse cultures of past and present society.(continued)		
<ul style="list-style-type: none"> Observe characteristics considered “classic” with emphasis on balance and proportion; idealization of human form in The Parthenon and the Pantheon; <p><i>The Discus Thrower and Apollo Belvedere.</i> <i>Gothic Art (12th – 15 centuries)</i></p> <ul style="list-style-type: none"> Review the religious inspiration and characteristic features of Gothic cathedrals. <p><i>The Renaissance (1350-1600)</i></p> <ul style="list-style-type: none"> Briefly review main features of Renaissance art (revival of classical subjects and techniques; emphasis on humanity; discovery of perspective, etc.) and examine representative working, including Raphael, <i>The School of Athens</i> Michelangelo, <i>David</i> <p><i>Baroque (17 century)</i></p> <p>Note the dramatic use of light</p>	<p>Music Students will: Develop a performing and listening repertoire of music of various genres, styles, and cultures that represent the peoples of this world and their manifestations in the United States.</p> <p>Theatre Students will: • Gain knowledge about past and present cultures as expressed through theatre.</p> <p>Visual Arts Students will: • Explore art and artifacts from various historical periods and world cultures to discover the roles that art plays in the lives of people of a given time and place and to understand</p>	<p>Knowledge and skills students attain by the end of the grade.</p> <ul style="list-style-type: none"> identify the major dance forms of specific world cultures past and present identify some of the major dance artists from diverse cultures show how specific dance forms are related to the culture from which they come identify from a performance or recording the titles and composers of well-known examples of classical concert music and blues/jazz selections identify the cultural contexts of a performance or recording and perform (with movement, where culturally appropriate) a varied repertoire of folk, art and contemporary selections from the basic cultures that represent the peoples of the world improvise scenes based on information about various cultures create intercultural celebrations using props, settings and costumes explain how drama/theatre experiences relate to themselves and others knows similarities and differences in steps and movement styles among old and classical dances from various cultures demonstrate how art works and artifacts from diverse world

and shade, turbulent compositions, and vivid emotional expression in: El Greco, <i>View of Toledo</i>); Rembrandt: a self portrait; <i>Landscape with Obelisk</i>	how the time and place influence the visual characteristics of the art work.	cultures reflect aspects of those cultures
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**THE ICAHN CHARTER SCHOOL
CORE KNOWLEDGE CURRICULUM**

THE ARTS

6th Grade

Core Knowledge Topics	Standards Area Topics	Performance Indicators Knowledge and skills students attain by the end of the grade.
Standard 4 – Understanding the Cultural Dimensions and Contributions of the Arts – Students will develop an understanding of the personal and cultural forces that shape artistic communication and how the arts in turn shape the diverse cultures of past and present society.(continued)		
<i>Rocco (ca mid – to late 1700's)</i> <ul style="list-style-type: none"> Note the decorative and “pretty” nature of Rococo art, the use of soft pastel colors, and the refined, sentimental, or playful subjects in Jean Honoré Fragonard, <i>The Swing</i>. <i>Neoclassical (ca late 18th – early century)</i> <ul style="list-style-type: none"> Characteristics of Neoclassical art the reaction against Baroque and Rococo; the revival of classical forms and subjects; balanced, clearly articulated forms; and belief in high moral purpose of art, in Jacques Louis David, <i>Oath of the Horatii</i> <i>Romantic (ca late 18th – 19th century)</i> <ul style="list-style-type: none"> Now Romantic art is in part a reaction against Neoclassicism, with a bold, expressive, emotional style, and a characteristic interest in the exotic or in powerful forces in nature in Francisco Goya, <i>the Bullfight</i> 		

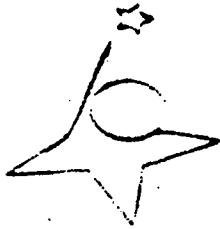
Eugene Delacroix, <i>Liberty Leading the People</i> Casper David Friedrich, <i>The Chalk Cliffs of Rugen</i>		
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**THE ICAHN CHARTER SCHOOL
CORE KNOWLEDGE CURRICULUM**

THE ARTS

6th Grade

Core Knowledge Topics	Standards Area Topics	Performance Indicators Knowledge and skills students attain by the end of the grade.
Standard 4 – Understanding the Cultural Dimensions and Contributions of the Arts – Students will develop an understanding of the personal and cultural forces that shape artistic communication and how the arts in turn shape the diverse cultures of past and present society. (continued)		
<i>Realism (ca. mid to late 19th century)</i> <ul style="list-style-type: none"> • The Realist's characteristic belief that art should represent ordinary people and activities, that are does not have to be up lifting, edifying, or beautiful, in Jean Millet, <i>The Gleaners</i> Gustave Courbet, <i>The Stone Breakers</i>. • Become familiar with examples of American realism, including Winslow Homer, <i>Noreaster</i> Thomas Eakins, <i>The Gross Clinic</i> Henry O. Tanner, <i>The Banjo Lesson</i>. 		



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*Steven Sorokin, Director of Assessment
Grace Luisi, Staff Developer*

SEPTEMBER 2005 KINDERGARTEN SYLLABUS

Language and Literacy:

- Letter recognition/letter pairs ex. A-a, B-b
- Letter A is for "apple"
- Introduce sight word the



Sayings and Phrases:

- A place for everything, everything in its place.

Mathematics:

- Shape recognition
- Counting numbers 1-10; one to one correspondence

History and Geography:

- Our Neighborhood/Our World

Science:

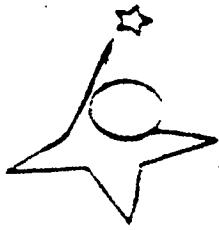
- Introduce the five senses

Art:

- Color recognition and identification

Music:

- The Telephone Song
- Simon Says



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OCTOBER 2005

KINDERGARTEN SYLLABUS

Language and Literacy:

- Sight word **a**
- First, next, last
- Letter identification "a" for apple, "n" for nuts

Sayings and Phrases:

- An apple a day, keeps the doctor away.

Mathematics:

- Continue with numbers 1-10
- Introduce words of positioning (ex: top, middle, bottom)

History and Geography:

- Continents and Maps

Science:

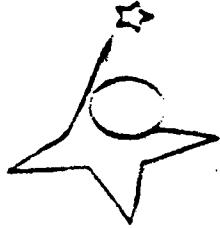
- Signs of Autumn

Art:

- Paul Cezanne

Music:

- Moving to the music
- Pumpkin, Pumpkin



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NOVEMBER 2005 KINDERGARTEN SYLLABUS



Language and Literacy:

- Sight word that, and, I
- Letters D for Dark, C for Corn
- Blending with short a

Sayings and Phrases:

- Great oaks from little acorns grow.

Mathematics:

- Sorting
- Graphing

History and Geography:

- Native Americans

Science:

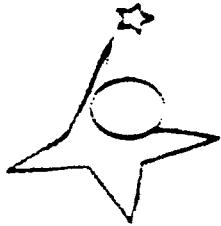
- Seeds we eat
- Keeping Healthy

Art:

- Mixing Colors

Music:

- I'm A Little Scarecrow
- I'm A Little Pumpkin
- Peter, Peter Pumpkin Eater



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DECEMBER 2005 KINDERGARTEN SYLLABUS

Language and Literacy:

- M for Mittens
- Short I for Igloo
- Sight words: is, like, I



Sayings and Phrases:

- Where there's a will, there's a way.



Mathematics:

- Patterns



History and Geography:

- Native Americans



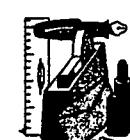
Science:

- Signs of Winter/Graphing the Weather
- Study of the Evergreen



Art:

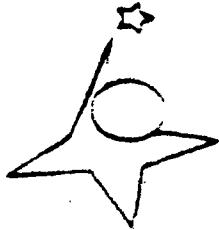
- Exploring with cool colors



Music:

- When it's cold outside in Winter
- Jingle Bells
- The Evergreen
- The Nutcracker





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*Steven Sorokin, Director of Assessment
Grace Luisi, Staff Developer*

JANUARY 2006
KINDERGARTEN SYLLABUS

Language and Literacy:

- Sight words: said, we, are
- Blending with short i, a
- T for temperature
- C for cold



Mathematics: Numbers to 20

- Counting to 20
- One to one correspondence
- Number order

History and Geography:

- Native Americans

Science:

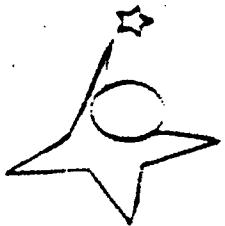
- The study of Winter/Snow

Art:

- Learning about Pieter Bruegel
- Painting with cool colors

Music:

- The More it Snows
- The North Wind
- The Chubby Little Snowman



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FEBRUARY 2006 KINDERGARTEN SYLLABUS

Language and Literacy:

- Sight words: you, have
- Blending with short o
- The letter O
- F for friends

Sayings and Phrases:

- A dog is a man best friend.

Mathematics: Numbers to 20

- Continue counting numbers 1 to 20
- Celebrating 100th Day

History and Geography:

- Continuation of Native Americans

Science:

- Study of the heart
- Study of shadows

Art:

- Picasso

Music:

- Friends
- Have You Ever Seen A Shadow
- Here Is A Letter





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MARCH 2006 KINDERGARTEN SYLLABUS

Language and Literacy:

- Introduce rhyming in the style of Dr. Seuss
- Continue blending with O
- Introduce blending with U
- Sight words: to, me, go, do, there
- Letters: R for rhymes
P for plane
L for laugh



Sayings and Phrases:

- In like a lion, out like a lamb.

Mathematics:

- Continue counting by 5's and 10's
- Continue numbers to 100
- Introduce measurement

History and Geography:

- Continuation with Native Americans

Science:

- The study of clouds
- The study of air

Art:

- Frida Kahlo
- Self Portraits

Music:

- Moving responsively to music



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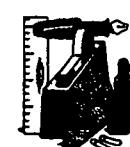
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APRIL 2006 KINDERGARTEN SYLLABUS

Language and Literacy:

- Begin blending with short e
- K for kite
- G for grow
- For, she, has, he



Comprehension:

- Story Structure

Sayings and Phrases:

- April showers, brings May flowers.

Mathematics:

- Begin unit of Measurement

History and Geography:

- Continuation of Mount Rushmore Presidents

Science:

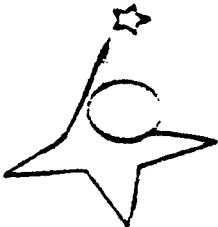
- Planting and plant growth

Art:

- Sculpture

Music:

- "Grow, Grow, Grow"
- I'm A Little Seed
- Springtime Weather
- Up Pop the Flowers



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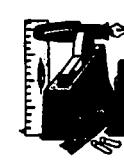
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MAY 2006 KINDERGARTEN SYLLABUS

Language and Literacy:

- Introducing letter E
- Blending with a, i, o, u
- Sight words: she, has
- B for Bug



Comprehension:

- Story Structure

Sayings and Phrases:

- Early bird catches the worm.

Mathematics: Addition

- Continuation of addition
- Math fair projects

History and Geography:

- Continuation of Mount Rushmore Presidents

Science:

- The study of Ladybugs

Art:

- Mary Cassatt

Music:

- Ladybug Fly
- Five Little Ladybugs
- I Love My Mommy
- Up Pop the Flowers



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SEPTEMBER 2005 FIRST GRADE SYLLABUS



Language and Literacy:

- "Max the Cat"
- "Quack"



Phonics:

- Short a, digraph ck



Grammar:

- Sentences

Stories will be read guided, individually and in groups. There will be a comprehension test each week and a spelling test every Friday.

Poetry:

- "Little Sally Walker"

Sayings and Phrases:

- An apple a day keeps the doctor away.

Mathematics:

- Chapter 1: Numbers to 20



History and Geography:

- Map Skills



Science:

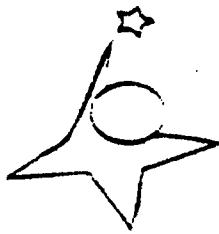
- Personal Health and Hygiene

Art:

- Review of colors and shapes

Music:

- A few favorite songs



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OCTOBER 2005 FIRST GRADE SYLLABUS

Language and Literacy:

- "What Does Pig Do?"
- "A Path on the Map"
- "Time For Kids: Ships"
- "One Good Pup"



Phonics:

- Short I and short u
- Digraphs sh, th

Grammar:

- Statements, Questions and Exclamations
- Introduce nouns

Stories will be read guided, individually and in groups. There will be a comprehension test each week and a spelling test every Friday.

Poetry:

- "If wishes were horses"
- "Thirty days hath September"

Sayings and Phrases:

- Do unto others as you would have them do unto you.

Mathematics:

- Chapter 2: Addition concepts
- Begin Ch. 3: Addition strategies and facts to 12

History and Geography:

- From Colonies to Independence

Science:

- Habitats

Art:

- A world of color

Music:

- Instruments: Percussion family and string family

Carl C. Icahn Charter School is chartered by the New York State Board of Regents and the State University of New York Charter Schools Institute and is a result of the collaborative efforts of the Foundation for A Greater Opportunity and the Center for Educational Innovation-Public Education Association. Carl C. Icahn Charter School is a public school open to all children on a space available basis, by lottery.



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NOVEMBER 2005
FIRST GRADE SYLLABUS



Language and Literacy:

- "The Bug Bath"
- "Splash"
- "What Bug Is It?"

Phonics:

- Short o and short e
- Blends sn, sl, ff, ss, and ll

Grammar:

- Proper nouns, plural nouns and irregular plural nouns

Stories will be read guided, individually and in groups. There will be a comprehension test each week and a spelling test every Friday.

Poetry:

- "Thanksgiving Day"

Sayings and Phrases:

- Hit the nail on the head.

Mathematics:

- Chapter 3: Addition strategies and facts to 12

History and Geography:

- Early Explorers and Settlers

Science:

- Conclusion of Habitats

Art:

- Famous Artists

Music:

- Conclusion of instrument families



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**DECEMBER 2005
FIRST GRADE SYLLABUS**

Language and Literacy:

- "Time For Kids: A Vet"
- "Stan's Stunt"
- "Greg's Mask"



Phonics:

- Blends mp, st, nt, cl, dr, bl, pr, tr, ch, wh and nk

Grammar:

- Verbs: Past and present tense

Stories will be read guided, individually and in groups. There will be a comprehension test each week and a spelling test every Friday.

Poetry:

- "Hope"
- "A Good Play"

Sayings and Phrases:

- If at first you don't succeed, try, try again.

Mathematics:

- Chapter 4: Subtraction Concepts

History and Geography:

- Early Explorers and Settlers

Science:

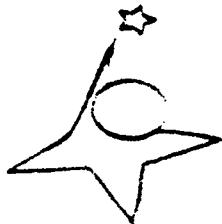
- Matter: Solid, liquid and gas

Art:

- Famous Artists

Music:

- The Nutcracker



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JANUARY 2006 FIRST GRADE SYLLABUS

Language and Literacy:

- "Sam's Song"
- "Snakes"
- "Let's Camp Out"



Phonics:

- Blends review and long a



Grammar:

- Continue with verbs in the past tense
- Contractions with not



Stories will be read guided, individually and in groups. There will be a comprehension test each week and a spelling test every Friday.



Poetry:

- "The Swing"
- "The Frog"



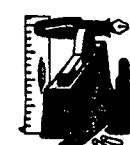
Sayings and Phrases:

- Land of Nod



Mathematics:

- Conclusion of Chapter 4
- Chapter 5: Subtraction Concepts



History and Geography:

- Continuation of Exploring the West



Science:

- Conclusion of Matter: Solid, liquid and gas

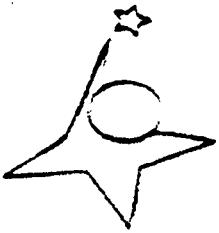


Art:

- Van Gogh

Music:

- Mozart



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FEBRUARY 2006 FIRST GRADE SYLLABUS

Language and Literacy:

- "The Shopping List"
- "Yasmins Ducks"
- "The Knee-High Man"



Phonics:

- Long i, long o and long u



Grammar:

- Is and are
- Was and were
- Has and have



Stories will be read guided, individually and in groups. There will be a comprehension test each week and a spelling test every Friday.



Poetry:

- Washington



Sayings and Phrases:

- Let the cat out of the bag



Mathematics:

- Chapter 6: Data and Graphs



History and Geography:

- Continuation of Exploring the West



Science:

- Dinosaurs

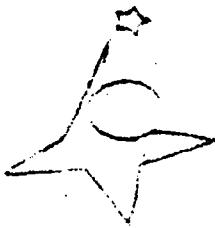


Art:

- Leonardo DaVinci

Music:

- Conclusion of great composers



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MARCH 2006 FIRST GRADE SYLLABUS

Language and Literacy:

- "The Knee-High Man"
- "Johnny Appleseed"
- "Ring! Ring! Ring! Put the Fire Out!"
- "Seven Sillies"



Phonics:

- Long a: ai, ay, long e



Grammar:

- See and say
- Contractions with not
- Adjectives



Stories will be read guided, individually and in groups. There will be a comprehension test each week and a spelling test every Friday.



Poetry:

- The Gift



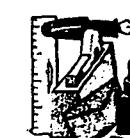
Sayings and Phrases:

- The more the merrier.



Mathematics:

- Chapter 7: Place value and patterns



History and Geography:

- Early Civilizations of Americas



Science:

- Astronomy

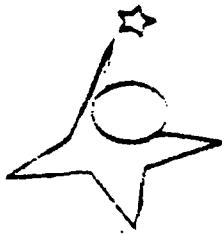


Art:

- Conclusion of famous artists

Music:

- Melody and Harmony



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APRIL 2006 FIRST GRADE SYLLABUS

Language and Literacy:

- "Shrinking Mouse"
- "You Can't Smell a Flower"
- "Owl and the Moon"
- "Night Animals"

Phonics:

- Long a: ai, ay
- Long o: o, aa, oe, ow
- Long i: i, y, igh

Grammar:

- Adjective that compare
- Synonyms and Antonyms
- Review contractions

Stories will be read guided, individually and in groups. There will be a comprehension test each week and a spelling test every Friday.

Poetry:

- Raindrops

Sayings and Phrases:

- Never leave till tomorrow what you can do today.

Mathematics:

- Chapter 8: Money

History and Geography:

- Continuation of Early Civilizations of Americas: Mayas, Inca and Aztecs

Science:

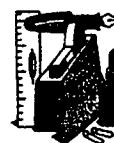
- Conclusion of Astronomy: Introduce Electricity

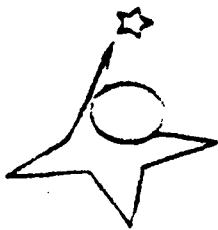
Art:

- Murals

Music:

- Reading Music





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MAY 2006 FIRST GRADE SYLLABUS



Language and Literacy:

- "The Night Animals"
- "A Friend for Little Bear"
- "New Shoes for Silvia"



Phonics:

- Review long vowels a, e, i, o, u



Grammar:

- Synonyms and Antonyms
- Subjects and Predicates



Stories will be read guided, individually and in groups. There will be a comprehension test each week and a spelling test every Friday.



Poetry:

- Riddle Rhymes



Sayings and Phrases:

- Practice makes perfect.

Mathematics:

- Conclusion of Chapter 8: Money
- Event: Math Fair



History and Geography:

- Mesopotamia



Science:

- Conclusion of Electricity
- Down to Earth: Inside the Earth



Art:

- Conclusion of Murals

Music:

- Continue with reading & writing music



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**JUNE 2006
FIRST GRADE SYLLABUS**

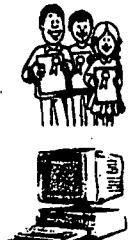
Language and Literacy:

- "New Shoes for Silvia"
- "The Story of a Blue Bird"
- "Young Amelia Earhart"
- "Time for Kids: On The Go"



Phonics:

- Variant vowels: ar, ir, er and ow, ou



Grammar:

- Predicates continued
- Pronouns: He, She, It, I and Me



Stories will be read guided, individually and in groups. There will be a comprehension test each week and a spelling test every Friday.

Poetry:

- Tongue Twisters



Sayings and Phrases:

- There's no place like home.



Mathematics:

- Chapter 9: Addition and Subtraction facts to 20
- Chapter 10: Time



History and Geography:

- Continuation of Mesopotamia
- Ancient Egypt



Science:

- The Human Body

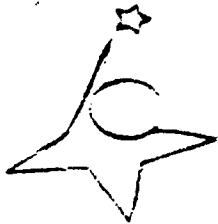


Art:

- Make a class book

Music:

- A few more favorite songs



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**SEPTEMBER 2005
SECOND GRADE SYLLABUS**

Language and Literacy: Stories

- Ann's First Day
- Henry and Mudge

Reading Strategies

- Making Predictions
- Set a Purpose

STORIES WILL BE READ OUT OF TEXT GUIDED, INDIVIDUALLY, AND IN GROUPS. LITERATURE WILL BE INTEGRATED THROUGHOUT PHONICS, COMPREHENSION, GRAMMAR, AND SPELLING LESSONS. THERE WILL BE A VOCABULARY TEST, A READING ASSESSMENT, AND A SPELLING TEST EVERY FRIDAY.

Writing:

- Introduction to the writing process
- Using a rubric to edit work
- Personal narratives

Sayings and Phrases:

- Back to the drawing board.
- Better late than never.

Mathematics:

- Adding and Subtracting numbers to 20
- Introduction to place value

History and Geography:

- Geography of the Americas

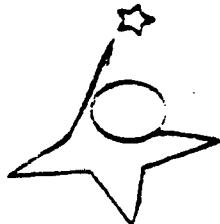
Science:

- Characteristics of plants, animals, and insects
- The life cycle of plants, animals, and insects

Art:

- Lines, shapes, and colors
- Sculptures and Landscapes

THERE WILL BE A SCIENCE, MATHEMATICS, AND ART TEST AFTER EVERY UNIT.



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**OCTOBER 2005
SECOND GRADE SYLLABUS**

Language and Literacy: Stories

- The Roundup at Rio Ranch
- Welcome to a New Museum
- Unit Test
- Lemonade for Sale

Reading Strategies

- Story Elements

STORIES WILL BE READ OUT OF TEXT GUIDED, INDIVIDUALLY, AND IN GROUPS. LITERATURE WILL BE INTEGRATED THROUGHOUT PHONICS, COMPREHENSION, GRAMMAR, AND SPELLING LESSONS. THERE WILL BE A VOCABULARY TEST, A READING ASSESSMENT, AND A SPELLING TEST EVERY FRIDAY.

Writing:

- Use of the writing process
- Using a rubric to edit work
- Personal narratives
- Letter writing (personal and business)

Sayings and Phrases:

- Cold feet.
- Don't cry over spilled milk.

Mathematics:

- Adding and Subtracting numbers to 20
- Introduction to place value

History and Geography:

- Geography of the Americas

Science:

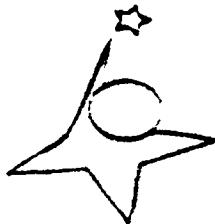
- Characteristics of plants, animals, and insects
- The life cycle of plants, animals, and insects
- Insects and the life cycle of insects

Art:

- Sculptures and Landscapes
- Animals real and imagined

THERE WILL BE A SCIENCE, MATHEMATICS, AND ART TEST AFTER EVERY UNIT.

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**NOVEMBER 2005
SECOND GRADE SYLLABUS**

Language and Literacy: Stories

- A Letter to Amy
- Best Friends Club
- Jamaica Tag Along
- Fairy Tales



STORIES WILL BE READ OUT OF TEXT GUIDED, INDIVIDUALLY, AND IN GROUPS. LITERATURE WILL BE INTEGRATED THROUGHOUT PHONICS, COMPREHENSION, GRAMMAR, AND SPELLING LESSONS. THERE WILL BE A VOCABULARY TEST, A READING ASSESSMENT, AND A SPELLING TEST EVERY FRIDAY.

Writing:

- Personal narratives

Sayings and Phrases:

- Don't cry over spilled milk.
- Don't (or can't) judge a book by its cover.

Mathematics:

- Adding two-digit numbers

History and Geography:

- Immigration and Citizenship

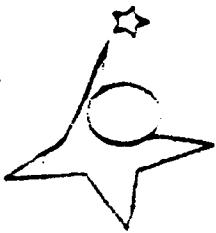
Science:

- The Water Cycle
- Weather

Art:

- Abstract Art
- Architecture: The art of designing buildings

THERE WILL BE A SCIENCE, MATHEMATICS, AND ART TEST AFTER EVERY UNIT.



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**DECEMBER 2005
SECOND GRADE SYLLABUS**

Language and Literacy: Stories

- Continue the study of Fairy Tales
- Time For Kids: Sharks
- Unit Test
- Arthur Writes a Story

Reading Strategies

- Activate prior knowledge
- Inferencing

STORIES WILL BE READ OUT OF TEXT GUIDED, INDIVIDUALLY, AND IN GROUPS. LITERATURE WILL BE INTEGRATED THROUGHOUT PHONICS, COMPREHENSION, GRAMMAR, AND SPELLING LESSONS. THERE WILL BE A VOCABULARY TEST, A READING ASSESSMENT, AND A SPELLING TEST EVERY FRIDAY.

Writing:

- Use of the writing process
- Using a rubric to edit work
- Persuasive Writing
- Letter writing (personal and business)

Sayings and Phrases:

- Easier said than done.
- Don't (or can't) judge a book by its cover.

Mathematics:

- Add and subtract two-digit numbers with and without regrouping
- Add and subtract three-digit numbers

History and Geography:

- Immigration and Citizenship

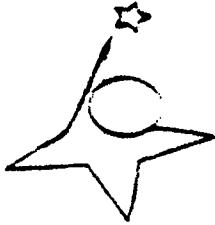
Science:

- The Water Cycle

Music:

- Different types of music
- Different types of instruments

THERE WILL BE A SCIENCE, MATHEMATICS, AND ART TEST AFTER EVERY UNIT.



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JANUARY 2006 SECOND GRADE SYLLABUS

Language and Literacy: Stories

- Continue the study of Fairy Tales
- Best Wishes, Ed
- The Pony Express
- Nine in One, Grr! Grr!

Reading Strategies

- Inferencing
- Draw Conclusions

STORIES WILL BE READ OUT OF TEXT GUIDED, INDIVIDUALLY, AND IN GROUPS. LITERATURE WILL BE INTEGRATED THROUGHOUT PHONICS, COMPREHENSION, GRAMMAR, AND SPELLING LESSONS. THERE WILL BE A VOCABULARY TEST, A READING ASSESSMENT, AND A SPELLING TEST EVERY FRIDAY.

Writing:

- Use of the writing process
- Using a rubric to edit work
- Expository Writing
- Letter writing (personal and business)

Sayings and Phrases:

- Eaten out of house and home.
- Get a taste of your own medicine.

Mathematics:

- Subtract two and three-digit numbers with and without regrouping
- Money

History and Geography:

- Americans Move West

Science:

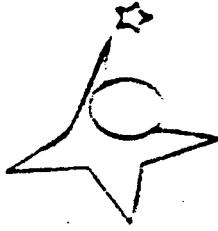
- Continue with The Water Cycle
- Weather

Music:

- Some great composers
- Continue with different types of instruments

THERE WILL BE A SCIENCE, MATHEMATICS, AND ART TEST AFTER EVERY UNIT.

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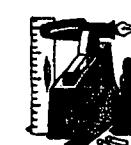
*Steven Sorokin, Director of Assessment
Grace Luisi, Staff Developer*



**FEBRUARY 2006
SECOND GRADE SYLLABUS**

Language and Literacy: Stories

- Charlie Anderson
- Fernando's Gift
- The Best Vacation Ever



**STORIES WILL BE READ OUT OF TEXT GUIDED, INDIVIDUALLY, AND IN GROUPS.
LITERATURE WILL BE INTEGRATED THROUGHOUT PHONICS, COMPREHENSION,
GRAMMAR, AND SPELLING LESSONS. THERE WILL BE A VOCABULARY TEST, A
READING ASSESSMENT, AND A SPELLING TEST EVERY FRIDAY.**

Writing:

- Explanatory Writing
- Using a rubric to edit work

Sayings and Phrases:

- Kick up your heels.
- Kill two birds with one stone.

Mathematics:

- Time

History and Geography:

- Civil Rights Leaders

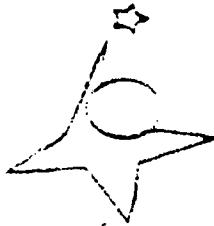
Science:

- Human Body

Music:

- Continue with great composers

THERE WILL BE A SCIENCE, MATHEMATICS, AND ART TEST AFTER EVERY UNIT.



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**MARCH 2006
SECOND GRADE SYLLABUS**

Language and Literacy: Stories

- Zipping Zapping Zooming Bats
- Time for Kids: Going Batty for Bats
- Mid Year Unit Test
- Bremen Town Musicians



STORIES WILL BE READ OUT OF TEXT GUIDED, INDIVIDUALLY, AND IN GROUPS. LITERATURE WILL BE INTEGRATED THROUGHOUT PHONICS, COMPREHENSION, GRAMMAR, AND SPELLING LESSONS. THERE WILL BE A VOCABULARY TEST, A READING ASSESSMENT, AND A SPELLING TEST EVERY FRIDAY.

Writing:

- Comparing and contrasting
- Expository Writing

Sayings and Phrases:

- Through the grape vine.
- Throw in the towel.

Mathematics:

- Continuation with Time
- Measurement

History and Geography:

- Making the Constitution/The Civil War

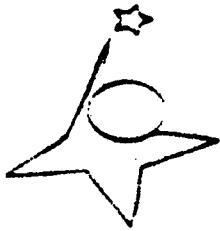
Science:

- Continuation with the Human Body and Digestion System
- The Food Pyramid

Music:

- Continue with great composers

THERE WILL BE A SCIENCE, MATHEMATICS, AND ART TEST AFTER EVERY UNIT.



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APRIL 2006 SECOND GRADE SYLLABUS

Language and Literacy: Stories

- Bremen Town Musicians
- Mid Year Unit Test
- Our Soccer League

Reading Strategies

- Summarizing

STORIES WILL BE READ OUT OF TEXT GUIDED, INDIVIDUALLY, AND IN GROUPS. LITERATURE WILL BE INTEGRATED THROUGHOUT PHONICS, COMPREHENSION, GRAMMAR, AND SPELLING LESSONS. THERE WILL BE A VOCABULARY TEST, A READING ASSESSMENT, AND A SPELLING TEST EVERY FRIDAY.

Writing:

- Comparing and contrasting
- Expository Writing

Sayings and Phrases:

- Keep something under your hat.
- Keep a straight face.

Mathematics:

- Data and Graphs

History and Geography:

- Continuation of Making the Constitution/The Civil War

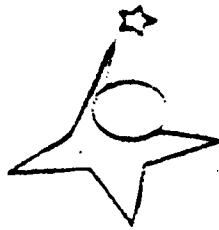
Science:

- Continuation of The Food Pyramid

Art:

- The study of Pablo Picasso

THERE WILL BE A SCIENCE, MATHEMATICS, AND ART TEST AFTER EVERY UNIT.



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MAY 2006 SECOND GRADE SYLLABUS

Language and Literacy: Stories

- The Wednesday Surprise
- Fossils Tell of Long Ago
- Are You A Fossil Fan?



STORIES WILL BE READ OUT OF TEXT GUIDED, INDIVIDUALLY, AND IN GROUPS. LITERATURE WILL BE INTEGRATED THROUGHOUT PHONICS, COMPREHENSION, GRAMMAR, AND SPELLING LESSONS. THERE WILL BE A VOCABULARY TEST, A READING ASSESSMENT, AND A SPELLING TEST EVERY FRIDAY.

Writing:

- Expository Writing
- Research Papers

Sayings and Phrases:

- Hang in there.
- Hanging by a thread.

Mathematics:

- Geometry

History and Geography:

- Japan Today

Science:

- Simple Machines
- Introduction to Magnetism

Art:

- Vincent Van Gogh

THERE WILL BE A SCIENCE, MATHEMATICS, AND ART TEST AFTER EVERY UNIT.



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JUNE 2006 SECOND GRADE SYLLABUS

Language and Literacy: Stories

- Princess Pooh
- Swimmy
- The Worlds Plants are in Danger
- Final Review



STORIES WILL BE READ OUT OF TEXT GUIDED, INDIVIDUALLY, AND IN GROUPS. LITERATURE WILL BE INTEGRATED THROUGHOUT PHONICS, COMPREHENSION, GRAMMAR, AND SPELLING LESSONS. THERE WILL BE A VOCABULARY TEST, A READING ASSESSMENT, AND A SPELLING TEST EVERY FRIDAY.

Writing:

- Expository Writing
- Research Papers

Animal Research

- Students will review elements of non fiction
- Use internet, articles and books to gather information on their animal
- Write a report on a specific animal

Sayings and Phrases:

- Like two peas in a pod.
- Look down your nose at someone.

Mathematics:

- Continuation with Geometry
- Fractions and Probability
- Introduce Multiplication and Division

History and Geography:

- Continuation of Japan Today
- Ancient Greece

Science:

- Continuation with Simple Machines
- Magnetism

THERE WILL BE A SCIENCE, MATHEMATICS, AND ART TEST AFTER EVERY UNIT.

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SEPTEMBER 2005 THIRD GRADE SYLLABUS

Language and Literacy: Aesops Fables

- James and the Giant Peach by Roald Dahl

Students will focus on story elements.

THERE WILL BE A COMPREHENSION TEST EVERY FRIDAY AND A VOCABULARY/SPELLING TEST EVERY FRIDAY. THE STUDENTS WILL WRITE SENTENCES FROM DICTATION FROM THEIR SPELLING WORDS EVERY FRIDAY.

Poetry:

- Adventures of Isabel by Ogden Nash

Sayings and Phrases:

- Actions speak louder than words.

Mathematics:

- Place value system

History and Geography:

- The Vikings

THERE WILL BE A HISTORY AND GEOGRAPHY TEST EVERY OTHER THURSDAY.

Science: Plants

- How living things are alike

Art: Quilts

- A quilt that tells a story

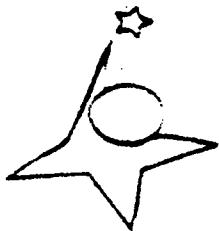
Writing:

- Cursive Letters A-D

Music:

- Reading and writing musical notes





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OCTOBER 2005

THIRD GRADE SYLLABUS

Language and Literacy: Aesops Fables

- James and the Giant Peach by Roald Dahl

Students will focus on story elements.

THERE WILL BE A COMPREHENSION TEST EVERY FRIDAY AND A VOCABULARY/SPELLING TEST EVERY FRIDAY. THE STUDENTS WILL WRITE SENTENCES FROM DICTATION FROM THEIR SPELLING WORDS EVERY FRIDAY.

Poetry:

- By Myself by Ogden Nash

Sayings and Phrases:

- His bark is worse than his bite.

Mathematics: Multiplication Concepts

- Multiplication facts 0 to 5

History and Geography:

- The Earliest Americans

THERE WILL BE A HISTORY AND GEOGRAPHY TEST EVERY OTHER THURSDAY.

Science: Animals

- The needs of animals
- How animals grow

Art: Henri Matisse

- Drawing with scissors

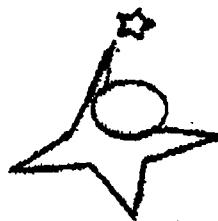
Writing:

- Cursive Letters C-D

Music:

- Keeping time with the use of measures





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DECEMBER 2006 SIXTH GRADE SYLLABUS

Language and Literacy: Stories

- Opera, Karate, and Bandits
- Time for Kids: Cleopatra's Lost Palace
- A Boy's Usual Vision
- The School Play

STORIES WILL BE READ FROM TEXT THROUGH GUIDED READING, INDIVIDUAL READING, AND COOPERATIVE LEARNING GROUPS.



Writing:

- Students will respond to literature.

Sayings and Phrases:

- Truth is stranger than fiction.
- Pot calling the kettle black.
- Wolf in sheep's clothing.

Mathematics:

- Cumulative Review: Integers and Absolute Value
- Algebra: Linear Equations and Functions
- Writing Expressions and Equations
- Solving Addition and Subtraction Equations
- Solving Multiplication Equations
- Inequalities
- Lines and Slopes

History and Geography:

- Ancient Rome
- Philosophers and the Enlightenment
- The French Revolution

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C - 217



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JANUARY 2007 SIXTH GRADE SYLLABUS

Language and Literacy: Stories

- Opera, Karate, and Bandits
- Time for Kids: Cleopatra's Lost Palace
- A Boy's Usual Vision

STORIES WILL BE READ FROM TEXT THROUGH GUIDED READING, INDIVIDUAL READING, AND COOPERATIVE READING GROUPS.

