Charter Schools Institute
The State University of New York

Proposal Transmittal Form

1. School Information

Proposed Name of Charter School: Success Academy Charter School

Proposed Location (School District or CSD & Region for NYC): NYC CSD 3

Enter Planned Enrollment & Grades	Grades Served	Proposed Enrollment
Year 1	K-1	188
Year 2	K-2	249
Year 3	K-3	401
Year 4	K-4	574
Year 5	K-5	689

Desired School Opening Date: August 2011

Desired Initial Charter Term: 5 Years

2. Proposed Affiliations

Educational Service Provider or Management Company (if any): Success Charter Network, Inc.

Public Contact Info (Name & Phone #): Eva Moskowitz, [redacted]

Partner Organization (if any):

Public Contact Info (Name & Phone #):

3. Lead Applicant Contact Information

Lead Applicant Name: Eva Moskowitz

Mailing Address: [redacted]

City: New York State: NY Zip Code: 10026

E-Mail Address: eva.moskowitz@successcharters.org

Home Phone #:

Cell Phone #: [redacted] Office Phone #: [redacted] Office Fax #: [redacted]

Lead Applicant Media/Public Contact Phone # (required): [redacted]

Lead Applicant Signature:

Note: Authenticated Digital Signatures accepted. If a handwritten signature is used, at least one copy of the submitted proposal must bear an original (e.g., not photocopied) signature. By signing this Proposal Transmittal Form, the Lead Applicant certifies that the information contained in this Proposal to establish a charter school pursuant to the New York Charter Schools Act of 1998 (as amended) with the State University of New York Board of Trustees is true and accurate to the best of his or her knowledge.

Submit Completed Proposal to:

Charter Schools Institute
State University of New York
41 State Street, Suite 700
Albany, New York 12207

Phone: (518) 433-8277
Fax: (518) 427-6510
Web: www.newyorkcharters.org

FOR OFFICIAL USE ONLY: Received By: Date Received

Charter Schools Institute
The State University of New York

Proposal Summary Form

1. Charter School Name

Success Academy Charter School

2. Charter School Location

New York City, Community School District 3

3. Anticipated Opening Date

August 2011

4. Management Organization Name (if applicable)

Success Charter Network, Inc

5. Other Partner Organization(s) (if applicable)

6. Student Population and Grades Served

	School Year	Grades Served	Total Enrollment
Year 1	2011-2012	K-1	188
Year 5	2016-2017	K-5	689

7. Applicant(s)

	Name	Bio
X	Eva Moskowitz	Ms. Moskowitz, a resident of Harlem and mother of three public school children, is a former City Council Member who successfully managed the startup and operation of seven other charter schools.

Add New Applicant

8. Proposed Board of Trustees

	Name	Bio
X	Daniel Nir	Daniel Nir is the founder of Gracie Capital. He has served on the board of Harlem Success Academy 3 since 2008 and dedicates his spare time to improving education and child welfare and wellbeing.
X	Elena Dilion	Elena Dilion is a specialist in cognitive and language development with ten years of classroom experience as a teacher and an administrator with a special focus on educational technology and English Language Learners.

X	Scott Gaynor	Scott Gaynor has fourteen years experience as the head of a special education school and serves on the boards of the Guild of Independent Schools and the NYS Association of Independent Schools.
X	Andrew Feldstein	Andrew Feldstein is the co-founder and CEO/CIO of BlueMountain Capital. He has extensive experience in senior positions at major financial institutions and a law degree from Harvard Law School.
X	Lorenzo Smith	Lt. Lorenzo Smith is a graduate of West Point and a champion bobsled competitor. After attending Columbia Business School, he joined the Market Risk group at the Federal Reserve Bank.
X	Andrew Glaze	Andrew Glaze is the founder of Emys Capital. He holds a CFA and has extensive knowledge and background in the financial industry. He previously served five years as an Artillery officer in the United States Army.
X	Jarrett B. Posner	Jarrett Posner is the COO of Argonaut Capital Management, where he transformed it from a small fund to a robust asset manager. Mr. Posner is a member of the Leadership Council for the Brown Annual Fund.
X	Gideon Stein	Gideon Stein is chair of the board of Harlem Success Academy 5. He is a partner with Argyle Holdings and serves on the Board of Directors of the Moriah Fund, among others.

Add New Trustee

9. Overview of the Proposed Program

The mission of the proposed charter school is to provide children in New York City with an exceptionally high quality education that gives them the knowledge, skills, character, and disposition to meet and exceed New York State standards and the resources to lead and succeed in school, college, and a competitive global economy. To do this, the school will operate on both an extended school year and extended school day. The first day of the 2011-2012 school year will be on or around August 17, 2011 and the last day will be approximately June 20, 2012; subsequent years will follow a similar ten-month calendar. Breakfast will be served from 7:15am to 7:45am and instruction will start promptly at 7:45am. The school day will conclude at 4:00pm for Kindergarten, 4:30pm for first through fourth graders and 5:30pm for fifth graders.

The proposed curriculum follows Success Charter Network's (SCN) successful program that embraces whole-child education. Because of the extended school year and school day, the school model is able to offer a variety of subjects including SCN's developed THINK Literacy, TERC Investigation math, SCN's discovery based Science program, project based social studies and geography program, fine arts, chess, sports, and a variety of other programs including music, yoga, ballroom dancing, and theater.

In addition to a rich academic curriculum, the proposed charter intends to teach a set of core values to its scholars. These include ACTION: Agency, Curiosity, Try and Try, Integrity, Others, and No Shortcuts. The goal is to ensure the graduates are not only intellectual scholars, but also good citizens.

Every eight weeks students will be formally assessed using the Fountas and Pinnell reading assessment. The results are immediately reviewed and teachers create action plans for all scholars. Using a modified Response to Intervention (RTI) system, students' learning needs are assessed and

students are placed into or graduated out of Tier I (in-class differentiation), Tier II (pullout and push-ins with a Special Education teacher), or Tier III (special education services). Strategies and specific goals are set for each of the eight weeks in the upcoming cycle.

SCN views its teachers and school leaders as Olympic athletes who must constantly train and improve their skills. Professional development is an essential ingredient of this charter and is a key professional responsibility of our teachers. Each year, teachers will receive approximately 400 hours of quality professional development. This starts with an intensive 4 week program before school starts and continues every Wednesday for 3 hours throughout the school year and 8 professional development days. In addition, teachers are given a wealth of opportunities to observe of excellent teachers at other schools (both inside and outside of SCN), visit other high-performing schools, and attend workshops designed to master effective teaching techniques. Teachers and school leaders are also sent to outside conferences, such as the Teachers' College Conferences, the National Council of Math Conference, National Science Teacher Association Conference, the DMI Math Conference, and the Understanding by Design Conference.

The school will have a principal focused solely on teaching and learning and Business Manager focused on the operational and financial aspects of the school. A Student Achievement Coordinator will assist the principal in special education and test administration. An Operations Manager will focus on facilities and supply management and a Community Relations Coordinator will focus on parent involvement and communication. In subsequent years, the school leadership team will expand to include an Assistant Principal, a Dean of Students, and a Testing Coordinator.

The proposed location is Community School District 3. There are numerous buildings that have space available in CSD3.

1. Provide background information regarding each applicant. If you are applying as a single applicant, or as co-applicants, include the following information:

- **The full legal name of each applicant;**
- **The home address, telephone number(s) (home, cell and office), facsimile number (if applicable) and e-mail address for each applicant;**
- **An assurance that the applicant(s) is, at least, 18 years of age. (Not-For-Profit Corporation Law § 701(a));**
- **If there is more than one applicant, designate one applicant as the contact person for the proposal ("Lead Applicant"); and**
- **Provide background information for each applicant, including whether he or she is a teacher, parent, school administrator, and/or community resident and if he or she would be a member of the charter school's board of trustees. Required background information includes at least the applicant's educational and employment history, resumes are preferred.**

Eva Moskowitz
[redacted]
Mobile Telephone: [redacted]
Work Telephone: [redacted]
E-mail: [redacted]
Facsimile: [redacted]

Ms. Moskowitz, a native and current resident of Harlem and mother of three public school children, is a former New York City Council Member and Chair of the Council's Education Committee. During her tenure as Chair, she held over 100 oversight hearings; no aspect of education – from toilet paper to teacher quality – was too insignificant or too controversial to be explored. She remains a forceful advocate for education, but has now returned to her roots in teaching to implement all she learned while visiting many of the New York City's 1,600 public and charter schools. After completing her Ph.D. in American History at Johns Hopkins University, Ms. Moskowitz was a history professor and taught civics at Prep for Prep, a program for gifted minority students. She served as the Executive Director of the Harlem Success Academy Charter School through its start-up and first year of operation and is currently the Chief Executive Officer of the Success Charter Network. More information on the Success Charter Network and its relation to the school can be found in Attachment 7.

