



Charter Schools Institute
State University of New York

MERRICK ACADEMY – QUEENS PUBLIC CHARTER SCHOOL

FINAL CHARTERED AGREEMENT

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

VOLUME 3 OF 3

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**Health and Physical Education Standards
Primary Level**

400

A. Performance Statement: Growth and Development. Each student can describe the progression of human development in stages—from embryo to birth to adolescence and so forth—and recognize major factors contributing to growth and development.

Standards

1. Each student can identify a usual sequence of physical and mental human development and recognize individual variation in the time taken to develop.
2. Each student can describe how physical characteristics, heredity, physical and mental health, and environment can influence growth and development.
3. Each student can identify ways nutrition, exercise, environment, leisure activities, and habits affect physical, mental, and emotional health.
4. Each student can describe the functions of major organs (for example, the heart, lungs, brain) and of the five senses.

B. Performance Statement: Health and Nutrition. Each student can show a basic understanding of the effect of various factors on health—including food, environment, disease, and the use of drugs and alcohol—and explain how such factors can be beneficial or detrimental to health.

Standards

1. Each student can identify common methods of disease transmission and prevention, for example, the importance of washing one's hands to prevent transmission of the common cold or flu.
2. Each student can identify nutrients associated with common foods and describe how they contribute to good health and growth, for example, the importance of calcium to the development of bone and teeth.
3. Each student can show an understanding of drugs that are helpful to health maintenance (i.e., medicine, vaccines, etc) and distinguish these from so-called recreational drugs. Each student can describe effects from the proper and improper use of drugs.

4. Each student can show an understanding of the relationship between diet and health and explain the effects of poor nutrition and overeating.
5. Each student can show an understanding of food as a source of energy and discuss the relationship between physical activity and weight.

C. Performance Statement: Personal Fitness. Each student can participate in sports and/or recreational activities that promote health and physical fitness.

Standards:

1. Each student can perform the elements of a nationally recognized fitness test (e.g., the President's Challenge from the President's Council on Physical Fitness and Sports) and compare results to the test's established standards.
2. Each student can demonstrate fundamental locomotor (from place to place, such as running), non-locomotor (in place), and manipulative (catching, dribbling, etc.) movements, and show awareness of space, time, and force in carrying out movements.
3. Each student can show good sportsmanship by recognizing and respecting the capabilities, similarities, differences, and aspirations of others on the playing field.
4. Each student can apply knowledge of safety rules in sports, school, and home. Each student can perform basic first aid for minor injuries.

**Health and Physical Education Standards
Intermediate Level**

402

A. Performance Statement: Growth and Development. Each student can describe the human life cycle from fertilization; show an understanding of embryo development as the division of cells; and examine the development and functions of organs and organ systems.

Standards:

1. Each student can describe the process of embryo development from the point of fertilization through cell division and the process of cell differentiation. Each student can compare human embryo and infant development to other mammals.
2. Each student can identify physical and mental developmental changes which occur during puberty and describe physical changes brought on by aging. Each student can examine factors (such as nutrition, medical care, environment, sanitation) that affect the rate or condition of development.
3. Each student can show a basic understanding of organ systems, describe their interactions (e.g., the circulation of blood transporting oxygen to cells), and apply knowledge of the specialization of human cells.

B. Performance Statement: Health and Nutrition. Each student can show a basic understanding of the effects of various factors on health—including food, environment, disease, and the use of drugs and alcohol—and explain how such factors can be beneficial or detrimental to health.

Standards:

1. Each student can evaluate how choices related to nutrition, exercise, rest, and life experiences affect physical and mental health.
2. Each student can show an understanding of how viruses, bacteria, fungi, and parasites can infect the body and interfere with normal functions and can describe how certain preventions (e.g., vaccines) and interventions (e.g., antibiotics) work in the treatment of disease.
3. Each student can explain how calories are used in the body and evaluate the relationship of caloric requirements to body weight, age, sex, activity level, and natural body efficiency.
4. Each student can describe the short-range and long-range effects on the body of toxic substances, including illicit drugs, alcohol, and tobacco.

C. Performance Statement. Personal Fitness. Each student can measure and analyze personal fitness, and participate in sports and/or recreational activities that promote health and physical fitness.

Standards:

1. Each student can sustain an aerobic activity, maintaining a target heart rate, to achieve cardiovascular benefits.
2. Each student can demonstrate an understanding of the mechanical principles related to movement (e.g., throwing, running, catching) and perform movement skills effectively.
3. Each student can develop strategies in accordance with established rules for participation in games and sports.
4. Each student can practice the rules of safe and fair play while participating in sports and physical activities.
5. Each student can demonstrate knowledge of first aid, safety rules, and rescue skills.

**Health and Physical Education Standards
Upper Level**

A. Performance Statement: Growth and Development. Each student can apply knowledge of biology to growth and development, examine medical technologies and what makes them effective, and explore ethical and social issues raised by medical research and advancement.

Standards:

1. Each student can describe the function of DNA in human development and show an understanding of how differences in immediate cell environments can activate or inactivate DNA information.
2. Each student can examine and explain various interferences to normal body functions (such as allergic reactions, genetic diseases, and viral infections) and explain the relative effectiveness of treatments.
3. Each student can examine the development of various medical technologies and evaluate the physical, social, economic, and ethical effects and considerations.

B. Performance Statement: Health and Nutrition. Each student can examine and explain the effects of various factors on health—including food, environment, disease, and the use of drugs and alcohol—and interpret medical findings as written for lay readers to describe developments in detection, prevention, and treatment.

Standards:

1. Each student can apply knowledge of chemical interactions, heredity, and technology to analyze various factors affecting individual and public health and explain the effect of related medical developments as reported through the media.
2. Each student can examine and explain, on a molecular level, the use of nutrients and calories in the body and apply this knowledge to show its significance to health maintenance.
3. Each student can discuss the physical, emotional, and social effects of substance abuse.

C. Performance Statement: Personal Fitness. Each student can measure and analyze personal fitness and participate in sports and/or recreational activities that promote health and physical fitness.

Standards:

1. Each student can assess and analyze personal fitness levels to determine fitness and wellness. Each student can select activities that will improve and/or maintain fitness and health by analyzing and comparing the benefits of various activities.
2. Each student can demonstrate knowledge of and perform simple and complex movements using multiple body parts in individual, dual, and team activities.
3. Each student can apply the concept of good sportsmanship to various situations within and outside of sports.
4. Each student can describe and/or perform a variety of first aid and safety procedures and analyze various life-threatening situations to select effective methods of rescue.

**Fine Arts Standards
Visual Arts
Primary Level**

406

A. Performance Statement: Each student can create with various art media to express ideas and experiences.

Standards:

1. Each student can design and create simple works of art using different media, techniques, and processes—such as drawing, painting, sculpting, printmaking, design, film, or video—which express an intended purpose.
2. Each student can discuss the visual characteristics of student's own works in reference to perspective, proportion, scale, symmetry, motion, color and/or light.
3. Each student can reproduce the organization of the color wheel.
4. Each student can explore techniques for producing the illusion of space in two- and three-dimensional forms.
5. Each student can safely use art materials, tools, and equipment.

B. Performance Statement: Each student understands cultural and historical contexts of the visual arts.

Standards:

1. Each student can recognize major works of western and non-western art—such as the "Mona Lisa," the Great Sphinx, "Venus de Milo"—and place the works in the correct historical context including both time (i.e. prehistoric, ancient, or modern) and place (i.e. European, African, Asian, Native American, etc.).
2. Each student can recognize and discuss important national, regional, and local works of art, artifacts, and architecture and explain their relationship to major trends, eras, or styles.
3. Each student can identify art of given culture (sculptures, paintings, architecture, artifacts, and objects used for daily living) and understand relationships between a culture's art and its social context.

C. Performance Statement: Each student can view and respond to works of visual art, and offer ideas about their purpose and meaning.

Standards:

1. Each student can identify images and symbols found within works of art, and interpret their purpose and meaning.
2. Each student can understand the ideas of others about the purpose and meaning of given works of art.

**Visual Arts
Intermediate Level**

A. Performance Statement: Each student can create with various art media and effectively convey an intended purpose and meaning.

Standards

1. Each student can effectively translate feelings, experiences, and ideas into various visual arts media showing competent technique and organization.
2. Each student can select media, techniques, and processes which are most effective to express the student's purpose, and justify those selections.
3. Each student can discuss the techniques, the principles of design, and the literal and visual qualities of drawing, painting, printmaking, design, fine craft, sculpting, photography, computer graphics, and film and television.
4. Each student can describe images and technical terminology associated with the visual arts.

B. Performance Statement Each student can discuss and analyze various cultural and historical contexts of the visual arts.

Standards

1. Each student can explain the role that visual arts and artists play in various cultures and historical periods.
2. Each student can analyze and describe how the needs, attitudes, beliefs, and values of a culture influence the artwork produced by the culture.
3. Each student can characterize works according to era or genre—such as the differences and similarities between Gothic and Renaissance portraits, Mexican murals, Impressionism, etc.

C. Performance Statement: Each student can view and respond to works of visual art, and interpret their purpose and meaning.

Standards:

1. Each students can compare different works of art (student's own work and works from various eras and genres) in respect to meaning, style, media, and form.
2. Each student can analyze the aesthetic qualities of art and nature, evaluate their merits, and give reasons to support his or her appraisal.

**Visual Arts
Upper Level**

A. Performance Statement: Each student can create with various art media, demonstrating technical skill and aesthetic understanding, and effectively convey an intended purpose and meaning.

Standards:

1. Each student can show sound technique and personal style in two or more forms—such as painting, drawing, printmaking, design, sculpting, photography, fine craft, film, and/or television.
2. Each student can analyze and judge visual relationships to improve own art production.
3. Each student can effectively convey ideas, experiences, and emotions in the creation of a work of art.

B. Performance Statement: Each student can examine, analyze, and discuss the connections between the visual arts and the philosophical, political, social, and economic ethos of the culture in which the art was created.

Standards:

1. Each student can analyze and describe how art from a variety of cultures reflects, records, and/or shapes history.
2. Each student can relate certain works, including student's own work, to the artwork of contemporary, historic, and prehistoric artists.
3. Each student can analyze the formal technical and aesthetic qualities of certain artworks and genres; connect these works and genres with their cultural, historical, and social contexts; and interpret their meaning from various perspectives, including the perspectives contemporary to the work, as well as student's own.

C. Performance Statement: Each student can respond to works of visual art, analyze how their technical and aesthetic merits convey their purpose and meaning, and apply this knowledge to improve student's own work.

Standards:

1. Each student can examine and evaluate the work of art critics, historians, and artists.
2. Each student can engage in personal research which leads to an understanding of certain topics, such as particular theories or styles; explain findings both verbally and graphically; and translate this research into works of visual art.
3. Each student can prepare a portfolio of preparatory studies, design research and experiments, and discuss the critical aspects of this work with an examiner.

**Fine Arts Standards
Drama Standards
Primary Level**

A. Performance Statement: Each student can interpret and communicate experiences through the use of body, face, and voice.

Standards:

1. **Playwright.** Each student, with teacher guidance, can collaboratively select characters, environments, and playable actions that create scenes for small group improvisations. Each student can improvise dialogue and record it using the proper format.
2. **Actor.** Each student can, with teacher guidance, draw upon memory to imagine and describe characters and their environments. Each student can use movement and voice to explore a variety of roles and maintain a character for a specific role in classroom dramatizations drawn from life, fantasy, literature, and history.
3. **Director.** Each student can imagine and describe images using visual aspects (color, shape, mass, texture, light intensity) and aural aspects (rhythm, tempo, tone, dynamics) for a specific purpose. Each student can choose a playing space and select and organize available materials to suggest scenery, properties, lighting, sound, and costumes appropriate to specific classroom dramatizations.
4. Each student can select material about people, events, time, and place appropriate to classroom dramatizations for stories and events.

B. Performance Statement Each student understands the influence of drama in human life and can use past and present dramatizations of people's lives to explore connections among people and cultures.

Standards

1. Each student can recognize and describe how cultural and historical characteristics, actions, time and place relate to each other in classroom dramatizations and in theater, film, and electronic media productions.
2. Each student can compare the characters and situations from dramatic works to people and situations in real life.
3. Each student can relate basic stories and specific scenes from a selection of exemplary dramatic works—for example, scenes from Shakespeare, or film and television scripts adapted from classic children's literature. Each student can identify the historical period and culture associated with the particular work.

C. Performance Statement: Each student can show perception and analytical abilities as an artist and as part of the audience.

Standards:

1. Each student can analyze the basic dramatic and production elements of classroom performance, and describe their use using theatrical vocabulary.
2. Each student can select examples; describe and demonstrate how productions from theater, film, and electronic media use characters, environment, and action; and show how each example differs.
3. Each student can identify the dramatic elements of stories using appropriate vocabulary. Each student can determine what can be dramatized and what cannot.
4. Each student can participate appropriately as part of an audience for classroom, theater, film and electronic media presentations. Each student can describe the visual, aural, and verbal elements, interpret the meaning and purpose, and offer a personal opinion about their merits.

**Drama Standards
Intermediate Level**

A. Performance Statement: Each student can perform various theatrical functions, including playwright, technician, and actor.

Standards:

1. **Playwright.** Each student can choose characters and environments and actions appropriate to specific story objectives, and can describe ways to start and end a dramatic event. Each student can create dialogue, tell stories through drama, and demonstrate an understanding of script, scenario, and storyboards.
2. **Actor.** Each student can analyze improvisational scenarios and dramatic texts for character description, motivation, and objectives. Each student can prepare biographical profiles for characters and observe people as models, identifying applicable characteristics and behaviors. Each student can apply acting techniques in such areas as concentration, movement, and voice in improvised and scripted scenes. Each student can contribute to the cooperative approach to production.
3. **Director/Technician.** Each student can analyze improvisation scenarios and dramatic texts for physical requirements and visual and aural qualities, and can collaboratively conceptualize appropriate environments for scene work. Each student can understand fundamental vocabulary, attributes, and technical elements of scenery, properties, lighting, sound, costumes, and makeup. Each student can work collaboratively to select and create materials to suggest specific environments to an audience.
4. Each student can identify and describe social, historical, and cultural clues in dramatic texts and use research from a variety of sources to inform the acting in and the design for a production.
5. Each student can describe fundamental connections among text, acting, design, and technical aspects of productions and explain the role of the director in making decisions about these connections for productions.

B. Performance Statement: Each student can understand various cultural and historical contexts for theater.

Standards:

1. Each student can describe how the social and political environment, beliefs, customs, and arts of societies are evident in theater, film and electronic media about and from specific cultures and historical periods. Each student can explain the relationship between drama and its cultural and historical context.
2. Each student can explore major plays representative of various genres, cultures, and historical periods, including ancient cultures. Each student can recognize and describe archetypal characters, plots, and situations.
3. Each student can research the life and work of selected dramatic professionals from various cultures and historical periods.

C. Performance Statement: Each student shows perception and the ability to be critical and analytical about dramatic performances.

Standards:

1. Each student can describe the specific knowledge and skills brought to an individual performance by various collaborators and the audience.
2. Each student can discuss and evaluate his or her role and the role of others in the classroom rehearsals and productions.
3. Each student can describe and compare the creation and presentation of theater, film, and television.
4. Each student can understand the concept of genre and elements of dramatic structure such as exposition, tension or problem, crisis, and conclusion.
5. Each student can describe a theatrical event, using technical vocabulary and concepts, and present a point of view.

**Drama Standards
Upper Level**

A. Performance Statement: Each student can show skill in the various roles of theater including playwright, technician, and actor.

Standards:

1. **Playwright**. Each student can use knowledge of dramatic elements and skills to create improvisations, scenarios, and scripted material for theater, film, and/or electronic media that communicate an intended meaning effectively.
2. **Actors**. Each student can create and sustain convincing characterizations based on effective use of classic and contemporary acting techniques and on analysis of dramatic texts and situations which considers the physical, emotional, and social dimensions of characters.
3. **Director/Technician**. Each student can understand the functions and uses of design and technical elements—such as scenery, properties, lighting, sound, costumes, and makeup. Each student can analyze texts from various perspectives to determine visual and aural qualities which will effectively convey an intended meaning. Each student can combine analytical and technical knowledge and skills in the collaborative development of scenery. Each student can operate technical equipment for classroom work.
4. Each student can locate and describe social, historical, and cultural references and contexts in exemplary dramatic texts. Each student can use this information to inform a range of artistic choices for improvised and scripted scene work.
5. Each student can describe the duties of producers, business managers, and stage managers. Each student can design appropriate promotional, business, and stage management plans for specific productions.

B. Performance Statement: Through research and analysis of texts and production in theater, film, and electronic media, each student can discuss the interaction between cultural and historical forces and artistic expression.

Standards:

1. Each student can describe relationships between theater and other cultural institutions in other cultures and historical periods. Each student can describe such aspects as relationships among religion, ritual, and theater; the connections between dramatic presentations and social and political thought; and the effect of culture and technology on the content and style of dramatic presentations.
2. Each student can describe the historical development of one or more aspects of theater.
3. Each student can compare and criticize with authority important texts and productions representative of various genres, cultures, and historical periods.
4. Each student can research and examine the lives and works of selected playwrights, actors, directors, and theatrical designers from various cultures and historical periods. Each student can draw connections between the artist's work and the cultural and historical period in which it was created.

C. Performance Statement: As a critical artist and a critical member of an audience, each student can perceive, analyze, and compare relationships between artistic intent and expressive means in all theatrical media including stage, film, radio, and video.

Standards

1. Each student can analyze his or her own and other exemplary dramatic texts to establish and describe relationships among character, environment, genre, and style and the resulting shape of the drama. Each student can discuss a playwright's choices of devices for conveying ideas.
2. Each student can use analytical vocabularies and concepts to relate and compare individual responses to classroom and professional presentations. Each student can consider the relationship of text to production decisions and to audience response.
3. Each student can judge the quality of productions, can articulate own interpretation of the production's meaning, and defend the criticism coherently and logically. Each student can compare criticisms of the same work.

**Music Standards
Primary Level**

A. Performance Statement: Each student can demonstrate the ability to create and perform music by singing, playing instruments, moving to music, and composing and improvising music.

Standards:

1. **Singing.** Each student can sing songs accurately and independently, on pitch, and in rhythm, alone or with a group, and with a clear, free tone. Each student can sing rounds, partner songs, and harmony.
2. **Playing Instruments.** Each student can play simple melodies, rhythms, and chords on classroom instruments (drum, recorder, autoharp, etc.).
3. **Composing.** Each student can create short pieces using conventional musical sounds and nontraditional sounds available in the classroom or body sounds (e.g. clapping, finger snapping); experiment imaginatively by altering pitch, tempo, timbre, and dynamics for expressive purposes; and create music to dramatize stories.
4. **Improvising.** Each student can create thoughtful alterations and variations to existing songs, and create "answers" to unfinished melodic phrases by singing or playing on classroom instruments.
5. Each student can respond to music and sound, particularly to meter and beat, by appropriate movements, such as clapping or walking; respond to changes in tempo, dynamics, pitch, rhythm, timbre, or style by changing movements appropriately. Each student can create patterns of movement to express their thoughts or feelings or to express what they hear in various musical works.
6. Each student can sing from memory a basic repertoire of at least two dozen folk and composed songs from the United States and from other regions of the world.
7. Each student can recognize and distinguish electronic and acoustic sounds and use a variety of electronic sounds to express musical ideas.

B. Performance Statement: Each student understands the cultural and historical context of music and can identify the influence of diverse heritages evident in the music of the United States (including African, European, and Latin American).

Standards:

1. Each student can distinguish between the music of today and the music of earlier periods, and determine whether particular works come from the same culture or different cultures.
2. Each student can identify the major musical characteristics of United States music, including its African, European, and Latin American elements.
3. Each student can identify well-known musical pieces and genres from different cultures and historical periods—for example American traditional songs, West African drumming, calypso, classical—and describe their purpose and meaning.

C. Performance Statement: Each 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.

Standards:

1. Each student can identify specific musical events and features when listening to music and demonstrate musical perception in responding to music.
2. Each student can explain the effect of a composer's choices—such as the choice of instruments, key signature, and duration—and describe his or her response using appropriate music vocabulary—for example, melody, rhythm, harmony, tempo.
3. Each student can invent graphic symbols to notate music, so that it can be reproduced later, and use standard notational symbols to notate pitch, rhythm, dynamics, and other features.
4. Each student can recognize the basic features of unfamiliar music by studying the notation.
5. Each student can identify voices (such as male and female, high and low, and distinct individuals), types of band and orchestral instruments (strings, brass, etc.), a selection of non-western instruments, and identify structures such as call and response, theme and variations, opera, and concerto.

**Music Standards
Intermediate Level**

A. Performance Statement: Each student can demonstrate the ability to create and perform music by singing, playing instruments, and composing and improvising music.

Standards:

1. **Singing**. Each student can sing accurately alone and with others, with a free tone, and with expressive qualities appropriate to the music. Each student can sing rounds, partner songs, songs with descants, and songs in three parts. Each student can correct errors in pitch or rhythm when they occur, demonstrate sensitivity to blend and balance, and respond to the conductor.
2. **Playing Instruments**. Each student can demonstrate a skill on a variety of classroom instruments (recorder, autoharp, mallet, keyboard, etc.) and play at least three chords on two or more instruments. Each student can play independently, play in groups demonstrating sensitivity to blend and balance, and respond to the gestures of a conductor.
3. **Composing**. Each student can compose simple pieces for at least one performance medium, using traditional or nontraditional sounds, including electronic (personal computers, sequencers, synthesizers, and drum machines). Each student can compose reflecting a knowledge of melody, rhythm, and harmony and showing growth in musical imagination and expression.
4. **Improvising**. Each student can spontaneously create simple rhythmic and harmonic accompaniments to live or recorded music and demonstrate originality and imagination in experimenting with variations in tempo, timbre, dynamics, and phrasing for expressive purposes.
5. Each student can sing from memory a repertoire of folk, art, and popular songs. On instruments. Each student can play a repertoire of diverse periods and styles including at least some works performed from memory. Each student can vary vocal and instrumental style and interpretation appropriately, depending on the type of music being performed.

B. Performance Statement: Each student can examine the cultural and historical context of music and show an understanding of major western and non-western works, and various musical periods and genres.

Standards:

1. Each student can identify by style, genre, composer, title and movement or section, if applicable, a repertoire of at least a dozen important works for various performance media, and explain briefly why each is considered exemplary.
2. Each student can classify by genre, form, and period a musical work presented aurally and give reasons for the classification.
3. Each student can explain the distinguishing musical and cultural characteristics of the Baroque, Classical, and Romantic periods and of at least two distinctive styles of the twentieth century outside the western art music tradition.
4. Each student can explain the rhythmic, melodic, harmonic, timbral, and other characteristics of a musical style in three or more distinctive world cultures; discuss the meaning and purpose of each style; and classify an unfamiliar piece of representative work according to its cultural origin.
5. Each student can identify various roles and functions musicians perform in American society and contrast them with the role of musicians in other cultures and historical periods.

C. Performance Statement: Each student can show skill at listening and responding to music, interpret the music's meaning and purpose, and judge the effectiveness of a performance in fulfilling its intended purpose.

Standards:

1. Each student can identify specific musical events while listening to movement-length work and create graphic symbols to map the work while listening in order to later report the nature and sequence of musical events.
2. Each student can describe the musical and expressive qualities of two or more differing interpretations of the same work, explain how they differ, and suggest what effect each has on the listener.
3. Each student can identify commonalities among music and other arts disciplines and connect music to other academic disciplines.

4. Each student can describe, evaluate, and discuss musical works, both in performance and in notation, paying particular attention to pitch, rhythm, harmony, as well as to their texture, formal structure, performance medium, and other salient features. Each student can demonstrate knowledge of scales, intervals, chords, and chord progressions and show competency with technical vocabulary.
5. Each student can sing or play simple melodies in the treble or bass clefs at sight; identify by name and function standard notation for pitch, rhythm, articulation, and dynamics; and accurately follow a single line of standard notation while listening to it performed.

**Music Standards
Upper Level**

A. Performance Statement: Each student can demonstrate the ability to create and perform music by singing, playing instruments, composing and improvising.

Standards:

1. **Singing**. Each student can demonstrate good posture, good breath control, and basic technical skills in singing and can sing with good pitch, rhythm, diction, balance, blend, and interpretation. Each student can sing independently an appropriate part in an ensemble, with or without accompaniment, and with sensitivity to the gestures of a conductor.
2. **Playing Instruments**. Each student can play at least one instrument (band, folk, or electronic) well enough to perform in informal settings. Each student can play a part in an instrumental ensemble accurately and independently; demonstrate attention to pitch, rhythm, and interpretation; and show sensitivity to blend and balance, and to gestures of a conductor.
3. **Composing**. Each student can compose simple pieces for at least two contrasting media using personal computers and basic musical digital devices as appropriate.
4. **Improvising**. Each student can spontaneously create short, freestanding works, simple rhythmic and harmonic accompaniments, or melodic lines to music which is live or recorded, instrumental or vocal.
5. Each student can perform with expression and musicianship a varied repertoire of vocal and instrumental literature, performing from memory works of various genres, cultures, and periods. Each student can perform music of at least two contrasting styles with dynamics, phrasing, and expression appropriate to each.
6. Each student can orchestrate or arrange simple pieces for media other than those for which the pieces were written. Each student's work demonstrates knowledge of the ranges and potential of instruments, voices, and other media.

B. Performance Statement: Each student can describe and analyze the cultural, historical, social, economic, and aesthetic context in which various works were created.

Standards:

1. Each student can identify by genre, composer, title, and movement or section (if applicable) a repertoire of at least twenty exemplary works for various performance media, briefly state reasons why each is considered exemplary, and evaluate the quality and merits of each.
2. Each student can criticize and classify a musical work presented aurally and support his or her reasoning.
3. Each student can identify and explain the distinguishing musical and cultural characteristics of western art music—such as, Baroque, Classical, Romantic—and of four or more distinctive musical styles of the twentieth century, at least two of which are not in the western art music tradition. Each student can evaluate representative works for their merits as models.
4. Each student can identify and explain the distinguishing musical and cultural characteristics of a representative style of music from at least four distinctive cultures from outside the west. Each student can recognize aurally examples of music of those cultures and evaluate representative works for their merits as models.
5. Each student can explain various purposes of music in contemporary cultures and cite examples. Each student can identify various roles and functions musicians perform in society, cite representative individuals who function in those capacities, and describe their activities and achievements.

C. Performance Statement: Each student can listen and respond to music, analyze its meaning and purpose, and evaluate the quality and effectiveness of the work and/or performance.

Standards:

1. Each student can compare different interpretations of the same work, describe the musical and expressive qualities of the performances, and discuss the effectiveness of each with reference to melodic contour, harmonization, dynamics, tempo, instrumentation, register, or other expressive qualities.
2. Each student can demonstrate musical perception after listening to long movement-length works of music, identify specific musical events in that music, and describe in detail specific features of the work.

3. Each student can demonstrate a knowledge of scales, intervals, chords and chord progression and identify, in detail and by using the technical vocabulary of music, the musical devices and techniques used to provide unity and variety, repetition and contrast, and tension and resolution.
4. Each student can sight-read music with the difficulty of a simple hymn.
5. Each student can notate from dictation step-wise melodies, rhythmic patterns including quarter notes and eighth notes, and four-part harmonic patterns.
6. Each student can select for his or her personal performance and listening music of high quality relative to other works of the same genre and justify the selections.

SCOPE AND SEQUENCE CHART

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Reading Vocabulary	34-39	_____	
Story and Sentence Copying	40	_____	160
Reading Comprehension		_____ 120	160
Story Items		_____ 131	160
Picture Comprehension		_____ 144	160

SOUNDS AND LETTER NAMES

Sounds	1	39	
Sound Combinations (Diphthongs and Digraphs)	1		160
Letter Names—Vowels		40	52
Letter Names—Consonants			83-86
Alphabetical Order			83-86
Capital Letters			87-94

READING VOCABULARY

Sound Out	1		82
Read the Fast Way	1		160
Word Parts	1		160
Hard Words		3, 4, 8, 9, 13, 18, 32	47
Final-e Rule		48	80
Spell by Letter Names			86
			160

STORIES

Decoding			
Oral Story Reading	1		160
Rate-and-Accuracy Checkouts		5-160 (every fifth lesson)	
Comprehension			
Story Comprehension—Oral	1		160
Story Comprehension—Written	1		160
Picture Comprehension	1		160
Rule Review			147-160
Read the Items	3	39	47
			81
			94

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Mechanics			
Sounds and Sentence Copying	1		48
Comprehension			
Picture Comprehension	1	25	
Story Items	1		160
Reading Comprehension Passages		8	160
Following Instructions		18	120
Story-Picture Items		61	94
Picture Deductions			95
			147
Written Deductions			123
			160
Factual Information Passages			132
			180

Scope and Sequence Chart

The following scope and sequence chart provides an overview of the skills taught in *Reading Mastery III*. The skills are divided into four principal areas: decoding skills, comprehension skills, literary skills, and study skills.

The numbers on the chart indicate which lessons offer practice in a given skill. When a span of lessons is shown in regular type (1-20, for example), every lesson in the span offers practice in the skill. When a span of lessons is shown in italic type (*1-20*, for example), most lessons in the span offer practice in the skill.

Decoding Skills

SOUNDS AND LETTERS

- reading sound combinations: 20-29

WORDS

- reading regularly spelled words: A-D, 1-140
- reading irregularly spelled words: A-D, 1-140
- reading word lists for accuracy: A-D, 1-140
- spelling difficult words: A-D, 1-140

SENTENCES AND STORIES

- reading aloud: A-D, 1-140
- reading silently: A-D, 1-140
- reading aloud for rate and accuracy: A-D, 5, 7, and every fifth lesson from 10 to 140

Comprehension Skills

COMPREHENSION READINESS

- following oral directions: A-D, 1-140
- responding to picture tasks: A-D, 1-140

VOCABULARY

- identifying the meanings of common words and phrases: 1-140
- comprehending vocabulary definitions: 2-140
- using vocabulary words in context: 2-140
- identifying homonyms and homographs: 77-83, 87-140
- comprehending contractions: 81-124

LITERAL COMPREHENSION

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- answering literal questions about a text: A-D, 1-140
- identifying literal cause and effect: A-D, 1-140
- recalling details and events: A-D, 1-140
- following written directions: A-D, 1-140
- memorizing facts and rules: A-D, 1-140
- sequencing narrative events: 23-140

INTERPRETIVE COMPREHENSION

- predicting narrative outcomes: D, 1-140
- relating titles to story content: A-D, 1-140
- inferring cause and effect: A-D, 1-140
- inferring story details and events: D, 1-140
- making comparisons: 22-140

REASONING

- using rules to classify objects: A-D, 1-140
- completing written deductions: 1-60
- drawing conclusions: A-D, 1-140
- using rules to predict outcomes: 8-113

Literary Skills

ANALYZING CHARACTERS AND SETTINGS

- interpreting a character's feelings: 1-140
- pretending to be a character: 1-140
- interpreting a character's motives: 11-140
- inferring a character's point of view: 33-140

TYPES OF LITERATURE

- reading realistic fiction: 45-59, 64-76, 86-95
- reading fantasy: 1-140
- distinguishing between realism and fantasy: 3-6, 11, 13, 18, 20, 23, 25, 35
- reading non-fiction: A-C, 2-140

Study Skills

WRITING

- writing answers to questions: A-D, 1-140

USING REFERENCE MATERIALS

- reading informational passages: A-C, 2-140
- interpreting maps: 8-140
- identifying standard measurements: 11-140
- interpreting diagrams: 25-140
- interpreting time lines: 82-88, 91, 94, 95, 99, 103, 105-107, 110, 114, 123, 124
- filling out forms: 109-140

Scope and Sequence

aspect of mathematics that is most familiar to children—counting. Counting experiences are developed in a variety of contexts, expanded to the

Lessons

1 5 10 15 20 25 30 35 40 45

	1	5	10	15	20	25	30	35	40	45
FOLLOWING INSTRUCTIONS	█									
COUNTING										
Rote Counting	█									
Rational Counting	█	█	█	█	█	█	█	█	█	█
Ordinal Numbers			█	█	█	█	█	█	█	█
Counting Backward				█	█	█	█	█	█	█
Counting by 10					█	█	█	█	█	█
SYMBOLS										
Symbol Writing	█	█	█	█	█	█	█	█	█	█
Symbol Identification	█	█	█	█	█	█	█	█	█	█
Numerals and Counters	█	█	█	█	█	█	█	█	█	█
MORE/LESS/EQUAL										
More		█	█	█	█	█	█	█	█	█
Equality				█	█	█	█	█	█	█
Less						█	█	█	█	█
More/Less Discrimination							█	█	█	█
ADDITION/SUBTRACTION										
Addition			█	█	█	█	█	█	█	█
Subtraction								█	█	█
Addition/Subtraction Discrimination									█	█
PLACE VALUE					█	█	█	█	█	█
PROBLEM SOLVING										█
APPLICATIONS										
Money										
Measurement										
Estimation										

Level B

Scope and Sequence

Connecting Math Concepts, Level B provides many illustrations of how mathematical concepts are linked to each other and to the outside world. For example, money is used to illustrate renaming, regrouping, multiplication, problem solving and many other concepts. CMC includes both symbolic and physical representations for place value, regrouping,

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45

	Transition		Lessons										
	A	B	1	5	10	15	20	25	30	35	40	45	
COUNTING	1s							2s					5s
FOLLOWING DIRECTIONS													
PLACE VALUE													
2-Digit Numerals													
3-Digit Numerals													
Discrimination													
NUMBER FAMILIES													
Addition													
Subtraction													
Discrimination													
Missing Addend													
FACTS													
Addition											+2		
Subtraction									-0	-1			-2
Discrimination													
NUMBER RELATIONSHIPS													
< = >													
Number Line													
Fact Derivation													
MEASUREMENT													
Length													
Time: Calendar													
Time: Clock													
Equivalences													
COLUMN ADDITION													
No Carrying													
Carrying													
Discrimination													
COLUMN SUBTRACTION													
No Borrowing													
Borrowing													
Discrimination													
MENTAL ARITHMETIC													
Addition													
Subtraction													
Discrimination													
MONEY													
Coins													
Dollar-and-Cents Problems													
MULTIPLICATION													
GEOMETRY													
Identifying Shapes													
Perimeter and Area													
TABLES													
Number Tables													
Number-Family Table													
PROBLEM SOLVING													
Story Problems													
Picture Problems													

Distar Language I Scope and Sequence Chart



44 Distar Language II Scope and Sequence Chart

	10	20	30	40	50	60	70	80	90	100	110	120	130	140	150	160
ACTIONS pages 25-27	ACTIONS-REVIEW															
			CAN-DO						SYN		LEFT-RIGHT					
CLASSIFICATION pages 27-33	CLASSIFICATION															
					FROM-TO											
WORD SKILLS pages 34-49	POLARS-OPPOSITES															
				DEFINITIONS					SYNONYMS							
												SUPERLATIVES				
														CONTRACTIONS		
SENTENCE SKILLS pages 50-61	WHO, WHAT, WHEN, WHERE, WHY															
	QUESTIONING SKILLS															
							STATEMENTS					STATEMENTS				
REASONING SKILLS pages 62-77				VERB TENSE				ANALOGIES								
				CAN-DO								IF-THEN				
		ONLY														
		T-F			TRUE-FALSE											
			DESCRIPTION													
		S-D									SAME-DIFFERENT					
DIRECTIONAL SKILLS pages 78-85					FROM-TO							LEFT-RIGHT				
									MAP READING							
INFORMATION pages 86-89	DAYS, MONTHS, AND SEASONS															
								LAND FORMS								
			MATERIALS													
APPLICATIONS pages 89-91	PART-WHOLE															
	CONCEPT APPLICATIONS															
	ABSURDITIES															
TAKE-HOMES pages 92-93	TAKE-HOMES															

Introduction

Most of what we use in communicating with each other can be called language. The scope of topics that can be included in the teaching of language (or English) is therefore very broad. The choice of what to teach must be somewhat arbitrary.

Which of the thousands of aspects of language should be selected for study after the child has begun to learn communications skills and language concepts? Should he learn something about transformational grammar? Should he learn how to write thank-you notes and keep a diary? Should he learn the major parts of speech? Should he learn to listen to others as they talk? Should he learn language skills that are relevant to his daily life? These questions are not easy to answer, and any selection of material or topics must necessarily be incomplete. Language, English—or whatever it is called—is a broad and many-sided subject. A major focus must be selected and objectives defined.

The major focus of Distar® Language III is on the analysis of sentences, both spoken and written. The focus is not limited to grammatical analysis; it includes the kind of analysis that deals with what a sentence says and what inferences can be drawn from that sentence. The analysis of sentences is systematically expanded into writing. After a child learns something about analyzing what sentences say, he is in a better position to construct sentences that express precisely what he wants to say. He is able to manipulate the parts of the sentence, to focus on its critical elements, and to anticipate the questions the reader or listener might have.

The objectives for Language III have been determined by looking at the long-range skills that we want children to have. We want them to be able to analyze what they read. We want them to be able to anticipate the questions that a reader might have about the topic they are discussing or the situation they are describing. We want them to be able to consider different possibilities, anticipate ambiguities, and above all to express themselves clearly, orally and in writing.

To guarantee this performance, we should take realistic steps. If we give the children who are ready for Language III very sophisticated tasks, some of them will perform well. Some will perhaps take the subsequent steps and become very proficient at communicating with others through writing and speaking. Others, however, will not succeed. Language III is an attempt to identify the skills that any child will need, to structure them so that they are understandable, and to provide the child with enough reinforcing practice in each newly learned skill so that he can use it easily. The goal is to teach every child.

Distar Language III is designed to lay a foundation for communications skills—particularly written communication. The skills included in the program are those that have the greatest immediate use. At the end of the year the children who are well taught will have much more to learn before they are proficient editors or writers, but they will have taken the most important steps. They will have mastered a basic structure of analysis to which more refined skills can later be added. They will have begun to acquire the ability to communicate that distinguishes the well-educated person from the one who lacks education and who cannot express himself in writing.

CONTENT OF THE PROGRAM

What are these high-priority skills? Some have to do with grammar, or the basic structure of the language; but grammatical skills are certainly not the only important ones that a child should study. More important are the skills that allow the child to deal with the content of what is written—to analyze what it says and how it says it. Also more important are writing skills—the application of grammatical analysis to written communication.

Six major topics are developed in Distar Language III:

1. Information analysis
2. Information processing
3. Sentence structure analysis
4. Sentence structure processing
5. Mechanics and usage
6. Writing

1. **Information analysis** deals with the questions that can be answered by referring to a specific sentence or set of sentences. For example, the sentence "The boy was tired that night" answers a number of questions. It answers the questions "Who was tired?" "When was he tired?" "How did he feel?" On the other hand, the sentence does not answer such questions as "Why was he tired?" or "Where was he that night?"

To perform an information analysis we must begin with a sentence. We must then address questions to the sentence, and we must use the sentence as the basis for answering each question. Either the sentence does or does not give information that allows us to answer a particular question. The information that we use to answer the question comes from the sentence.

2 In Distar Language III information analysis is taught through exercises in which children work with sentences and short stories. They answer questions about who, what, why, when, and where. In addition, they compare pairs of sentences and determine which sentence gives more information or which gives redundant information. They identify sentences that summarize longer passages. The goal of these activities is to teach children about the kinds of questions that can be answered by referring to different sentences. In other words, the exercises teach them to analyze the information given in sentences.

In information analysis we simply ask questions to clarify what the sentence says and what it doesn't say; in information processing we take the information and do things with it. We perform operations, using the information in the sentences.

2. **Information processing follows information analysis.** After a sentence has been analyzed in terms of the questions it answers, the sentence can be used in exercises that require logical thinking. For example, something mentioned in the sentence can be "classified" by the reader. The sentence "The boy was tired that night" refers to a boy. We can put *boy* in the class of persons. We can reconstruct the sentence to read "The person was tired that night." This sentence is implied by the information provided in the original sentence. To arrive at the sentence about the person we had to perform an operation on the original sentence.

Classification is only one of the information-processing operations. Another basic information-processing operation is formulating conclusions (or making deductions) based on the original information. If we are told that *Mary is a grick and that all gricks are sitting*, we can conclude that *Mary is sitting*.

3. **Sentence structure analysis in Distar Language III** is a systematic approach to basic sentence forms and their relationships. Here is a summary of that approach. The sentence "The boy was sleeping last night" is about the boy. The subject of the sentence therefore is *the boy*. The sentence tells something about the boy. It tells that he was sleeping last night. This part of the sentence is the predicate. This simple analysis enables children to analyze a wide variety of sentences. The sentence "Running is fun" presents no serious problems, although conventionally taught children often have trouble with it because *running* is a form of the verb *run*. The sentence is about running, so *running* is the subject. The sentence tells that running is fun; therefore, *is fun* is the predicate. Once the children have learned to identify the subject and the predicate, they are taught the next step—finding the simple subject (boy) and the verb (was sleeping).

4. **Sentence structure processing reinforces** understanding of sentence form. After each step analyzing the structure of the sentence, the child taught how to use this information in processing sentence elements. As he learns to identify the subject of the sentence, he begins to make up sentences for a given subject. From exercises that teach him to discriminate between questions and statements he moves to the task of converting statements to questions and questions to statements. He learns how to vary words in the predicate and vary sentence form as he has learned to identify the subject and predicate. Exercises in sentence construction in a new language give additional understanding and practice in the processing of formal elements in sentences.

5. **Mechanics and usage** are treated as an extension of sentence structure analysis. To make the form of a written sentence more easily identifiable, we put a mark at the beginning (the capital letter) and a mark at the end (some kind of closing punctuation.) If part of the predicate is moved in a statement so that it precedes the subject, a punctuation mark is needed to show that the sentence is not in the usual order. In the statement "Long before his bedtime, the boy was sleeping" the part of the predicate has been moved in front of the subject. The comma shows the part of the predicate that has been moved.

Punctuation is also used when parts of a sentence are missing. In the sentence "The boy ran, fell down and hurt his knee" the word *and* is missing after the word *ran*. A comma replaces the missing word.

In Language III, the children learn how to punctuate sentences in which part of the predicate has been moved; they also learn several other comma rules and work on the use of periods, question marks, and quotation marks. They learn a few capitalization rules. They learn about contractions and abbreviations. Mechanics and usage conventions are survival skills in handling written expression.

6. **Writing** is a construction task in which the child must apply the various skills they have been taught.

There are two objectives for the writing exercises in Language III. The first is to ensure that the child can apply analysis and processing skills as well as mechanics and usage conventions taught in the program. The second is to give the children practice in expressing themselves. To accomplish these objectives the program contains exercises in which the child writes stories from pictures, complete stories already started, and writes exact descriptions that would allow a reader to distinguish between the object described and other similar objects.

THE MATERIALS

Distar Language III contains both teacher materials and student materials. The materials are divided into 160 daily lessons.

The teacher's primary tool is the Teacher Presentation Book. The book is spiral bound and is packaged with the other teacher materials in a display box. The presentation book contains the tasks that the teacher presents to the children during each lesson. It provides precise directions for the activities that are to be taught and is coordinated with the children's materials. The teacher uses it every day when presenting the language lessons.

The other components in the teacher's display box are these:

1. The teacher's edition of the three student workbooks, with answers written in
2. A copy of the student textbook
3. A key to the textbook that gives answers to the children's exercises
4. A teacher's guide

(See page 5 for a detailed description of the Teacher Presentation Book and how to use it.)

A teacher's edition of each student workbook (included in the display box) is identical to the student version, except that the answers are written in and the work check procedure is printed on the inside front cover.

The Teacher's Guide includes an introduction describing the goals of the program, an overview of what is taught, a discussion of program organization, and a detailed section on teaching strategies. The last part of the guide contains a description of the program, a discussion of the specific teaching techniques, and corrections for many of the exercises. This part of the guide is organized into four major topics: Information, Sentence Structure, Mechanics and Usage, and Writing.

Use the Teacher's Guide as your handbook when teaching the program. Use it in connection with your Teacher Presentation Book. The guide contains the rationale for the exercises you will be teaching and provides you with specific suggestions for teaching them. It identifies some of the problems the children may encounter with the more critical tasks. It specifies ways to handle the problems and in some cases provides you with additional exercises you can present.

The children's workbooks are packaged separately. Each child uses three workbooks during the year: Workbook I for lessons 1-59; Workbook II for lessons 60-110; Workbook III for lessons 111-60. There are workbook activities for each lesson. Most require the child to supply short answers to questions, to complete items, or to fill in blanks.

Each child has a textbook. It is casebound and reusable from year to year. The children do not write in their textbooks; they work the exercises on lined paper. Most of the textbook activities involve more extensive written work than do the workbook activities. The children do both workbook and textbook activities each day.

PLACING THE CHILDREN

Distar Language III is appropriate for all children who perform on—roughly—the beginning third-grade level. Those who have been taught Distar Language I and II can move easily into Language III. Distar Language III can also be used as a language program for any children who have basic language skills.