**Please Note: The above referenced stories appeared on last month's syllabus, but have not been covered due to the intense focus placed on the upcoming ELA tests.*

GRAMMAR, PHONICS, SPELLING, AND VOCABULARY WILL BE INTERGRATED THROUGHOUT THE LITERACY LESSON PLANS.

TEST PREPARATION FOR THE NEW YORK STATE ELA AND MATHEMATICS TEST WILL BE CONDUCTED EVERYDAY.

Book Club:

- Narrative of the Life of Fredrick Douglass by Fredrick Douglass

Writing:

- Students will write reports of information

Sayings and Phrases:

- All for one and one for all.
- All's well that ends well.
- Don't look a gift horse in the mouth.

Mathematics: Fractions, Decimals, and Percents

- Prime Factorization
- Greatest Common Factor
- Simplifying Fractions
- Fractions and Decimals
- Fractions and Percents
- Least Common Multiple
- Comparing and Ordering Rational Numbers

History and Geography:

- French Revolution and Romanticism

Science:

- Structure of Living Things
- Parts of a Cell
- Movement and Nutrition in Cells
- Reproduction and Growth

REMINDER: THE NEW YORK STATE ELA TEST WILL BE CONDUCTED ON JANUARY 16TH, 17TH, AND 18TH.

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FEBRUARY 2007 SIXTH GRADE SYLLABUS

Language and Literacy: Stories

Theme: Creative people help us see the world from different perspectives.

- The School Play
- The Singing Man
- Painters of the Cave
- Time for Kids: Is this Ancient Bone the World's First Flute?

STORIES WILL BE READ FROM TEXT THROUGH GUIDED READING, INDIVIDUAL READING, AND COOPERATIVE READING GROUPS.

GRAMMAR, PHONICS, SPELLING, AND VOCABULARY WILL BE INTEGRATED THROUGHOUT THE LITERACY LESSON PLANS.

TEST PREPARATION FOR THE NEW YORK STATE MATHEMATICS TEST WILL BE CONDUCTED EVERYDAY.

Writing:

- Students will access information related to slavery and the African American experience. They will then read, and report their findings through writing.

Sayings and Phrases:

- Once bitten, twice shy.
- A friend in need is a friend indeed.
- Don't cut off your nose to spite your face.

Mathematics:

- Multiplying Fractions and Numbers
- Dividing Fractions and Mixed Numbers
- Measurement: Changing Customary Units
- Geometry: Perimeter and Area
- Geometry: Circles and Circumference
- Ratios and Rates

History and Geography:

- French Romanticism
- Industrialism, Capitalism and Socialism

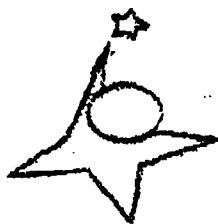
Science:

- Structure of Living Things
- Parts of a Cell

REMINDER: THE NEW YORK STATE MATHEMATICS TEST WILL BE CONDUCTED ON MARCH 13TH AND 14TH.

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MARCH 2007 SIXTH GRADE SYLLABUS

Language and Literacy: Stories

Theme: To make new discoveries, we must observe and explore.

- Mummies, Tombs, and Treasure
- Over the top of the world
- The Phantom Tollbooth
- Exploring the Titanic

STORIES WILL BE READ FROM TEXT THROUGH GUIDED READING, INDIVIDUAL READING, AND COOPERATIVE READING GROUPS.

GRAMMAR, PHONICS, SPELLING, AND VOCABULARY WILL BE INTERGRATED THROUGHOUT THE LITERACY LESSON PLANS.

TEST PREPARATION FOR THE NEW YORK STATE MATHEMATICS TEST WILL BE CONDUCTED EVERYDAY.

Writing:

- Students will respond to literature through writing as they read their stories.
- Students will write persuasive essays.
- Students will create stories which will include a setting, characters, a problem, and a solution.

Sayings and Phrases:

- Necessity is the mother of invention.
- Procrastination is the thief of time.
- An ounce of prevention is worth a pound of cure.

Mathematics: Geometry

- Making circle graphs
- Quadrilaterals
- Polygons and translations
- Squares and square roots
- The Pythagorean theorem
- Area of parallelograms, triangles, trapezoids, circles, and complex figures

History and Geography:

- Industrialism, Capitalism and Socialism
- Independence for Latin America

Science:

- Movement and nutrition in cells
- Reproduction and growth

REMINDER: THE NEW YORK STATE MATHEMATICS TEST WILL BE CONDUCTED ON MARCH 13TH AND 14TH.

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APRIL 2007 SIXTH GRADE SYLLABUS

Language and Literacy: Stories

Theme: To make new discoveries, we must observe and explore.

- Mummies, Tombs, and Treasure: Secrets of Ancient Egypt
- Over the top of the world
- The Phantom Tollbooth
- Exploring the Titanic

STORIES WILL BE READ FROM TEXT THROUGH GUIDED READING, INDIVIDUAL READING, AND COOPERATIVE READING GROUPS.

GRAMMAR, PHONICS, SPELLING, AND VOCABULARY WILL BE INTERGRATED THROUGHOUT THE LITERACY LESSON PLANS.

Writing:

- Students will CHOOSE TOPICS FOR WHICH THEY WILL WRITE TO EXPLAIN THINGS. They will explain how to make something, how to get somewhere, how to do something, or how something works.

Sayings and Phrases:

- If wishes were horses, beggars would ride.
- Don't look a gift horse in the mouth.
- Don't cut off your nose to spite your face.

Mathematics:

- Drawing three dimensional figures
- Volume of Rectangular Prisms
- Volume of Cylinders
- Surface Area of Rectangular Prisms
- Surface Area of Cylinders
- Measurement Precision

History and Geography:

- Industrialism for Latin America
 - Revolutionary Movements in Central & South America
 - Key Figures in the Struggle for Independence
- Immigration
 - Various Stages of Immigration into the USA
 - The Challenges Immigration Faced in the USA

Science:

- Movement and nutrition in cells
- Reproduction and growth

***RESEARCH PROJECT** – Students will begin research in which they will use various resources to locate an apartment of their own, and a career that would sustain them financially.



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MAY 2007

SIXTH GRADE SYLLABUS



Language and Literacy: Stories

- Over the Top of the World
- The Phantom Tollbooth
- Exploring the Titanic
- Back to the Moon



STORIES WILL BE READ FROM TEXT THROUGH GUIDED READING, INDIVIDUAL READING, AND COOPERATIVE READING GROUPS.



GRAMMAR, PHONICS, SPELLING, AND VOCABULARY WILL BE INTERGRATED THROUGHOUT THE LITERACY LESSON PLANS.



Writing:

- Students will research information on careers, and report their findings.



Sayings and Phrases:

- Pot calling the kettle black.
- Tempest in a teapot.
- Rule of thumb.



Mathematics:

- Measurement: Precision
- Budgeting Finances
- Microsoft Excel Spreadsheet
- Mathematics Projects



History and Geography:

- Industrialism and Urbanization in America
 - Growth of Industry and Cities
 - Industrialists and Monopolies
 - Effects on the public
- Reform in Industrial America
 - Problems with Industrialization
 - Reforms
 - Rights for minorities, women and workers



Science:

- Movement and Nutrition in Cells
- Reproduction and Growth



***RESEARCH PROJECT – Students will begin research in which they will use various resources to locate an apartment of their own, and a career that would sustain them financially.**



AUG 23 2007



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JUNE 2007 SIXTH GRADE SYLLABUS

Language and Literacy: Stories

Theme: We can meet any challenge with determination and ingenuity.

- Child of the Owl
- Bellerophon and the Flying Horse
- Adventure in Space
- Rumpelstiltskin's Daughter

STORIES WILL BE READ FROM TEXT THROUGH GUIDED READING, INDIVIDUAL READING, AND COOPERATIVE READING GROUPS.

GRAMMAR, PHONICS, SPELLING, AND VOCABULARY WILL BE INTERGRATED THROUGHOUT THE LITERACY LESSON PLANS.

Writing:

- Students will write stories in which they develop characters, a setting, and a plot, leading up to a convincing conclusion.

Sayings and Phrases:

- All's well that ends well.
- He who hesitates is lost.
- It's not over till it's over.

Mathematics: Sixth grade concepts in review

- Number and expressions
- Variables and equations
- Ordered pairs and relations
- Problem solving

History and Geography:

- Reform in Industrial America
- The Populist Movement
- Reforms
- African Americans, Women and Workers

Science:

- The history of genetics
- How DNA controls traits
- Genetics in our lives
- Using genetics

IOWA TEST JUNE 11, 12, 13, 14, 15, & 16

15 (a) Please provide an assurance that you will administer the complete battery of state tests. If the school you propose would only have two years of state test data after completion of the fourth year of operation, please indicate which nationally-normed reading and math standardized test you would likely administer in addition to the state tests. Also, indicate the grades in which it will be administered and a rationale for having chosen the particular test.

We will administer all state required tests. We will administer all tests required by NCLB.

(b) Provide a description of the school-developed assessments that would be used by the charter school. As part of your response, please indicate how these assessments would reliably and verifiably measure student performance and achievement goals.

Ongoing assessment will be a driving force in the school. Virtually every month there will be some kind of standardized assessment, along with in-school assessments. Constant assessment enables lessons to be tailored to a child's needs. With grade level goals and individual class goals, teachers will be aware of the improvement that each child needs to make. Especially in our first years, when some of the children will have come from neighboring schools, there will be catch-up along with the grade level work.

As in our current school, there will be two classes on a grade. Within a grade, the teachers collaboratively will create weekly assessments for all subject areas. It is recognized that these teacher-made assessments may not serve as statistically reliable and verifiable and we therefore use the results to determine areas in need of review and/or remediation.

In addition, we anticipate using the commercial assessments that we have used in our current school. We will use published assessments as the basis of our school-developed assessments. Examples are CTB McGraw Hill Fox in the Box, a parallel assessment to E-class, ITBS, as well as weekly assessments of early childhood literacy skills on the Waterford Early Reading Lab, which each K-2 child uses for 15-20 minutes a day. ITBS will be used for in-school assessment only. Teacher-made assessments measure students' achievement on what was taught in the class and are not seen by us as being statistically reliable and verifiable. The ITBS serves to illustrate year-to-year gains for all grades, as well as identifying those students in need of remediation. It is important to use ITBS as a reliable and verifiable measure of achievement according to national norms and to then use those results as the basis for the teacher developed weekly assessments. Fox in the Box assists the teacher in determining the child's need for remediation in phonics on a weekly basis. We will use published versions of old state tests. When those results are scored, they will give us reliable indicators of student performance and achievement. They will inform our school-developed assessments.

School assessments are valuable but do not serve to measure our students with national norms. Teacher assessments serve to measure the students against the 35 other children in the grade. In the Iowa tests, for example, the child is measured against children across the country. As our school's future will be determined by its achievement on state tests, using published assessments that have reliably been proved to help with state test results is important. A school's program needs both types of assessment. We will use one to augment the other.

Specifics of teacher-made assessments include unit tests in each grade. Teachers on the same grade will be teaching the same unit. Therefore, the teachers will develop a test for the grade to assess the effectiveness of their program. We use this system at our current school. We do not anticipate simply copying these tests for future schools because we believe the teachers in each school should have input into the development of that particular class's assessment tool. The teacher-generated test is to assess the effectiveness of the classroom instruction comparing each child in the class to other children in the class. The teacher can then create a plan to address a particular child's needs.

There will be writing exercises in each grade. In our current school in grades 3 and up, the emphasis is on the written test, not multiple choice. Children must explain their answers. All student writings are assessed on a scale of 1-4, following the school-developed rubrics, common to each grade. Our current school's writing committee defines the writing process to be followed in each grade and is a result of the collaborative planning among the teacher and staff developer. Specific rubrics are developed that are taught to the children so that they clearly understand what ingredients are necessary in a well-written work. Rubrics common to the grade are developed for all subject areas. Rubrics will also be developed in the new school.

Progress Reports, which are a result of all assessments, will be sent home to parents six times a year.

While the ultimate verification will be state testing results, daily and weekly assessments by the teachers will enable us to assess progress. If the School's program results are strong state required test results, as they have been at CCICS, the effectiveness of our program will be verified. We expect that by replicating the CCICS model, we will achieve similar results.

16. Provide a plan for how you will use assessment data

The use of standardized tests is a critical instrument to assess students' learning. At this time, we anticipate using ITBS as our internal assessment measure. We plan to use it for pre- and post-testing to determine a student's weaknesses and to determine if the individualized program created for him/her has been effective. We can also use it to see if a particular teacher's program has been effective for the entire class. However, as we come to know the intricacies of the NCLB testing, we may decide that another type of test provides us better information in preparation for the NCLB tests. For example, we have learned that while the ITBS certainly has benefits, it is not aligned with the New York State standards. Therefore, we have found a great disparity in ITBS results as compared to New York State testing results. If we find another test that better mirrors the NYS NCLB tests, we anticipate changing.

As we have done in Carl C. Icahn Charter School, we will use assessment data to determine which of our students need to be put in our Targeted Assistance program. Targeted Assistance is at the heart of the academic program. The assessment data we will collect we anticipate will include ITBS, class tests, class writing, teacher-scored work. If a child is deemed below standard in any category, the classroom teacher and Targeted Assistance teacher would schedule work in those appropriate areas. Some children would go into the Targeted Assistance Program and some children would receive individual remediation by the classroom teacher including additional assignments. In Targeted Assistance, the teacher and staff developer and Targeted Assistance teachers will jointly decide on remediation. The teacher (and staff developer) will work individually with a student in those areas that need remediation. (Until we have a staff developer (which will come in the third year of the school, unless we are successful in fund raising), the principal will help teachers in their assessment of the data. The expertise of the current school will lend itself to the new school.)

Targeted Assistance will be provided for 40 minutes daily to all students who fail to achieve level 3 or 4 on our practice tests, as well as children whose teachers feel are not solidly grounded, even if the child has received a 3 on the practice test. The Targeted Assistance teacher will articulate with the classroom teacher as to the needed instruction following the error analysis from the director of assessment or principal or Success Maker. Staff development will be provided on an on going basis. Children are placed in Targeted Assistance and promoted from Targeted Assistance as they demonstrate a weakness or adequate growth respectively. These children will be required to attend Saturday Academy and all after school tutoring programs as the school is able to provide it (financially).

We will also use in-house assessments. With those assessments it might be determined that a small group within a class is having trouble with the main idea. That particular group gets more main idea work. Another example would be use of published old state ELA tests. On the ELA, where there are different skills tested, the results of the student's ability in each skill will be assessed. If the class is working on identifying the main idea, the teacher will work with the class to assure they are adept at identifying the main idea. Even when most children have that concept conquered, children who still need to work on the main idea will get more work in that area, either through small group instruction or individual work with the teacher or paraprofessional or Targeted Assistance teacher. We will assign students to tutoring if the data indicates they need

the remedial work.

Parents will be informed of their child's results in the assessments. If a child is not up to standard, assignments will be sent home as additional remediation techniques.

We will also use assessment data to know which students are working beyond grade level so as to provide enrichment work.

Each grade has its own weekly, monthly and annual achievement goals. There will also be achievement goals for each child. The best method of reviewing our achievement goals is to look at the curriculum, which details by grade and subject each area's expectations.

Students will learn to read at grade level, and above. Assessment data will enable us to determine if they have reached grade level. They will be required to write frequently in class and as part of their homework. Especially in this day of technology, the ability to write correctly and with imagination distinguishes the well educated from the under-educated. It is important to combine comfort with the machinery of technology with teacher student interaction. Our small school will ensure that teachers read each child's written work.

In our current charter school, we were able to purchase the Waterford Early Learning Program. It is designed to move the focus of teaching to early achievement and growth, rather than remediation, for the early grades. Using highly innovative interactive software, instruction is tailored to each student's needs and abilities. Teachers are provided with weekly assessments and are provided with training in how to use the assessment results to guide instruction. Students are provided with an at-home library and video tapes to build reading skills and to help parents guide student learning. Finding the grant funds to purchase Waterford will be a major initial focus.

Although Social Studies may not be valued across the board as much as ELA, Math and Science, we believe it is of critical importance for educated children seeking to participate fully in a global future. 94% of the 4th graders in our current charter school met or exceeded the state standard. We intend to replicate the current school Social Studies program in the new school.

Based on the track record of Carl C. Icahn Charter School, we are confident that our results in future charter schools we open will meet or exceed state standards.

17. If the charter school would serve the 12th grade within the requested term of the charter, attach a description of the requirements for a student to be awarded a diploma.

NA

AUG 23 2007

STUDENT POPULATIONS

CHARTER SCHOOLS INSTITUTE

18 (a) Provide the proposed school's methods and strategies for serving students with disabilities in compliance with all federal laws and regulations. In answering please indicate the kinds and types of services and related services the school is likely to provide directly (or through third-party contracts) as well as the personnel that the school will devote to servicing students with disabilities (and the significant administrative responsibilities of the school).

The Icahn Charter School will comply with all federal laws and regulations governing the education of students with disabilities, including being a barrier free facility to assure retention of students with disabilities. Special needs students will receive services as detailed in their Individualized Education Program (IEP) by appropriately certified personnel.

Upon registration/enrollment, parents will be asked in writing to provide IEPs from the pre-school or kindergarten. The names and dates of birth of students entering in other grades will be provided to the Committee on Special Education (CSE), which will check the Automate the Schools (ATS) system for Child Assistance Program (CAP) flags to identify students with existing IEPs. The IEPs of registered students will be reviewed for the appropriateness of Type 2 and 3 modifications enabling the child to receive services in a less restrictive environment. In cooperation with the child's IEP, the appropriate assessment will be provided to the child with an emphasis to the child achieving the level of success indicated in her/his annual goal(s). After parents have been notified, students who are suspected of requiring special education services will be referred to the CSE utilizing the New York City Department of Education Referral Form.

A Pupil Personnel Committee (PPC) will be established and will be comprised of the special education teacher, general education teacher, an administrator and a related service provider. The PPC will meet monthly to review the needs of at-risk students, who will receive the appropriate academic and support interventions. In addition, the PPC will discuss, screen and make recommendations of alternative models that will meet the needs of these students in a regular education setting prior to establishing the need to make a referral to special education.

The Icahn Charter School will employ a certified special education teacher who will provide IEP services to special education students and will also provide intervention services to at-risk students. When needed, appropriately certified consultants will be hired to provide related services such as speech, guidance, occupational and physical therapy to assure retention. Additional staff will be added as needed.

The special education teacher, under the supervision of the principal, will function as the Special Education Coordinator and will communicate with and arrange meetings with the CSE to ensure that the needs and rights of students and their families are met and secured. He/she will arrange that these meetings be held on-site and will include not only the special education teacher, but also the general education teachers, an administrator and parents. Prior to a child's beginning school, the special education teacher will review the student's IEP, ensure the currency of information, and inform the principal of required services. He/she will also make quarterly requests to the CSE for updated information regarding students. Parents will have information regarding the

procedures and will be involved in all aspects of their child's education and information will be provided in writing in the home language. While the school will exhaust any possible means to resolve any disputes or disagreements related to the school's FAPE, parents will be provided with all appropriate information regarding avenues of redress.

It is the philosophy of the Icahn Charter School that students should be provided with support services that would reduce the need for special education referrals. When working with CSE staff from the Department of Education, we will make it clear that we are committed to and prepared to provide education in the least restrictive environment (LRE). Within the context of the LRE, all the instructional needs of the special education student will be met as detailed in the IEP through a New York State certified teacher and appropriate aids and materials. We believe that educating a student in the least restrictive environment is beneficial to the student; the student learns in a non-stigmatizing environment, learns from others who are at various levels of achievement, and learns more effectively. We also believe that the Core Knowledge model provides the structured learning environment that has been found to be effective with students at risk. Class size will be limited to 18 students to enhance the learning environment. Staff of the Icahn Charter School will be alert to the potential special needs of students. In addition to providing adaptive learning methods and support to special education students, the presence of the special education teacher in the general education classroom will provide an opportunity for professional development/modeling for the general education teacher to ensure utilization of appropriate methodologies that support the reduction of dysfluency and other at-risk characteristics in general education students.

Confidential student records will be kept in a locked file in the office of the principal. Instructional and related service providers will be informed of the location and the process for gaining access. An access log will be maintained indicating the date, name of staff member and reason for reviewing the records. In accordance with state law, a copy of a student's IEP will be provided to his or her instructor, which will be appropriately secured. This protocol will provide timely access for staff who need access to the IEP and will facilitate their understanding of their responsibility for its implementation.

A data base of student information (including, but not limited to name, HILS compliance, due process, multidisciplinary assessment, annual review, start and stop dates of service, identification of service provider and licensure) will be developed and maintained. This information will be used to ensure compliance with IDEA reporting requirements.

In concert with the philosophy of the Icahn Charter School, and in compliance with IDEA, each time an IEP is developed with the Community School District 27 Committee on Special Education, the appropriateness of placing the child in a general education classroom with supplementary aids and services will be addressed as an option.

Our school will ensure that all required special services are provided to the child. In all areas of school, the goal is to individualize the program for the best interests of the child. In our current school, we provide speech services and SETS. These services are provided by NY State Special Education certified teachers, and we will provide services in the new school. In addition, we expect that children will have IEP mandates requiring time extensions on tests as well as having directions read to them. We will follow IEP mandates. In consultation with CSE, the school may issue an RSA letter, in which the

parent may avail themselves of free services in the cases where the school is not able to provide such service. The school will retain appropriate data and prepare reports for the local school district or SED.

All students will be held to high academic and behavioral standards. The education of students with disabilities is made more effective by having high expectations, ensuring success in the general education curriculum, and ensuring the provision of high quality services. The implementation of these principles will ensure that students with disabilities have access to the regular education curriculum and regular assessment of their progress.

The range of services for all students begins with an array of non-special education supports and interventions to maintain students in the general education classroom. The current Icahn Charter School has identified several methods and strategies that will be used to serve students with disabilities:

- A variety of instructional strategies, within the context of system standards and assessments
- A trained and culturally/linguistically diverse teacher and support staff population for whom needed professional development and supports are provided
- Student empowerment programs, including peer learning programs, active learning opportunities for students and student-to-student support programs
- Collaboration among school staff and with community members to serve all students in the school
- Family and community involvement
- Effective access to community and agency services to serve students and to support school staff
- A school-wide approach to behavioral issues
- A regular system of assessment with accountability that defines success by the learning of each and every student within the school
- A system of support based on functional assessment/intervention that addresses student needs in the general education and special education setting.

The Icahn Charter School will provide (when specified on the student's IEP) Special Education Services within general education with supplementary aids and services provided by appropriately certified personnel. Aids and services may include, but are not limited to the services of various personnel that provide direct instruction and indirect consultation. Related services (e.g., speech, occupational therapy, physical therapy, counseling) will be provided by contracted certified personnel. Supplementary aids and services permit different instructional designs to enable the disabled student to receive special education services in the general education classroom. For example, a student might receive the supplementary aids and services of Special Education Teacher Support Services and Related Services.

The Special Education Teacher Support Services at the Icahn Charter School will be provided by the certified special education teacher who, in addition to consulting with the special education student's general education teacher, will provide specially designed and/or supplemental instruction to support the participation of the special education student in the general education classroom. The direct services provided to the student are not to provide additional academic instruction, but rather to address educational needs directly related to the student's disability. The collaboration between the general education and the special education teachers will focus on adjusting the

learning environment and/or modifying or adapting instructional methods to meet the individual needs of students.

Supplementary aids and supports will, depending on the student's IEP, include materials, devices and instructional adaptations such as:

- Instructional practices such as cross-age tutoring and heterogeneous grouping
- Behavior intervention/support plans to address behavior that impedes learning
- Instructional adaptations including the manner in which information is presented, paced or sequenced
- Curriculum accommodation that changes how a student accesses information and demonstrates learning (e.g., the use of audio tapes instead of books)
- Curriculum modifications that change what a student is expected to learn when participating in the general education curriculum (e.g., redesigning the focus or size of the assignment)
- Individualized supports such as the rephrasing of a question or instructions, special seating arrangements, testing modifications, etc., as per the IEP.

(b) Please provide the following assurances regarding the provision of special education and other services to children enrolled in the proposed charter school.

- The school will adhere to all provisions of federal law relating to students with disabilities, including the IDEA, section 504 of the Rehabilitation Act of 1973, and Title II of the Americans with Disabilities Act of 1990, that are applicable to it.
- The school will, consistent with applicable law, work with LEA school districts to ensure that all students with disabilities that qualify under the IDEA:
 - have available a free appropriate public education (FAPE);
 - are appropriately evaluated;
 - The charter school will not convene its own CSE, make evaluations of children suspected of being disabled, create IEPs, reevaluate or revise existing IEPs or conduct due process hearings. The charter school understands that these responsibilities are left solely to the CSE of the student's district of residence.
 - Appropriate charter school personnel will attend such training and technical assistance seminars regarding the education and servicing of special education students as is required by the State University of New York, including those sponsored by the State Education Department

Charter schools are subject to all applicable federal laws and regulations governing the education of students with disabilities, including the Individuals with Disabilities Education Act (IDEA), the Family Educational Rights and Privacy Act (FERPA), and section 504 of the Rehabilitation Act of 1973. Charter schools in New York State are prohibited from establishing a committee or subcommittee on special education (CSE); rather, charter schools are responsible for implementing the

Individualized Education Program (IEP) of any student enrolled in the school prescribed by the Committee on Special Education of the student's school district of residence.

At the Icahn Charter School, parents are considered to be primary partners in the education of their children. In accordance with our obligations under the Child Find requirements of IDEA, we will provide appropriate notification to parents in including notifying them prior to providing a child's name for potential evaluation. This procedure is currently utilized at our current charter school. We intend to replicate it in our new school. The parents of special education students will be kept informed in writing and in their home language of their child's progress in meeting both their long-term IEP goals and their short-term objectives. IEP progress reports will be distributed to parents concurrent with the distribution of school report cards.

The initial teaching staff at the Icahn Charter School will include one full-time special education teacher who will provide teacher support services, both direct and indirect. All related services will be provided by appropriately New York State contracted providers.

The Pupil Personnel Committee's role is designed to fulfill the Child Find requirements of IDEA. They identify intervention strategies to be implemented prior to the referral of a child to the Committee on Special Education, which will determine a child's eligibility for special education services.

To ensure compliance with FERPA and IDEA regarding confidential student records, these records will be kept in a locked file in the office of the principal. Instructional and related service providers will be informed of the location and the process for gaining access. An access log will be maintained indicating the date, name of staff member and reason for reviewing the records. This protocol will provide timely access for staff that needs access to the IEP and will facilitate their understanding of their responsibility for its implementation. The principal is directly responsible for compliance with the applicable statutes.

The above supports and programs are designed to be good faith efforts to attract and retain a comparable or greater enrollment of students with disabilities as CSD 27.

- The school will adhere to all provisions of federal law relating to students with disabilities, including the IDEA, section 504 of the Rehabilitation Act of 1973, and Title II of the Americans with Disabilities Act of 1990, that are applicable to it.
- The school will, consistent with applicable law, work with LEA school districts to ensure that all students with disabilities that qualify under the IDEA:
 - have available a free appropriate public education (FAPE);
 - are appropriately evaluated;
- The charter school will not convene its own CSE, make evaluations of children suspected of being disabled, create IEPs, reevaluate or revise existing IEPs or conduct due process hearings. The charter school understands that these responsibilities are left solely to the CSE of the student's district of residence.
- Appropriate charter school personnel will attend such training and technical assistance seminars regarding the education and servicing of special education students as is required by the State University of New York, including those sponsored by the State Education Department

19--Attach a description of the program design, methods and strategies for serving students who are English Language Learners (ELLs) in accordance with federal law, including Title VI of the Civil Rights Act of 1964 and the Equal Educational Opportunities Act of 1974. Such description must include the following elements:

- the process for the identification and placement of students whose first language is not English and the methods for determining the kinds of assistance that these students may need;
- the manner in which the applicant will ensure that ELL students are not misplaced or tracked inappropriately in other classes (including those programs or classes designed to serve students with disabilities);
- the description of exit criteria and related objective assessment instruments and subjective methods that will ensure the appropriate student placement and monitoring of a student's progress over time;
- a description of the educational soundness of the program model pursuant to which ELL students will be provided services, including the authorities upon which the applicant relies to demonstrate that the program is likely to meet the educational needs of all ELL students;
- a statement that affirms that all students, regardless of language proficiency, will be provided the necessary curriculum and instruction to allow them to achieve to the high standards set for all students in the school; and
- a description of the planned implementation of the program model, including information regarding the allocation of resources to the service of all ELL students including:
 - a description of how staff, curricular materials, and facilities will be used,
 - a statement that affirms that ELL students will not be excluded categorically from curricular and extra-curricular activities because of an inability to speak and understand English;
 - a description of the planned evaluation of the program model over time, including the identification of benchmarks of success (and the corresponding bases for their establishment); the uses of standardized and other assessments; and the related disaggregation of data that will facilitate a program review and the measurement of progress of ELI students over time; and
 - a description of the planned outreach to parents in the community, including strategies for communicating with parents who are not proficient in English.
- the process for the identification and placement of students whose first language is not English and the methods for determining the kinds of assistance that these students may need;
- the manner in which the applicant will ensure that ELL students are not misplaced or tracked inappropriately in other classes (including those programs or classes designed to serve students with disabilities);
- the description of exit criteria and related objective assessment instruments and

subjective methods that will ensure the appropriate student placement and monitoring of a student's progress over time;

- a description of the educational soundness of the program model pursuant to which ELL students will be provided services, including the authorities upon which the applicant relies to demonstrate that the program is likely to meet the educational needs of all ELL students;
- a statement that affirms that all students, regardless of language proficiency, will be provided the necessary curriculum and instruction to allow them to achieve to the high standards set for all students in the school; and
- a description of the planned implementation of the program model, including information regarding the allocation of resources to the service of all ELL students including:
 - a description of how staff, curricular materials, and facilities will be used,
 - a statement that affirms that ELL students will not be excluded categorically from curricular and extra-curricular activities because of an inability to speak and understand English;
 - a description of the planned evaluation of the program model over time, including the identification of benchmarks of success (and the corresponding bases for their establishment); the uses of standardized and other assessments; and the related disaggregation of data that will facilitate a program review and the measurement of progress of ELI, students over time; and
 - a description of the planned outreach to parents in the community, including strategies for communicating with parents who are not proficient in English.

It is anticipated that some of the children in our school will be in need of English as a Second Language (ESL) instruction as a result of their status as English Language Learner. These students will be in regular classes and will receive additional support in the form of English as a Second Language as per regulations. The Icahn Charter School will have a New York State certified ESL teacher to ensure appropriate assessment and education for our students. ELL students will have services provided to them following a push-in model, so as to prevent a child from being stigmatized as well as preventing a classroom subject from being supplanted. We will hire the needed staff and buy the curricular materials to ensure that students are well served. Students, regardless of language proficiency, will be provided the necessary curriculum and instruction to allow them to achieve to the high standards set for all students in the school.

The determination of need of English Language Learners will be based on results of a home language survey at the beginning of the school year. If the Home language is other than English or student's native language is other than English, then appropriate school staff will conduct an informal interview in the Student's native language and English. The Language Assessment Battery (LAB-R) Test will be used to determine and assess need. We will look at each learner in terms of ability. We will continue to look at the population in terms of language needs. The school will hire a New York State certified ESL teacher to provide individual/small group instruction to those children who are entitled to ESL to ensure compliance with all requirements.

The Icahn Charter School will be committed to ensuring that English Language Learne⁴¹⁵ are not assigned to classes for the disabled because of their lack of English skills.

Notices to the families of the students will be in the family's native language. ELL students will not be excluded from curricular and extracurricular activities at the Icahn Charter School because of an inability to speak and understand the language of instruction.

An ESL push-in program utilizing the basic components of a Freestanding ESL program will be provided to LEP students. The push-in freestanding ESL program includes two components: a language arts instructional component and a content area instructional component. The language arts instructional component is delivered through instruction in English Language Arts and English as a Second Language. The content area instructional component is delivered through instruction in English and ESL methodologies.

We will follow the requirements specified in CR 154.2. The English Language Arts New York State Standards are the basis for the English As a Second Language and English Language Arts curricula. The students in the program will be held to the same high standards as their monolingual counterparts.

Depicted below are the identified units of study of each of these disciplines and the part 154 recommended units. A unit of study is equivalent to 180 minutes per week.

English Language Requirements

English Proficiency Level	Grades K-8	Units of Study
	ESL	ELA
Beginning	2	-
Intermediate	2	-
Advanced	1	1

The program for ELL students will be assessed by both formative and summative methods. The regular assessment of students, focused conversations with staff and parents, and consultations with experts in the field of bilingual education as needed, will help the Icahn Charter School determine if the program for ELLs is working or needs to be modified in some way. Ultimately, it is the student's increasing ability to use English that is the true test of program success. This will be measured by administering the NYSESLAT annually. The goal of the school is to have 50% of its ELL students progress at least one proficiency level on the NYSESLAT annually. In addition, student work (e.g., projects, portfolios, written work) and use of the English language will be evaluated.

The following assessment criteria for English Language Learners will be used to measure the progress for ELL students:

- LAB-R scores including subtests in listening, speaking, reading and writing

- Fluency in spoken English including spoken discourse
- Academic language proficiency in English
- Assessment on the New York State English as a Second Language Achievement Test
- Teacher notes and observations

Differentiated instruction will be provided to students in the ESL program to ensure that individual needs are met. The program we are proposing will have sufficient flexibility to meet the needs of each student. Factors that determine instructional grouping and differentiated instructional strategies include:

- Developmental level and age of the learner
- Proficiency in native language and English
- Experiential and cultural background
- Preferred learning modalities

Guided instruction and independent/small group classroom activities will accommodate all students by providing:

- Opportunities and choices to demonstrate competency and skills in English
- An array of materials, both print and non-print, on a variety of levels
- Opportunities for independent practice
- Utilization of technology

The ESL program as it will be implemented in the Icahn Charter School will meet the requirements of Title VI of the Civil Rights Act prohibiting discrimination on the basis of race, color or national origin.

The above supports and programs are designed to be good faith efforts to attract and retain a comparable or greater enrollment of students who are English Language Learners as CSD 27.

20. If the proposed charter school includes particular methods, strategies or programs for meeting the needs of students at risk of academic failure, attach a description of the challenges faced in educating the targeted population and describe such methods, strategies and/or programs. Please include in the description any diagnostic methods or instruments that will be used to identify and assess those students who are performing below grade-level as well as the processes/programs/tools to be used in providing them with remedial instruction.

The Foundation for a Greater Opportunity has intentionally chosen a section of New York City in which the students would be designated as being at risk of academic failure, as described previously. The curriculum has been selected due to its success in similar areas with similar populations. Core Knowledge provides a rigorous curriculum and provides the background knowledge necessary for school success and success as adults. Lessons will be taught by thematic approach with a major focus on higher order thinking skills. Children in need of additional academic support will receive individual/small group instruction during Targeted Assistance. Student progress will be closely monitored and further strategies developed by teachers and the Principal and Staff Developer(s).

The smaller class size of CCICS-FR (18 students per class) has been proven to be especially advantageous to minority students. As stated earlier, the results of the Tennessee Class-Size Study indicated that the "benefit to minority students is about twice as large as that for whites...the difference in mastery rates between whites and minorities in grade-1 reading was 'reduced from 14.3% in regular classes to 4.1% in small class.' (Finn & Achilles, 1990, p. 568)" Even when minority students enter larger classes after 4th grade, the benefits of the smaller classes in the K-4 years remain. In fact, even after small classes had been disbanded, students who had been in small classes were rated as superior on the three engagement behavior scales mentioned earlier.

School research has shown that students at risk can find success in school if they are given a safe, focused school with energetic, well-trained administrators and teachers. The ambiance in the school will be one of respect. Students and teachers will greet each other in the hallways. Before the students arrive at school in the fall, they will have had a chance to meet the Principal and other teachers, who will convey their sense of pride in what is about to begin. It will be an honor to attend the School. The pride felt in attending the School will manifest itself in students' attitudes about their schoolwork, about their teachers and about their classmates.