Ms. Moskowitz is at least 18 years of age. Please see her attached resume on the following page.

EVA MOSKOWITZ

[redacted]



SELECTED AWARDS AND BOARD MEMBERSHIPS

- Aspen Institute's Aspen-Rodel Fellowship in Public Service, one of 24 participants nationwide, 2005
- Democratic Leadership Council "Top Ten Rising Stars Award," 2000 and 2003
- Creative Achiever Award from ArtsGenesis and New York City Cultural Institutions Group Award for leadership on arts education, 2004
- Charter School Champions Award, New York Charter Schools Association, 2003
- Anti-Defamation League, New York Regional Board

PUBLICATIONS

- In Therapy We Trust: America's Obsession with Self-Fulfillment, Johns Hopkins University Press, 2001.
- *Some Spirit in Me*, documentary on the impact of feminism on the lives of ordinary women, Filmakers Library, 1999.
- City Council Reports:
    - *Lost in Space: Science Instruction in New York City Public Schools*
    - *Keeping Score: Can You Judge a School by its Report Card?*
    - *Reading in New York City Schools*
    - *Good Apples: Recruiting and Retaining Quality Teachers in New York City*
    - *A Picture is Worth a Thousand Words: Arts Education in New York City Public Schools*
    - *Too Little, Too Late: Special Education in New York City*
    - *Fair or Foul? Physical Education in New York City Public School*
    - *Correcting Juvenile Injustice: A Bill of Rights for Children Released from Custody*
    - *From The Mouths of Babes: New York City Public School Kids Speak Out*
    - *The Education Budget Guide for Parents*
    - *The Chancellor's Regulations Guide for Parents*
    - *Breaking Through the Static: How to Find Information about the Safety of Your Cell Phone*
    - *At an Unhappy Hour: The Ten Noisiest Bars in Manhattan*

EDUCATION

- John Hopkins University, Ph.D. in American History
- University of Pennsylvania, B.A. with Honors in History, Phi Beta Kappa

PERSONAL

- [redacted].
- [redacted]

2. Attach the mission statement for the proposed charter school.

The mission of the proposed charter school is to provide children in New York City with an exceptionally high quality education that gives them the knowledge, skills, character, and disposition to meet and exceed New York State standards and the resources to lead and succeed in school, college, and a competitive global economy.

3(a). Use the following table to submit student enrollment information for the first five operational years of the proposed charter school. The following information is required:

- **Grades that the school would serve;**
- **Ages of the students to be served in each grade (for kindergarten, indicate the minimum age a child is to have attained by December 1 or 31 to enroll);**
- **Number of students to be served in each grade;**
- **Number of children expected in each class; and**
- **Total number of enrolled students for each year of the charter term.**

		Number of Students				
Grades	**Ages**	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**
K	**4-5**	**84**	**78**	**104**	**130**	**130**
1	**5-6**	**104**	**77**	**104**	**130**	**130**
2	**6-7**		**94**	**104**	**130**	**130**
3	**7-8**			**89**	**99**	**124**
4	**8-9**				**85**	**94**
5	**9-10**					**81**
6						
7						
8						
9						
10						
11						
12						
Total students		**188**	**249**	**401**	**574**	**689**
Number of classes per grade		**3- gr. K 4- gr. 1**	**3- gr. K 3- gr. 1 4- gr. 2**	**4- gr. K 4- gr. 1 4- gr. 2 3- gr. 3**	**5- gr. K 5- gr. 1 5- gr. 2 4- gr. 3 3- gr. 4**	**5- gr. K 5- gr. 1 5- gr. 2 5- gr. 3 4- gr. 4 3- gr. 5**
Average number of students per class		**27**	**25**	**27**	**26**	**26**

During its initial charter term, the proposed charter school will serve students in kindergarten through fifth grade. To be eligible for enrollment, students must attain the age of five years by December 31.

3(b) Provide the rationale for the growth plan submitted as your response to Request No. 3(a) above. In your rationale please address the reason(s) for choosing to serve the grades specified, the number of students in each grade, and the extent to which the proposed charter school's grade configuration aligns with the school district of its proposed location. If the school intends to establish a policy to limit new admissions to only the lower grades or in some other way, also provide a sample of such policy and discuss its significance in relation to the proposed charter school achieving its school and Accountability Plan goals.

The proposed school is located in New York City's Community School District 3. This district is comprised of a wide range of residents of different racial, educational, and socioeconomic backgrounds. It includes Central- and West Harlem, a community in which 67% of residents are African American and 20% of residents are Hispanic with a median household income is $21,508.[1] It also includes the much more affluent Upper West Side, in which, conversely, 66% of residents are white, only 9% are African American,[2] and the median income is $64,134.

While there is a wide range of demographic indicators in this community school district, it is clear there are thousands of children who *all* need access to a high quality education, and there is a need for more great options for families. The applicants want to open a school that will increase access to an exceptional free public education for all. There is great demand for additional high quality educational choices in this area. This was evidenced not only by the 7,000 students who applied for just 1,100 spaces at Success Academies during the admissions season for the 2010-2011 school year, but also by the oversubscription to the gifted and talented programs of the New York City Department of Education (DOE). For the 2010-2011 program, 12,454 preschoolers took exams to apply for only 300 seats in citywide gifted and talented programs, and less than 17% of those who qualify will gain admission.[3] Many families went home bitterly disappointed. This shows that there is astronomical demand for high quality education that is simply not being met.

The ultimate goal of the school is to give students the academic and character skills they will need to graduate from college and succeed in life. In order to do this effectively, the school plans to expand one grade level per year and become a K-5 school by the fifth year of the school's charter.

The enrollment chart found in Attachment 3(a) indicates the school's plans to admit new students in grades K, 1, and 2 each year to reach the approximate total numbers listed. In order to maintain the carefully created school culture, the school intends to fill in vacancies in the school each year up through grade 2. The student attrition rate is assumed to be five percent each year. This rate assumption was calculated based on

[1] Demographic data taken from the 2000 U.S. Census.
[2] U.S. Census Bureau, 2000 Census PL File and SF1
[3] "More Pre-K Pupils Qualify for Gifted Programs," *New York Times*, 20 April 2010, sec. A, p. 13

many factors including interviews with charter school operators in New York City, student attrition data from the four existing Harlem Success Academy Charter Schools with over two years in operation, and student attrition data from other schools serving students in District 3.

While the school would work diligently to prevent student attrition, the calculated annual attrition rate of five percent is a realistic expectation for this proposed school.

More information on the school's admissions and enrollment process can be found in Attachment 48.

(c) How will the proposed charter school meet or exceed the enrollment and retention targets established by the SUNY Trustees for students with disabilities, students who are English language learners, and students who are eligible to participate in the federal free and reduced-price lunch program? Your response to this question must, at least, address the following:

- **Describe the community, and any other target area, and the specific population of students the proposed charter school will serve, and the need for the school in that community.**
- **Describe the specific efforts the school will engage in to attract and retain a comparable or greater enrollment of students with disabilities when compared to the enrollment figures for such students in the school district in which the charter school would be located. Also include in your response actual enrollment figures for such students in the district as well as in public schools near the likely location of the proposed charter school.**
- **Describe the specific efforts to attract and retain a comparable or greater enrollment of students who are English language learners when compared to the enrollment figures for such students in the school district in which the charter school would be located. Also include in your response actual enrollment figures for such students in the district as well as in public schools near the likely location of the charter school.**
- **Describe a deliberate and sustained plan to reach out to parents in the community for whom English is not their primary language, including strategies for communication.**
- **The steps to be taken as part of the proposed charter school's student recruitment process to attract and then to retain students who are eligible to participate in the federal free and reduced-price lunch program at a rate comparable to the enrollment of such students in the district's schools.**
- **In each case above, your response should include any at-risk admissions factors that may aid in admitting targeted students. Also in each case, if there are specific programmatic elements at the school that will assist in retaining targeted populations then reference should be made to them.**

As described in greater detail above in Attachment 3(b), the communities served by the proposed charter school have very strong need and demand for expanded choice and improved quality in public education. While Community School District 3 has some of

the highest performing public zone schools in the city, it, unfortunately, also has some of the lowest performing schools in the city. These schools tend to be economically, racially, and ethnically segregated. However, all families in District 3 are clamoring for new options and better choices of schools that can help prepare their children for the competitive global economy of today. Please refer to Attachment 39(b) for more information about the need for more educational options in District 3.