Children who have had Distar Language II can begin Language III immediately. They can start when they complete Level II, whether at the beginning or in the middle of a school year. Children who have completed lesson 100 in Language II can also begin Language III. You should, however, schedule a period for these children during which they can continue in Language II. They therefore will have two language-instruction periods during each day.

Children who have not had Distar Language II can be placed in Language III if they have basic language skills. This doesn't mean that they have to understand all the concepts presented in the first two levels of Distar Language. It does mean, however, that the children should have mastered these skills.

1. They should be able to repeat long statements in one or two trials. (For example: "Before he went to the store, he ate three cans of beans.")
2. They should be able to handle simple analogies. (For example: A bird is to flying as a fish is to ———.)
3. They should be able to tell how two objects are the same and how they are different. (For example: How is a tree the same as a flower? How is it different?)
4. They should be able to answer who, what, where, when, and why questions about simple statements. (For example: "That afternoon, the girl went to the store to buy some bread." Who went to the store? Where did she go? When did she go? Why did she go?)
5. They should have an understanding of simple classification relationships. (For example: Something that can take you places is a ———. Something that you eat is ———. Something that you wear is ———.)
6. They should understand part-whole relationship. (For example: Name the parts of a chair. Name the parts of your face.)
7. They should be able to follow somewhat complex directions. (For example: Open your book to page 17 and look at the top line.)

Other Distar language programs can perform well on the above language tasks and if they possess basic reading and writing skills, they can start in Language III.

Those who do not have sufficient reading skills to do the independent work required in the program should be grouped separately so that you can work with them during the 30-minute independent activity period. Procedures for helping these children are discussed on page 9.

ORGANIZATION OF THE PROGRAM

Distar Language III is organized into topics, tracks, and tasks. The scope-and-sequence chart on pages 12–13 lists the topics and tracks taught in the program. It divides the content of the program into six main topics, under each of which is a list of tracks. For example, under the topic Information Processing the first two tracks are Classification and Following Directions. Numbers on the chart refer to lesson numbers and show the first and last presentation of a track in the teacher's book as well as the first and last exercise in either the workbook or the textbook.

A track is a sequence of exercises, or tasks, that teaches a particular skill or operation. The tasks are arranged in order of increasing difficulty or complexity. Each is a unit of instruction, presenting information to the children and testing them to see whether they have mastered the concept or idea of the task.

Each task is first introduced in the teacher presentation book to ensure that the child knows how to go about it before he attempts it on his own. Tasks in the presentation book are labeled to identify the way they are taught—as an oral activity, a workbook activity, or a textbook activity. They are also labeled to identify the particular skills or operation being taught. Tasks that are very important as foundations for future learning and tasks that are relatively difficult to master are repeated in the presentation book more times than are less crucial or easier tasks. Teaching procedures appropriate when a task is first introduced are gradually phased out as the children's understanding increases. Finally, the teacher-led activity phases out completely, and the children begin to do the exercises independently. They then continue to practice that particular skill daily or at intervals until mastery is assured. A sequence of tasks might start with a teacher-directed oral activity, continue with a teacher-directed workbook activity, and end with a series of independent workbook activities. Another sequence might start with a teacher-directed textbook activity and after several teacher presentations continue with a series of independent textbook activities.

LESSON 35

Teacher-Directed Oral Activity

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Task: Classification

- Listen. The girl lost the doll. Say it. Wait. Now I'm going to make up a sentence using a class name and a class name for doll. Listen. The person lost the toy. Say it. Wait. I'll say the sentence we started with. You say the sentence the class names. Listen. The girl lost the doll. . . . The person lost the toy. Repeat until the children's responses are firm.
- I'll say both sentences. Listen. The girl lost the doll. The person lost the toy. Everybody, which sentence tells more? Wait. Yes. "The doll" tells more. What does it tell? Wait. Yes, it tells what kind of person what kind of toy.
- Listen. The person lost the toy. Does that sentence tell what kind of person? Wait. No. Does it tell what kind of toy? Wait. No. If all we know is that the person lost the toy we can't tell what kind of person it was. Maybe it was a man. Maybe was. . . (Pause.) The children are to indicate different. If all we know is that the person lost the toy, we can't tell what kind of toy was lost. Maybe it was a ball. Maybe it. . . (Pause.) The children are to indicate different toys.
- So the sentence "The girl lost the doll" tells us more. It tells us what kind of person and what kind of toy.
- Repeat the exercise from the beginning if children are in difficulty.

Teacher-Directed Textbook Activity

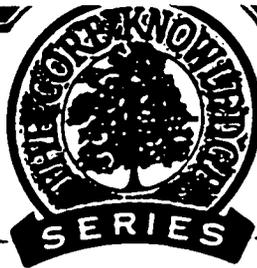
Task A: Classification

- Everybody open your textbook to lesson 35. Wait. Find. Read the instructions for part A out loud. Read this sentence. The girl lost the doll.
 1. Now read item 1 out loud. Write a sentence using class names for girl and doll. Do it. Check the work of a few children.
 2. Read item 2 out loud. Write the sentence that tells more. Do it. Check the work of a few children.

Figure 1

Another organizational feature of Language III is the interconnection of related tracks. For example, the Sentence-Nonsense Discrimination track, in lesson 20, begins with oral activities in which children discriminate between complete statements and sentence fragments. Several days later they begin to identify sentences and fragments in workbook exercises. In lesson 36 the workbook activities track combine with other tracks in which the children have been learning punctuation and capitalization and acquiring the ability to discriminate between statements, questions, and commands. The result of this series of exercises gives the children practice in these skills and continues through most of the program. This pattern of integration is followed throughout the program. After the children have been taught a particular skill in isolation, they use it in increasingly sophisticated contexts.

Tasks usually contain items. The items in teacher-directed workbook and textbook activities are numbered to correspond with numbered items in the children's materials.



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WHAT YOUR KINDERGARTNER

Needs to Know



PREPARING YOUR CHILD
FOR A LIFETIME OF LEARNING

EDITED BY E. D. HIRSCH, JR.,

author of Cultural Literacy.

AND JOHN HOLDREN

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History and Geography



INTRODUCTION

In kindergarten, children often study aspects of their immediate world: the family, the school, the community, etc. While such local studies should be encouraged, we should also take advantage of children's natural curiosity and begin to broaden their horizons. By introducing kindergartners to history and geography, we can foster their curiosity about the larger world and begin to develop their sense of the past and its significance. For young children, we need to emphasize the "story" in history. By appealing to children's naturally active imaginations, we can ask them to "visit" people and places in the past. We encourage you to go beyond these pages to help your child learn about history through art projects, drama, music, and discussions.

In the following pages, we introduce—let us emphasize, *introduce*—a variety of people and events. The children will encounter most of these people and events more fully in their later schooling. For example, we introduce July 4, 1776, as "the birthday of our nation," on the premise that kindergartners can understand the idea of a "birthday." But we do not go into any discussion of the American Revolution (which, by the way, we do introduce in the First Grade book of this series, and explore in some detail in the Fourth Grade book).

In beginning to tell children the story of the past, we have tried to be sensitive about the degree to which, and the manner in which, we expose children to the tragic aspects of history, such as the practice of slavery in the United States. In some cases, we have chosen to leave for later grades some of the darker aspects of history. For example, here we tell the story of Columbus's first journey to the "New World," but we wait until later books in this series to tell about the devastation wrought on Native American peoples by the diseases that came with the European explorers. The goal in kindergarten, then, is less to explore historical events or ideas in depth than to orient the child to the past and plant the seeds of knowledge that will grow in later years.

Suggested Resources

Follow the Dream: The Story of Christopher Columbus by Peter Sis (Knopf, 1991)

Just Like Abraham Lincoln by Bernard Weber (Scholastic, 1964)

My First Presidents' Day Book by Aileen Fisher (Children's Press, 1987)

New True Books series. Children's Press has over thirty books on Native Americans, such as: *The Delaware*, *The Sioux*, *The Hopi*, and more.

Samuel Eaton's Day: A Day in the Life of a Pilgrim Boy and *Sarah Morton's Day: A Day in the Life of a Pilgrim Girl* by Kate Waters (Scholastic, 1993; 1991)

World History and Geography

What a Ball! Our World

Step outside and what do you see? Look as far as you can. Do you see houses and backyards? Big apartment buildings? Green fields and mountains? A lake or an ocean?

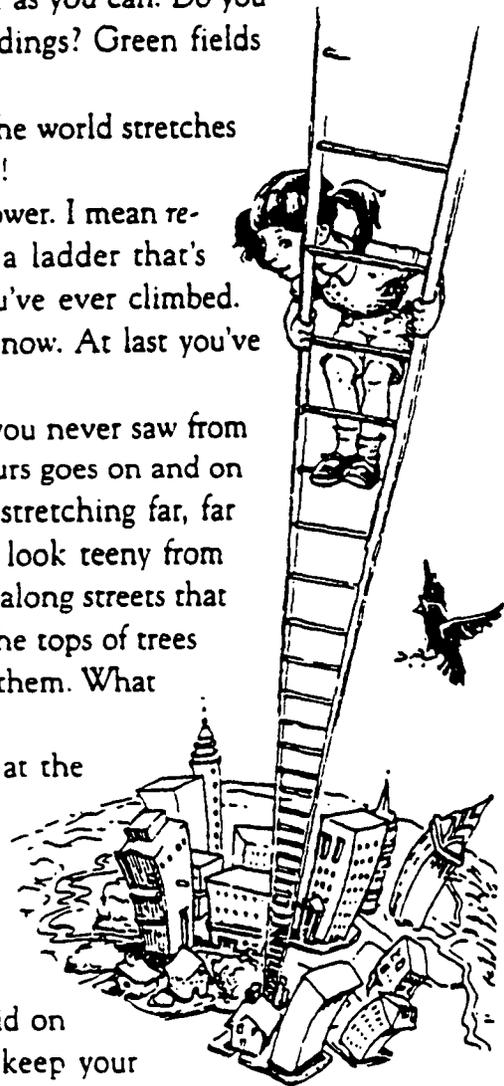
Whatever you see, it's all part of our world. The world stretches as far as you can see—in fact, a whole lot farther!

Let's imagine that just outside there's a high tower. I mean *really high*. You can climb a ladder to the top, a ladder that's longer than the ladder of the highest slide you've ever climbed. Ready? Start climbing. Keep going—don't stop now. At last you've reached the top. Catch your breath!

Now you're way up high. You can see things you never saw from the ground. You can see how this big world of ours goes on and on and on. Maybe you can see your city or town stretching far, far away. Maybe you can see rows of houses (they look teeny from your perch on the top of the tower), all lined up along streets that look like crisscrossed lines. Maybe you can see the tops of trees and a blue-green line that snakes along through them. What is that wavy line? A river!

Well, we can't stop here. I forgot to tell you: at the top of the tower there's a rocket ship. Yes, it's waiting for you! Climb in! Put on your space suit and strap on the seat belts. Ready for countdown? Five, four, three, two, one—blast off!

You're off to the moon! Here you are. First Kid on the Moon! Step outside your space ship (but keep your space suit on: there's no air to breathe on the moon). Now let's look back to where you came from—our world, the planet Earth. What do you see?



It's a ball! Seen from outer space, our world is a large bluish ball with patches of white swirling around it. What do you think those swirly white patches are? (They're clouds.)

Oceans and Continents

Now, imagine that you have on special space glasses that allow you to peek under all those clouds. If you could, then the Earth would look something like this.



This is how our world, the planet Earth, looks from space.



The planet Earth.

Look at all that blue. It seems to be moving. What do you think it is? That's right—it's water. And what are those big green patches? Did you say, "Land"? Right again.

Do you see that there's a lot more blue than green? Water, water, everywhere! Well, not quite everywhere, but our world is mostly under water. The biggest bodies of water are called *oceans*.

What about those big pieces of land poking through the oceans? They're called *continents*. There are seven of them. Each continent has its own name. The seven continents are:

- Asia
- Europe
- Africa
- North America
- South America
- Australia
- Antarctica

As you can see from this map, each continent has a different shape. Run your finger slowly around the outline of each continent. Place a piece of white paper or tracing paper over the map, and with a pencil trace the outline of each continent. (But, since Antarctica is mostly hidden way down at the bottom of this map, you will want to trace it from the map on page 131.)



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Maps and the Globe

Do you know what you're making when you draw the land shapes on a piece of paper? You're making a *map*. That's what maps are—drawings of the world. Maps give us pictures of the world to study. They help us see the shapes of land and water. Maps can also give us other information. Some maps show where mountains and rivers and lakes



These children are using a globe.

are, and give their names. Some show the names of highways and the locations of towns and cities.

There's a special kind of map that isn't flat like paper. Instead, this map is round, like a big balloon. It's called a *globe*. A globe is a little model of our world. Of course, a globe is *much, much* smaller than our planet Earth, just as a Matchbox car is much smaller than a real car or a doll is much smaller than a real person.

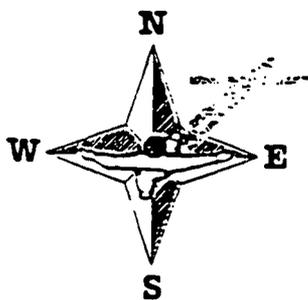
At home, school, or the library, look at a globe. Notice how much more water there is than land. Now find each of the seven continents. Use your finger to trace around the outline of each continent.

Which Way Are You Going?

To help you find things on a map or globe, you need to know the four main directions that tell you where things are. Everything on earth is in a certain direction from where you are now. Let's learn the names of the four main directions. They are: north, south, east, and west.

East is where the sun rises. If you don't know where that is, you can find out early tomorrow morning.

West is where the sun sets. You can find out where that is late today or tomorrow.



Once you've found out where the sun rises, you can find all the directions from where you are. Here's how. Stick your arms straight out from your sides. Slowly turn yourself until your right arm points to where the sun comes up. Keep your arms straight out! Your right arm is now pointing east and your left arm is now pointing west. Keep those arms straight out just a little longer. Look straight ahead. Your nose is pointing north. The back of your head is facing south.

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North, South, East, West

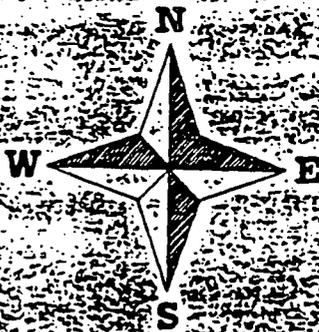
Let's look at the directions on a map. In most maps, the top of a map is north. To go north, move your finger up on the map.

The bottom of a map is south. To go south, move your finger down.

The right of a map is east. To go east, move your finger to the right.

The left of a map is west. ("Left" and "west" sound alike, which can help you remember.) To go west, move your finger to the left.

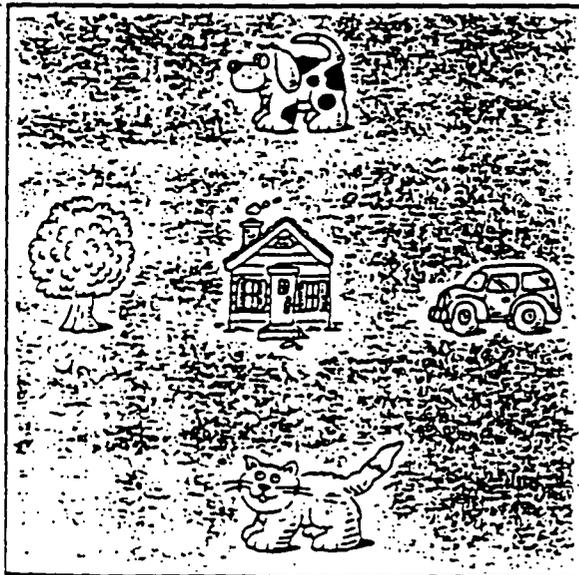
Have you heard of the North Pole and the South Pole? Those are the special names for the very top of our world, and for the very bottom. Which pole is at the top of our world? Can you find the North Pole on a globe? Can you find the South Pole on a globe?



Many maps use a picture like this to show the directions.

Now try this. Here's a picture of a house. There is something near the house on each side. Which direction is each thing from the house?

- The dog is _____ of the house.
- The tree is _____ of the house.
- The cat is _____ of the house.
- The car is _____ of the house.



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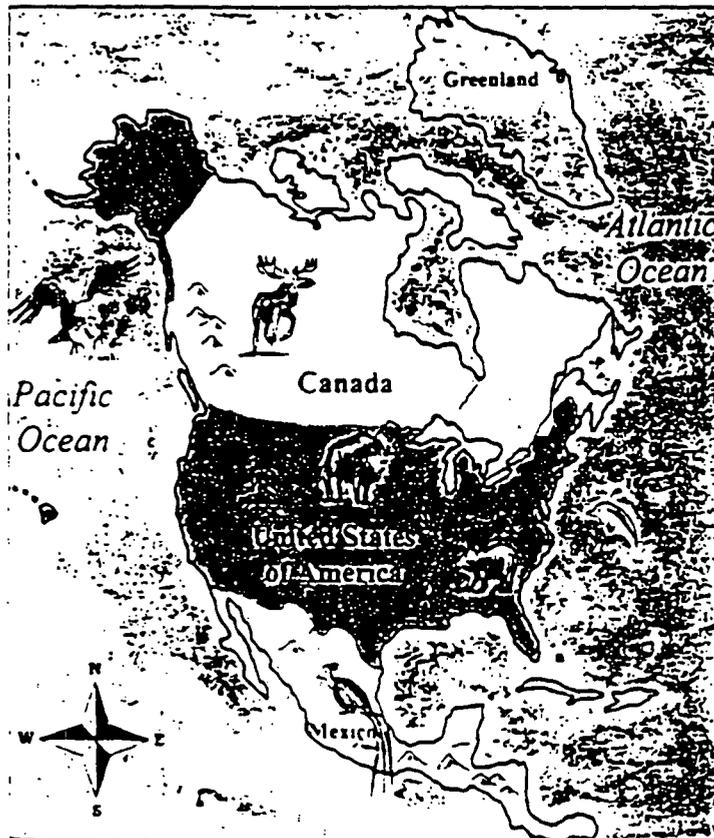
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Around the World in Seven Ways

PARENTS: It is not important that kindergartners be able to define or explain the difference between countries and continents. A complete understanding of the relevant geographical and political concepts requires a level of abstract reasoning that will develop in later years for most children. We provide the basic explanation below because children will hear about both countries and continents, and they can benefit from having at least a working response to their likely question, "What's the difference?"

Let's learn about the seven continents. Do you remember their names? Let's say them aloud: Asia, Europe, Africa, North America, South America, Australia, Antarctica.

As you learn about the seven continents, you'll also hear about some different countries. Countries and continents—what's the difference? Well, countries are usually smaller than continents. For example, let's say you live in the United States of America (do you?). Then that's your country: the United States of America. But your country is only part of a bigger continent. Which continent? North America.



North America.

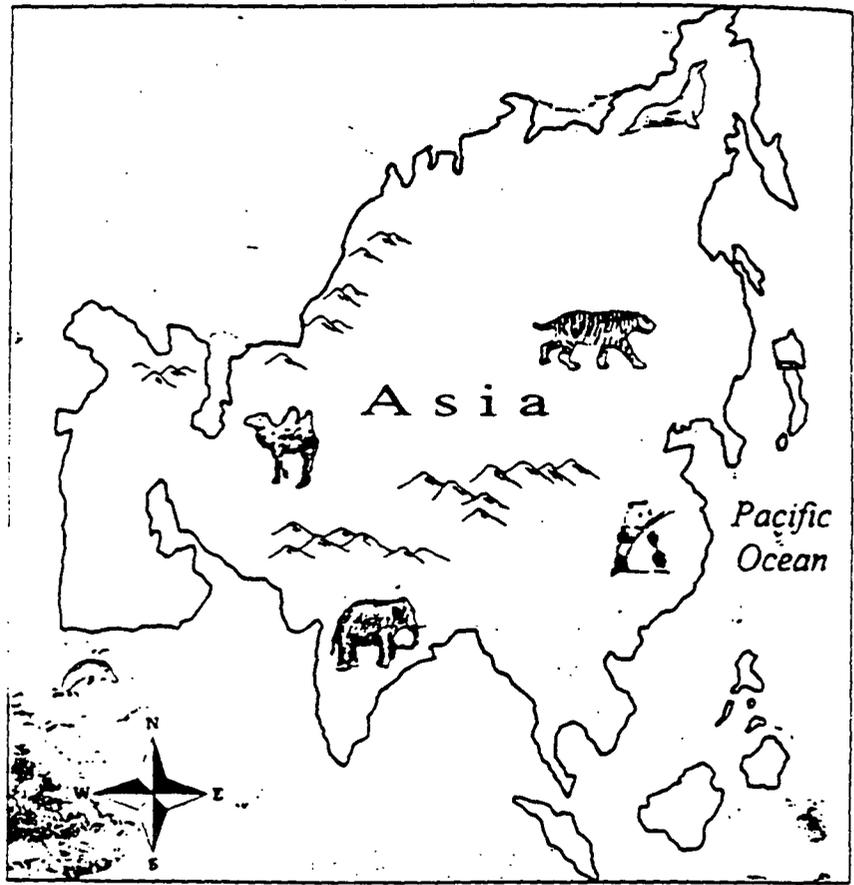
The United States of America is a country on the continent of North America. There are other countries on the continent of North America. To the north of the United States is the country called Canada. To the south of the United States is the country called Mexico. Each one of these countries has different leaders and different rules. Each country uses a different kind of money. Each country has a different flag. But all three countries are on the same continent: North America.

Now let's learn about the seven continents, and about some of the countries on each continent.

Asia

The largest continent in the world is Asia. Look at Asia on the map.

Put your finger on Asia, but watch out! Asia is home to tigers, elephants, and panda bears, and they might find your finger very interesting.



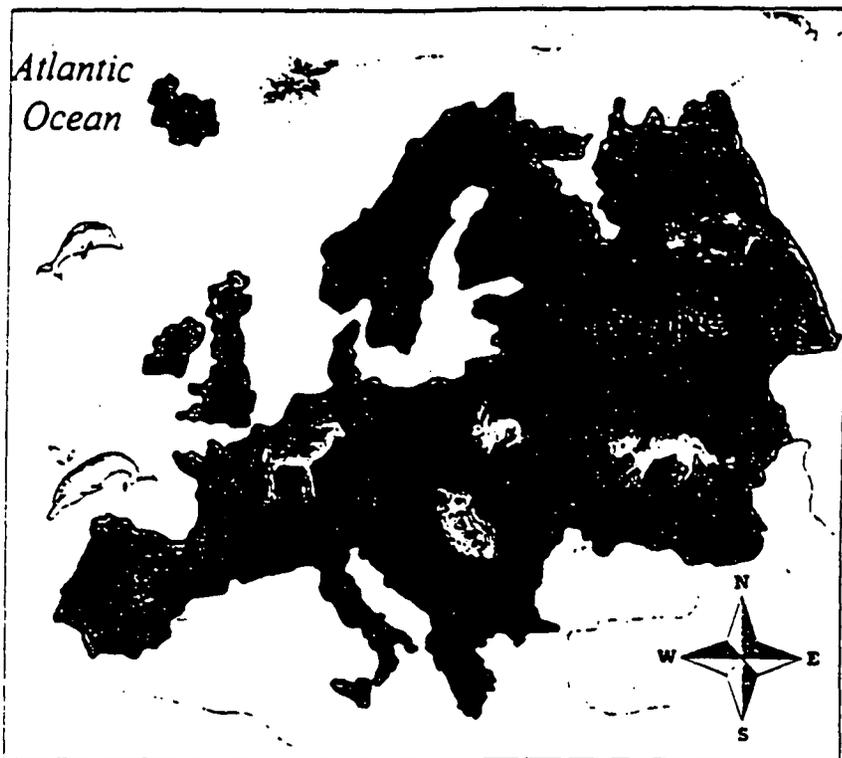
A wall runs for miles and miles across the country of China. This picture shows only a small part of the Great Wall of China. A powerful leader made his people build this wall a long time ago to defend their country from enemies. The wall has watchtowers and walkways. It's so wide that you can ride six horses side by side along its top.

each

Europe

Look at the map on page 118 and find Asia's neighbor, Europe. Asia and Europe touch each other. Compared to Asia, Europe is a small continent. Europe has beautiful buildings—wonderful palaces, churches, museums, and more!

This is the Eiffel Tower, in the country called France. The Eiffel Tower is made of metal. You can ride to the top of the tower in an elevator and look out over the great city of Paris.



Here we are in jolly old England, at a place called Buckingham Palace. Who lives in a palace? Why, who else but a king, or a queen, or maybe both? For many, many years, the kings and queens of England have lived in Buckingham Palace. Nowadays, the king or queen doesn't rule England or make the laws anymore, but the English people still like to have a king or queen. Who are those red-coated fellows with fuzzy black hats standing outside the palace? They are the palace guards.

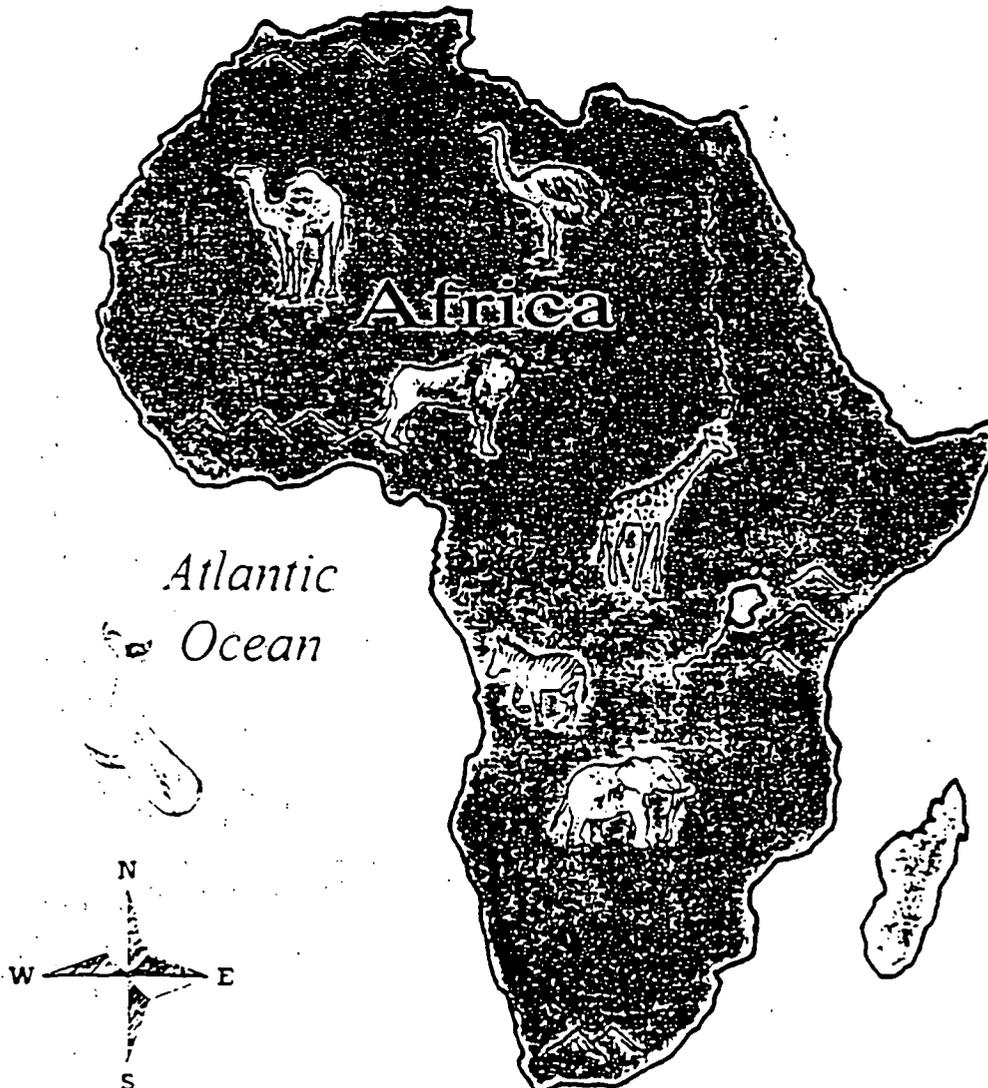


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Africa

Look back to the map on page 118. Take your finger and move it down from Europe. You'll soon come to Africa. Use your fingers to measure Africa. See how much bigger Africa is than Europe? Africa is the world's second largest continent. (Do you remember the name of the largest continent?)

Africa spreads over much of the earth. It's a continent of amazing variety. "Variety" means difference. Africa has lots of different kinds of weather and land.



North America

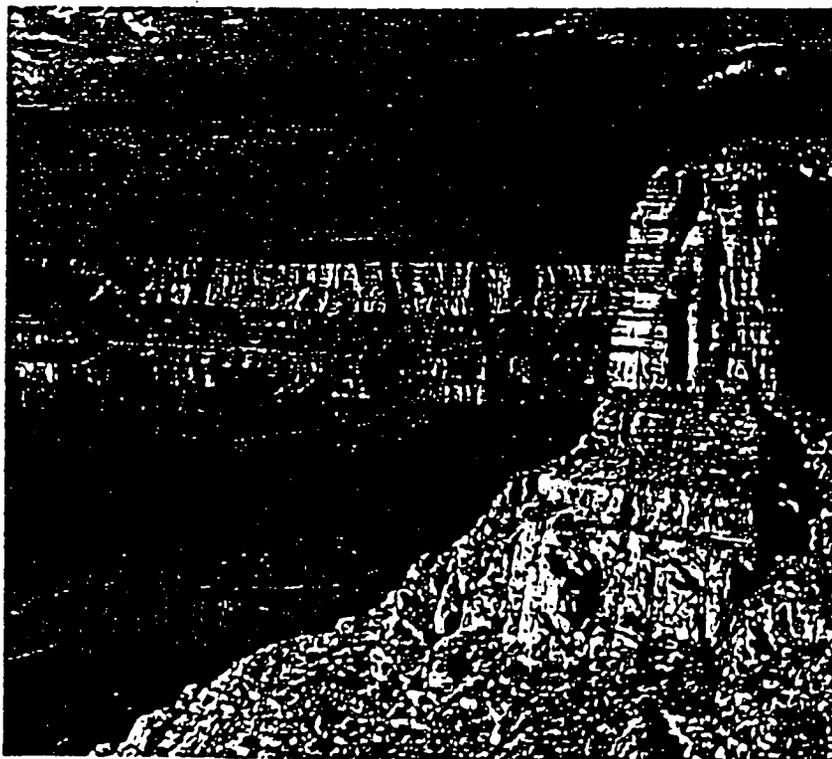
Look at the map on page 118. Put your finger on Africa. Pretend your finger is a ship. It's time to sail away from Africa. Go west, toward two big connected continents. To get there, you have to cross an ocean first. The name of this big ocean is the Atlantic Ocean.

Let your finger sail over the big waves of the Atlantic Ocean and take you to North America.

You've just crossed one big ocean, the Atlantic, to get to North America. Now, move your finger west across North America. Do you see another ocean on the western side of the continent? This is the Pacific Ocean. A famous song says that the United States of America stretches "from sea to shining sea"—and now you know the names of those two "shining seas"!

Between the Atlantic and the Pacific oceans, on the continent of North America, you'll find deserts, prairies, and forests. You'll find steamy swamps where alligators live, and tall mountains where mountain lions roam. You'll find farms and cities, big and little.

One of the most beautiful places in the United States is the Grand Canyon. A long, long, long time ago—millions of years ago—a river ran through here, and the water carved away the land. If you visit the Grand Canyon, there are places where you can go deep down into the canyon. Do you know how you get there? You ride on mules.



VI. SCIENCE



INTRODUCTION

Children gain knowledge about the world around them in part from observation and experience. To understand the world of plants and animals, or of seasons and the weather, or of physical forces like magnetism, a child needs firsthand experience with many opportunities to observe, experiment, and get her hands dirty. In the words of *Benchmarks for Science Literacy* (a 1993 report from the American Association for the Advancement of Science): "From their very first day in school, students should be actively engaged in learning to view the world scientifically. That means encouraging them to ask questions about nature and to seek answers, collect things, count and measure things, make qualitative observations, organize collections and observations, discuss findings, etc."

While experience counts for much, book learning is also important, for it helps bring coherence and order to a child's scientific knowledge. Only when topics are presented systematically and clearly can children make steady and secure progress in their scientific learning. The child's development of scientific knowledge and understanding is in some ways a very disorderly and complex process, different for each child. But a systematic approach to the exploration of science, one that combines experience with book learning, can help provide essential building blocks for deeper understanding at a later time. It can also provide the kind of knowledge that one is not likely to gain from observation: consider, for example, how people long believed that the earth stands still while the sun orbits around it, a misconception that "direct experience" presented as fact.

In this section, we introduce kindergartners to a variety of scientific topics, consistent with the early study of science in countries that have had outstanding results in teaching science at the elementary level. The text is meant to be read aloud to your child, and it offers questions for you and your child to discuss, as well as activities for you to do together.

Suggested Resources

- Animals Born Alive and Well* by Ruth Heller (Grosset and Dunlap, 1982)
- Chicken, Aren't the Only Ones* by Ruth Heller (Grosset and Dunlap, 1981)
- From Seed to Plant* by Gail Gibbons (Holiday House, 1991)
- Me and My Body* by David Evans and Claudette Williams (Dorling Kindersley, 1992)
- My Five Senses* by Alike (HarperCollins, 1989)
- What Will the Weather Be Like Today?* by Paul Rogers (Greenwillow, 1990)
- Recycle That!* by Fay Robinson (Children's Press, 1995)

Plants and Plant Growth

Plants Are All Around Us



This orchid grows in a hot, wet place.



This cactus grows in a hot, dry place.

I'm going to say a word and you tell me what you think of. Ready? Here's the word: "plants."

Did you think of something like a green bush or blooming flower or tall tree? Can you tell me two more things about plants?

We live in a world full of plants. Some plants grow big, like the California redwood trees. Some redwoods stand over three hundred feet tall—that means almost one hundred children your size would have to stand on each other's shoulders to reach the top!

Other plants stay tiny. A plant called duckweed grows in lake water. It's so tiny that it just looks like a green speck.

Thousands of different kinds of plants grow all around the world. Some plants, like tropical orchids, grow only in steamy jungles. Some plants, like cactuses, grow where it's hot and dry. Some plants can grow just about anywhere: the dandelion grows in the cracks of city sidewalks just as easily as in fields and yards.

Some plants smell wonderful, like a rose in bloom. Some plants stink, like the plant with a name that says a lot about its smell: skunk cabbage! Have you ever smelled a sweet-smelling flower, or a plant you didn't like at all?

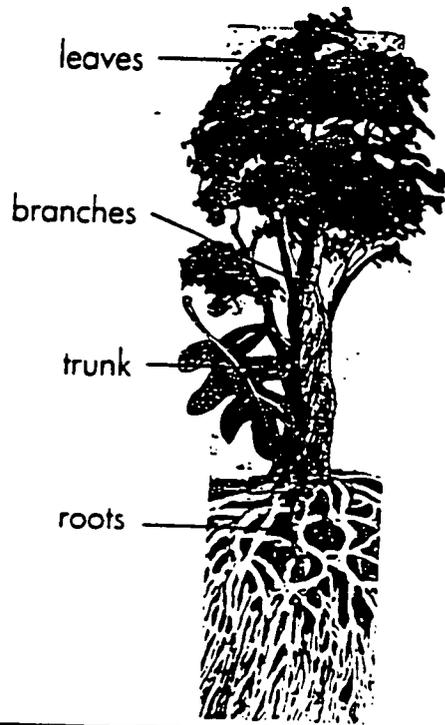
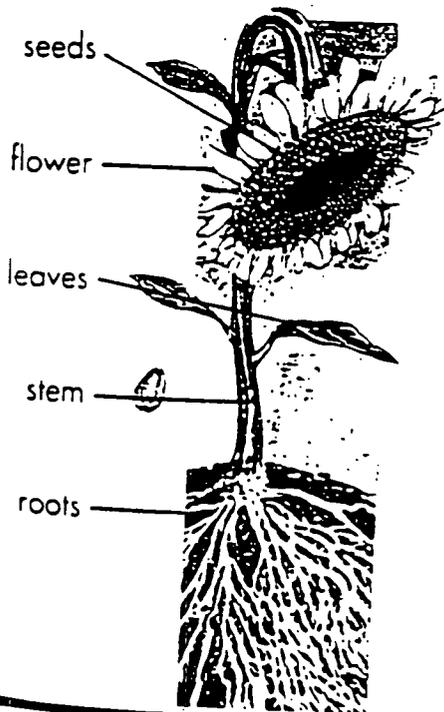
All the food that you eat comes from plants. Beans and potatoes, carrots and cucumbers, the wheat that gets ground into flour and baked into bread—they all come from plants. But wait a minute. What about meat—like a hamburger or



sliced turkey? And what about fish? Cows, turkeys, and fish are not plants—they're animals! That's right—but all those animals eat plants.

And that's not all: without plants we would have no paper for writing and drawing, no lumber for building houses, and no cotton cloth for clothes. We couldn't live without the plants in our world.

Plants have different parts. Look at the pictures and put your finger on each part of the plant as you say the name of the part.



...tell me what
"plants."
green bush
you tell me

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ood trees.
undred feet
ed children
each other's

...called duck-
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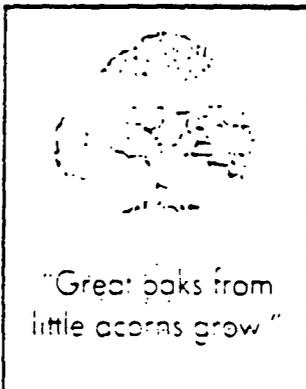
Seeds Grow into Plants



Many plants grow from seeds. Have you ever seen the little seeds inside an apple? Or have you eaten a slice of watermelon and had to spit out a lot of seeds? Have you eaten a peach, which has one big seed in it? (Don't eat the seed!)

Many plants have flowers, and these flowers make seeds. Flowers bloom in all the colors of the rainbow: yellow tulips, orange marigolds, red roses, purple lilacs, blue forget-me-nots. A bouquet of colorful, sweet-smelling flowers is one of the nicest presents a person can give.

A little seed can turn into a giant plant. Even big trees start from little seeds. Have you ever found an acorn, then looked up to see the big oak tree that dropped it? That little acorn has all it needs to start growing another oak tree.



"Great oaks from little acorns grow"

An acorn is the seed of an oak tree; only an oak tree can grow from an acorn. Do you think a peach tree can grow from an apple seed? No—only an apple tree can grow from an apple seed. And only a sunflower can grow from a sunflower

seed. What can grow from a pumpkin seed? That's right: only a pumpkin.

If you put a seed in dirt and water it, it will usually sprout into a baby plant.

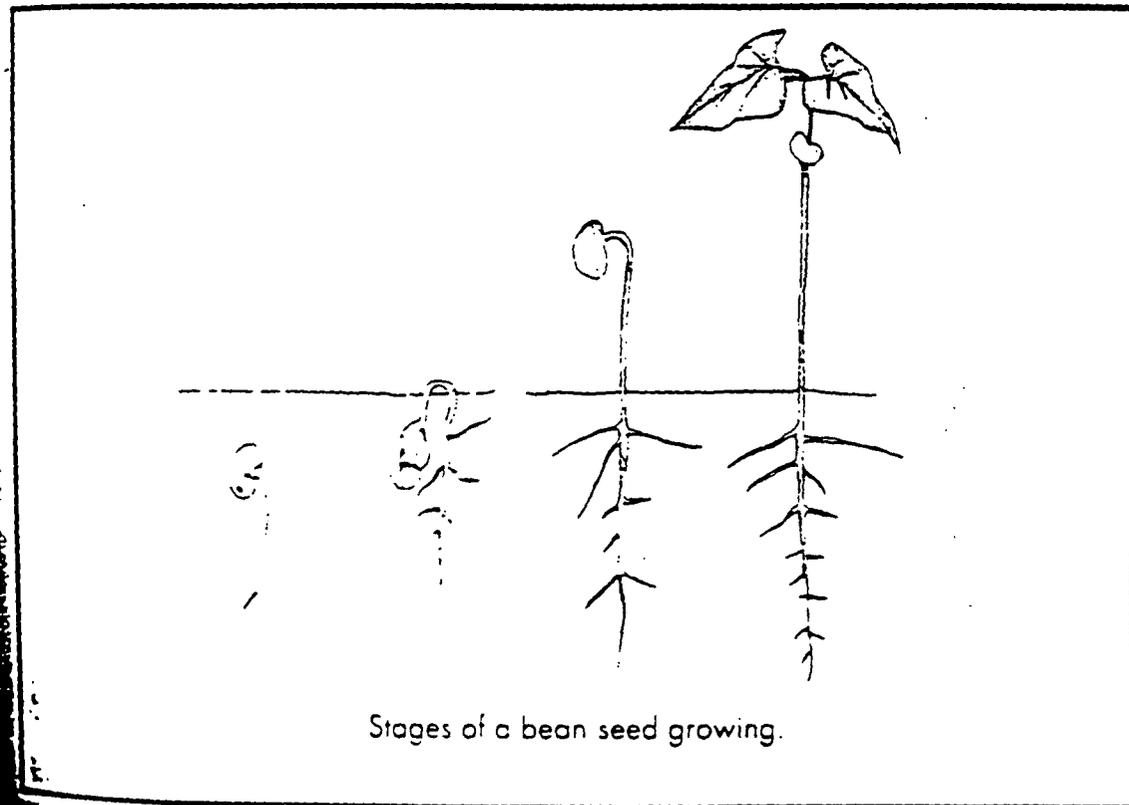
This bean is a seed.

Let's look at what happens when it's planted and watered. After a

little while, a small root pokes out

and grows down into the ground. Then a tiny shoot with leaves grows up in the other direction.

Just like a human baby, a baby plant needs food. Where does the baby plant get its food? From the seed, which is like a little lunch box. As the baby plant grows, the seed gets smaller because the plant is using the food inside the seed.



seeds in-

tree can
grow from
an
sunflower

Watch a Seed Grow in a "See-Through" Planter

PARENTS: Here's an activity you can do with your child that will let you see a seed grow into a plant. Tell your child that you're going to make a "see-through" planter. Have your child do as much as you and he are comfortable with. You'll need to be in charge of the first steps of making the planter, which require cutting a milk carton with strong scissors or a utility knife.

Get Ready:

You will need:

a half-gallon milk carton

scissors or a utility knife

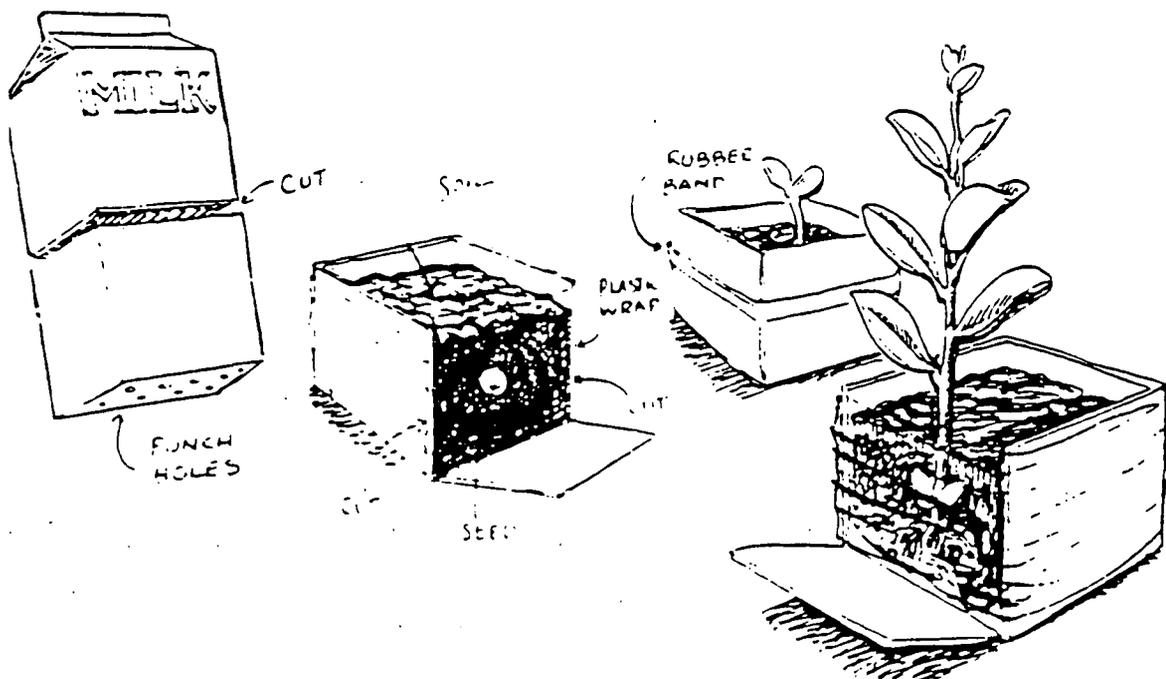
clear plastic wrap

tape (masking tape or transparent tape)

a big rubber band

potting soil

some bean seeds (not beans to cook and eat from the grocery store, but the kind that come in a sealed package for growing)



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1 see a seed
gh" planter.
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carton with

Go: First, cut the milk carton to about one half of its height. Now you have a box with no top. Poke some holes in the bottom, for drainage.