Core Knowledge is a proven program for students at risk. Dr. Hirsch's passion for the program stems from his belief that it is an equalizer. The intention is to

give students at risk of academic failure the same knowledge that affluent children accumulate. Two schools using the Core Knowledge Program with similar populations to the students who would attend CCICS-FR have shown decided improvement. At the Paul Cale Elementary School in Albemarle County, Virginia, the gap between the economically disadvantaged students and their classmates is narrowing. "Only one school in the district—Cale—stood out dramatically from the rest, far above what would be predicted by the socioeconomic composition of its students." The principal of Cale, Gerald Terrell, attributed the encouraging results to Core Knowledge. In the four years since beginning to use Core Knowledge, "scores for all students have consistently gone up, especially in social studies, science, and math...We are scoring well above the national norms in social studies, above the 75th percentile...Our scores defy what you might expect."

A similar result is found at the Hawthorne Elementary School in San Antonio, Texas. Most Hawthorne students are economically disadvantaged and have LEP needs, yet their standardized tests results are impressive. The testing shows the cumulative benefits of Core Knowledge. Whereas in 3rd grade the students are below the city pass rate (at 34%), by Grade 5, they are significantly above the district's 56% rate—at 67%. A Johns Hopkins researcher writes, "The data appears to indicate that, despite the early deprivation that makes itself apparent to the teachers of children who enter school far below the academic standing of their more advantaged peers, potential failure to thrive over time can be ameliorated for children of teachers committed to the principle put simply by [E.D] Hirsch that knowledge does, in fact, build on knowledge in rather dramatic ways."

Without intervention, Hirsch states, "The widening gap is also the result of discouragement in the have-nots as they witness themselves falling behind. Many of the most desperately needed policy reforms in American education need to be based on the principle that small early deficits or advantages in intellectual capital build to insuperable gaps after just a few years of schooling."

Using "The Longitudinal Study of Youth" as his measure, Hirsch believes that it is through increased knowledge that the economic divide in this country will be eliminated. The study found that "the more you know, the better you do in life. This has enormous implications for social justice and education, since the scientists found that general knowledge correlates with annual income. And furthermore it correlates with annual income regardless of which racial or ethnic group you come from. Knowledge makes people competent regardless of race, class, or ethnicity. It is the great social equalizer." The most applicable evidence of the success of the Core Knowledge program is the success of our current school.

The methods to be used to assess the needs of individual students will include:

- Teacher observations

- Individual performance on exams (teacher created and standardized)
- Informal reading inventories
- Samples of student work
- Portfolio assessment
- Ongoing assessment

The highly structured curriculum of Core Knowledge in CCICS-FR will serve as a model to practicing teachers and administrators. We will use the curriculum initially created when Mr. Litt was Principal at the Mohegan School, and further developed at Carl C. Icahn Charter School. Mr. Litt's program was documented in various educational journals and news media. The successful implementation by our administrator resulted in numerous awards, including:

- The Thousand Points of Light, by President George Bush
- The RJR Nabisco China Breakers Award
- The Business Week/McGraw Hill Choice School Award
- The A+ Break the Mold Award by the US Department of Education
- The Cool School Award, by Donna Hanover Giuliani
- Designation as an Annenberg School
- PBS WNET Channel 13 recently profiled our current school in New York Voices, using it as an example of a successful charter school.
http://www.thirteen.org/nyvoices/features/charter_schools.html

Additionally, Title I services will be provided for all students who demonstrate a deficiency in either Mathematics or English Language Arts or in both subjects. Proficiency is measured by administering the IOWA Test of basic skills in early October. Groups are based upon the deficiencies measured by the test instrument and grouped accordingly. Service in the first year is to be provided by one Targeted Assistance Teacher. The teacher's time will be divided between English Language Arts and Mathematics based upon the results of the IOWA examination. In successive years the program will build to two teachers whose areas of remediation will also be determined by IOWA testing.

Outside the classroom, it is our intention to provide guidance through meetings with families and in the Parent Guardian Association of the School. We will also provide counseling and other identified support services when necessary.

21--If the proposed charter school would include any methods and strategies for dealing with other targeted student populations, attach a description of the targeted student population(s), how they would be identified (academic or other criteria) and describe such methods and strategies.

NA

V. PARENT. STAFF AND COMMUNITY SUPPORT

22 (a) Please describe how parents will be involved in the charter school, including, in particular, the governance and administration of the charter school.

Parent involvement in the school is crucial. In our current charter school, parents are seen throughout the building. Parents arrive as school opens and help children get settled in school. To ensure that parents know the child's program intimately, every month, parents receive a syllabus. Parents for whom English and/or Spanish is not the primary or preferred language will be provided with notices and other school information in a language that is understood. They also receive a report six times a year from the teacher on the child's progress.

Parents will be told, and re-told, by the principal that they are necessary to their child's school success. It will be emphasized that research has proven over and over again that parental involvement in a child's education is critical to a child's success in school, which includes making sure the child is not absent, arrives on time, does the homework. Parents will know that they do not need to make an appointment to see the principal. Parents will feel a part of the school by helping chaperone field trips. They will organize school events. Awards will be given at the end of school ceremony for parents who are particularly generous with their time.

The school will have a Parent Guardian Association. The parents will elect an officer who will sit on the charter school board. Parents will be given a survey to complete at the end of the year to indicate their satisfaction with the school.

(b) Please describe how staff will be involved in the charter school, including, in particular, the governance and administration of the charter school.

We anticipate replicating the staff and administrative organization of our current charter school. Our commitment is to small schools because small schools do not need a large hierarchical structure, and function well precisely because there is constant contact. The administrators are involved with teachers, parents, staff and children all day every day.

There will be a principal who will be in charge of the instructional program. The principal will organize the school so that student learning is maximized by working with teachers to make sure that the curriculum is followed; s/he will work with families to make sure that parents understand the academic program and support it at home; s/he will be a support system for the teachers to implement the academic program; s/he will organize the school day so that efficiency and support for the

school's mission are paramount. The result of this work is that teachers will create in-class assessments, which are critical to the implementation of our program.

The principal will be given the responsibility to make sure that the school is successful. If the school is not successful, the board will try to work with the principal to help improve the program. If the principal is still not able to achieve the promised results, another principal will be found.

There will also be a financial person in the school's administration. That person will make sure that the school's finances are run efficiently and soundly. In our current school, our financial person did not come from the academic world, but rather from the business world. It has been successful for us to have the principal be an academic leader who relies on the financial person for business decisions. The principal tells the financial person what he would like to do and the business person tells the principal if there is money to do it. If there is not, the principal prioritizes the wishes so that when money is available it is spent first on the item that the principal thinks will most benefit the school.

The board will oversee the principal's work. If a board-level problem arises at the school, the board will meet and discuss the problem and plans a solution.

23. Provide evidence of adequate community support for, and interest in, the proposed charter school sufficient to allow the school to reach its anticipated enrollment. Include any methods or strategies that have been used to gauge community support for the charter school.

Our current charter school has a waiting list of more than 735 children. Our new school has a waiting list of 175. We are confident that our reputation will bring us more than enough students to fill the school. Each year, when we choose our kindergarten students in the lottery process, it is heartbreaking to realize that we have eight-ten times as many applicants as we have spaces.

The New York City Department of Education has told us that Far Rockaway is a location where they want to add good schools. In September/October DOE plans to announce the schools it will be phasing out. At that point, we will know more about exactly where in Far Rockaway we will put our school. In the meantime, attached are letters of support from local organizations.

We will advertise in the local papers and post flyers in local businesses, childcare centers, communities of faith and community groups.

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RE



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 443 Beach 54th Street (office)
 Astoria, NY 11102
 Tel: 718.945.8640
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COUNCIL
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 Vice Chair
 Bernice Grifney

SPIRITUAL
 Eddie Wherry
 TREASURER
 Patsy Simmons

Charter Schools Institute
 State University of New York
 41 State Street,
 Suite 700, 4th Floor
 Albany, NY 12207

June 13, 2007

Dear Charter Schools Institute:

My organization has learned that Foundation for a Greater Opportunity would like to replicate its Bronx Carl C. Icahn Charter School, this time in Far Rockaway. My organization is very interested in encouraging successful programs for families to open in our neighborhoods.

Each year, the children of Carl C. Icahn Charter School have achieved significantly higher state testing results than their neighborhood schools. The school has proved that children of all economic backgrounds can learn at the highest levels. Offering local families this option would be beneficial to our community. A well educated community is a help to families and businesses.

The Carl C. Icahn Schools believe that their program of small classes, a longer school day and a longer school year ensures academic success. Their test results prove the strength of their program. Their record of parental involvement and approval suggest that our local families would benefit in important ways if a Carl C. Icahn Charter School opened in our neighborhood. The waiting lists of the first two Carl C. Icahn Charter Schools in the Bronx with more than 900 applicants, and the School's intended total initial enrollment of 108 students, suggest that our local families will also welcome the school. Providing educational options like Carl C. Icahn Charter School, with its small classes and increased learning, will increase our local school options.

Offering more educational choice to our families will be a positive addition to the educational landscape in Far Rockaway. I hope you will allow Carl C. Icahn Charter School to open in Far Rockaway.

Sincerely yours,

Patricia Simon
 Patricia Simon
 Executive Director

23a

425

Rockaway Community Corporation

Head Start Center

72-05 Beach Channel Drive
Arverne, New York 11692

MRS. DOROTHY STALLINGS
HEAD START DIRECTOR

June 11, 2007

Dear Charter Schools Institute:

Foundation for a Greater Opportunity is interested in opening another Carl C. Icahn Charter School. They would like to open it in Far Rockaway by replicating their current school.

The state test results of the first Carl C. Icahn Charter School are impressive. At Head Start, we would like our children to have school options like the one offered at Carl C. Icahn Charter School.

An educational program with small classes and many more hours per year in school is something that I believe our families in Far Rockaway would like to have available. The waiting lists of the first two Carl C. Icahn Charter Schools in the Bronx with more than 900 applicants, and its total initial enrollment of 108 students, suggest that the school will have no problem filling its seats. With the change in the admission law that gives preference to local families, charter schools will be an option for public schooling that will provide choices for local families. Those families who want to pursue a charter school option in Far Rockaway will have a more realistic chance of having their child admitted.

I hope that you will give final approval to Carl C. Icahn Charter School opening up in Far Rockaway so that local families will have more educational choice.

Sincerely yours,

Dorothy Stallings

23 b

426

24. Attach an assessment of the programmatic and fiscal impact of the establishment of the proposed charter school on existing public and nonpublic schools in the same geographic area.

There is no evidence of programmatic or fiscal impact with the charter schools currently operating in New York City.

The actual impact of our current charter school is as follows. In 2008-2009, CCICS Far Rockaway will have 108 students. The total student revenues will be \$1,200,425 (based on current AOE). The last published District budget is for 2004-2005, shows a District budget figure of \$15,600,000,000. The percent of impact of Carl C. Icahn Charter School FR on that City budget would be 0.07. Because our school is small, the impact will not increase significantly over the years of our charter. In Year 5, we will have 216 students, with revenues of \$2, 676,255, which gives a CCICS-FR percent impact on the City budget of 0.017. These figures represent no increase in the DOE budget from 2004-2005. Assuming a 3% increase in the DOE budget each year, the CCICS-FR impact would be even smaller.

There is only one charter school currently in Far Rockaway, Peninsula Charter School. We will be a very small school. Our school will be about half the size of that school, so we will not be impacting Peninsula's potential student body. The New York City Department of Education has indicated to us that they have a need for good schools in Far Rockaway. A small school such as ours will be just one of the choices available to local families.

The non-public elementary/middle schools in Far Rockaway are all religious—either Roman Catholic or Jewish. As we will not be a religious school, we will not be competing for their intended student body.

Our programmatic impact on district schools in Far Rockaway will be two-fold. Our program will impact our neighboring schools by proving that all children can learn. It will not be possible for neighboring schools to blame the neighborhood for the achievement level of their students. We hope that district schools will be inspired by our success and will want to learn how to infuse their program with our methods. The charter school model was intended to create a healthy sense of competition between schools. Additionally, our children will leave eighth grade at or above grade level, which means that they will enter district high schools fully prepared to work at or above grade level. This will have a beneficial impact on the academic level of the high school's program. Our children will be in the highest level courses (college bound) in the high school. Our children's love of learning will help other children in the high school. We will have a positive programmatic impact on district schools in Far Rockaway.

(Statistics from
<http://www.emsc.nysed.gov/psc/200405AnnualRptStatusCharterSchsNYS.pdf>)

competition energy

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CHARTER SCHOOLS INSTITUTE

VI. SCHOOL GOVERNANCE

25. Attach the charter school's qualifications for service on the school's board of trustees.

Qualifications of Trustees

Each member of each school's Board of Trustees will have two primary roles: 1) to provide general oversight over the operations of the school, ensuring that the school serves the purpose described in its mission statement, and 2) to provide the school with resources, either directly or indirectly, that help the school carry out its mission.

As many of the trustees will be shared with the Foundation for a Greater Opportunity, commitment to improving educational opportunities for economically disadvantaged children is proven. The cumulative years in education of the board members exceed one hundred, at all levels of education. They share a commitment to improving education in this country and a history of innovative thinking on education. They are also unusually connected to prominent educational institutions in this country.

The charter school movement has flourished across the country. The common, and deflating, vulnerability of charter schools is the reality that the per-pupil allotment rarely covers the costs of opening a school. It is the goal of each of our schools to make sure that the finances of the school are in order. To that end, we have included on the Board people with a history of financial acumen and experiences, and with keen financial oversight.

Each Trustee must possess knowledge and skills in one or more of the following areas:

Education issues of disadvantaged youths

Educational assessment

Fund raising

Finance

Law

Organizational strategy and management

Concerns of the Icahn Charter School community, including parents and the district

Public relations

The politics of education reform in general and of charter schools in particular

Real Estate

In crafting the original document for Carl C. Icahn Charter School (which we will use as the model for the new school), we were careful to address potential conflicts of interest. Moreover, we anticipate each of the schools will use the Code of Ethics that was created for Carl C. Icahn Charter School. Additionally, we believe that all schools will benefit by having board members who have had the experience of serving Carl C. Icahn Charter School (and the new CCICS Bronx North). The school's board of trustees understands that trustees serving on the boards of multiple charter schools or on the board of the Foundation for a Greater Opportunity may possibly present certain challenges in

terms of potential conflicts of interest. Where appropriate the trustees will seek guidance from legal counsel, to which the school has access. We consider our policies to be rigorous.

The group of board members chosen has experience in New York charter school world. Being a member of a charter school board is a demanding responsibility. Our board has shown it can meet that challenge. We are confident that the cumulative expertise in the above areas, with a special concentration in the educational and financial fields, will ensure that each of our schools is an academic and fiscal success.

26. List the proposed members of the board of trustees for the charter school, indicating any ex-officio members and any vacant positions expected to be filled. Each proposed trustee who is named must complete the "Request for Information from Prospective Charter School Board Members" contained in Appendix C of the Application Kit.

- a. Carl C. Icahn
- b. Gail Golden
- c. Seymour Fliegel
- d. Karen Mandelbaum
- e. Robert Sancho
- f. Edward J. Shanahan
- g. An officer from the school's PTA
- h. Julie C. Goodyear

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CHARTER SCHOOLS AUTHORITY

The board members for the Icahn Charter School have been chosen with a keen eye to providing the school with excellent and sound educational and fiscal management

Carl C. Icahn grew up in Bayswater, Queens, where he attended Far Rockaway High School. He is a graduate of Princeton University, with a degree in Philosophy and is a recipient of Princeton's John Guthrie McCosh Award in Philosophy. Mr. Icahn's Wall Street career began in 1961, as a Registered Representative with Dreyfus & Company. In 1963 he left Dreyfus for Tessel, Paturick & Co., where he was Manager of the Option Department. In 1964 he joined Gruntal & Co. and in 1968, he started Icahn & Co., Inc., a registered broker-dealer and a member of the National Association of Securities Dealers, where he is still President and Chairman.

Mr. Icahn, has served as Chairman of the Board and a Director of Starfire Holding Corporation (formerly Icahn Holding Corporation), a privately-held holding company, and Chairman of the Board and a Director of various subsidiaries of Starfire, since 1984. Mr. Icahn is and has been since 1994, a majority shareholder, the Chairman of the Board and a Director of American Railcar Industries, Inc. ("ARI"), a Missouri corporation. ARI is primarily engaged in the business of manufacturing, managing, leasing and selling of railroad freight and tank cars. Since November 1990, Mr. Icahn has been Chairman of the Board of American Property Investors, Inc., the general partner of American Real Estate Partners, L.P., a public limited partnership that inve430

in real estate and holds various other interests, including the interests in its subsidiaries that are engaged, among other thing, in oil and gas business and casino entertainment business. In January 2003, Mr. Icahn became Chairman of the Board and a Director of XO Communications, Inc., a telecommunications company. In May 2005, Mr. Icahn became a director of Blockbuster Inc., a provider of in-home movie rental and game entertainment. Mr. Icahn is also on the Board of Directors of other public and private companies.

Mr. Icahn has many charitable interests, focusing primarily on education and medicine. In 2001, a foundation established by Mr. Icahn supported the opening of the Carl C. Icahn Charter School in the Bronx. Also in the educational area, Mr. Icahn established the Icahn Scholars Program at Choate Rosemary Hall in Wallingford Connecticut to fund 72 students per year at Choate. He has given substantial sums to Choate, which supports the Icahn Scholars Program and the Carl C. Icahn Science Center, Choate's science building, designed by I.M Pei, and to his alma mater, for the Carl C. Icahn Laboratory for Princeton University's Institute for Integrated Genomics. Mr. Icahn donated to Mt. Sinai Hospital where he established the Icahn Medical Institute (a 17 story building on Madison Ave.). Mr. Icahn also donated to the Randall's Island Sports Foundation for the construction of "Icahn Stadium", a new track and field stadium.

Mr. Icahn's foundation, the Children's Rescue Fund, built Icahn House in the Bronx, N.Y. It is a sixty-five-unit complex for homeless families consisting of single pregnant women and single women with children. Icahn House is designed to provide emergency shelter to those who are homeless due to domestic violence, eviction, unemployment, and natural disasters; and to provide support services and assistance while finding permanent homes.

He serves as a Trustee on the Board of the Mt. Sinai School of Medicine and Mt. Sinai Hospital, as well as a Trustee of the Randall's Island Sports Foundation, Choate Rosemary Hall, and has recently joined the Board of Directors of the Lincoln Center for the Performing Arts.

Mr. Icahn has received numerous awards including the Starlight Foundation's Founders Award and the 1990 Man of the Year Award and was named The Guardian Angel 2001 Man of the Year.

found
Gail Golden has served as Vice Chairman of the Board of Directors of Lowestfare.com, Inc., since August 1998 and Vice Chairman of Lowestfare.com, LLC, since February 1999. From August 1998 to November 1999, Ms. Golden served as President of Lowestfare.com, Inc., and February 1999 to November 1999, as President of Lowestfare.com, LLC. From August 1995 to January 1999, Ms. Golden served as the Chief Executive Officer of Lowestfare.com, LLC. Ms. Golden has served as Chief Executive Office and President of Global Travel Marketing since June 1995. Ms. Golden has served as Vice President of Administration of Icahn Associates, Corp., a privately owned holding company, since May 1985. Since 1978, Ms. Golden has served in various capacities at Icahn & Co., Inc., including Director of Public and Investor Relations and Director of Human Resources. Ms. Golden also serves in various executive capacities for privately-owned entities controlled by Mr. Icahn. Ms. Golden is a Director and Vice -President and Secretary of the Icahn Charitable Foundation and the Icahn Family Foundation; in addition, she is Director and Secretary of the Foundation for a Greater Opportunity, and a Director of the Randall's Island Sports Foundation. 431

found

Seymour Fliegel is the President of the Center for Educational Innovation-Public Education Association, one of the nation's leading educational reform think tanks. After serving as a teacher, assistant principal and principal, he became the director of Alternative Education for Community School District Four and began the transformation of New York City public schools that he describes in his book, Miracle in East Harlem. After 22 years in District Four, five of which he served as the Deputy Superintendent, he became Superintendent of Community School District 28 in Queens. Outside of his work at the Center for Educational Innovation, Mr. Fliegel serves on the Advisory Boards of the Gilder Lehrman Institute of American History, Donna Hanover Giuliani's Cool Schools, Public School Artworks and the Young Women's Leadership School Foundation. Also, he has served on the nominating committee for the Dana Award for Pioneering Achievements in Education. Mr. Fliegel is a member of the board of the Foundation for a Greater Opportunity.

Karen Mandelbaum graduated from Kean Teacher's college in New Jersey. She is also on the board of the Women's Division of the Albert Einstein Medical school. She is committee member of the Friends of Israel Museum; Vice President of the Board of the Livingston Symphony Orchestra; and on the Board of the ADL Women's Division.

Robert Sancho is Vice President of Development and External Affairs at Bronx-Lebanon Hospital Center in the Bronx. He began his professional career as an educator, teaching Spanish at JHS 98 in the Bronx. He went on to serve as a Deputy Superintendent for Community School District #4. While he worked in District #4, the district advanced in reading and math ranking from thirty-second (last place) to thirteenth in citywide ranking. Mr. Sancho earned his B.A. at Inter-American University of Puerto Rico and his M.S. in Urban Affairs at Hunter College, where he was the recipient of the Urban Affairs Minority Scholarship. He was also the 1990 recipient of the Award for Outstanding Leadership in the public and private sector by the National Network of Hispanic Women. Mr. Sancho is an adviser to the Lehman Center for the Performing Arts and a member of the Board of Directors of the Bronx Council on the Arts. He is a member of the Multi-Cultural Committee of the Metropolitan Museum of Art. On a national level, he serves on the Board of Directors of the Congressional Hispanic Caucus Institute in Washington, DC.

found

Edward Shanahan has been President/Headmaster of Choate Rosemary Hall, an independent school in Wallingford, Connecticut since 1991. Before that he was Dean of the College at Dartmouth College (1982-1991), and Dean of Students at Wesleyan University (1972-1982). He was also Chair of the New England Commission on Higher Education, and Chair of the New England Association of Schools and Colleges. He is the past Chairman of the Board of United Educators, the largest US educational risk retention group. He currently sits on the Boards of St. Luke's Education Foundation (Bronx, NY); Bermuda-based, Schools, Colleges, University Underwriters, Ltd. (SCUUL); and the Connecticut Association of Independent Schools (CAIS). Mr. Shanahan is President of the Board of the Foundation for a Greater Opportunity.

found

Julie Goodyear is the Executive Director of the Foundation for a Greater Opportunity and the Icahn Scholars Program. She was Associate Director of Admissions at Choate Rosemary Hall from 1985-1995. From 1983-1984, she worked at Collège du Leman in Versoix, Switzerland. She has a B.A. from New York University and an M.A.L.S. from Wesleyan University.

REQUEST FOR INFORMATION FROM PROSPECTIVE CHARTER SCHOOL BOARD MEMBERS

As you are already aware, serving on a public charter school board is a position of great trust and responsibility. As a board member of a public school, you are not only ultimately responsible for the education of all students enrolled in the school, but also entrusted with the obligation to see that the public monies which are given to the charter school are legally and wisely spent.

In providing the information requested, prospective board members will assist the Charter Schools Institute in determining if the application demonstrates that the school will be run in a financially, organizationally and educationally sound manner.

Background

1. Please provide your educational and employment history. A resume is preferred, but not required.

Attached.

2. Please indicate whether you will be at least eighteen years old by January 1 of the year in which the proposed charter school would open.

When the school opens, I will be more than eighteen years old.

3. Please indicate how you became aware of the proposed charter school and the opportunity to serve as a member of its board if it is chartered, including who invited you, if applicable, to sit on the board.

I am the Executive Director of the Foundation for a Greater Opportunity, whose mission is to be involved with children in need, specifically charter schools educating economically disadvantaged children. Mr. Icahn asked me to be on the board.

4. Please explain why you wish to serve on the board.

I am very pleased with the testing results, and the other important educational criteria, of our current charter school. These results prove that it is possible for children from economically disadvantaged backgrounds to achieve at the same level as children from privilege. For example, the math results in our current charter school exceed the results in Riverdale, which is also part of the Bronx, but a much wealthier area in the Bronx. I believe

Carl C. Icahn

Mr. Icahn began his career on Wall Street in 1961 and has become one of the most well-known and influential investors in America. In 1968, Mr. Icahn formed Icahn & Co., a securities firm that focused on risk arbitrage and options trading. In 1978, Mr. Icahn began taking control positions in individual companies. He has taken substantial or controlling positions in various corporations including: RJR Nabisco, TWA, Texaco, Phillips Petroleum, Western Union, Gulf & Western, Viacom, Uniroyal, Dan River, Marshall Field, E-II (Culligan and Samsonite), American Can, USX, Marvel, Revlon, Imclone, Federal-Mogul, Fairmont, Kerr-McGee and Time Warner. As a leading shareholder activist, Mr. Icahn believes his efforts have unlocked billions of dollars of shareholder and bondholder value and have improved the competitiveness of American companies. Mr. Icahn and his affiliated companies currently own businesses in a wide range of industries, including real estate, gaming, energy, telecommunications, transportation, industrial services, and manufacturing. Companies in which Mr. Icahn and his affiliates currently own majority positions include ACF Industries, American Railcar, XO Communications, Philip Services, American Real Estate Partners, and American Casino and Entertainment Partners. He also owns stakes in many other public companies.

Mr. Icahn, 71, is a graduate of Princeton University, with a degree in philosophy. Mr. Icahn has many charitable interests, focusing primarily on child welfare, education and medicine. These include the Carl C. Icahn Charter School in The Bronx, New York, a K-8 charter school; the Icahn Scholars Program at Choate Rosemary Hall and the Carl C. Icahn Science Center, Choate Science Building designed by I.M. Pei; and the Carl C. Icahn Laboratory for Princeton University's Institute for Integrated Genomics. He has also made significant donations to Mt. Sinai Hospital where he established the Icahn Medical Institute (a 17 story building on Madison Ave.) and the Randall's Island Sports Foundation for the construction of Icahn Stadium, a new track and field stadium.

His foundation, the Children's Rescue Fund, built Icahn House in The Bronx, New York, a 65-unit complex for homeless families consisting of single pregnant women and single women with children, and operates Icahn House North and Icahn House South, both of which are homeless shelters located in New York City.

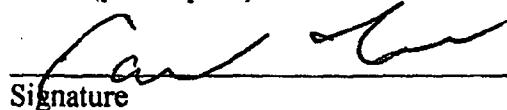
Mr. Icahn serves as a trustee on the board of the Mt. Sinai School of Medicine and Mt. Sinai Hospital, as a trustee on the board of Lincoln Center, and as a trustee of the Randall's Island Sports Foundation and Choate Rosemary Hall.

Mr. Icahn has received numerous awards, including the Starlight Foundation's Founders Award and the 1990 Man of the Year Award, and was named The Guardian Angel 2001 Man of the Year. In 2004, Mr. Icahn was honored by the Center for Educational Innovation - Public Education Association for his charter school work. In 2006, Mr. Icahn was honored with the 100 Women in Hedge Funds Effecting Change Award for his outstanding contributions to improving education.

The board will oversee the financial health of the school by discussing the school's needs and determining how to provide for its needs. If problems arise, the Board will address them.
By having a board with members who bring different skill sets as ours will, there will be many resources on the board. At every meeting, the academic program will be discussed.
Each year when the Accountability Report is created, the Board will review the results. The board will also discuss the students' testing results and personnel topics, including overseeing the effectiveness of the principal. The board will also discuss the school's current budget, its projected next years' budgets and the official audit.

CARL C. ICAHN

Name (please print)



Signature

June 14, 2007

Date

[Information Statement of Carl C. Icahn
required by CSI in association with request for new school charter].

15. Please indicate if you, your spouse or other relative (by marriage or blood) anticipate conducting any business with the educational service provider, the school, or both. If so, please describe the potential relationship.

No.

16. Please indicate if you foresee any potential ethical or legal conflicts of interests should you serve on the school's board. If so, describe such potential conflicts.

No.

Educational Philosophy

17. Please describe your understanding of the school's mission and/or philosophy.

It will be the school's mission to meet or exceed the state standards. The educational program that will produce those results includes small classes, use of the Core Knowledge curriculum, longer school days and longer school year, individual attention to the students' needs and a well-trained, hard-working staff.

18. Please indicate your level of familiarity with the educational program that the school proposes to utilize.

Having spent four (plus) years on the board of Carl C. Icahn Charter School, I am very familiar with the educational program that will be replicated in the new school. At each board meeting, Mr. Litt (Principal of Carl C. Icahn Charter School) provides a folder with the monthly syllabus, school activities, examples of student work. It is this program that we intend to replicate.

19. Please describe what you believe to be the key characteristics of a successful school. What specific steps do you think the board of the school will need to take to ensure that this school is successful?

The characteristics that have been key to the success of Carl C. Icahn Charter School will be replicated in the new school. They include strong leadership in the school--an energetic, experienced principal who is passionate about educating under-resourced children and a financially trained Director of Operations who provides the financial acumen and control necessary to ensure the financial health of the school. The key characteristics of the educational program, also described in the previous question, include small classes, a longer school day, a longer school year and a rigorous, individualized instructional program led by teachers well supervised and well trained in their profession.

Conflict of Interest

10. If you, your spouse or other immediate family members knew any of the other prospective board members prior to being invited to sit on the board, please so indicate and describe the relationship with each such other prospective board member.

Because the goal is to replicate the Carl C. Icahn Charter School on Brook Avenue, the board of the new school will know each other—except that the parent officer for the new school will be a new member. The first charter school board was created with some of the members of the Foundation for a Greater Opportunity board. The goal of the boards is to improve education for under-resourced children. I am Chairman of the board. Gail Golden Icahn is my wife. Julie Goodyear is the Executive Director of the Foundation for a Greater Opportunity.

11. If you, your spouse or other immediate family members know any people already known to be prospective school employees, please so indicate and describe the relationship.

At this juncture, there are no employees of the new school, so this question is not applicable.

12. If you, your spouse or other immediate family members know anyone that plans to do business with the school, please so indicate and describe the relationship and the nature of the potential business.

I do not know anyone who plans to do business with the school.

13. If the school proposes to partner with an educational service provider (a management company), please indicate if you, your spouse or other immediate family members know any employees, owners, or agents of that provider. If your answer is yes, please indicate the individuals you know and the nature of the relationship.

There are no plans for the school to partner with an educational management company.

14. If the school proposes to enter into a contract with an educational service provider, please indicate whether you, your spouse or other immediate family member have a direct or indirect ownership, employment, contractual or management interest in the educational service provider.

There are no plans for an educational management company to have a contract with the school.

Please indicate if you have previously served on a board of a school district or a not-for-profit corporation (including the board of a non-public school) and describe any relevant experience.

In addition to my service as a Board member at the Carl C. Icahn Charter School, I have also served on the boards of other not-for-profit corporations including Randall's Island Sports Foundation, private and public foundations that I have established, Choate Rosemary Hall, Lincoln Center for the Performing Arts, Mt. Sinai School of Medicine and Mt. Sinai Hospital.

6. Please describe your understanding of the appropriate role of a public charter school board member.

Our application describes the board's responsibility to provide general oversight over the operations of the school, ensuring that the school serves the purpose described in its mission statement, and to provide the school with resources, either directly or indirectly, that help the school carry out its mission.

7. Please indicate specifically the knowledge and experience that you would bring to the board.

The attached resume describes my experience outside of charter schools. My experience as a member of the board of Carl C. Icahn Charter School for four years will facilitate replication of the success that the current school has achieved.

8. Please provide a forecast of where you see the school in one year and then again in four years.

In the first year of the school's operation, the School will improve the standardized test scores of the children who have come from neighboring public schools. The results in the fourth year of the new school should be similar to the results in the fourth year of the current Carl C. Icahn Charter School (where the ELA and Math state test results that confirm the effectiveness of the school's program).

9. How would you handle a situation in which you believe one or more members of the school's board are involved in self-dealing (working for their own benefit, or the benefit of their friends and family)?

I have a zero tolerance policy in this regard.

REQUEST FOR INFORMATION FROM PROSPECTIVE CHARTER SCHOOL BOARD MEMBERS

As you are already aware, serving on a public charter school board is a position of great trust and responsibility. As a board member of a public school, you are not only ultimately responsible for the education of all students enrolled in the school, but also entrusted with the obligation to see that the public monies which are given to the charter school are legally and wisely spent.

In providing the information requested, prospective board members will assist the Charter Schools Institute in determining if the application demonstrates that the school will be run in a financially, organizationally and educationally sound manner.

Background

1. Please provide your educational and employment history. A resume is preferred, but not required.

Attached.

2. Please indicate whether you will be at least eighteen years old by January 1 of the year in which the proposed charter school would open.

I will be more than eighteen years old by January 1 of the year when the school opens.

3. Please indicate how you became aware of the proposed charter school and the opportunity to serve as a member of its board if it is chartered, including who invited you, if applicable, to sit on the board.

I started our first Carl C. Icahn Charter School in 2001, which has been very successful and I would like to replicate the first charter school.

4. Please explain why you wish to serve on the board.

I believe that all children have the right to an excellent education with the means to pursue higher education. The results of the current Carl C. Icahn Charter School have convinced me that economically disadvantaged children can achieve high academic results. More New York City children should have access to similar programs.

In response to comments we have received from CSI, we have modified the answer to Question 16 of the Request for Information from Prospective Charter School Trustees for all potential directors of Carl C. Icahn Charter School Far Rockaway, Nine, Ten, Eleven, Twelve Alpha and Twelve Beta as follows:

16. Please indicate any potential or legal conflicts of interests that would, or are likely to, exist should you be approved for service on the school's board. Please note that being a parent of a school student, serving on another school's board or being employed the school are conflicts that should be disclosed, but do not make you automatically ineligible to serve as a trustee.

I am on the board of the two other Carl C. Icahn Charter Schools. The school's board of trustees understands that trustees serving on the boards of multiple charter schools or on the boards of multiple charter schools or on the board of the Foundation for a Greater Opportunity may possibly present certain challenges in terms of potential conflicts of interest. Where appropriate the trustees will seek guidance from legal counsel, to which the school has access.

Certification

Each of the undersigned certifies to the best of his/her knowledge and ability that the information provided to the State University Trustees/Charter Schools Institute in regards to his/her application to serve as a member of the board of trustees of the Carl C. Icahn Charter School Far Rockaway, Nine, Ten, Eleven, Twelve Alpha and Twelve Beta is true and correct in every respect.

Signature Carl C. Icahn

Date

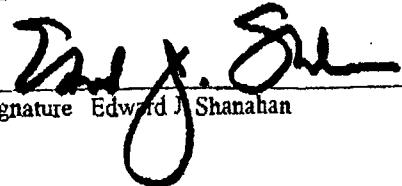
Signature Gail Golden

Date

Signature Seymour Fliegel

Date

Signature Karen Mandelbaum



Date

Signature Edward J. Shanahan

Date

Signature Julie Clark Goodyear

Date

Signature Robert Sancho

Date

{Request for Information from Potential Charter School Trustee}

In response to comments we have received from CSI, we have modified the answer to Question 16 of the Request for Information from Prospective Charter School Trustees for all potential directors of Carl C. Icahn Charter School Far Rockaway, Nine, Ten, Eleven, Twelve Alpha and Twelve Beta, as follows:

16. Please indicate any potential or legal conflicts of interests that would, or are likely to, exist should you be approved for service on the school's board. Please note that being a parent of a school student, serving on another school's board or being employed the school are conflicts that should be disclosed, but do not make you automatically ineligible to serve as a trustee. None. Yes.

I am on the board of the two other Carl C. Icahn Charter Schools. The school's board of trustees understands that trustees serving on the boards of multiple charter schools or on the board of the Foundation for a Greater Opportunity may possibly present certain challenges in terms of potential conflicts of interest. Where appropriate the trustees will seek guidance from legal counsel, to which the school has access.

Certification

Each of the undersigned certifies to the best of his/her knowledge and ability that the information provided to the State University Trustees/Charter Schools Institute in regards to his/her application to serve as a member of the board of trustees of the Carl C. Icahn Charter School Far Rockaway, Nine, Ten, Eleven, Twelve Alpha, and Twelve Beta is true and correct in every respect.