There is great demand for public charter schools in Manhattan and the Bronx. Whether one of the 7,000 students who applied for just 1,100 spaces at Success Academies during the admissions season for the 2010-2011 school year or one of the thousands of students who applied for a shrinking DOE gifted and talented program, supply of high quality educational options is clearly outstripped by demand. The school will give students a firm foundation to prepare them for middle school, high school, and college.

The Success Charter Network has a special commitment to serving students with disabilities as it has from the opening of its first school. The applicants and SCN believe that there is a tremendous need for excellent education for students with special needs. Every SCN school opens with a full complement of teachers and staff to serve this population. Nonetheless, SCN does not think of its mission in terms of providing specific services, but as a mission of meeting the needs of each individual child through innovating scheduling and programming.

SCN is confident that it can serve students with disabilities at a high level. In the 2009-2010 academic year, 13.2% of the Success Academies' students had IEPs and received special education services. This is almost identical to the number of students who had IEPs in the 2009-2010 school year in CSD3; 13.4% of CSD3 students had IEPs on file as of February 2010.[1] A detailed analysis of the performance of special education students relative to their general education peers can be found in the relevant section of Attachment 14.

Success Charter Network is also taking specific actions to attract and retain a comparable or greater enrollment of limited English proficient students when compared to the enrollment figures for such students in the school district in which the charter school will be located.

The school's admissions policy will give an at-risk designation to applicants that are deemed English Language Learners (ELLs) as detailed in Attachment 48. This design factor would address the issue that foreign language homes may be under-represented in the school due to the language barrier.

The at-risk designation for ELL would be determined based on whether the applicant's child has previously been classified as an ELL student based on official LAB-R testing.

[1] Data from NYC DOE ATS as of February 10, 2010

To address potential incoming kindergarten ELLs that have not yet been identified by LAB-R testing, the school will also give at-risk designation for ELL students if either of the following two criteria are self-reported: the primary language spoken by the child is not English or the language primarily spoken in the home is not English.

The ELL at-risk design factor would be weighted equally to the failing school and closing school design factors in the lottery. Because this new admissions policy is currently being implemented for the first time, school-level data on actual enrollment is not yet available.

Success Charter Network will publicize the ELL at-risk designation in printed bilingual student recruitment brochures and other student recruitment materials. The questionnaire that determines ELL designation outside of LAB-R testing will be included in the student application.

Success Charter Network's robust student recruitment process also ensures that the school will meet targets for enrollment of students who qualify for the federal Free and Reduced Price Lunch program (FRPL). Outreach to families of FRPL eligible children includes flyers and applications delivered to public housing apartment complexes, flyers, applications, and informational sessions in community centers, and other strategies listed below. For the 2009-2010 school year, the most recent year for which data are available, the SCN schools had a Network-wide average of 76% of enrolled students that participated in FRPL compared to less than 46% in CSD 3.

General recruitment strategies employed by Success Charter Network seek to create a diverse student body. The school will reach out to parents of students who may be categorized as ELLs or students with disabilities through the use of a variety of methods including:

- Bilingual mailings to residents of the school district of location
- Bilingual flyers and advertisements posted in local newspapers, supermarkets, community centers, and apartment complexes
- Informational sessions conducted at public and private schools, after school programs, and youth centers

These general recruitment strategies combined with the outlined ELL program and the proposed school's strong special education program will ensure that the school has a comparable or greater enrollment of ELL students and students with disabilities relative to other schools located in the same district.

The Success Charter Network employs similar strategies to ensure that a comparable or greater proportion of the school's enrollment is eligible to participate in the federal free and reduced-price lunch program. Bilingual mailings, applications, flyers, posters, and information sessions are particularly targeted at areas of exceptionally low income, including low-income housing complexes and the childcare, preschools, and community centers serving these areas.

3(d) Describe any intention to expand the charter school, including physical expansion, anticipated growth in the school's budget or other financial expansion, expansion in the grade levels served, or expected increases in the student population beyond the requested time period of the proposed school's initial charter term.

The school plans to expand to serve grades K-5 during the length of the charter to allow students to have a firm educational foundation and preparation for success in high school and beyond. As the school expands from its initial-year enrollment to full scale, the school will occupy additional space provided by the New York City Department of Education in existing public school buildings. If this charter is approved, the Board will apply, during the renewal process, to continue serving grades K-5 and will likely apply to serve up to the eighth grade. The budget of the school will also increase each year corresponding to the additional number of students served and the public funds received for serving these students.

(e). Discuss the factors that will allow the SUNY Trustees to make the following findings, if applicable, in Education Law § 2852(2):

(i) the applicant can demonstrate the ability to operate the school in an educationally sound manner;

(ii) the applicant can operate the school in a fiscally sound manner;

(iii) the school is likely to improve student learning and achievement; and

(iv) the school is likely to materially further the following purposes of the Act:

(A) Improve student learning and achievement;

(B) Increase learning opportunities for all students, with special emphasis on expanded learning experiences for students who are at-risk of academic failure;

(C) Encourage the use of different and innovative teaching methods;

(D) Create new professional opportunities for teachers, school administrators and other school personnel;

(E) Provide parents and students with expanded choices in the types of educational opportunities that are available within the public school system; and

(F) Provide schools with a method to change from rule-based to performance-based accountability systems by holding the schools established under this article accountable for meeting measurable student achievement results.

The Success Charter Network has a strong track record of opening and operating fiscally sound schools. Through careful research conducted at other successful charter schools and the existing seven SCN schools, extensive financial modeling, and experience with the seven existing Success Academies, SCN has already developed a start-up budget and proposed operating budget for the first five years of the school's operation and drafted internal controls, protocols, and procedures. In consultation with the school principal and the Board of Trustees, SCN will refine this projected annual operating budget for the school each year. It will then produce monthly and quarterly variance reports and conduct meetings with the school's leadership and Board of Trustees to go over these reports and give recommendations to ensure the fiscal health of the school. At the end of each fiscal year, SCN will ensure that annual fiscal audits are conducted by an independent Certified Public Accountant; it will also ensure the school is prepared for the audit by following proper financial and record keeping procedures throughout the year.

SCN will also set up operating bank accounts and credit card accounts and will manage the accounting, bookkeeping, payroll, accounts payable, and accounts receivable for the school.

Success Charter Network has developed a strong and robust instructional program, described in further detail below. The assessment results of the first SCN school demonstrate the efficacy of the SCN approach. Third and fourth graders at Harlem Success Academy Charter School scored impressively, ranking HSA1 the number one charter school in New York City. 97% of third graders and 93% of fourth graders scored at least Proficient on the 2009-2010 state math test. 89% of third graders and 86% of fourth graders passed the ELA test, despite the State of New York raising test evaluation standards by 20-30 points. This means that HSA1 was more than 66 percentage points ahead of its co-located zone school and 34 percentage points ahead of its CSD.

In addition to implementing the rich curriculum of New York State, the proposed school will augment it with a comprehensive education program that includes a network designed balanced literacy program called THINK literacy, components of the Success for All educational program, and a rigorous math curriculum, all of which fully align with state standards. The Success Charter Network, with the help of the Instructional Development staff, Director of Literacy, Director of Instruction, and other instructional experts, has created a program that combines many of the best practices identified by curriculum designers and pedagogical researchers. First and foremost, these program design elements will provide students with the academic skills they will need to succeed throughout their lives.

SFA provides the phonics portion of the THINK literacy program. Specifically, the SFA program includes KinderCorner, Stepping Stones and Kinder Roots (the literacy components of the kindergarten program) and Reading Roots. In addition, social skills and conflict resolution are taught through Getting Along Together in addition to whole class conversations based on themes of community and conflict resolution and parental and community involvement are addressed through Student Support Teams. By incorporating the SFA and balanced literacy programs into the State curriculum, the proposed charter school will be offering children an enriched, well-rounded educational choice.