Now cut straight down along two corners of the milk carton. This will allow one side of the carton to fold down, like a flap, while remaining hinged at the bottom.

Leave the flap down so that you have an open side. Cover this side with a sheet of clear plastic wrap. Pull the wrap taut and tape it securely to the outside of the milk carton. Now raise the flap and slide a big rubber band around the milk carton to hold the flap up in place.

Fill the carton about three-fourths full of soil. Now take some of the bean seeds and put them in the soil, next to the clear plastic wrap. Cover these seeds with just a little more soil (about a half-inch).

Put the carton on a plate and sprinkle in just enough water to make the soil moist, not dripping wet.

Put the plate and carton in a warm place. Check the soil daily and add water as necessary to keep the soil moist. Every day, remove the rubber band and let down the flap. This will let you look through the window of clear plastic wrap and see how your seeds are growing "underground"! Pretty soon you should see roots poking down, and sprouts growing up through the soil.

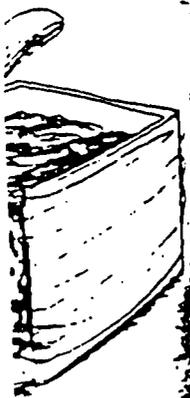
What Plants Need to Grow

What's the difference between a plant and a person like you? Well, both you and a plant start out small and then keep on growing. But you can walk around. Most plants stay put. As a plant grows, its roots sink deep down into the soil and hold on tight. A plant may sway in the wind, but it stays rooted, growing in one place for all its life.

Another big difference between you and a plant is how you eat your breakfast, lunch, and dinner. Have you ever seen a plant eat breakfast? Plants don't sit down for a meal, but they do need food. In fact, plants make their own food.

To make their food, plants need air, light, and water, and also minerals from the soil. The plant's leaves take in air and sunlight. The plant soaks up water and minerals through its roots. (These minerals are dissolved in the water, the way you can dissolve sugar in a cup of water.) The plant uses the air, light, water, and minerals to make its own food. Don't you wish you could do that when you're hungry?!

You can grow a plant in a pot of soil if you give it enough water, air, and light. What do you think would happen to a plant if it doesn't get enough water or light? Let's find out.



What Do Plants Need?: An Experiment

PARENTS: Here is a simple experiment you can do with your child to show what a plant needs to live. Have your child do as much as you and she are comfortable with.

Get Ready:

You will need:

3 paper cups

a sharpened pencil

potting soil

9 bean seeds (not beans to cook and eat from the grocery store, but the kind that come in a sealed packet for growing)

a cookie sheet or tray

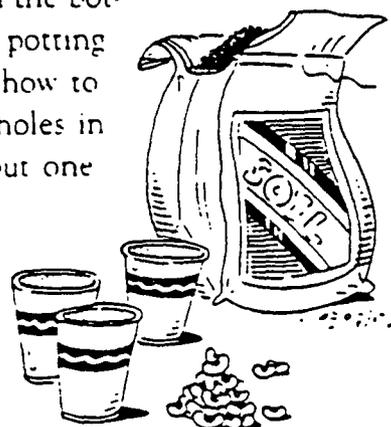
Go: Tell your child that you're going to do an experiment together that will take several days. In this experiment, you're going to plant some seeds and see what they need to grow.

Poke a tiny hole (you can use a sharp pencil point) in the bottom of each paper cup. Let your child fill each cup with potting soil to about a half-inch from the top. Then show her how to plant the seeds; have her use her finger to poke three holes in the soil in each cup, about half a finger deep. Then put one seed in each hole and cover them all with soil. (You need only three bean plants for this experiment, but you're planting more in case some of the seeds don't germinate.)

Put the cups, once planted, on the cookie sheet or tray. Water the plants sparingly, so that the soil is damp but not muddy. Take the tray to a spot near a sunny window. Help your child water the seeds (just a bit) every day until the seeds sprout and the first leaves begin to spread. If more than one plant has sprouted in a cup, then carefully pull out the other plants and leave only one plant per cup in order to proceed with the experiment.

When you have a plant growing well in each cup, write numbers on the cups, 1, 2, and 3. Now explain to your child that you're going to do something different with each of these plants.

Plant 1: Leave this plant where it is and continue to water it every day. Talk with



your child so that she can see that this plant is getting everything it needs to live: water, air, light, and minerals from the soil.

Plant 2. Leave this plant where it is but do not water it anymore. Ask your child what this plant won't be getting. Help her see that it won't be getting water but that it will be getting air and light.

Plant 3. Have your child put this plant in a dark place, such as in a kitchen cabinet or a closet. Tell her to keep giving this plant a little water daily. Ask your child what this plant will not be getting. Help her see that the plant will be getting air, water, and minerals but no light.

Check the plants with your child every day. As changes in the plants become noticeable, you can ask your child:

- "What is happening to each plant?"
- "Which plant seems to be doing best?"
- "What does a plant need for healthy growing?"

Seeds to Eat

You've learned that a baby plant sprouts from a seed and then uses the seed for food as it grows. Did you know that you get food from seeds, too? Here are some seeds you might eat.

Corn is the seed of the corn plant that grows tall in the farmer's field. When you eat corn on the cob, you are eating rows of seeds.

Wheat is the seed of the wheat plant. Wheat seeds are so hard that if you tried to eat them, they would almost break your teeth. So we grind wheat seeds into flour to use for baking bread.

Peas are the seeds of the pea plant. Peas grow in long green pods.

Green beans are the seed pods of the bean plant. When you eat a green bean, you are eating a pod and a seed. If you pull one apart very carefully, you can see the little seeds inside.

Peanuts are the seeds of the peanut plant. Next time you eat a peanut, pull it apart very carefully. You can see the start of a tiny new peanut plant inside.



We Eat Many Plant Parts

Seeds aren't the only part of plants that we like to eat. We eat roots, like radishes, onions, and carrots. We eat stems, like celery. We eat leaves, like lettuce and cabbage. We even eat some flowers. For example, when we eat broccoli, we're eating the flower of the broccoli plant just before it blooms.



And of course, we eat the fruit of many plants. Apples, pears, and oranges are fruits. For us, these fruits are food. For a plant, the fruit protects the seeds that grow inside the fruit. In the plant world, by the way, tomatoes, green peppers, and pumpkins are also fruits, even though most of us call them vegetables. They are fruits because they hold seeds inside them as they grow.

Growing Food Plants

You may think that fruits and vegetables come from the grocery store. But that's just where we go to buy them. Somebody has to grow most of the fruits we eat. Many of the fruits and vegetables at the grocery store grew on plants at farms and orchards.

The food you buy at grocery stores often comes from really big farms. There are different kinds of big farms. There are poultry farms (where they raise chickens). There are dairy farms (where they raise cattle and where your milk comes from). There are grain farms (where they grow big fields of wheat, corn, barley, and other grains). There are "truck farms" where they grow—not trucks!—but lots of different vegetables like lettuce and broccoli.

Other farms grow important crops, but not for eating. For example, cotton comes from farms. You may be wearing something made of cotton.



LOOK WHAT PLANTS PROVIDE US!

Many of your favorite foods come from plants. Can you add to this list?

French fries	come from	Potatoes
Sugar	comes from	Sugarcane plants
Cereal	comes from	Wheat, oats, corn, and rice
Maple syrup	comes from	Maple trees
Chili beans	come from	Bean plants
Chocolate	comes from	Cocoa trees
Bananas	come from	Banana trees



It takes a lot of work to grow all the plants we eat. Farmers work all year round to raise food. They plow the earth and plant the seeds. They try hard to keep weeds and animals away from their crops. Some farmers figure out ways to *irrigate*, or bring water to, their crops so the plants will grow even if it doesn't rain.

Each farm or orchard packs its vegetables or fruits into crates and boxes so trucks can carry them to grocery stores across the country. Some trucks have refrigerators inside so the food stays fresh until it reaches the store. Some fruits or vegetables are cooked in factories, then canned or frozen to keep even longer.

Seasons and Weather

The Four Seasons

A year is divided into four parts, called the four seasons. Do you know the names of the seasons? They're spring, summer, fall, and winter. (Fall is also called autumn.)

What is each season like? That depends on where you live. In many places, spring is warm, and flowers bloom. Then comes a hot summer. Then comes a cool fall, when the days get shorter. Then comes a cold winter, and maybe lots of snow.

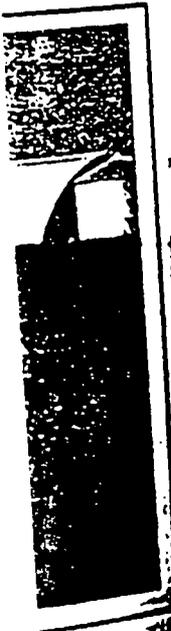
In other places, the seasons change in other ways. Some children live in places where it never snows. In some neighborhoods, the leaves stay green all year round.

But no matter what the weather does where you live, the year still cycles through four seasons—spring, summer, fall, winter—over and over, every year.

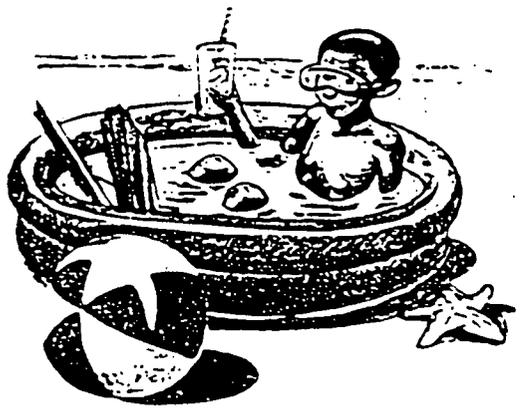


peppers, and
are fruits

that's just
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ds.



WHAT YOUR KINDERGARTNER NEEDS TO KNOW



What are the seasons like where you live? When you think of each season, what do you hear, see, or smell? What different things do you like to do during the different seasons?

TWO KINDS OF TREES

In many parts of our country, the leaves on many trees and bushes turn from green to red, gold, and brown, and then fall off. This happens in the season called—you guessed it—*fall*.

Trees and bushes whose leaves fall in the fall have a special name. It's a big word, so hold on: deciduous (dee-SIJ-oo-us). It's almost a tongue twister: try saying "deciduous" four times very fast! "Deciduous" means "falling off." Even though deciduous plants lose their leaves in the fall, they grow new leaves in the spring. Maples, oaks, and apple trees are all deciduous trees.

But you may have noticed that some trees and bushes stay green all through the winter. They lose some of their leaves every year, but because they seem to stay green

forever, we call this kind of plant evergreen. Pine trees and holly bushes are evergreens.



The tree in the middle of this picture is a deciduous tree. Look at all the leaves it has in the summer!



Here's the same tree in the winter, after its leaves have fallen.

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different

Talking About the Weather



I'm going to ask you the same question in two different ways. Here's the first way: "What's it like outside?" Here's the second way: "What's the weather?"

The weather is what it's like outside. Did you think about the weather today? Maybe you did, without even realizing it. What kind of clothes did you wear today? The weather had a lot to do with your choice.

No matter where people live, they talk about the weather. It's something everybody shares. When it's cold outside, we shiver. When it's pouring rain, we need rain-coats or umbrellas. When it's hot and humid ("humid" means the air is moist and sticky), we sweat and want a cold, icy drink.

What do we talk about when we talk about the weather?

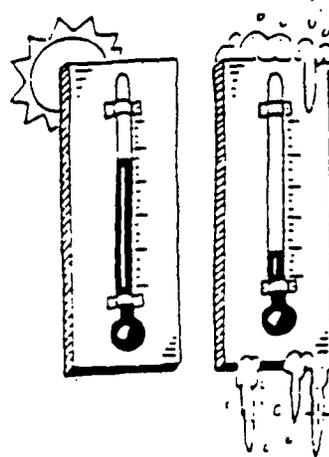
Temperature. Is it hot or cold, cool or warm? The temperature goes up and down. When the sun comes up, it warms the air and the temperature goes up. When the sun goes down, the air gets cooler and the temperature goes down.

The temperature changes with the seasons. In many places, summer

days are usually warm or hot. In most places, the temperature in summer is much higher than in the winter. Winter days are usually cool or cold.

Clear or cloudy? Look up in the sky. Is it a clear day? On a clear day, the sun shines in a bright blue sky. Or is it a cloudy day? Or a "partly cloudy" day—which means some of the sky is as blue as the sky.

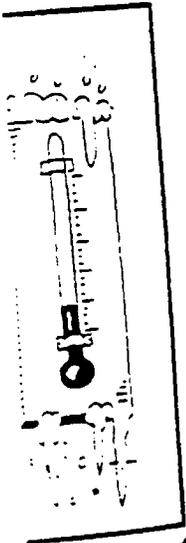
To tell what the temperature is, people use a thermometer. Many thermometers, like the ones in the picture here, have a colored liquid inside a tube. As the temperature goes higher, the liquid rises in the tube. As the temperature goes lower, the liquid goes down in the tube.



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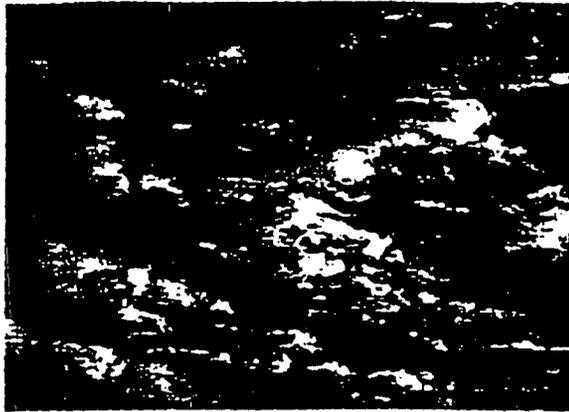
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A partly cloudy sky.

Clouds are made of very tiny drops of water or tiny bits of ice. Clouds come in different shapes, sizes, and colors. Are there any clouds in the sky now? Are they big, white, and puffy? Or are they white streaks, or dark gray stripes? Or is the sky covered over with a blanket of gray clouds so thick that you can't see through to the sun? A thick blanket of gray clouds sometimes means that rain is coming.

The wind. Is the air calm and still, or is the wind blowing? The wind is moving air. You can't see the wind, but you can see the way the wind moves the branches of trees, or carries a kite higher and higher, or blows your hat off your head. Sometimes the wind blows gently and feels good. Sometimes the wind blows hard and brings stormy weather.

I DO NOT MIND YOU, WINTER WIND

by Jack Prelutsky

I do not mind you, Winter Wind
when you come whirling by,
to tickle me with snowflakes
drifting softly from the sky.

I do not even mind you
when you nibble at my skin,
scrambling over all of me
attempting to get in

But when you bowl me over
and I land on my behind,
then I must tell you, Winter Wind,
I mind . . . I really mind!



The Wind Blows in Many Directions

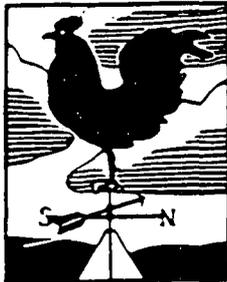
PARENTS: This activity can help your child see which way the wind is blowing and understand that the wind blows in different directions. The activity requires some cutting and stapling. Have your child do as much as you and she are comfortable with.

Get Ready:

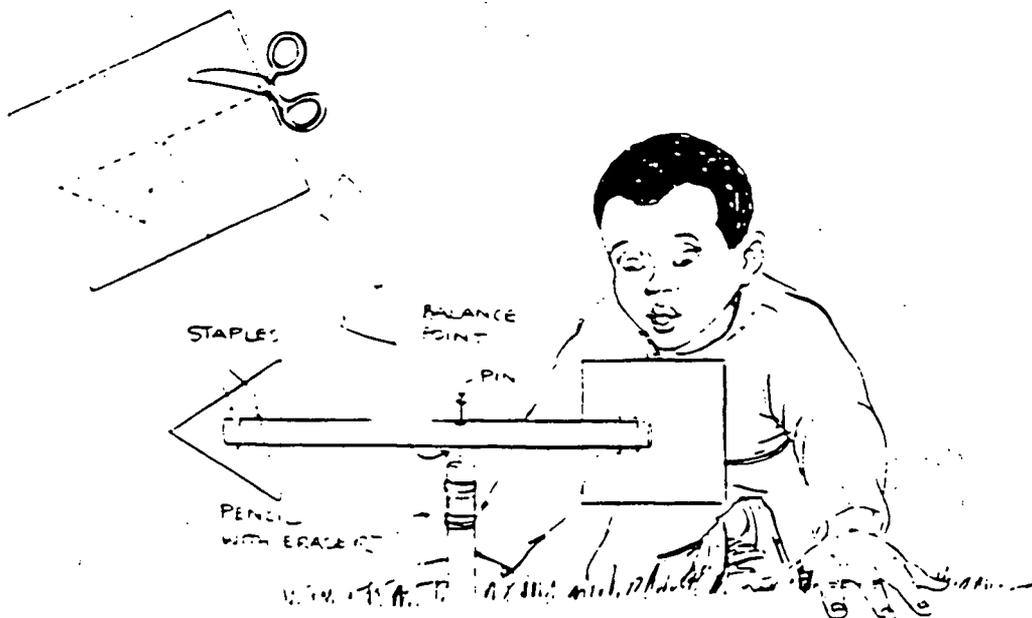
Tell your child that together you are going to make a weather vane that she can use to see which way the wind is blowing.

You will need:

- an empty plastic milk container
- scissors and a stapler
- a plastic straw
- a pen or marker
- a pin
- a pencil with an eraser



Go: The weather vane will look like an arrow. Cut two small squares out of a side of the plastic milk container. Staple one square to one end of the straw. Cut a triangle out of the other square, then staple the triangle to the other end of the straw.



REVISED EDITION

474

SERIES

WHAT YOUR FIRST GRADER

needs to know



FUNDAMENTALS OF A
GOOD FIRST-GRADE EDUCATION
EDITED BY E. D. HIRSCH, JR.
AUTHOR OF *CULTURAL LITERACY* AND *THE SCHOOLS WE NEED*

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Dinosaurs

History and Geography



INTRODUCTION

For many years American elementary schools (especially in kindergarten through third grade) have taught "social studies" rather than history. Social studies have typically been made up of lessons about the family, neighborhood, and community. This focus on the personal and the local can be of value, but it is only a beginning.

As anyone knows who has witnessed children's fascination with dinosaurs, knights in armor, or pioneers on the prairie, young children are interested not just in themselves and their immediate surroundings but also in other people, places, and times. In first grade, we can take advantage of children's natural curiosity and begin to broaden their horizons. An early introduction to history and geography can foster an understanding of the broad world beyond the child's locality, and make her aware of varied people and ways of life. Such historical study can also begin to develop our children's sense of our nation's past and its significance.

In the following pages, we introduce—let us emphasize, *introduce*—a variety of people and events, most of which will be treated more fully in the Core Knowledge books for the later grades. The idea in first grade is to plant seeds of knowledge that can grow later. The purpose for the child is not to achieve deep historical knowledge but, rather, to become familiar with people, terms, and ideas in such a way that, in later years, when the child hears them mentioned or reads about them, she enjoys the satisfying sense that "I know something about that."

Learning history is not simply a matter of being able to recall names and dates, though the value of getting a firm mental grip on *a few* names and dates—such as 1607 and 1776—should not be discounted. First graders have not of course developed a sophisticated sense of chronology that allows them to appreciate the vast expanses of years between, say, the American Revolution, ancient Egypt, and the Ice Age—all of which, to the first grader, happened long, longer, or *really long* ago. Nevertheless, the development of a chronological sense is aided by having at least a few dates fixed in mind and associated with specific events, so that later, as the child grows, he can begin to place these dates and events into a more fully developed sense of what happened when.

While it's good to help children grasp a few important facts, for young children the best history teaching emphasizes the "story" in history. By appealing to children's naturally active imaginations, we can ask them to "visit" people and places in the past (for

example, we take children on a trip down the Nile River with King Tut in ancient Egypt). We encourage parents and teachers to go beyond these pages to help children learn about history through art projects, drama, music, and discussions.

Suggested Resources

World History and Geography

Bill and Pete Go Down the Nile, written and illustrated by Tomie dePaola (Putnam, 1987)

The Hundredth Name by Shulamith Levy Oppenheim (Boyd's Mills Press, 1995)

I Wonder Why Pyramids Were Built and Other Questions About Ancient Egypt by Philip Steele (Kingfisher, 1995)

The Nativity, illustrated by Ruth Sanderson (Little, Brown, 1993)

New Puffin Children's World Atlas by Jacqueline Tivers and Michael Day (Puffin, 1994)

The Story of Hanukkah by Amy Ehrlich (Dial, 1989)

Tales from the Old Testament (cassette tape), retold by Jim Weiss (Greathall Productions; phone 800-477-6234)

Tut's Mummy Lost—And Found by Judy Donnelly (Random House, 1988)

American History and Geography

Across the Wide Dark Sea: The Mayflower Journey by Jean Van Leeuwen (Dial, 1995)

The Flame of Peace (a story about the Aztecs), by Deborah Nourse Lattimore (HarperCollins, 1987)

The Inca and The Maya by Patricia McKissack (Children's Press, revised, 1992 and 1993)

Lewis and Clark: Explorers of the American West by Steven Kroll (Holiday House, 1994)

Sam the Minuteman by Nathaniel Benchley (HarperCollins, 1969)

Yankee Doodle: A Revolutionary Tail by Gary Chalk (Dorling Kindersley, 1993)

World History and Geography

History: Everyone's Story

History. Listen closely to the word: *history*. Do you hear another word in it? Do you hear the word *story*?

History is a story. It's the story of all the people who have lived before us. It helps us remember who we are and what we've done.

When you study history, you learn stories of great men and women who have done extraordinary things. You'll meet a Chinese emperor who—long, long ago—built a wall so large that astronauts today can see it all the way from outer space. You'll find out—if you don't already know—why our nation's capital city is named Washington, D.C. You'll meet a woman who risked her life again and again to help slaves escape to freedom.

History is not just the story of emperors and presidents. It's also the story of ordinary people, of farmers, builders, artists, sailors, soldiers, teachers, and children. Their stories are worth knowing. They are our stories. History is about how we have changed and how we've stayed the same. And so history is everyone's story.

The Ice Age: Humans on the Move

Our story begins a long, long time ago, before your parents or grandparents or even their parents or grandparents were born—in fact, way before their parents or grandparents or even their great-grandparents were born. How long ago? Well, take a deep breath and say “long, long, long, long . . .” over and over until your breath gives out—and that's about how long ago our story begins.

In this long-ago time, the earth was colder than it is now, and life was harder in many ways. To stay alive, people hunted and gathered plants. At night they huddled around fires in damp caves to keep warm. They couldn't buy their clothes or food. They had to make or find everything. They made tools out of sticks and stones. They made needles



out of bones, which they used to sew robes out of pieces of animal skin.

But their most important task was finding food. Just like you, they got hungry and they had to eat. Of course, way back then they couldn't go shopping at a grocery store! To get food, they sometimes picked the wild plants growing around them, but most of all they hunted for animals to eat.

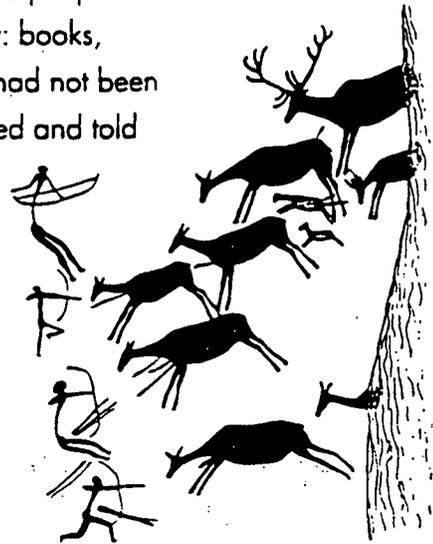
Because the early humans were hunters, they were always on the move from place to place. Why did they have to keep moving? Can you think of a reason? They kept moving because they were following the animals they hunted. In those long-ago days, great herds of woolly mammoths, wild bison, and reindeer roamed the land. As the animal herds moved on, the human beings followed because those animals were their breakfast, lunch, and dinner!

The animals kept moving because they were looking for food, too, for greener grass and a warmer climate. Back then, the earth was colder than it is now. It was so cold that much of the earth was covered by huge sheets of ice, called glaciers—which is why we call that long-long-ago time the Ice Age.

We know only a little about how people lived way back in the Ice Age. Why don't we know more? Because one of the ways that we know about people who lived long ago is by looking at clues they left behind, and those clues aren't always easy to find. Modern scientists who are called *archaeologists* [ar-key-AHL-oh-jists] study the things that were left behind by people who lived long ago. They study things like tools, weapons, jewelry, cups and bowls, and pieces of old houses. But the Ice Age people didn't leave much behind. Compared with you and me, the Ice Age people lived very

Archaeologists can also learn a lot from something else people leave behind: writing. Think of all the writing that you can see today: books, magazines, newspapers, and a lot more. But writing had not been invented back in the Ice Age. The Ice Age people talked and told stories, but they did not have a way to write messages to each other.

Still, these early people did draw. In caves all around the world, scientists and explorers have discovered ancient paintings made by the Ice Age people. What do you think those wandering hunters drew? Was it something they needed to stay alive? If you said "Wild animals" you're right!



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simply. They didn't want to have to carry a lot of things with them as they moved from place to place.

We've come a long way since the Ice Age. Today most people don't have to hunt to survive. Most of us don't have to wander around, but can settle in one place for a while. People have learned how to farm and grow food, so we don't have to follow animals. We have built towns and cities, and we know how to write.

You can see that, since the time of the early humans, there have been a lot of big changes in the way people live—changes like settling down in one place, learning how to farm, building cities, and communicating by writing. These changes are all part of what we mean by *civilization*. That's a big word: try saying it a few times. And as you say it, think of some of the things that make civilized people different from those Ice Age hunters long ago: things like living in one place, farming, building cities, and writing messages.

The first civilizations began in Africa and Asia. Can you find those continents on a globe or world map? Now let's learn about two of the earliest civilizations, both in Africa. Let's go first to ancient Egypt.

WHY ARE THEY CALLED ANCIENT?

When you hear the Egyptians or other people in this book described as *ancient*, it doesn't mean that they grew to be very old. It means that the people were part of a civilization that existed a long, long, long time ago. Ancient Egypt is the civilization in Egypt thousands and thousands of years ago.

Egypt: Gift of the Nile

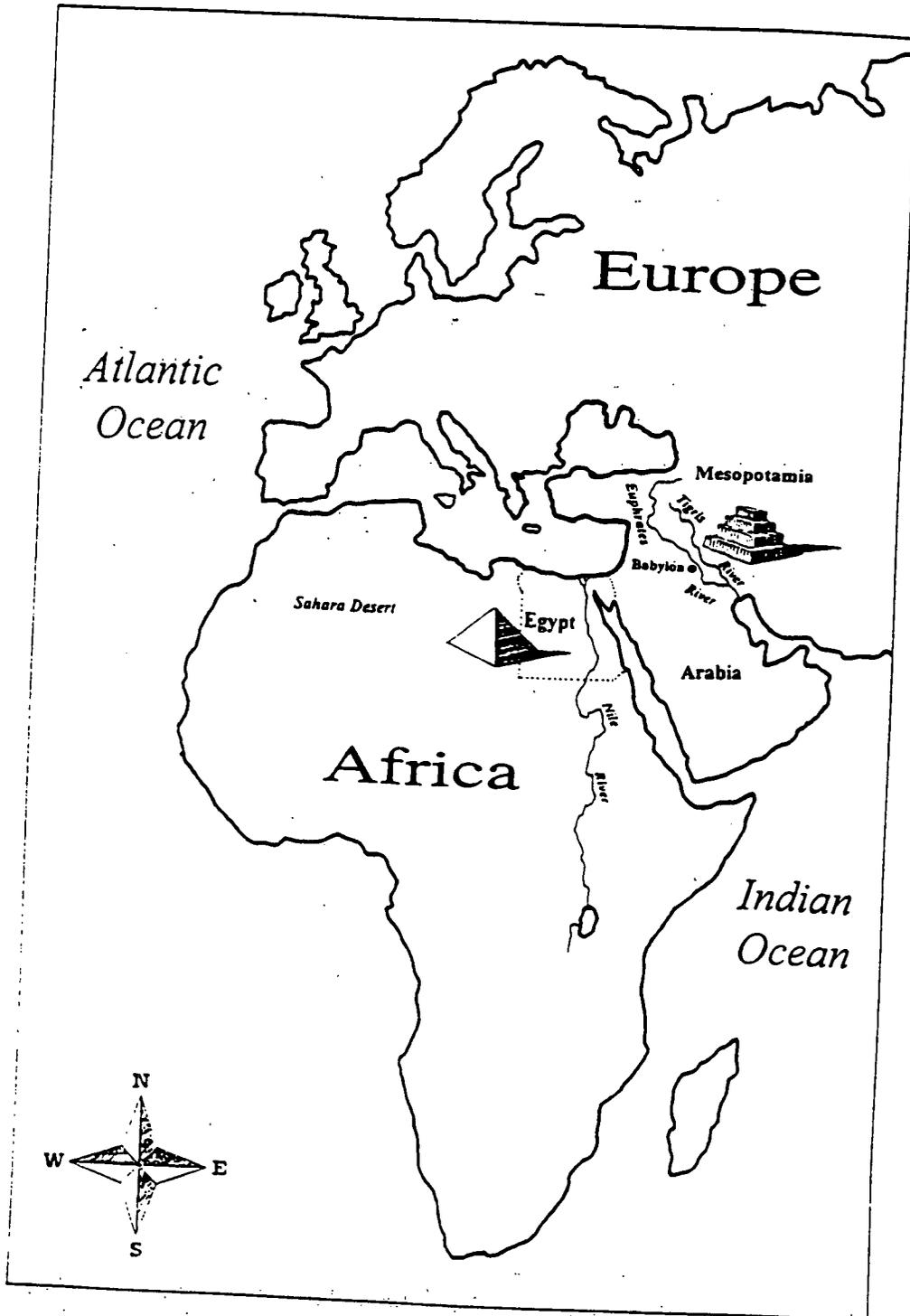
Egypt is in Africa. It's in the middle of a giant desert. Do you know what the weather is usually like in a desert? It's dry. It doesn't rain much at all.

Even though they lived in a desert, the ancient Egyptians were among the first people to learn to farm. Now wait a minute: how could that be? To grow crops, you need enough water. But what about Egypt, with all that burning sun and so little rain?

In fact, the Egyptian soil wasn't as dry as you might think. Egypt had very little rain, but she had a great treasure—a fantastic flooding river called the Nile.

The Nile is the lo-o-o-o-ngeest river in the world. Do you see it on the map? It begins high in the rain-soaked mountains of central Africa and trips down the mountainsides. It twists and splashes into calm lakes and beautiful waterfalls. The Nile travels north

WHAT YOUR FIRST GRADER NEEDS TO KNOW



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for thousands of miles, and when it finally reaches the desert, this river does more than flow. It floods!

Once a year the Nile overflows its banks. The river's yearly flood turns one of the driest parts of the world into fertile ground ("fertile" means that plants can grow there very easily). After the Nile floods, for about ten miles along either side of the river the soil turns a rich black color. It's full of minerals and other good things that help crops grow.

Five thousand years ago, the Nile's gift of rich black soil meant so much to the early Egyptians that they named their country "Black Land." We call such moist, rich soil "silt." If you mix silt, sunshine, and seeds together, plants will grow. Along the banks of the Nile, warm breezes blew wild barley



This is how the Nile River looks today.

seeds into the soil, and food crops sprang from the ground.

The Egyptians didn't just wait for nature to blow the seeds into the soil. They began planting seeds on purpose along the banks of the Nile. They grew big crops of grains like barley and wheat, whose seeds can be ground up into flour. You still eat these grains in foods like cereal and bread.

When the Egyptians began to grow crops they could eat, then they didn't have to hunt as much. They began to stay in one place in order to be near their fields and take care of their crops. They began to build villages and cities. They began to build a civilization.

Fantastic Pharaohs and Marvelous Monuments

What a civilization! In the next two thousand years, the Egyptians built enormous buildings and monuments that are still among the biggest ever made. They built huge stone temples and pyramids (you'll learn more about pyramids soon). Why did they do it?

Well, one reason was that the pharaohs [FAIR-ohs] ordered them to do it. Who were the pharaohs? They were the rulers of ancient Egypt. The pharaohs had wonderful names that are fun to say—Rameses [RAM-uh-sees], Amenhotep [ah-men-HOE-tep], Tutankhamen [Toot-angk-AH-men], and Hatshepsut [hat-SHEP-soot]. They were like kings, but in some ways they were even more powerful than kings. The people of ancient Egypt thought the pharaoh was *divine*—which means the people thought he wasn't just a powerful person but also a *god*. This belief in the pharaoh as a living god-king made his commands very powerful indeed!

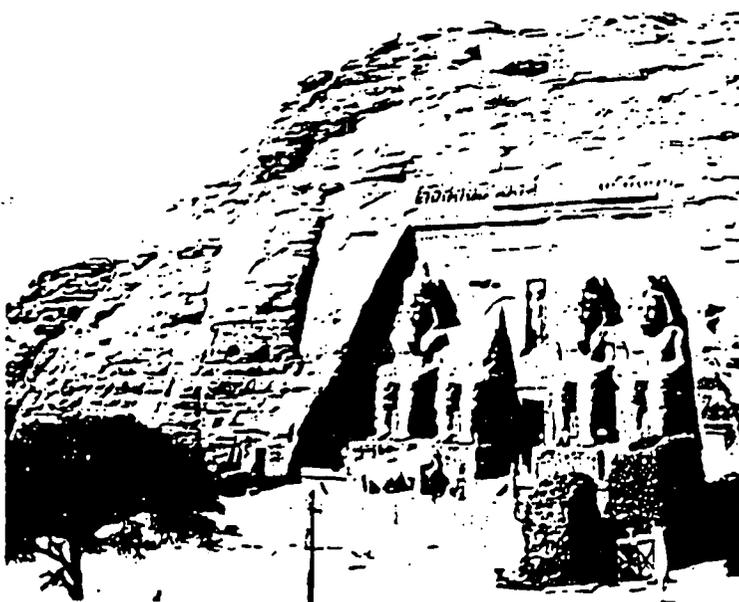
The pharaohs wanted to inspire and amaze people with their greatness. Each pharaoh wanted to show his people that he was even more powerful and important than the god-king who had come before him.

Imagine for a moment that you're the pharaoh. You are very proud and boastful. To show everyone how powerful and important you are, what would you do? Would you have someone write a story about the great things you've done? Would you make a huge statue of yourself for everyone to see? Those ideas occurred to the pharaohs, too.

The pharaohs ordered thousands of slaves to build great monuments to themselves and to the gods they worshiped.



A statue of Rameses II.



They ordered workers to carve large images of their faces in stone. Now, imagine for a moment that you're one of the workers: you sweat and strain in the sun as you drag huge, heavy stones across the hot sand. Maybe you don't think as highly of the pharaoh as he does of himself!

A giant carving of Rameses II and his family.

One very important pharaoh, Rameses II, thought he was so great that he even erased from the monuments the names of many pharaohs who had come before him. He made sure only *his* stories were written on the walls of the buildings!

Hieroglyphics: Picture Writing

Do you remember the reason we know only a little about the early humans in the Ice Age? It's because those early humans did not have a way to write anything about themselves. But we know a lot more about the ancient Egyptians. Why do you think we know more?

Did you say that the Egyptians knew how to write? Yes, the Egyptians did have a form of writing. Instead of writing with letters, as you're learning to do, they used picture writing. This picture writing is called *hieroglyphics*. Archaeologists have figured out what many of the hieroglyphics mean, so we can learn a lot about the Egyptians from what they wrote.

When Rameses II ordered his workers to tell his stories, they carved hieroglyphics in stone. Each picture—whether of a falcon, a snake, or a shepherd's staff—had a meaning. One of the reasons we know so much about Rameses is that he wrote a lot about himself!



Hieroglyphics from ancient Egypt.

A Journey Down the Nile

Are you ready for an adventure? Imagine you can travel back thousands of years to ancient Egypt. We're going for a sail down the Nile!

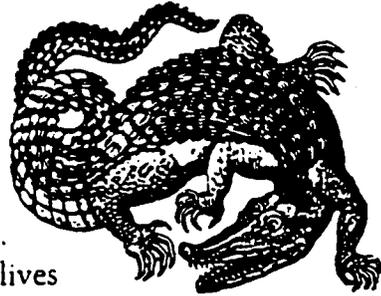
There's a boat floating on the river. And look, there's a young man wearing a fancy headdress. He's nodding to you. You're lucky to have him as your host. Although he's young—only a teenager—he is very important. In fact, he's the pharaoh!

His name is Tutankhamen. Let's call him "King Tut" for short. Come on, hurry up—pharaohs aren't used to waiting for anyone.

In a very dignified voice, King Tut says, "Welcome aboard. I am so pleased that you can join us for the crocodile hunt."

"Crocodile hunt?!" you sputter. "But I don't even know how to fish!"

"Do not worry about a thing," King Tut responds. "My servants will spear the creatures for you." You look around and see that there are many people on the boat who are ready to wait on the young pharaoh's every need. They bow very low before him. You wonder what their lives are like: Are they afraid of this young pharaoh? Do they get tired of having to wait on him and do whatever he asks?



A Woman Pharaoh

Were all the pharaohs of Egypt men? Most were, but once there was a woman pharaoh named Hatshepsut. She didn't want to be called "queen." She wanted to be known as "pharaoh." She did the work of a pharaoh, too! She led armies into battle, and she ordered the building of great monuments.



A servant brings King Tut a fruit drink and offers you one, too. You sip your drink and enjoy the sights as the boat floats along the Nile. "Look over there," says King Tut. "Do you see that enormous statue—that huge figure with the body of a lion and the head of a human? That is the Great Sphinx. The Sphinx is like the pharaoh: the pharaoh rules as a man, and he is powerful as a lion.

"And look there," says Tut, "near the Sphinx. Do you see the pyramids?"



The Great Sphinx. (Its nose was accidentally knocked off about 200 years ago.)

How could you miss them? They're huge! The biggest pyramid covers a space on the ground as big as *thirteen* football fields (of course, they didn't play football way back in Tut's time)! You look at the young pharaoh and ask, "Why did you build the pyramids, King Tut? What are they for?"

Tut laughs and says, "Oh, *I* did not build them! Those pyramids have been around for a thousand years. They are the sacred tombs of the god-kings before me. They are the burial places of ancestor pharaohs from long ago."

"But King Tut," you ask, "why do you go to all that trouble to bury someone?"

"For us," the young pharaoh explains, "it is not a simple matter of just putting a pharaoh in the ground after he dies. No, what is important to us is the way the pharaoh lives *after* he dies."

Tut can tell that you're puzzled, so he goes on. "You know," he says, "that Egyptian pharaohs are god-kings. After our bodies die, we believe that our spirits keep on living if we make the necessary preparations. First, our bodies must be well preserved, because the body provides a home for the spirit after death. So our priests prepare the bodies of dead pharaohs in a special way. They do many things, such as wash and clean the body with fragrant spices, and rub it with special oils. One of the last things they do is wrap the body in rolls of white cloth, to make a mummy."

"Did you say Mommy?"

"No, *mummy*." Tut goes on: "The mummy is very important. It's a home for the pharaoh's ever-living spirit. If the mummy is damaged, the spirit cannot live. So the

These ancient Egyptian priests are preparing a mummy. As part of their work, they wrapped the body tightly in long strips of linen cloth. Each finger and toe was wrapped separately!

mummy must be kept safe. That is why the pyramids were built. The pyramids are very safe places to protect the pharaoh's mummy."

"Still," you ask, "why do the pyramids have to be so big?"

"Oh, there is much more in the pyramid than just a mummy," Tut answers. "The pyramids are filled with different chambers and passageways. The room where the mummy lies contains everything the pharaoh needs in the afterlife."

"What does he need?" you ask.

"Why," says Tut, "his spirit needs almost everything he needed in his earthly life—food, furniture, jewelry, games, and much more."

Tut leans over and motions for you to come very close. Then he whispers to you, "If you can keep a secret, I'll tell you where I am to be buried."

"You can trust me," you whisper back. "Where?"

"There," he says as he points to the distant hills.

"Is that where you'll have your pyramid built?" you ask.

"No, no," says Tut with a frown. Then he explains that pharaohs don't use pyramids anymore, because too many robbers, who have no respect for



Animal Gods

The ancient Egyptians believed in many gods. They often pictured their gods as having human bodies with the heads of animals, such as lions, rams, or crocodiles!

The god of the sun, called Amon (sometimes Amon Ra), had a ram's head. Here you can see a picture of the god of the sky, Horus, who had the head of a bird called a falcon.



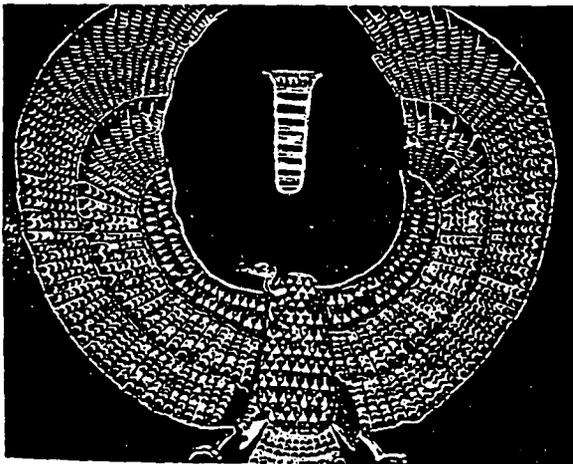
the dead, have broken into the monuments of the great pharaohs and stolen all the treasures. So, when Tut dies, he will be buried in a tomb hidden underground in this place, called the Valley of the Kings.

Thinking about tombs has made Tut very serious. In a friendly but firm voice he tells you, "It is time for you to go now." You're just about to speak up and point out that you haven't caught a crocodile yet, but then you remember: it's not a good idea to talk back to a pharaoh!

The Treasures of King Tut

King Tut was a real pharaoh who lived thousands of years ago. He did a very good job hiding his tomb. It wasn't so very long ago—in 1922—that a hardworking archaeologist, after searching for five years, finally found Tut's tomb in the Valley of the Kings. As he entered the tomb, his eyes opened wide in amazement: it was in almost perfect condition! The tomb was full of decorated chairs, shining jewelry, fancy clothes, and thousands of other objects that had been buried with the pharaoh.

Here you can see some of the treasures buried with Tut, including a beautiful gold mask that shows what he looked like. (To see a color picture of Tut's magnificent mummy case, turn to page 180 in this book.)



A golden collar.



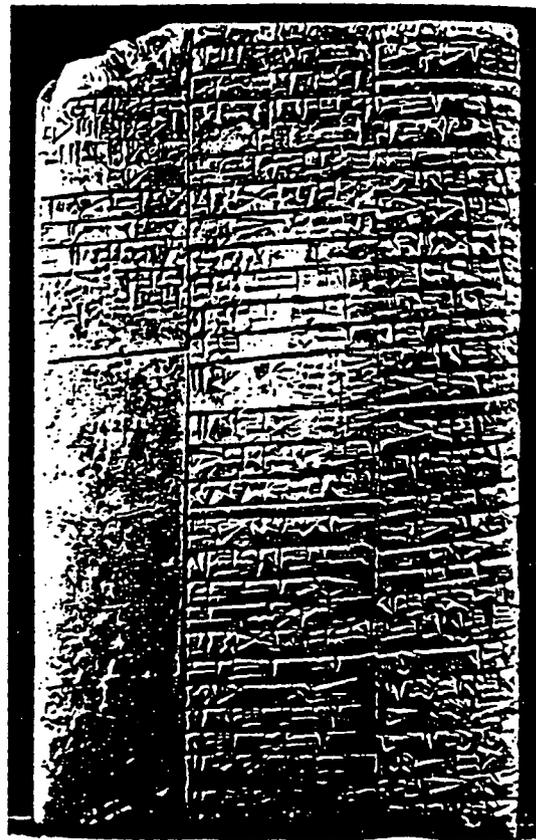
King Tut's golden mask.

Mesopotamia—Another Gift

In Egypt the Nile flooded every year. East of Egypt, on the continent of Asia, *two* other rivers flooded yearly. These neighboring rivers are called the Euphrates [yoo-FRAY-tee:] and the Tigris [TIE-gris]. Like the Nile, when these rivers flooded, they gave the gift of rich soil. That meant people who lived beside or between the rivers could farm, grow plenty of food, and build their homes.

This warm and pleasant region has a long name, Mesopotamia [MESS-uh-puh-TAY-me-uh]. Mesopotamia means "the place between two rivers." (Look at the map on page 114.) What happened between the Tigris and Euphrates rivers? *A lot!*

Mesopotamia is known as "the cradle of civilization" because history was born here. Remember, history is a story: so, when we say history was born in Mesopotamia, we mean that it's the place where people first began to write down the story of human lives. Even *before* the ancient Egyptians started writing with hieroglyphics, the early people of Mesopotamia had begun to write. We call their kind of writing *cuneiform* [KYOO-nee-uh-form]. It's a strange-sounding word, and it means "wedge-shaped," which is exactly what cuneiform was: a thin, triangular, wedge-shaped kind of writing.