Carl Icahn 8/22/07
Signature Carl C. Icahn Date

Gail Golden 8/22/07
Signature Gail Golden Date

Signature Seymour Fliegel Date

Signature Karen Mandelbaum Date

Signature Edward J. Shanahan Date

Julie Clark Goodyear 8/27/07
Signature Julie Clark Goodyear Date

Signature Robert Sancho Date

[Request for Information for Potential Charter School Trustees]

RECEIVED
AUG 30 2007
CHARTER SCHOOLS & INSTITUTE

In response to comments we have received from CSI, we have modified the answer to Question 16 of the Request for Information from Prospective Charter School Trustees for all potential directors of Carl C. Icahn Charter School Far Rockaway, Nine, Ten, Eleven, Twelve Alpha and Twelve Beta as follows:

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I am on the board of the two other Carl C. Icahn Charter Schools. The school's board of trustees understands that trustees serving on the boards of multiple charter schools or on the boards of multiple charter schools or on the board of the Foundation for a Greater Opportunity may possibly present certain challenges in terms of potential conflicts of interest. Where appropriate the trustees will seek guidance from legal counsel, to which the school has access.

Certification

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Signature Carl C. Icahn

Date

Signature Gail Golden

Date

Signature Seymour Fliegel

Seymour Fliegel

August 28, 2007

Date

Signature Karen Mandelbaum

Date

Signature Edward J. Shanahan

Date

Signature Julie Clark Goodyear

Date

Signature Robert Sancho

Date

[Request for Information from Potential Charter School Trustee]

SEP 03, 2007 15:21

RECEIVED	TOTAL P.02
AUG 20 2007	Pag 442
CHARLES UNIVERSITY INSTITUTE	

In response to comments we have received from CSI, we have modified the answer to Question 16 of the Request for Information from Prospective Charter School Trustees for all potential directors of Carl C. Icahn Charter School Far Rockaway, Nine, Ten, Eleven, Twelve Alpha and Twelve Beta as follows:

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I am on the board of the two other Carl C. Icahn Charter Schools. The school's board of trustees understands that trustees serving on the boards of multiple charter schools or on the boards of multiple charter schools or on the board of the Foundation for a Greater Opportunity may possibly present certain challenges in terms of potential conflicts of interest. Where appropriate the trustees will seek guidance from legal counsel, to which the school has access.

Certification

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Signature Carl C. Icahn

Date

Signature Gail Golden

Date

Signature Seymour Fliegel

Date

Signature Karen Mandelbaum

Date

Signature Edward J. Shanahan

Date

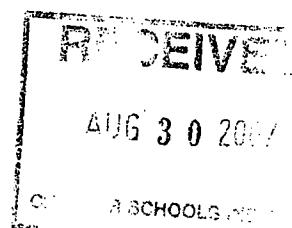
Signature Julie Clark Goodyear

Date

Signature Robert Sancho

Date

[Request for Information from Potential Charter School Trustee]



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I am on the board of the two other Carl C. Icahn Charter Schools. The school's board of trustees understands that trustees serving on the boards of multiple charter schools or on the boards of multiple charter schools or on the board of the Foundation for a Greater Opportunity may possibly present certain challenges in terms of potential conflicts of interest. Where appropriate the trustees will seek guidance from legal counsel, to which the school has access.

Certification

Each of the undersigned certifies to the best of his/her knowledge and ability that the information provided to the State University Trustees/Charter Schools Institute in regards to his/her application to serve as a member of the board of trustees of the Carl C. Icahn Charter School Far Rockaway, Nine, Ten, Eleven, Twelve Alpha and Twelve Beta is true and correct in every respect.

Signature Carl C. Icahn

Date

Signature Gail Golden

Date

Signature Seymour Fliegel

Date

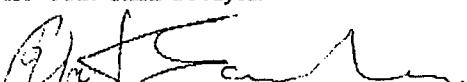
Signature Karen Mandelbaum

Date

Signature Edward J. Shanahan

Date

Signature Julie Clark Goodyear



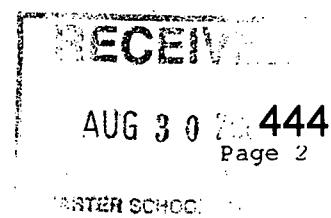
Date

Signature Robert Sancho

Date

8/22/07

{Request for Information from Potential Charter School Trustee}



that the success of the current charter school stems from the small classes, the longer school day and the longer school year. It has been an honor to serve on the board of our current charter school. I want to be associated with more schools that follow this program.

5. Please indicate if you have previously served on a board of a school district or a not-for-profit corporation (including the board of a non-public school) and describe any relevant experience.

I have served as a member of the Carl C. Icahn Charter School. I have also been on the Executive Committee of the New York Coalition of Charter Schools, which was especially active as charter schools blossomed in New York. For example, that group spearheaded the effort to make charter schools their own LEAs.

6. Please describe your understanding of the appropriate role of a public charter school board member.

A public charter school board member has the responsibility to make sure that the school focuses on its mission; to provide general oversight over the educational and financial elements of the school; and to support the school in whatever ways are most helpful to the school. Our board will have members from different backgrounds. The role that I anticipate providing is someone who is involved in the New York City charter school world.

Specific responsibilities are listed in the by-laws in our application:

1. To elect and remove Trustees;
2. To select and remove Officers, agents and employees of the Corporation; to prescribe powers and duties for them; and to fix their compensation;
3. To conduct, manage and control the affairs and activities of the Corporation, and to make rules and regulations;
4. To enter into contracts, leases and other agreements which are, in the Board's judgment, necessary or desirable in obtaining the purposes of promoting the interests of the Corporation;
6. To act as trustee under any trust incidental to the Corporation's purposes, and to receive, hold, administer, exchange and expend funds and property subject to such a trust;
7. To acquire real or personal property, by purchase, exchange, lease, gift, devise, bequest, or otherwise, and to hold, improve, lease, sublease, mortgage, transfer in trust, encumber, convey or otherwise dispose of such property;
8. To borrow money, incur debt, or to execute and deliver promissory notes, bonds, debentures, deeds of trust, mortgages, pledges, hypothecations or other evidences of debt and securities;

9. To lend money and accept conditional or unconditional promissory notes therefore, whether interest or non-interest bearing, or secured or unsecured; and

10. To indemnify and maintain insurance on behalf of any of its Trustees, Officers, employees or agents for liability asserted against or incurred by such person in such capacity or arising out of such person's status as such, subject to the provisions of the New York Not-for-Profit Corporation Law and the limitations noted in these By-laws; provided that any action contemplated in Sections 1, 7 and 8 shall require the approval of a majority of the entire membership of the Board.

7. Please indicate specifically the knowledge and experience that you would bring to the board.

Having been Secretary of the current charter school, I have been involved in assorted aspects of a charter school. I led the writing of the original application and the expansion applications. I have been involved in the creation of the Accountability Report each year. I have been involved in the Renewal Application work. I have applied for assorted grants for the current charter school.

8. Please provide a forecast of where you see the school in one year and then again in four years.

When we started our first charter school, the first year was a new experience for everyone. The Principal, who had been a principal in several conventional New York City public schools, described it as a very new experience—an intense learning curve. Many elements of running a school that had been provided by the Board of Education were now his responsibility. Even in that ambiance, our school was healthy in its first year.

Having already opened a charter school, I anticipate a less dramatic learning curve in the first year. However, the school will not be at full capacity, so teachers will have more responsibilities (because we probably won't be able to afford a Staff Developer, for example), but there will be fewer students in the school. Also, the children coming to the school having spent a year or two in a conventional public school will probably need remedial work along with their grade level work. We have gone through that before, however, so we know how to address the dual processes.

In four years, we will still be growing each year as we anticipate being a K-8 school, however we will have more students than in the first year. More students means more revenues, so we will be able to provide more back-up for the teachers (more cluster teachers, more staff development).

It is hard to adequately describe how beneficial it will be to us to have already opened a charter school in an economically disadvantaged area, and

to have the expertise of the people at the current school to help create another similar vibrant, successful school. I believe this will help us have a smooth operation in the new school.

9. How would you handle a situation in which you believe one or more members of the school's board are involved in self-dealing (working for their own benefit, or the benefit of their friends and family)?

I would report it to the board.

Conflict of Interest

10. If you, your spouse or other immediate family members knew any of the other prospective board members prior to being invited to sit on the board, please so indicate and describe the relationship with each such other prospective board member.

The board of the new charter school will be populated by many members of the board of the current school as the current school's board has worked together effectively. I therefore know other board members through our work as board members. I also know Carl Icahn and Gail Icahn in my work as the Executive Director of the Foundation for a Greater Opportunity. I know Seymour Fliegel as he is involved with New York charter schools generally. I know Edward Shanahan as I used to work at Choate Rosemary Hall.

11. If you, your spouse or other immediate family members know any people already known to be prospective school employees, please so indicate and describe the relationship.

At this juncture, there are no employees of the new school, so this question is not applicable.

12. If you, your spouse or other immediate family members know anyone that plans to do business with the school, please so indicate and describe the relationship and the nature of the potential business.

I do not know anyone who plans to do business with the school.

13. If the school proposes to partner with an educational service provider (a management company), please indicate if you, your spouse or other immediate family members know any employees, owners, or agents of that provider. If your answer is yes, please indicate the individuals you know and the nature of the relationship.

There are no plans for the school to partner with an educational management company.

- 14. If the school proposes to enter into a contract with an educational service provider, please indicate whether you, your spouse or other immediate family member have a direct or indirect ownership, employment, contractual or management interest in the educational service provider.**

There are no plans for an educational management company to have a contract with the school.

- 15. Please indicate if you, your spouse or other relative (by marriage or blood) anticipate conducting any business with the educational service provider, the school, or both. If so, please describe the potential relationship.**

I am the Executive Director of the Foundation for a Greater Opportunity, which plans to build the school. While the details of the financial arrangements have not yet been determined, since Foundation for a Greater Opportunity is a non-profit supporting organization foundation, it would never be the case that the foundation would have a profit from its financial transactions with the school.

- 16. Please indicate if you foresee any potential ethical or legal conflicts of interests should you serve on the school's board. If so, describe such potential conflicts.**

No.

Educational Philosophy

- 17. Please describe your understanding of the school's mission and/or philosophy.**

The school's mission will be to provide a rigorous academic program and to meet or exceed the state standards. The school's philosophy will be to make each person involved in the school responsible for the outcomes. By having small classes, a longer school day and a longer school year, teachers and students will be infused with a commitment to educating each child to their maximum ability. Children will not get lost. The administration will provide teachers with training and oversight. Teachers will see the results of their hard work. As is true in the broad charter school philosophy of responsibility for outcomes, each individual in the school is responsible for outcomes.

18. Please indicate your level of familiarity with the educational program that the school proposes to utilize.

I was responsible for submitting the application for the new school, so I am very familiar with the program in that school, which we intend to replicate. I believe wholeheartedly in small schools and academically rigorous schools. I believe that children are able to achieve in an academically rigorous small school because their individual talents and weaknesses can be addressed.

I have visited the current charter school frequently and communicate with its principal on a regular basis. I have been on the board of the current charter school for four years. It is our intention to replicate the current school because the results have been so strong. I believe in the program.

19. Please describe what you believe to be the key characteristics of a successful school. What specific steps do you think the board of the school will need to take to ensure that this school is successful?

The Tennessee Class Size Study's research provided evidence that small classes, especially for economically disadvantaged students, have a large impact on student achievement—particularly in the lower grades. Other research has proved the importance of strong school leadership. Those two characteristics will be at the heart of the new school. Other key characteristics include the longer school day and longer school year. For under-resourced children, a longer school day and longer school year help make up for lack of educational resources at home.

The board hires the principal. The board will oversee the principal's focus on academic success, which is the mission of the school. The board will want the Principal to be passionate about educating young children—especially children deemed to be at risk of academic failure. A passionate belief in the potential of these children infuses the entire school community with confidence and motivation to assure the children's success. The School's Accountability Plan will be the benchmark for the board's oversight. If the School is substantially meeting the goals of the Accountability Plan, the board can be confident that the School is meeting its goals.

Because charter schools must also provide their own financial leadership, the board will ensure that there is a Director of Operations overseeing the financial health of the School. The Principal will be in charge of the instructional program. The Director of Operations will be in charge of the School's financial effectiveness. While schools are obviously primarily educational operations, charter schools that have failed have often failed for financial reasons. Therefore, a financially trained Director of Operations provides stability for the administrative side of the school. The board will have people with financial backgrounds who can oversee the financial operations of the school.

Beyond the financial strength of the board, there will be board members with other talents as well. We will have people who have spent their professional lives in New York City conventional public schools (in fact, Seymour Fliegel is known for introducing the possibilities of small schools and school choice to New York City), private schools (where small classes are the norm) and the New York City charter school world. The focus of the board will be the academic achievement of the children in the school. At every meeting, the academic program will be discussed. The board will discuss the students' testing results and personnel topics, including overseeing the effectiveness of the principal. The board will also discuss the school's current budget, its projected next years' budgets and the official audit.

If problems surface, it will be the responsibility of the board to address them.

JULIE CLARK GOODYEAR
Name (please print)

Juli Clark Goodyear
Signature

10/17/05
Date

JULIE CLARK GOODYEAR

Address:

[REDACTED]

Work Experience:

[REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]
[REDACTED] etary

Education:

1995-1996

[REDACTED]
[REDACTED]
[REDACTED]

Previous:

[REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]

REQUEST FOR INFORMATION FROM PROSPECTIVE CHARTER SCHOOL BOARD MEMBERS

As you are already aware, serving on a public charter school board is a position of great trust and responsibility. As a board member of a public school, you are not only ultimately responsible for the education of all students enrolled in the school, but also entrusted with the obligation to see that the public monies which are given to the charter school are legally and wisely spent.

In providing the information requested, prospective board members will assist the Charter Schools Institute in determining if the application demonstrates that the school will be run in a financially, organizationally and educationally sound manner.

Background

1. Please provide your educational and employment history. A resume is preferred, but not required.

Attached

2. Please indicate whether you will be at least eighteen years old by January 1 of the year in which the proposed charter school would open.

I will be more than eighteen years old by January 1 of the year when the school opens.

3. Please indicate how you became aware of the proposed charter school and the opportunity to serve as a member of its board if it is chartered, including who invited you, if applicable, to sit on the board.

Mr. Icahn invited me to sit on the first Icahn Charter School Board. The intent is to replicate the first charter school.

4. Please explain why you wish to serve on the board.

The results of the current Carl C. Icahn Charter School have convinced me that economically disadvantaged children can achieve high academic results. More New York City children should have access to similar programs. I wish to be part of future schools with the Icahn educational program.

5. Please indicate if you have previously served on a board of a school district or a not-for-profit corporation (including the board of a non-public school) and describe any relevant experience. I have served on various foundations in the Icahn organization but also on the Randall's Island Sports Foundation and on the Children's Rights Inc. board

-
-
6. Please describe your understanding of the appropriate role of a public charter school board member.

Our application describes the board's responsibility to provide general oversight over the operations of the school, ensuring that the school serves the purpose described in its mission statement, and to provide the school with resources, either directly or indirectly, that help the school carry out its mission.

The intended by-laws describe in detail the board's role:

1. To elect and remove Trustees;
 2. To select and remove Officers, agents and employees of the Corporation; to prescribe powers and duties for them; and to fix their compensation;
 3. To conduct, manage and control the affairs and activities of the Corporation, and to make rules and regulations;
 4. To enter into contracts, leases and other agreements which are, in the Board's judgment, necessary or desirable in obtaining the purposes of promoting the interests of the Corporation;
 6. To act as trustee under any trust incidental to the Corporation's purposes, and to receive, hold, administer, exchange and expend funds and property subject to such a trust;
 7. To acquire real or personal property, by purchase, exchange, lease, gift, devise, bequest, or otherwise, and to hold, improve, lease, sublease, mortgage, transfer in trust, encumber, convey or otherwise dispose of such property;
 8. To borrow money, incur debt, or to execute and deliver promissory notes, bonds, debentures, deeds of trust, mortgages, pledges, hypothecations or other evidences of debt and securities;
 9. To lend money and accept conditional or unconditional promissory notes therefore, whether interest or non-interest bearing, or secured or unsecured; and
 10. To indemnify and maintain insurance on behalf of any of its Trustees, Officers, employees or agents for liability asserted against or incurred by such person in such capacity or arising out of such person's status as such, subject to the provisions of the New York Not-for-Profit Corporation Law and the limitations noted in these By-laws; provided that any action contemplated in Sections 1, 7 and 8 shall require the approval of a majority of the entire membership of the Board.
-

7. Please indicate specifically the knowledge and experience that you would bring to the board.

The attached resume describes my experience outside of charter schools. My experience as a member of the board of Carl C. Icahn Charter School for four years will facilitate replication of the success that the current school has achieved.

8. Please provide a forecast of where you see the school in one year and then again in four years.

In the first year of the school's operation, some of the children will have been in a small school for less time than they were in a larger conventional public school, so it may be that not all the children will have hit their stride. However, by the fourth year, our educational program will be second nature to the children. The results in the fourth year of the new school should be similar to the results in the fourth year of the current Carl C. Icahn Charter School (where the ELA and Math state test results that confirm the effectiveness of the school's program).

9. How would you handle a situation in which you believe one or more members of the school's board are involved in self-dealing (working for their own benefit, or the benefit of their friends and family)?

I would investigate the circumstances to determine the truth and would act to cease the practice immediately if it were found to be true.

Conflict of Interest

10. If you, your spouse or other immediate family members knew any of the other prospective board members prior to being invited to sit on the board, please so indicate and describe the relationship with each such other prospective board member.

Because the goal is to replicate the Carl C. Icahn Charter School on Brook Avenue, the board of the new school will know each other—except that the parent officer for the new school will be a new member. The first charter school board was created with some of the members of the Foundation for a Greater Opportunity board, of which I am a member. The goal of the boards is to improve education for under-resourced children. I am the wife of Mr. Icahn.

11. If you, your spouse or other immediate family members know any people already known to be prospective school employees, please so indicate and describe the relationship.

At this juncture, there are no employees of the new school, so this question is not applicable.

12. If you, your spouse or other immediate family members know anyone that plans to do business with the school, please so indicate and describe the relationship and the nature of the potential business.

I do not know anyone who plans to do business with the school.

13. If the school proposes to partner with an educational service provider (a management company), please indicate if you, your spouse or other immediate family members know any employees, owners, or agents of that provider. If your answer is yes, please indicate the individuals you know and the nature of the relationship.

There are no plans for the school to partner with an educational management company.

14. If the school proposes to enter into a contract with an educational service provider, please indicate whether you, your spouse or other immediate family member have a direct or indirect ownership, employment, contractual or management interest in the educational service provider.

There are no plans for an educational management company to have a contract with the school.

15. Please indicate if you, your spouse or other relative (by marriage or blood) anticipate conducting any business with the educational service provider, the school, or both. If so, please describe the potential relationship.

No. _____

16. Please indicate if you foresee any potential ethical or legal conflicts of interests should you serve on the school's board. If so, describe such potential conflicts.

No. _____

Educational Philosophy

17. Please describe your understanding of the school's mission and/or philosophy.

It will be the school's mission to meet or exceed the state standards. The educational program that will produce those results includes small classes, use of the Core Knowledge curriculum, longer school days and longer school year, individual attention to the students' needs and a well-trained, hard-working staff.

18. Please indicate your level of familiarity with the educational program that the school proposes to utilize.

Having spent four (plus) years on the board of Carl C. Icahn Charter School, I am very familiar with the educational program that will be replicated in the new school. At each board meeting, Mr. Litt (Principal of Carl C. Icahn Charter School) provides a folder with the monthly syllabus, school activities, examples of student work. It is this program that we intend to replicate.

19. Please describe what you believe to be the key characteristics of a successful school. What specific steps do you think the board of the school will need to take to ensure that this school is successful?

The characteristics that have been key to the success of Carl C. Icahn Charter School will be replicated in the new school. They include strong leadership in the school--an energetic, experienced principal who is passionate about educating under-resourced children and a financially trained Director of Operations who provides the financial acumen and control necessary to ensure the financial health of the school. The key characteristics of the educational program, also described in the previous question, include small classes, a longer school day, a longer school year and a rigorous, individualized instructional program led by teachers well supervised and well trained in their profession.

The board will oversee the financial health of the school by discussing the school's needs and determining how to provide for its needs. If problems arise, the Board will address them. By having a board with members who bring different skill sets as ours will, there will be many resources on the board. At every meeting, the academic program will be discussed. Each year when the Accountability Report is created, the Board will review the results. The board will also discuss the students' testing results and personnel topics, including overseeing the effectiveness of the principal. The board will also discuss the school's current budget, its projected next years' budgets and the official audit.

GAIL GOLDEN ICAHN

Name (please print)

Signature

Date

Gail Golden

Since 1978, Gail Golden has served in various capacities at Icahn & Co., Inc., as a registered representative and a member of the National Association of Securities Dealers, including positions as Director of Public and Investor Relations and Director of Human Resources. Ms. Golden has served as Vice President of Administration of Icahn Associates Corp., a privately owned holding company, since May 1985. In 1999 she became CEO of Maupintour and Gutsy Women Travel.

Ms. Golden also functions in various executive capacities for a number of privately-owned businesses and is on the board of several charitable entities, most notably The Foundation for a Greater Opportunity, which focuses on the education of underprivileged children; Children's Rescue Fund which provides transitional housing to mothers and children, and the Randall's Island Sports Foundation which is developing a state-of-the- art track and field stadium for New York City's children.

REQUEST FOR INFORMATION FROM PROSPECTIVE CHARTER SCHOOL BOARD MEMBERS

As you are already aware, serving on a public charter school board is a position of great trust and responsibility. As a board member of a public school, you are not only ultimately responsible for the education of all students enrolled in the school, but also entrusted with the obligation to see that the public monies which are given to the charter school are legally and wisely spent.

In providing the information requested, prospective board members will assist the Charter Schools Institute in determining if the application demonstrates that the school will be run in a financially, organizationally and educationally sound manner.

Background

1. Please provide your educational and employment history. A resume is preferred, but not required.

Attached.

2. Please indicate whether you will be at least eighteen years old by January 1 of the year in which the proposed charter school would open.

I will be more than eighteen years old by January 1 of the year when the school opens.

3. Please indicate how you became aware of the proposed charter school and the opportunity to serve as a member of its board if it is chartered, including who invited you, if applicable, to sit on the board.

Mr. Icahn invited me to sit on the first Icahn Charter School Board. The intent is to replicate the first charter school.

4. Please explain why you wish to serve on the board.

The results of the current Carl C. Icahn Charter School have convinced me that economically disadvantaged children can achieve high academic results. More New York City children should have access to similar programs. I wish to be part of future schools with the Icahn educational program.

5. Please indicate if you have previously served on a board of a school district or a not-for-profit corporation (including the board of a non-public school) and describe any relevant experience.

Yes- John Lindsay Wildcat Academy, Trey Whitfield School

6. Please describe your understanding of the appropriate role of a public charter school board member.

Our application describes the board's responsibility to provide general oversight over the operations of the school, ensuring that the school serves the purpose described in its mission statement, and to provide the school with resources, either directly or indirectly, that help the school carry out its mission.

The intended by-laws describe in detail the board's role:

1. To elect and remove Trustees;
2. To select and remove Officers, agents and employees of the Corporation; to prescribe powers and duties for them; and to fix their compensation;
3. To conduct, manage and control the affairs and activities of the Corporation, and to make rules and regulations;
4. To enter into contracts, leases and other agreements which are, in the Board's judgment, necessary or desirable in obtaining the purposes of promoting the interests of the Corporation;
5. To act as trustee under any trust incidental to the Corporation's purposes, and to receive, hold, administer, exchange and expend funds and property subject to such a trust;
6. To acquire real or personal property, by purchase, exchange, lease, gift, devise, bequest, or otherwise, and to hold, improve, lease, sublease, mortgage, transfer in trust, encumber, convey or otherwise dispose of such property;
7. To borrow money, incur debt, or to execute and deliver promissory notes, bonds, debentures, deeds of trust, mortgages, pledges, hypothecations or other evidences of debt and securities;
8. To lend money and accept conditional or unconditional promissory notes therefore, whether interest or non-interest bearing, or secured or unsecured; and
9. To indemnify and maintain insurance on behalf of any of its Trustees, Officers, employees or agents for liability asserted against or incurred by such person in such capacity or arising out of such person's status as such, subject to the provisions of the New York New York Not-for-Profit Corporation Law and the limitations noted in these By-laws; provided that any action contemplated in Sections 1, 7 and 8 shall require the approval of a majority of the entire membership of the Board.

7. Please indicate specifically the knowledge and experience that you would bring to the board.

The attached resume describes my experience outside of charter schools. My experience as a member of the board of Carl C. Icahn Charter School for four years will facilitate replication of the success that the current school has achieved.

8. Please provide a forecast of where you see the school in one year and then again in four years.

In the first year of the school's operation, some of the children will have been in a small school for less time than they were in a larger conventional public school, so it may be that not all the children will have hit their stride. However, by the fourth year, our educational program will be second nature to the children. The results in the fourth year of the new school should be similar to the results in the fourth year of the current Carl C. Icahn Charter School (where the ELA and Math state test results that confirm the effectiveness of the school's program).

9. How would you handle a situation in which you believe one or more members of the school's board are involved in self-dealing (working for their own benefit, or the benefit of their friends and family)?

Discuss with board President, ask for more information, discuss with board attorney if required, discuss conflict of interest rules and place on the board agenda.

Conflict of Interest

10. If you, your spouse or other immediate family members knew any of the other prospective board members prior to being invited to sit on the board, please so indicate and describe the relationship with each such other prospective board member.

Because the goal is to replicate the Carl C. Icahn Charter School on Brook Avenue, the board of the new school will know each other—except that the parent officer for the new school will be a new member. The first charter school board was created with some of the members of the supporting organization, Foundation for a Greater Opportunity, of which I am a member. That foundation has made a grant to CEI-PEA of \$100,000 a year for five years for CEI's BOOST program, to give extra academic resources to NYC middle school children. The goal of both boards (and CEI) is to improve education for under-resourced children.

11. If you, your spouse or other immediate family members know any people already known to be prospective school employees, please so indicate and describe the relationship.

At this juncture, there are no employees of the new school, so this question is not applicable.

12. If you, your spouse or other immediate family members know anyone that plans to do business with the school, please so indicate and describe the relationship and the nature of the potential business.

I do not know anyone who plans to do business with the school.

13. If the school proposes to partner with an educational service provider (a management company), please indicate if you, your spouse or other immediate family members know any employees, owners, or agents of that provider. If your answer is yes, please indicate the individuals you know and the nature of the relationship.

There are no plans for the school to partner with an educational management company.

14. If the school proposes to enter into a contract with an educational service provider, please indicate whether you, your spouse or other immediate family member have a direct or indirect ownership, employment, contractual or management interest in the educational service provider.

There are no plans for an educational management company to have a contract with the school.

15. Please indicate if you, your spouse or other relative (by marriage or blood) anticipate conducting any business with the educational service provider, the school, or both. If so, please describe the potential relationship.

No.

16. Please indicate if you foresee any potential ethical or legal conflicts of interests should you serve on the school's board. If so, describe such potential conflicts.

No.

Educational Philosophy

17. Please describe your understanding of the school's mission and/or philosophy.

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2. Eligibility. A Trustee may hold any number of offices, except that neither the Secretary nor Treasurer may serve concurrently as the Chair.

3. Term of Office. Each Officer serves at the pleasure of the Board, holding office until resignation, removal or disqualification from service, or until his or her successor is elected.

C. Removal and Resignation. ~~The Board may remove any Officer, either with or without cause, at any time.~~ ~~The Board may remove any officer in accordance with Education Law section 226 in a manner similar to the removal of a Trustee set forth in Article III.~~ Such removal shall not prejudice the Officer's rights, if any, under an employment contract. Any Officer may resign at any time by giving written notice to the Corporation, the resignation taking effect upon receipt of the notice or at a later date specified in the notice.

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ARTICLE VIII

NON-LIABILITY OF TRUSTEES

The Trustees shall not be personally liable for the Corporation's debts, liabilities or other obligations.

ARTICLE IX

INDEMNIFICATION OF CORPORATE AGENTS

The Corporation shall, to the fullest extent now or hereafter permitted by and in accordance with standards and procedures provided by Sections 721 through 726 of the New York Not-for-Profit Corporation Law and any amendments thereto, indemnify any person made, or threatened to be made, a party to any action or proceeding by reason of the fact that he, his testate or intestate was a Trustee or Officer, and may by agreement or decree by the Board expend such indemnification to any employee or agent of the Corporation against judgments, fines, amounts paid in settlement and reasonable expenses, including attorneys' fees.

ARTICLE X

SELF-DEALING TRANSACTIONS

The Corporation shall not engage in any self-dealing transactions, except as approved by the Board. "Self-dealing transaction" means a transaction to which the Corporation is a party and in which one or more of the Trustees has a material personal financial interest ("interested Trustee(s)"). Notwithstanding this definition, the following transaction is not a self-dealing transaction, and is subject to the Board's general standard of care:

A transaction which is part of a public or charitable program of the Corporation, if the transaction (a) is approved or authorized by the Board in good faith and without unjustified favoritism, and (b) results in a benefit to one or more Trustees or their families because they are in a class of persons intended to be benefited by the program.

ARTICLE XI

OTHER PROVISIONS

A. Fiscal Year. The fiscal year of the Corporation begins on July 1 of each year and ends on June 30.

B. Execution of Instruments. Except as otherwise provided in these By-laws, the Board may adopt a resolution authorizing any Officer or agent of the Corporation to enter into any contract or execute and deliver any instrument in the name of or on behalf of the Corporation. Such authority may be general or confined to specific instances. Unless so authorized, no Officer, agent or employee shall have any power to bind the Corporation by any contract or engagement, to pledge the Corporation's credit, or to render it liable monetarily for any purpose or any amount.

C. Construction and Definitions. Unless the context otherwise requires, the general provisions, rules of construction, and definitions contained in the New York Law shall govern the construction of these By-laws. Without limiting the generality of the foregoing, words in these By-laws shall be read as the masculine or feminine gender, and as the singular or plural, as the context requires, and the word "person" includes both a corporation and a natural person. The captions and headings in these By-laws are for convenience of reference only are not intended to limit or define the scope or effect of any provisions.

D. Conflict of Interest. Any Trustee, Officer or key employee having a personal interest in a contract, other transaction or program presented to or discussed by the Board or Board Committee for authorization, approval, or ratification shall make a prompt, full and frank disclosure of his or her interest to the Board or Committee prior to its acting on such contract or transaction. Such disclosure shall include all relevant and material facts known to such

person about the contract or transaction which might reasonably be construed to be adverse to the Corporation's interest. The body to which such disclosure is made shall thereupon determine, by majority vote, whether the disclosure shows that a conflict of interest exists or can reasonably be construed to exist. If a conflict is deemed to exist, such person shall not vote on, nor be present during the discussion or deliberations with respect to, such contract or transaction (other than to present factual information or to respond to questions prior to the discussion). The minutes of the meeting shall reflect the disclosure made, the vote thereon and, where applicable, the abstention from voting and participation.

The Board may adopt conflict of interest policies requiring:

1. Regular annual statements from Trustees, Officers and key employees to disclose existing and potential conflicts of interest; and,
2. Corrective and disciplinary actions with respect to transgressions of such policies.

For the purpose of this section, a person shall be deemed to have an "interest" in a contract or other transaction if he or she is the party (or one of the parties) contracting or dealing with the Corporation, or is a trustee or officer of, or has a significant financial interest in the entity contracting or dealing with the Corporation or a personal interest in a matter before the Board. A Trustee shall be deemed to have a personal interest if he or she has a familial or other personal relationship with an employee or student who is the subject of a pending Board action.

E. Interpretation of Charter. Whenever any provision of the By-laws are in conflict with the provisions of the Charter, the provisions of the Charter shall control.

ARTICLE XII

AMENDMENT

The Board shall have the exclusive power to make, alter, amend and repeal the By-laws and Certificate of Incorporation of the Corporation (with the exception of Article III.C.3.) by the affirmative vote of a majority of the entire membership of the Board, subject to obtaining necessary governmental approval for any such action; provided, however, that notice of the proposed amendment or amendments shall have been included in the meeting notice which is given to the Trustees and, provided further, that no such action shall be taken that would adversely affect the qualification of the Corporation as an organization (i) exempt from Federal income taxation under Section 501(a) of the Internal Revenue Code of 1986, as amended (hereinafter "I.R.C."), as an organization described in I.R.C. § 501(c)(3), and (ii) contributions to which are deductible under I.R.C. § 170(c)(2).

ARTICLE XIII

LIMITATIONS

A. Exempt Activities. Notwithstanding any other provision of these By-laws, no Trustee, Officer, employee or representative of the Corporation shall take any action or carry on any activity by or on behalf of the Corporation not permitted to be taken or carried on by an organization (i) exempt from Federal income tax under I.R.C. § 501(a), as an organization described in I.R.C. § 501(c)(3), and (ii) contributions to which are deductible under I.R.C. § 170(c)(2).

B. Prohibition Against Sharing in Corporate Earnings. No Trustee, Officer or employee of, or other person connected with, the

Corporation, or any other private individual, shall receive at any time any of the net earnings or pecuniary profit from the operations of the Corporation, provided that this shall not prevent either the payment to any such person of reasonable compensation for services rendered to or for the benefit of the Corporation or the reimbursement of expenses incurred by any such person on behalf of the Corporation, in connection with effecting any of the purposes of the Corporation; and no such person or persons shall be entitled to share in the distribution of any of the corporate assets upon the dissolution of the Corporation. All such persons shall be deemed to have expressly consented and agreed that upon such dissolution or winding up of the affairs of the Corporation, whether voluntary or involuntary, the assets of the Corporation then remaining in the hands of the Board, after all debts have been satisfied, shall be transferred to another charter school located within the School District of location.

28. Attach a description of the responsibilities and obligations of the charter school trustees.

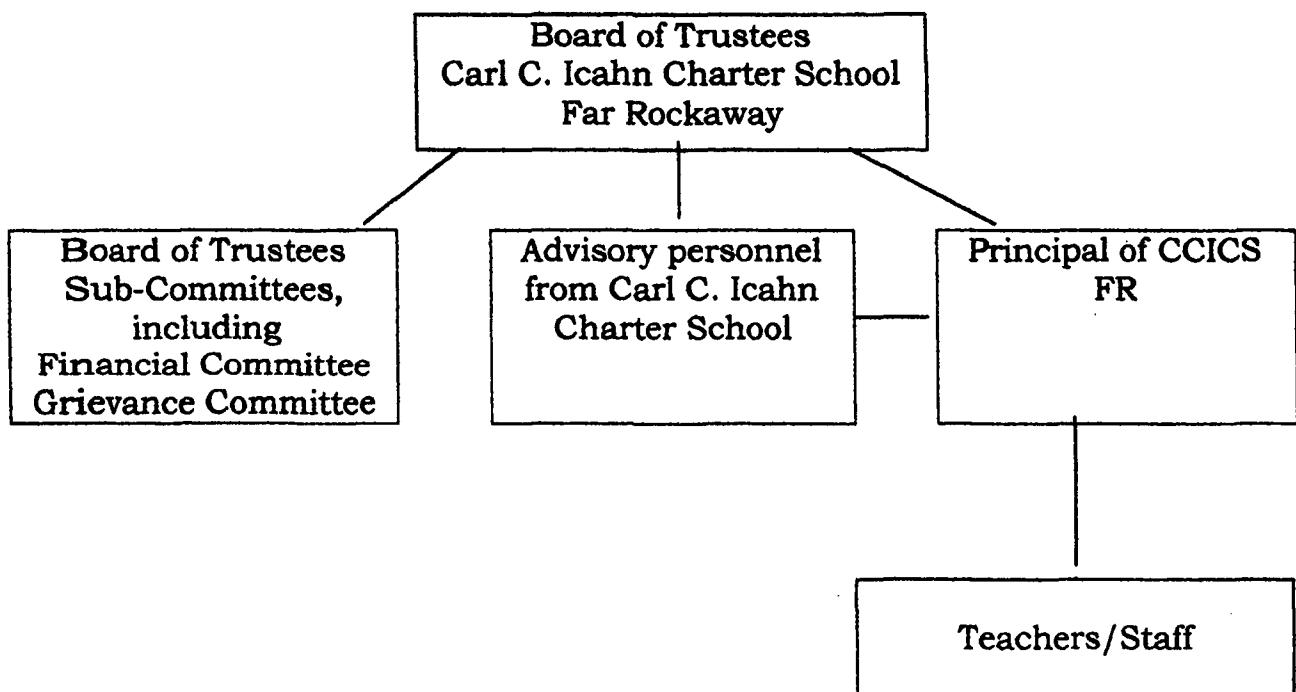
The Board of Trustees of CCICS-FR will be responsible for setting overall policy for the school in all areas, including but not limited to policies regarding the school's finances, educational program, enrollment, public relations, personnel and general management. They will conduct, manage and control the affairs and activities of the Corporation, and to make rules and regulations. This board has been the board for Carl C. Icahn Charter School, which gives them experience overseeing a charter school. The board understands that each school must be viewed as independent of the other schools on whose board the member sits. No board member (except the parent/guardian representative) will have any particular affiliation with any of the schools, preventing conflict of interest

Following are additional specific responsibilities and obligations of CCICS-FR's Board of Trustees:

1. Raising private funds for the school from foundation, corporate and individual sources;
2. Overseeing the long-term planning of the school;
3. Advocating on behalf of the school to individuals and organizations involved with school reform and to individuals and organizations in the wider New York community;
4. Overseeing the legal strategy of the school and response to legal issues;
5. Supervising the Principal; hiring subsequent Principals;
6. Overseeing the school's communications strategy with parents, press and other members of the community; and
7. Designating a Financial Committee to handle financial matters and designating a Grievance Committee to hear filed complaints.