THINK Literacy

THINK Literacy is a framework designed to help all students learn to read and write effectively. The program stands firmly on the premise that all students can learn to read and write. This balance between reading and writing allows students to receive the teaching needed in order to reach grade level status, while allowing students to work at a level that is not frustrating. Teachers use an integrated approach to teach literacy that creates many opportunities for reading and writing on a daily basis. THINK literacy program involves multiple components:

1. **Reading Workshop:** Reading Workshop consists of a Mini-Lesson with a clear teaching point followed by students reading independently with a purpose;

teachers instructing with individual students or in small groups and assessing student progress; students are reading at least 30 of the 50 minutes; students discuss texts in leveled partnerships or book clubs
    - To give scholars an opportunity to read and comprehend books at their independent level
    - To build reading stamina
    - To develop and strengthen comprehension skills, fluency, and decoding strategies

2. **Interactive Read Aloud:** Planned read aloud focusing on specific reading skills; includes teacher demonstration and student participation/discussion
    - To develop and deepen reading comprehension strategies
    - To model fluent reading and other proficient reading behaviors
    - To develop accountable talk
    - To build vocabulary
    - To support the writing workshop

3. **Shared Reading:** Teacher reads with scholars and all eyes are on the same text (poster, individual student copies, big book)
    - To use one text throughout the week with a different focus each day
    - To hone reading comprehension, word work, fluency, vocabulary skills

4. **Independent Reading**: Students read independently with a purpose (scholars are reading at their own independent levels); teachers instruct students and assessing student progress.
    - To give scholars an opportunity to read and comprehend books at their independent level
    - To build reading stamina
    - To develop and strengthen comprehension skills, fluency, and decoding strategies

5. **Guided Reading (small group):** Scholars are grouped fluidly according to independent and instructional reading levels; the teacher provides a book introduction and then coaches and assesses scholars as they read; the teacher teaches one strategy to the group; and may extend with word work
    - To support scholars as they progress to the next independent reading level
    - To support scholars at their current independent reading level

6. **Word Study:** Scholars will focus on spelling, phonics, vocabulary, and grammar
    - To teach the conventions of written and oral language
    - To focus on vocabulary development

7. **Writing Workshop:** Includes a mini-Lesson that centers around a clear teaching point followed by students writing independently; teachers instructing individual

students or small groups and assessing student progress; students writing at least 25 of the 45 minutes
    - To provide uninterrupted time for students to write about topics they have chosen
    - To learn and practice correct usage of conventions
    - To learn writing craft and transfer across genre
    - To expose students to different genres

8. **Interactive Writing/Grammar:** Students and teacher compose writing together; students have individual whiteboards; students add on the class copy at their level; teacher writes everything that is too easy or too difficult for scholars
    - To strengthen conventions and mechanics of writing

KinderCorner

The SFA component of the THINK literacy program at the school will begin at the earliest levels with KinderCorner, a research-based and research-proven full-day kindergarten program that provides children with experiences that prepare them for success in the primary grades. KinderCorner supplemented with SCN's in-house curriculum fosters the development of children's language, literacy, math, interpersonal and self-help skills, science, and social studies concepts. SCN's Kindergarten program supplements SFA KinderCorner for an enriched Kindergarten program, including Writer's Workshop, Guided Reading, Independent Reading, and TERC Investigations math.

Stepping Stones exposes children to phonics through letter-sound connections, blending, and segmenting. The KinderRoots Shared Stories provide a meaningful context to practice beginning reading skills. This literacy strand includes 19 colorful stories with decodable text. Children's consumable versions help them build a library at home as they master reading. Classroom DVD's linked to the reading program create memorable images of vocabulary, sound/letter correspondences, sound blending, and reading strategies. Story Tree time engages children with authentic, age-appropriate literature as they make predictions, recall events, and learn new, theme-related vocabulary. Stories and Rhymes on CD's provide the children with additional opportunities to listen to some of the stories that they have heard during Story Tree. During Let's Daydream, children listen to poetry or beautiful prose filled with imagery as they rest. The writing curriculum is now based on Success Charter Network's Writing and Reading Units that focuses on strong oral language skills, a love of reading, phonemic awareness, phonics, and listening comprehension, and writing, creates a solid foundation for reading and learning.

KinderCorner, including the reading components, Stepping Stones and KinderRoots, fosters the development of children's language, literacy, math, interpersonal and self-help skills, science, and social studies concepts. The focus on strong oral language skills, a love of reading, phonemic awareness, phonics, and listening comprehension creates a solid foundation for reading, writing, listening, viewing, and critical thinking.

Reading Roots
Starting in 1st grade the school will use Reading Roots, a comprehensive program that targets the needs of beginning readers. Reading Roots is a research-based beginning reading program that has proven its effectiveness in randomized experimental research. It provides a strong base for successful reading by providing systematic phonics instruction supported by decodable stories, as well as instruction in fluency and comprehension. Reading Roots also fosters students' love of reading by providing rich literature experiences, extensive oral language development, and thematically focused writing instruction. These objectives are embedded in a fast-paced, engaging, and highly effective instructional process. Students are assessed and regrouped according to their reading level every eight weeks to ensure they are receiving the most focused instruction possible.

Investigations TERC Math
The Investigations TERC program is based on extensive classroom-based field-testing on how children learn mathematics. Each curriculum unit is divided into Investigations. An Investigation focuses on a set of related mathematical ideas, coordinating students' work in hands-on activities, class discussions, and written activities over a period of several days. Teachers are provided with Teacher Notes to provide practical information about the mathematics content and how students learn. Investigations math is a conceptual math program that is NY State Standards aligned. The Investigations TERC program offers students a chance to solve real world, contextualized mathematical programs using conceptual understanding and procedural and computational fluency.

Getting Along Together and other components of SCN's academic program
The Getting Along Together program is a social problem-solving curriculum designed to teach children to think critically, solve problems non-violently, and work in teams effectively and cooperatively. The Getting Along Together program sets in place school-wide processes for preventing and resolving problems among students as well as between students and teachers. Ten interactive, literature-based lessons introduce skills and strategies. Teachers are provided with structures for coaching individual students to resolve specific conflicts, and for conducting class-level meetings, setting positive expectations, rewarding positive peer interaction, and addressing class-selected issues as a group throughout the school year. All school staff members, including the principal, teachers, cafeteria staff, and office staff, will be trained and involved in the Getting Along Together process to provide an effective, consistent structure for the school. Conflict resolution is built into many aspects of the day, including recess, math, learning labs, and morning meeting.

Student Support Team The Student Support Team coordinates community, family, and school resources to ensure motivated, healthy, well-cared for students who enthusiastically focus all of their energy on learning. The Student Support Team's school-based members (teachers, administrators, and staff) work hand-in-hand with other school staff, families, and community members to increase attendance, deepen family involvement, and add resources to prevent and solve problems leading to poor

achievement. The Student Support Team is designed to focus on those children who are not succeeding despite program interventions—those children who are falling through the cracks. Their problems may be due to academic, behavioral, social, health, or attendance issues. The Student Support Team will work to ensure success for every child. It will accomplish this through positive, solution-focused collaboration between educators, families, and community members.

This broad-based programming focuses on four major target areas:

- Attendance
- School-Based Intervention
- Family Involvement
- Service Integration

The Student Support Team helps to meet the requirements of No Child Left Behind. In meeting the requirements of NCLB, the Student Support Team will help the school address important targeted areas:

- Developing targeted prevention and intervention plans for special populations.
- Establishing clear mechanisms to achieve high attendance rates.
- Demonstrating clear procedures for building successful plans for students before they reach the special education referral stage.
- Building positive and productive partnerships with families and community members.

One of the tools that will be use to promote parental collaboration and interactions will be a Commitment Contract. Parents and students will be encouraged to pledge their commitment by attending school, being on time, doing their schoolwork and supporting one another.

Improve Student Learning and Achievement

The educational program will improve student learning and achievement by using a rigorous and comprehensive academic program; making effective and additional use of time on a daily and annual basis; and holding School leadership and faculty accountable for student academic performance. Teachers will also be coached on how to use data for instructional decisions that will improve student achievement.

The students that will be served by the school require a broad range of services to improve their learning. The academic program created by the Instructional Development Team, Director of Literacy, and other instructional experts will address many of these needs. This program will engage students in learning, encourage the formation of a supportive and collaborative educational community; and support the development of the School with research-based instruction to raise student academic achievement. Additional academic services are often needed to remedy learning deficits that have accumulated over time. The SCN curriculum is designed to overcome academic barriers, make curriculum and instruction relevant, and to raise expectations for children who are not performing at grade level.

For example, in the beginning of each school year the school leadership team, Success Charter Network, with the help of an SFA coach or other instructional coach will set an achievement plan with rigorous academic goals. Each quarter, the coach will develop an assessment report that will assist teachers and administrators assess student progress. The plan will not be static and will be revised during the course of the year as teachers and administrators track student achievement. Monitoring student progress will be an ongoing activity in all classrooms. A variety of tools will be used to monitor student progress, some formal and others more informal. Informal measures will include daily classroom observations by teachers, and classroom observations by school leaders. Data will be used to guide teachers as they make instructional decisions and school leaders as they plan for interventions for groups and individual children each day. Effective and meaningful monitoring will involve:

- Identifying the starting point
- Tracking growth throughout the quarter
- Assessing end-of-quarter growth
- Using data to inform instruction and to motivate staff and students

Success Charter Network, the school leadership team and instructional development staff will guide leaders and teachers in setting goals for progress and in identifying students for targeted interventions.

In addition, the school will work to ensure that the students, staff and administrators, know and understand their community. Through the Student Support Team, the school will create connections with the community. The school will also implement high learning and behavioral expectations of students that will create a positive school culture of discipline and achievement, which in turn will lead to higher student academic performance.