This cuneiform writing describes medicines used by a doctor long ago.

A Great Mesopotamian Story

Not so long ago, archaeologists were digging in this cradle of civilization. They found twelve clay tablets covered with cuneiform. The tablets were over five thousand years old! They told an exciting story—perhaps the world's oldest story. We do not know what the people of Mesopotamia called it, but we call it the *Epic of Gilgamesh* [GILL-guh-mesh].

An epic is a long story filled with the adventures of heroes. The *Epic of Gilgamesh* tells the story of a mighty king named Gilgamesh, who rules harshly over his people.

VI.

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Science



INTRODUCTION

Children gain knowledge about the world around them in part from observation and experience. To understand animals and their habitats, or human body systems, or electricity, a child needs firsthand experience with many opportunities to observe and experiment. In the words of *Benchmarks for Science Literacy* (a 1993 report from the American Association for the Advancement of Science): "From their very first day in school, students should be actively engaged in learning to view the world scientifically. That means encouraging them to ask questions about nature and to seek answers, collect things, count and measure things, make qualitative observations, organize collections and observations, discuss findings, etc."

While experience counts for much, book learning is also important, for it helps bring coherence and order to a child's scientific knowledge. Only when topics are presented systematically and clearly can children make steady and secure progress in their scientific learning. The child's development of scientific knowledge and understanding is in some ways a very disorderly and complex process, different for each child. But a systematic approach to the exploration of science, one that combines experience with book learning, can help provide essential building blocks for deeper understanding at a later time. It can also provide the kind of knowledge that one is not likely to gain from observation: consider, for example, how people long believed that the earth stood still while the sun orbited around it, a misconception that "direct experience" presented as fact.

In this section, we introduce first graders to a variety of topics consistent with the early study of science in countries that have had outstanding results in teaching science at the elementary level. The text is meant to be read aloud to your child, and it offers questions for you and your child to discuss, as well as activities for you to do together.

Suggested Resources

Living Things and Their Habitats

Desert; Forest; Mountain; and Ocean, four books by Ron Hirschi (Bantam, 1992, 1991, 1992, and 1991)

A Walk in the Desert by Caroline Arnold (Simon and Schuster Education Group/Silver Press, 1990)

Who Eats What? Food Chains and Food Webs by Patricia Lauber (HarperCollins, 1995)

Dinosaurs

Dinosaur Time by Peggy Parish (HarperCollins, 1974)

My Visit to the Dinosaurs (1985) and *Digging Up Dinosaurs* (1988) by Alike (HarperCollins)

Oceans and Undersea Life

Amazing Fish by Mary Ling (Knopf, 1991)

The Magic School Bus on the Ocean Floor by Joanna Cole (Scholastic, 1992)

The Human Body

Germs Make Me Sick! by Melvin Berger (HarperCollins, 1985)

What's Inside? My Body (Dorling Kindersley, 1991)

Your Insides by Joanna Cole (Putnam and Grosset, 1992)

Matter

Air Is All Around You by Franklyn M. Branley (HarperCollins, 1986)

It Could Still Be Water by Allan Fowler (Childrens Press, 1992)

What Happened? by Rozanne Lanczak Williams (Creative Teaching Press, 1994)

Introduction to Electricity

All About Electricity by Melvin Berger (Scholastic, 1995)

Experiment with Magnets and Electricity by Margaret Whalley (Lerner, 1994)

Astronomy

The Moon Seems to Change by Franklyn M. Branley (HarperCollins, 1987)

My Picture Book of the Planets by Nancy E. Krulik (Scholastic, 1991)

The Sun Is Always Shining Somewhere by Allan Fowler (Childrens Press, 1991)

Inside the Earth

Earth by Dennis B. Fradin (Childrens Press, 1989)

The Magic School Bus Inside the Earth by Joanna Cole (Scholastic, 1987)

Rocks and Minerals by Illa Podenforf (Childrens Press, 1982)

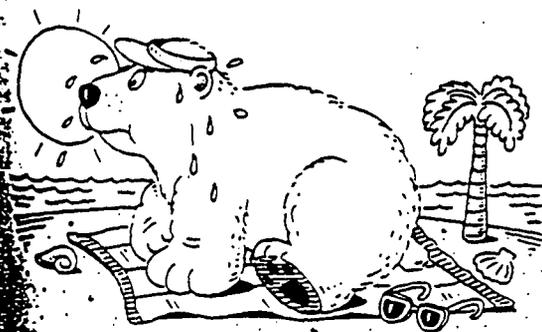
Volcanoes by Franklyn M. Branley (HarperCollins, 1985)

Living Things and Their Habitats

Do you recognize this big furry fellow? He's a polar bear. He lives near the North Pole. What's the weather like there? Brrr! Yes, it's cold, *cold*, *cold*. Look at what's all around the polar bear: ice, and lots of it.

The polar bear lives where it's cold and icy all the time, but he doesn't seem to mind at all. Look at him again. See his thick, furry coat? With all that thick fur, he stays pretty cozy, even at the North Pole.

Now, imagine that the polar bear decides to go on a vacation. (Of course, you and I know that bears don't take vacations, but let's pretend.) He goes on a trip to Hawaii. How do you think he would like it? What would our big furry friend think of the sunny, sandy beaches of Hawaii?



Well, if you've ever been to the beach, you might like it, but you can take off your clothes and wear nothing but a bathing suit. The polar bear can't take off his fur!

Poor polar bear! He wouldn't enjoy a trip to warm, sunny Hawaii. It's a lovely place, but not for him. It's not his *habitat*.

What's a habitat? For an animal, a habitat is the place where the animal lives, eats, sleeps, makes its home, has babies, and gets along (mostly) with other animals. But it's not just *any* kind of place. An animal's habitat is a special place suited to the animal because the animal is suited to it. The big furry polar bear isn't suited to the warm beach, but he gets along fine at the

icy North Pole. A fish that swims in the ocean couldn't possibly survive in the mountains, could it? Would a worm that crawls through the moist, rich soil of the forest be happy living in the hot, sandy desert?

Different animals live in different habitats. The way an animal lives has a lot to do with its habitat. Let's explore a few habitats and get to know some animals living in them.

The Forest Habitat

Imagine you're taking a walk through a beautiful forest. Oak and maple trees stand tall around you. Their highest branches reach upward and form a leafy canopy, which makes it cool and shady for you as you walk along below.



What's that tap-tap-tapping sound? It's a bird called a woodpecker. Woodpeckers peck into the trunks of old trees, looking for insects to eat. The woodpecker lives in this forest habitat.

A squirrel scampers up a tree. The squirrel also lives in this forest habitat. Squirrels build nests in the tree branches and gather acorns from the oak trees in the fall.

Pew! What could that awful smell be? It's a skunk! You must have scared it. A skunk sends out a stinky spray to defend itself against larger animals that threaten to eat it (not that you would ever eat a skunk!). Skunks burrow into holes in the ground or into rotten tree trunks. They eat berries and insects and eggs they steal from the nests of birds that also live in the forest habitat.

Ooh, what's that sticky stuff on your face? You've walked into the threads of a spider.

What You're Called and What You Eat

Here's a fact you know is true every time your tummy growls: animals need to eat. Some animals eat plants. Some animals eat other animals. And some animals eat both. Scientists use special names for animals, depending on whether they eat plants, meat, or both. Let's learn these special names: they're big words, so get ready!

Do you eat both plants and meat? Then you're an *omnivore* [AHM-nuh-vore]. An omnivore is an animal that eats both plants and animals. Bears are omnivores. They eat berries, and they eat small animals like fish. They also use their sharp claws to rip open logs and eat the insects they find there.



Animals that eat only plants are called *herbivores* [HUR-buh-vores]. Some human beings choose to eat only plants and no meat. Many animals, including mice, cows, and horses, eat only plants. Even huge elephants eat only leaves, fruits, nuts, and grasses.

Some animals would rather eat meat most of all. Can you think of any? Dogs and cats, lions and tigers, sharks and snakes eat meat. They are called *carnivores* [CAR-nuh-vores]. A carnivore eats animal flesh, or meat.

web, strung across your path. Spiders weave their webs where insects fly, hoping to trap some bugs for dinner. Yummy!

Down on the forest floor, the leaves fall and pile up. Snails and other animals eat the leaves. Along comes a raccoon, which eats the snails (and many other things—raccoons aren't very picky eaters!).

Woodpecker, squirrel, skunk, spider, snail, raccoon—all these animals and many, many more live in the forest habitat. For their homes and food, they depend upon the plants and other animals that live in the forest with them.

The Underground Habitat

Imagine that you brought a shovel with you on your walk through the forest. Take it out and dig down under the twigs, leaves, and mushrooms on the forest floor. What can you see?

A slimy brown earthworm slithers deeper underground. A little white grub curls up in the soil. Soon it will grow into an insect and creep among the forest ferns and mosses.

The worm and the grub live together in the forest's underground habitat. Even some furry animals, like moles, live underground with them. Moles have long, slender paws just right for digging. They burrow underground, and they look for things to eat: things like roots, ants, and—sorry, little worm—worms. Actually, moles don't really "look" for



things to eat, since they can't see very well. Instead, moles find their way around underground with a keen sense of smell.

So, moles have paws for digging, and even though they have weak eyes, they have a strong sense of smell. Do you see how the mole is suited to its underground habitat?

What is this mole eating?

The Desert Habitat

Let's look at the desert, which is a very different habitat from the forest. Can you think of some differences between the forest and the desert?

The forest is often cool. The desert is often hot.

The forest is moist. The desert is dry.

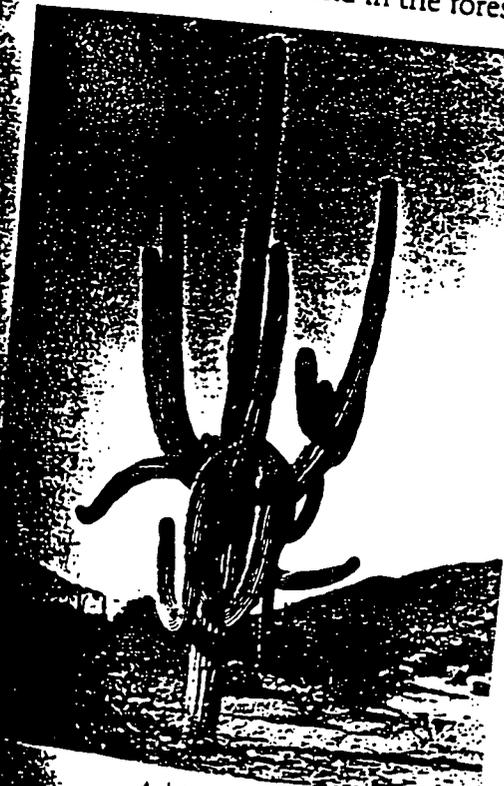
The forest is dark and shady. The desert is bright and sunny.

Sometimes it snows and rains in the forest, but it rarely does in the desert.

Compared to the forest, the desert is a very different habitat for plants and animals. So, do you think you'll find the same kind of animals and plants in the desert that you found in the forest?



This lizard lives in a desert in Arizona.



A big cactus.

Lizards live in the hot desert. Their bodies do well in the heat. They like to lie on warm rocks and bask in the blazing sunshine. Lizards match the desert habitat.

Cactus plants grow in the desert. They can grow for a long time without any rain at all. They like heat and a lot of sunshine. Cactus plants do well in the desert habitat.

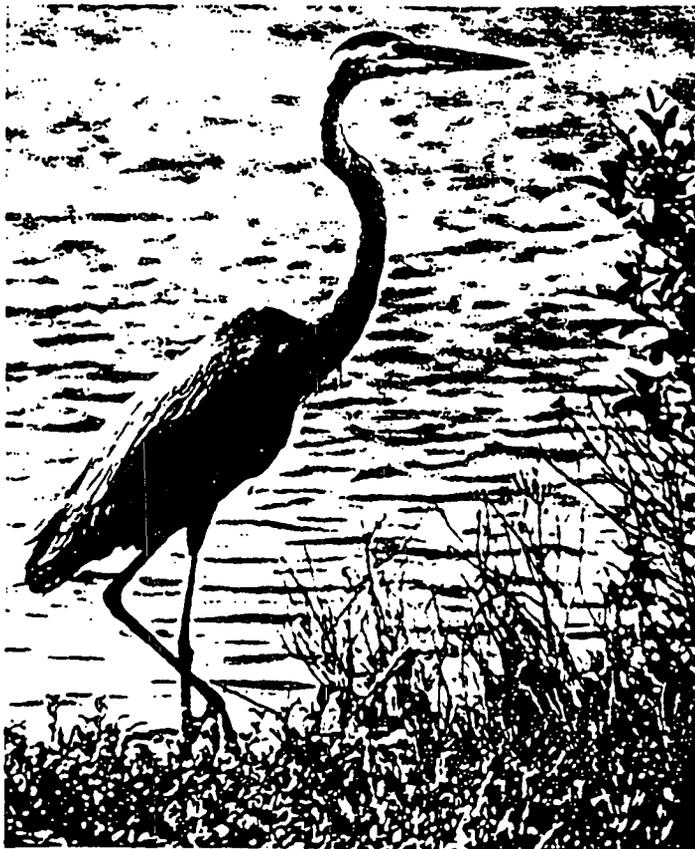
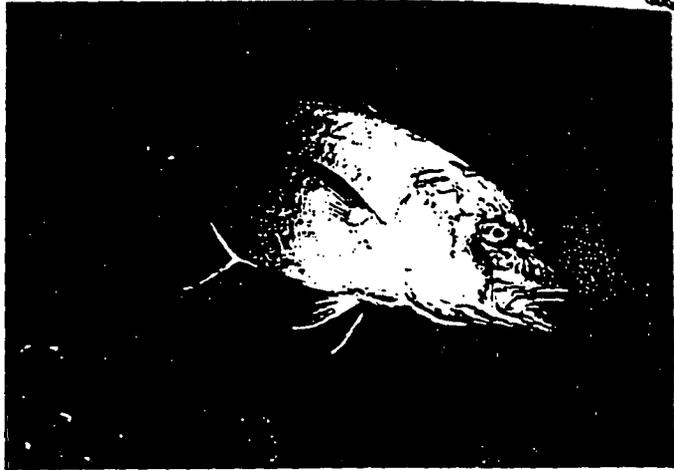
But not many animals or plants live in the desert. In fact, the desert is almost deserted—which is how it got its name.

Water Habitats

Can you name some animals that live in water?

Fish live in water, such as ponds, lakes, and streams. They eat smaller fish, plants, and insects.

Think of the ways that a fish is suited to its water habitat. Fish don't have feet, because they don't walk. They live in a water habitat, and so they swim. You can't breathe underwater, but fish can because they have gills. But a fish out of water is in trouble! A fish can't survive outside its water habitat.



The Great Blue Heron's long neck helps it reach fish under water.

Have you ever heard the saying "like a fish out of water"? Since fish can't breathe out of water, people use this saying to mean that someone is very uncomfortable in a new or unusual situation.

For example, a shy child who is asked to sing a song in front of the whole school might think, "I don't want to sing in front of all those people. I've never been onstage before. I'd feel like a fish out of water."

Many other animals do best in a water habitat, too. Some live all their lives underwater, like oysters and starfish. Some live part of their lives underwater and part on land, like frogs and salamanders. Some

live on the land near the water, like herons and hermit crabs. All of these animals depend upon the water, the plants, and the other animals nearby.

Not all water habitats are the same. Ponds, lakes, and rivers are different from oceans. Do you know why? If you've ever played in the waves at the ocean, you know how that water tastes: very salty. Oceans contain salt water. But most ponds, lakes, and rivers contain fresh water. What's the difference?

Here's an experiment to answer that question. Fill a glass with drinking water. Take a sip. It tastes refreshing. That's the kind of water found in most lakes and rivers.

Now stir in two teaspoons full of salt. Take a sip—a *very small sip*. Yuck! You wouldn't call that refreshing, would you? That glass now contains salt water, like the water in the ocean.

You may not like the taste of salt water, but many plants and animals depend upon it to live. Clams, oysters, and jellyfish live in the salty ocean, along with plants such as seaweed. Whales, dolphins, sharks—all the animals that live in an ocean habitat—need salt water. If you put them into water without salt, they wouldn't survive. And if you put a freshwater fish in salt water, it wouldn't survive. Each water animal and plant needs to be in the kind of water habitat to which it's suited.



Shark!

The Food Chain

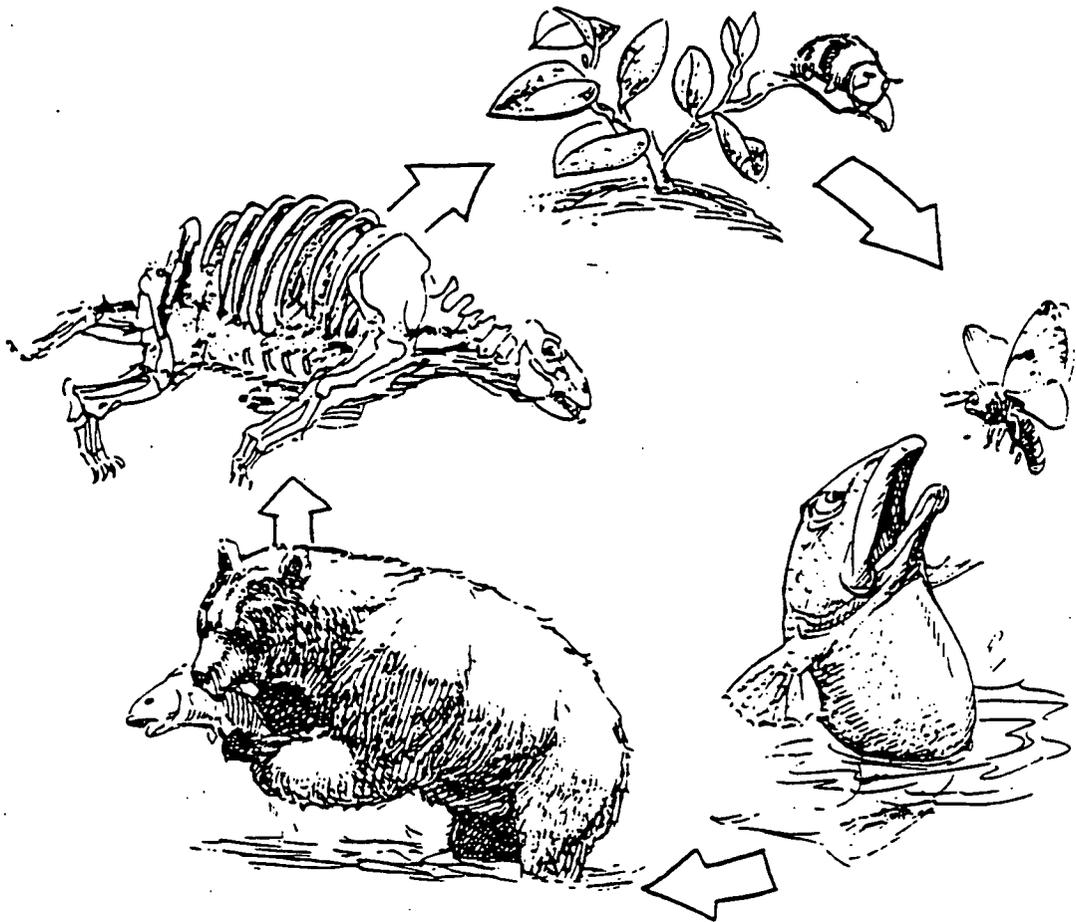
As you've learned about different habitats, you've heard a lot about animals and what they eat. Has it made you hungry? You've got to eat to live. Not just you, but every living thing needs food to survive. Plants make their own food out of sunshine, water, and nutrients from the soil in which they grow. But animals can't do that. Animals eat other living things, including plants and other animals. Big animals may eat little ones. And when the big animal dies, it may be eaten by little animals. All this eating is called the *food chain*. Let's see how it works.

Imagine a green plant growing by the side of a river. A caterpillar comes along and chews on the leaves. Later the caterpillar grows into a flying insect. The insect flies over the river, when suddenly, swoosh, a fish leaps out of the water and swallows it.

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A food chain.

The fish splashes back into the water, feeling full and happy—but not for long. A big bear reaches into the river and grabs the fish in his paw. The bear has caught a tasty supper.

Later that year the bear dies, and through the winter its body rots away. The rotting body turns to nutrients that soak into the soil by the side of the river. When spring comes, the nutrients help green plants grow. One of those green plants grows by the side of the river. A caterpillar comes along and chews on the leaves and . . .

Do you see? It's a cycle, starting over, and going round and round again. It's a cycle of one creature feeding upon another, a cycle of life and death and life again.

People call this cycle the food chain because it seems to link together the plants and animals in nature. Animals eat plants, and these animals are sometimes eaten by other animals. Plants and animals die and rot, which returns nutrients to the soil, which helps more plants grow. It's all a part of the food chain that keeps nature alive, and it all starts with plants growing from sunshine, air, water, and nutrients.



REVISED EDITION

506

WHAT YOUR SECOND GRADER

needs to know



FUNDAMENTALS OF A
GOOD SECOND-GRADE EDUCATION
EDITED BY E. D. HIRSCH, JR.

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History and Geography



For many years American elementary schools, especially in kindergarten through third grade, have taught "Social Studies" rather than history. Social Studies have typically been made up of lessons about the family, neighborhood, and community. This focus on the personal and the local can be of value, but it is only a beginning.

As anyone knows who has witnessed children's fascination with dinosaurs, knights in armor, or pioneers on the prairie, young children are interested not just in themselves and their immediate surroundings but also in other people, places, and times. In second grade, we can take advantage of children's natural curiosity and broaden their horizons by introducing them to knowledge of other times and places. An early introduction to history and geography can foster an understanding of that broad world beyond the child's locality, and make him or her aware of varied people and ways of life. Such historical study can also begin to develop our children's sense of our nation's past and its significance.

For parents and schools following the *Core Knowledge Sequence*, we can also build on the knowledge children have gained in kindergarten and first grade—knowledge about the world and how it is represented on maps and globes, knowledge of ancient Egypt, the American Revolution, and much more. (See *What Your Kindergartner Needs to Know* and the revised edition of *What Your First Grader Needs to Know*.)

In the following pages, we introduce—let us emphasize *introduce*—a variety of people and events, most of which will be treated more fully in the Core Knowledge books for the later grades. The idea in second grade is to plant seeds of knowledge that can grow later. The purpose is not for the child to achieve deep historical knowledge but rather to become familiar with people, terms, and ideas in such a way that, in later years, when the child hears them mentioned or reads about them, she enjoys the satisfying sense that "I know something about that."

Learning history is not simply a matter of being able to recall names and dates, though the value of getting a firm mental grip on a few names and dates—such as 1607 and 1776—should not be discounted. While second graders have not developed a sophisticated sense of chronology, the development of a chronological sense is aided by having at least a few dates fixed in mind and associated with specific events, so that later, as children grow, they can begin to place these dates and events into a more fully developed sense of what happened when.

While it's good to help children grasp a few important facts, for young children the history teaching emphasizes the "story" in history. In some cases, it is hard—but entirely necessary—to separate history from legend, such as, for example, the story of how a young Alexander the Great tamed the wild horse Bucephalus. While we made every effort to respect historical accuracy, we have also tried to put the stories, when possible, into the form of a good story. We encourage parents and teachers beyond these pages to help children learn about history through art projects, music, and discussions.

A Note on the History of World Religions: In the World History Geography section, we introduce children not only to ancient civilizations but also to topics in the history of world religions. As the many people who contributed to the development of the *Core Knowledge Sequence* agreed (see pages xix–xxi), religion is a shaping force in the history of civilization, and thus should be part of what our children know about. The pages on religion have benefitted from the critiques of religious scholars and representatives of various faiths, whom we wish to thank for their advice and suggestions. In introducing children to the history of world religions, we focus on major symbols, figures, and stories. Our goal is to be descriptive, not prescriptive, and to maintain a sense of respect and balance.

A Note on Geography: We encourage teachers and parents to place special emphasis on the geographical topics in the following pages. The elementary years are the best years to gain a lasting familiarity with the main features of world geography, such as the continents, the larger countries, the major rivers and mountains, and the major cities of the world. These spatial forms and relationships, when connected with interesting stories, are not likely to be forgotten. Such knowledge may be reinforced by regular work with maps, which should include a lot of active drawing, coloring, and identification of place names. Drawing maps, as well as associating shapes with names of places, can be fun. Not only fun, but also important parts of what children need to know if they are to have the geographical knowledge they will need to understand the modern world.

Suggested Resources

World History and Geography

India, Hinduism, and Buddhism

Buddha by Susan Roth (Delacorte, 1994)

The Cat Who Went to Heaven by Elizabeth Jane Coatsworth (Macmillan, 1958)

Living in India by Anne Singh (Young Discovery Library, 1988)

Sacred River by Ted Lewin (Clarion Books, 1995)

Ancient China

The Great Wall of China by Leonard Everett Fisher (Macmillan, 1986)

Growing Up in Ancient China by Ken Teague (Troll, 1994)

Japan

How My Parents Learned to Eat by Ina R. Friedman (Houghton Mifflin, 1984)

Japan by Karen Jacobsen (Childrens Press, 1982)

Ancient Greece

A Coloring Book of Ancient Greece (Bellerophon Books, 1994)

D'Aulaire's Book of Greek Myths by Ingri and Edgar Parin d'Aulaire (Doubleday, 1962)

Growing Up in Ancient Greece by Chris Chelepi (Troll, 1993)

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American History and Geography

Introduction to the Constitution

The Constitution by Warren Colman (Childrens Press, 1987)

The War of 1812

By the Dawn's Early Light: The Story of the Star-Spangled Banner by Steven Kroll (Scholastic, 1993)

Westward Expansion

The Amazing Impossible Erie Canal by Cheryl Harness (Macmillan, 1995)

The Cherokee by Emilie Uttag Lepthien (Childrens Press, rev. ed. 1992)

The Girl Who Loved Wild Horses by Paul Goble (Bradbury / Aladdin, 1978)

Wagon Wheels by Barbara Brenner (HarperCollins, 1993)

Introduction to the Civil War

Journey to Freedom by Courtney Wright (Holiday House, 1997)

Just a Few Words, Mr. Lincoln: The Story of the Gettysburg Address by Jean Fritz (Grosset & Dunlap, 1993)

Thunder at Gettysburg by Patricia Lee Gauch (Dell Yearling, 1975)

Immigration

Coming to America: The Story of Immigration by Betsy Maestro (Scholastic, 1996)

Civil Rights

Martin Luther King, Jr. by Carol Greene (Childrens Press, 1989)

Picture Book of Rosa Parks by David A. Adler (Holiday House, 1993)

The Story of Ruby Bridges by Robert Coles (Scholastic, 1993)

Geography of the Americas

The Great Kapok Tree by Lynne Cherry (Harcourt Brace, 1990)

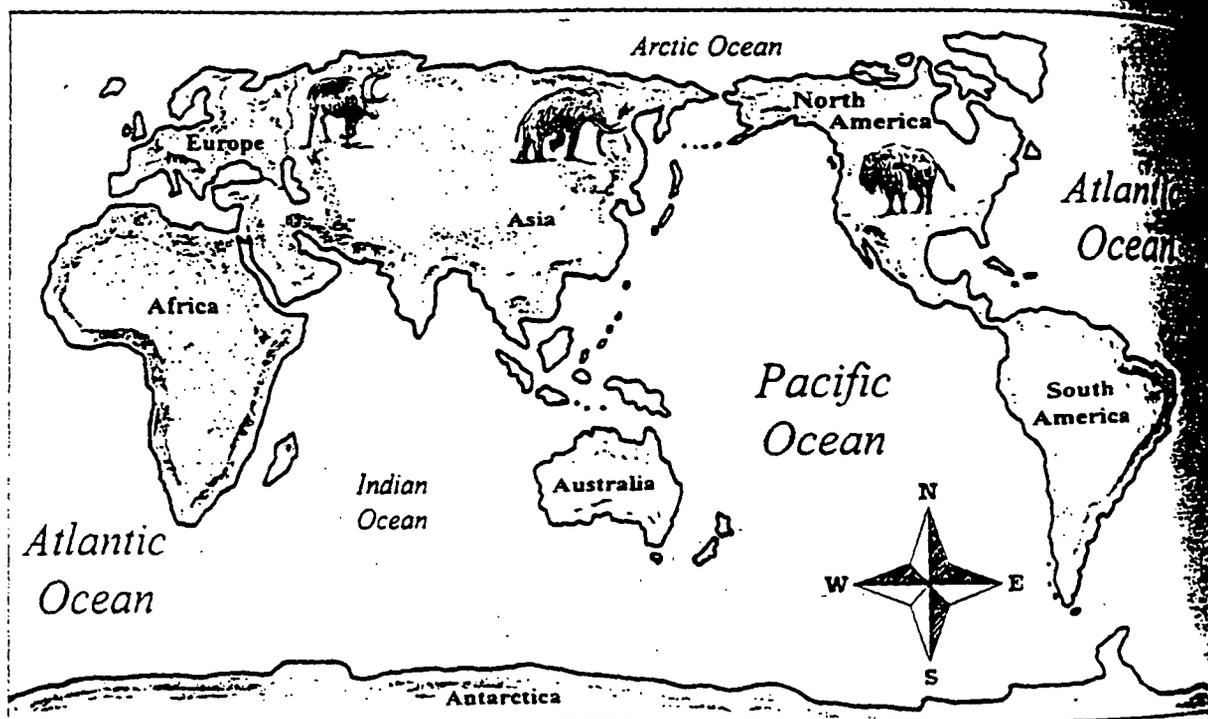
North America and South America by D. V. Georges (Childrens Press, 1986)

For more good resources, see *Books to Build On: A Grade-by-Grade Resource Guide* for Students and Teachers edited by John Holdren and E. D. Hirsch, Jr. (Dell, 1996).

World History and Geography

A Quick Geography Review

Can you name the seven continents? * Trace the map below. Then locate each continent and write its name on the map.



*They are, from biggest to smallest, Asia, Africa, North America, South America, Antarctica, Europe, Australia.

Check your library for two books by Jack Knowlton and Harriet Barton: *Maps and Globes* (HarperCollins, 1985) and *Geography from A to Z: A Picture Glossary* (HarperCollins, 1988).

The next time you have a globe available try this:

- Locate and name the seven continents.
- Find these important oceans: the Atlantic, the Pacific, the Indian, and the Arctic oceans.
- Locate the North Pole and the South Pole.
- Locate the imaginary line called the equator. The equator divides the globe into two equal parts. We call the part of the globe above the equator the Northern Hemisphere. The part of the globe below the equator is the Southern Hemisphere. ("Hemi" means half, so a hemisphere is half a sphere.) Is Australia in the Northern or Southern Hemisphere? Which hemisphere is Europe in—Northern or Southern?

Settle Down!

Let's think back to some of the history you learned in first grade.

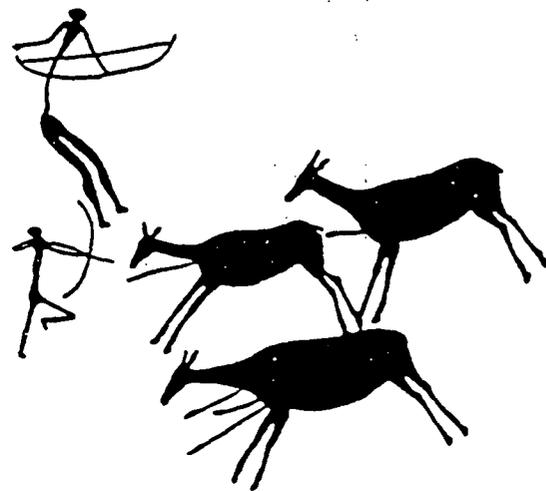
Let's start by going *way, way* back to the times that are called "prehistoric." Do you remember learning that long, long ago, before there were any towns or cities, people lived by moving around to find food? They looked for plants they could eat, and they followed herds of animals they could hunt.

But then a big change happened: people learned to grow large amounts of food. And when they could grow enough food to eat, they didn't have to keep moving around. So the people settled down. As more and more people settled in one place, cities began.

The first cities were built along the banks of some famous flooding rivers. Do you remember the important river in Africa that's the world's longest river? (It's the Nile River.) And do you remember the two big rivers in the part of Asia with that really long name, Mesopotamia? (They are the Tigris and Euphrates rivers.) In these places the water and rich soil helped people grow large amounts of food, so they could stay in one place and build the first cities.

The first cities were the beginning of civilization. What does "civilization" mean? To answer that, let's look at what happened in the first cities.

In the first cities, people started to do many different kinds of jobs besides the old work of getting food, taking



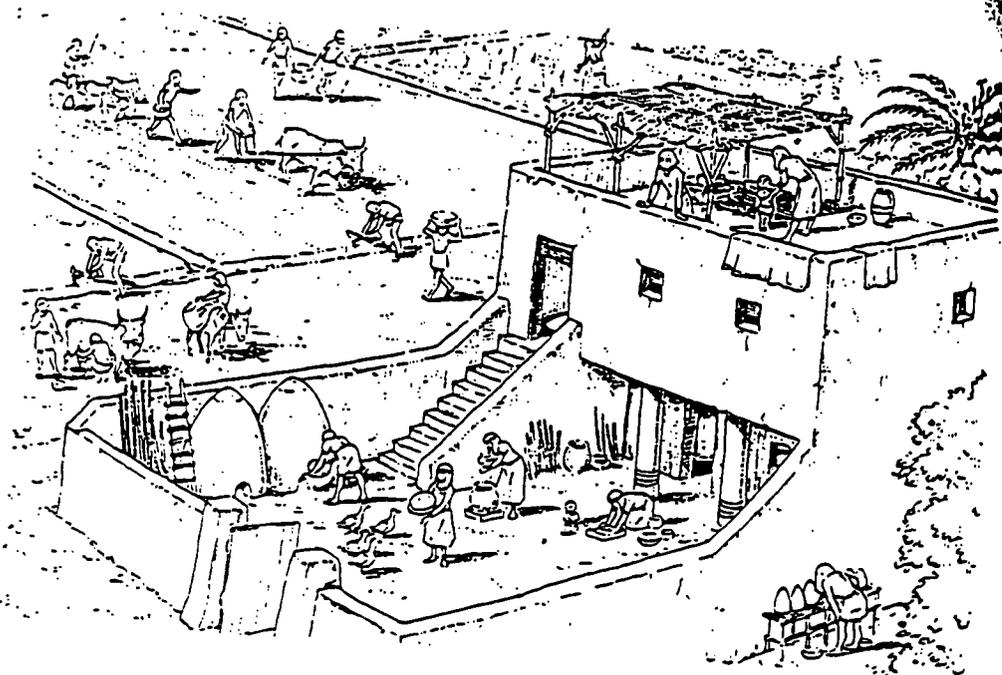
conti-

Atlantic Ocean



South America

and (Harp



Here is part of an ancient city. What jobs mentioned in this book are the people doing?

care of children, and fighting in wars. In a city, you need places to live. So, some people took on the job of building houses. They didn't have time to grow food. But other people grew food, and they began to sell their food to the people who didn't have time to grow it themselves.



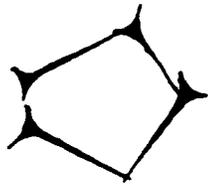
This worker is using a stone to pound a metal bowl into shape.

As the cities grew, different people did more and more different jobs. Some made clothes, or cooked, or cleaned. Some sold things, such as cloth, tools, or jewelry. Others became artists, musicians, teachers, or scholars.

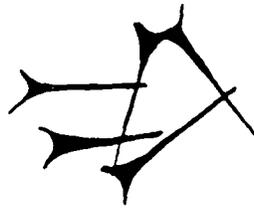
When large numbers of people live together, they need rules to get along. They need laws. Long ago, who made the laws? Usually the laws were made by a powerful ruler, like a pharaoh or king. Sometimes these rulers made fair laws. But sometimes they made unfair laws that took away the people's freedom and made their lives very hard.

Do you remember the strong ruler named Hammurabi? In a great city called Babylon, Hammurabi made many laws. One reason we

know about these laws is that they were written down—in fact, they were carved in stone. Writing is one of the most important developments in human history. Writing allows us to save and pass on knowledge. Do you remember what we call the writing of the ancient Egyptians? (It's called "hieroglyphics.")



SUN



OX



RIVER

This writing from ancient Mesopotamia is called cuneiform, which means "wedge-shaped."

So, civilization means many things, including

- learning how to farm
- living in one place
- building cities
- different people doing different jobs
- making laws
- and, in some places, learning to write.

CIVILIZATIONS IN ASIA

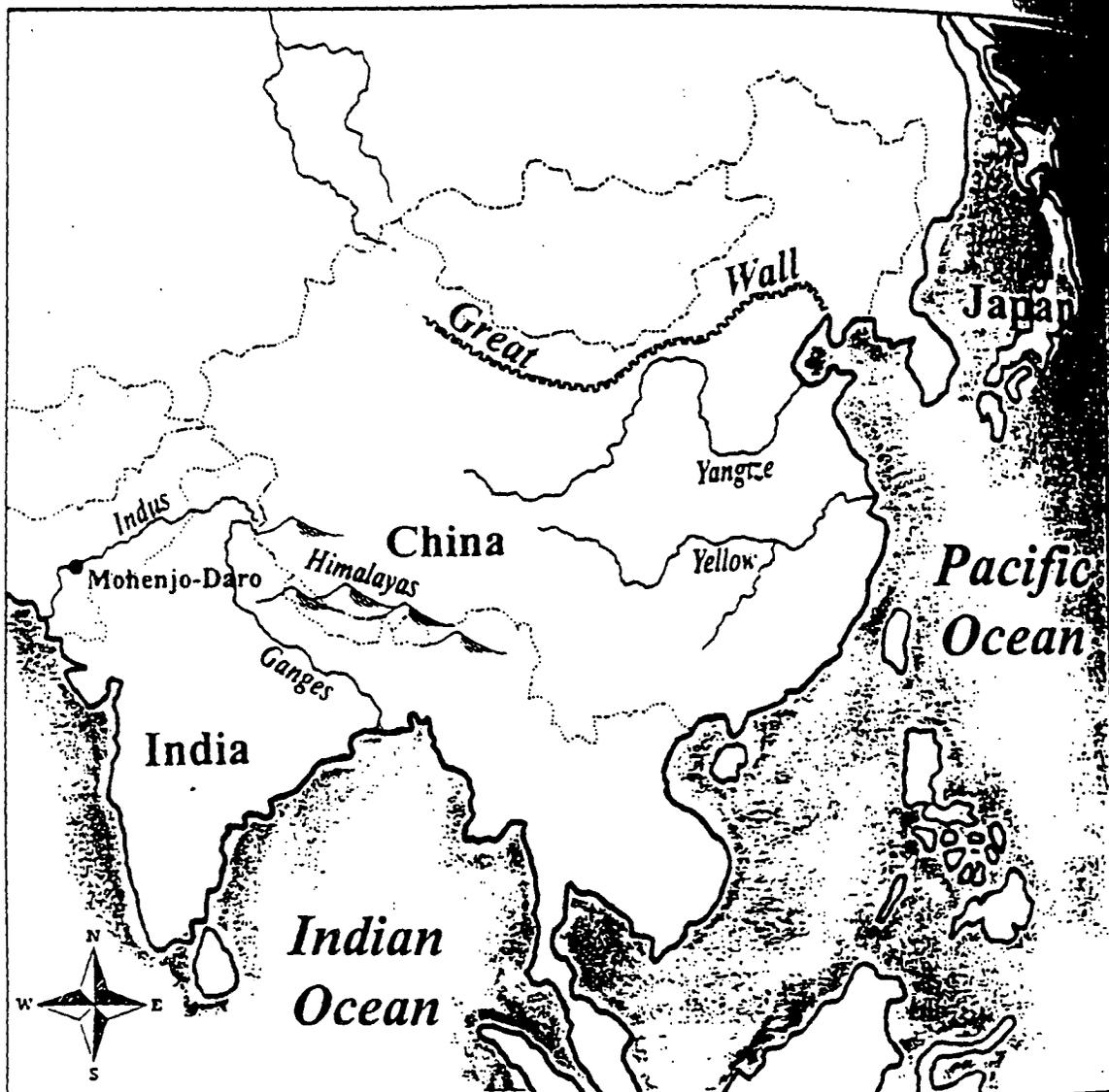
Long Ago in Asia: Civilization in the Indus Valley

In the first-grade book in this series, you learned about King Tut and the civilization of ancient Egypt. Thousands of years ago, while the pharaohs in Egypt built pyramids along the banks of the Nile, another civilization was growing in another part of the world. Let's go there now.

Look at the map on page 98 and find India. Can you find the Indus River? The Indus River, like the Nile in Africa, overflowed its banks every year. These yearly floods made the land around the river very fertile ("fertile" land is land that's good for growing many big, healthy plants). So, like the people in ancient Egypt and Mesopotamia, the people in the Indus Valley could grow lots of food because of the flooding river, fertile soil, and warm weather.

After they learned how to farm, what do you think the people in the Indus Valley did next? If you said, "Settle down and build cities," you're right.

Not long ago, archaeologists discovered the ancient cities of the Indus Valley. (Do you remember what archaeologists do?) The archaeologists were amazed to see how the cities, like Mohenjo-Daro, were laid out in a very neat and organized way. The

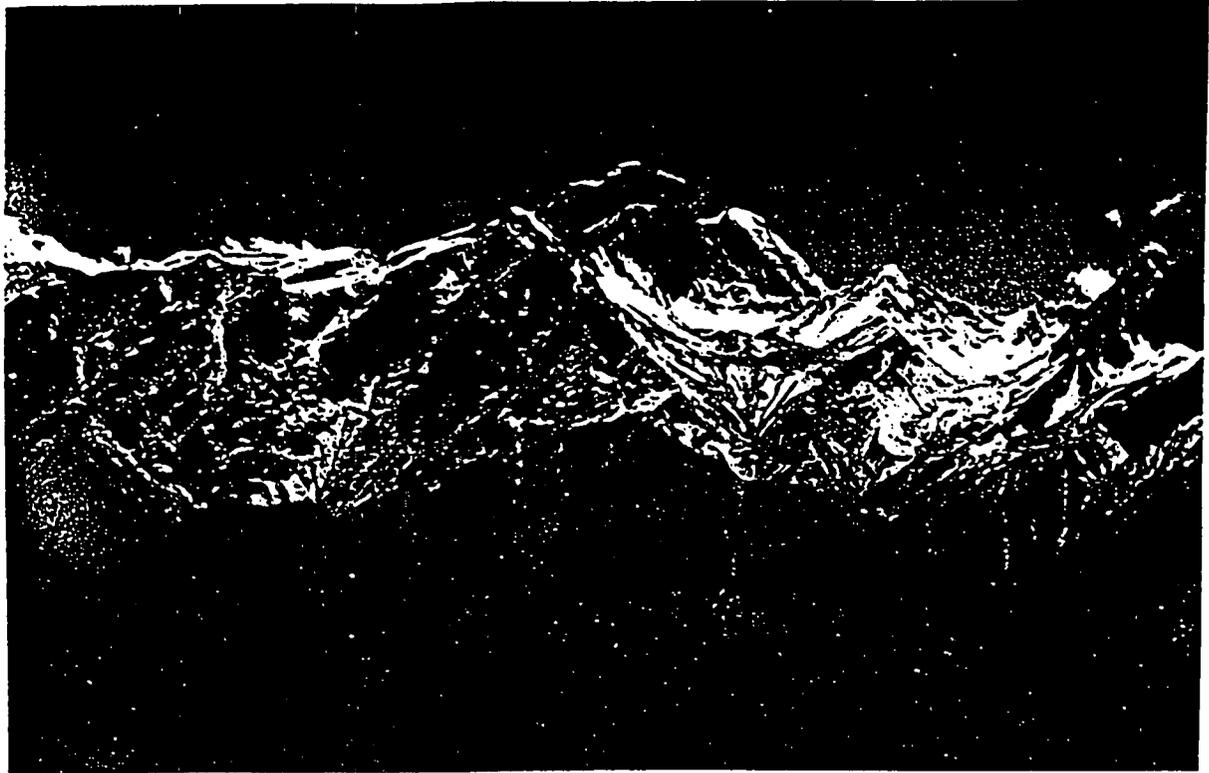


streets were as straight as a ruler. The houses were like boxes with flat roofs made of sun-baked brick. If you had lived back then, you might have taken a woven mat up to the roof and spread it out for a nap in the warm breeze and sunshine.

Civilization Along the Ganges

Historians—the people who study history—know that long, long ago, the people of ancient India began to leave their cities along the Indus River. But why did they leave? Was there some great disaster, such as a terrible flood or earthquakes? That is something we just don't know.

But we do know that after the people left the cities along the Indus River, a new civ-



These high mountains north of the Ganges River are called the Himalayas [him-uh-LAY-uz].