29. Provide an organizational chart for the school and a narrative description of the chart.

The materials supplied should indicate clearly the reporting structure of staff to the board of trustees and staff to the school director(s). If the charter school would contract with a company for management services, explain the company's role in the organizational structure of the school.



The Principal will report to the Board of Trustees. The Trustees will delegate the management of other school staff to the Principal. This arrangement has worked well at the current charter school. The daily management of the school should be left to the in-house principal. By hiring a competent principal, the board should not need be involved in the daily management of the school.

The Principal will also have access to the administrative personnel of the first Carl C. Icahn Charter School.

We will create subcommittees of the Board of Trustees to deal with specific areas of school management and performance

There will be a Financial Committee of independent board members to make necessary financial decisions.

There will be a Grievance Committee. Any complaints for alleged violations of the law or the school's charter regarding the management and operation of the school shall be brought first to the Board of Trustees, who shall be required to submit them in a timely manner to the Grievance Committee. There will be a form for the person filing the grievance to complete giving the pertinent information. The Grievance Committee shall consider the allegations and make non-binding recommendations to the Trustees for a response to the complaint. The Trustees shall then make a decision about whether to take action in response to the complaint and if so what action should be taken.

30. Attach the code of ethics of the charter school. The code of ethics must include a comprehensive and formal conflict of interest policy with specific procedures for implementing the policy and assuring compliance therewith. The code of ethics and conflict of interest policy must be written to apply to trustees, officers and employees of the school.

Code of Ethics

The Trustees and employees of CCICS-FR will be held to the highest standards of professional conduct and ethics. The code of conduct in this attachment pertains particularly to Trustees of the school; expectations for staff conduct and ethics are described at length in the personnel policies.

A Trustee may not participate in Board deliberations regarding matters in which he or she has a direct or indirect financial interest, including but not limited to deliberations reviewing a proposed contract or project. It is considered to be a financial interest of a Trustee if he or she or a member of his or her family is an owner, partner, stockholder, director, trustee or employee of any company with business before the Board.

A Trustee or an employee may not use his or her position to acquire any gift or privilege worth \$50 or more that is not available to a similarly situated person. Trustees and employees will avoid engaging in activities that would appear to be unduly influenced by other persons who have a special interest in matters under consideration by the Board. If an occasion arises in which a Trustee or employee is approached by a person or organization having a special interest in a matter under consideration by the Board or school, the Trustee or employee must write a letter disclosing all known facts prior to participating in a Board discussion of the matter or school proceeding. The Trustee or employee must file the disclosure in such a way as to have his or her interest formally noted in the school's Board minutes or his/her personnel file.

Certain back office services--such as payroll, medical insurance, and pension--and legal services will be provided by the Icahn Associates Corp., a company affiliated with Carl C. Icahn, at no cost to the Charter School. This is also the case for the current Carl C. Icahn Charter School. These related party transactions for the Carl C. Icahn Charter School will be disclosed in the audited financial statements.

As reflected in the application budget, it is anticipated that Foundation for a Greater Opportunity will advance start-up costs and shortfalls in the first years of the charter. These advances will be repaid to the Foundation in the last years of the charter. All such advances and payments will be made to the Foundation

at below market rates.

Related party relationships and transactions and related amounts receivable or payable, including sales, purchases, loans, transfers, leasing arrangements, and guarantees will be properly recorded or disclosed in the financial statements.

Trustees are prohibited from disclosing confidential information that they may acquire through participation on the school's Board of Trustees. They are also prohibited from using such confidential information to further their own personal interests.

VII. SCHOOL POLICIES

31. Attach the proposed student admission policy and procedures for the charter school. This policy should include, at a minimum, the following information:

- the required anti-discrimination criteria and allowable admissions preferences;
- the scheduled application and enrollment periods for the first and subsequent years, including the approximate date in each year on which you intend to hold the lottery, if necessary;
- an outreach plan including strategies for publicizing the school and recruiting prospective students;
- the specific targeted student population (if any);
- the step-by-step procedures to be implemented in the event timely applications for admission exceed the available spaces, including who will conduct the lottery, the precise manner in which the lottery will be conducted, and measures that will be taken to ensure that the admission process adheres to § 2854(2); and
- the procedures for student withdrawal from the school.

Admission of students shall not be limited on the basis of intellectual ability, measures of achievement or aptitude, athletic ability, disability, ethnicity, race, creed, gender, national origin, religion or ancestry. It is anticipated that the demand for admission will exceed available seats and a lottery system meeting the requirements for New York State charter school lotteries will be developed to address this situation, with a preference for siblings of students already enrolled in the school and a preference for students living in the school's community district. In the event that a lottery system is required, the actual process will be open to the public. After the first year of the lottery, students returning to the school will be given preference.

We anticipate a two month-long application period. We expect to hold the lottery by April 1 so that parents/guardians may request transportation from their districts of residence prior to April 1.

Our marketing plan includes notifying the local elementary school, community board, community based organizations, houses of worship and community centers. We will be in touch with the Borough President and other community leaders.

We will print and distribute fliers to distribute at subway stations, supermarkets and communities of faith. We will be in touch with community based organizations. We will hold a voluntary Open House when key people from the trustees and a school official will be present who will demonstrate the Core Knowledge Program to parents. We will be available to answer organizational and educational questions at hours convenient to parents in the community. The application and admission process will be made clear at these meetings and as part of the application material. The application will be translated into other

languages if necessary. The application will include: "The Carl C. Icahn Charter School Far Rockaway does not discriminate on the basis of sex in admission or the educational program it operates, and is required by federal Title IX of the Education Amendments of 1972 not to discriminate in such a manner." The application will provide that "Information in the students' records will not be released without the written consent of the parent or as noted under FERPA requirements." The school secretary will be prepared to answer questions and help families complete the application. To apply, it is only necessary that the school receive a completed application for the child.

The targeted population will be children in neighborhoods where the schools' testing results are below average. Since our location will intentionally be in an area where the local schooling is not meeting the students' capacity to learn, we will be serving under-served children, where there is a risk of academic failure, including students with disabilities and students who may not be English language proficient. It is the School's goal to prove that all children can learn, and to ensure an education that best meets the child's needs.

The lottery will be conducted by the principal and a board member and another person. Children will be admitted to kindergarten who have reached the age of five by December 31 of the year in which they apply, in accordance with the New York City public schools. After checking the birth dates to make sure that the application is the appropriate age for the entering grade, the child's name will be put on a piece of paper. The place of residence will also be noted so that preference can be given to those living in the community district of the school. The children from the community district will be chosen first. If there are siblings applying, each child's piece of paper will indicate that there is a sibling also applying. All the names will be put in a box. One person will pick out a piece of paper. Another person will write the child's name on a sheet of paper with numbers relative to the number of applicants. A third person will check the results. After the available spaces are filled, the remaining applicants will be put on a waiting list in the order in which the name was selected.

When a sibling's piece of paper is chosen, the other sibling will be listed immediately after the first sibling. Siblings of enrolled students will, upon completion of an application, be placed in a separate lottery, which will be drawn first. Students will be considered to be enrolled in each successive year through the completion of grade eight.

After all the names have been chosen, the parents will be notified by letter.

Student withdrawal will be permitted upon the written request of the parent or legal guardian and proof of enrollment in another school. Following the written request of the admitting school, student records will be transferred. The waiting list will then be activated to admit the next child on the same grade level.

32. Attach the charter school's student discipline rules and procedures for regular education students. If your school is to have a provision for suspension or expulsion, include as well the procedures and policies for implementing alternative instruction.

DISCIPLINE POLICY

It is the philosophy of the school that in most cases, proper student discipline will be maintained through the use of a challenging and exciting learning environment; a clear understanding by children and their parents or guardians of the expectations for behavior; by each staff member serving in the capacity of role model; and by classroom discussions on the topics of proper behavior, manners, care of books and materials, care of school property, mutual respect, proper language, conflict resolution and consequences for improper behavior.

During the summer Staff Development meetings, teachers will be introduced to the Carl C. Icahn Charter Schools' Code of Conduct, which is the basis for the school's culture of respect. When students behave in ways that are not acceptable under the Code of Conduct, there will be a variety of responses, depending on the level of the problem. Generally it is hoped that in-school suspension will be the most severe punishment necessary, but there may be situations in which more severe responses are necessary. We provide a list below of possible infractions and their responses. Depending on individual circumstances of the incident and the student's disciplinary record, the Principal may determine that an alternative response from the one on the chart below should be made.

Rather than give the families of our lower grade children a long list of disciplinary procedures, we prefer to give them a handout that includes the Code of Conduct from the original application (copied below), of disciplinary conferences and the chart below. Particularly as we are working with young children in their formative years, we want to emphasize good behavior rather than a long list of problems and punishments.

THE CARL C. ICAHN CHARTER SCHOOL CODE OF CONDUCT:

- Respect for learning;
- Respect for the feelings of others;
- The use of appropriate language at all times;
- Trip and neighborhood walk safety;
- Respect for the property of others;
- Respect for school property;
- Getting along with other children;
- Following directions from school staff;

- Arriving to school on time; and
- Appropriate ways to solve problems with peers.

These topics will be included in regular classroom lessons in a uniform manner to ensure continuity in all classes:

- Respect for learning
 - We always come to school on time
 - We complete our homework every night
 - We do our work neatly and carefully
 - We listen when the teacher or classmate is speaking
 - We raise our hand when we wish to ask or answer a question
- Respecting the feelings of others
 - Be polite and friendly to others
 - Never tease anyone
 - Never call anyone by a name that is hurtful
 - Try to help someone when they make a mistake
- The use of appropriate language at all times
 - We never use curse words
 - We talk to each other with respect at all times
 - We do not call people names that hurt their feelings
- Trip and neighborhood walk safety
 - We always wear our name tag on trips and walks
 - We stay on line with our partner
 - We do not run
 - We sit still on busses or trains
 - We walk quietly so that we do not disturb others
 - We always take a partner when using a bathroom
- Respect for the property of others
 - We do not take anything from someone without asking
 - We treat other people's property with respect
 - We always return things we borrow
- Respect for school property
 - We never write in library books
 - We do not tear pages from any book
 - We do not write on walls or desks
 - We do not throw books or school property
 - We behave properly in the bathroom
 - We keep our school neat and clean
 - We pick up something that we dropped
 - We do not touch student displays
- Getting along with other children
 - We do not yell at other children
 - We never hit other children
 - We talk to someone about our feelings

- We ask a teacher to help us if we have a problem
- Following directions from school staff
 - We never leave the classroom without permission
 - We stay with our class at all times
 - We always talk to teachers with respect
- Arriving to school on time
 - We always come to school on time
 - We come to school straight from home
 - We come to school ready to learn
 - If we are late or absent, we bring a note from our parent
- Proper ways to solve problems with peers:
 - We explain to others how we feel
 - We ask a teacher to help us solve a problem

All students and their families will receive the Student/Family Handbook detailing the responsibilities of the school community, i.e.: students, parents, teachers and the administration. The handbook will be presented to the students the first day of school. A copy of the Handbook will be sent home for parent/guardian use.

To ensure that maximum learning will take place, absences will be carefully monitored. All students' absences are met with a phone call to the home on the first day of the absence. All calls are logged, including the excuse given to the school by the parent/guardian. In the event that the parent cannot be reached, repeated calls are made to the home. In the rare event that this does not prove successful, a certified return receipt letter is sent to the parent reminding them of the school policy that all children maintain an attendance rate of 90% or better. If the registered letter is undeliverable or refused by the parent or guardian, another attempt is made. The Principal has the responsibility of notifying the Administration for Children's Services and will file an educational neglect complaint. In the event that it is determined that the family has moved and this information is verified, the child will be removed from the school register and the records forwarded upon request. In the event that a child is absent for more than 10% of the school year, for non-medical reasons, the Principal may decide to notify the parent that expulsion may be appropriate.

POSSIBLE INFRACTIONS AND RESPONSES:

Depending on the severity of the infraction, disciplinary responses include exclusion from extracurricular activities, detention, suspension (short or long term), and expulsion. Where appropriate, school officials also will contact law enforcement agencies.

Classroom discipline, except when repeated as a pattern or severe, is not generally noticed to parents. When noticed, by phone or note or letter, parents

are entitled to meet with the principal or other administrator and tell the student's side of the story, and, in accordance with FERPA place a record in the student's file disagreeing with the school's disciplinary determination.

Long Term Suspension or Expulsion	In or Out of School Suspension	In-School Suspension	Classroom Discipline
<ul style="list-style-type: none"> • Use or possession of a weapon • Sale or transfer of drugs or alcohol • Assault • Commission of a felony • Illegal absences • Gang activity • Sexual activity • Repeat suspensions 	<ul style="list-style-type: none"> • Disrespect toward faculty or staff • Use or possession of drugs or alcohol • Theft or destruction of property • Setting false alarms • Sexual or racial harassment • Violent, abusive or inappropriate language • Smoking • Cheating or plagiarism • Gambling 	<ul style="list-style-type: none"> • Cutting class or school events • Swearing and inappropriate language 	<ul style="list-style-type: none"> • Tardiness • Unkempt attire • Improper attire <p>No student will be withheld from class for an unkempt or improper attire violation.</p> <ul style="list-style-type: none"> • Use of inappropriate electronic equipment • Loitering •

For most infractions of behavior, the teacher, parent and administration will determine the appropriate in-school course of action. Children displaying inappropriate or disruptive behavior will participate in a conference with the teacher, parent/guardian and principal. The purpose of the conference will be to modify the behavior. As an alternative to suspension, when appropriate, the child will temporarily be placed in another class. In-school suspensions may be utilized as a result of the child committing minor infractions in our chart of possible infractions. An in-school suspension will mean that a child is placed in another class of the same grade for a one to two day period after consultation with the teacher, child, principal and parent. The consultation will give the parent and child the information about the reasons for the suspension and with an opportunity to respond. Articulation with the sending and receiving teacher will be held at the direction of the Principal to insure the continuity of instruction while the child is attending the other class.

Students who exhibit inappropriate behavior on the school bus will be subject to the same disciplinary response as if they were in school. The bus drivers, as part of their NYC contract, will give the Principal a discipline report in writing for

serious infractions. They will be allowed to suspend a child from the bus under the contract. A punishment might be to disallow bus use for one or two days.

In the event that a parent/guardian or person in the position of locus parentis causes a student to be absent from school in contravention of the school's absence policy other than for illness or family emergency of a short duration, the parent/guardian or person in the position of in locus parentis will be notified in writing that expulsion may result from the illegal absence. In addition, the Principal will notify, as may be required, the Administration for Children's Services of educational neglect, pursuant to the Principal's requirement as a mandated reporter.

Procedures for Short-Term Suspensions

The Principal may impose a short-term suspension. Short-term suspension is defined as a one to two day duration. Before imposing a short-term suspension, the Principal shall verbally inform the student of the suspension, the reason or reasons for it, and whether it will be served in school or out of school. The student shall be given opportunity to deny or explain the charges.

The Principal also shall immediately notify the parent(s) or guardian(s) in writing that the student has been suspended from school. Written notice shall be provided by personal delivery, express mail delivery, or equivalent means reasonably calculated to assure receipt of such notice within 24 hours of suspension at the last known address. Where possible, notification also shall be provided by telephone if the school has been provided with a contact telephone number for the parent(s) or guardian(s). Such notice shall provide a description of the incident or incidents that resulted in the suspension and shall offer the opportunity for an immediate informal conference with whoever has imposed the suspension. The parent will be informed of a student's (parent's) right to know the reason for the suspension and the right to tell his or her side of the story prior to or shortly after commencement of the suspension, and the greater protections for longer term suspensions and expulsions including the right to counsel, to confront and present witness, and to challenge and present evidence. The notification and informal conference shall be in the dominant language by the parent(s) or guardian(s). Alternative instruction will be provided during the length of suspension. Alternative instruction will be provided within 24 hours of the commencement of the suspension and will be provided to the child at school in an alternative setting, using the identical assignments, texts, etc.

Procedures for Long-Term Suspensions

The Principal may impose a long-term suspension. Long-term suspension is defined as a period of three days or more. Such suspension may be imposed only after a suspension hearing. Upon determining that a student's action

warrants a possible long-term suspension, the Principal shall verbally inform the student that he or she is being suspended and is being considered for a long-term suspension and state the reasons for such actions.

The Principal also shall immediately notify the student's parent(s) or guardian(s) in writing. Written notice shall be provided by personal delivery, express mail delivery, or equivalent means reasonably calculated to assure receipt of such notice within 24 hours of suspension at the last known address. Where possible, notification also shall be provided by telephone if the school has been provided with a contact telephone number for the parent(s) or guardian(s). Such notice shall provide a description of the incident or incidents that resulted in the suspension and shall indicate that a hearing will be held on the matter, which may result in a long-term suspension and the greater protections for longer term suspensions and expulsions including the right to counsel, to confront and present witness, and to challenge and present evidence. The notification provided shall be in the dominant language used by the parent(s) or guardian(s). At the hearing, the student shall have the right to be represented by counsel, question witnesses, and present evidence.

The Principal shall personally hear and determine the proceeding or may, in his/her discretion, designate a hearing officer to conduct the hearing. The hearing officer's report shall be advisory only and the Principal may accept or reject all or part of it. The Principal will have the sole authority to determine if a suspension is warranted. The Principal's decision after the hearing to impose a long-term suspension may be appealed to the Board of Trustees.

For suspensions of 10 days or longer, the school shall provide all of the above referenced services, with greater emphasis on tutoring as necessary. The services provided will be designed in order to ensure that the student is given the opportunity to master the school curriculum and take such assessment tests as the school would otherwise provide. The school may also seek to place the student during the term of the suspension in any alternate education program that is operated by the student's school district of residence.

Procedures for Expulsion:

When an expulsion is under consideration, an immediate short-term suspension will be imposed, pending the hearing. An expulsion will result in the immediate and permanent removal from school of the student in question. It occurs in response to conduct that poses an immediate danger to the health and welfare of the students and/or faculty and may be accompanied by legal action. Students who engage in behaviors punishable by expulsion will be informed of their misconduct and asked to leave the class or activity in which they are participating immediately. Parents will be contacted and asked to pick up the

child from school. Under special circumstances, the parent may request that the child be released to travel home with a family member or friend.

Before an expulsion, parents will be provided with notice that an expulsion is being considered. Such notice shall be provided by personal delivery, Express Mail delivery or equivalent means reasonably calculated to assure receipt of such notice at the parent or guardian's last known address, and where possible notification shall also be provided by telephone. The notification shall be in the dominant language of the guardian/parent. The notice shall set forth the date on which the expulsion hearing is to be held and shall state the grounds for the School's seeking the expulsion. The notice will inform the parent of the child's right to be represented by counsel, question witnesses and present evidence. At the hearing, the Principal will present formally the grounds for expulsion and the underlying evidence. The Principal will also provide the parent/guardian with a review of all previous actions taken to resolve the behavior. After the hearing is concluded the Principal will provide in writing his or her determination to the parent/guardian. If expulsion is determined the appropriate remedy, the Principal will have the responsibility for the smooth transition to have the child re-register in their appropriate program. Alternative instruction during that period will be provided. The means and manner of alternative instruction will be the same as for a student who has been suspended. Arrangements will then be made with the receiving school. All relevant information regarding the child's academic performance will be forwarded to the school. This arrangement will be the responsibility of the Principal.

For students expelled from the school, the school will provide the above-described services until the end of the school year or until the student is enrolled at another accredited school, or otherwise participating in an accredited program, including any alternative education program operated by the student's school district of residence, to the extent the provision of such services is required by law. As above, the school may seek, where appropriate, to place the student in an alternative education program operated by the student's school district of residence either through agreement with the school district or by operation of law.

Federal and State law require the expulsion from School for a period of not less than one year of a student who is determined to have brought a firearm to the school, or to have possessed a firearm at School, except that the chief administering officer may modify such expulsion requirement for a student on a case-by-case basis, if such modification is in writing, in accordance with the Federal Gun-Free Schools Act of 1994 (as amended). "Weapon," as used in this law means a "firearm," as defined by 18 USC§892 I, and includes firearms and explosives. (New York Education Law §3214(3)(d) effectuates this federal law.) The chief administering officer shall refer a student under the age of sixteen who has been determined to have brought a weapon or firearm to school to a presentment agency for a juvenile delinquency proceeding consistent with Article 3 of the

Family Court Act except a student fourteen or fifteen years of age who qualifies for juvenile offender status under Criminal Procedure Law § 1.20(42). The chief administering officer shall refer any pupil sixteen years of age or older or a student fourteen or fifteen years of age who qualifies for juvenile offender status under Criminal Procedure Law § 1.20(42), who has been determined to have brought a weapon or firearm to school to the appropriate law enforcement officials.

33. Please provide the discipline policy that the school will enact for students with disabilities.

DISCIPLINARY PROCEDURES FOR STUDENTS WITH DISABILITIES

The school's disciplinary policy, as regards any student with a disability, will be consistent with the Individuals with Disabilities Act, including the requirements and procedures set forth at sections 121(d) and 519-529 of Part 300 of Title 34 of the Code of Federal Regulations. Carl C. Icahn Charter School will be in compliance with 34 CFR 300.519-529. The School will work with the CSE of the student's school district of residence as necessary to ensure compliance with Part 300 and the IDEA.

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

1. Students for whom the Individualized Educational Plan ("IEP") includes specific disciplinary guidelines will be disciplined in accordance with those guidelines. If the disciplinary guidelines appear not to be effective or if there is concern for the health and safety of the student or others if those guidelines are followed with respect to a specific infraction, the matter will be immediately referred to the Committee on Special Education ("CSE") for consideration of a change in the guidelines.

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

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

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

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

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

The commission of an infraction by a student with a disability who has previously been suspended for the maximum allowable number of days.
The commission of any infraction that is a result of the student's disability.
The commission of any infraction by a disabled student, regardless of whether the student has previously been suspended during the school year if, had such infraction been committed by a non-disabled student, the Principal would seek to impose a suspension in excess of five days.

MODEL POLICY OF MAINTENANCE OF PUBLIC ORDER ON SCHOOL PROPERTY

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

1. Prohibited Conduct

No person, either singly or in concert, shall:

Willfully cause physical injury to any other person, or threaten to use force that would result in such injury.

Physically restrain or detain any other person, nor remove such person from any place where he or she is authorized to remain, except as necessary to maintain the established educational process.

Willfully damage, deface or destroy school property, nor remove or use such property without authorization.

Without permission, express or implied, enter into any private office or classroom of an administrative officer, teacher, or staff member.

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

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

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

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

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

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

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

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

Possess, use, be under the influence of or distribute alcohol, drugs or drug paraphernalia.

Harass or coerce any person.

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

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

Federal and State law require the expulsion from School for a period of not less than one year of a student who is determined to have brought a firearm to the school, or to have possessed a firearm at School, except that the chief administering officer may modify such expulsion requirement for a student on a case-by-case basis, if such modification is in writing, in accordance with the Federal Gun-Free Schools Act of 1994 (as amended). "Weapon," as used in this law means a "firearm," as defined by 18 USC§892 I, and includes firearms and explosives. (New York Education Law §3214(3)(d) effectuates this federal law.) The chief administering officer shall refer a student under the age of sixteen who has been determined to have brought a weapon or firearm to school to a presentment

agency for a juvenile delinquency proceeding consistent with Article 3 of the Family Court Act except a student fourteen or fifteen years of age who qualifies for juvenile offender status under Criminal Procedure Law § 1.20(42). The chief administering officer shall refer any pupil sixteen years of age or older or a student fourteen or fifteen years of age who qualifies for juvenile offender status under Criminal Procedure Law § 1.20(42), who has been determined to have brought a weapon or firearm to school to the appropriate law enforcement officials.

Nothing in this provision shall be deemed to authorize the suspension of a student with a disability in violation of the Individuals with Disabilities Education Act or article eighty-nine of the New York Education Law.

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

34. If the charter school would implement a dress code policy, provide such policy including a description of how the cost of any uniform would be covered for parents unable to afford them.

The charter school will have a dress code, but not a uniform. Students will be required to wear a white shirt and dark pants or skirts.

35. Provide a description of the food services to be provided by the charter school.

Food service will be arranged with the NYC Department of Education.

36. Describe plans for health services to be provided by the charter school, or options under consideration.

The school anticipates having a dedicated medical room, and as such anticipates employing the services of the New York City Department of Health for a medical provider. In addition, 504 medications will be kept in a locked closet in the medical room. The Principal will have an extra key. Nursing services will be provided in accordance with those portions of the guidance posted at <http://emsc32.nysesd.gov/sss/HealthServices/#Bulletins%20and%20Field%20Memos%20On-Line> that are applicable to charter schools through Education Law subdivision 2854(1)(b)). We anticipate developing a relationship with a local hospital, as we have in our current school with Bronx Lebanon Hospital.

As referenced in the School's application, there will be a nurse's office and a nurse at the School. If a child becomes sick during the school day or needs emergency medical treatment, the parent will be notified. (When students register for the school, parents will be asked to provide the names of three emergency contacts. If the parent is not available, school staff will call the next person on the list.) If a parent or designee cannot be reached, appropriate action will be taken by staff, e.g., in an emergency, the child will be taken to the nearest Health Center by a person the school has designated within the school. Efforts will continue to be made to reach the parent or guardian.

The school's program of health services will include mandated immunization and health testing at each grade/age. All medicines administered to children will have a Form 504 and the school will follow applicable law. No medicine may be administered/taken without the form. Any medication requiring refrigeration will be stored in the refrigerator under lock and key. Other room temperature medications are stored in a cabinet under lock and key. The nurse follows the doctor's prescription for dispensing medication and only the nurse, persons under proper supervision of the nurse (not to include individuals that do not hold a medical or nursing license) and self-directed students may administer medication." The school will be a public access defibrillation provider.

EXHIBIT E--Attach the proposed school's policies and procedures for complying with the New York State Freedom of Information Law (Article 6 of the New York Public Officers Law).

Compliance with the Freedom of Information Law

CCICS-FR will comply fully with New York State's Freedom of Information Law (FOIL).

The only individuals with authority to release proprietary information about the school, its activities, or the activities of its employees are the Principal and the Board of Trustees. The Principal, or the Board of Trustees, may authorize another employee to release such information in specific cases.

When the school receives a request for information that the Principal determines must be disclosed under FOIL, it will make that information available to the person requesting it within the later of the timeframe required by law or five business days. Generally the school will respond to those requests by mail, although the two parties may arrange a mutually convenient alternative, including email. The school may charge duplication costs to the extent permissible under FOIL.

In cases where the school can not provide the person making the request with the requested information within five business days, the school will provide a written acknowledgement of the request, along with an approximate date on which the request will be granted or denied.

If the school determines that it is going to provide some or all of the records sought by a FOIL request and the school is unable to provide the FOIL requestor such records within 20 days of the date of the school's acknowledgement of the request, the school will state in writing both (i) the reason the school is not able to provide the record within 20 days, and (ii) a date certain by which the school will provide some or all of the records requested, which will be reasonable under the circumstances.

The school may decline the request to release a registered record as permitted by law, including under Section 87(2) of FOIL.

Appeals of Principal's decisions regarding the Freedom of Information Law shall be made to the Board of Trustees and follow the appeals procedure in FOIL.

Protection of Students' Privacy

Upon enrollment of their children at our Charter School, and again at the beginning of each school year, parents will be apprised of their rights under the Buckley Amendment regarding access to and the confidentiality of student records. Information in the students' records will not be released without the written consent of the parent or as noted under FERPA requirements.

CCICS-FR assures that it will follow applicable state and federal laws (i.e. U.S. Constitution) and applicable case law with respect to searches of students and their property.

All school employees will be responsible for protecting students' privacy. Academic and attendance information regarding individual students will be kept in one place. Attendance, academic and disciplinary information on students, as well as teachers' informal written comments and notes on conversations with parents, will be stored in permanent files, which will be stored in a locked file cabinet in the school's administrative office. These files will not be removed from the school site, and will have a sign-out/access log in accordance with FERPA. The school will use these records to bill appropriate school districts.

In accordance with FERPA and the Freedom of Information Law, a child's parent or legal guardian is entitled to review and inspect their child's permanent file, accompanied by an advocate/representative should they so desire, and shall not be charged a fee to do so. Unless documentation from the courts mandates otherwise, both parents shall have this right. They shall be entitled to review and inspect their child's permanent file within 45 days of making a written request to do so.

EXHIBIT F Attach the proposed school's policies and procedures for complying with the New York State Open Meetings Law (Article 7 of the New York Public Officers Law).

Compliance with the Open Meetings Law

Open meetings of the Charter School will be open to the general public, subject to the exceptions described below, to the extent required by the Open Meetings Law. For the purposes of this attachment, a "meeting" shall be understood as any official convening of the school's Board of Trustees for the purpose of conducting public business at which a quorum of the Trustees shall be present. This also includes meetings of committees and subcommittees of the Board of Trustees.

The school will publicize to the general public all open meetings scheduled at least one week in advance by

- Providing an advisory to members of the media at least 72 hours before such meeting;
- Advising the president of the Parents Association in order that he/she might disseminate the information should he or she see fit; and
- Posting a notice at one or more designated public locations at least 72 hours before such meeting.

Meetings scheduled less than a week in advance shall still be publicized by providing an advisory to the media, and by publicly posting information to the extent practicable and on the fastest possible time frame after the meeting has been scheduled.

Meeting advisories and postings will include the time and location of the scheduled meeting. They may, but are not required to, include the purpose of the meeting and topics of discussion.

Exceptions to the Open Meetings Law

The Board of Trustees may go into executive session as permitted by the Open Meetings Law, including executive sessions to discuss the following topics:

- Judicial or quasi-judicial proceedings, such as student disciplinary hearings and employee grievance hearings; and
- Any matter that is confidential under New York State or federal law, such as the discussion of a student's individual handicapping condition or academic records.

Executive Sessions

Executive sessions may be conducted in accordance with the Open Meetings Law, including for the following purposes:

- Matters that would imperil the public safety if disclosed;
- Any matter that may disclose the identity of a law enforcement agent or informers;
- Information relating to current or future investigation or prosecution of a criminal offense, which would imperil effective law enforcement if disclosed;
- Discussions regarding proposed, pending or current litigation;
- The medical, financial, credit, or employment history of a particular person or corporation, or matters leading to the appointment, promotion, demotion, discipline, suspension, dismissal or removal of a particular person or corporation;
- The preparation, administration or grading of examinations; and
- The proposed acquisition, sale or lease of real property or the proposed acquisition of securities, or sale or exchange of securities held by a public body, but only when publicity would substantially affect the value thereof.

The Board of Trustees will not vote to appropriate public moneys during an executive session.

To the extent required by the Open Meetings Law, executive sessions will be conducted as part of an open meeting and may not be considered a separate meeting. The following steps must be taken in order to enter into an executive session:

- A motion for an executive session must be made at an open meeting, specifically identifying the general area of the subjects to be considered or the subjects themselves; and
- The motion to conduct an executive session must be carried by a majority vote of the Board of Trustees' total membership. Any member of the Board of Trustees and others authorized by the Board may attend an executive session.

Minutes

Minutes will be taken at all open meetings and made available to the public within two weeks of the meeting. Minutes shall include a summary of all motions, proposals, resolutions and other matters voted upon, as well as the vote thereon. The minutes need not include any matter not required to be disclosed to the general public.

Minutes will also be taken at executive sessions and made available to the public within a week after the session. The minutes shall record each action taken by formal vote and include the date, the final determination of each action and the vote thereon.

Grievance Procedure

Any aggrieved person has standing to enforce the provisions of the Open Meetings Law by initiating a lawsuit. A court of law may, in its sole discretion and upon a showing of good cause, declare an action taken in violation of the Open Meetings Law void in the whole or in part.

39. Attach the policies of the charter school's board of trustees for handling complaints from individuals or groups.

All complaints for alleged violations of the law or the school's charter regarding the management and operation of the school must be submitted on a form provided to the Board of Trustees, who shall be required to submit them in a timely manner to the Grievance Committee. The Grievance Committee shall consider the allegations and make non-binding recommendations to the Trustees for a response to the complaint. The Trustees shall then make a decision about whether to take action in response to the complaint and if so what action should be taken. Individuals will be notified of their right to appeal to the State University of New York Board of Trustees through the Charter Schools Institute the school's board of trustees' handling or resolution of a grievance. If the individual remains dissatisfied, s/he may appeal to the Board of Regents of the State Education Department.

40. In the event of the dissolution of the charter school, attach the procedures that the school would follow for the transfer of students and student records and for the disposition of school assets.

In the event of dissolution of the Icahn Charter School, all students will be referred to their appropriate home district at the Department of Education for transfer recommendations and enrollment in available programs. The administration of the Charter School would provide families with information about other public and private schools. The administration of the Charter School would be available to discuss options with the families. All referral and counseling activities will be completed in a timely manner.

In the event of dissolution of the Charter School, the School will follow the Institute's Closure Plan. All student records will be transferred, and all students will be referred, to the school district in which the Charter School will be located, for transfer recommendations and enrollment in available programs.

The Charter School will initially maintain a reserve fund of \$25,000 and add \$25,000 to it each year for two years (\$75,000 total) to cover debts in the case of the school's dissolution." It is in the budget as an administrative expense in the reserve fund. In the event of dissolution of assets in excess of those necessary to meet liabilities, the remaining assets would be transferred to another charter school in the Charter School's district.

VIII. PERSONNEL

**EXHIBIT G--Attach a copy of the proposed school's personnel policies.
The attached policies should include at least the following information:**

- the procedures for hiring and dismissing school personnel;
- the school's qualifications for hiring teachers, school administrators and other employees; and
- a description of responsibilities for staff members.

CCICS-FR will hire people dedicated to enabling children to achieve. The application for employment will include expression of non-discrimination policies, including that Carl C. Icahn Charter School Far Rockaway does not discriminate on the basis of sex in the educational program it operates, and is required by federal Title IX of the Education Amendments of 1972 not to discriminate in such a manner.

Icahn Charter School intends to hire a principal who has passion for educating children, who believes that all children are equally educable regardless of socio-economic background, who is energetic, disciplined and creative. There will be a second major administrator—the Financial Manager who will not necessarily have an academic background, but who will have financial experience. The model of an educational leader and a financial leader at Carl C. Icahn Charter School has worked well for us. The administration of the current school will lend its expertise to the administration of the new school.

As instructional leader, the Principal will interview and hire staff. Staff development will be an ongoing priority for the principal. The "effective schools" studies reflect the view that the direct responsibility for improving instruction and learning rests in the hands of the principal. As such, our intent is that the Principal will display strong instructional leadership by:

1. Placing priority on curriculum and instruction issues;
2. Being dedicated to the goals of the school;
3. Being able to rally and mobilize resources to accomplish these goals;
4. Creating a climate of high expectations in the school, characterized by a tone of respect for teachers, students, parents and community; and
5. Functioning as a leader with direct involvement in instructional policy by communicating with teachers, supporting and participating in staff development activities and establishing incentives for the use of new instructional strategies.

Qualifications for Teachers

- A clear understanding of the needs of "at risk" children
- Experience teaching in similar communities

- Superior academic achievement in undergraduate and graduate school, as applicable
- Successful experience in the classroom
- Completion of New York State exams for Teacher Certification
- The hiring goal of CCICS-FR is to hire only certified personnel. In any event, no more than 30% of the teachers or five positions (whichever is fewer) will be filled by uncertified personnel, who will, at a minimum, be NCLB qualified.

Classroom teachers will have the responsibility for providing instruction in all curriculum areas. All teachers will have the responsibility for closely monitoring student progress and providing remediation where necessary to prevent the child from falling behind.