Student Support Team

The Student Support Team coordinates community, family, and school resources to ensure motivated, healthy, well-cared for students who enthusiastically focus all of their energy on learning. The Student Support Team school-based members (teachers, administrators, and staff) work hand-in-hand with other school staff, families, and community members to increase attendance, deepen family involvement, and add resources to prevent and solve problems leading to poor achievement. The Student Support Team is designed to focus on those children who are not succeeding despite program interventions—those children who are falling through the cracks. Their problems may be due to academic, behavioral, social, health, or attendance issues. The Student Support Team will work to ensure success for every child. It will accomplish this through positive, solution-focused collaboration between educators, families, and community members.

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- Building positive and productive partnerships with families and community members.

One of the tools that will be used to promote parental collaboration and interactions will be a Commitment Contract. Parents and students will be encouraged to pledge their commitment to the school by attending on time, doing their school work and supporting one another.

The school will hire school leaders and faculty who are willing to act not only as curricular and subject-area specialists but also as caring adult mentors and facilitators of students' understanding. School leadership and faculty will be held accountable for students' performance on standards-based examinations while ensuring the means and training to enable them to lead students to higher academic achievement. Finally, the school intends to establish partnerships with organizations to offer students programming used in other public schools as a means to enhance learning and achievement.

Method of Change

The school's commitment to performance-based accountability is inherent in its emphasis on the New York State learning standards and curriculum and its incorporation of THINK literacy, the Success for All program, and a rigorous math program into its curriculum.

The school will:

- use an SCN's custom-designed THINK Literacy programming to engage student learning;
- administer standardized examinations at each grade level to track cohort performance in relation to the New York State standards;
- base employment on teacher merit;
- be subject to direct oversight by the Charter Schools Institute

Expanded Choice

Other than the other SCN schools, the school will be one of only two schools in New York City to use an augmented version of the Success for All program. Thus, the

school will offer a valuable alternative to the currently available options within New York City by emphasizing:

- reading and writing across the curriculum;
- interdisciplinary programming;
- technology integration;
- outreach to community resources; and
- a longer school day and school year.

Innovative Teaching Methods

By implementing a curriculum that combines balanced literacy, an augmented version of the SFA program, and a rigorous math program, the school will use innovative teaching methods that go beyond what is currently done in New York City schools. Within the curriculum of the Success Charter Network, active pedagogy is measured by the following benchmarks:

- Teaching reading and writing across the curriculum.
    - Balanced literacy and SFA integrate reading and writing across the curriculum, requiring students to read and write both formally and informally to express their understanding in a variety of disciplines, not just in English Language Arts classrooms.
- Use of Assessment
    - Regular and frequent use of assessment data from multiple measures will be used for instructional decision making so that preventative measures can be implemented when needed.
- Flexible regrouping and acceleration of students for reading class according to instructional levels.
    - Every 8 weeks, students will be assessed and moved to the next instructional reading level if they are ready, thus placing children according to reading performance, not grade or age.
- Slavin cooperative learning model
    - There will be group goals with individual accountability, i.e. students work in teams who are rewarded for their members' success. At the same time, each member of the team is individually accountable for learning the material at hand. No matter what the academic level of the student, each child is challenged to do his or her best, and the contributions of all team members are equally valued. Cooperative learning is one of the most powerful tools teachers have in providing the level of engagement and academic and social support their students need to be successful. In the cooperative learning classroom, all students benefit from the constant coaching, encouragement, and feedback of their peers. And since more of the responsibility for learning rests on students and teams, teachers are able to spend more time working with individuals and small groups of learners, doing the kind of teaching that originally drew them to the field.
- Balanced approach to literacy
    - Including explicit instruction in reading skills and strategies in the context

of authentic literature.

- Using effective assessment practices
    - Students will not be assessed solely through high-stakes standardized testing. Assessments of student progress are holistic and frequent, include multiple measures, ranging from reflection on and critique of student work, fluency checks, the quality of discussion, to standardized test performance.

Professional Opportunities

The school will afford qualified teachers, school administrators, and other school personnel the opportunity to work within an educational community that values collaboration between students and teachers in the construction of knowledge for the group and understanding for the individual. The school will also offer teachers an opportunity to work in a school setting that values process and results, individual accountability and group achievement; subject-area excellence and cross-curricular instruction.

The school will also offer its teachers and administrators extensive and ongoing professional development that will enrich the school culture and develop the school's rigorous academic program.

The school will design its schedule to:

- Allow teachers time to plan educational opportunities (please refer to Attachment 13(a) for detailed schedules);
- Facilitate both teacher/student and peer mentoring; and
- Provide students with targeted small group and individual tutoring.

4. Attach an assessment of the *programmatic* impact of the establishment of the proposed charter school on existing public and nonpublic schools in the same geographic area.

The new charter school expects to influence zone public, public charter, and non-public schools by setting high expectations and placing a greater emphasis on teaching core subjects to prepare students to meet and exceed state standards. Opening the proposed charter school in this district will bring a new, high-performing educational option to vastly increase access to excellence, including a culture of rigor and best practices.

Zone schools that are co-located with existing Success Charter Network (SCN) schools have already begun adopting some of the SCN best practices. For example, one school has modeled parts of its school culture on a Harlem Success Academy, including posting college paraphernalia on classroom doors and hallways. Strong academic performance by the new charter school's students using the Success Charter Network curriculum and learning philosophy will demonstrate to the District that all children, regardless of background, can learn and will hopefully influence District decisions on programming. Any school district official, or official from a charter or nonpublic school will be welcome at any time to observe and benefit from the model of success at the new charter school.

The Success Charter Network also expects to influence the public education system by educating students at a very high level preparing them to succeed in middle school, high school, and college. Providing families with more high quality educational options will allow the middle schools and high schools that enroll these students to teach them rigorous academic courses rather than try to catch them up with their higher-level peers.

The impact of the proposed charter school will therefore be not only an additional and much needed new educational option for families, but will also serve as an example of excellence. In addition, SCN believes in sharing best practices at every opportunity, from curriculum to professional development to assemblies. The applicants and SCN want all children to receive an excellent education and know that zone schools do not enjoy many of the freedoms that public charter schools have. The Board looks forward to learning from the deeper experience that many zone schools have fostering the sharing and collaboration that can occur when educating children comes first.

5(a). Indicate whether or not you have submitted a substantially similar proposal to the Board of Regents simultaneously with submission of this proposal. If so, provide the date the proposal was submitted and the status of the proposal. Please be aware that the Institute may not review a proposal currently under consideration by the Board of Regents.

The applicants of this charter school have not submitted a substantially similar application to another charter entity concurrently with submission of this application.

5(b) Indicate whether you have previously applied for a charter from a charter entity other than the SUNY Trustees (through the Institute). If so, provide the name of the charter entity, the date(s) and name(s) of the application(s) submitted and the status of the application(s). If the application was denied by a charter entity other than the SUNY Trustees, provide a copy of the letter from the charter entity stating the reasons for denial. If the application was withdrawn from consideration by a charter entity other than the SUNY Trustees, please provide the reasons for the withdrawal. If the application was granted, but the charter school is no longer in existence, please provide an explanation.

While the lead applicant has never personally applied for a charter from another entity, members of the Success Charter Network Board of Trustees submitted for a charter from the State Education Department on November 28, 2005. This charter was granted, and the Harlem Success Academy Charter School opened to students in August of 2006.

5(c) If this proposal was previously withdrawn from or rejected by the SUNY Trustees, please provide (1) the name when previously submitted, (2) the application cycle date of the previous submission, and (3) a summary of what has changed in the proposal since its previous submission.

A substantially similar application was submitted for consideration by the SUNY Trustees during the current application cycle under the same name to meet the May 2010 deadline for submission; this proposal was withdrawn effective July 22, 2010. This proposal has been modified to conform to the new SUNY Request for Proposals and does not contain significant changes to any proposed school program.

6. If you are filing a proposal in conjunction with a college, university, museum, educational institution, or a *not-for-profit corporation* with 501(c)(3) tax-exempt status under the Internal Revenue Code, please provide the information listed below for each such entity:

- **Name of the organization;**
- **Proof of the legal status of the organization (e.g. New York not-for-profit corporation, university, etc.) and whether or not the organization has authority to do business in New York;**
- **Proof of tax-exempt status under Internal Revenue Code section 501(c)(3);**
- **Letter of intent or commitment from a bona fide representative of the partner organization indicating that the organization will be involved in the charter school and the terms and extent of its involvement;**
- **Name of a contact person for the partner organization, along with the address, phone number, facsimile number (if applicable), and e-mail of such contact person for the partner organization; and**
- **Description of the nature and purpose of the proposed school's relationship with the organization.**

(b) If you are filing a proposal in conjunction with a *not-for-profit educational service provider (charter management organization)* AND you are not also applying in conjunction with any of the other entities described above, you may indicate that Request No. 6(a) is not applicable and proceed directly to Request No. 7.