Civilization developed in another part of India. This civilization grew along the banks of yet another flooding river, called the Ganges [GAN-jeez]. Can you find the Ganges River on the map on page 98?

The Ganges is the longest river in India. In ancient India, many people made their home near the Ganges. But then new people came to this region, and they did not come as friends. These new people, who came from the northwest, were called Aryans (AIR-ee-uns). The Aryans had large and powerful armies. They conquered and ruled over the Indian people living along the Ganges. They changed the way the Indian people lived. Let's look at some of the biggest changes, starting with their religion.

Hinduism

The Aryans changed the religion of the Indian people. Over many years, the gods of the Aryans combined with the gods worshipped by the Indian people. This was the beginning of Hinduism.

Hinduism is the oldest religion still practiced in the world today. Before we learn about Hinduism, think back to the religions you've already learned about (in the trade book in this series). Do you remember learning that Judaism, Christianity,



This is a statue of the Hindu god called Shiva.

and Islam all teach about God? Well, Hinduism is different, and may seem a little confusing at first. That's because most Hindus believe in one God and in many gods. For Hindus, the one God is called Brahman. Hindus believe Brahman is a spirit in everything in the universe—in people, animals, trees, water, the ground, the stars, everything.

So, Brahman is the one God of Hinduism. But in Hinduism there are also thousands and thousands of different gods. For Hindus, these thousands of gods are like different faces or names of Brahman.

Among the many thousands of gods in Hinduism, there are three main gods. Most Hindus believe that these three main gods are sort of in charge of all the others. They are called Brahma, Vishnu [VISH-noo], and Shiva [SHE-vah].

Hindus believe Brahma is the creator god, the god who made everything. Vishnu is the god who preserves and defends life. Shiva is the god of destruction and new life. In pictures, Shiva is often shown dancing in a ring of fire. Why fire? Because fire can destroy, but it can also help make new things.

Besides having many gods, Hinduism is different from Judaism, Christianity, and Islam in other ways. Hinduism has no single leader or teacher. You remember that be-

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Some animals are sacred to Hindus. For Hindus, the cow is the most sacred animal. Hindus are strictly forbidden to kill a cow or eat its meat. Many Hindus are vegetarians—they do not eat any meat.

For Hindus, the Ganges is a holy river. Many Hindus try to make a trip to the Ganges and wash themselves in the water.

lievers in Christianity follow the teachings of Jesus. And Muslims follow Muhammad. But Hinduism has no one leader or teacher that every Hindu is expected to follow.

A Story from the Holy Books of Hinduism

You've learned about religions that have a book of sacred writings. For Jews, the holy book is the Hebrew Bible, the first part of which is called the Torah. The holy book of Christians is the Bible. And the holy book of Muslims is the Qu'ran. Hinduism does not have one holy book—instead, it has several sacred books.

One of the oldest sacred books of Hinduism is the Rig Veda [RIG VAY-da]. It is filled with beautiful poems, and it tells Hindus how to celebrate weddings, funerals, and holy days. If you lived in India today, you could still hear many people saying hymns from the Rig Veda at important times in their lives.

Another important holy book for Hindus is the Ramayana [RAHM-ah-YAHN-ah]. It is full of stories of great deeds and adventures. Many stories in the Ramayana tell about the hero, Prince Rama [RAHM-ah]. In some of these stories, the Hindu god Vishnu takes the form of the human hero, Rama. Here is a story about Rama and Sita [SEE-tah]. It shows the importance of being courageous, and reminds people that evil can be very tricky, but good can win in the end.

Rama and Sita: A Tale from the Ramayana

Once long ago in India, in the kingdom of Ayodha [ah-YOD-ha], there lived a king called Dasaratha [DAHS-ah-RAH-tha]. He was growing old and tired, and he decided that it was time to pass on the kingdom to his favorite son, Prince Rama. But King Dasaratha's wife, who was Rama's stepmother, wanted her own son, Prince Bharat [bah-RAHT], to be king. She knew that Dasaratha loved her so much that he would give her anything she desired. So she went to him and asked him to send Rama to the forest of Dandak for fourteen years and make Bharat king. Dasaratha was both angry and upset, but he did exactly as she asked.

The next day, Rama left his father's palace with his wife, Sita, and his brother, Lakshman, and went into the dark forest of Dandak. On their journey they met an old wise priest who warned them that demons hid within the shadows of the trees. He gave Rama a quiver of magic arrows to protect himself from the evil in the forest.

After many days traveling, Rama, Sita, and Lakshman came to a place where the old priest had told them they would be safe. They built themselves a house from hardened earth and bamboo. And so they lived happily for many years.

One day a little fawn came running out of the forest. It was the most beautiful Sita had ever seen and she begged Rama to catch it for her. Leaving Lakshman to guard her, Rama chased the little fawn deeper and deeper into the forest. It led him down winding paths, through tangles of branches, into darkened thickets, until he



heart of the forest. Ravana had sent the little deer to draw Rama away and then tricked Lakshman with false cries for help. Now, with a wave of his hand, Ravana summoned his magic chariot and he swept Sita up and away into the sky, over the forest and across the plains and mountains beyond, until at last they crossed the sea and landed on the demon island of Lanka.

Rama and Lakshman finally found their way home. They realized that they had been tricked and that Sita had been taken away by demons. Picking up his quiver of magic arrows and his bow, Rama set out with Lakshman in search of his wife. They traveled for many miles through the forests and across the plains and mountains, but they found no sign of her.

Then one day, as they were crossing a wooded mountain pass, an enormous ape jumped down from a rock onto the path in front of them. "I am Hanuman," he said, "the captain of the Vanar tribe of monkeys." He told them how he had seen Ravana's chariot flying through the sky with Sita aboard, and he promised Rama that he and his army would help in the search for Sita. He clapped his paws together and suddenly, down from the rocks, came hundreds and hundreds of monkeys.

Rama and his new army traveled on across the mountains until they reached the seashore, where the angry waves grew higher and higher, beating wildly against the rocks. Rama could not see how he would ever reach the demon island of Lanka. Then Hanuman said, "We must build a bridge to the island from trees and rocks and anything else we can find."

was completely lost. No matter how fast he ran, he could never quite catch it.

Suddenly Sita thought she heard Rama's voice crying from the forest: "Help me, Lakshman, help me!"

Lakshman ran off into the forest to try to find his brother. No sooner was he out of sight than an ugly little old man appeared as if from nowhere. As Sita watched, the little old man grew, his face changed, and there stood Ravana [ra-VAH-na], the king of the demons!

Sita screamed but there was no one to hear her. Rama and Lakshman were now both lost in the

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All the monkeys set to work. They broke off boulders from the cliffs and hurled them into the sea. When the bridge was finally finished, Rama led his army across the sea.

With a roar, Ravana and his hordes of demons came to meet them. Rama took a magic arrow from his quiver and let it fly. The arrow struck Ravana and the demon sank to the ground. A great cheer went up—Ravana was dead and Rama had won.

Rama and Sita were together again at last, and the streets of Lanka were filled with the sounds of laughter and singing as the celebrations began.

Fourteen years had passed since Rama had left his father's palace and now it was time for him to return to Ayodha. In a magic chariot drawn by swans, Rama and Sita flew up into the clouds to begin their last journey home.



In the late fall in India, many Hindus celebrate Rama's victory over Ravana, and the homecoming of Rama and Sita, in a festival called Diwali [dih-VAH-lee]. As part of the festival, the people light many lamps and candles, and sometimes they put on plays telling the story of Rama and Sita.

Buddha: The Enlightened One

You've just learned about one great religion that began in India—Hinduism. Now let's learn about another, called Buddhism [BOO-dhiz-um].

Buddhism began in India. Today Buddhism is the religion of millions of people, but most of them are not in India. Today many of these people live in Southeast Asia, China, and Japan. But Buddhism began in India, and it grew out of Hinduism. It began a long time ago, with a young prince named Siddhartha Gautama [sid-DART-tuh W-tuh-muh].

Siddhartha was born the son of a very rich king and queen. His father ruled a king-

dom in the foothills of the high Himalayan mountains. Siddhartha wore soft, beautiful clothes made of the finest silk. Colorful flowers, soft music, and sweet smells surrounded him. When he walked, servants held umbrellas over him to keep off the sun or rain. When he grew to be sixteen years old, he married a beautiful princess.

What a life! All pleasure, and no pain. Siddhartha's father, the king, tried to make sure that his son was always happy. He even ordered that no one who was sick, old, or poor should ever come near the prince. That way, thought the king, the prince would live in a world without suffering, a world filled with beautiful things and happy people.

But one day, when Siddhartha was riding in his chariot outside the palace walls, he saw an old, gray-haired man, bent over and wrinkled, leaning on a stick. Soon after, he saw a sick man lying along the side of the road, and heard his painful cries for help. Later, for the first time in his life, he saw a dead person. Finally, he saw a holy man with a shaved head and a peaceful expression on his face.

Now Siddhartha knew what his father had tried so hard to hide from him. He saw that there is pain in the world, and that people grow old and die. He was troubled by what he had seen, and he thought for a long time. Was it right that just because he was born rich, he should be comfortable and happy while other people were unhappy and miserable?

Then he made a hard decision. He made up his mind to leave his family, his home, and his easy, comfortable life. He set off to try to understand why there was suffering and what to do about it. He cut off his long hair. He gave his soft silk gowns to a poor man and put on the poor man's old, ragged clothes. He wandered for years and years, looking for answers to his questions.

Then one night he sat down under a tree to be quiet and think. He sat and thought for a long time, and in the morning when the sun rose, he felt that now he understood. He had become "enlightened," which means wise and aware. And so he was called Buddha, which means "the enlightened one, the one who knows."

What did Buddha know? He said that he now understood that suffering and death are part of life. He said that life is like a great wheel in



This statue of Buddha was made over a thousand years ago in India.

which birth, suffering, and death come round and round again. And he said that the most important thing is to live a life of goodness. Buddha taught people how to be good, and many people, including his wife and his father, began to follow his teachings. He said, for example, that people should harm no living thing. He told his followers to be kind and merciful to humans and animals alike.

King Asoka: From War to Peace

About two hundred years after Buddha died, a king helped spread Buddha's teachings. King Asoka didn't believe in Buddha's teachings at first. You remember that Buddha said people should harm no living thing. But King Asoka was a warrior. He led his soldiers in fierce battles, in which many men were hurt or killed. Through these wars he brought the northern and southern parts of India together under his rule.

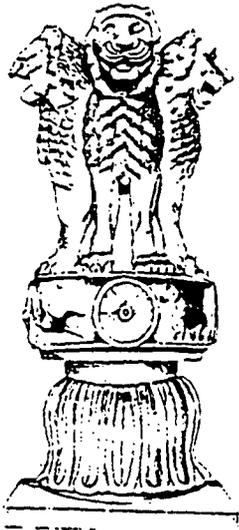
But after one fierce and bloody battle, King Asoka looked around and saw the death and hardship caused by war. He remembered that Buddha had said, "Harm no living thing," and he felt ashamed. He decided to stop making war and instead to devote himself to spreading Buddha's teachings throughout his kingdom. All over India he built hospitals for both people and animals. He told his workers to plant trees and dig

wells for fresh water. He even set up houses along the road for travelers who were tired from walking great distances.

King Asoka wanted the people of India to learn more about Buddha's teachings, so he had Buddha's words carved on tall pillars and put them in places where many people would see them. Even though Asoka strongly believed in Buddha's teachings, he also believed that kings should let their people worship as they wanted to. So, many

Many people still visit this giant statue of Buddha in Japan.





Indian people felt they could worship their different gods and also listen to Buddha's words.

King Asoka sent Buddhist priests across Asia to tell people in other lands about Buddha's teachings. So Buddha's ideas spread all over Asia, and Buddhism remains one of the largest religions in the world today.

Asoka had this statue of lions (called a capital) put up at the place where Buddha first explained his beliefs about peace. This capital has become a symbol for India in the same way the bald eagle has become a symbol for the United States.

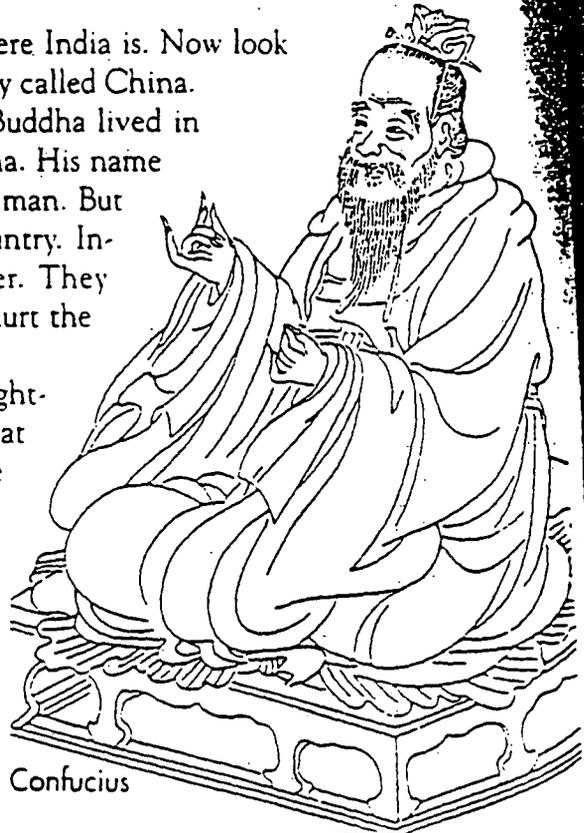
A Wise Teacher in China: Confucius

Look at the map on page 98. You know where India is. Now look north and east of India and find the big country called China.

Long, long ago, about the same time that Buddha lived in India, another wise man was teaching in China. His name was Confucius. Confucius was a very peaceful man. But during his life, China was not a peaceful country. Instead, many groups were fighting each other. They rode around the countryside and robbed and hurt the people in the villages.

Confucius, who was wise, gentle, and thoughtful, grew tired of all this fighting. He said that the fighting should stop and that all the people should come together under a single wise ruler. The people, he said, should obey a good ruler, while a good ruler should take care of the people. He said to the rulers, "You are there to rule, not to kill. If you desire what is good, the people will be good."

Confucius said many other things about how people should live and treat each other.



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For example, he said that you should respect your parents and teachers, and honor your ancestors.

You know the Golden Rule, don't you? It says, "Do unto others as you would have them do unto you." Confucius was the first person we know of to teach the Golden Rule, although he put it this way: "What you do not wish for yourself, do not do to others."

Many people in China began to listen to his teachings, which became known as "Confucianism." Confucianism is not a religion, like Islam or Christianity, because Confucius did not have anything to say about God or the gods. Confucianism is a way of thinking about how to live a good life and how to treat others.

China: Great Rivers and a Great Wall

If you look at the map on page 98, you can see that China is separated from India by the high Himalaya Mountains. Where did civilization begin in China? You can probably guess—yes, by a river! Just as in ancient India, Egypt, and Mesopotamia, the first cities in China were built near rivers that regularly flooded and left rich soil, good for growing grains like millet and rice. Look at the map on page 98 and find these two important rivers in China: the Yellow River and the Yangtze River. (In China, the Yellow River is called the Huang He, and the Yangtze is called the Chang Jiang.)

Between these rivers, the people in China long ago built their first cities. Some of the people built large houses, created art, made fine clothes, and sent their children to schools. But many of the people were poor, because their rulers kept fighting one another to try to become the one all-powerful ruler.

Finally, one strong and very smart ruler brought China together under his leadership. He was China's first emperor, and he was called Qin Shihuangdi [SHIN shih-hwahng-DEE]. The name "China" comes from his family name, "Qin" (which you pronounce "chin").



2000 years ago, archaeologists discovered the tomb of Qin Shihuangdi, the first emperor of China. This is one of thousands of life-sized soldiers made of clay they found in the tomb.



This is only a small part of the Great Wall of China.

Qin, later emperors of China ordered many workmen to keep making the wall longer and longer. The work was very hard, since the wall went on for more than a thousand miles, up mountains, down valleys, and along the curving paths of rivers. The workmen built towers so that guards could look out for invaders from the north. Much of the Great Wall of China is still standing today. It is so long that, if you stretched it out across the United States, it would reach from Maine to Florida!

Qin stopped them from fighting among themselves. But he had to worry about fighting against people who were attacking China from the north. These people were rough warriors called Mongols.

Qin decided that one way he could protect the Chinese people would be to build a wall big enough and strong enough to keep out the Mongols. There were already some big walls made of packed dirt, and Qin ordered many people to do the hard work of connecting these walls, as well as building new walls.

But this was too big a job to finish in one lifetime. Many years after

An Important Invention

Long ago, the Chinese came up with some important inventions. You can see a Chinese invention right in front of you. The Chinese invented paper! They made paper from the bark of mulberry trees, rags, and sometimes even old fishing nets. Chinese travelers showed people in other countries how to make paper. As the years went on, more and more people, in Asia and even in faraway Europe, learned how to make paper. Think about this: why was paper such an important invention?

VI.

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Science



INTRODUCTION

Children gain knowledge about the world around them in part from observation and experience. To understand magnetism, insect life cycles, or human body systems, children need opportunities to observe and experiment. In the words of *Benchmarks for Science Literacy* (a 1993 report from the American Association for the Advancement of Science): "From their very first day in school, students should be actively engaged in learning to view the world scientifically. That means encouraging them to ask questions about nature and to seek answers, collect things, count and measure things, make qualitative observations, organize collections and observations, discuss findings, etc."

While experience counts for much, book learning is also important, for it helps bring coherence and order to a child's scientific knowledge. Only when topics are presented systematically and clearly can children make steady and secure progress in their scientific learning. The child's development of scientific knowledge and understanding is in some ways a very disorderly and complex process, different for each child. But a systematic approach to the exploration of science, one that combines experience with book learning, can help provide essential building blocks for deeper understanding at a later time. It can also provide the kind of knowledge that one is not likely to gain from observation: consider, for example, how people long believed that the earth stood still while the sun orbited around it, a misconception that "direct experience" presented as fact.

In this section we introduce second graders to a variety of topics consistent with the early study of science in countries that have had outstanding results in teaching science at the elementary level. Below we suggest some resources to take you beyond these pages. In closing, let us repeat that while this book learning is essential, children also need imaginative help from teachers and parents in providing opportunities for observation and hands-on experience of the natural world.

Suggested Resources

The Cycle of Life and the Seasons

The Caterpillar and the Polliwog by Jack Kent (Simon & Schuster, 1982)

The Reason for a Flower by Ruth Heller (Grosset and Dunlap, 1983)

Weather: The Water Cycle and More

Raining Cats and Dogs: All Kinds of Weather and Why We Have It by Franklyn M. Branley (Houghton Mifflin, 1987)

Do Puddles Go? by Fay Robinson (Childrens Press, 1995)

Insects

Big Insects by Laurence Mound (Knopf, 1993)

The Insect Book by Nancy Winslow Parker and Joan Richards Wright (Greenwillow, 1987)

The Human Body

Cells and Tissues by Leslie Jean LeMaster (Childrens Press, 1985)

What Happens to a Hamburger by Paul Showers (HarperCollins, 1985)

Magnetism

All About Magnets by Stephen Krensky (Scholastic, 1993)

Experiments with Magnets by Helen J. Challand (Childrens Press, 1986)

Simple Machines

Simple Machines by Ann Horvatic (Dutton, 1989)

For more good resources, see *Books to Build On: A Grade-by-Grade Resource Guide for Parents and Teachers* edited by John Holdren and E. D. Hirsch, Jr. (Dell, 1996).

Heart



The Cycle of Life and the Seasons

The Life Cycle

Do you know the word "cycle," or a word with "cycle" in it? How about words like "bicycle" or "tricycle"?

Think about a bicycle's wheel: can you tell where it begins or ends? You can't really find a beginning or end, can you? It's a circle that goes around and around.

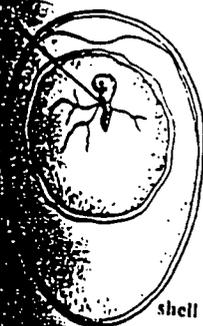
That's the way it is with cycles in nature, too. In nature, all living things are part of

the cycle of life, a process that keeps going around and around. All living things are born, grow, and eventually die. To keep life going, living things need to "re-produce," which means to make young like themselves.

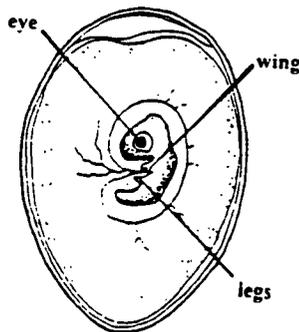
Imagine a farmyard with lots of chickens. A chicken lays an egg. Out of the egg hatches a little baby chick. The chick grows up to be a hen. The hen mates with a rooster, then soon the hen lays an egg. Out of the egg hatches a chick. That chick grows up and the cycle continues.



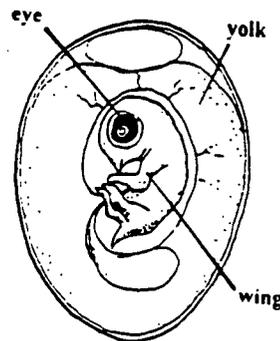
This kitten looks like its mother.



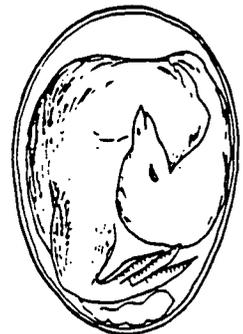
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7 Days



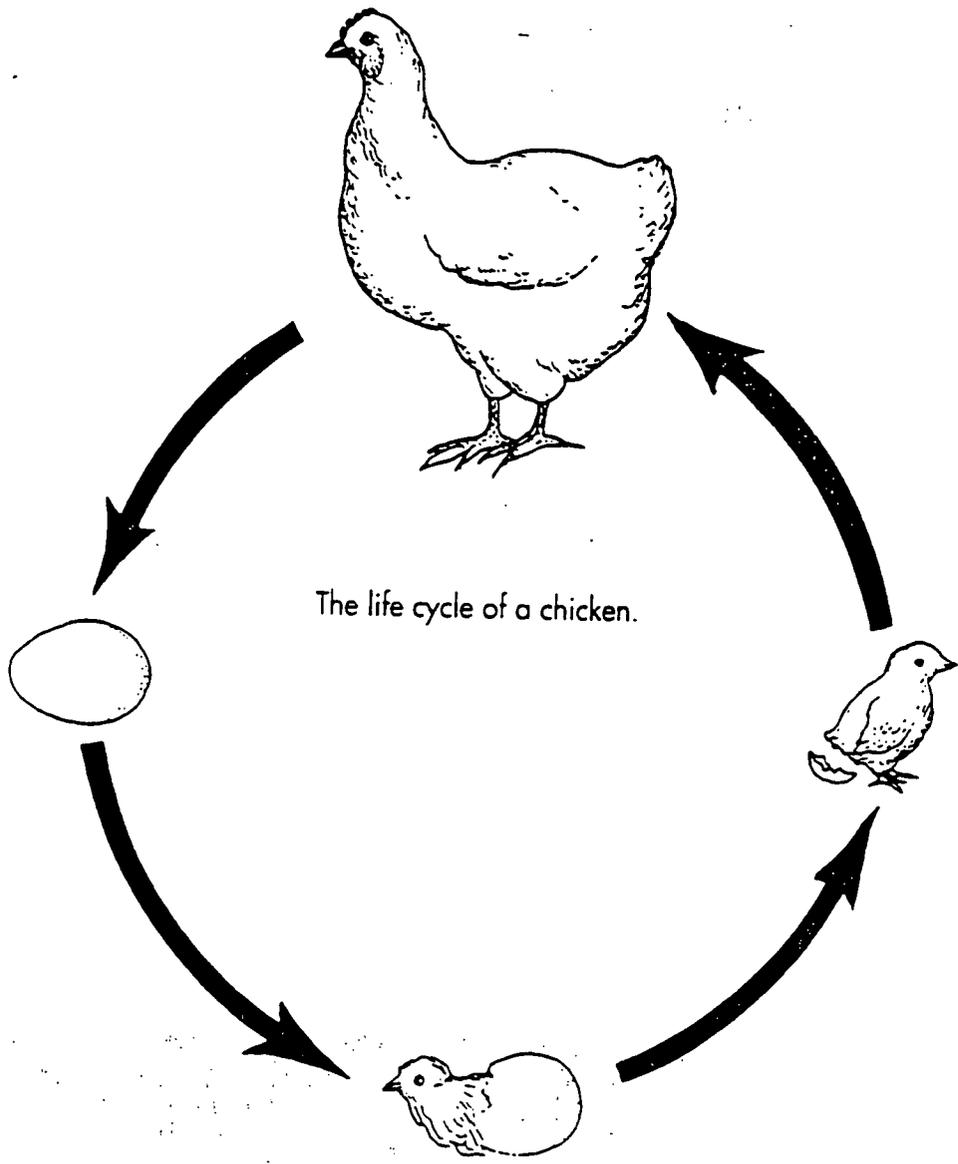
12 days



20 Days

A baby chicken grows inside an egg.

Look at the picture of the life cycle of a chicken. Here's an old question that has ever answered: which came first, the chicken or the egg? You can't tell. It's a cycle with no beginning or end, that keeps going around and around.



The cycle of life has four parts: birth, growth, reproduction, and death. Let's look at the life cycles of some different living things.

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From Seed to Seed: A Plant's Life Cycle

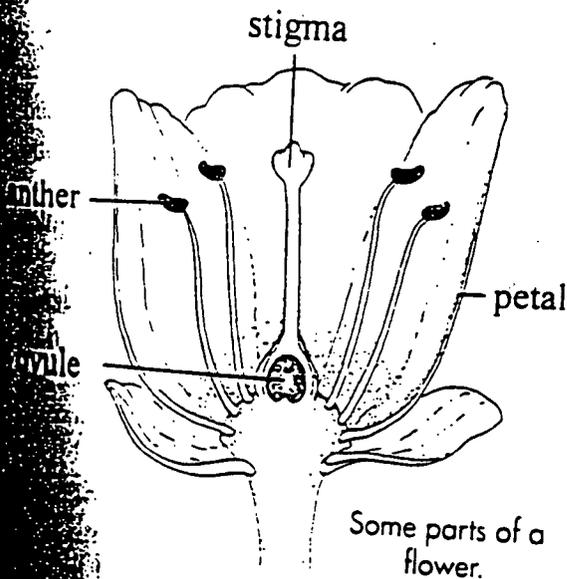
When you plant a seed in the ground, what happens? With the right combination of soil, water, and temperature, the seed sprouts and a plant starts growing. Roots grow down and leaves grow up. The plant grows bigger, until it is mature enough to make flowers.

Flowers help the plant reproduce. How? Often it happens like this. Part of the flower makes male *pollen*. Then the wind blows, or maybe a bee lands on the flower and carries the male pollen to the female part of the flower, called the *ovule*. ("Ovule" means "little egg.") When this happens, we say that the ovule has been "fertilized," and now it can grow until it becomes a seed.



Can you see the many seeds in these sunflowers?

If you plant that seed in the ground, what happens? The seed sprouts, and a new plant grows. It makes new seeds, and the plant's life cycle goes on.

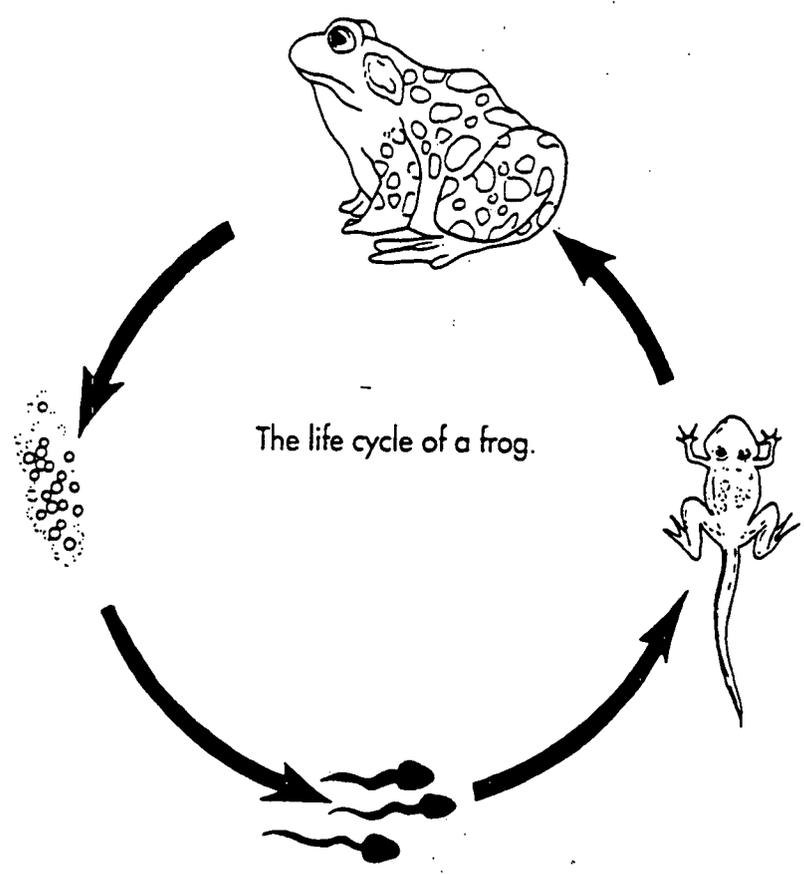


**From Frog to Frog:
An Amphibian's Life Cycle**

Animals go through the same life cycle as plants: birth, growth, reproduction, death, and all over again. You can see this in the life cycle of a frog.

Imagine a little pond. At the edge of the pond you see something floating on the brown water. It's a bunch of frog eggs. They look like little balls of almost jelly, all clumped together. If you look closely, you see a dark speck inside each little ball. The speck grows big and begins to take shape. When it hatches has a broad face and a long flat tail. The young frog is called a tadpole. It lives in water, and swims around in the pond.

How plants grow, see the Science section of *What Your Kindergartner Needs to Know*.



As the tadpole grows, two little legs begin to sprout from the back of its body. Soon, two more little legs begin to grow in front. At the same time, the tadpole's tail shrinks and its body grows bigger. It looks more and more like a frog.

The frog grows and matures until it is ready to reproduce. A female frog lays about one thousand eggs at a time! But not many of these eggs will hatch into tadpoles because so many other creatures in the pond, such as fish, like to eat frog eggs. After the female frog lays the eggs, and a male frog fertilizes them, then the fertilized eggs float in the water like a glob of little jelly balls with dark specks inside. The specks grow bigger and begin to take shape, and the life cycle of the frog keeps on going.

The Cycle of the Seasons

You know that the life cycle has four parts: birth, growth, reproduction, and death. For many living things, the cycle of life follows the cycle of the four seasons of the year—spring, summer, fall, and winter. For example, a sunflower seed sprouts from the ground in the spring. The plant grows in the summer. The seeds of this adult plant ripen in the fall, and some of the ripe seeds fall on the ground. The plant dies in the winter. But next spring, some of the seeds that fell on the ground sprout, and new sun-

flower plants begin to grow. Just as the life cycle repeats itself, so the cycle of the four seasons happens over and over again every year.

Let's look at how the lives of some plants and animals in one typical region of North America change with the different seasons.

Spring

After the cold winter, nature seems to wake up and come alive in spring. In spring, as the earth grows warmer, the seeds of plants begin to sprout. A sunflower seed sends roots down into the warm soil, while a little green seedling pushes up through the dirt to become a new sunflower plant. Maple and oak trees that were bare and leafless during winter begin to send sap up to their branches to help new leaves sprout and grow. (Sap is a sugary liquid that carries nutrients. You can eat the sap of some maple trees—it's what maple syrup comes from!)

In spring, many animals wake up from a long winter nap. Squirrels scurry about, and young bears born during the winter join their mothers to search for food. Birds that had flown south during the winter (why do you think they went south?) now return and build nests to lay their eggs in. Insect eggs that lay quietly all winter now begin to hatch. From some, out come tiny grasshoppers that feed on the just-budding leaves of the plants.

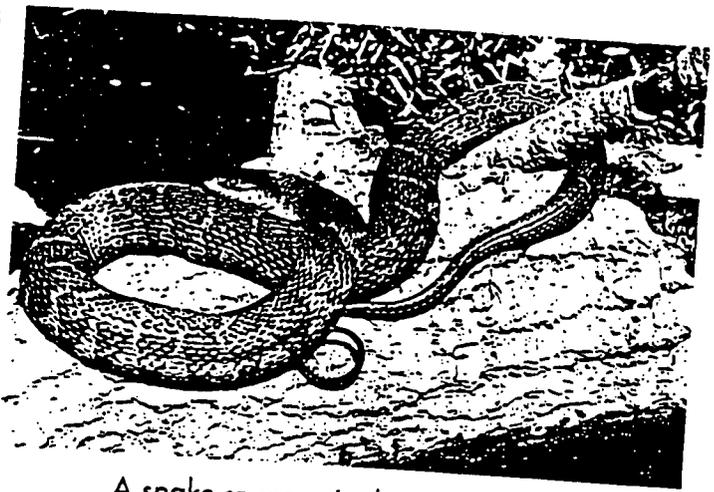
Summer

In summer, when the weather is warm and there's plenty of sunshine, many plants and animals grow bigger. The little sunflower seedling grows into a mature, adult plant and begins to make seeds. Fruits like apples and vegetables like pumpkins grow bigger and begin to ripen. Trees send sap up to their branches.

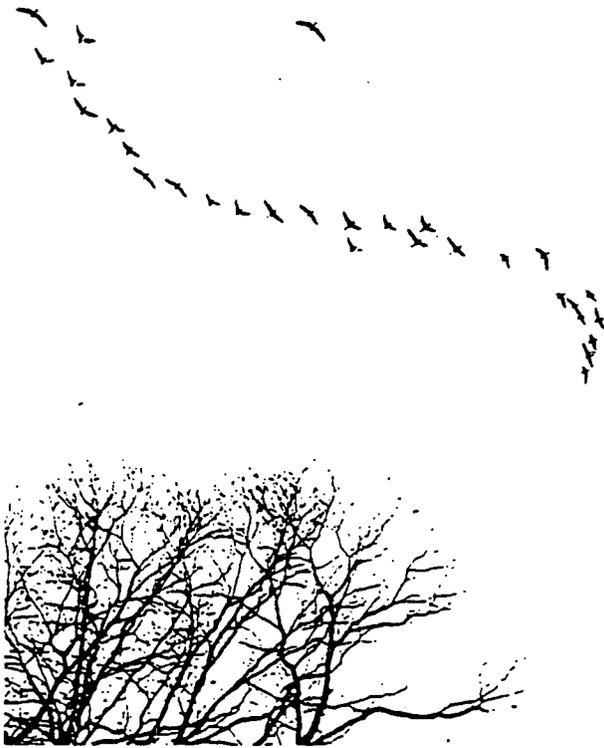
In summer, the baby animals that were born in the spring grow bigger and stronger. Tadpoles grow into frogs. Young insects like grasshoppers become adults. The



A young grizzly bear begins life in the spring.



A snake snoozes in the summer sun.



These geese are migrating. They are flying south to warmer weather.

baby birds that hatched out of their eggs in the spring grow up and learn to fly and find their own food.

Fall

In the fall (or autumn), many plants come mature, which means fully grown. On an apple tree, the apples grow on the branches, and if you don't pick them, they fall to the ground. Acorns fall from the oak trees. From a vine on the ground, a pumpkin grows big and turns orange all over. In the fields, stalks of wheat turn brown and bend over, weighted down by plump heads of grain. On many trees, the leaves turn from green to red, gold, yellow, and brown, and then fall to the ground.

As the weather gets cooler in the fall, many animals prepare for the coming changes. Squirrels scurry about gathering nuts and storing them for the cold months ahead. Bears eat as much as they can to

build up extra fat, and they look for a den to protect them from the cold. Some birds, like the Canada goose and the robin, take a big trip, or *migrate*. When they migrate, they fly south to warmer weather. In the oceans, big whales also migrate to warmer waters. Some gray whales swim for thousands of miles to find warmer water.

Do you remember the special names for trees that lose their leaves in the fall? They are called *deciduous* trees. Trees that keep most of their leaves all year round, such as pines and spruces, are called *evergreens*.

Winter

In winter, the world of living things grows more quiet and still. Many small green plants have shriveled up and died, leaving their seeds in the ground. The seeds will sit quietly through the winter, then be ready to sprout when warm weather arrives again. Trees that have dropped their leaves may look dead but they're alive. They're just *dormant*, not actively growing but, in a way, sleeping through the winter.

Some animals sleep through the winter, too, which is called *hibernation*. For exam-

ple, chipmunks sleep in their holes through most of the winter, living off fat they built up during summer and fall. Frogs hibernate too: they burrow into the cold mud at the bottom of a pond and wait for spring to come again.

Birds that migrated south in the fall spend the winter resting and eating. They need to build up their strength for the long trip back north in the spring.

And then, as surely as the earth moves along in its orbit around the sun, spring comes again. The weather warms up, sap rises, seeds sprout, animals awake from hibernation, and the cycle of life on earth begins again.



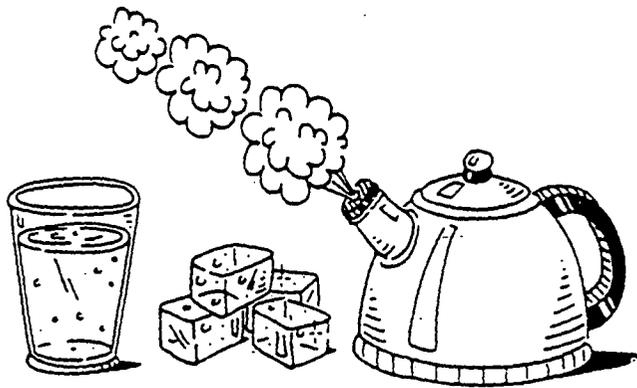
This hibernating chipmunk is all curled up for a long winter nap.

The Water Cycle

You've been learning about different cycles in nature, such as the cycle of the seasons, and the life cycles of plants and animals. Well, here's another cycle. It's called the *water cycle*, and it has a lot to do with the weather.

Before we talk about the water cycle, let's remember what you learned about water (in the first-grade book of this series). Water can exist in the three states of matter: as a solid, liquid, or gas. The water you drink is a liquid. You know what we call water when it's a solid—ice. When you boil water on a stove, it turns to a gas called steam or water vapor. Water vapor is a gas in the air around you.

As we go on to learn about the water cycle, keep in mind that ice, water, and water vapor are all water, just in different states of matter. Whether it's in the form of a solid, liquid, or gas, water is water.



Water can be a liquid, a solid, or a gas.

Evaporation



You can do this evaporation experiment.

Think of some places on the earth where you can find water. Did you think of rivers, lakes, and most of all, oceans? There's lots of water on our planet: almost two-thirds of the surface of the earth is covered with water!

The water in rivers, lakes, and oceans is liquid. But every day, some of this liquid turns to gas. Every day, as the sun shines down, some of the water *evaporates*: it turns into water vapor and mixes with the air. Do you see the word "vapor" inside that big word "evaporation"?

Here's a question to think about: where do you think most of the water vapor in the air comes from? Hint: where is most of the water on the earth? That's right, the oceans.

There's water vapor in the air around you. Try this. Put a few inches of water in a glass. With a piece of tape or a washable marker, mark where the water comes up to. Then put the glass where it won't be disturbed. Every day come back and check how much water is in the glass. What has happened to the water? It has evaporated. It has turned into water vapor and become part of the air around you. Maybe you're breathing it in right now!

At different times, there are different amounts of water vapor in the air. When we talk about the amount of water vapor in the air, we talk about *humidity*. A day with a lot of moisture in the air has "high humidity." A day with very little water in the air has "low humidity." On a hot, humid summer day, have you ever heard someone complain, "It's not the heat, it's the humidity"? That means that what makes us feel sticky and uncomfortable on such a day isn't so much the high temperature but instead the high amount of water vapor in the air.

Going Up, Going Down

When it rains hard, puddles of water form on the ground. When it stops raining and the sun starts to shine, what happens to the puddles? Slowly, they get smaller, and then



After it rains, what happens to the puddles?

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they go away. Where does the water go? Well, some of it evaporates. It turns to water vapor and goes up into the air, just as steam rises from a pot of water that you heat on the stove. But in nature, it's the sun that heats the water and turns it to vapor.

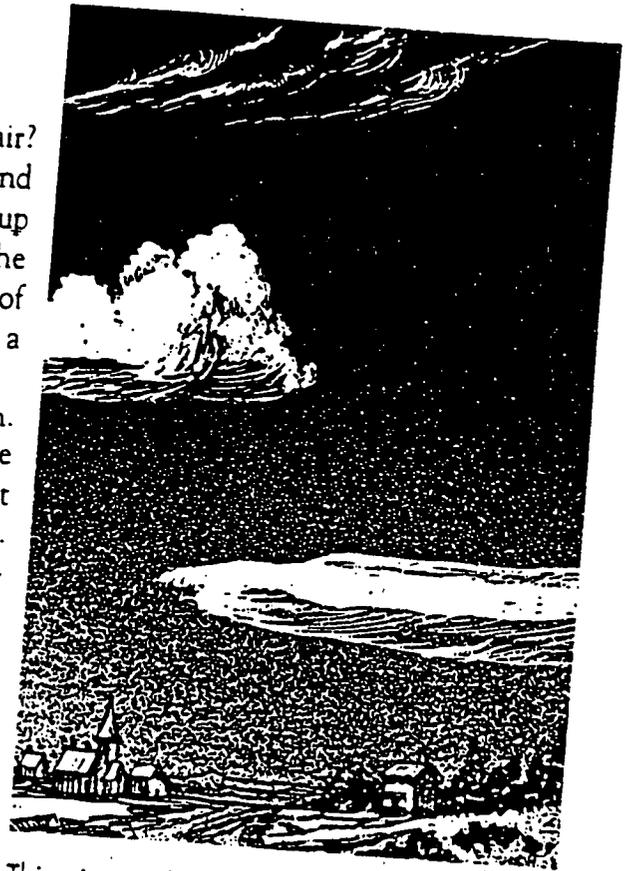
The water that doesn't go up into the air soaks down into the earth. It becomes *groundwater*, which is the name for water found under the ground. When people drill a well, they are drilling down to find the groundwater. Once they dig deep enough to find this underground water, they can put long pipes into the hole and then pump the water up to use in their homes, schools, or other places.

Condensation and Precipitation

What happens to the water vapor in the air? Some of it mixes with the air near the ground and some of it rises high into the sky, way up where the air is cooler. In this coolness, the water vapor turns back into little droplets of liquid water. When water vapor turns from a gas back into a liquid, we say it *condenses*.

Here's a way to see condensation happen. Fill a glass with ice and water. Make sure the outside of the glass stays good and dry. Let it sit for a little while, maybe five or ten minutes. Pretty soon, the outside of the glass will develop a thin coating of water. Feel it—it's wet. Now, where did that water come from? Your glass didn't leak. No, the water came from the air. The ice water made the glass cold, which made the air around the glass cool, just like the air high up in the sky. Then the water vapor in the air condensed—it turned back into liquid—on the outside of your glass.

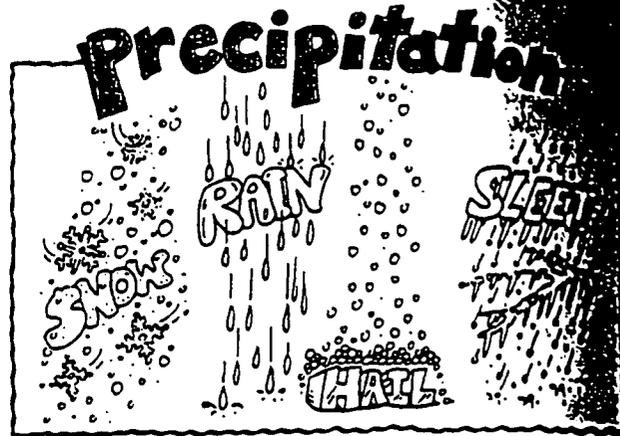
In the sky, when water vapor condenses into droplets of liquid, it forms clouds. Yes indeed, even though they may look like cotton balls, clouds are made of billions of water droplets (or sometimes, if the air is very cold, billions of tiny ice particles). In the clouds, the water droplets bump against each other. Instead of saying "excuse me" and getting



This picture shows three different types of clouds. At the top are wispy, feathery *cirrus* [SIHR-us] clouds. They form high in the sky and are made of tiny ice crystals. In the middle are big, puffy *cumulus* [KYOOM-yuh-lus] clouds. They are usually signs of fair weather. At the bottom are *stratus* clouds, which look like flat gray sheets. When a dark layer of stratus clouds covers the sky, it often means rain is on the way.