Two paras will provide coverage during the optional early morning session. We have allowed for paras to provide supervision for the late sessions, depending on the enrollment for those sessions. Supervision will be provided to ensure completion of homework assignments, special projects and related instructional activities.

Through ongoing dialogue with staff, the principal will encourage the use of a variety of instructional materials and learning strategies. The staff development sessions will afford our teachers the opportunity to refine their skills through a collaborative planning session, the development of appropriate assessment tools, the sharing of successful strategies, participation in workshops, the appropriate use of technology in the classroom and effective guidance techniques and self assessment. Teachers will have the opportunity to videotape their lessons for their private review. The staff developer will provide demonstration lessons as needed. There will be an emphasis on the analysis of student data to address specific instructional needs. Teachers will be trained in ongoing assessment techniques to ensure successful results on New York State exams.

The partnership with CEI-PEA, staffed by nationally recognized former Superintendents and school administrators, will serve as an additional resource and bridge to teaching universities. Staff development activities will include dialogues with these experienced and knowledgeable educators.

In keeping with our goal of providing educational excellence in a nurturing and supportive environment, CCICS-FR hiring policy will be to seek the most qualified staff without regard to race, creed, national origin, religion, citizenship, age, sex, marital status or disability. This policy will ensure equal opportunity for promotions, staff development, layoffs and termination (if necessary).

Hiring and Dismissal Policies

Hiring

Qualifications and duties:

The Principal has the duty to make sure that the school is successful. The Principal will be the person ultimately in charge of all aspects of the school—including academic, financial, all the constituents, including reporting to the board and to the various stakeholders. We intend to hire an experienced principal.

Assistant Teacher

Qualification: State certified teaching assistant

Duties: To assist in the remediation of “at risk” students, To work with small groups of students at the classroom learning centers for Mathematics and Language Arts, Monitor the completion of homework assignments, Assist in the implementation of individualized instruction

Staff Developer

Qualifications: Successful documented experience working with inner city children. Ability to interpret data for assessment driven instruction, familiarity and working knowledge of NYS standards. Minimum 5 years teaching experience.

Duties: Must be able to evaluate and remediate the effectiveness of writing, mathematics, science and social studies lessons, Empower teachers with skills and strategies for students’ academic success, develop and follow through on new initiatives as indicated by teacher/student performance, Conduct teacher workshops, Facilitate and coordinate additional professional development activities, Monitor ongoing instruction to ensure adherence to the New York State Standards, Monitor assessment driven instruction, Review lesson plans

Business Manager:

Qualification: Bachelors degree in Accounting/Finance, Minimum of three years experience in not for profit accounting

Duties: Develop school budgets. Provide financial reporting to internal and external agencies. Work closely with authorizers and auditing institutions. Supervise the purchase of goods and services of the school, which will be determined by price, quality and dependability. Particular vendors may be chosen for any one or any combination of these factors; however, ensuring at all times the selection of a particular good, service, or vendor shall be with the intention of maintaining a top-quality school. Execution of contracts and grants within the scope of the charter school’s charter and financial plans, etc. Prepare quarterly and year end financial reports. Responsible for all aspect of human resources, facility issues and transportation.

Safety Officers:

Qualifications: New York State Department of State Division of Licensing Services 499 registered as a security guard.

Teacher:

Qualifications:

- Education: Master's Degree or NCLB qualified
- Passing all NY State exams or NCLB qualified
- Preferred: Master's degree in field
- Criminal background checks and finger printing
- Child Abuse Registry Check

Duties: Teachers will be assigned to classrooms based on grade level. There will also be floating teachers who will cover specific subjects or help the classroom teachers.

Upon receiving the candidate's files, CCICS-FR will check each of the recommended nominee's references. This is usually done by telephone. The number of references to be checked will depend on the kinds of responses obtained from the references. The level of competence, promise of career growth, ability to work with colleagues and students, outstanding achievement, other strengths, and such weaknesses as missing classes, not completing work on time, and student complaints will be some of the areas of inquiry.

When an open position is offered to a candidate, the Principal will send the candidate two copies of an employment letter stating the specific position, the starting date, beginning pay or salary, and the offer of employment. The candidate will be asked to sign and return one copy to accept or decline the offer, and to keep the other copy for his or her files.

Upon employment by CCICS-FR, all employees are required to complete any and all necessary financial forms and benefit applications as deemed necessary by the Principal or by his or her designee.

Employment qualifications as stated by an employee or prospective employee on an employment application or related information may be verified, and falsification of such information may jeopardize an employee's standing with this organization or a prospective employee's likelihood of being hired.

Communication of Terms of Employment

Employees shall receive annual letters of employment that state the terms of their employment.

Regular Full- Time and Part-Time Employment

Employees may be hired as regular full-time employees, and as such will be eligible for all benefits as described in this document.

The organization also may hire part-time staff. Part-time staff are those who are employed for less than 40 hours per work week. Part-time employees are not eligible for benefits as stated in this document. Time off work without pay for part-time employees may be granted by the Principal or his or her designee.

Performance Evaluation and Discipline Policy

The Principal is responsible for employees' performance evaluations. Each year each staff member will undergo a thorough performance review with the Principal. At this time the employee will receive formal feedback on their performance. The Principal will survey the staff to obtain feedback on the staff's evaluation of the management's employee expectations.

At any time during the school year as it is merited, the school will issue formal commendations to teachers and staff members whose performance has been exemplary. The school will use the following kinds of mechanisms to advise teachers and other staff if their performance is below expectations: oral and written warnings, disciplinary probation and suspension. Employees may also be terminated for misconduct and/or poor job performance (see termination section below).

All teachers will receive on-going required staff development through workshops, case conferencing, intervisitations and mentoring. Teachers who demonstrate a deficiency in any aspect of their responsibilities will receive additional assistance. If the deficiency continues, the teacher will be dismissed. The Principal is directly responsible to the Board of Directors. In the event of failure in the performance of his/her duties, he/she will be dismissed.

Termination

Each employee will be employed on an "at will" basis. The Board of Trustees has the authority to terminate an employee with or without cause, unless such termination would violate applicable law. Offenses which can result in immediate dismissal include, but are not limited to:

1. Possession, use, sale, purchase, or distribution on CCICS-FR's property, or reporting to work under the influence, of a drug and/or alcohol.
2. Falsifying or altering records.
3. Theft of Icahn Charter School property.
4. Sabotaging or willfully damaging Icahn Charter School's equipment or the property of other employees.
5. Insubordination involving, but not limited to, defaming, assaulting, or threatening to assault a supervisor, and refusing to carry out the order of a supervisor.
6. Fighting or provoking a fight on school premises.

7. Absence for three days without notice, in which event the employee will be deemed to have quit voluntarily.
8. Working for another employer while on leave without consent of CCICS-FR.
9. Carrying concealed weapons on Icahn Charter School's property or during any school-sponsored event.
10. Treating a student in a cruel or inappropriate way.
11. Failure to perform professional duties.
12. Poor job performance.
13. Undermining the code of ethics at CCICS-FR.

Final Pay

Employees who leave the service of Icahn Charter School for any reason shall be entitled to all pay that may be due them, with the following qualifications:

1. Employees will be advised of their rights under the Consolidated Omnibus Budget Reconciliation Act of 1986 (COBRA) to continue health care coverage for themselves and their dependents at group rates at their own expense for up to 18 months.
1. An employee who is terminated or who resigns must return all office keys, identification, security cards and codes, any borrowed school property including personal laptop and office materials and supplies in such employee's possession to the Principal. Failure to return CCICS-FR's items will result in delay in payment of final pay until all of CCICS-FR's property is returned.
2. No information or copies of information, including but in no way limited to files, memos, computer-stored items, lists, or other similar information, may be taken by such employee without the express permission of the Principal.
3. The final date of employment is the final date on which the employee serves his or her duties at CCICS-FR. It shall never be construed as the date upon which the employee receives his or her final pay.

Severance Pay

Employees shall not be entitled to severance pay.

Exit Interview

All employees are strongly encouraged to participate in an exit interview before leaving CCICS-FR.

Equal Opportunity Employer

It is the policy of CCICS-FR to seek and employ the best-qualified personnel without regard to race, religion, color, creed, national origin, citizenship, age, sex, marital status, or disability. It is further this organization's policy to ensure equal opportunity for the advancement of staff members and equal treatment in the areas of upgrading, training, promotion, transfer, layoff, and termination.

ADA Compliance

Icahn Charter School will comply with the American with Disabilities Act (ADA) of 1990, and welcomes applications from people with disabilities.

Immigration Reform and Control Act of 1986

CCICS-FR will verify that all of our employees are authorized for employment in the United States. All employees will complete an I-9 form.

Drug-Free Workplace

All employees are required to notify the Principal within five days of any criminal conviction if it occurred either in or out of the workplace. Employees will be notified that the unlawful manufacture, distribution, possession or uses of controlled substances are prohibited in the workplace.

Smoking

All facilities of CCICS-FR will be smoke-free.

42. (a)Provide a roster of instructional staff for the school for each year of the charter that you are seeking. The roster should indicate and identify classroom teachers, and any teaching aides or assistants, as well as any specialty teachers. In addition, the roster should identify the number of instructional personnel in each classroom, e.g., one teacher, one teaching assistant, one paraprofessional for each class. Please indicate as well whether the charter school intends to utilize the limited waiver regarding teacher certification permitted by § 2854(3)(a-l). If so, indicate your understanding of the limitations of that waiver.

All teachers will be NYS certified. Those in the process will be NCLB qualified.

2008-2009

	Classroom Teachers	Cluster Teachers	Targeted Assistant	Special Education Teacher	Paras	After School Activities Spec.
K	2					
1	2					
2	2					
3						
4						
5						
School-wide	6	0	1	2 PT	2	3

Administrative staff will include 1 safety officer, 1 secretary, (Lehman College Institute for Literacy and Mathematics Studies) consultants (literature, math if needed), 1 financial manager, 1 Principal

2009-2010

	Classroom Teachers	Cluster Teachers	Targeted Assistant	Special Education Teacher	Paras	After School Activities Spec.
K	2					
1	2					
2	2					
3	2					
4						
5						
School-wide	8	0	1	2 PT	3	4

Administrative staff will include 1 safety officer, 1 secretary, (Lehman College Institute for Literacy and Mathematics Studies) consultants (literature, math if needed), 1 financial manager, 1 Principal

2010-2011

	Classroom Teachers	Cluster Teachers	Targeted Assistant	Special Education Teacher	Paras	After School Activities Spec.
K	2					
1	2					
2	2					
3	2					
4	2					
5						
School-wide	10	1	1	2 PT	4	5

Administrative staff will include 1 safety officer, 1 secretary, (Lehman College Institute for Literacy and Mathematics Studies) consultants (literature, math if needed), 1 financial manager, 1 Principal, 1 Staff Developer

2011-2012

	Classroom Teachers	Cluster Teachers	Targeted Assistant	Special Education Teacher	Paras	After School Activities Spec.
K	2					
1	2					
2	2					
3	2					
4	2					
5	2					
School-wide	12	1	2	2 PT	4	5

Administrative staff will include 1 safety officer, 1 secretary, (Lehman College Institute for Literacy and Mathematics Studies) consultants (literature, math if needed), 1 financial manager, 1 Principal, 1 Staff Developer, 1 Office Aide

(b) Provide a description of the specific attributes you will look for in a school leader. Additionally, indicate what, if any, leadership models were examined in designing the proposed charter school, and discuss the model ultimately proposed for use in the school.

We are fortunate that some of the work of a first year principal has already been formatted in our current charter school. That being said, a charter school principal has different responsibilities than a conventional public school principal, for much more responsibility and autonomy rests in the Principal's hand. CCICS-FR intends to hire a principal who has passion for educating children, who believes that all children are equally educable regardless of socio-economic background, who is energetic, disciplined and creative. There are unquantifiable rewards for a principal who can prove that academic success is not tied to neighborhood or socio-economic background, but it takes energy.

43. If the charter school would have more than 250 students in the first year of operation, indicate whether you are requesting a waiver from the requirement that instructional employees must be members of the existing collective bargaining organization in the school district where the charter school would be located.

Not applicable.

IX. FINANCES AND ACCOUNTABILITY

44. Detail a start-up budget for the charter school, including the planned timetable, assumptions for revenue and expenditures, and documentation of start-up revenue. Provide as well a cash flow projection on a monthly basis. For any contributions or private grant funds in the school budget, please provide letters of commitment from the funding sources detailing the amount and uses for the funding.

Foundation for a Greater Opportunity will advance the start-up costs for the new school.

The advances from Foundation for a Greater Opportunity will be generated by revenue from investments of the Foundation.

**Far Rockaway
Pre-opening Expenses**

EXPENSES

Administrative

Principal	\$ 45,000	5 months, Start date April 2008
Director of Operations	\$ 6,000	2 months, Start date July 2008
Payroll Taxes and Benefits	\$ 10,292	At 20.18%
Staff Development	\$ 3,000	Academic and Enrichment Teachers
Advertising	\$ 500	
Open Houses	\$ 1,000	
	\$ 65,792	

Supplies and Equipment

Office furniture/Equipment	\$ 5,000
Office supplies	\$ 1,160
Workbooks	\$ 400
	\$ 6,560

Contractual

Auditors, accounting, others	\$ 13,816
	\$ 13,816

ility	\$ -
Equipment	\$ 5,000
Insurance	\$ -
Security	\$ -
	\$ 5,000

Operations

Establish Bank Accounts/Charges	\$ 1,000
Phone/Intercom system	\$ 840
Recruitment	\$ 1,000
	\$ 2,840

TOTAL YEAR 1 EXPENSES **\$ 94,008**

RECEIVED

AUG 30 2008

509

44-1

**Far Rockaway
Year 1
Cash Flow and Budget**

510

	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	April	May	June	Total
Unrestricted revenues													
State local capitation		\$ 108,000	\$ 108,000	\$ 108,000	\$ 108,000	\$ 108,000	\$ 108,000	\$ 108,000	\$ 108,000	\$ 108,000	\$ 108,000	\$ 108,000	\$ 1,080,000
Special education capitation		2,889	2,889	2,889	2,889	2,889	2,889	2,889	2,889	2,889	2,889	2,889	28,892
Categorical					91,533								91,533
Grants		10,000	10,000	10,000	10,000	10,000	10,000	10,000	10,000	10,000	10,000	10,000	100,000
Other													0
Total revenue	0	0	120,889	120,889	212,422	120,889	1,300,425						
Operating expenses													
Faculty salaries		59,160	59,160	59,160	59,160	59,160	59,160	59,160	59,160	59,160	59,160	59,160	591,600
Activities specialist salaries		2,250	2,250	2,250	2,250	2,250	2,250	2,250	2,250	2,250	2,250	2,250	22,500
Administrative staff salaries		13,700	13,700	13,700	13,700	13,700	13,700	13,700	13,700	13,700	13,700	13,700	137,000
Payroll taxes and benefits		19,645	19,645	19,645	19,645	19,645	19,645	19,645	19,645	19,645	19,645	19,645	196,453
Supplies and services		19,234	19,234	19,234	19,234	19,234	19,234	19,234	19,234	19,234	19,234	19,234	192,336
Contract services		5,500	5,500	5,500	5,500	5,500	5,500	5,500	5,500	5,500	5,500	5,500	55,000
Facility expense		11,225	11,225	11,225	11,225	11,225	11,225	11,225	11,225	11,225	11,225	11,225	112,250
Other administrative expense		8,034	8,034	8,034	8,034	8,034	8,034	8,034	8,034	8,034	8,034	8,034	80,341
Total expense	0	0	138,748	138,748	138,748	138,748	138,748	138,748	138,748	138,748	138,748	138,748	1,387,480
Change in unrestricted net assets	\$ -	\$ -	\$ (17,859)	\$ (17,859)	\$ 73,674	\$ (17,859)	\$ (87,055)						

45-1

Prepared 10/11/2007

Recd
August 34, 2007

45. Detail the charter school's proposed first-year annual budget and provide a discussion of the assumptions used to determine revenue and expenditures. Provide as well a cash flow projection on a monthly basis with related assumptions.

**Far Rockaw,
QUARTERLY REVENUE SCHOOL YEAR 1**

512

**Enrollment = 108
Pupils per class = 18
Days = 192**

REVENUES

Student Revenues

State/local Capitation

\$ 10,000 108

	1st Quarter	2nd Quarter	3rd Quarter	4th Quarter	Total
	\$ 270,000	\$ 270,000	\$ 270,000	\$ 270,000	\$1,080,000

Special Education Capitation

Part Time \$ 7,223 4

Full Time \$ 13,241 0

Severe \$ 17,253 0

	\$ 7,223	\$ 7,223	\$ 7,223	\$ 7,223	\$ 28,892
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Sub Total

4

% of Special Education Students

3.70%

	\$ 91,533				\$ 91,533
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Categorical Revenues

Total Student Revenues

\$ 277,223	\$ 368,756	\$ 277,223	\$ 277,223	\$1,200,425
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Other Revenues

Food Revenue/Subsides

\$ - per day, approximately

\$ -	\$ -	\$ -	\$ -	\$ -
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Federal/State Charter School Grants

\$ 25,000	\$ 25,000	\$ 25,000	\$ 25,000	\$ 100,000
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Advance from Foundation for a Greater Opportunity

\$ -	\$ -	\$ -	\$ -	\$ -
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Total Other Revenues

\$ 25,000	\$ 25,000	\$ 25,000	\$ 25,000	\$ 100,000
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TOTAL REVENUES

\$ 302,223	\$ 393,756	\$ 302,223	\$ 302,223	\$1,300,425
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Total Revenues Per Student

\$ 2,798	\$ 3,646	\$ 2,798	\$ 2,798	\$ 12,041
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46-2

Far Rc way
Quarterly Expenses Year 1

513

EXPENSES

Salaries

		1st Quarter	2nd Quarter	3rd Quarter	4th Quarter	Total
Principal (FT)	120000	\$ 30,000	\$ 30,000	\$ 30,000	\$ 30,000	\$ 120,000
Secretary (FT)		\$ 8,750	\$ 8,750	\$ 8,750	\$ 8,750	\$ 35,000
1 @ (average)	35000					
Director of Operations (FT)		\$ 17,500	\$ 17,500	\$ 17,500	\$ 17,500	\$ 70,000
1 @ (average)	70000					
Staff Developer		\$ -	\$ -	\$ -	\$ -	\$ -
0 @ (average)	0					
Special Education Teacher (PT)		\$ 12,500	\$ 12,500	\$ 12,500	\$ 12,500	\$ 50,000
2 @ (average)	25000					
Classroom Teachers (FT)		\$ 92,750	\$ 92,750	\$ 92,750	\$ 92,750	\$ 371,000
7 @ (average)	53000					
Activities Specialist (PT)		\$ 5,625	\$ 5,625	\$ 5,625	\$ 5,625	\$ 22,500
3 @ (average)	7500					
Assistant Teacher (FT)		\$ 12,650	\$ 12,650	\$ 12,650	\$ 12,650	\$ 50,600
2 @ (average)	25300					
Security Guard (FT)		\$ 8,000	\$ 8,000	\$ 8,000	\$ 8,000	\$ 32,000
1 @ (average)	32000					
Custodian (FT)		\$ -	\$ -	\$ -	\$ -	\$ -
0 @ (average)	0					
Total Salaries		\$ 187,775	\$ 187,775	\$ 187,775	\$ 187,775	\$ 751,100

46-3

Far Rockaway
Quarterly Expenses Year 1

514

Payroll Taxes and Benefits

(applies to full time only)*

Employer FICA Tax	0.062
Employer Medicare Tax	0.0145
Unemployment Tax	0.0105
Group Health/employee*	0.125
Group Life, Disability	0.0016
Pension/401K*	0.05
Workers' Compensation	0.015
% of FT Salaries	0.2786

Total Payroll Taxes and Benefits

Total Personnel Costs

% of Total Revenues

	1st Quarter	2nd Quarter	3rd Quarter	4th Quarter	Total
Employer FICA Tax	\$ 11,642	\$ 11,642	\$ 11,642	\$ 11,642	\$ 46,568
Employer Medicare Tax	\$ 2,723	\$ 2,723	\$ 2,723	\$ 2,723	\$ 10,891
Unemployment Tax	\$ 1,972	\$ 1,972	\$ 1,972	\$ 1,972	\$ 7,887
Group Health/employee*	\$ 21,206	\$ 21,206	\$ 21,206	\$ 21,206	\$ 84,825
Group Life, Disability	\$ 271	\$ 271	\$ 271	\$ 271	\$ 1,086
Pension/401K*	\$ 8,483	\$ 8,483	\$ 8,483	\$ 8,483	\$ 33,930
Workers' Compensation	\$ 2,817	\$ 2,817	\$ 2,817	\$ 2,817	\$ 11,267
% of FT Salaries					
Total Payroll Taxes and Benefits	\$ 49,113	\$ 49,113	\$ 49,113	\$ 49,113	\$ 196,453
Total Personnel Costs	\$ 236,888	\$ 236,888	\$ 236,888	\$ 236,888	\$ 947,553
% of Total Revenues					72.86%

Supplies and Services

Staff Development
Instructional Supplies
Textbook Replacement/Library Books
Software Licensing/Maintenance/Support
Computer Hardware
Classroom Furniture
Office Furniture
Extracurricular
Custodial Supplies
Office Supplies
Student Testing

Total Supplies and Services

% of Total Revenues

	1st Quarter	2nd Quarter	3rd Quarter	4th Quarter	Total
Staff Development	\$ 12,500	\$ 12,500	\$ 12,500	\$ 12,500	\$ 50,000
Instructional Supplies	\$ 7,500	\$ 7,500	\$ 7,500	\$ 7,500	\$ 30,000
Textbook Replacement/Library Books	\$ 6,668	\$ 6,668			\$ 13,336
Software Licensing/Maintenance/Support	\$ 1,000	\$ 1,000	\$ 1,000	\$ 1,000	\$ 4,000
Computer Hardware	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000	\$ 20,000
Classroom Furniture	\$ 4,250	\$ 4,250	\$ 4,250	\$ 4,250	\$ 17,000
Office Furniture	\$ 1,250	\$ 1,250	\$ 1,250	\$ 1,250	\$ 5,000
Extracurricular	\$ 1,250	\$ 1,250	\$ 1,250	\$ 1,250	\$ 5,000
Custodial Supplies	\$ 9,750	\$ 9,750	\$ 9,750	\$ 9,750	\$ 39,000
Office Supplies	\$ 1,000	\$ 1,000	\$ 1,000	\$ 1,000	\$ 4,000
Student Testing	\$ 1,250	\$ 1,250	\$ 1,250	\$ 1,250	\$ 5,000
Total Supplies and Services	\$ 51,418	\$ 51,418	\$ 44,750	\$ 44,750	\$ 192,336
% of Total Revenues					14.79%

46-4

Far Rockaway
Quarterly Expenses Year 1

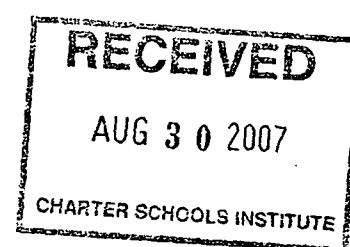
Other Administrative Expense

	1st Quarter	2nd Quarter	3rd Quarter	4th Quarter	Total
Postage & Delivery	\$ 375	\$ 375	\$ 375	\$ 375	\$ 1,500
Bank Service Charges	\$ 105	\$ 105	\$ 105	\$ 105	\$ 420
Telephone	\$ 1,200	\$ 1,200	\$ 1,200	\$ 1,200	\$ 4,800
Internet/Communication Connectivity	\$ 600	\$ 600	\$ 600	\$ 600	\$ 2,400
Printing & Copying	\$ 800	\$ 800	\$ 800	\$ 800	\$ 3,200
Marketing & Recruitment	\$ 750	\$ 750	\$ 750	\$ 750	\$ 3,000
Reserve Fund of >5% of Revenues	\$ 16,255	\$ 16,255	\$ 16,255	\$ 16,255	\$ 65,021
Repay Foundation for a Greater Opportunity	\$ -	\$ -	\$ -	\$ -	\$ -
Total Other Administrative Expense	\$ 20,085	\$ 20,085	\$ 20,085	\$ 20,085	\$ 80,341
% of Total Revenues					6.18%
 Total Start up Cost	 \$ 94,008				 \$ 94,008
% of Total Revenues					7.23%

	1st Quarter	2nd Quarter	3rd Quarter	4th Quarter	Total
TOTAL 1st YEAR EXPENSES	\$ 444,212	\$ 350,204	\$ 343,536	\$ 343,536	\$ 1,387,480
Total Expenses Per Student					\$ 12,847

DIFFERENCE BETWEEN YEAR 1 REVENUE AND YEAR 1 EXPENSES \$ (87,055)

45-6



46. Provide a five-year budget plan for the charter school, including the assumptions for changes to expenditure and revenue amounts during this period.

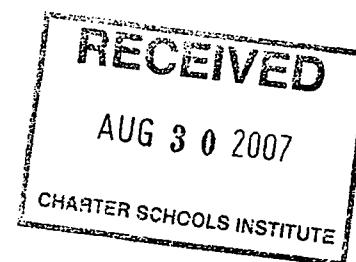
	Far Rock:						Total
	Pre-Opening 2007-08	Year 1 2008-09	Year 2 2009-10	Year 3 2010-11	Year 4 2011-12	Year 5 2012-13	517
Revenues							
Students	0	1,200,425	1,654,574	2,150,946	\$ 2,676,256	\$ 3,248,598	\$ 10,930,799
Other		100,000	0	0	0	0	100,000
Total revenues	0	1,300,425	1,654,574	2,150,946	2,676,256	3,248,598	11,030,799
Expenses							
Faculty	45,000	591,600	775,900	1,085,385	1,387,985	1,691,114	5,576,984
Activities specialist		22,500	22,500	39,375	39,375	41,344	165,094
Administrative staff	6,000	137,000	137,000	143,850	197,850	205,043	826,743
Payroll taxes and benefits	10,292	196,453	247,799	337,210	436,558	522,751	1,751,063
Total personnel cost	61,292	947,553	1,183,199	1,605,820	2,061,768	2,460,252	8,319,883
Supplies and services	14,560	192,336	199,719	194,282	231,764	213,598	1,046,259
Contract services	13,816	55,000	64,289	65,831	76,163	83,077	358,176
Facility expense (Note 1)	0	112,250	133,365	138,266	143,511	149,127	676,518
Other administrative expense	4,340	80,341	96,917	122,064	148,668	177,633	629,963
Total expenses	94,008	1,387,480	1,677,488	2,126,263	2,661,874	3,083,686	11,030,799
Revenues over (under) expenses (Note 2)	(94,008)	(87,055)	(22,914)	24,683	\$ 14,382	\$ 164,912	0

Notes

Note 1--Under the lease agreement terms, rent of \$50,000 is accrued annually (\$250,000 total for four years); \$125,000 is to be paid in Year 4 and Year 5. The school may collaborate with DOE on shared space. If the school shares building space with DOE , there will be no leasing fees of \$50,000 annually.

Note 2-- Advances from the Foundation for Greater Opportunity of \$94,008 and \$37,055 will be provided during Start up and Year 1, respectively, to cover the cash expenditures that exceed revenues; the advances will be paid in 3 equal payments in Years 3, 4 and 5.

48 - 1



**Far Rockaway /
Summary of Operating Information**

	Pre-Opening 2007-08	Year 1 2008-9	Year 2 2009-10	Year 3 2010-11	Year 4 2011-12	Year 5 2012-13
Enrollment	0	108	144	180	216	252
Staffing (headcount, not full time equivalents)						
Faculty	1	10	13	17	22	26
Assistant teachers (part time, after school)	2	3	4	4	4	
Activities specialist (part time, after school)	3	3	5	5	5	
Administrative staff	1	3	3	3	5	5
	2	18	22	29	36	40
Student/teacher (faculty) ratio	0	11	11	11	10	10
Revenues per student	\$ -	12,041	11,490	11,950	\$ 12,390	\$ 12,891
Expenses as % of total revenues						
Total personnel cost		72.9%	71.5%	74.7%	77.0%	75.7%
Supplies and services		14.8%	12.1%	9.0%	8.7%	6.6%
Contract services		4.2%	3.9%	3.1%	2.8%	2.6%
Facility expense		8.6%	8.1%	6.4%	5.4%	4.6%
Other administrative expense		6.2%	5.9%	5.7%	5.6%	5.5%
Total		0.0%	106.7%	101.4%	98.9%	99.5%
Expenses per student	\$ -	12,847	11,649	11,813	\$ 12,323	\$ 12,237

46 - 2

Far Rockaway
Five Year Revenue Schedule

PERCENT OF FUNDING ESCALATION PER ANNUM

4.00%

	Pre-Open 2007-08	Year 1 2008-9	Year 2 2009-10	Year 3 2010-11	Year 4 2011-12	Year 5 2012-13
TOTAL STUDENT ENROLLMENT	0	108	144	180	216	252
General Education		108	144	180	216	252
Special Education		4	4	5	5	6
<i>General Education Revenue per student Escalation (AOE)</i>		\$ 10,000	\$ 10,400	\$ 10,816	\$ 11,249	\$ 11,699
REVENUES						
Student Revenues						
State/local Capitation	\$ -	\$ 1,080,000	\$ 1,497,600	\$ 1,946,880	\$ 2,429,706	\$ 2,948,044
Special Education Capitation		\$ 28,892	\$ 30,048	\$ 39,062	\$ 40,624	\$ 50,699
Categorical Revenues		\$ 91,533	\$ 126,926	\$ 165,004	\$ 205,925	\$ 249,856
Total Student Revenues	\$ -	\$ 1,200,425	\$ 1,654,574	\$ 2,150,946	\$ 2,676,256	\$ 3,248,598
Other Revenues						
Food Revenue/Subsidies	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Federal/State Charter School Grants		\$ 100,000	\$ -	\$ -	\$ -	\$ -
Advance from Foundation for a Greater Opportunity	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Total Other Revenues	\$ -	\$ 100,000	\$ -	\$ -	\$ -	\$ -
TOTAL REVENUES	\$ -	\$ 1,300,425	\$ 1,654,574	\$ 2,150,946	\$ 2,676,256	\$ 3,248,598
Total Revenues Per Student	\$ -	\$ 12,041	\$ 11,490	\$ 11,950	\$ 12,390	\$ 12,891

Far Rocke
5 Year Expense Schedule

EXPENSES

Salaries		Pre-Open 2007-08	Year 1 2008-9	Year 2 2009-10	Year 3 2010-11	Year 4 2011-12	Year 5 2012-13
Principal (FT)	5% years 3 & 5	\$ 45,000	\$ 120,000	\$ 120,000	\$ 126,000	\$ 126,000	\$ 132,300
Secretary (FT)	5% years 3 & 5		\$ 35,000	\$ 35,000	\$ 36,750	\$ 36,750	\$ 38,588
Director of Operations (FT)	5% years 3 & 5	\$ 6,000	\$ 70,000	\$ 70,000	\$ 73,500	\$ 73,500	\$ 77,175
Office Aide (FT)		\$ -	\$ -	\$ -	\$ -	\$ 54,000	\$ 54,000
Staff Developer (FT)	5% years 3 & 5		\$ -	\$ -	\$ 77,175	\$ 77,175	\$ 81,034
Director of Assessment	5% year 5					\$ 80,000	\$ 84,000.00
Special Education Teacher (PT)	5% years 3 & 5		\$ 50,000	\$ 50,000	\$ 52,500	\$ 52,500	\$ 55,125
Classroom Teachers (FT)	5% years 3 & 5		\$ 371,000	\$ 530,000	\$ 723,450	\$ 946,050	\$ 1,227,083
Activities Specialist (PT)	5% years 3 & 5		\$ 22,500	\$ 22,500	\$ 39,375	\$ 39,375	\$ 41,344
Assistant Teacher (FT)	5% years 3 & 5		\$ 50,600	\$ 75,900	\$ 106,260	\$ 106,260	\$ 111,573
Security Guard (FT)	5% years 3 & 5		\$ 32,000	\$ 32,000	\$ 33,600	\$ 33,600	\$ 35,280.00
Custodian (FT)	5% years 3 & 5		\$ -	\$ -	\$ -	\$ -	\$ -
Total Salaries		\$ 51,000	\$ 751,100	\$ 935,400	\$ 1,268,610	\$ 1,625,210	\$ 1,937,501
Payroll Taxes and Benefits (PT)	10.20%		\$ 7,395	\$ 7,395	\$ 9,371	\$ 9,371	\$ 9,840
Payroll Taxes and Benefits (FT)	27.86%		\$ 189,058	\$ 240,404	\$ 327,838	\$ 427,187	\$ 512,911
Payroll Taxes and Benefits		\$ 10,292	\$ 196,453	\$ 247,799	\$ 337,210	\$ 436,558	\$ 522,751
Total Personnel Costs		\$ 61,292	\$ 947,553	\$ 1,183,199	\$ 1,605,820	\$ 2,061,768	\$ 2,460,252
% of Total Revenues			72.86%	71.51%	74.66%	77.04%	75.73%

46-4

**Far Rocke
5 Year Expense Schedule**

521

Supplies and Services

		Pre-Open 2007-08	Year 1 2008-9	Year 2 2009-10	Year 3 2010-11	Year 4 2011-12	Year 5 2012-13
Staff Development	2.7% @ year	\$ 3,000	\$ 50,000	\$ 50,000	\$ 34,000	\$ 34,000	\$ 34,000
Instructional Supplies		\$ 400	\$ 30,000	\$ 30,810	\$ 31,642	\$ 32,496	\$ 33,375
Textbook Replacement/Library Books			\$ 13,336	\$ 15,000	\$ 19,998	\$ 21,998	\$ 22,998
Software Licensing/Maintenance/Support			\$ 4,000	\$ 10,000	\$ 10,000	\$ 12,000	\$ 12,000
Computer Hardware		\$ 5,000	\$ 20,000	\$ 14,600	\$ 20,000	\$ 45,000	\$ 20,000
Classroom Furniture			\$ 17,000	\$ 17,459	\$ 12,745	\$ 13,089	\$ 13,443
Extracurricular			\$ 5,000	\$ 10,000	\$ 10,000	\$ 10,000	\$ 10,000
Custodial Supplies			\$ 39,000	\$ 37,000	\$ 40,700	\$ 44,848	\$ 49,333
Office Supplies		\$ 1,160	\$ 4,000	\$ 4,108	\$ 4,219	\$ 4,333	\$ 4,450
Office Furniture		\$ 5,000	\$ 5,000	\$ 2,000	\$ 2,000	\$ 4,000	\$ 2,000
Student Testing			\$ 5,000	\$ 8,742	\$ 8,978	\$ 10,000	\$ 12,000
Total Supplies and Services		\$ 14,560	\$ 192,336	\$ 199,719	\$ 194,282	\$ 231,764	\$ 213,598
% of Total Revenues			14.79%	12.07%	9.03%	8.66%	6.58%

Contract Services

		Pre-Open 2007-08	Year 1 2008-9	Year 2 2009-10	Year 3 2010-11	Year 4 2011-12	Year 5 2012-13
Transportation	2.7% @ year		\$ 4,500	\$ 4,622	\$ 4,746	\$ 4,874	\$ 5,007
Maintenance & Repairs			\$ 10,000	\$ 10,500	\$ 10,500	\$ 14,000	\$ 14,378
Equipment Leases (copiers, postage, etc.)			\$ 5,000	\$ 5,150	\$ 5,305	\$ 7,464	\$ 9,199
Auditing & Accounting (Financial)		\$ 13,816	\$ 15,000	\$ 15,405	\$ 15,821	\$ 16,248	\$ 16,687
Program Evaluation			\$ 1,000	\$ 1,027	\$ 1,055	\$ 3,224	\$ 5,452
Special Education Services			\$ 15,000	\$ 20,450	\$ 21,064	\$ 21,695	\$ 22,346
Cafeteria/Food			\$ -	\$ -	\$ -	\$ -	\$ -
Legal			\$ -	\$ 2,500	\$ 2,568	\$ 3,740	\$ 4,944
Special Needs Providers			\$ 4,500	\$ 4,635	\$ 4,774	\$ 4,917	\$ 5,065
Total contract Services		\$ 13,816	\$ 55,000	\$ 64,289	\$ 65,831	\$ 76,163	\$ 83,077
% of Total Revenues			4.23%	3.89%	3.06%	2.85%	2.56%

46 - 5

**Far Rocke
5 Year Expense Schedule**

Facility Expense

Facility Rent
Gas/Electric
Water & Sewer
Waste Disposal
Liability Insurance
Property Insurance
Security Systems