(c) If you are not filing in conjunction with any entity as described above, please so indicate in your response to Requests No. 6(a) and 6(b), and proceed to Request No. 7.

While not submitting in conjunction with the Success for All (SFA) Foundation, the school will be working closely with the SFA Foundation. A description of this relationship can be found in the curriculum description and the budget in Attachment 34.

7(a). If the charter school would be established in conjunction with a not-for-profit management organization, please provide the name of such entity and specify in detail the extent of the entity's participation in the management, governance and operation of the school. As part of such discussion, please include the following:

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

The proposed charter school will be part of the network of schools run by the Success Charter Network (SCN), a 501(c)(3) non-profit organization that functions as a charter management organization. Please see the attached organization chart for the Success Charter Network.

Attached are copies of the contractual agreements into which SCN has entered with Harlem Success Academy 5 and Bronx Success Academy 1.

SCN was founded to create a replicable elementary and middle school model that would give all students a phenomenal education and bring high quality education to underserved parts of New York City. Each SCN school is dedicated to the mission of providing New York City elementary students, particularly those from economically disadvantaged neighborhoods, with the knowledge, skills, character, and disposition to meet and exceed New York State standards and give them the resources to lead and succeed in the school, college, and life.

Consisting of intelligent, hard-working, and passionate individuals with impressive accomplishments and experience in the education field, SCN is in a unique position to provide considerable support to ensure that the school opens smoothly and operates at a consistently high level. Because of its highly skilled and experienced staff, SCN is fully capable of providing excellent support in the fields of finance, operations, human resources, data and accountability, instructional development, technology, and external affairs.

The SCN staffing plan is highly unique and unlike that of any other charter management organization. Most charter management organizations begin with just enough staffers to open and run a single school, and then grow their team as they open new schools. SCN takes a different approach. With a clear understanding of the risks of advance staffing, and with a close and continuous evaluation of the finances, SCN assembled in its first year virtually the entire team it would need over the next five years. This allowed SCN

to develop the systems and structures necessary for replicating its successful school model now and to begin executing these replication plans as soon as its next three charters were granted without having to scramble to find additional staff members when the SCN team needed to be focused on executing its replication plans rather than finding and hiring additional employees.

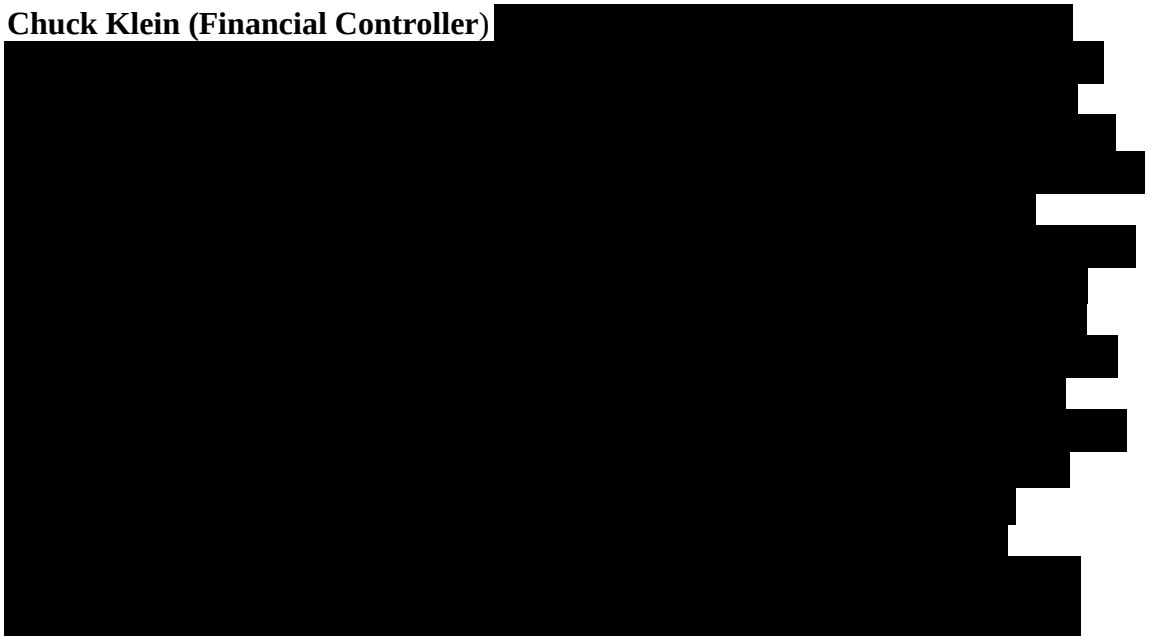
After opening its first school in 2006 and three more in 2008, SCN is already using what it has already learned about opening, running, and replicating schools to open its next set of schools in August 2010 and will be ready again for August 2011.

Eva Moskowitz (Chief Executive Officer) As founder and the Chief Executive Officer, Ms. Moskowitz is responsible for overseeing all activities and functions of Success Charter Network.

Keri Hoyt (Chief Operating Officer) Ms. Hoyt [redacted]



Chuck Klein (Financial Controller)



Paul Fucaloro (Director of Instruction) Mr. Fucaloro has an M.B.A. in Statistical Marketing Research



Arin Lavinia (Director of Literacy) As Director of Literacy, Ms. Lavinia plays a critical role in the development and refinement of the SCN balanced literacy program, with a strong focus on reading comprehension. She incorporates a variety of methods including readers' and writers' workshop, textual analysis, guided reading, word work, and more. Ms. Lavinia is responsible for the development of a network-wide curriculum map for literacy across all grades served and she works with teachers and school leaders

to create unit and lesson plans to ensure comprehensive implementation. She coordinates with leaders to develop SCN reading and writing benchmarks, has created a literacy assessment plan, and oversees the planning and provision of professional development in the areas of effective reading and writing instruction, reading skills and strategies, and other literacy-focused areas. Ms. Lavinia has extensive experience in her field. After earning a Masters in Education from Lesley University, [redacted] SCN is proud to have Ms. Lavinia's expertise driving the literacy program.

Laura Kanter (Director of Instructional Development) As the Director of Instructional Development, Ms. Kanter provides the operational instructional support that school leaders and teachers require in order to successfully implement the SCN curriculum and school culture. She ensures that each school has the instructional supplies and equipment necessary so that school leaders and teachers can focus exclusively on student achievement without concerning themselves with the delivery of curricular supplies. She coordinates and oversees all curricular contracts and special education services and paperwork for all SCN schools. She also plans professional development activities for teachers and leaders at SCN schools. This begins with a three-week summer orientation and continues throughout the school year. She consults with school leaders and faculty to develop and refine a professional development plan that addresses specific needs of the faculty in order to improve teaching skills and raise student achievement. Throughout the school year, Ms. Kanter works with the Data and Accountability Department to examine student assessment data in order to increase instructional effectiveness. Ms. Kanter also coordinates and leads the specific aspects of new staff orientation that introduces new teachers and leaders to the SCN culture and values. [redacted] A graduate of Yale University, [redacted]

Haady Taslim (Director of Data and Accountability) The Director of Data and Accountability, [redacted] providing teachers and school leaders with real-time information on student performance to ensure dramatic gains in student achievement. After researching and selecting appropriate assessments, he arranges for the delivery of the assessments to each school and develops an assessment schedule. In addition to giving school leaders and teachers basic student results, he also conducts extensive analysis to look for significant differences between genders, races, and special education students. Working with teachers, school leaders, and the Instructional Development team, he uses assessment data to systematize best practices in teaching and to strategize new methods of instruction that will lead to stronger student performance and increased student achievement. He also designs database solutions to accommodate the data needs for a large pool of teachers and school leaders at multiple schools. A graduate of George

Washington University, [redacted] he attended the University of Chicago where he obtained his master's degree in public policy. [redacted]