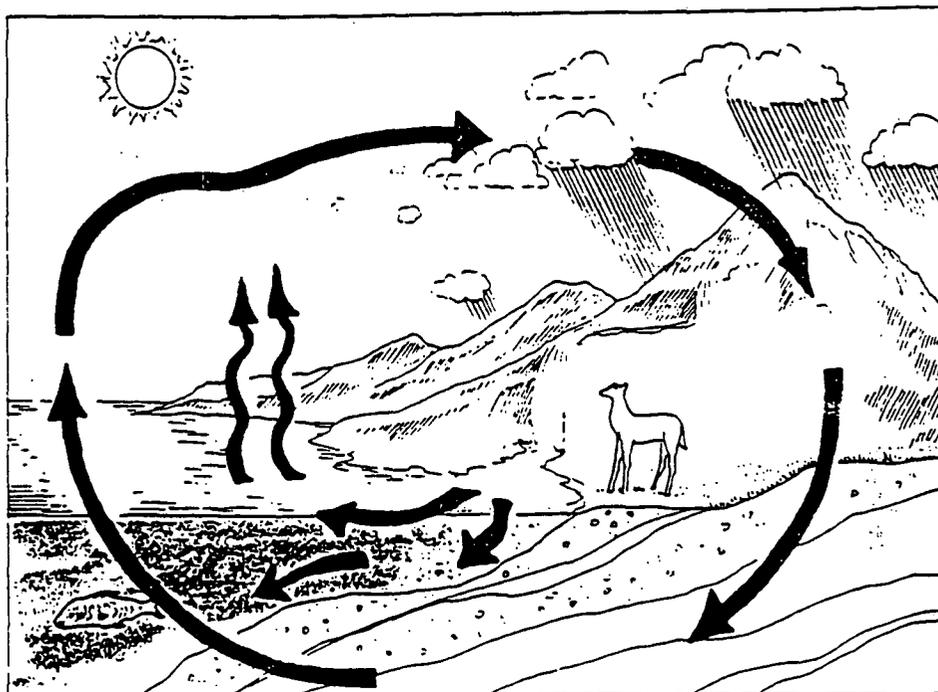
out of each other's way, they join and turn into bigger drops. When the drops get heavy enough, they fall from the clouds—it's raining! Or, if it's cold enough, instead of rain, snow will fall. Snow is water frozen into tiny crystals that fall as snowflakes.

On television, have you ever heard the weather reporter say something like, "Tonight will be cloudy with a chance of *precipitation*"? That means, there's a chance that water, in some form, is going to fall from the sky. Rain and snow are the most common forms of precipitation, but there are others, such as hail or sleet.



Putting It All Together: The Water Cycle

Every day water is evaporating up into the air and then condensing and falling back to the earth. We can draw all these movements of water as a great big circle, called the water cycle.



The water cycle.

Every day, water evaporates from the earth, especially from the oceans. As it rises into the sky, the water vapor condenses into little droplets that form clouds. When the droplets get big enough, then the water falls back to the earth as some form of precipitation. It fills rivers, lakes, and oceans, and some of it soaks into the earth's groundwater. From the rivers, lakes, and oceans, water evaporates and rises into the sky, and—well, you know what happens next. That's the never-ending water cycle: on and on it goes, over and over.

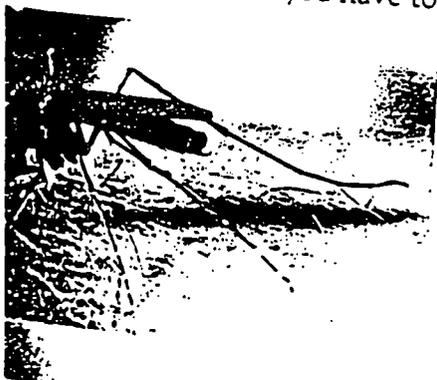
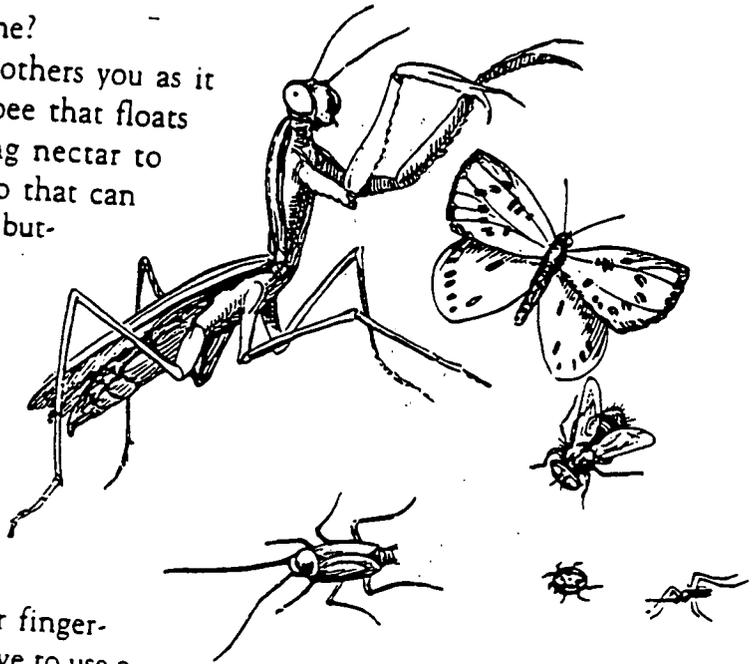
Insects

Insects Everywhere!

How many insects can you name?

Did you think of a fly that bothers you as it buzzes around the room? Or a bee that floats from flower to flower collecting nectar to make into honey? Or a mosquito that can bite you and make you itch? Or a butterfly with beautiful, colored wings?

Did you know that in the United States and Canada alone there are over one hundred thousand different kinds of insects? But that's just the beginning: around the world, there are almost a million kinds of insects. Most are smaller than one of your fingernails. Some are so small that you have to use a



microscope to see them. But some, like the praying mantis, can grow to be four or five inches long.

Whenever a mosquito bites you, you know this fact: some insects are harmful to people. Flies carry germs that can spread diseases. Swarms of locusts can destroy a lot of crops. It's lunchtime for this mosquito, who's about to bite a person's arm.

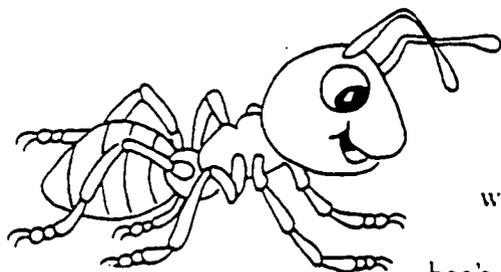


A ladybug munches on an aphid.

farmer's crops. Tiny aphids can damage plants. Horseflies can give you a bad sting.

But other insects can be very helpful to people. Ladybugs help us because they eat aphids and other insects that harm crops. Bees make honey. Bees and butterflies help flowers grow when they carry pollen from one flower to another.

What Makes an Insect an Insect?



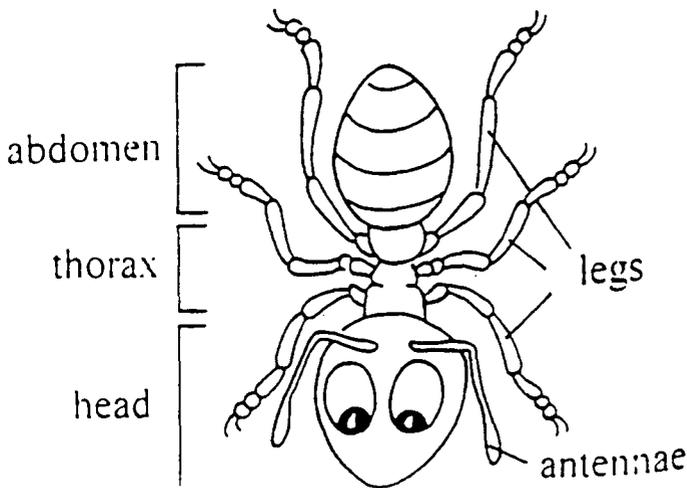
Hi there! I'm Edward Ant. You can call me Eddie. They've asked me to tell you what makes me an insect. That's simple. Like all insects, I'm smart, handsome, a great dancer, and . . . What's that? Oh, you want to know the *scientific facts*? Okay, no problem.

I'm an ant, right? And a cricket's a cricket, and a bee's a bee. But we're all insects. Along with butterflies, grasshoppers, and, yes, even cockroaches. We're all different in many ways, but here's what we have in common (though I just *hate* to think about having anything in common with a cockroach—ugh!).

Let's start with the legs. How many do you have? Only two? How in the world do you manage with only two legs? You poor creatures. Well, take a look at us insects. Every insect has six legs, three on each side of its body. Count them and see.

Now let's take a closer look at an insect body. A really strong, handsome body—like mine, for example. Every insect, whether it's in your backyard or in a jungle halfway around the world, has three main body sections: the *head*, the *thorax*, and the *abdomen*.

An insect's head is kind of like yours, just not so hairy. Like you, we have eyes and a mouth. And most of us have antennae, or feelers. We use these to feel, taste, and smell things.



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Program GARY KLINSKY CHILDREN'S CENTER - P.S. 306

507

# of children enrolled end of last month	<u>60</u>
# of children added this month	<u>180</u>
# of children who left program this month	<u>2</u>
Reason for leaving	
Lack of Attendance	<u>2</u>
Left P.S. 306	<u>0</u>
*Other (Explain)	<u>0</u>
 # of children enrolled end of month	 <u>238</u>

Special Activities this month

<u>Name of Activity</u>	<u># of children participated</u>
Group 1-Curriculum Theme: "Chocolate, How Sweet it Is!"	19
Group 2-Curriculum Theme: "Families, We Are Connected Together by Families"	20
Group 3-Curriculum Theme: "Remembering Our Heroes"	16
Group 4-Curriculum Theme: "Getting To Know You"	20
Group 5-Curriculum Theme: "Leaders Around Us"	22
Group 6-Curriculum Theme: "Super Soup"	22
Group 7-Curriculum Theme: "Celebrating Our Afro-American Culture"	20
Group 8-Curriculum Theme: "Gobble Up Science-Nature/Fun Activities"	19
Group 9-Curriculum Theme: "Rain Forests Around The World"	20
Group 10-Curriculum Theme: "Black History Month"	20
Group 11-Curriculum Theme: "America The Beautiful"	24
Group 12-Curriculum Theme: "Ebony-Our Proud Stars, Gems and Moons"	16

I. Staff starting employment this month: (Name, Title, Date)

See Attached Sheet

Staff leaving employment this month: (Name, Title, Date)

N/A

Prepared By: Larry G. Yancy

Date: 4-14-99

Reviewed By: *[Signature]*

Date: 4/14/99

Distribute To: Steven Klinsky, Executive Director, Assistant Executive Director, Director Family Services, Director of Planning, Development Department, Director of Staff Development, Controller

- III. (Lilly Landa, Group Teacher, 2/1/99)
(Keith Kinch, Group Teacher, 2/22/99)
(Ferne Maycock, Group Teacher, 2/1/99)
(Dianne Ferrer, Group Teacher, 2/8/99)
(Dawn Mc Donald, Group Teacher, 2/22/99)
(Sandra Longmore, Group Teacher, 2/22/99)
(John Ugonabo, Group Teacher, 2/8/99)
(Susan Hyatt, Group Assistant, 2/1/99)
(Claudette Paige, Group Assistant, 2/1/99)
(Monica Clark, Group Assistant, 2/1/99)
(Helene Thomas, Group Assistant, 2/8/99)
(Jemmy Delva, Group Assistant, 2/22/99)
(Patricia Thompson, Group Assistant, 2/8/99).

GARY KLINSKY CHILDREN'S CENTERS MONTHLY ACTIVITY SUMMARY

Larry G. Yancy
P.S. 306

Month: February 1999

GROUP "1" (Grade K)	GROUP "2" (Grade K)
<p><u>Introduction to Theme: "Chocolate, How Sweet It Is!"</u></p> <ol style="list-style-type: none"> 1) Teacher introduced the theme by asking children what holiday comes in February. Children elicited Valentines Day. 2) Social Studies- Children were shown on the wall map, where cacao seeds were grown, the main source of chocolate. Mexico was located. 3) Literature Enrichment-Teacher read and discussed the following books: <ol style="list-style-type: none"> a) "Chocolate" by J. Dineen b) " Hot Fudge"by James Howe 4) Math- Using the M&M Counting Book, the children graphed the various colors and tallied the total for all colors. 5) Science- States of Matter- Children were able to see chocolate go from a solid to a liquid during melting. The chocolate was poured into molds and it hardened and became a solid. 	<p><u>Introduction to Theme: "Families, We Are Connected Together by Families"</u></p> <ol style="list-style-type: none"> 1) Teacher introduced the theme by asking the students the meaning of the word, "family". 2) Listening and Speaking-Children were asked to tell how many sisters and/or brothers they had. 3) Math (Counting-On)-Students were asked how many people lived with them in their family household. A tally chart was made. 4) Social Science-(Kinship) Students were told that all families are not alike. Some are large, some are small, some have 2 parents/ guardians while others have only 1. 5) Art-Children drew, and with the help of the Teacher and the Assistant, labeled the various family members. Kinship was used if names were not available.

GARY KLINSKY CHILDREN'S CENTERS MONTHLY ACTIVITY SUMMARY

Larry G. Yancy
P.S. 306

Month: February 1999

GROUP "1" (Grade K)	GROUP "2" (Grade K)
<p>(Cont.)</p> <p>6) Poetry- Under the direction of Teacher and Assistant, the children created an original poem titled, "Chocolate Is Yummy". Each student made a copy of this poem to take home.</p> <p>7) Language Experience (Vocabulary Development)- After tasting the molded heart-shaped lollipops, students gave adjectives to describe the chocolate experience. Words were written and became part of the Word Bank.</p> <p>8) Shared Reading-Teacher read and discussed the book, "I Love Chocolate" by C. Holzochuhei.</p>	<p>(Cont.)</p> <p>6) Shared Reading-Teacher read and discussed the following books:</p> <ul style="list-style-type: none"> a) "The Quilt" by Ann Jonas b) "All Kinds of Families" by Norma Simon c) "Teeny Witch and the Perfect Valentine" by Liz Matthews d) "Valentine Puppy" by Michelle Maryott <p>7) Math- Students made a sibling chart recording the total number of sisters and brothers for the full class.</p> <p>8) Sharing and Caring (Listening and Speaking) -Teacher lead a discussion about how important it is for us to share and to care about each other.</p>

GARY KLINSKY CHILDREN'S CENTERS MONTHLY ACTIVITY SUMMARY

Larry G. Yancy
P.S. 306

Month: February 1999

GROUP "1" (Grade K)	GROUP "2" (Grade K)
<p>(Cont.)</p> <p>9) Arts/Crafts-Children made chocolate kiss cards for Valentines Day. The original poem was written inside each card which was taken home to parents/guardians as gifts.</p> <p>10) Taste Test- Children taste tested the various chocolates: unsweetened, semi-sweet, sweet, milk, white, etc.</p> <p>11) Music- Children daily sang the song, "The Chocolate Tree".</p> <p>12) Children created a "Chocolate Big Book".</p>	<p>(Cont.)</p> <p>9) Family Tree (Social Anthropology)-The Teacher showed the children how to make a Family Tree and how to fill in the branches of the tree with the names of relatives. Each child did a simple family tree.</p> <p>10) Social Studies (Types of Homes)- Teacher read and discussed the book, "A House Is A House For Me". The children were able to see the various kinds of shelters people live in from other parts of the world.</p>

GARY KLINSKY CHILDREN'S CENTERS MONTHLY ACTIVITY SUMMARY

Larry G. Yancy
P.S. 306

Month: February 1999

GROUP "3" (Grades K/1)	GROUP "4" (Grades K/1)
<p><u>Introduction to Theme: "Remembering Our Heroes"</u></p> <ol style="list-style-type: none"> 1) Teacher introduced the theme by asking the children to define the word, "hero". After defining a hero, the children were asked to name one of their heroes. 2) Listening and Speaking (Language Development/Oral Communication)-The children were asked to tell why they named a particular person as their hero. 3) Art-Each child drew, colored, and labeled a picture of their hero. Pictures were matted on black construction paper and displayed in the room. 4) Black History Month- An introduction to this special month was done by the Teacher and the Assistant via the use of large Afro- American Inventor Posters. 	<p><u>Introduction to Theme: "Getting to Know You"</u></p> <ol style="list-style-type: none"> 1) Teacher introduced the theme by having each child stand and tell their name, day school room number, grade, and day school teacher's name. 2) Music- Teacher taught the children the words and music to the song, "Getting To Know You". 3) Art-Children drew and labeled pictures of their best friend. Teacher made construction paper frames for each picture. 4) Ice Breaker-Children tossed a beanny baby to each other after saying the child's name. This helped the children get to know each other. 5) Math- Teacher made a bar graph which represented the various rooms of the children in the day school program.

GARY KLINSKY CHILDREN'S CENTERS MONTHLY ACTIVITY SUMMARY

Larry G. Yancy
P.S. 306

Month: February 1999

GROUP "3" (Grades K/1)	GROUP "4" (Grades K/1)
<p>(Cont.)</p> <p>5) Concept Extension- Students were asked how they could work at being a hero for one day. Children named various heroic deeds and acts.</p> <p>6) Open Discussion/Social Science-The Teacher made the children aware that bravery does not always have to be a key part in being a hero. Also, heroes are not always men. Female heroes are called heroines.</p> <p>7) Music-Teacher and Assistant taught the children the lyrics and melody to "Cumba Yah" and "This Train Is Bound For Glory".</p>	<p>(Cont.)</p> <p>6) Writing-Teacher composed an experience chart based upon what the children said their favorite funtime activities were.</p> <p>7) Shared Reading-Teacher read and discussed the following books: a)"It's Me" by Bob Thompson b)"Do You Know Me?" by Jan Austin</p> <p>8) Puzzles- Children made puzzles after they drew and colored pictures of themselves. Each child exchanged puzzles with a partner in order to see how fast they could be put together.</p>

**GARY KLINSKY CHILDREN'S CENTERS
MONTHLY ACTIVITY SUMMARY**

Larry G. Yancy
P.S. 306

Month: February 1999

GROUP "3" (Grades K/1)	GROUP
<p>(Cont.)</p> <p>8) Art/Social Studies- Students cut out black silhouettes of Dr. Martin Luther King, Jr. and of Rosa Parks after the Teacher discussed both of these prominent people in Black History. The silhouettes were mounted on white construction paper.</p> <p>9) Drama- Students acted out one aspect of a famous person's life in Black History, i.e., Jackie Robinson, Barbara Jordan, Thurgood Marshall, George Monroe, etc. Teacher and Assistant wrote the scripted lines for each child to memorize.</p>	

GARY KLINSKY CHILDREN'S CENTERS MONTHLY ACTIVITY SUMMARY

Larry G. Yancy
P.S. 306

Month: February 1999

GROUP "5" (Grade 1)	GROUP "6" (Grades 1/2)
<p><u>Introduction to Theme: "Leaders Around Us"</u></p> <ol style="list-style-type: none"> 1) Teacher introduced the theme by asking the children to define the word, "leader". Teacher put all responses on the board in order to come up with one full comprehensive definition. 2) Play in Learning-Children played the game, "Follow The Leader" and the game, "Simon Says". 3) Community Awareness/Social Science- Teacher explained that communities have leaders, cities have leaders, states have leaders, and nations also have leaders. 4) Opposites- (Language Arts/Social Science)-Teacher did a lesson on antonyms in which the first 2 antonyms were the words, "leader" and "follower". The lesson was expanded to all pairs elicited by the students. All words were written by the Teacher. 	<p><u>Introduction to Theme: "Super Soup"</u></p> <ol style="list-style-type: none"> 1) Teacher introduced the theme by reading and discussing the book, "Stone Soup" by Marcia Brown. 2) Prior Knowledge/Empirical Data-Teacher asked the children to name all of the different kinds of soup they have had. 3) Math (Bar Graph)- A graph was constructed based upon the favorite soups of the children. 4) Shared Reading- Teacher read and discussed the following books: <ol style="list-style-type: none"> a)" Chicken Soup With Rice" by Maurice Sendak b)" Menn Soup" by Betsy Everitt c) "Alphabet Soup" by Kate Banks

GARY KLINSKY CHILDREN'S CENTERS MONTHLY ACTIVITY SUMMARY

Larry G. Yancy
P.S. 306

Month: February 1999

GROUP "5" (Grade 1)	GROUP "6" (Grades ½),
<p>(Cont.)</p> <p>5) Vocabulary Development/Writing- Students were asked to write sentences for 3 sets/pairs of antonyms. Sentences were shared with the class.</p> <p>6) Art in Concepts- Children drew pictures to represent one of their antonym pairs, i.e., up/down, big/little, full/empty.</p> <p>7) Art (Mural Making) – Children each drew or brought in a picture of a leader on the local, city, state, or national level. Each child either adhered their original drawing or their photograph to the large sheet of chart paper to comprise the "Leadership Mural".</p>	<p>(Cont.)</p> <p>5) Social Studies- Teacher used a world map to show the children various places famous for soup, i.e., Russia, China, Germany, etc.</p> <p>6) Art- Children made wooden spoon people and even made clothing for these creative objects d'art.</p> <p>7) Language Arts (Vocabulary Development)- Students were asked to give as many adjectives as they could for describing soups they had eaten. All words became part of the Word Bank.</p> <p>8) Culinary Arts/Math (Measurement) – Under the careful direction of the Teacher and Assistant, the children prepared the ingredients in making vegetable soup and chicken rice soup in the class.</p>

GARY KLINSKY CHILDREN'S CENTERS MONTHLY ACTIVITY SUMMARY

Larry G. Yancy
P.S. 306

Month: February 1999

GROUP "5" (Grade 1)	GROUP "6" (Grades ½)
<p>(Cont.)</p> <p>8) Shared Reading- Teacher read and discussed the book, "Arthur Meets The President".</p> <p>9) Art/Sequential Ordering of Events-Children drew a picture of a part of the story. The class put the pictures in order to form their original Big Book version of "Arthur Meets The President".</p> <p>10) Listening and Speaking- Children listened to and later discussed the "I Have A Dream" speech of Dr. Martin Luther King, Jr.</p>	<p>(Cont.)</p> <p>9) Music- Children learned the lyrics and melody to, "The Soup Is Boiling Up".</p> <p>10) Literature- Teacher did fingerplays to go with the story, "Growing Vegetable Soup" by Louis Ehlert and "Stone Soup" by Marcia Brown.</p> <p>11) Reading (Sequential Ordering of Events)- Children wrote out the recipe for their soups and noted the importance of order when following a recipe.</p>

GARY KLINSKY CHILDREN'S CENTERS MONTHLY ACTIVITY SUMMARY

Larry G. Yancy
P.S. 306

Month: February 1999

GROUP "7" (Grade 2)	GROUP "8" (Grades 2/3)
<p><u>Introduction to Theme: "Celebrating Our Afro-American Culture"</u></p> <ol style="list-style-type: none"> 1) Teacher introduced the theme by locating Africa on a wall map. Teacher stressed the fact that Africa is not a country; it is a continent. The difference was explained by the Teacher. 2) Map Making- Children drew their own maps of Africa and labeled 5 of the most populated countries of the African continent. 3) Music-Teacher brought in some audio cassettes of African music which focused on the percussion instruments original to Africa. 4) Arts/Crafts-Children brought in Quaker Oats boxes and table salt boxes and constructed drums by stretching paper over the open ends of these containers. 	<p><u>Introduction to Theme: "Gobble Up Science-Nature/Fun Activities"</u></p> <ol style="list-style-type: none"> 1) Teacher introduced the theme by explaining the way Nature provides shelters for its creations. I.e, egg shells, turtle shells, sea shells, peelings, coverings, etc. 2) Scientific Inquiry-Teacher asked the children what it would be like without the various natural coverings we see all around us. A discussion ensued. 3) Seeds- The children soaked seeds in water in order to see how long it took for the seedcoat to split and expose the seed. They recorded the data based upon daily observations. 4) Eggs- Students were shown, via experiment/demonstration, how a shell protects the delicate egg inside and acts as the shelter for an embryo in the formation of a chick.

GARY KLINSKY CHILDREN'S CENTERS MONTHLY ACTIVITY SUMMARY

Larry G. Yancy
P.S. 306

Month: February 1999

GROUP "7" (Grade 2)	GROUP "8" (Grades 2/3)
<p>(Cont.)</p> <p>5) Music- The children performed original musical compositions in a fun-based ensemble production.</p> <p>6) Social Studies- Teacher showed the class masks from various parts of Africa and told of their significance.</p> <p>7) Crafts (Culture Study) –Students designed and made original masks and later explained, in a presentation, what their designs signified.</p> <p>8) Vocabulary Development- Students were taught various simple Swahili words and/or phrases.</p> <p>9) Social Science- Students were shown the various native costumes of Africa. Teacher brought in some authentic African clothes designed and made here in Brooklyn by Africans now living in America.</p>	<p>(Cont.)</p> <p>5) Expansion Concepts- Children were shown how the egg is a shelter and it is a source of food for the developing embryo.</p> <p>6) Egg Work- Children cracked eggs and separated the whites from the yolks. They made mayonnaise from the yolks and made meringue from the whites. Teacher explained that air makes the meringue fluffy and light.</p> <p>7) Culinary Arts- Following Directions/Sequence- Teacher and Assistant helped the children make a real meringue which they baked until golden brown. Children ate their treats.</p>

GARY KLINSKY CHILDREN'S CENTERS MONTHLY ACTIVITY SUMMARY

Larry G. Yancy
P.S. 306

Month: February 1999

GROUP "7" (Grade 2)	GROUP "8" (Grades 2/3)
<p>(Cont.)</p> <p>10) Weaving- Children used multi-colored strips of construction paper in order to simulate the historic patterns found in Kinte Cloth.</p> <p>11) Acrostic (Vocabulary Development)- Students made an acrostic using the word, "Africa" and decorated the sheet of white construction paper upon which it was written.</p>	<p>(Cont.)</p> <p>8) The Avocado- Children used avocados to make guacamole. Teacher and Assistant directed this activity. Children used measurement in adding ingredients. They also used fractions when cutting the tortillas to make homemade taco chips.</p> <p>9) Horticulture- The class put the avocado pits in water in order to germinate them and later plant them in soil.</p> <p>10) Science (Shellfish)- Teacher brought in picture cards to show the children oysters, shrimp, clams, mussels, crabs, etc. Children were asked which shellfish they have eaten. A chart was made based upon student responses.</p>

GARY KLINSKY CHILDREN'S CENTERS MONTHLY ACTIVITY SUMMARY

Larry G. Yancy
P.S. 306

Month: February 1999

GROUP "9" (Grades 2/3)	GROUP "10" (Grades 2/3)
<p><u>Introduction to Theme: "Rain Forests Around The World"</u></p> <ol style="list-style-type: none"> 1) Teacher introduced the theme by defining what is meant by a rain forest and by showing where some of the largest rain forests are located using a wall map. 2) The Rain Forest- Making Our Own-Children brought in 2 liter bottles to make their individual rain forests to simulate the climatic conditions. 3) Animals of the Rain Forest- Students were shown a video which specified which animals were found in various layers of the rain forest. 4) Arts/Crafts- Students, using paper mache, created their own original rain forest animals. Each child had to explain why the animal looked the way it did. Nature always does things for a purpose. We call this Nature's Design. I.e., giraffes are tall and this allows them to eat from tall trees, anteaters have long snouts which enable them to capture ants easily with the help of their long sticky tongues. 	<p><u>Introduction to Theme: "Black History Month"</u></p> <ol style="list-style-type: none"> 1) Teacher introduced the theme by playing an audio cassette of Dr. Martin Luther King, Jr.'s speech, "I Have A Dream". 2) Listening and Speaking/Vocabulary Development- Teacher conducted an open discussion of the King speech and asked the children to give words they felt described the kind of person Dr. King was. All words became part of their Word Bank. 3) Art- Children used red, black, and green construction paper to make their own Afro-American Flags. They used drinking straws as their flagpoles. 4) Listening and Speaking-Children were asked who they would be if they could be a figure in Black History. They also had to justify their choices. A list was compiled of all names suggested.

GARY KLINSKY CHILDREN'S CENTERS MONTHLY ACTIVITY SUMMARY

Larry G. Yancy
P.S. 306

Month: February 1999

GROUP "9" (Grades 2/3)	GROUP "10" (Grades 2/3)
<p>(Cont.)</p> <p>5) Ecology-Teacher showed a video titled, "Devastation of Our Rain Forests". The entire class discussed the video and ways we can try to save our rain forests and the animals that depend upon them for their existence.</p> <p>6) Literature -Shared Reading-Teacher read and discussed "The Great Kapok Tree" and the Big Book "Rain Forest".</p> <p>7) Extension- Teacher used the KWL to further develop the children's understanding and appreciation of the valued rain forests.</p>	<p>(Cont.)</p> <p>5) Music- Children were given the sheet music to "Lift Every Voice and Sing" and everyone learned and shared in the singing of this Black national anthem.</p> <p>6) Writing (Language Arts)- Using the basic components of the writing process, students wrote essays explaining why they were proud to be Black.</p> <p>7) Feast (Food Sampling)- Each child was asked to bring in a food that was considered ethnic to the Black or Afro-American household.</p>

**GARY KLINSKY CHILDREN'S CENTERS
MONTHLY ACTIVITY SUMMARY**

Larry G. Yancy
P.S. 306

Month: February 1999

GROUP "9" (Grades2/3)	
<p>(Cont.)</p> <p>8) Math (Graphing)- A graph was created which reflected the student's choices for their favorite rain forest animals.</p> <p>9) Art (Collage)- Children brought in magazines from which they cut pictures that were used in making colorful rain forest collages.</p> <p>10) Presentation Board-Samples of the various components of the group's rain forest theme were selected and displayed on a presentation board.</p> <p>11) The Water Cycle- Teacher explained the complete process called the water cycle and students did a simple informative illustration.</p>	

**GARY KLINSKY CHILDREN'S CENTERS
MONTHLY ACTIVITY SUMMARY**

Larry G. Yancy
P.S. 306

Month: February 1999

GROUP "11" (Grade 4)	GROUP "12" (Grade 6)
<p><u>Introduction to Theme: "America, The Beautiful"</u></p> <ol style="list-style-type: none"> 1) Teacher introduced the theme by showing a United States of America map. She next asked children how many states made up our United States. 2) Math (Graphing)- Teacher asked each child which state he/she was born in and a chart was constructed reflecting their responses. 3) Math (Graphing) – A graph was constructed of the states the children had visited in the United States. 4) Social Studies (States and Capitals)- Teacher brought in a short video which used rhyme to teach states and capital cities. 	<p><u>Introduction to Theme: "Ebony – Our Proud Stars, Gems and Moons"</u></p> <ol style="list-style-type: none"> 1) Teacher introduced the theme by showing the children a piece of ebony wood which was carved into an African artifact. 2) Social Studies- Teacher showed the children where ebony trees grow and explained some of the uses of this rich black wood. Teacher also explained that various musical instruments are made of ebony, i.e., oboe, bassoon, clarinets, piano keys, etc. 3) Social Studies (Cultural Expansion)- Teacher explained how in Africa, gifts made of ebony were considered very valuable and cherished.

GARY KLINSKY CHILDREN'S CENTERS

MONTHLY ACTIVITY SUMMARY

Larry G. Yancy
P.S. 306

Month: February 1999

GROUP "11" (Grade 4)	GROUP "12" (Grade 6)
<p>(Cont.)</p> <p>5) Quiz with Treats-A quiz was given to see who knew the most States and capitals. It was done in a contest format of Boys vs. Girls. Treats were water color paint sets.</p> <p>6) Video- Children saw a National Geographic video titled, "America The Beautiful" which showed some of the most breathtaking sites in America.</p> <p>7) Geography- The Teacher showed the children how the United States is divided into sections, i.e., South, Midwest, New England, West, Southwest, etc. Lists were made and the names alphabetized by students.</p>	<p>(Cont.)</p> <p>4) Science (Climatology)- Teacher described the kind of climatic conditions necessary to produce ebony trees. Ebony is known as one of the hardest/strongest woods in the world.</p> <p>5) Show- and-Tell-Children were asked to check at home to see if they had any products made of ebony; they brought them in for show-and-tell.</p> <p>6) Writing (Concept Extension)-Children were told to write short personal essays explaining why they thought famous black people were called the proud ebony stars of our heritage and history. The writing process was used.</p>

**GARY KLINSKY CHILDREN'S CENTERS
MONTHLY ACTIVITY SUMMARY**

Larry G. Yancy
P.S. 306

Month: February 1999

GROUP "11" (Grade 4)

(Cont.)

- 8) Art-Children drew pictures of what they thought about when they thought about America.
- 9) Music-Children learned the words to "America The Beautiful".
- 10) The American Flag-The Teacher explained the history of the flag and what its colors meant. She also explained how it is to be displayed and why.
- 11) Music-Children listened to a recording of "America Pie" by Don McClean.

GROUP "12" (Grade 6)

(Cont.)

- 7) Blacks in Science-Teacher brought in the Resource Book, "Black Scientists, Yesterday, Today, and Tomorrow" and shared its wealth of information with the children.
- 8) Poetry-Students wrote original poems about being Black. The poems were all edited by Teacher and Assistant and then shared with the group.
- 9) Art-Students were asked to draw a design or emblem that they saw as embodying Blackness in our current age. These were mounted and explained in a presentation.

APPENDIX

EMPLOYMENT ADMINISTRATION

1. Equal Opportunity Employer

It is the policy of this organization 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.

2. Hiring

Upon employment by this organization, all employees are required to complete any and all necessary financial forms and benefit applications as deemed necessary by the Personnel Officer or by his or her designee.

All employees are required to be fingerprinted at the time of hiring and after leaves of absence of six months or greater.

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.

3. Regular Full-Time and Temporary Employment

Employees may be hired as regular full-time employees, and as such will be placed on the organization's payroll, will be eligible for all benefits as described in this manual, and will accrue leave as described in this manual.

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 or leave accruals as stated in this manual. Time off work without pay for part-time employees may be granted by the Personnel Officer or his or her designee.

4. Adjustments to Employee Status

The Personnel Officer may at any time, but for specified reasons, adjust the salary, benefits (excluding any benefits required by law to be provided), leave accruals, titles, privileges or other personnel policies for any employee either upwards or downwards. Adjustments to employee status may be based upon, but in no way are restricted to, promotions, demotions, changes in job duties, disciplinary actions, and performance adjustments.

5. Phasing Out and Elimination of Positions

From time-to-time it may be necessary to phase-out or eliminate certain positions previously established within the organization. An orderly process has been established by the organization if such phase-out or elimination of positions is necessary.

Anyone whose employment with the organization is terminated because their position is eliminated or phased-out is entitled to compensation for accrued and unused leave as described in the chapter of this manual entitled "Time and Attendance."

6. Unauthorized Absence

An employee who is absent for a period of at least twenty-four (24) consecutive work hours (three days) without notifying the Personnel Officer will be considered to have resigned without giving the required two-week notice, with such resignation effective on the initial date of absence. The determination of unauthorized absence will be made by the Personnel Officer.

If an employee is absent unauthorized as described above, that employee will forfeit compensation for any unused accrued vacation leave as described in the chapter of this manual entitled "Time and Attendance," unless an exception is made by the Personnel Officer. Such an employee will remain eligible for any salary due.

7. If You Must Leave Us

Resignation

An employee who wishes to resign is required to give to the Board of Directors, the Principal, and the Personnel Officer in writing, a minimum of two weeks notice prior to the desired resignation date, unless an exception is made by the Personnel Officer.

Regular full-time employees who resign in accordance with the provisions of this section may be provided with compensation for accrued and unused leave as described in the chapter of this manual entitled "Time and Attendance."

If an employee fails to give a minimum of two weeks notice prior to the desired resignation date, that employee shall forfeit compensation for any unused accrued vacation leave, unless an exception is made by the Personnel Officer. Such an employee remains eligible for any salary due.

Termination

All employees serve at the will of the Board of Directors, and the authority to terminate an employee is vested with the Board of Directors or its designee, and may include but is in no way limited to a decision based upon a violation of any of the policies, procedures, regulations, or restrictions set forth in this manual.

Terminated regular full-time employees may be provided compensation for accrued vacation leave as described in the chapter of this manual entitled "Time and Attendance."

Victory Schools is a professional education management organization headquartered in, and chiefly serving, New York State. The senior management and advisors of Victory Schools include experienced education reformers with an exceptional track record of success in New York's most disadvantaged public schools. In addition, these individuals have proven success in the performance-based business world; are strongly capitalized; and have demonstrated a long and sincere commitment to children's welfare issues and to New York State's charter school movement.

The Company currently provides services to the Sisulu Children's Academy in Harlem, NY and will be working with the Roosevelt Children's Academy - Long Island Charter Public School in Roosevelt, NY when it opens next fall.

The explicit social mission of Victory Schools is to improve public education in New York by assisting in the start-up and management of charter public schools of outstanding quality, pursuant to negotiated management contracts. VSI intends to ally with the best local education reform groups in the state's worst performing school districts, and will specifically seek to serve "at risk" children. VSI will provide these local groups with the large amount of financing necessary to open a charter school successfully; with the business skills and management systems needed to operate the school effectively; and with an innovative model curriculum whose elements have been proven to produce exceptionally strong results in New York State and elsewhere. In some circumstances, VSI may also provide financing and management support to local educators who have their own curriculum models if those models hold the promise of strong academic results.

The Founding Board of Advisors of Victory Schools includes, in alphabetical order:

- Erskine B. Bowles: Chief of Staff to President Clinton, 1996 to 1998; Deputy White House Chief of Staff, 1994-1995.
- Rev. Congressman Floyd W. Flake: Pastor of Allen AME Church; U.S. Representative of New York's Sixth District (1986-1998).
- Sy Fliegel: Executive Director of the Center for Educational Innovation - Public Education Association ("CEI-PEA"); former Superintendent of Harlem/District Four; author, "Miracle in East Harlem."

- Theodore J. Forstmann: Senior partner of Forstmann Little & Co.; Founder of the Children's Scholarship Fund, to which Mr. Forstmann (with John Walton) donated \$100 million and raised \$70 million more.
- Steven B. Klinsky: Founder, in 1993, of the Gary Klinsky Children's Centers, a model academic after school program now serving 460 children each day at three disadvantaged public elementary schools in East New York, Brooklyn. Board member of CEI-PEA; Manhattan Institute's City Journal; the Brooklyn Bureau of Community Service; the Special Projects Committee of Memorial Sloan Kettering and the Economic Development Corporation of New York City. Former General Partner at Forstmann Little & Co. Founder and chief executive officer of Victory Schools.
- Steve Nelson: Director of the Initiative on Social Enterprise, Harvard Graduate School of Business Administration.

The Educational Advisory Board of VSI includes:

- John Elwell: Former director of alternative schools for District Three; founder of New York Prep; Director of CEI/Annenberg educational technologies initiative and Gilder Initiative
- Stephen Kahn: Former special assistant to the Chancellor's Office, New York City; advisor for special education.
- David Liben and Christina Giamalva: Principal/Founders of the nationally recognized Family Academy, the most successful alternative public school in Harlem.
- Harvey Newman: Former director of option schools, Harlem/District Four, including 28 schools of choice; head of the Charter School Institute of CEI-PEA.
- Larry Yancy: Director, Gary Klinsky Children Centers. Educator and administrator of 27 years experience.

Application

Name: MERRICK

vol 3 (1 of 1)

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ASSISTANT CO. MANAGER
OFFICE OF PERSONNEL
AND COMMUNITY RELATIONS

CURRY

573

December 16, 1999

Ms. Connie Cullen
Charter Schools Institute
State University of New York
735 Anderson Hill Road
Purchase, NY 10577-1400

RECEIVED

DEC 30 1999

**CHARTER SCHOOLS
INSTITUTE**

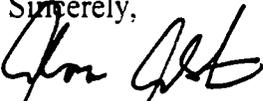
Dear Ms. Cullen:

We are rapidly moving forward with plans for our charter school and wanted to update you on our progress. Community support for the charter school has been tremendous and we are continuing to finalize our facility plans. We have attached the following supplements to our application for you to include in the review process:

- 1) A community petition with over 300 signatures, evidencing the overwhelming support of parents in our community for the educational alternative the Merrick Academy would provide for their children.
- 2) Letters of support from numerous community leaders who will be instrumental in providing the Merrick Academy with the resources necessary to make the school a success.
- 3) Further evidence of the need for an educational alternative in the community, including local public school performance statistics on recent statewide examinations and information on the health and sanitation issues in the local public schools.

We at the Merrick Academy are all very excited about the opportunity to create a new, innovative educational alternative for our community. Please let us know if you require any additional information as the review process progresses. Best wishes for a Happy Holiday season.

Sincerely,



Ms. Alma Alston

Enclosures



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First Presbyterian Church in Jamaica

89-60 164th Street ★ Jamaica, New York 11432-5194 ★ Organized 1662
Phone: (718) 526-4775 ★ Fax: (718) 526-6305

December 13, 1999

To Whom it May Concern

I write in support of the Charter Public School application of Mrs. Alma Alston and Merrick Academy. I have known Mrs. Alston for the last seven years. We have worked together on community and educational concerns. I have also had the chance to observe the outstanding work she has done as Principal of St. Peter Claver High School and Charlie Hunter Long Pre-School.

As an educator Mrs. Alston combines effectively sound educational principles, old fashioned discipline and standards and new innovative techniques in early childhood and high school education. She is always in the process of learning and so is conversant with the latest trends and thinking of the educational establishment. She distinguishes herself by her willingness to develop and attempt new programs which have benefitted students from our community. A visionary in her own right she has seen her mission as providing quality educational opportunities to students and parents who desire an alternative to the existing schools.

Mrs. Alston is an honest law abiding citizen. She maintains a stable and healthy family life and is well respected as a leader in this community. As an administrator she understands systems, practices good record keeping and has the needed communication skills to respond effectively to the needs of parents and students. Alma holds excellence as one of her standards and where given the opportunity as her track record indicates she always succeeds.

I strongly support the application of Merrick Academy under her leadership.

Sincerely

Patrick H. O'Connor
Associate Pastor





The St. Albans Congregational Church

- United Church of Christ -

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172-17 Linden Boulevard, St. Albans, New York 11434
Office: (718) 657-8282 • Fax: (718) 657-0059

Rev. Dr. Henry T. Simmons
Senior Minister

Rev. Dorothy Carrington Benjamin
Senior Associate Minister for
Parish Life

Rev. Wayne L. Wilson
Associate for Children and
Youth Ministries

December 13, 1999

To Whom It May Concern:

This letter serves as one of reference for **Mrs. Alma Alston** who is seeking to establish a charter school in Southeast Queens County, New York. I've know Mrs. Alston for nearly nine years, principally as her pastor. During that time, I've come to find her to be a most capable individual. Her service as Principal at St. Peter Claver School is outstanding. She is a most gifted educator who is deeply concerned for students and their parents.

Alma has served with distinction as a member of our church's Board of Trustees and Commission on Christian Education. She most recently gave of her time and talents as Church School Superintendent. She and her husband, Thelvis, are regular participants in our services of worship and quite dependable supporters of our church's overall ministries.

My experiences with her leave me with nothing but positive impressions. She is thoroughly involved with community issues and is quite knowledgeable of the Southeast Queens area. She is without doubt committed to the delivery of quality education. Alma's administrative skills are very commendable, creating a person in whom others may place their trust.

In summary, it is my earnest belief that Alma has the skills, experience, character, and vision to establish and maintain at the highest of standards a charter school for our community. She is a delightful individual of mature judgment; a real joy to know and with whom to work. I, thus, offer my highest recommendation on her behalf. Should you have any questions, please feel free to contact me. I remain,

Sincerely yours,

Henry T. Simmons
Senior Minister

P. 721Q
QUEENS OCCUPATIONAL TRAINING CENTER
57-12 94th Street, Elmhurst, New York 11373
(718) 760-1083
Fax (718) 760-1920
Madelaine Hassell
Principal

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Assistant Principals:
Linda Bazarnik
Rosina DeMarco
Mark Rich

December 16, 1999

To whom it may concern:

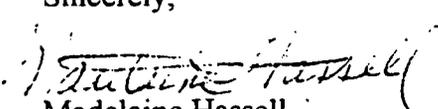
It is my pleasure to write this letter of recommendation on behalf of Mrs. Alma Alston whom I have known professionally and personally for 25 years. Mrs. Alston is a strong, proactive and visible member of the communities in which she lives and works. She has been an advocate for education and a catalyst on social issues that impact the quality of life for all people. Due to her vigorous and tenacious attributes, Mrs. Alston has emerged as a notable community leader.

Mrs. Alston has been the head administrator of the St. Peter Claver School for students in grades kindergarten through 9th grade. This educational institution has thrived under her leadership; providing a rich program in academics, cultural awareness, career orientation, the arts and civic involvement. Mrs. Alston has been responsible for the daily operations of the school which include, but are not limited to, fiscal management, staffing, purchasing, curriculum development and professional development.

Mrs. Alston has expanded her commitment to service by founding the Charlie Hunter Long Preschool. This endeavor is dedicated to providing quality care with a formidable educational foundation for young children. Her energy has also been directed to several other organizations in which she has held executive offices.

I wholeheartedly endorse Mrs. Alma Alston for acceptance for the development of a charter school. She has been a superior administrator who exemplifies professionalism and who has dedicated her life to education, children, community and service. Her wealth of experience will undoubtedly lead to the establishment of a successful charter school program.