Total Facility Expense

% of Total Revenues

	Pre-Open 2007-08	Year 1 2008-9	Year 2 2009-10	Year 3 2010-11	Year 4 2011-12	Year 5 2012-13
Facility Rent		\$ 50,000	\$ 50,000	\$ 50,000	\$ 50,000	\$ 50,000
Gas/Electric		\$ 25,000	\$ 29,000	\$ 29,783	\$ 30,587	\$ 31,413
Water & Sewer	2.7% @ year	\$ 1,250	\$ 1,284	\$ 1,318	\$ 1,354	\$ 1,391
Waste Disposal	2.7% @ year	\$ 1,000	\$ 1,027	\$ 1,055	\$ 1,083	\$ 1,112
Liability Insurance		\$ 33,000	\$ 50,000	\$ 54,000	\$ 58,320	\$ 62,986
Property Insurance	2.7% @ year	\$ 1,000	\$ 1,027	\$ 1,055	\$ 1,083	\$ 1,112
Security Systems	2.7% @ year	\$ 1,000	\$ 1,027	\$ 1,055	\$ 1,083	\$ 1,112
Total Facility Expense		\$ - \$ 112,250	\$ 133,365	\$ 138,266	\$ 143,511	\$ 149,127
% of Total Revenues		8.63%	8.06%	6.43%	5.36%	4.59%

Other Administrative Expenses

Postage & Delivery
Bank Service Charge
Telephone
Internet/Communication Connectivity
Printing & Copying
Marketing & Recruitment
Reserve Fund of >5% of Revenues

Total Other Administrative Expenses

% of Total Revenues

	Pre-Open 2007-08	Year 1 2008-9	Year 2 2009-10	Year 3 2010-11	Year 4 2011-12	Year 5 2012-13
Postage & Delivery	2.7% @ year	\$ 1,500	\$ 1,541	\$ 1,582	\$ 1,625	\$ 1,669
Bank Service Charge	2.7% @ year	\$ 1,000	\$ 420	\$ 431	\$ 443	\$ 455
Telephone	2.7% @ year	\$ 840	\$ 4,800	\$ 4,930	\$ 5,063	\$ 5,199
Internet/Communication Connectivity	2.7% @ year		\$ 2,400	\$ 2,000	\$ 2,054	\$ 2,109
Printing & Copying	2.7% @ year		\$ 3,200	\$ 3,286	\$ 3,375	\$ 3,466
Marketing & Recruitment		\$ 2,500	\$ 3,000	\$ 2,000	\$ 2,000	\$ 2,001
Reserve Fund of >5% of Revenues			\$ 65,021	\$ 82,729	\$ 107,547	\$ 133,813
Total Other Administrative Expenses		\$ 4,340	\$ 80,341	\$ 96,917	\$ 122,064	\$ 148,668
% of Total Revenues		6.18%	5.86%	5.67%	5.56%	5.47%

Start up Cost

\$ 94,008

TOTAL EXPENSES

% of Total Revenues

	\$ 94,008	\$ 1,387,480	\$ 1,677,488	\$ 2,126,263	\$ 2,661,874	\$ 3,083,686
	0.00%	106.69%	101.38%	98.85%	99.46%	94.92%

DIFFERENCE BETWEEN YEARLY REVENUE AND YEARLY EXPENSES

Pre-Open 2007-08	Year 1 2008-9	Year 2 2009-10	Year 3 2010-11	Year 4 2011-12	Year 5 2012-13
\$ (94,008)	\$ (87,055)	\$ (22,914)	\$ 24,683	\$ 14,382	\$ 164,912

44-6

KEY ASSUMPTIONS FOR FIVE YEAR PLAN

	Pre-Open 2007-08	Year 1 2008-9	Year 2 2009-10	Year 3 2010-11	Year 4 2011-12	Year 5 2012-13
Student Enrollment	0	108	144	180	216	252
% REVENUE ESCALATION						
Per Student Revenues						
State/local capitation (AOE)	4.00%	0	\$ 10,000	\$ 10,400	\$ 10,816	\$ 11,249
Special Education capitation	4.00%	0	\$ 7,223	\$ 7,512	\$ 7,812	\$ 8,125
Categorical Revenues	4.00%	0	\$ 847	\$ 881	\$ 916	\$ 953
						\$ 991

SPECIAL EDUCATION REVENUE PROJECTIONS

	Pre-Open 2007-08	Year 1 2008-9	Year 2 2009-10	Year 3 2010-11	Year 4 2011-12	Year 5 2012-13
Population Growth						
Number of Special Ed pupils						
Part Time	0	4	4	5	5	6
Full Time	0	0	0	0	0	0
Severe	0	0	0	0	0	0
Total	0	4	4	5	5	6
% of Special Education Students	0.00%	3.70%	2.78%	2.78%	2.31%	2.38%
Revenue Escalation						
Special Ed Aid						
Part Time	\$0	\$28,892	\$30,048	\$39,062	\$40,624	\$50,699
Full Time	0	0	0	0	0	0
Severe	0	0	0	0	0	0
Total	\$0	\$28,892	\$30,048	\$39,062	\$40,624	\$50,699

46 - 7

STAFFING PROJECTIONS

Principal (FT)
 Secretary (FT)
 Director of Operations (FT)
 Office Aide
 Director of Assessment
 Staff Developer (FT)
 Special Education Teacher (PT)
 General Ed Teachers
 Activities Specialist (PT)
 Assistant Teacher (FT)
 Security Guard (FT)

Total Staff

Pre-Open 2007-08	Year 1 2008-9	Year 2 2009-10	Year 3 2010-11	Year 4 2011-12	Year 5 2012-13
1	1	1	1	1	1
	1	1	1	1	1
1	1	1	1	1	1
	0	0	0	2	2
	0	0	0	1	1
	0	0	1	1	1
2	2	2	2	2	2
7	10	13	17	21	
3	3	5	5	5	5
2	3	4	4	4	4
1	1	1	1	1	1
2	18	22	29	36	40

ADVANCE REPAYMENT SCHEDULE (no interest)

Deferred Rent (If not located in DOE space)

Start-up and year 1 Advance

Cumulative Advance

Repayment

Balance

Pre-Open 2007-08	Year 1 2008-9	Year 2 2009-10	Year 3 2010-11	Year 4 2011-12	Year 5 2012-13
	\$50,000	\$50,000	\$50,000	\$50,000	\$50,000
\$94,008	\$37,055				
\$94,008	\$87,055	\$50,000	\$50,000	\$50,000	\$50,000
	\$0	\$0	\$0	\$43,688	\$168,688
	\$94,008	\$181,063	\$231,063	\$237,375	\$118,688
					\$0

48-8

47. Provide supporting evidence that the start-up budget plan, the first-year budget, and the five-year budget plan are sound and that the proposed school would have sufficient start-up funds available to it

The Carl C. Icahn Charter School Far Rockaway will begin its charter with a planning year during the 2008-2009 school year. During this year a Principal and Business Manager will be hired in April of 2008. Expected expenses during the start up year will be covered by an advance from the Foundation for a Greater Opportunity. In order to meet the deficits during the start up and second year of the school charter, the Foundation will provide funding to cover deficits that are projected for these years. The advances from Foundation for a Greater Opportunity will be generated by revenue from investments of the Foundation. The advances from the Foundation for a Greater Opportunity will be repaid by the end of the charter.

During the second and third year of the charter, the school is expected to have deficits of \$87,055 and \$39,641, respectively. In order to cover these deficits the Foundation for a Greater Opportunity has agreed to be reimbursed for the advanced funds during the later years of the charter. The Foundation has also agreed to defer rent expense to years four and five of the charter. The deferral payment of these expenses allows the school to have beneficial cash flow during years 1 to 3.

The school is projected to hire highly qualified teachers for all teaching positions. Projected salaries for the teaching staff commences with the teacher's level of education and certification status. The budget includes a comprehensive benefit package that includes a matching contribution retirement saving plan, life insurance, and health coverage plan.

Staff development will be provided by instructional mentors during the life of the charter. The school projects to hire a full-time staff developer during the third year of the charter. If necessary, the Carl C. Icahn Charter School can provide additional assistance.

The key assumptions used to derive the revenue, expenses and staffing were based on the history of the Carl C. Icahn Charter School. The figures used in the budget are conservative and represent a realistic budget that is not dependent on grant funding. The proven track record of the Carl C. Icahn Charter School provides a basis for the key assumptions used to formulate the revenue and expenses for new school. The sound financial practices used by the Carl C. Icahn Charter School will be replicated in the new school.

We are in the fortunate position of having already started a school with this model, so we know the finances will work. With the backing of the Foundation for a Greater Opportunity's advances for the first years' shortfalls, we are confident that the budget can work again. The one element that is not certain

is whether there will be the outside funding available that there was in the first year of Carl C. Icahn Charter School. We hope that although there is no longer the money that Mayor Giuliani made available for New York City charter schools that we will be able to find the \$250,000 elsewhere. The state and CSI have continued to offer grant money, and we certainly hope that continues. The School's budget is conservative and only reflects those funds that are confirmed. The School hopes that other funding will be available (as was the case with their first school and as is frequently the case with New York charter schools). Ms. Goodyear has already begun the process of applying for the federal charter school grant).

The school will have internal controls procedures in place to ensure that the school's assets are protected, that our financial reporting is reliable, our operations are effective and efficient and that we are in compliance with applicable laws and regulations. Procedures are documented in the school's Accounting Manual, which will be replicated from the CCICS Manual. That Manual has been reviewed by CSI, SED and Grant Thornton, our outside accounting firm.

The School assures that when a facility is named, the Chancellor will review the budget to confirm that facilities related services have been budgeted at cost.

48. Detail the charter school's requirements for the performance of programmatic and fiscal audits.

A certified Public Accountant licensed in New York State will conduct annual fiscal audits and present to the board. CSI requires an Accountability Report each year, in which we will provide a programmatic evaluation. We submit the same information to the State Education Department.

49. Describe the insurance coverage to be carried by the charter school, including the name of the insured and amounts of insurance for liability, property loss, and student personal injury.

Fiduciary Liability \$1M (St. Paul Travelers Ins.,Co.)

Workers Comp : \$1M (The Hartford).

School Leaders & Omission: \$5M (National Union Fire Ins. Co) 4.Commercial Package: (The Hartford)

Property Liability: \$3.6M

General Liability: \$2M

Umbrella package(Excess Liability) (The Hartford)

* General, Auto, Employer Liability \$10M

X. SCHOOL FACILITIES

50. Indicate where the charter school would be located, including complete street address (if known), municipality and school district. If the school would be located within the City of New York, provide the community school district of location.

We are applying for a charter for a school in Far Rockaway, as that is one of the two locations that the New York City Department of Education told us needs a new school, and where they would like us to open a new school.

The School will be located in the City of New York in Far Rockaway.

The School assures that when a facility is named, the Chancellor will review the budget to confirm that facilities related services have been budgeted at cost.

51. (a) If you have already identified a charter school facility, describe the facility, including whether it is new construction, part of an existing public or private school building, or a __ conversion in use.

We have not identified a facility.

(b) If you have not identified a charter school facility, describe plans for doing so. The applicant must notify the Charter Schools Institute within ten days of securing a facility.

We do not have a specific location, but are on the lookout all the time. We have alerted Civic Builders to our needs.

The NYCDOE knows of our needs. It is possible that we will go into partnership with SCA. For the expansion of our first school, we partnered with SCA/DOE to build the middle school building. For Bronx North, we are partnering with Civic Builders, who is partnering with SCA/DOE to build the school building. Additionally, within the Icahn Associates Corporation, there is a real estate division, whose expertise we can tap.

52. If the charter school or its applicants or partners would own or lease its facility, provide a description of the ownership or lease arrangement of the facility, including indicating specifically any potential conflicts-of-interest and arrangements by which such conflicts will be managed or avoided.

If FGO builds the building on its own, there will be reasonable rent charged (reflected in the attached budget).

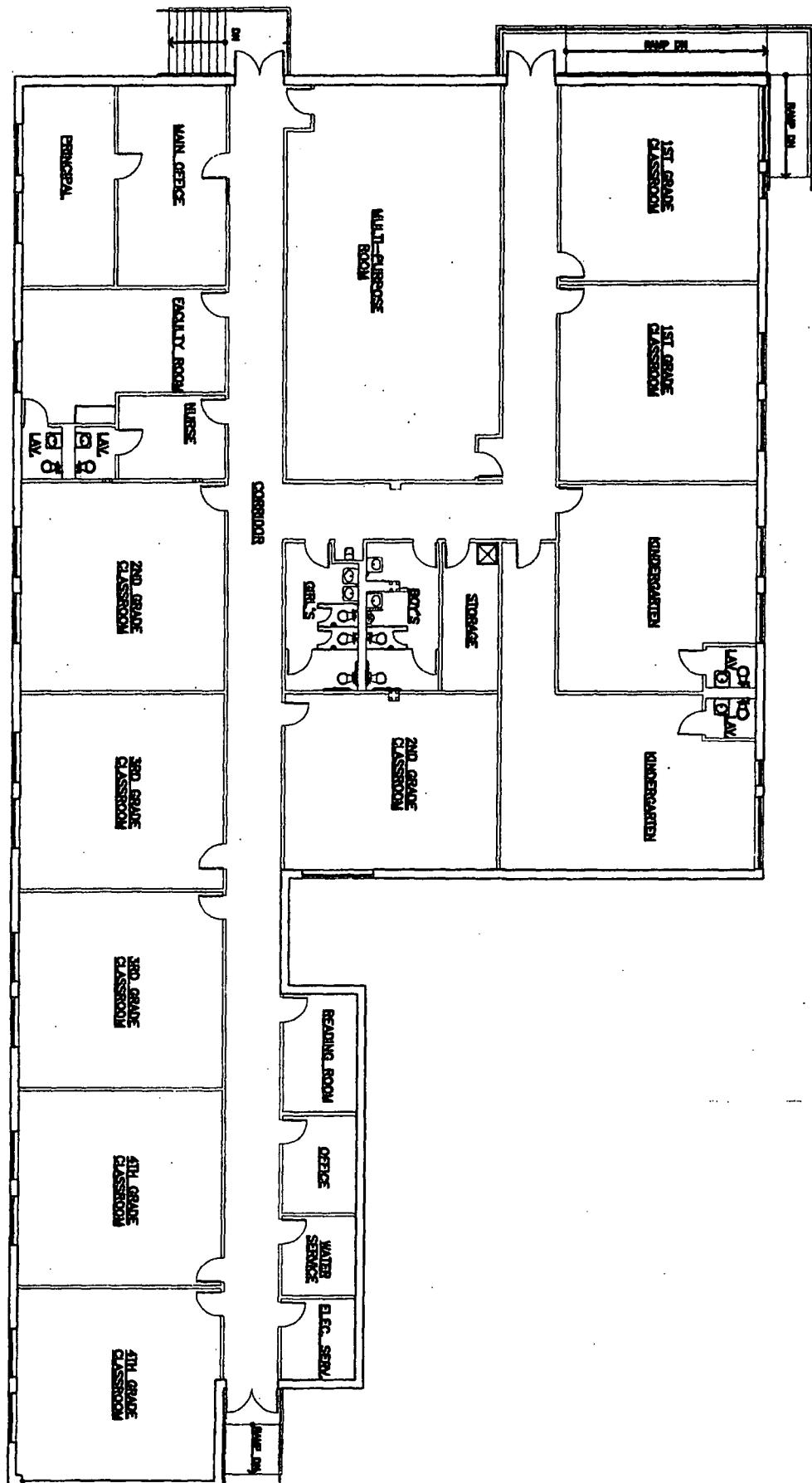
There will be a Financial Committee of the Board, made up on non-interested parties.

53. Provide a description of the charter school facility, or proposed facility, and its layout. Include the number and size of the classrooms, common areas, recreational space, any community facilities, and any residential facilities (e.g., dormitories or faculty housing)

We do not have any plans for the new school. Included are copies of the floor plans for our current school and the middle school that is under construction and the first draft plans for our Civic Builders project. We anticipate a similar use of space.

EXISTING FIRST FLOOR PLAN OPTION 1

0' 2'
1' 5'
10' 20'



533

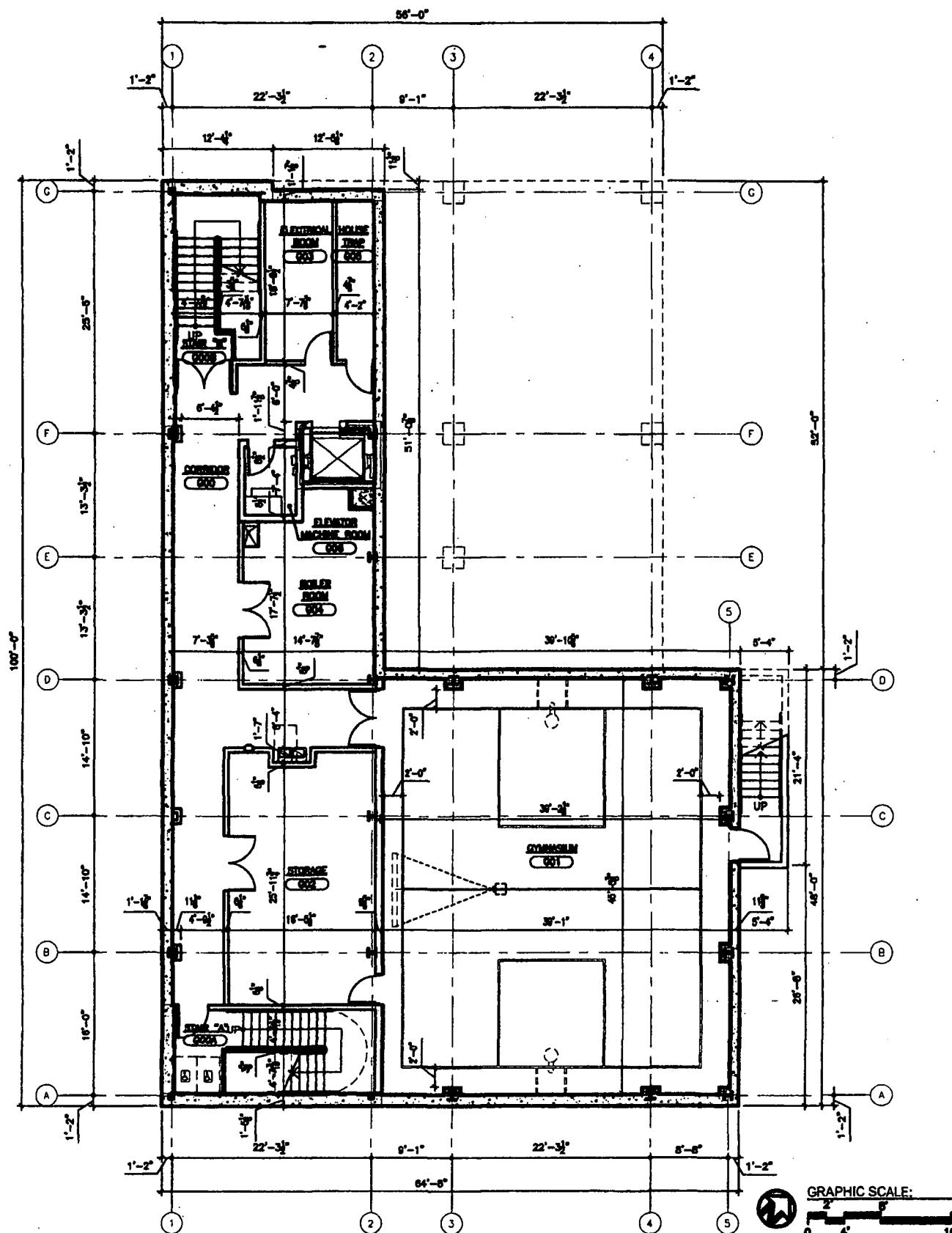
ICAHN CHARTER MIDDLE SCHOOL

ADDITIONS AND RENOVATIONS

FULLER AND D'ANGELO P.C.
ARCHITECTS AND PLANNERS

45 KNOllWOOD ROAD ELMFSORD
NEW YORK 10523 TELEPHONE 914-592-4444

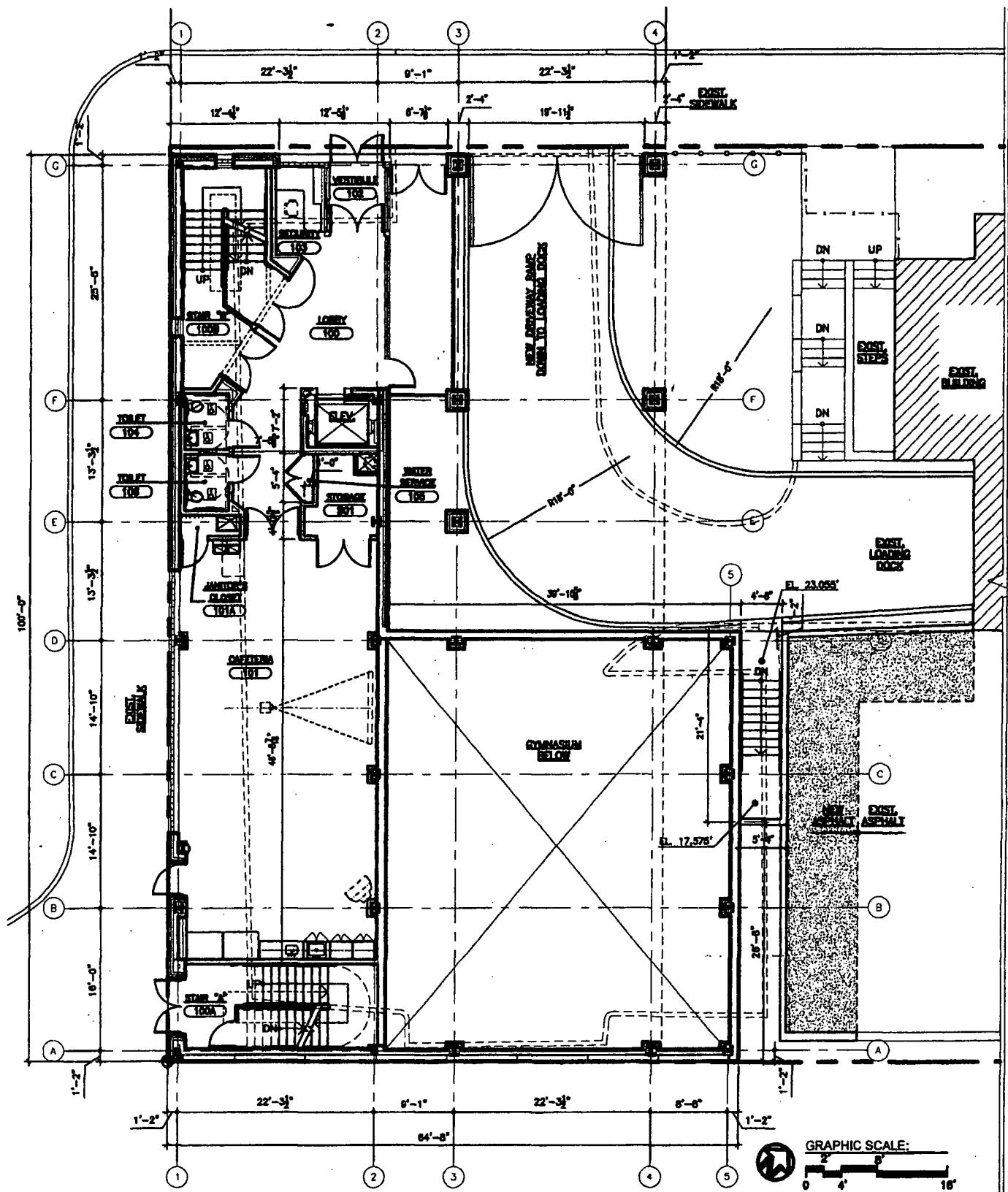
53-1



<u>NOTE</u>	PROJECT TITLE ICAHN CHARTER MIDDLE SCHOOL 1506-30 BROOK AVENUE BRONX, NEW YORK 10457	 FULLER AND GAMBOLD P.C. ARCHITECTS AND PLANNERS <small>100 EAST 42ND STREET, NEW YORK, N.Y. 10017-3211</small> <small>TELEPHONE 212-541-1200</small> <small>TELEX 27-72120 FGP NY</small> <small>534</small>
	DRAWING TITLE <u>FLOOR PLAN - LEVEL 0</u>	
	SCALE: AS NOTED	PROJECT NO. 02660.00
	DATE: 04/12/05	DRAWING NO.:

BROOK AVENUE

EAST 171st STREET



NOTE

PROJECT TITLE

ICAHN CHARTER MIDDLE SCHOOL

1508-30 BROOK AVENUE
BRONX, NEW YORK 10457

DRAWING TITLE

FLOOR PLAN - LEVEL 1

FULLER AND SPANBROOK

ARCHITECTS
AND PLANNERS

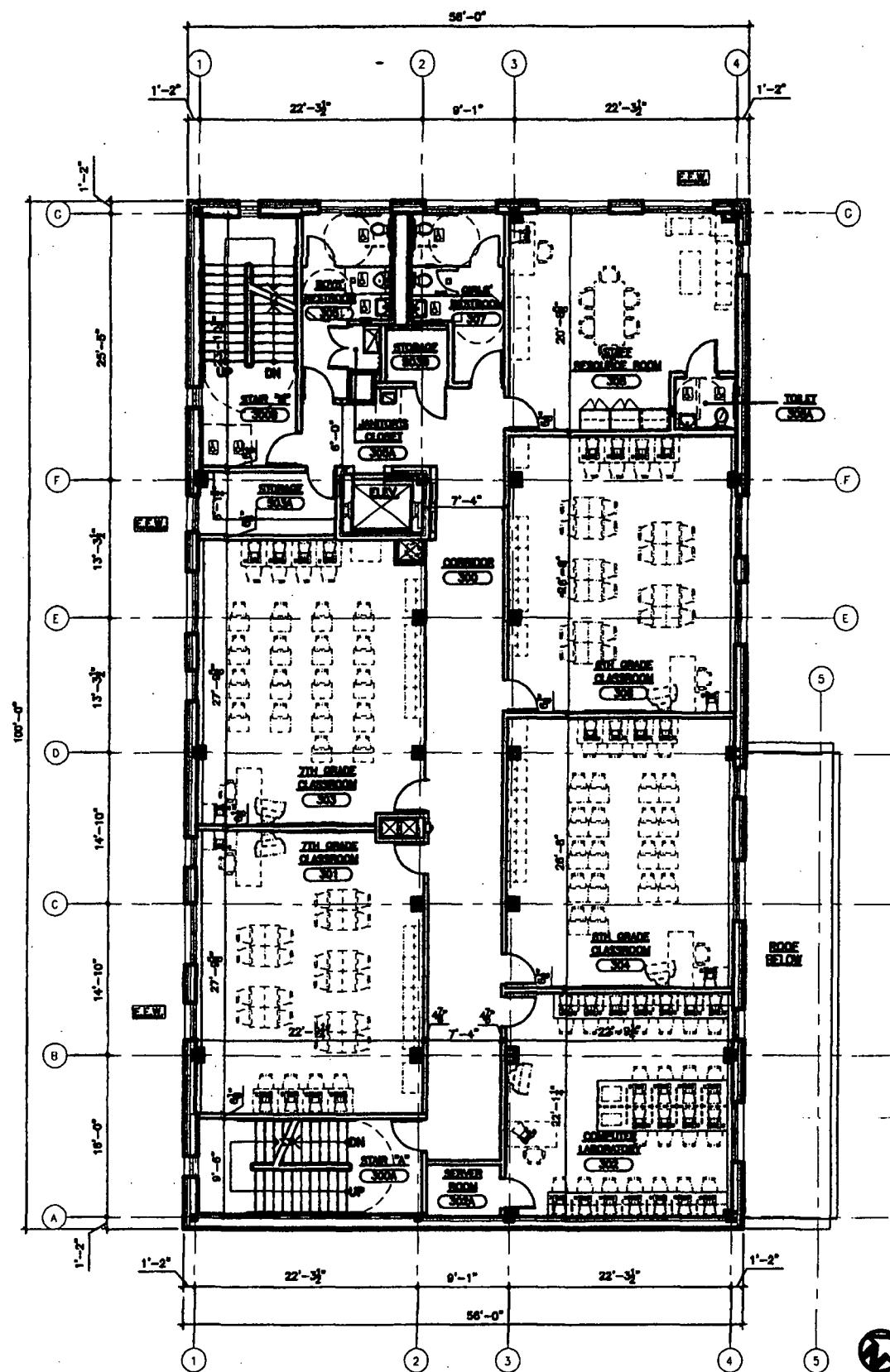
20 CLIFFORD ROAD
WHITE PLAINS, NEW YORK 10601
TELEPHONE 914-273-1200

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535

SCALE: AS NOTED	PROJECT NO. 02660.00
DATE: 04/12/05	DRAWING NO.:

53-3



NOTE

PROJECT TITLE

ICAHN CHARTER MIDDLE SCHOOL

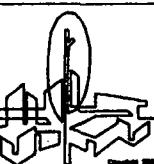
1508-30 BROOK AVENUE
BRONX, NEW YORK 10457

DRAWING TITLE

FLOOR PLAN - LEVEL 3

FULLER
AND
GARNFIELD
P.C.

ARCHITECTS
AND
PLANNERS

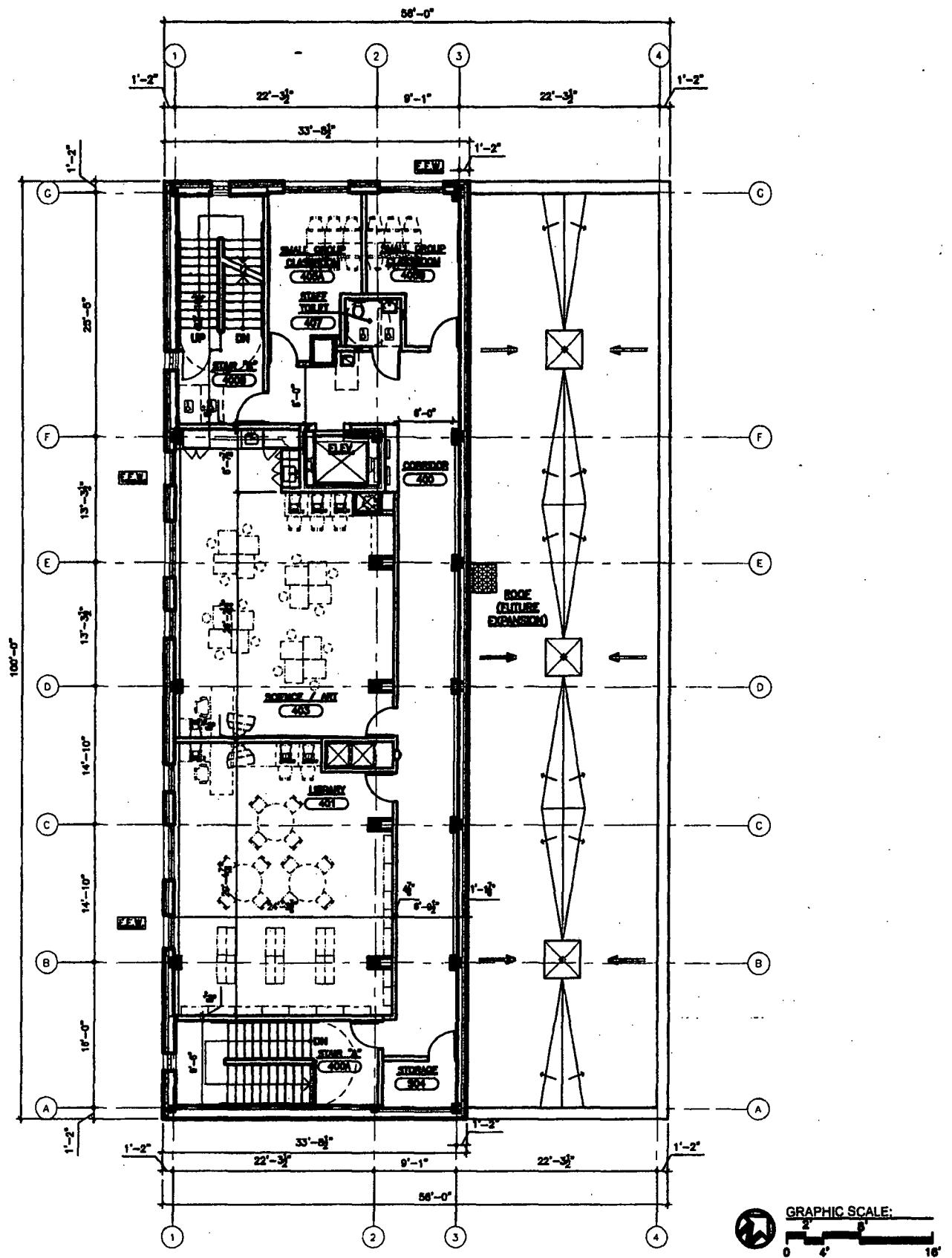


537

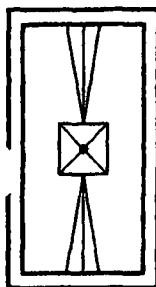
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02660.00

DATE: 04/12/05 DRAWING NO.:

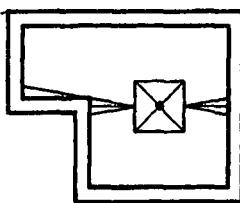
53-5



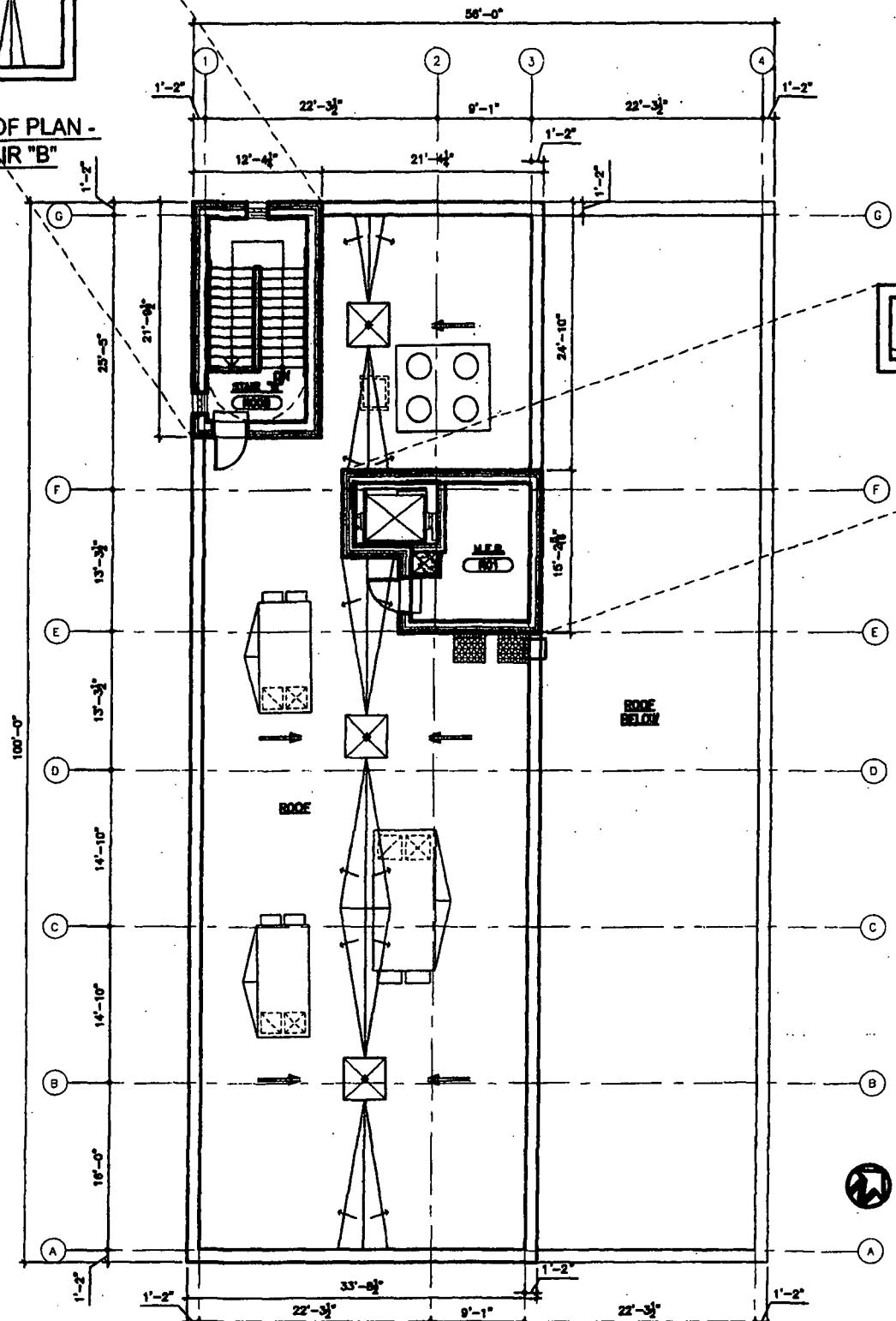
<u>NOTE</u>	PROJECT TITLE ICAHN CHARTER MIDDLE SCHOOL 1506-30 BROOK AVENUE BRONX, NEW YORK 10457	 <small>PULLER AND FARNASOLO P.C. ARCHITECTS AND PLANNERS 1506 BROOK AVENUE, BRONX, NEW YORK 10457 TELEPHONE 212-665-1200 Copyright 2005 by Office of Public Schools</small>	PULLER AND FARNASOLO P.C. ARCHITECTS AND PLANNERS 1506 BROOK AVENUE, BRONX, NEW YORK 10457 TELEPHONE 212-665-1200 Copyright 2005 by Office of Public Schools
	SCALE: AS NOTED		PROJECT NO. 02660.00
	DRAWING TITLE <u>FLOOR PLAN - LEVEL 4</u>	DATE: 04/12/05	DRAWING NO.:



**ROOF PLAN -
STAIR "B"**



**ROOF PLAN -
M.E.R.**



NOTE

PROJECT TITLE

ICAHN CHARTER MIDDLE SCHOOL

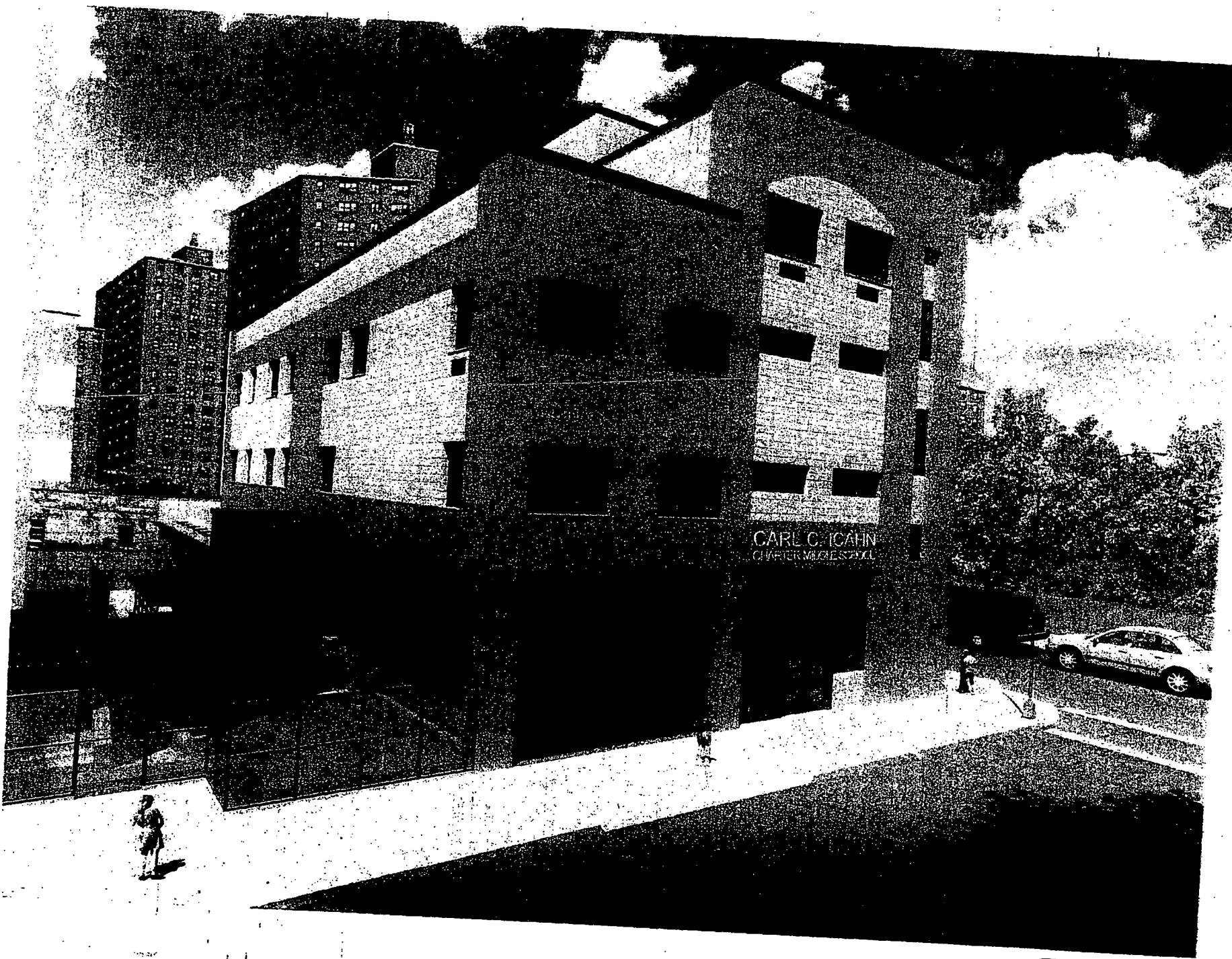
1506-30 BROOK AVENUE
BRONX, NEW YORK 10457

DRAWING TITLE

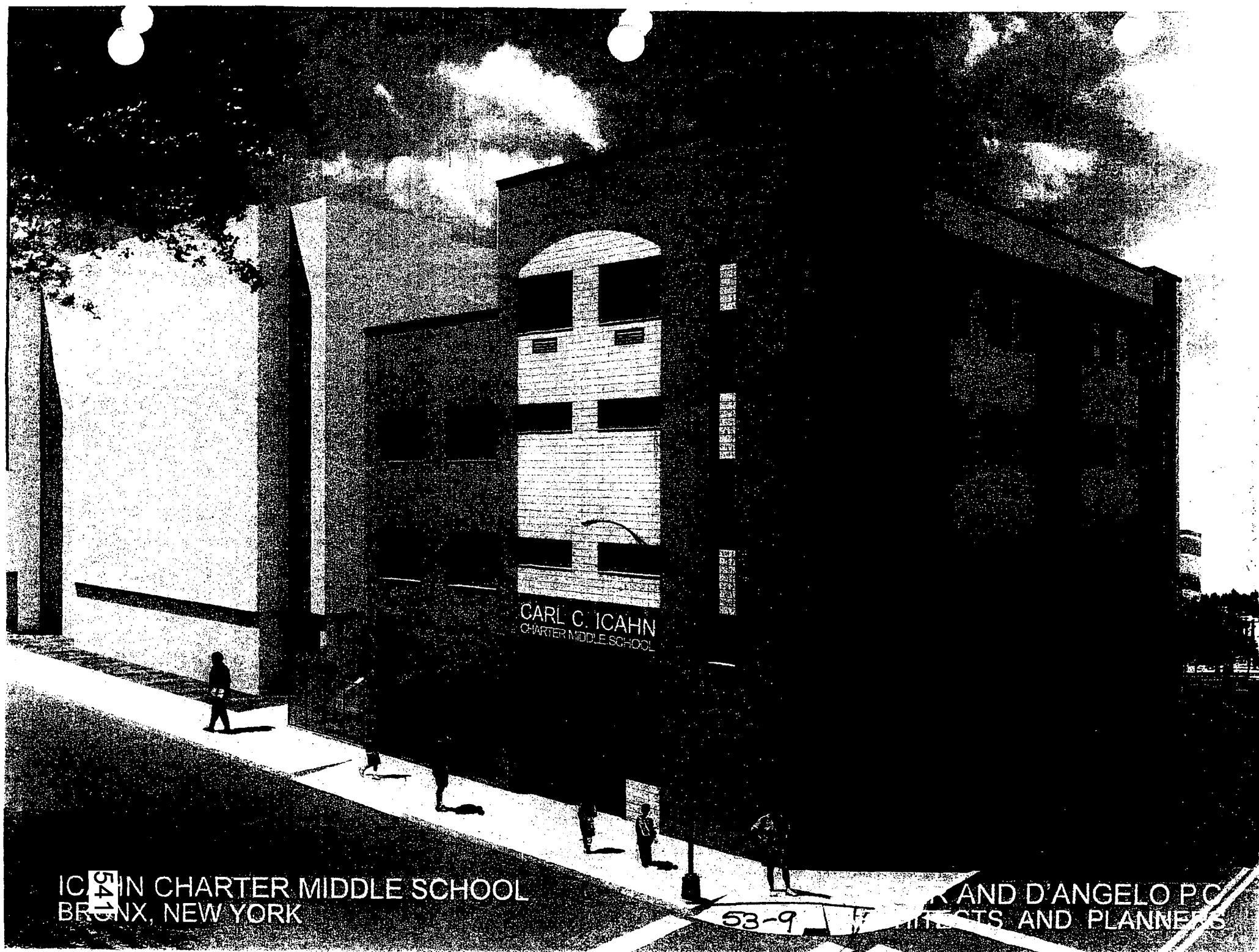
**FLOOR PLAN - LEVEL 5;
ROOF PLANS**

FULLER AND ASSOCIATES P.C. ARCHITECTS AND PLANNERS		539
45 CLIFFORD, NEW YORK 10020 TELEPHONE 212-556-1000		
SCALE: AS NOTED	PROJECT NO. 02660.00	
DATE: 04/12/05	DRAWING NO.:	

540



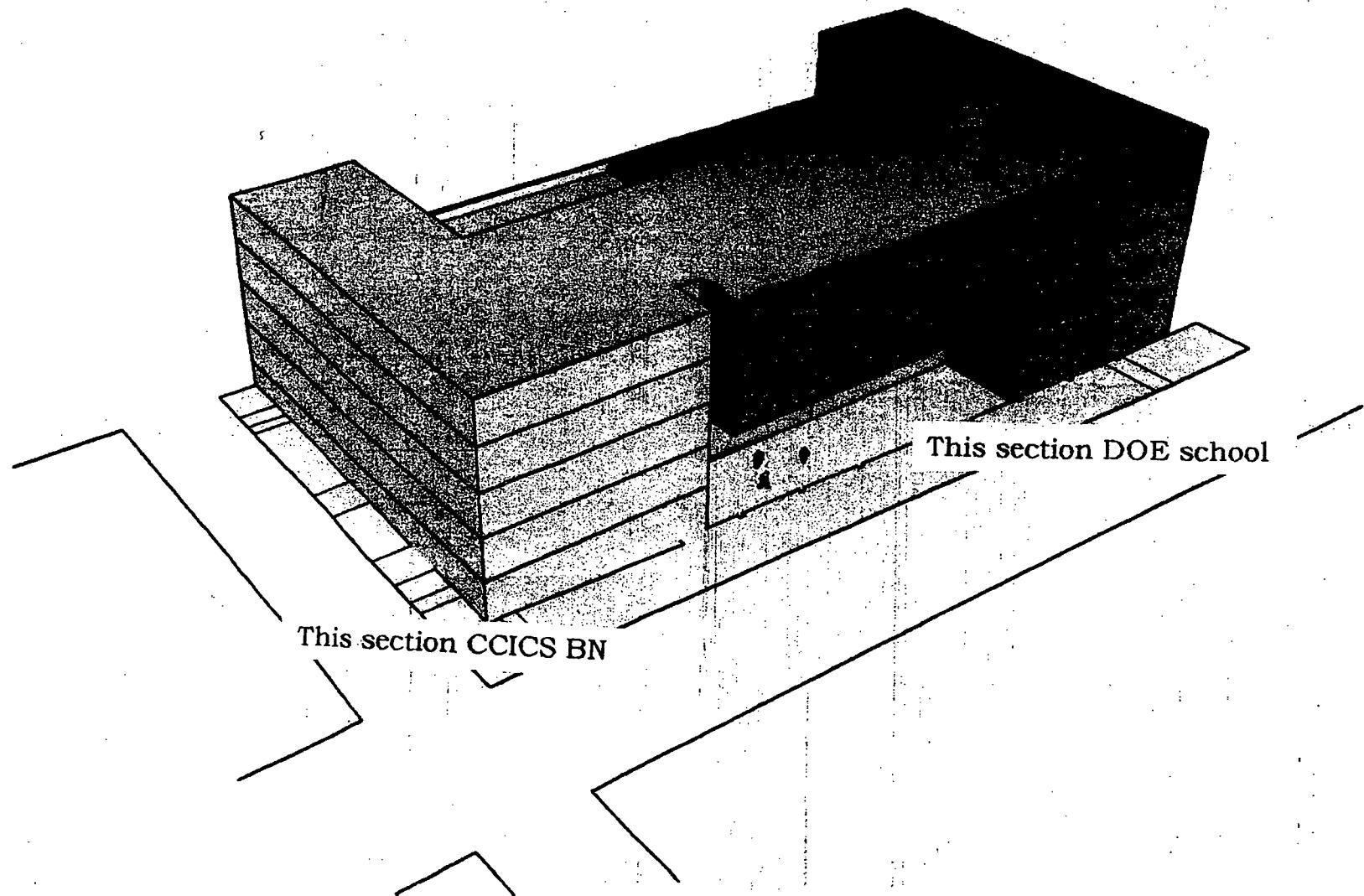
53-8



ICAHN CHARTER MIDDLE SCHOOL
BRONX, NEW YORK

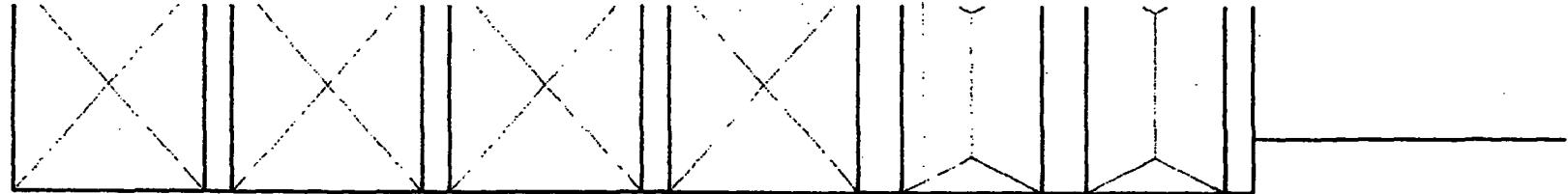
53-9

KR AND D'ANGELO P.C.
ARCHITECTS AND PLANNERS

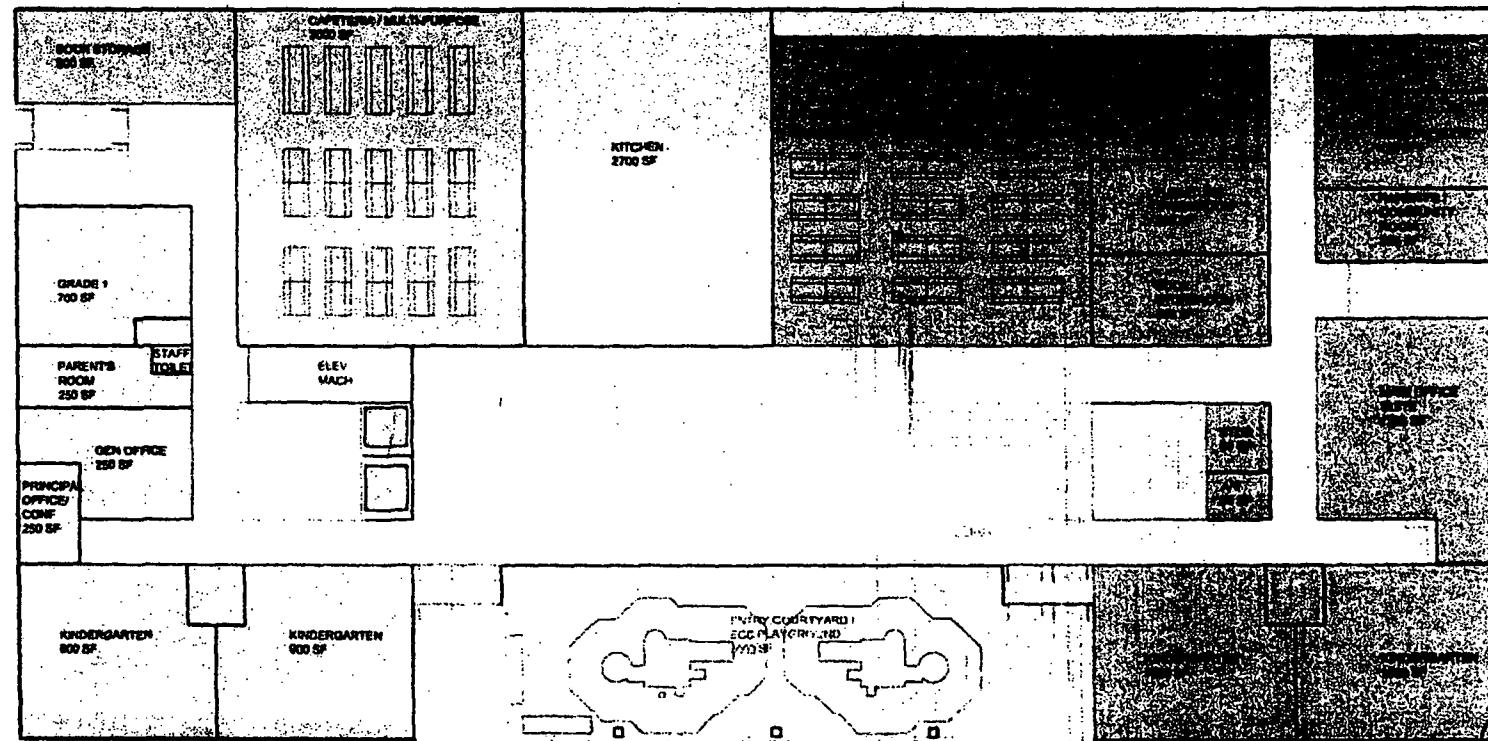


S3-10

The plan for the Carl C. Icahn Charter School Bronx North



JIN-JAN IS IN W.A.

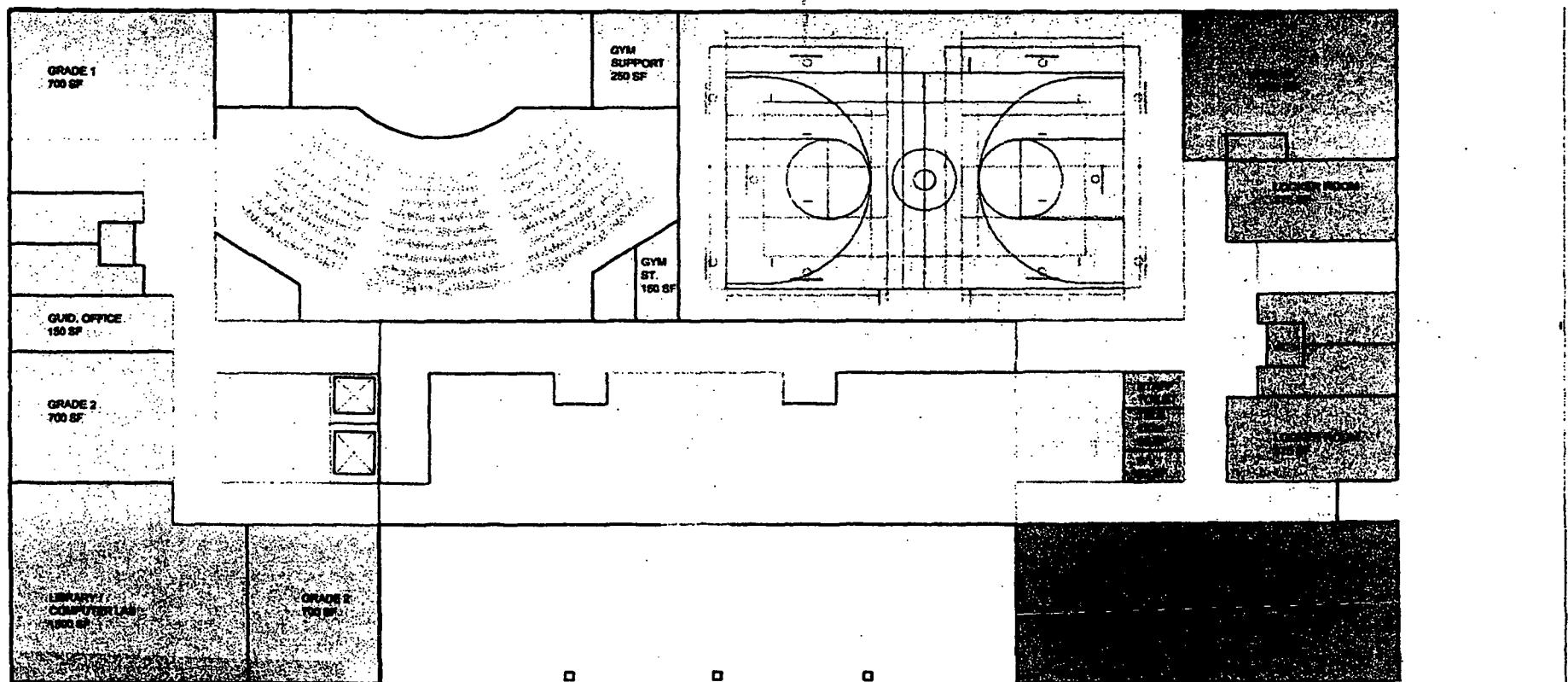


CCICS BN
2

GROUND FLOOR

BRONXDALE AVENUE

53-11

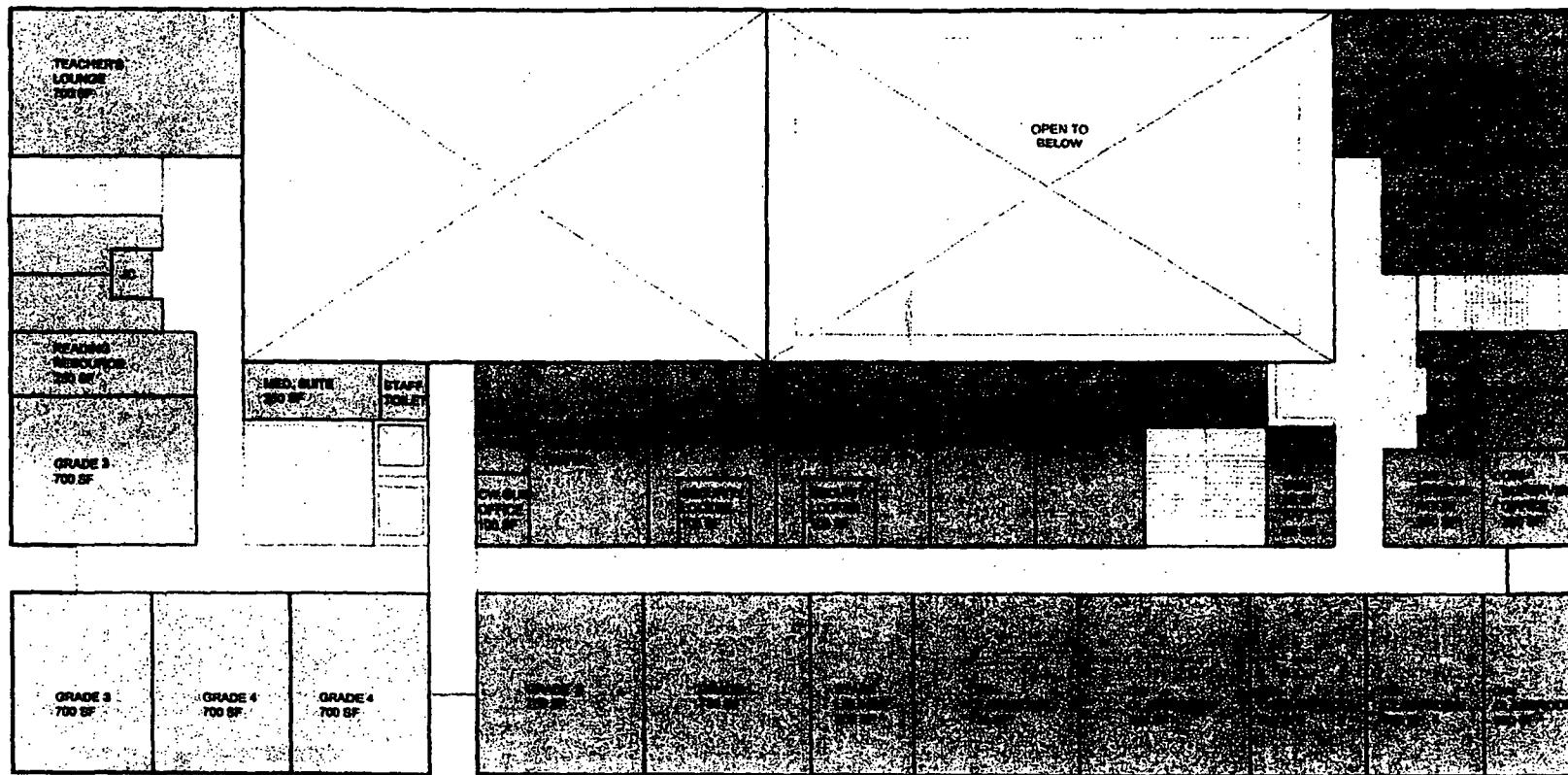


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3

SECOND FLOOR

58-12

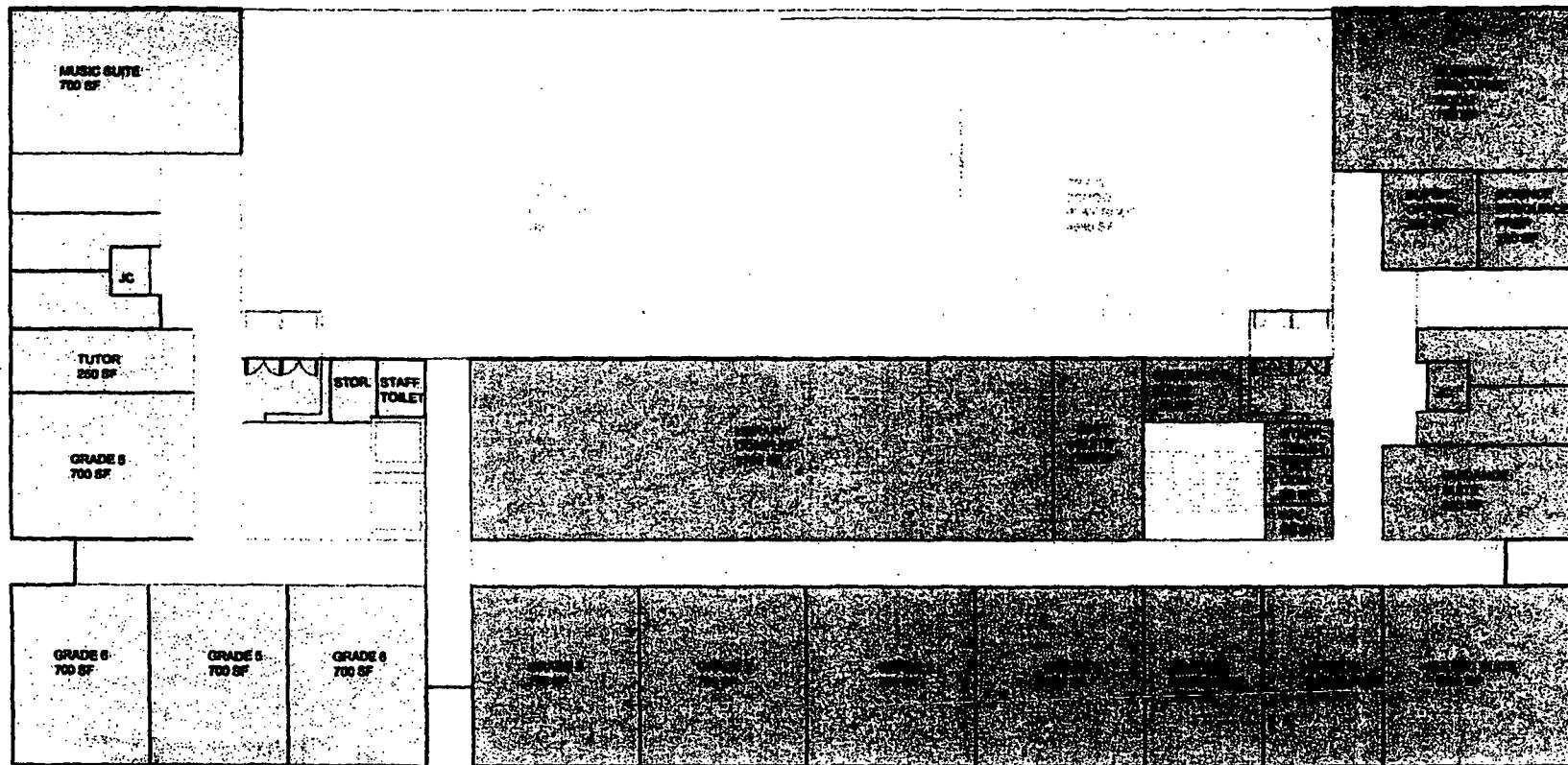


CCICS BN

4

THIRD FLOOR

53-13

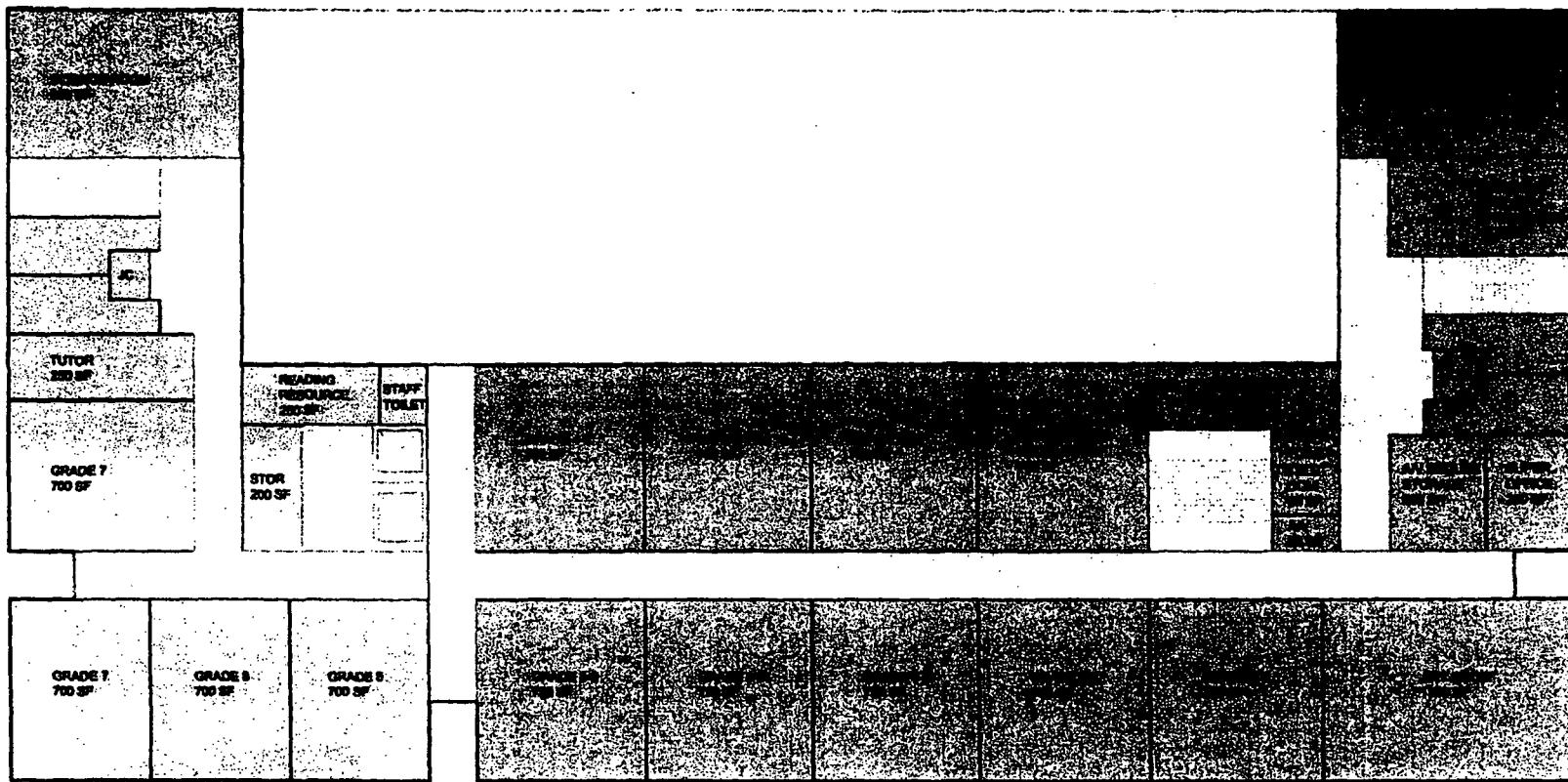


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5

FOURTH FLOOR

53-14



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6

FIFTH FLOOR

53-18

54. Attach a description of the transportation arrangements made for charter school students, including arrangements made for students who would not qualify for public school transportation under Education Law, and any supplemental transportation arrangements planned with the school district.

We will make arrangements with the Department of Transportation at the Department of Education.

55. Describe any intention to expand the charter school, including physical expansion, anticipated growth in the school's budget or other financial expansion, expansion in the grade levels served, or expected increases in the student population beyond the requested time period of the charter.

Submit your response to Request No. 55 as Attachment 55.

We intend the school to ultimately be a K-8 school, with 2 classes per grade and 18 students in each class.

All schools will be run using revenues from the AOE and Title 1.

As is the case in our current school, we intend to pursue outside grants to enrich the program.

56. Potential Issues

Please indicate whether the charter school you propose would:

Have the same or substantially the same board of trustees and/or officers as an existing private school;

No.

Draw from an exiting private school a substantial portion of the employees of the charter school;

No.

Would receive from an existing private school a substantial portion of such private school's assets or property;

No.

Would be located at the same site as an existing private school.

No.

XI. MISCELLANEOUS

57. EXHIBIT H--Please provide, if you wish, any other information that you think would be helpful to the Charter Schools Institute and the Board of Trustees in their evaluation of your application.

We believe that we have created a successful charter school in our current school. We would like to open five more charter schools, using the template of Carl C. Icahn Charter School. We will open our second charter school in September 2007. The template is described throughout this application, so it is not necessary to repeat it in this attachment. An overview of our plan, however, might be helpful.

Our interest in opening new schools is to improve the academic achievement of students at risk of academic failure in New York City. To that end, we plan to use the program at Carl C. Icahn Charter School. When we open each new school, we anticipate being able to use the resources of our past charter schools. Our plan is a deliberate one—to open Bronx North in 2007, Far Rockaway in 2008, another in 2009, another in 2010, another in 2011 and two in 2012. To do something correctly means paying attention to the details. We believe that being able to focus intently and carefully on replication will enable us to produce more successful charter schools.

While schools are sometimes created to focus on a particular theme, our goal is singular—to focus on academic achievement. It is hard, demanding (and exciting and rewarding) work to produce high achieving inner city students. There are enough time consumers in providing a rigorous, successful charter school so that we are not planning to add significant extracurricular programs. As in our current school, we will add assorted extra-curriculars that meet once a week. We believe that solely focusing on the academic program is the most productive goal. Providing other unique programmatic initiatives in our schools as they begin would be a concern to us as they might take away from the necessary intensity of the focus on academic achievement. We intend to add clubs similar to the ones in our current school for the middle school children in this school.

We were fortunate to start our first charter school as the charter school movement gained strength. We worked with CEI-PEA as we began our school and as part of the Coalition of New York Charter Schools, and continue to work with them. We anticipate continuing to take advantage of the resources available to New York Charter Schools. We believe we have learned what elements are important for charter school success through our experience with our current school. We also know the importance of strong leadership. We intend to duplicate the model we currently have. It was through CEI-PEA that we found our current principal. Believing that the choice of principal is paramount to the success of a charter school, we expect to look with intense care for our principals. We know it will be with the continued help of CEI-PEA and our current principal, who have helped us find a principal for our Bronx North, that we will find strong leadership for our next school.