Jenny Sedlis (Director of External Affairs) [redacted] As the Director of External Affairs, she oversees all compliance with State Education Department requirements, and all Board of Trustees interactions. Additionally, she oversees all government relations and compliance with Charter Schools Institute regulations and deadlines. Ms. Sedlis is also the primary point of contact for all SCN school Boards, ensuring that each member has all the information necessary to closely monitor the school. Ms. Sedlis also oversees all negotiations with the City Department of Education regarding facilities, ensuring that each school will never have to spend more than $1 per year on a school site. Ms. Sedlis helps secure grant funding and recently secured an $800,000 capital grant to renovate school facilities through considerable lobbying efforts with the New York City Council. She develops all of each SCN's school's marketing and branding materials, including the school brochure and website, and runs an aggressive student recruitment effort that in previous years has led to oversubscribed admissions lotteries. Ms. Sedlis manages all media relations; her press outreach has thus far led to a placement on the front page of the New York Times, favorable editorials in the Wall Street Journal, NY Sun, and NY Daily News, positive coverage in New York Magazine, the NY Post, Education Update, The Tavis Smiley Radio Show, Good Morning New York, CW11 Factfinders, and the nightly news on local ABC, CBS, NBC, FOX, and CW affiliates. Ms. Sedlis manages development for SCN and its schools, overseeing relations with a dozen national foundations. She also oversees the Network's annual fundraising event, student recruitment, press relations, marketing, branding, and external communications. [redacted]

Bryan Winther (Director of Information and Communications Technology) Seeking to integrate his IT background with the desire to help achieve social and educational equality, [redacted] Mr. Winther works to develop new efficient solutions for data management and school operations. In addition, he provides end-user technical support for the staff of SCN schools. He is currently refining the technology plan for future SCN schools that will most effectively and efficiently allow collaboration and interaction among instructional faculty members at different schools. After graduating from Cornell University, [redacted]

[redacted] he earned his Masters of Science For Teachers from Pace University [redacted].

Kristina Exline (Director of Operations) As the Director of Operations, Ms. Exline is responsible for most non-instructional operations at SCN schools. She trains and manages School Operations Managers who manage the day-to-day non-instructional operations of each school, allowing the principal to focus solely on teaching and learning. She also oversees the enrollment and lottery process for new student admissions. Ms. Exline also coordinates the successful start up of each new SCN school. This process includes arranging for facilities renovations, procuring necessary furniture, equipment, and supplies, and ensuring all operational policies and procedures are in place and fully explained to the staff. Her other responsibilities include logistical planning for large-scale events, overseeing the writing and amending of charter applications for SCN schools, and procuring appropriate insurance for SCN schools. Ms. Exline is a graduate of the University of Iowa. [redacted]

Donna Rossi (Director of Human Resources) As the Director of Human Resources, Ms. Rossi currently leads a team that identifies and recruits qualified teaching, leadership, and operations candidates and runs them through an extensive and rigorous interview process that includes review of resumes, phone interviews, reference checks, demo lessons, and post-lesson feedback sessions. For the 2009-2010 school year, her team pored over more than 17,000 resumes in an effort to staff SCN's four existing schools and three planned schools. She also ensures that all employees are fingerprinted according to relevant laws and that all teaching staff members have appropriate certifications. Additionally, she oversees benefits administration and ensures that each SCN school is in compliance with all appropriate tax and labor laws. [redacted] She graduated from Colorado State University and received her Masters degree from New School University [redacted]

The specific services provided by the Success Charter Network will be:

A. Start-up: In an effort to allow school leaders to focus exclusively on teaching and learning from the very moment the charter is granted, SCN will manage the school's entire operational start-up process. It begins this process over a year and

a half in advance of the anticipated opening date of the school by conducting extensive research to find appropriate space in existing New York City public schools for the location of the new charter school in its proposed community. The criteria for being identified as a possible site for a future SCN school include: having at least five years of declining enrollment, having a minimum of 300 empty student seats according to New York City Department of Education statistics, and being an academically failing school with fewer than fifty percent of students meeting basic state standards as measured by New York State assessments. SCN will work closely with the Department of Education to identify suitable locations for new schools. Once a school site has been identified, SCN must begin extensive negotiations with and apply pressure on the New York City Department of Education to ensure final decisions are made and space is allocated to the new school in January rather than June in order to allow sufficient time for the renovation and preparation of the space. Once a final decision has been made and the new school has been assigned space in an existing school, SCN will begin negotiations with the leaders of the school or schools already occupying the space in order to develop a schedule to share the common spaces in the building including the cafeteria, gymnasium, auditorium, play yard, library, entrances, and stairwells. Based on these negotiations, SCN will, in consultation with the charter school leaders, create a daily schedule for the school. SCN will also renovate the new school site. Major renovations include installing new light fixtures and ceiling tiles, renovating bathrooms and installing sinks in every classroom, cabling each room for wireless internet access, and repainting rooms and hallways. SCN will secure the procurement of desks, chairs, tables, televisions, overhead projectors, and other necessary classroom equipment and instructional supplies as well as the furniture, equipment, and office supplies needed in the main administrative office of the school. SCN also procures appropriate insurance for each SCN school.

B. Finance: Through careful research conducted at other successful charter schools, extensive financial modeling, and experience with the Harlem Success Academy Charter School, SCN has already developed a start-up budget and proposed operating budget for the first five years of the school's operation and drafted internal controls, protocols, and procedures. In consultation with the school principal and the Board of Trustees, SCN will refine this projected annual operating budget for the school each year. It will then produce monthly and quarterly variance reports and conduct meetings with the school's leadership and Board of Trustees to go over these reports and give recommendations to ensure the fiscal health of the school. At the end of each fiscal year, SCN will ensure that annual fiscal audits are conducted by an independent Certified Public Accountant; it will also ensure the school is prepared for the audit by following proper financial and record keeping procedures throughout the year. SCN will also set up operating bank accounts and credit card accounts and will manage the accounting, bookkeeping, payroll, accounts payable, and accounts receivable for the school. SCN will fill out the bi-monthly reports required by the New York City Department of Education in order to receive per pupil funding. SCN will

also secure grants for the school by maintaining relationships with philanthropic foundations and individuals and by writing grant applications and budget proposals to the Walton Foundation, the Buck Foundation, the New York State Charter School Program, and the State Stimulus Fund. Additionally, SCN will manage grant compliance by submitting all post-award financial, statistical, and narrative documentation as required by the grant's terms. SCN conducts extensive research looking for new grant opportunities and will apply for additional grants for the school whenever an appropriate opportunity is found. SCN will also manage title funding for the school by completing the consolidated title application each year and submitting all required paperwork to ensure continued funding.

C. Curriculum: SCN will provide and continuously improve a research-based, results-driven curriculum that will ensure high student achievement and excellent results on New York State mandated assessments. This curriculum as it currently exists can be found in Exhibit C. However, SCN believes in continuous improvement in all areas and is always working to improve its curriculum. This improvement comes from extensive research, in-depth demonstrations, classroom trials, and evaluations by teachers, school leaders, and SCN personnel. SCN is always searching for new and better curricula and teaching devices. It recently added a rigorous writing curriculum after research, meetings and demonstrations with teachers and instructional leaders, contract evaluations, and negotiations with the company. Similar research, trial, and evaluation has led SCN to add handwriting books, problem solving materials, and classroom morning meetings to its curriculum. SCN schools will share best practices and collaborate through inter-visitation in order to continuously improve instruction. SCN will also provide student assessments and arrange for their scoring and the return of data in a timely manner to allow for modifications to teaching and learning as described in Attachment 17.

D. Human Resources: SCN will recruit the most effective teachers, administrators, and other school personnel to work in the school. While the school principal will have final authority to hire and fire school staff, SCN will conduct extensive screening and interviewing so that it can recommend only the best candidates to the principal. The SCN hiring process consists of submission of a cover letter, resume, and application; phone interview; reference checks; scheduling of a demo lesson; post-lesson debriefing with the candidate; and finally a recommendation to the school principal if SCN determines the candidate will be an excellent fit. If the candidate is hired, SCN will then create an employment letter and conduct an orientation for the new employee. This orientation will include an explanation of the SCN-administered payroll and generous benefits package, which includes health insurance, dental insurance, vision insurance, a flexible spending account, a mass transit reimbursement account, life insurance, long-term disability, and a 403b retirement plan. SCN has been so successful in publicizing the school and recruiting teachers, to fill just 13 teaching positions in the first year of the Harlem Success Academy Charter School it pored over 1,700 applications and scheduled

70 demo lessons. Additionally, it studied 450 leadership resumes to fill just two leadership positions for the same year. SCN has developed strategic relationships with Teach for America, New Leaders for New Schools, New York Teaching Fellows, and several colleges of education including Hunter College, Columbia University Teachers College, and the University of Pennsylvania School of Education. These organizations bring qualified applicants to the attention of the SCN Human Resources Department easing the process of finding extremely talented candidates for teaching and administrative positions at SCN schools.