Sincerely,


Madelaine Hassell



THE ASSEMBLY
STATE OF NEW YORK
ALBANY

WILLIAM SCARBOROUGH
Assemblyman 29th District

577
CHAIRMAN
Sub-Committee on Energy and Schools
COMMITTEES
Banking
Correction
Corporations, Authorities & Commissions
Education
Energy

December 13, 1999

To Whom It May Concern,

I am writing this letter of the efforts of Mrs. Alma Alston to be licensed to operate a charter school in Queens, New York. I have known Mrs. Alston for a number of years, and I know her to be an outstanding educator, as well as a person of fine character.

Mrs. Alston's educational initiatives have helped many of our community's youth to receive first rate education and become productive citizens. I am certain that she will be equally successful in developing a charter school in our community. Please give her application very serious consideration. Thank you very much.

Sincerely,


William Scarborough
Assemblyman, 29 A.D.

Additional Evidence of Need for the Merrick Academy

Since we have submitted our application, several new findings were released which further strengthen our belief that the need for a Charter School in our community is significant. We believe it is important for the review team to consider the following facts:

Further Evidence of Low Academic Achievement Rates in Surrounding Schools

Recently released results on the 1999 Statewide examinations further indicate the urgent need for a new educational alternative to serve the community we will be locating in. While the Merrick Academy will be open to all New York City school children, the majority of students are expected to enroll from the surrounding Districts 27 and 28.

Students Meeting or Exceeding Standards on 1999 Statewide Examinations

District	4 th Grade		8 th Grade	
	ELA	Math	ELA	Math
27	28%	48%	31%	18%
28	36	55	43	31
<i>Statewide Avg.</i>	<i>48%</i>	<i>67%</i>	<i>48%</i>	<i>38%</i>

These results are disturbing. Well below half of all students in these districts are meeting critical English Language Arts standards at both grade levels. In math, performance actually *declines* over time as the students slip further and further behind with each grade level. Finally, student performance was well below the statewide average indicating the significant need for a new educational alternative.

New Evidence of Health and Sanitation Problems in Surrounding Schools

- Roaches were reported crawling on a hamburger bun at one school in Queens (Post)
- Five moldy onions were discovered in the refrigerator at PS 65 in District 27.
- Evidence of pests or rodents were discovered in 26% of all Queens cafeterias, according to the latest city health inspections.
- 53% of all New York City schools were cited for major health violations. An additional 38% were found to have one or more minor health code violations.

PETITION for the
MERRICK ACADEMY CHARTER PUBLIC SCHOOL

I understand that the Merrick Academy has applied to open a charter public school in our community. As described to me, I believe that the school represents an exceptional educational opportunity and I am in support of its approval.

Parents: Please note if you have school-age children you would consider sending to the Academy and would like to be placed on our contact list.

	Name	Address	Phone	Parent?
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REDACTED

PEITION for the
MERRICK ACADEMY CHARTER PUBLIC SCHOOL

580

I understand that the Merrick Academy has applied to open a charter public school in our community. As described to me, I believe that the school represents an exceptional educational opportunity and I am in support of its approval.

Parents: Please note if you have school-age children you would consider sending to the Academy and would like to be placed on our contact list.

	Name	Address	Phone	Parent?
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REDACTED

*PETITION for the
MERRICK ACADEMY CHARTER PUBLIC SCHOOL -*

I understand that the Merrick Academy has applied to open a charter public school in our community. As described to me, I believe that the school represents an exceptional educational opportunity and I am in support of its approval.

Parents: Please note if you have school-age children you would consider sending to the Academy and would like to be placed on our contact list.

Name Address Phone Parent?

- 1.) [REDACTED]
- 2.) [REDACTED]
- 3.) [REDACTED]
- 4.) [REDACTED]
- 5.) [REDACTED]
- 6.) [REDACTED]
- 7.) [REDACTED]
- 8.) [REDACTED]
- 9.) [REDACTED]
- 10.) [REDACTED]
- 11.) [REDACTED]
- 12.) [REDACTED]
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- 16.) [REDACTED]
- 17.) [REDACTED]
- 18.) [REDACTED]
- 19.) [REDACTED]
- 20.) [REDACTED]
- 21.) [REDACTED]

- 22.) _____
- 23.) _____
- 24.) _____
- 25.) _____

REDACTED

PETITION for the
MERRICK ACADEMY CHARTER PUBLIC SCHOOL

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REDACTED

PETITION for the
MERRICK ACADEMY CHARTER PUBLIC SCHOOL

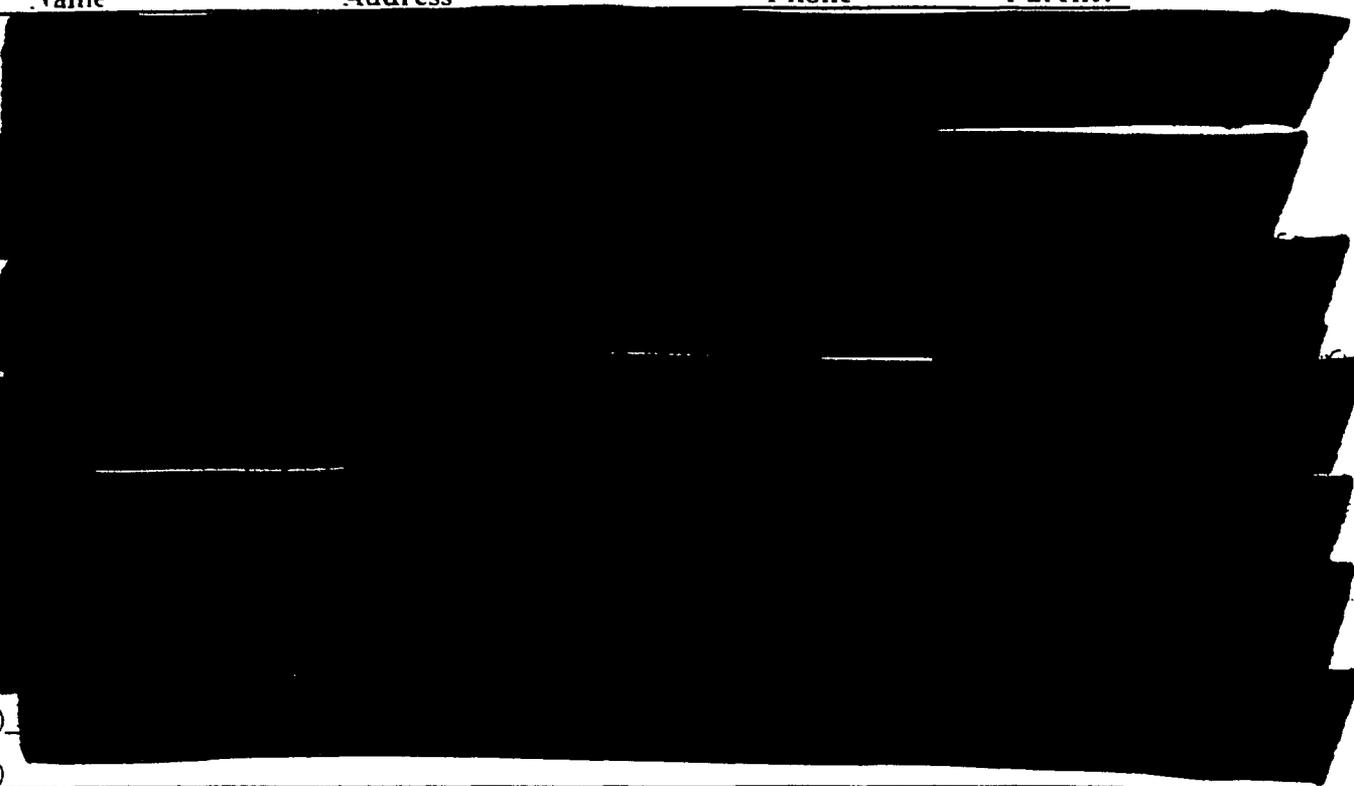
583

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REDACTED

PETITION for the
MERRICK ACADEMY CHARTER PUBLIC SCHOOL 584

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REDACTED

PETITION for the
MERRICK ACADEMY CHARTER PUBLIC SCHOOL

585

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REDACTED

PETITION for the
MERRICK ACADEMY CHARTER PUBLIC SCHOOL

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REDACTED

PETITION for the
MERRICK ACADEMY CHARTER PUBLIC SCHOOL

587

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Parents: Please note if you have school-age children you would consider sending to the Academy and would like to be placed on our contact list.

	Address	Phone	Parent?
1.)	[REDACTED]	(718)	
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REDACTED

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**PETITION for the
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590

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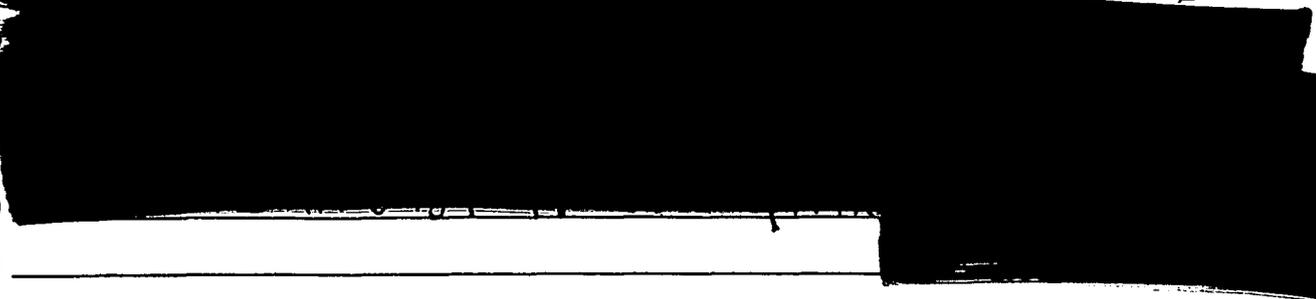
- 1.) [REDACTED]
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REDACTED



First Presbyterian Church in Jamaica

89-60 164th Street ★ Jamaica, New York 11432-5194 ★ Organized 1662
Phone: (718) 526-4775 ★ Fax: (718) 526-6305

(Please sign and place in the offering plate.)

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Name: _____

Address: _____

Phone: _____

Parent: Yes No

Signature _____

REDACTED



- Patrick H. O'Connor, Associate Pastor
- Raymond H. Swartzback, Pastor Emeritus
- Arthur I. Golden, Clerk of Session
- Donna C. Bowers, Minister of Pastoral Care
- Anna Taylor Sweringen, Director of Christian Education
- Carl MaultsBy, Director of Music
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Parent:

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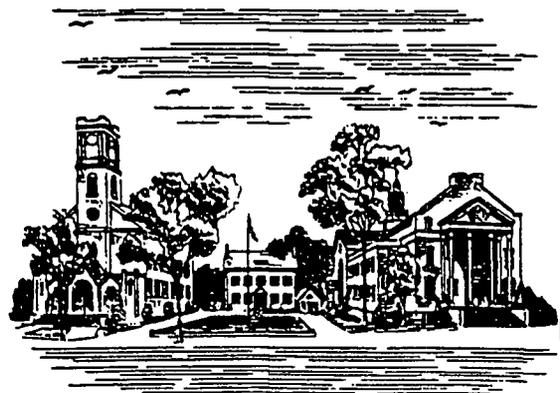
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Name: _____
Address: _____
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Parent: **Yes** **No**

Signature _____

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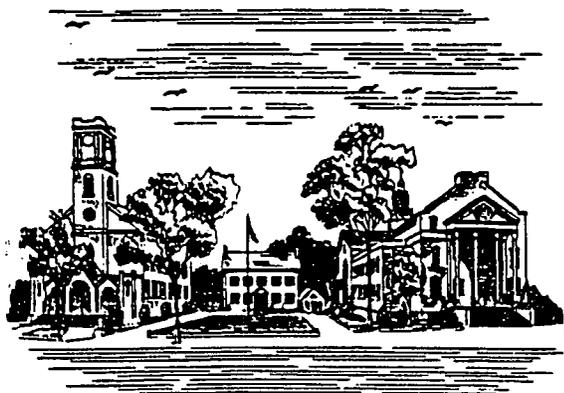
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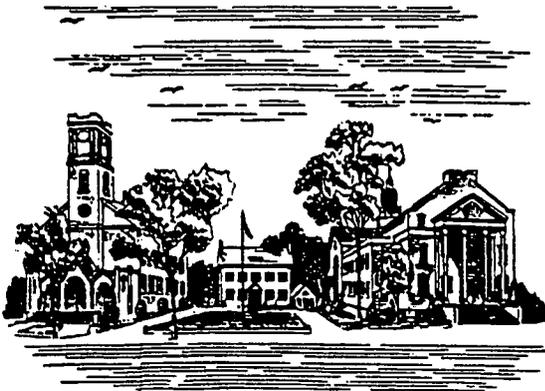
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Carl MaultsBy, Director of Music
Valerie W. Bush, Director of Adult Education
Norman G. Fairweather, Director of Finance and Administration



First Presbyterian Church in Jamaica

89-60 164th Street ★ Jamaica, New York 11432-5194 ★ Organized 1662
Phone: (718) 526-4775 ★ Fax: (718) 526-6305

(Please sign and place in the offering plate.)

PETITION for the MERRICK ACADEMY CHARTER PUBLIC SCHOOL

I understand that the **Merrick Academy** has applied to open a charter public school in our community. As described to me, I believe that the school represents an exceptional educational opportunity and I am in support of its approval.

Parents: Please note if you have school-age children you would consider sending to the Academy and would like to be placed on our contact list.

Name: _____

Address: _____

Phone: _____

Parent: Yes No

Signature _____

REDACTED



- Patrick H. O'Connor, Associate Pastor
- Raymond H. Swartzback, Pastor Emeritus
- Arthur I. Golden, Clerk of Session
- Donna C. Bowers, Minister of Pastoral Care
- Anna Taylor Sweringen, Director of Christian Education
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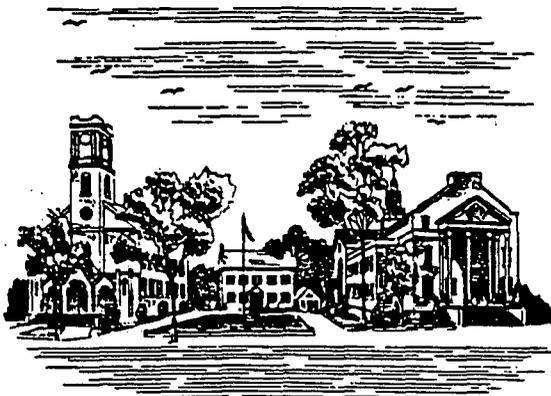
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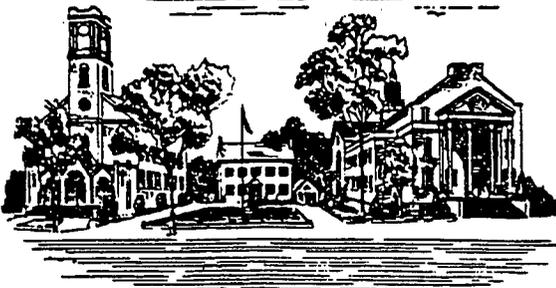
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**Amendments to the Merrick Academy
Charter School**

January 11, 2000

RECEIVED
JAN 11 2000

Amendment to Response #1

Please conform the name of the school to include "Charter School" (as opposed to "Charter Public School"; see also §2851(2)(k) of the Charter Schools Law).

The name of the school will be changed to "Merrick Academy – Queens Public Charter School".

Amendment to Responses #4,5

Please provide the following information regarding Victory Schools, Inc. ("Victory") and Forest City Ratner Companies ("Ratner") (when specifically indicated) to the extent not already provided to the Charter Schools Institute:

- a. *certificates of incorporation, evidence of authorization to do business in New York State, full legal name and address of each corporation's principal place of business (for Victory and Ratner)*

Information on Victory previously provided to CSI. Information for Ratner is forthcoming.

- b. *by-laws for Victory*

Previously provided to CSI.

- c. *federal and state tax returns for the previous two years for Victory*

- d. *Audited financial statements for the previous two years for Victory and Ratner, including all letters to management. (In the event that no audited statements exist, please provide equivalent unaudited financial statements for each corporation's previous fiscal quarter.)*

- e. *description of any and all debt or equity offerings (whether or not registered) by Victory or any [of] its subsidiaries made during the previous three years together with any and all offering memoranda and prospectuses associated with such offers as well as any filings with the Securities and Exchange Commission.*

An auditor's statement from Deloitte & Touche for Victory Schools was previously provided to CSI. An auditor's statement for Forest City Ratner Companies is forthcoming. Both Victory and Ratner agree to provide a viewing of company financial statements to CSI upon request.

- f. *if the school intends to enter into a formal contractual relationship with Victory under which the latter will provide management services to the former, a draft of such contract or agreement.*

A draft version of the management contract is attached.

- g. background information regarding any charter school that Victory has created, sponsored or managed, including*

Previously provided to CSI.

- h. Information regarding Victory's relationship with other public or non-public schools in either New York or other states including such information as requested in subparts (i-viii) of the immediately preceding request for amendment.*

Previously provided to CSI.

Amendment to Response #12 (admissions policy)

Please provide a comprehensive admissions policy, which sets forth all procedures for admissions and enrollment, including the enrollment periods for the first year and each subsequent year, preference provisions, registration procedures, etc.

Please provide a detailed student marketing, outreach and recruitment plan for the school. This includes mass marketing, door-to-door outreach, public information sessions, direct mail, target audiences, etc. In the event that the school intends to undertake a mass mailing, please provide a description of the targeted audience.

Proposed Timeline for Enrollment Period

Grassroots Marketing to Community Organizations	March - April
Distribution of Handbills/Flyers for Info Sessions	March - May
Open Public Information Session #1	April 3, 2000
Open Public Information Session #2	April 13, 2000
Open Public Information Session #3	April 24, 2000
Additional Information Sessions	As needed
Application Deadline	May 26, 2000
Enrollment Lottery (if needed)	June 5, 2000
First Registration Deadline	July 14, 2000

Merrick Academy Charter School Admission and Enrollment Plan

In accordance with the Charter Schools Act, the school will follow an admissions process that is open to all and easily understood. If there are more applicants than spaces, admission will be determined on the basis of a random lottery.

In March, the school will begin an extensive outreach effort in Springfield Gardens, Jamaica and the surrounding areas. A recruiting team composed of proposed Board members, Victory Schools staff, and local volunteers will be formed to focus exclusively on this effort. Through consultation with the proposed Board of Trustees and other local leaders, the recruiting team will identify the day care centers, social service agencies, and other institutions serving families with young children. Members of the recruiting team will visit these institutions, discussing the school, answering questions, passing out information about the school, and advertising the dates of public information sessions.

A series of information sessions will be held, beginning in April and extending as needed to the May application deadline. During these two months, members of the organizing team will also hand out fliers in the neighborhood of the school site. The school may also send to each resident of Springfield Gardens, Jamaica and other surrounding areas a mailing, describing the school, its philosophy, curriculum, and organizers, and including an application form.

Applications will be accepted at information sessions, or by mail at the Victory Schools office. In order for applications to be considered valid, they must be reviewed by a member of the recruiting team, and verified by a card returned to the applicant indicating the application has been checked for completeness. Applications for students younger

than age 5 as of December 31, 2000, or for grades other than kindergarten, first and second, will not be accepted. Applications will have an attached information sheet explaining the application procedures and the lottery process, in the event that one needs to be held. This information sheet will detail the date, time and place of the lottery, and inform families that they are welcome to attend this public event. If they do not attend, results of the lottery will be mailed out within 48 hours of the event. Results will also be obtainable through calling a specified information number noted in the application information.

The deadline for the first round of applications will be May 26, 2000. If any grade has received applications beyond the number of spots available, a lottery will be held to choose the admitted students for that grade. If a lottery is held, it will be publicly on Monday, June 5. As specified in the Charter Schools Act, preference will be given to students residing in the New York City school district (the "home district"), and to siblings. Prior to the lottery, all verified information will be noted on a ticket for each student, and the ticket placed in the raffle drum for that student's grade. The tickets for students residing outside of the home district will be placed in separate drums by grade.

Drawing will begin with the set of drums containing the tickets of the students from the home district. A drawer will pick from the kindergarten raffle drum, then the first grade drum, then the second grade drum, and continue until all the tickets have been drawn. Once names of students from the home district have been exhausted, drawing will begin for those students residing outside of the district. Even after all available spaces have been filled, drawing will continue in order to establish a waiting list ranking for each remaining student. During the process, preference will also be given to siblings, so that if a student is drawn whose sibling(s) are also applying to the school, those sibling(s) are immediately admitted.

Applications received after May 26, 2000, will be received on first-come, first-serve, basis. If a lottery has not been held, these applicants will be admitted to the school by grade in the order in which their applications are received. If a lottery has been held, these applicants will be placed on the waiting list beginning after the last person in each grade selected in the lottery. The school will make every effort to keep parents informed of their status on the waiting list.

As parents will have been told in the application information, it is imperative that they register their child by July 14 in order to hold their spot in the school. Registration will include signing a form indicating their intention to enroll in the fall, bringing their child to be tested at a designated location, and completing a set of forms (e.g. an emergency contact form) necessary for entrance to the school.

In following years, the school will begin accepting applications in January for the following year's admissions. In the late spring a lottery will be held to fill the new kindergarten, as well as any open spaces in other grades. Each year's lottery will follow the same rules and procedures as the first lottery described above.

Amendment to Response #16 (future enrollment)

The application states that the school "may also pursue service to 'home school' students and students seeking educational assistance, through outreach field services and the placement of curricula online." The application provides insufficient detail regarding such proposed programs. Accordingly, the applicant should amend the application by either (a) eliminating such provision or (b) setting forth specific, concrete and detailed plans for such program, including a statement setting forth the basis under which such program could function within the confines of the Charter Schools Act.

The Charter School will not be pursuing services to 'home school' students as discussed in the application. All references to such services will be removed from the application.

Amendment to Response #18 (student discipline)

The description of the disciplinary policy should be amended to provide for or arrange alternative education programs for those students who are suspended from the school to the extent required by law. In addition, the disciplinary policy should provide that any person unsatisfied with the outcome of his or her appeal to the charter entity, i.e., the SUNY Board of Trustees, may appeal to the Board of Regents.

The disciplinary policy will be amended to reflect that (a) the school will arrange for and/or provide alternative education programs for any students suspended from the school; and (b) any person unsatisfied with the outcome of his or her appeal to the charter entity may appeal to the Board of Regents.

Amendment to Response #22 (students with disabilities)

Please provide details on how the school would serve students with disabilities under the federal Individuals with Disabilities Education Act (IDEA) and section 504 of the Rehabilitation Act of 1973, including:

- a. the services to be provided by the school, those contracted out, and those to be provided by the student's district of residence;*
- b. how the proposed charter school will interact with the student's district of residence to ensure that the service listed on the IEP are provided;*
- c. how the proposed charter school will ensure that the teacher(s) of a student with a disability will participate in CSE meetings, and will have access to and understand their responsibility to implement the IEP;*
- d. the processes to be followed that will ensure compliance with the Child Find requirements of IDEA including the specific evaluation procedures the school will employ to identify students with special needs;*
- e. the processes to be followed to ensure compliance with IDEA reporting requirements; and*
- f. the processes to be followed that will ensure compliance with FERPA and IDEA regarding the confidentiality of student records.*

Please identify the services for students with disabilities that the school would have available on site, and what steps would the school would take to ensure the provision of services not available on site.

The school will comply with all regulatory special education requirements, and believes the manner in which it complies will be one more strength of the Charter School's program. Children with special needs will enroll into the school with an individualized education program (IEP) already in place, or will be assessed by their home district's Committee on Special Education (CSE) following referral by the Charter School. In the latter case, the CSE will make sure that its specific evaluation procedures are in compliance with the Child Find requirements of IDEA. The school will employ a full time Special Education Director on its staff who will be responsible for individual case management of all special education (SPED) students, and for arranging the provision of services required by the IEPs. The Charter School expects that the number of special education students will not warrant full-time providers of specialized services; instead, the school anticipates contracting with independent providers to provide speech therapy, counseling, occupational therapy, and any other specialized services that the Charter School's students require.

The Special Education Director will identify needed services and contract with providers, as well as ensure that all relevant aspects of the Individuals with Disabilities Education Act and section 504 of the Rehabilitation Act of 1973 are followed. The Charter School will obtain and comply with newer versions as they appear. This team will also make the necessary provisions (such as hiring a substitute) to allow the teacher of a child with a disability to attend the CSE meetings in the child's district of residence. Finally, the team

will develop and institute procedures to comply with the requirements of FERPA (as it relates to the confidentiality of student records) and the team will devise a communication system to make parents of children with IEPs aware of their child's progress toward attaining the goals stated on the child's IEP. The Director and the Principal will consult regularly with state and district officials to determine how students with severe disabilities can best be served.

Before school opens and during the first semester, the Charter School will employ a CSE/IEP consultant to design and set up the special education program at the Charter School. This person will ensure the collection of all relevant student records from CSEs; set up an internal committee to make referrals to students' home CSEs; arrange for any additional services prescribed by the CSE in its evaluation process; and create a file demonstrating the school's compliance in providing special education.

In order to carry out this job, this consultant will have a background in teaching and monitoring special education programs. This person will have been supervised, or employed by, a CSE at some point in his or her professional career. He or she will have a minimum of ten years work experience in the field, and hold a graduate degree in special education. The Special Education Director will work with this consultant, and carry on this work after the consultation has ended.

Please explain how the use of Direct Instruction will reliably reduce the requirement for remediation and will result in a sharp decrease in the number inappropriate referrals of students to special education. Include evidence to substantiate this claim.

Direct Instruction will reduce the requirement for remediation and lessen inappropriate referrals of students to special education in two ways. First, Direct Instruction's highly structured curriculum and bi-weekly formal assessments permit school staff to receive continual feedback on student performance, allowing optimal placement of students *within* regular classrooms throughout the school year. Rather than rely solely on once-a-year placement exams to identify students with special needs, and then "warehouse" them up to a year or more outside the regular classroom, the school will continuously update placements based on a wealth of feedback captured in the Direct Instruction bi-weekly assessments and Core Knowledge unit assessments. Furthermore, with lessons delivered in small and homogeneous groups, a teacher can gain even more information about each particular student's needs. The use of small groups, with composition based on skill level, also facilitates the continual inclusion of students who fall behind, who would otherwise have to be sent out of the regular classroom to receive more individualized attention.

Second, we believe that Direct Instruction's structured program of behavior, will further reduce inappropriate referrals by more appropriately identifying and correcting student behavioral problems that might otherwise be categorized as special needs. In this behavioral program, students are explicitly taught appropriate classroom conduct. This assistance will help students who do not have special needs per se, but instead need direct and consistent reinforcement on behavior management.

Amendment to Response #24 (other student populations)

Please detail the methods and strategies for serving students with Limited English Proficiency.

In serving students with limited English proficiency, the school will comply with all federal rules and regulations, while practicing inclusion to the extent possible. In keeping with all applicable requirements, the Charter School's LEP program will include eight components. Students entering the school will be checked for non-native English speaker status, through both a language survey of parents as well as teacher observation. Students identified as non-native speakers will be tested with the Lab-Lau tests. Students scoring as LEP on the test will enter the Charter School's special language program. This LEP inclusion program will include supplementary ESL instruction during the thematic enrichment period, in addition to language instruction normally occurring during the Direct Instruction Reading and Language periods. Since the Charter School uses an inclusion model, we plan to use immersion in all other subject areas to help LEP students quickly gain familiarity with English.

The Charter School will provide the appropriately trained staff and materials required for supplementary ESL classes. Classroom space will be made available for ESL classes during the thematic enrichment period. Student progress will be assessed regularly, with Lab-Lau tests re-administered in January and June, or additionally as appropriate. Students scoring 40% or above will be reintegrated into regular instruction. The Principal will review student achievement and monitor the program to make modifications where needed.

Finally, in accordance with law, the Charter School will not exclude LEP students from curricular and extracurricular activities in school because of their inability to speak and understand the language of instruction. Neither will the school assign national origin minority students to classes for the disabled because of their lack of English skills. The Charter School will also provide parents whose English is limited notices and other information written in a language that they can understand.

Amendment to Response #25 (achievement standards)

Please explain how Modern Red Schoolhouse standards are aligned with the curriculum being used by the school.

The Charter School will use the Modern Red Schoolhouse (MRSh) Standards as an internal mechanism for meeting the New York State Learning Standards. At the primary level, the Charter School believes that the two sets of standards are similar, and that organizing the curriculum around the MRSh standards will ensure that students are meeting New York State's learning goals. In order to assess learning against these standards, the Victory Schools Curriculum Specialist and the Charter School teachers will create unit assessments measuring skill mastery against the lesson sequence. Skills not mastered by students will be re-taught, and all skills covered will be built upon in further lessons.

Amendment to Responses #29-30 (student performance assessment)

Please explain how the National Assessment of Educational Progress (NAEP) and the Third International Mathematics and Science Study (TIMSS) will be administered and how it fits in with the other assessments. How will students prepare in light of other exam schedules?

The Charter School will be developing specific procedures for administering assessments based on TIMSS and NAEP over the next two years (in advance of a fourth-grade). These assessments are only intended to provide a supplemental reference point of student achievement relative to national and international performance levels. Students are not expected to prepare specifically for the exam.

Please explain how internal assessments (that is, not standardized tests) will be used to monitor student performance. In other words, please clarify how one can know at a given time of year how the students are performing.

Ongoing unit assessments based on Modern Red School House standards will track progress in the Core Knowledge curriculum. These unit assessments are being developed by the Victory Schools Curriculum Specialist and the Charter School teachers in order to assess learning against MRSh standards and measure skill mastery against the lesson sequence. Student progress in Direct Instruction will be tracked through the curriculum's built-in "baseline" achievement tests, frequent progress assessments and lesson achievement sequences. These assessments are already incorporated as core practices of the curriculum, with success measurable by the number of lessons mastered in a sequenced achievement ladder. For example, Reading Mastery I includes 160 lessons that students are scheduled to cover in one year. Overall, students will be expected to progress, on average, one lesson per day, taking assessment tests every 5-10 lessons that demonstrate their mastery of the material. In the thematic enrichment curriculum, periodic portfolio assessments of the child's best work will be used to assess skills mastery and increased creativity and problem solving ability. This yearly evaluation by a jury of teachers and administrators will supplement student higher-level learning through the Core Knowledge curriculum based on MRSh standards. Portfolio assessments will be made according to checklists directly tied to the MRSh performance standards provided in Section III of the application's appendix. These checklists then form the basis of an objective assessment rubric. In this way, progress for each child on each standard can be tracked over time.

Amendment to Response #31 (other assessment tools)

Please explain how the first seven "internally targeted" measurements answer the question of other assessments tools measuring attainment of education standards or student performance.

The first seven "internally targeted" metrics are intended to capture a wide range of data on overall school performance that is expected to be highly correlated with student performance. For example, higher attendance rates are expected to translate into improved student performance; high parent, student and teacher satisfaction should all indicate a well-functioning school; finally, re-enrollment rates, withdrawal rates and waiting list length provide excellent indicators of an overall, subjective community opinion on the school's success in achieving its educational goals. Tracking this additional data provides school administrators and staff with a much more robust and comprehensive picture of school performance than information from test scores alone.

Please provide detail of measures eight and nine, the portfolio assessments and civics projects, in terms of a description of them and how they will be implemented. That is, what will be included in the student's portfolio and how does this evidence achievement of the standards? What community service projects will the students undertake and when? How will this be implemented?

Periodic portfolio assessments of the child's best work in the thematic enrichment curriculum will be used to assess skills mastery and increased creativity and problem solving ability. This yearly evaluation by a jury of teachers and administrators will supplement student higher-level learning through the Core Knowledge curriculum based on MRSh standards. Portfolio assessments will be made according to checklists directly tied to the MRSh performance standards provided in Section III of the application's appendix. These checklists then form the basis of an objective assessment rubric. In this way, progress for each child on each standard can be tracked over time.

For example, in primary level Geography, Performance Statement A specifies that "Each student can locate particular places on earth, identify spatial patterns and arrangements ..." and Performance Standard 1 under Performance Statement A specifies that "Each student can use a map or globe to locate complex natural features ... and regions such as the Fertile Crescent, the Great Wall of China and the European Economic Community." Therefore, students' map work, such as projects in which children create their own maps of the world and identify key spots, would be appropriate for the portfolio. Each piece would be evaluated according to four rubrics, with "4" indicating the highest understanding and "1" the lowest. In this way, progress for each child on each standard could be tracked over time for each item on the performance checklist.

A child's improvement in creativity is inherently more subjective and difficult to measure, although reasonable good faith efforts by experienced educators can be made. The Charter School is seeking to develop its own set of standards suitable for this task based on Bloom's Taxonomy.

Students will begin the community service portion of the curriculum in the fourth grade. At that time they will participate in projects during their enrichment period, that simultaneously help them learn as well as serve the community. The specific community service program and projects will be developed over the coming 18 months, prior to the school adding a fourth grade.

Amendment to Response #35 (proposed trustees)

Please indicate whether any member of the proposed Board of Trustees (or any member of such member's family) holds any ownership interest, direct or indirect, in any entity with which the school intends to contract for services. If any such relationship exists please state the precise nature of the member's ownership interest in the relevant entity.

Mr. Klinsky holds an ownership interest in Victory Schools, Inc., for which he serves as President. Mr. Ratner holds an ownership interest in Forest City Ratner Companies, for which he serves as Chief Executive Officer. No other Board member holds an ownership interest in any entity the school intends to contract with for services at this time.

Why are the head of the management company and the school's landlord both members of the board, especially in light of the first bullet in the school's code of ethics? In other words, please explain how the presence of Messrs. Klinsky and Ratner on the board of trustees is not a conflict of interest.

Please clarify whether Mr. Klinsky, as an "ex-officio" member of the board of trustees, will have voting rights on any matter, and to what extent, if any, he is excluded from matters pertaining to the management company.

We believe that Messrs. Klinsky and Ratner will not present a conflict of interest in their positions. Rather, we believe their membership facilitates a smooth working relationship between the Board, its manager, and its management and brings the broad experience of these two members to the Board. We would point out that it is the common practice in the private sector that senior managements of an organization (e.g. corporate CEOs) not only sit on the board of their organization, but are also generally a voting member and the board chair. These management teams are like Victory in that they are also paid employees of the corporations they oversee, and they abstain from board matters only in cases of direct self-interest. Both Mr. Klinsky and Mr. Ratner will serve as non-voting members of the Board. At the Board's request, they will be excluded from matters pertaining to their respective companies.

Please provide the home addresses of each of the trustees.

Please see the attached contact list for all Board member information.

Please indicate any affiliation of each trustee with the St. Peter Claver school.

Alma Alston is currently the principal of St. Peter Claver school. However, Ms. Alston has resigned this position effective at the end of this school year. No other board members are affiliated with the school.

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Amendment to Response #36 (qualifications for Trustees)

Please provide additional details of qualifications, for example, any minimal education requirements, business experience, diversity goals (in terms of expertise), etc.

The initial Board of Trustees was carefully selected by the applicant and partners based on several characteristics. All members are individuals of high moral character who are active in the local community and knowledgeable about its needs. It was also required that members demonstrate an interest in the welfare of children and be committed to improving education in the community. Importantly, all members have committed to dedicating the necessary time and energy to ensure smooth operation of the Board. Finally, the board membership represents the community's diversity and various interests. Educators, professionals, community leaders and parents are all represented.

Amendment to Response #37

As proposed, the terms for the proposed members of the School Trustees are not staggered. Please revise the application to provide for staggered terms or provide the reasons for not so doing.

In not staggering the terms for Board of Trustees members, we are seeking continuity in the school's management over the life of the charter. This continuity should greatly facilitate the start-up and operation of a highly successful educational institution. We hope and expect that all members will serve the full 5-year duration of the charter.

Amendment to Response #38 (method of appointment of Trustees)

Please provide the by-laws of the school that the School Trustees propose to adopt upon incorporation. A description or outline of such by-laws is insufficient.

A draft of the by-laws the school intends to adopt is attached.

Amendment to Response #39 (responsibilities of Trustees)

Please detail the board's role in the crafting and adoption of the school's annual budget and any amendments of the budget during the school year. Please provide detail on how the board will "monitor" VSI, for example, what reports will it require from the company? How often will the Board meet?

VSI, in conjunction with school administrators and staff, will draft the school's annual budget prior to each school year. The budget will then be submitted to the Board of Trustees for review and approval. During the school year, VSI may make minor adjustments to the budget from time to time as appropriate. Ultimate budget approval and approval for all major revisions would still be retained by the Board.

The Board will require VSI to submit regular budget and other fiscal reports to the Board of Trustees for review on a quarterly basis. VSI will also report monthly to the Board on academic progress, curriculum development and other performance and strategic issues. The site manager, a VSI employee, will also each make presentations to the Trustees at regularly scheduled meetings at least four times per year.

The board will meet bi-monthly during the school year and as appropriate during the summer recess.

Amendment to Response #40 (reporting structure to Trustees)

Please explain why the school director is not directly responsible to the school's board of trustees.

VSI and its staff serve as manager/director of the school, as hired and fired by the Board. VSI's staff includes a team of senior education professionals with exceptional experience and expertise (for example, Dr. Margaret Harrington, who until October 1999 was Chief Executive of all K-12 programs and support services for the 1.1 million child New York City system and who has won 17 "Educator of the Year" and other awards.) The principal of the school is one member of this team. However, it is the team overall who is directly responsible to the board.

Please clarify whether the board of trustees has any authority over hiring and firing of staff, and if not, the reason for this.

The Board controls the hiring and firing of VSI and of the principal, who in turn are delegated authority to oversee decisions regarding junior staff. This is analogous to a private sector corporate board (whose members are also legal fiduciaries), which hires a CEO and then allows the CEO to select junior personnel.

Amendment to Response #43 (complaints)

Please conform the school complaints policy to §2855(4) of the Charter School's Act, which provides for appeals to the charter entity and State Board of Regents.

If after presentation of the complaint to the board of trustees, the individual determines the complaint has not been adequately addressed, they may present the complaint to the Charter Schools Institute. If after presentation to the Charter Schools Institute, the individual still determines the complaint has not been adequately addressed, they may present the complaint to the Board of Regents for review.

The application provides that grievances and complaints may be mailed directly to the Secretary of the Board of Trustees, c/o of Mr. Charles King of the Fried, Frank et al. law firm. To the extent that such firm represents VSI in any capacity, receipt by a member of such firm presents a perceived conflict-of-interest. In the event there is such potential conflict, please provide an alternative channel through which complaints are forwarded to the board of trustees.

To the extent that the use of Fried, Frank et al for delivery of a grievance or complaint to the Board of Trustees represents a conflict of interest with VSI, the grievance or complaint may be delivered directly to the Secretary of the Board of Trustees, or alternatively, to counsel retained by the Board of Trustees.

In addition please amend the application to make clear that grievances and complaints may be made in the first instance to the school's board of trustees and that complainants need not seek resolution through school staff or the school director.

Complainants need not first seek resolution through school staff or the school director.

Amendment to Response #46 (personnel)

Please provide detail on employee evaluation and how bonuses are paid.

Teacher evaluation procedures will be explained in depth during pre-service training. Factors will include a broad range of measurements, including teacher observation, student grades on internal assessments, student improvement on the Iowa Test of Basic Skills, a subjective Principal evaluation, parent satisfaction surveys, and attendance, lateness and withdrawals of students in a teacher's class. The Principal will meet with teachers twice in the year, once in December to discuss the teacher's performance thus far, and again in June to review annual performance. Bonuses, if awarded, would be paid at year-end and would be based on overall school performance and individual employee performance.

The application states that fingerprint checks will be required of all charter school employees. Given that it may not be legal to require such checks of school personnel, please amend the paragraph by adding the phrase "to the extent permitted by law." In addition, please specify what steps the school will take to conduct background checks in the event that fingerprint checks are not feasible.

We will amend the paragraph as requested to reflect that fingerprint checks will be used only "to the extent permitted by law." In the event that fingerprint checks are not feasible, Victory will work with a private vendor to perform criminal background checks on prospective employees. Fidelifacts, a private firm, is able to search county records of individuals residing in the tri-state area, and return quick reports on any criminal activities found. These procedures were previously provided to CSI by Victory.

Amendment to Response #52 (start-up budget)

Please explain the length of time for [the] start-up budget and how this would be sufficient to prepare for the school's opening.

The start-up budget is expected to cover all start-up activities occurring between charter approval (expected in early February) and opening in September. The budget is based on VSI's experience opening the Sisulu Children's Academy in 1999, for which a similar budget was adequate to cover all necessary activities.

Please indicate where the employees of the school will work during the start-up phase while the building is under construction.

The facility is expected to be completed in time for move-in and pre-opening training during the month of August. However, the Principal and Site Manager will likely be hired prior to the facility completion. In this case, or in the event that school staff needs space for work or training prior to construction-being completed, alternative space will be provided by VSI.

Please provide detail on how Victory Schools, Inc. can finance the full cost of the start-up budget, and clarify whether this provision is made on a loan basis, that is, whether Victory will be reimbursed by the school.

VSI will be establishing a \$1 million central fund backed by cash or irrevocable bank guarantees to insure fulfillment of its financial commitments to all charter schools it supports opening Fall 2000. This fund will support all start-up and operating expenses incurred during the first year of the school's operation. This fund will be established upon charter approval. A draft of the guarantee has been previously provided to CSI by Victory.

Startup expenses that Victory incurs on behalf of the school are not a loan, and will not be directly reimbursed.

Amendment to Response #55 (five-year financial plan)

Please explain how and when the school is expected to break even, and how it can sustain growing multi-year deficits, reaching more than \$400,000 annually by year 5.

It is currently uncertain as to exactly when the school is expected to break even. However, it is reasonable to assume that increasing stabilization and efficiency of operating structures along with increasing enrollment in future years will eventually bring the school to an operating surplus or break-even position.

The school's contract with VSI provides that in the event of an operating deficit, VSI will forgo its fees until such time that the school is able to pay. So despite the fact that the school will sustain operating deficits, it will remain financially solvent. Further, while Victory will not be receiving its full fee payments, it is expected that an increasing number of schools under management by the company will generate significant economies, allowing VSI to continue full and effective provision of all contractually obligated services to the school.

Please explain the basis for the estimate of \$12,000 per special education child.

It is unclear at this time how much additional funding above the \$6,000 base capitation the school will receive for provision of required special education services. It is the school's expectation that special education funding from federal, state and local sources will cover the costs of service provision. This issue is currently under discussion with James Merriman at CSI. Any funds that are received will be applied directly to the provision of special education services with any surplus or deficit accruing to the school's operating budget.

Please explain the basis for the annually budgeted private contributions and whether any written commitments exist for such funding.

The school is a 501(c)(3) charitable corporation serving a valuable community educational purpose. The Board and VSI will seek to help the school raise charitable contributions from foundations and concerned citizens. No written commitments for such funding currently exist, but the school is actively pursuing several sources. The budgeted amount is shown as an estimate of expected funding only.

Please clarify the funding for food services and whether all students can qualify for such funding and the contingency plan if all students do not qualify.

The funding for food services comes from a combination of federal and state reimbursement, and parent payments. Before students begin school, parents will fill out an application for free and reduced price meals. Families whose income falls within the limits for these programs will be designated as eligible, and the school will receive reimbursement from the government agencies for those families' meals. Families not qualifying for free lunch will pay the school for a reduced price or full price meal. It is the school's expectation that the receipts from the federal and state reimbursements, plus the collections from parents, will be sufficient to cover the school's cost of the food service program.

Please clarify how the library costs are budgeted.

Library costs are budgeted for within the 'Texts and Materials' line item. Please note that the budgeted amount for Texts and Materials is relatively high when compared to that of a typical school.

Please clarify the details of the services provided in the "central services" fee of 15 percent annually.

For its 15% fee for central services, VSI will be providing all services necessary to support effective operation of the school. These services would typically be provided by a school district's central office. In the case of New York City, these would be services provided for by local superintendent offices as well as those provided for by the Chancellor's office. These services include, but are not limited to, the following:

- i. Curriculum development and implementation;
- ii. Staff development, training and supervision;
- iii. General and Administrative functions such as the administration of benefit plans and payroll services, and the management of all financial and accounting functions including budgeting, purchasing and procurement;
- iv. Legal services; and
- v. Other services necessary to support the full and effective operation of the school.

VSI provides Central Services at a cost to the school that the company believes is lower than could be provided for by the school itself, and lower than the similar cost of service provision by the local Board of Education for the schools it supports.

Please clarify whether VSI ever recovers its "deferred" management fees over the five-year period.

In the event the school must defer payment of management and central service fees, the school will be required to repay the accumulated fees in future years out of its operating budget as funds become available. If sufficient funds are not available, the fees will not be repaid.

Please clarify the annual cost of renting the facility with respect to the summer months.

It is currently expected that the school will rent the facility year round. During the summer months, the school intends to offset rental costs by sub-leasing the facility.

Amendment to Response #57 (fiscal and program audits)

Please include in the charter school's annual report the information required by the annual report as stipulated in §2857(2) of the Charter Schools Act, including the New York State Regents school report card and progress toward achieving goals set forth in the charter.

The school will include in its annual report all information required under §2857(2) of the New York State Charter Schools Act, including the New York State Regents school report card and progress toward achieving goals set forth in the charter.

Amendment to Response #60 (identified facility)

Please provide an update on the status of the Forest City Ratner facility and the schedule for construction and readiness to move in, contractual commitments to lease space, etc.

The Charter School is currently considering several facility options, including the Forest City Ratner development as presented in the application. In order of priority, these include:

- 1) The Forest City Ratner development. This project is proceeding as planned and discussed in the application. However, recent discussions with Forest City indicate that completion of the project within the school's budget and timeframe may be difficult to achieve. Forest City continues to be interested in maintaining the school as a tenant and discussions regarding viable solutions continue.
- 2) Development of open warehouse space in the area. The school is considering several potential sites for which it would lease and renovate large, open commercial spaces. These spaces are typically available at a very low rental cost (typically \$6-10/s.f.) and can be converted to a school quickly and in a cost effective manner. One such example is a building located at 95-26/30 Sutphin Boulevard in Jamaica, Queens. This 55,000 s.f. space is available immediately and is located in a residential area. Ample space surrounding the building is available for use as a playground.
- 3) Construction of modular units on vacant land. Modular construction technology provides for the rapid and cost effective development of a new school site. The school is searching for vacant land in the area that would be suitable for this purpose. Several modular construction companies are also being contacted to discuss the development proposal, including one company that completed a three-story addition to the Queens Elementary School.

Through continual exploration of all three above options, and others, the school is highly confident that a facility will be ready for move-in by August when teacher training and setup is scheduled to commence. It is further expected that all facility costs will remain within the budgeted amounts presented in the application. The facility location will remain within the geographic area discussed in the application.

The school will continue to provide updates on the facility plan to CSI throughout the coming months.

Amendment to Response #64 (disposal of assets in the event of dissolution)

Please amend to provide for transfer of any remaining assets (after satisfaction of all debts) to another charter school within the same school district or to the school district.

In the event of dissolution, charter school assets remaining after satisfaction of all debts will be transferred to another charter school within the same school district, or to the school district itself.

Merrick Academy Charter School

Founding Board

Name	Business	Business Phone	Home
Alma Alston <i>Lead Applicant</i>	Principal St. Peter Claver School 149-18 Jamaica Ave Jamaica, NY 11435	(718) 739-3221 (718) 739-0113 (fax)	Laurelton, NY [REDACTED]
Steven B. Klinsky	President Victory Schools, Inc. 666 Fifth Avenue Suite 3700 New York, NY 10103	(212) 541-3970 (212) 541-3971 (fax)	[REDACTED] New York, NY [REDACTED]
Gregory Meeks	U.S. Congressman 16-06 Linden Blvd. Jamaica, NY 11412	(718) 949-5600 (718) 949-5972 (fax) Asst: Patrick Jenkins	[REDACTED] Far Rockaway, NY [REDACTED]
Linda Morant	Allen A.M.E. School 171-10 Linden Blvd. Jamaica, NY 11434	(718) 657-1676 (718) 291-7751 (fax)	[REDACTED] Jamaica, NY [REDACTED]
Bruce Ratner	CEO [REDACTED] Brooklyn, NY [REDACTED]	(718) 923-8401	[REDACTED] New York, NY [REDACTED]
Malcolm Smith	[REDACTED] Far Rockaway, NY [REDACTED]	(718) 949-8279 (718) 949-8270 (fax) (718) 337-2400 (718) 337-2563 (fax)	[REDACTED] Jamaica, NY [REDACTED]
Dr. Wyatt T. Walker	Senior Pastor Canaan Baptist Church 132 West 116 th Street New York, NY 10026	(212) 866-0302 (212) 865-6150	[REDACTED] Yonkers, NY [REDACTED]
Juanita Watkins	Councilwoman 31 st District 220-07 Merrick Blvd. Laurelton, NY 11413	(718) 527-4356 (718) 527-4402	[REDACTED] Laurelton, NY [REDACTED]

REDACTED

VICTORY SCHOOLS INC.CHARTER SCHOOL MANAGEMENT CONTRACT

This Charter School Management Contract (this "Agreement") is made as of the _____ day of _____, 2000 between Victory Schools Inc., a New York corporation ("VSI"), and Merrick Academy – Queens Public Charter School, Inc., a New York non-profit corporation (the "Charter School").

PRELIMINARY STATEMENT

WHEREAS, VSI is in the business of educating children in accordance with the philosophy set forth herein, and of operating and providing educational management services to charter schools;

WHEREAS, the Charter School is the grantee of a charter (the "Charter") from the State University of New York pursuant to the New York Charter Schools Act of 1998 (as such provisions may be amended and in effect from time to time, the "ACT") to operate as a charter school, and

WHEREAS, the Charter School desires that VSI shall undertake responsibility for all aspects of the management and operation of the Charter School, and shall provide substantially all educational services to the Charter School;

NOW, THEREFORE, in consideration of the foregoing, the mutual promises herein contained and other good and valuable consideration, the receipt and sufficiency of which are hereby acknowledged, the parties hereto, intending to be legally bound, do hereby agree as follows:

1. General Requirements. For and during the term of the Agreement, VSI shall manage and operate the Charter School consistent with the mission, education philosophy, school design, governance structure, fee structure, discipline policy and other items, (the "Founding Design") set forth in the Charter School's application for charter (the "Application"), which is attached to this agreement for reference. The Charter School and each member of the Charter School's Board of Trustees (the "Board") will actively support VSI in accomplishing the Founding Design, in maintaining full enrollment, in maintaining community support, in preventing operating deficits and in achieving the academic and financial plans set forth in the Application. VSI, the Charter School and the Board believe that educational services can be most effectively delivered in a competitive, free-market environment. The Board, parents and others involved with the School recognize that it is appropriate for VSI to earn a profit for its management and financial services, and is consistent with attaining the School's stated educational objectives.

2. The Role of VSI. VSI is committed to the effective education of children in a supportive, stimulating and innovative environment. In furtherance of this commitment, the role of VSI is to assume broad responsibility for the management of the educational process at the Charter School, as more specifically delineated in Section 4 of this Agreement.

3. The Role of the Charter School. The role of the Charter School, acting through the Board, is to oversee and monitor the operations and educational process at the Charter School. The Board's role is as follows:

- (a) To establish and protect the Charter School's mission, consistent with the Founding Design.
- (b) To hire the management contractor and monitor its performance in meeting the Charter School's goals for student learning.
- (c) To receive and review VSI's reports.
- (d) To work closely with VSI during the term of this Agreement.
- (e) To set broad policy for the Charter School, consistent with the Founding Design.
- (f) To approve the Charter School's strategic plan, consistent with the Founding Design.
- (g) To work with VSI to facilitate day-to-day operations of the Charter School.
- (h) To participate in fund raising activities for the Charter School, and to seek to prevent operating deficits.
- (i) To approve the hiring of a School Director by VSI.
- (j) To approve an annual budget in accordance with Section 4.7.
- (k) To represent the school to the local community.

4. Rights and Obligations of VSI. In order to assist the Charter School in carrying out the terms of the Charter and in complying with its responsibilities thereunder and under the Act and any and all other applicable laws and regulations, VSI agrees to assume full responsibility for the education of children enrolled as students in the Charter School, and in connection therewith shall have the right and the obligation to perform the following duties:

4.1 Education of the Students. VSI shall assume and be solely responsible for all tasks and functions associated with the educational services to be provided to the children enrolled as students at the Charter School in accordance with the terms of the Charter, the Act and any and all other applicable laws and regulations. Such tasks and functions shall include, but shall not be limited to:

- (a) designing the educational programs and programs of instruction including rules and requirements relating to student admissions, bilingual education, student records, access to equal educational opportunities, school year and school day requirements, special education, student testing, extra-curricular and co-curricular activities and programs;

3. The Role of the Charter School. The role of the Charter School, acting through the Board, is to oversee and monitor the operations and educational process at the Charter School. The Board's role is as follows:

- (a) To establish and protect the Charter School's mission, consistent with the Founding Design.
- (b) To hire the management contractor and monitor its performance in meeting the Charter School's goals for student learning.
- (c) To receive and review VSI's reports.
- (d) To work closely with VSI during the term of this Agreement.
- (e) To set broad policy for the Charter School, consistent with the Founding Design.
- (f) To approve the Charter School's strategic plan, consistent with the Founding Design.
- (g) To work with VSI to facilitate day-to-day operations of the Charter School.
- (h) To participate in fund raising activities for the Charter School, and to seek to prevent operating deficits.
- (i) To approve the hiring of a School Director by VSI.
- (j) To approve an annual budget in accordance with Section 4.7.
- (k) To represent the school to the local community.

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4.1 Education of the Students. VSI shall assume and be solely responsible for all tasks and functions associated with the educational services to be provided to the children enrolled as students at the Charter School in accordance with the terms of the Charter, the Act and any and all other applicable laws and regulations. Such tasks and functions shall include, but shall not be limited to:

- (a) designing the educational programs and programs of instruction including rules and requirements relating to student admissions, bilingual education, student records, access to equal educational opportunities, school year and school day requirements, special education, student testing, extra-curricular and co-curricular activities and programs;

- (b) selecting and acquiring on behalf of the Charter School instructional and curriculum materials, equipment and supplies; which may be acquired from affiliated or unaffiliated entities, provided, however, that if such materials, equipment and supplies are acquired from persons or entities affiliated with VSI, the prices paid for such items shall be reasonable and fair to the Charter School in light of the nature of the items purchased;
- (c) selecting, hiring, reviewing, compensating and terminating all personnel associated with the Charter School on behalf of the Charter School, including without limitation its School Director, teachers, teaching assistants and all administrative and support staff; provided, however, that the Board shall approve the hiring of a school Director prior to VSI's hiring of the school Director, and
- (d) implementing and monitoring professional development activity requirements applicable to school Directors and appropriate administrative and instructional personnel.

4.2 Management and Operation of the Charter School. VSI shall be responsible for, and shall have the right to control, all aspects of the management and operation of the Charter School, including without limitation performing the following functions on behalf of the Charter School:

- (a) Generally managing the business administration of the Charter School, including the preparation and maintenance of operating procedures, marketing the Charter School and providing for all aspects of the day to day operation of the Charter School;
- (b) managing all personnel and payroll functions of the Charter School for all employees of the Charter School, as more specifically described in Section 4.5 below;
- (c) contracting with public or private entities or individuals for the provision of services, which shall include but not necessarily be limited to, transportation, custodial, and food services, and which services shall be paid for in accordance with the appropriate line items in the School's budget;
- (d) purchasing or leasing real estate for use as Charter School facilities, provided that if such purchase or lease is from a person or entity affiliated with VSI the terms of such purchase or lease shall not be materially less favorable to the Charter School than comparable arrangements entered into between parties acting at arm's length;
- (e) maintaining and operating the Charter School's facilities, including making any and all such improvements thereto as VSI shall deem

necessary or appropriate to the attainment of the Charter School's educational objectives;

- (f) purchasing or leasing materials, supplies, and equipment for use at the Charter School;
- (g) providing or contracting for the provision of any other services, and acquiring or contracting for the acquisition of any other property, which VSI reasonably deems necessary to the attainment of the educational goals of the Charter School; and
- (h) designing and implementing the Charter School's student recruitment and enrollment procedures.

4.3 Payment of Expenses. VSI shall make payment, within commercially reasonable time periods, of all expenses of operating the Charter School, out of the funds turned over to it by the Charter School pursuant to Section 5.6 of this Agreement. VSI is specifically authorized to pay to itself, out of such funds, the management fees and fees for centrally provided services, provided for in Sections 6 and 4.7.

4.4 Funding of Operating Deficits. In the event that the cash receipts of the Charter School are insufficient to fund all of the cash expenditures required to be made by or on behalf of the Charter School for any fiscal year, VSI shall be obligated to contribute to the Charter School the full amount of such shortfall (any such advance being referred to herein as an "Operating Deficit Contribution") up to a total of \$1 million.

4.5 Minimum Student Outcomes. It shall be the responsibility of VSI that students at the Charter School shall, during or prior to the last year of the Term, attain the performance standards committed to by the Charter School in its charter or, alternatively, shall attain a level of academic performance, as measured by the outcome of standardized, national or state-wide testing, which exceeds by not less than 10 percent the average performance of students of comparable socio-economic background on a district-wide basis.

4.6 Staffing. VSI shall be responsible, in its capacity as manager of the business and affairs of the Charter School, for all aspects of the hiring, management and training of the educational and administrative staff, including without limitation defining staff needs, hiring and firing of staff as necessary, setting compensation levels (subject to the requirements of applicable laws or regulations), directing the development and training of staff, establishing procedures for hiring substitute staff so that the Charter School is adequately staffed at all times, establishing personnel policies, establishing administrative procedures, preparing a parent handbook, establishing employee salaries and benefits, and preparing a staff handbook. The Board's approval shall be necessary to hire the School Director.

4.7 Annual Budgets. Not less than sixty (60) days prior to the beginning of each fiscal year, VSI shall prepare and submit to the Board for its review a proposed annual budget for such fiscal year. Not more than thirty (30) days after its receipt of the proposed annual budget, the Board shall notify VSI of any proposed amendments or revisions to the proposed budget; provided that in no event shall the Board propose to amend or revise allocations in the proposed budget for services provided centrally by VSI, ("Central Services"), so long as such allocation does not exceed, in the aggregate, 15% of gross revenues of the Charter School. Upon receipt of any such proposed amendments or revisions, or upon expiration of such thirty (30) day period if no proposed amendments or revisions are received, VSI shall prepare a final annual budget for such fiscal year and provide a copy thereof to the Board for its approval. Such final annual budget shall, to the extent that VSI in its discretion considers it financially prudent and in the educational interests of the students to do so, incorporate any amendments and revisions proposed by the Board. VSI shall discuss with the Board or its designee any amendments or revisions proposed by the Board that VSI does not consider prudent to incorporate. VSI and the Board or its designee shall come to agreement on the resolution of any such proposed amendments or revisions prior to offering a final budget to the Board for its approval. The Board shall have final approval of the budget, which approval shall not be unreasonably withheld.

The Board will not mandate budget amendments or revisions that are inconsistent with the Founding Design or that would potentially create or increase an operating deficit payable by VSI without the consent of VSI. In the first year of operation, the budget proposed in the application shall be deemed to have been reviewed and accepted by the Board, with no additional budgets review or comment required.

4.8 Fees. VSI shall charge such fees for extra services, such as after school and summer programs, as shall be customary and consistent with local practice and applicable law.

4.9 Fund Raising. VSI shall provide assistance in the fund raising activities of the Charter School, and the Board shall cooperate fully with any and all such fund raising efforts. In this connection, the Board shall appoint a development committee and designate its chair. The Board and the development committee shall work cooperatively with VSI's staff to solicit private donations for the Charter School.

4.10 Complaint Procedures. VSI shall establish an advisory grievance committee, the members of which shall be chosen by, and membership on which committee shall be limited to, parents of students currently enrolled in the Charter School and teachers and administrators currently employed by the Charter School. The Board shall refer any complaint alleging any violation of the provisions of the Act to such committee in the first instance, and such committee shall make nonbinding recommendations to the Board concerning the disposition of any such complaint. Upon receipt of any such recommendation, the Board shall confer with VSI regarding such complaint and such recommendation, and VSI and the Board shall cooperate with one another in all reasonable ways to address such complaint and, if appropriate, VSI shall act to correct any deficiencies found to exist.

4.11 Reporting by VSI to the Charter School. VSI shall provide the Charter School with the following reports:

- (a) At the time and in the manner provided in Section 4.7, proposed and final annual budgets for the Charter School;
- (b) Within 60 days after the close of each fiscal quarter, unaudited financial statements of the Charter School for the fiscal quarter most recently ended;
- (c) Bi-monthly, or as requested by the Board, reports on educational and operational performance.

VSI shall also cooperate with the auditors retained by the Board to prepare annual audited financial statements of the Charter School. VSI shall coordinate its work and the work of the auditors so as to allow for the delivery of such audited statements within 120 days after the close of each fiscal year.

4.12 Compliance with Laws; Licenses; Insurance. VSI shall manage and operate the Charter School, and shall conduct all of its other affairs, in compliance with all applicable federal, state and local statutes, rules and regulations, including without limitation requirements prohibiting discrimination in employment. VSI shall procure all licenses or other approvals necessary to the conduct of its business and the operation of the Charter School. VSI shall procure and maintain for itself and on behalf of the Charter School insurance policies covering general and specific liability of the Charter School, including worker's compensation; covering members of the Board and employees of the Charter School; and any other insurance required by applicable law or by any agreement to which VSI or the Charter School is a party.

5. Rights and Obligations of the Charter School. The Charter School, acting through the Board, shall be ultimately responsible for the Charter School in accordance with the Charter, the Act and all applicable laws and regulations. In connection therewith the Charter School shall have the right and the obligation to perform the following duties;

5.1 Supervision of Manager. The Charter School shall monitor VSI's performance in the education of children at the Charter School, and VSI's compliance with the terms and provisions of this Agreement.

5.2 Complaints. The Charter School, acting through the Board, shall act jointly with VSI to resolve any complaints brought by parents, teachers or others relating to the Charter School's compliance with applicable legal requirements.

5.3 Approval of Charter School Policies. The Charter School shall cooperate with VSI in the preparation of, and shall have ultimate approval authority over, broad policies of the Charter School, including those relative to grade levels to be offered by the Charter School, and the number of students to be served by the Charter School. These policies will be consistent with the Founding Design.

5.4 Maintenance of Charter. The Charter School shall do, or cause to be done, all things necessary to ensure that all legal requirements, and all such conditions as may have been imposed by the authority granting the Charter, are fully complied with at all times. If the Charter School shall at any time receive notice from any public authority or other person that the Charter School is or may be in violation of the Charter, the Act or any provision of any applicable law or regulation, the Charter School shall immediately notify VSI of the asserted violation and shall thereafter work diligently with VSI to determine whether such asserted violation in fact exists, to correct any violation found to exist, and vigorously contest the asserted violation if the same is found not to exist.

5.5 Tax Status. The Charter School shall take all reasonable steps to establish and maintain status as a tax-exempt organization under federal and, if applicable, state law such that contributions to the Charter School are deductible to the donor for federal income tax purposes. If the Board and VSI conclude it is appropriate to do so, the Charter School may seek to establish a separate tax-exempt organization to conduct fund raising activities and receive tax-deductible contributions in support of the Charter School and/or of education generally.

5.6 Control of Funds. Pending their disbursement, all funds of the Charter School shall be maintained in an account or accounts belonging to the Charter School, but over which VSI or its designee shall have signature authority. VSI shall have custody of all funds received by the Charter School and the Charter School shall immediately turn over to VSI all funds or other revenue received by the Charter School from any source, including without limitation all per pupil or other payments or reimbursements received from the local school district, the state, or any other source, and all contributions received by the Charter School. VSI shall disburse such funds in the manner described in Section 4.3 except to the extent that any of such funds represent restricted gifts to the Charter School, in which event VSI shall disburse such funds in accordance with the applicable restrictions.

6. Management Fees Payable to VSI. As compensation to VSI for the services rendered to the Charter School pursuant to this Agreement, and for the financial risks being Assumed by VSI in undertaking to bear any funding deficits experienced by the Charter School, VSI Shall be entitled to receive an annual management fee equal to seven percent (7%) of the gross revenue of the Charter School. Such management fees shall be payable to VSI monthly on an estimated basis, and appropriate adjustments shall be made periodically as revenue is actually received by the Charter School. Notwithstanding VSI's obligation for Operating Deficit Contributions, if the Management Fee payable to VSI shall exceed the excess of revenues over expenses, the Charter School shall defer the payment of any such excess until such time as the excess of revenues over expenses is sufficient to permit the Charter School to make payment of such deferred Management Fee.

It is understood by both parties that all expenses incurred by VSI and its employees in the performance of this Agreement shall be included in the Management Fee and the charges for centrally provided services pursuant to Section 4.7 and shall not be reimbursable to VSI from the Charter School; provided, however, that in the event that VSI and the Charter School enter into a separate agreement or agreements whereby the Charter School commits to reimbursing VSI for certain expenses, this section shall not apply to such reimbursable expenses; and provided

further, that this section shall not apply to budgeted expenses of the Charter School which are incurred by VSI rather than the Charter School for convenience or in anticipation of Charter School funds. Nothing in this section is intended to diminish VSI's responsibility to fund any Operating Deficit Contribution pursuant to Section 4.4.

7. Effective Date and Duration.

7.1 This Agreement is effective on the date hereof and, unless terminated by either party under the conditions in Section 8 of this Agreement, shall continue thereafter through the fifth anniversary of the date of the Charter.

7.2 At the close of the initial contract period specified in Section 7.1, this Agreement shall automatically renew for two (2) successive five (5) year renewal periods; provided, however, that if VSI shall have failed to achieve and maintain the minimum student outcomes specified in Section 4.5, then the Charter School shall have the right, exercisable by written notice to VSI given no later than four (4) months prior to the end of the initial period or, if applicable, any subsequent renewal period, to terminate this Agreement as of the end of the then effective contract period.

8. Termination; Non-Solicitation.

8.1 **Termination.** This Agreement may be terminated prior to the expiration of its term as set forth in Section 7 only under the following conditions:

- (a) if VSI shall under such laws as shall be applicable to it commence any case or proceeding, or file any petition in bankruptcy, or for reorganization, liquidation or dissolution, or be adjudicated, insolvent or bankrupt, or shall apply to any tribunal for a receiver, intervenor, conservator or trustee for itself or for any substantial part of its property; or if there shall be commenced against it any such action and the same shall remain undismitted; or if by any act it shall indicate its consent to, approval of, or acquiescence in any such proceeding, or the appointment of any receiver, intervenor, conservator or trustee for it or any substantial part of its property or shall suffer any of the same to continue undischarged; or if it shall become subject to any intervention whatsoever that shall deprive it of the management of the aggregate of its property or any substantial part thereof; or if it shall wind up or liquidate its affairs or there shall be issued a warrant of attachment, execution, or similar process against any substantial part of its property, and such warrant, execution or process shall remain undismitted, unbounded or undischarged for a period of ninety (90) days, this Agreement shall be deemed immediately terminated upon the occurrence of such event.
- (b) If VSI is found to have made fraudulent use of funds, or if an administrative or judicial body has revoked any license which may be required for VSI to carry on its business and perform its obligations and

functions under this Agreement, this Agreement shall be deemed immediately terminated upon the occurrence of such event.

- (c) If there shall occur or shall become known to either party a material breach of the other's obligations, representation, or warranties under this Agreement, such party may terminate this Agreement upon thirty (30) days written notice to the other provided that the other party may prevent termination by curing such breach within thirty (30) days of receipt of such written notice.
- (d) If there shall become known to the Board at any time after the effective day of this Agreement a material breach of VSI's obligations under this Agreement which in the Board's reasonable judgment jeopardized the safety, health, or well-being of the students at the Charter School, the Board shall have the right to suspend this Agreement immediately if, within 30 days of its receipt of written notice of the alleged breach from the Board, VSI has not either-cured the breach (or, if the problem cannot reasonably be cured with such 30 day period, has not commenced and continued diligently to prosecute a cure), or established to the reasonable satisfaction of the Board that no material breach of VSI's obligations hereunder which jeopardizes the safety, health, or well-being of the students at the Charter School has in fact occurred.
- (e) If with respect to any two (2) consecutive fiscal years of the Charter School's operation VSI shall be required to make Operating Deficit Contributions under Section 4.4 of this Agreement which exceed five percent (5%) of the gross per pupil payment revenues of the Charter School for the relevant fiscal year, VSI may, upon written notice to the Charter School, terminate this Agreement effective as of the date specified in such notice, which date shall not be earlier than the later of (i) the date which is thirty (30) days after the date of such notice, or (ii) if school is in session when such notice is given, the last day of the current school year.
- (f) VSI shall have the right to terminate this Agreement, on thirty (30) days prior written notice to the Board, in the event that the Charter is revoked or not renewed, or if performance of its obligations hereunder is otherwise made impossible or impracticable by circumstances beyond VSI's control.

8.2 In the event of termination pursuant to this Article 8, neither party shall have any further obligations to the other hereunder except those which cannot be disclaimed by law, liability for amounts accrued and unpaid hereunder, and obligations expressly stated to be effective after the termination hereof.

8.3 In the event that the Board shall desire to terminate this Agreement under any provision hereof at a time when VSI has loaned funds to the Charter School, guaranteed any debt or other financial obligation of the Charter School, or provided credit support, whether in the form of a letter of credit or otherwise, to the Charter School, notwithstanding any other provision of this Agreement to the contrary such termination

shall not be effective prior to the first date on which such loan has been repaid in full, such guarantee has been released by the beneficiary thereof, or such letter of credit or other credit support has been released and/or returned to VSI, it being the intention of the parties hereto that no financial arrangements between the parties hereto shall continue beyond the date of any such termination.

9. Proprietary Information.

9.1 The Charter School agrees that VSI and its affiliates own all trademarks, copyright and other proprietary information and rights, whether developed before or after the date of this Agreement, subsisting or created in VSI's instructional materials, training materials, instructional and management methods; and any other methods and materials developed by VSI, its employees, agents or subcontractors (collectively, the "VSI Proprietary Information"). The parties hereto acknowledge that during the term of this Agreement VSI may identify and disclose to the Charter School certain VSI Proprietary Information. The Charter School agrees that except to the extent necessary to carry out the terms and provisions of this Agreement, it shall not, nor shall it permit its employees or agents, to disclose, copy, publish, transmit or utilize in any fashion the VSI Proprietary Information, either during the term of this Agreement or after its termination, without the prior written consent of VSI.

9.2 The parties hereto recognize and agree that a portion of the management fee to which VSI is entitled hereunder represents an appropriate charge for the use by and for the benefit of the Charter School of the VSI Proprietary Information.

10. Indemnification. Each party hereto shall indemnify and hold harmless the other party, its directors, officers, agents, servants, and employees, from and against all demands, claims, losses and expenses, arising out of or in connection with such indemnifying party's functions under this Agreement as a result of negligence, intentional tort, fraud or criminal conduct on the part of such indemnifying party or any of such party's directors, officers, agents, servants, or employees.

11. Arbitration. All disputes arising out of or concerning this Agreement will be submitted to binding arbitration in accordance with the rules of the American Arbitration Association.

12. Miscellaneous Provisions

12.1 All communications and notices relating to this Agreement are to be delivered in writing, with confirmation of delivery, to the following address or to such other address as either party may designate from time to time.

If the Charter School, to:

 Attn.:

If to VSI, to VSI in care of:

Victory Schools, Inc.
c/o Steven B. Klinsky
666 Fifth Avenue, Suite 3700
New York, NY 10103

12.2 The rights and remedies of either party under this Agreement shall be cumulative and in addition to any other rights given to either party by law and the exercise of any right or remedy shall not impair either party's right to any other remedy. This Agreement shall be governed by and construed and enforced in accordance with the internal laws of the State of New York (other than the provisions thereof relating to conflicts of law).

12.3 If any provisions of this Agreement shall be held, or deemed to be, or shall, in fact, be inoperative or unenforceable as applied in any particular situation, such circumstances shall not have the effect of rendering any other provisions herein contained invalid, inoperative or unenforceable to any extent whatsoever. The invalidity of any one or more phrases, sentences, clauses or paragraphs herein contained shall not affect the remaining portions of this Agreement or any part hereof.

12.4 This Agreement shall not be changed, modified or amended nor shall a waiver of its terms or conditions be deemed effective except by a writing signed by the parties hereto.

12.5 The parties hereto acknowledge that the management of charter schools by third parties is an area presenting numerous legal uncertainties and ambiguities, and that the arrangements contemplated by this Agreement are new and unique, and in light of these factors agree to work together in good faith to resolve, in a manner consistent with the spirit and intent of the relationship created hereby, any new or unforeseen issues which arise in carrying out the terms of this Agreement.

12.6 The failure by either party hereto to insist upon or to enforce any of its rights shall not constitute a waiver thereof, and nothing shall constitute a waiver of such party's right to insist upon strict compliance with the provisions hereof. No delay in exercising any right, power or remedy created hereunder shall operate as a waiver thereof, nor shall any single or partial exercise of any right, power or remedy by any such party preclude any other or further exercise thereof or the exercise of any other right, power or remedy. No waiver by any party hereto to any breach of or default in any term or condition of this Agreement shall constitute a waiver of or assent to any succeeding breach of or default in the same or any other term or condition hereof.

12.7 The covenants and agreements contained herein shall be binding upon, and inure to the benefit of, the heirs, legal representatives, successors and permitted assigns of the respective parties hereto.

12.8 This Agreement may not be assigned by either party without the prior written consent of the other party; provided, however, that VSI may assign this contract in connection with a sale, merger or other transaction in which all or substantially all the assets of VSI are sold or exchanged.

IN WITNESS WHEREOF, the parties hereto have executed this Agreement as an instrument under seal and the day and year first above written.

VICTORY SCHOOLS, INC.

By: _____
Steven B. Klinsky, President

MERRICK ACADEMY – QUEENS PUBLIC
CHARTER SCHOOL, INC.

By: _____
Name

BY-LAWS
OF
MERRICK ACADEMY – QUEENS PUBLIC CHARTER SCHOOL

ARTICLE I

Name and Office

Section 1. Name. This Corporation is a charitable, educational and non-profit corporation and shall be known as the “Merrick Academy – Queens Public Charter School,” herein referred to as the “Academy.”

Section 2. Office. The Academy shall have its principal office in the City of New York, State of New York and shall be deemed, for the purposes of venue in civil actions, to be an inhabitant and a resident thereof. The Academy may establish offices in such other place or places as it may deem necessary or appropriate in the conduct of its business.

ARTICLE II

Members

Section 1. Members. The Academy shall have no members.

ARTICLE III

Board of Trustees

Section 1. Authority. The business and affairs of the Academy shall be managed and controlled under the general direction of the Board of Trustees in accordance with the purposes and limitations set forth in the Provisional Charter.

Section 2. Composition. The Board of Trustees shall be composed as follows:

A. The Officers of the Academy consisting of the Chairperson of the Board of Trustees and Executive Director, the Secretary and Treasurer of the Academy, each of whom shall be a Trustee;

B. The president of the Parent-Teacher’s Association, who shall be an ex-officio Trustee for the length of his or her term as president of the Parent-Teacher’s Association;

C. The Chief Executive Officer of Victory Schools, Inc. ("Victory Schools" or "VSI"), currently Steven B. Klinsky, who shall be an ex-officio Trustee and a non-voting member;

D. During the period from the time that the Provisional Charter is declared effective to the annual meeting of the Trustees that is no less than four (4) and no more than five (5) years thereafter, those individuals who are named as Initial Trustees in the school's charter;

E. Additional trustees from among individuals of high moral character who are leaders in the Academy's community or in the nation, and who have evidenced sincere concern for the welfare of children and the improvement of education. Each Trustee shall be at least eighteen (18) years of age; provided, however, that one Trustee may be below eighteen years of age but not less than sixteen (16) years of age. To become a Trustee, a person shall be nominated by a current Trustee [three (3) months] before the annual meeting. Trustees shall be elected by a majority vote of the Trustees present at the annual meeting, provided that those present constitute a quorum;

F. Trustees, other than the Initial Trustees, will be elected to serve terms of five (5) years dating from the day of their election and extending to the date of the annual meeting of the Trustees five (5) years thereafter. All Trustees shall be eligible for re-election;

G. The number of Trustees constituting the entire Board of Trustees after the first annual meeting of the Board of Trustees shall be [], but in no event shall the entire Board consist of more than fifteen (15) Trustees;

Section 3. Vacancies. Temporary vacancies shall be filled for the remainder of an unexpired term by vote of a majority of Trustees then in office.

Section 4. Compensation. Trustees as such shall not receive any stated salaries for their services, but by resolution of the Board of Trustees, a fixed sum and expenses of attendance, if any, may be allowed for attendance at each special meeting of the Board of Trustees; but nothing herein contained shall be construed to preclude any Trustee from serving the Academy in any other capacity and receiving compensation therefor.

Section 5. Meetings. The Board of Trustees shall meet at least bi-monthly during the school year and as appropriate over the summer recess on dates to be determined in advance by the Executive Committee; one of these meetings will be the annual meeting. Special meetings of the Board of Trustees may be called at any time by the Chairman of the Board, or upon request of a majority of the Trustees or a majority of the Executive Committee. Provided there is a quorum, every meeting of the Board of Trustees held to discuss public business will be open to the general public, including official meetings of committees and subcommittees.

Section 6. Executive Session. To enter executive session, a motion for executive session must be made during a meeting; the subject of the meeting must be specifically identified; and the motion to conduct the executive session must be carried by a majority vote of the Trustees. Topics for an executive session will be limited to those few confidential matters identified in the Open Meetings Law.

Section 7. Notices. Written notice of annual or special meetings of the Board of Trustees shall be given to Trustees at least ten (10) days prior to the date set. Notice thereof shall state the time and place of the meeting and, in the case of a special meeting, the purpose or purposes for holding such meeting and shall indicate that it is being issued by or at the direction of the person or persons calling the meeting.

Section 8. Notice to the General Public. If a meeting is scheduled at least one week in advance, notice of its time and place will be given to the news media and conspicuously posted in one or more designated public locations at least 72 hours before the meeting. If a meeting is scheduled less than one week in advance, notice of the time and place of the meeting will be given to the news media, to the extent practicable, and will be conspicuously posted in one or more designated locations at a reasonable time before the meeting.

Section 9. Quorum. At all meetings of the Board of Trustees, a majority of the Trustees shall constitute a quorum.

Section 10. Voting. Each member of the Board of Trustees shall be entitled to one vote at meetings of the Board of Trustees.

Section 11. Action without a Meeting. Any action required or permitted to be taken by the Board of Trustees or any committee thereof may be taken without a meeting if all Trustees or members of the committee consent in writing to the adoption of a resolution authorizing such action. The resolution and written consents thereto shall be filed with the minutes of the proceedings of the Board of Trustees.

Section 12. Powers. The Board of Trustees of the Academy shall:

A. Formulate the general policy to be followed in the management of the affairs, property and business of the Academy;

B. Designate an executive committee and other standing committees by resolution passed by a majority of the entire Board of Trustees, each committee to consist of three (3) or more of the Trustees of the Academy. The Board of Trustees may designate one or more Trustees as alternate members of any standing committee, who may replace any absent or disqualified member at any meeting of such committee. Each standing committee, to the extent provided in the resolution or in the Provisional Charter or By-Laws, shall have and may exercise all the powers and authority of the Board of Trustees and may authorize the seal of the Academy to be affixed to all papers which require it, except that no such committee shall have authority as to the following matters: (1) the filling of vacancies in the Board of Trustees or in any committee; (2) the fixing of compensation of the Trustees for serving on the Board of Trustees or on any committee; (3) the amendment or repeal of the By-Laws or the adoption of new by-Laws; or (4) the amendment or repeal of any resolution of the Board of Trustees which by its terms shall not be so amendable or repealable. Each standing committee shall serve at the pleasure of the Board of Trustees, and shall have such name as may be determined from time to time by resolution adopted by the Board of Trustees. Each committee shall keep regular minutes of its meetings and report the same to the Board of Trustees;

- C. Create such special committees as may be deemed desirable. The members of such committees shall be appointed by the Chairman of the Board;
- D. Elect or appoint Officers of the Academy;
- E. Hire the Academy's Principal/School Director, Site Manager and teachers, based upon nominations submitted by Victory Schools; and, approve or reject a decision by Victory Schools to dismiss the Academy's Principal/School Director;
- F. Monitor VSI's budgeting, regulatory compliance and academic performance with respect to the Academy and discharge VSI if contractually-established performance standards are not met;
- G. Remove a Trustee of the Academy for cause and remove an Officer with or without cause;

All powers exercised by the Board of Trustees shall be consistent with the objectives and purposes for which the Academy is formed and the provisions of Section 501 (C) (3) of the Internal Revenue Code.

ARTICLE IV

Executive Committee of the Board of Trustees

Section 1. Appointment. There shall be an Executive Committee of the Board of Trustees, which Committee shall consist of the Chairperson of the Board of Trustees, who shall preside at all meetings; the Secretary; the Treasurer; and not less than two members of the Board of Trustees elected by the members thereof or, in the absence of such election, appointed by the Executive Committee.

Section 2. Quorum. A majority of the members of the Committee shall constitute a quorum at all meetings.

Section 3. Powers. The Executive Committee shall have and may exercise all the powers of the Board of Trustees in the management of the business and affairs of the Academy during intervals between meetings of the Board of Trustees, including the power to appoint officers, to hire the Academy's Principal/School Director, Site Manager and teachers, to affix the Seal of the Academy to all instruments that may require such action, and in general to control and manage the affairs of the Academy. The Executive Committee shall inform the Board of Trustees of all of its actions, at the next meeting of the Board of Trustees.

Section 4. Meetings. Meetings of the Executive Committee may be called at any time by the Chairperson, President or majority of the members of the Executive Committee.

Section 5. Notice. Notice of all meetings of the Executive Committee shall be given by either written notice, facsimile, telegraph or other means of electronic transmission. Notice shall be transmitted [at least ten (10) days] prior to the meeting. A waiver of notice in writing, signed by

the person or persons entitled to such notice and filed with the records of the meeting, whether before or after the time stated therein, shall be equivalent to the giving of such notice.

ARTICLE V

Officers

Section 1. Officers. Officers of the Academy shall consist of a Chairperson of the Board of Trustees and Executive Director, a Secretary and a Treasurer. In addition, the Board of Trustees may designate Assistant Vice Presidents, Assistant Secretaries and Assistant Treasurers.

Section 2. Selection. The Officers shall be elected by the Board of Trustees [at the annual meeting of the Trustees].

Section 3. Terms of Offices. Officers shall serve for a period of [three (3) years], unless a shorter time is specified in their election, and shall be eligible for re-election.

Section 4. Vacancies. In the interval between meetings of the Board of Trustees, any vacancies among the Officers may be filled by the Executive Committee for the unexpired term of the Officer.

Section 5. Resignations. Any Officer of the Academy may resign at any time by giving written notice of his or her resignation to Chairperson or the Secretary of the Academy. Any such resignation shall take effect at the time specified therein or, if the time when it shall become effective is not specified therein, immediately upon receipt. Unless otherwise specified therein, the acceptance of any such resignation shall not be necessary to make it effective.

Section 6. Chairperson of the Board of Trustees. The Chairperson of the Board of Trustees shall preside over all meetings of the Board of Trustees. In his or her absence, the Secretary, or the Trustee in attendance possessing the most seniority in that office, in that order, shall preside. He or she shall appoint members of special committees. He or she shall also perform such other duties as may from time to time be assigned to him or her by the Board of Trustees or Executive Committee.

Section 7. The Executive Director. The Chairperson of the Board of Trustees in his or her capacity as Executive Director, as chief officer of the Academy, and a member of the Board of Trustees, shall exercise general supervision over the business of the Academy and shall recommend the adoption of policies in furtherance of the business. The Executive Director shall:

- A. See that all orders and resolutions of the Board of Trustees and the Executive Committee are carried out;
- B. Have general supervision and direction of the other Officers of the Academy and shall see that their duties are properly performed;
- C. Be an ex officio a member of all standing committees;

Section 8. Secretary. The Secretary shall keep, or cause to be kept, the minutes of all Trustee and Executive Committee meetings of the Academy. He or she shall be custodian of the records and the seal of the Academy and affix and attest the seal to all documents to be executed on behalf of the Academy under its seal. He or she shall see that all notices are duly given in accordance with the provisions of these Bylaws and as required by law. He or she shall perform all duties incident to the office of Secretary and such other duties as may from time to time be assigned to him or her by the Board of Trustees or Executive Committee.

Section 9. Treasurer. The Treasurer shall have the custody of the funds and securities of the Academy and shall cause to be kept full and accurate accounts of receipts and disbursements in books belonging to the Academy, and shall deposit or cause to be deposited all monies and other valuable effects in the name and to the credit of the Academy in such depositories as may be designated by the Board of Trustees or the Executive Committee. The Treasurer shall disburse the funds of the Academy as may be ordered by the Board of Trustees, or the Executive Committee, taking proper vouchers for the disbursements, and shall render to the Chairperson, the Board of Trustees, and the Executive Committee, at meetings and whenever they may require it, an account of all transactions as Treasurer and of the financial condition of the Academy, provided that routine transactions may be delegated to the Staff. The Treasurer shall perform such other duties as the Board of Trustees or the Executive Committee may from time to time prescribe or require.

Section 10. Assistant Secretaries and Assistant Treasurers. Assistant Secretaries and Assistant Treasurers may be appointed by the Board of Trustees or Executive Committee, and shall perform such duties as may be prescribed from time to time by the Board of Trustees or the Executive Committee. They shall not, ex officio, become either Trustees or members of the Executive Committee.

Section 11. General Counsel. The Chairperson, subject to the approval of the Executive Committee, shall have authority to name a person to serve as General Counsel to the Academy. The term of the General Counsel shall not extend beyond the first annual meeting of the Academy held subsequent to his or her appointment. The General Counsel may, however, be reappointed. The General Counsel shall not, ex officio, serve as either a Trustee or member of the Executive Committee.

ARTICLE VI

Principal/School Director

Section 1. Selection. A Principal/School Director nominated by Victory Schools shall be appointed and employed by the Executive Committee.

Section 2. Powers. The Principal/School Director shall be responsible for the enrollment, safety, education and behavior of students; for the hiring, training, promotion and dismissal of teachers; for parent involvement, parent communication and parent satisfaction; and for relations with the community as a whole. The Principal/School Director shall submit to the Board of Trustees, at a regularly scheduled meeting no fewer than four times per year and as requested, a full report on

the condition and progress of his or her responsibilities. He or she shall be present at all meetings of the Board of Trustees and the Executive Committee (except when in executive session), but shall not be entitled to vote.

ARTICLE VII

Site Manager

Section 1. Selection. A Site Manager nominated by Victory Schools shall be appointed and employed by the Executive Committee.

Section 2. Powers. The Site Manager shall be responsible for the financial and business affairs of the Academy including: bookkeeping, transportation, food services, custodial and building maintenance, supplies, treasury and audit. The Site Manager shall submit to the Board of Trustees, at a regularly scheduled meeting no fewer than four (4) times per year and as requested, a full report on the condition and progress of his or her responsibilities. He or she shall be present at all meetings of the Board of Trustees and the Executive Committee (except when in executive session), but shall not be entitled to vote.

ARTICLE VIII

Standing Committees

Section 1. Grievance Committee. The Grievance Committee shall be vested with the responsibility for reviewing complaints received by the Board of Trustees from the community. The Grievance Committee, which shall consist of parents, teachers and administrators, shall make non-binding recommendations to the Board of Trustees.

Section 2. Budget and Finance Committee. The Budget and Finance Committee shall review the regular budget and other fiscal reports to be submitted by VSI to the Board of Trustees on a quarterly basis. The Treasurer shall be the Chairperson of this committee.

Section 3. Development Committee. The Development Committee shall be vested with the responsibility of securing general and special purpose contributions to the Academy.

Section 4. Program Committee. The Program Committee shall plan and coordinate programs for the Academy which shall be designed to advance the purposes of the Academy, either alone or in cooperation with others.

ARTICLE IX

General Provisions

Sec. 1. Fiscal Year. The fiscal year of the Academy shall be from January 1 through December 30. The fiscal year of the Academy may be changed by resolution of the Board of Trustees.

Sec. 2. Books, List and Records. The Academy shall keep, at its office in written form, correct and complete books and records of account and minutes of the meetings of the Board of Trustees, the Executive Committee and such committees as from time to time may be designated by the Board of Trustees. When the Academy receives a request for information under the Freedom of Information Law, it will respond in the following manner: (1) within five (5) business days of receipt of a written request, the Academy will either make the information available to the person requesting it, deny the request in writing, or provide a written acknowledgment of receipt of the request that supplies an approximate date for when the request will be granted or denied; (2) if an individual is denied access to a record, he or she may, within thirty (30) days, appeal such denial to the Principal/School Director of the Academy or his or her designee; (3) upon timely receipt of such an appeal, the Academy will, within ten (10) business days of the receipt of the appeal, fully explain the reasons for further denial or provide access to the record sought. The Academy also will forward a copy of the appeal, as well as its ultimate determination, to the Committee on Open Government. The Academy may deny access to a requested record for a variety of reasons, including that: (1) such access would constitute an unwarranted invasion of personal privacy; (2) such records are compiled for law enforcement purposes; and, (3) such records are inter-agency or intra-agency materials which are not statistical or factual tabulations of data, instructions to staff that affect the public, or a final policy.

ARTICLE X

Amendment

Section 1. Amendments. These By-Laws may be amended, altered or repealed by the Board of Trustees by a three-fourths vote of those present, provided that those present constitute a quorum and further provided that notice of the meeting shall give notice of the proposed repeal, alteration or amendment of the By-Laws as a purpose of the meeting.