E. School Leader Training: SCN will provide intensive training to future school leaders through its school leadership residency program in which talented future school leaders work at an SCN school for 1-2 years teaching and training under the principal and Director of Instruction so that they are ready to become principals at future SCN schools. This intensive training allows future leaders to provide excellent instruction at an SCN school while simultaneously learning from and being mentored by a highly effective and successful school leader. SCN currently has three leadership residents in this highly selective program. SCN will also continuously work with and evaluate school leaders to improve their leadership capacity. Specifically, the Director of Instruction spends approximately half of his time directly training school principals. He reads all feedback that is given via e-mail from principals to teachers in order to ensure and improve the quality of this feedback. He also coaches principals on how to effectively conduct teacher evaluations and feedback sessions; how to communicate and impart SCN's core values and culture to teachers, students, and parents; and how to implement key school initiatives. For example, if a principal decides that his or her school should undertake a student engagement initiative, the Director of Instruction gives the principal training, advice, and feedback on the planning and execution of the initiative.

F. Professional Development: SCN will provide professional development opportunities for teachers, administrators, and other school personnel. The professional development plan will be designed by SCN in consultation with the school leaders and faculty to address specific weaknesses and improve teaching and learning at the school. Professional development will begin with a three-week faculty orientation and training that takes place before the school year begins. This orientation will allow the faculty to become experts in the SCN curriculum, culture, and procedures. Throughout the school year, professional development will be scheduled every Friday afternoon and eight additional days throughout the year. The professional development plan will be constantly examined and evaluated throughout the year to ensure that teachers and school leaders are receiving the most effective training that will have a direct, positive impact on student achievement. School operations managers and office managers at SCN schools also receive professional development. SCN constantly trains and advises each school operations team on how to most effectively and efficiently run the non-instructional operations of the school, which include school health and safety protocols, scheduling, facilities management, and administrative office

protocols. A more detailed description of the instructional professional development plan can be found in Attachment 13.

G. Information Technology: When the school is undergoing its pre-opening renovations, SCN will arrange for the purchase and installation of a server that can host an e-mail system, database software, and a shared drive that will allow users to save documents directly to the server and access them remotely. The e-mail system set up by SCN will allow users to participate in discussions with their colleagues via an online bulletin board-style discussion conference, to share contacts and calendars in order to facilitate communication and scheduling, and to create web pages for their classes. SCN will also arrange for the purchase and set up of laptop computers for each staff member, wireless Internet access throughout the school, a multi-line telephone system, a facsimile machine, and a high-volume copier/printer/scanner. SCN will also install its digital database system at the school. This system allows for the easy management of all student data including attendance, emergency contact information, health conditions, academic data, and records of all contact between the school and the family. The database also allows for timely analysis of student performance data and comparison of class statistics. SCN will also install a digital library program for the school that allows each teacher to easily maintain a classroom library by scanning books with his or her computer to create an inventory, lend books to students, and check them back in. This library system also tracks the number of books a student has read and their reading levels in order to ensure students are reading books that are appropriate for their reading ability. The SCN technology component will also allow interaction between SCN schools by giving teachers and leaders at different schools the opportunity to easily share instructional best practices and lesson plans and the ability to participate in discussions hosted on the SCN server.

H. School Evaluation: A core tenet of the SCN mission is continuous evaluation and improvement. SCN is constantly evaluating the performance of each SCN school and providing constructive criticism and guidance to improve teaching and learning. The Chief Instructional Officer and Chief Executive Officer spend a significant amount of their time observing schools, meeting with school leaders and teachers, and examining relevant data in order to accurately evaluate each school and offer relevant feedback. SCN will continuously evaluate school academic data to determine how to improve instruction. Using the assessments described in Attachment 17, it will examine the school's progress towards achieving its student achievement goals (found in Attachment 17(a)). SCN constantly analyzes student assessment data from a multitude to different perspectives to locate any significant differences between gender, race, or special education status. SCN then reports any significant information to school leaders so that they can work with SCN to develop ways to address these shortcomings and eliminate any hint of achievement gaps before they have a chance to fully form. SCN also examines student performance data and high stakes tests in order to create and refine a test preparation strategy that will ensure success on required state assessments without turning the school in to a test preparation factory. SCN

is always researching different assessments to find those that are the most reliable indicator of student achievement and the most reliable predictor of student performance on state-mandated assessments. SCN will also examine fiscal data, as described in Attachment 37, to evaluate fiscal solubility and potential improvements in school operations.

I. External Affairs: SCN manages all external affairs and relations for SCN schools. SCN will provide CSI with any information necessary for oversight and evaluation of all schools. It will facilitate Institute visits, and will ensure the timely completion of the initial charter school accountability plan, the annual accountability plan progress reports, and the accountability plan for renewal. SCN will ensure that the Board is able to review all school data that will allow them to make informed decisions about the school. SCN will negotiate all facilities leases with the Department of Education and ensure that the start-up team can enter school sites in the time necessary to renovate and open the school. SCN will market the school during the recruitment process described in Attachment 34. This extensive marketing campaign includes designing school brochures, executing mass targeted mailings of thousands of brochures; passing out several thousand brochures at apartment buildings near the school; and information sessions at local churches, preschools, after school programs, and recreation centers. In previous years, this campaign has led to the admissions process being oversubscribed by nearly 300 applicants. SCN will maintain the consistency and professionalism of the each school's communications with the outside world by designing the website, logos, colors, interior and exterior signage, banners, letterhead and business cards for all staff members. The External Affairs Department of SCN will also handle all press relations for the schools.

J. Enrollment: SCN has designed a digital lottery process that will allow it to hold a digital admissions lottery for multiple schools simultaneously. This system will randomly assign applicants to available seats at each school and place remaining students on waiting lists once all seats have been filled. SCN will then send letters to each applicant informing them of the results of the admissions lottery and beginning the summer enrollment process. This process introduces incoming students and their families to the SCN curriculum, culture, and values. SCN also uses the summer enrollment process to collect required forms including birth certificate, proof of residency, health forms, immunization record, home language questionnaire, ethnic identity form, and field study permission slip. SCN will also arrange for each family to get a public library card, be fitted for the school uniform, and receive financial assistance for the school uniform if needed. Throughout the summer, SCN will keep in contact with accepted families so that if any decide to decline their seat, a student from the waiting list can be given the spot. SCN also obtains any existing IEPs for new students with special education requirements and ensures that all of a student’s needs will be met by the school. SCN attends meetings as required by the student’s CSE throughout the year to ensure he or she is being serviced appropriately by the school. At the end of the

enrollment process, SCN will ensure incoming students are registered as attending with the New York City Department of Education, inputted in the school's student database, and receiving free public transportation passes and school meals if eligible.

The current rate SCN charges for providing these numerous and extensive services is approximately $1244 for the 2009-2010 year (only 9.9975% of the estimated New York City Department of Education per pupil funding) per enrolled student. This amount will increase or decrease proportionally to any increase or decrease the New York City Department of Education makes in its per pupil funding payments to the school.

This rate of less than 10% of the school's per pupil funding from the New York City Department of Education is a fiscal windfall for the school, as it would cost much more for the school to hire the additional employees necessary to successfully perform the many functions that will be carried out on behalf of the school by SCN.

The management contract shall be executed upon the granting of this charter and shall be in effect for the duration of the charter unless terminated by either party per the terms of the contract. The contract will automatically renew at the end of the term, provided the charter is renewed, and provided further that the school board does not vote to terminate the renewal.

In the event either party terminates the contract during the initial term, the school board of trustees will apply to revise the Charter to change the name of the school.

All school assets will be fully owned and governed by the Board of Trustees of the school.

Please see the attached copies of contracts SCN has executed with its current schools. This would serve as the basis for the contract to be executed with this proposed charter school.

Applications have been submitted to the Internal Revenue Service requesting tax-exempt status of each of its four schools.

SCN

Name	Position	Department
Eva Moskowitz	CEO	Executive
Keri Hoyt	COO	Executive
Charles Klein	Financial Controller	Finance
Daniel Shapiro	Finance Associate	Finance
Madeleine Pidel	Finance Associate	Finance
Stephanie Durden	Finance Analyst	Finance
Ryan McMahon	Finance Analyst	Finance
Arastoo Taslim	Finance Assistant	Finance
Donna Rossi	Director of Human Resources	HR
Michal Perlstein	HR Associate	HR
Katherine Duerksen	HR Associate	HR
Dee Rocker	Recruitment Manager	HR
Michal-Anne Fox	HR Associate	HR
Elizabeth Benjamin	Recruitment Assistant	HR
Victoria Daniels	Human Resources Assistant	HR
Kristina Exline	Director of Operations/Student Affairs	Operations
Emily Volpini	Assistant Director of Student Affairs	Operations
Carlos Mojica	Family Affairs Assistant	Operations
David Houlihan	Assistant Director of Operations	Operations
Jonathan Winstone	Operations Associate	Operations
Victoria Lo	Office Manager	Operations
Holly Saso	Assistant Director of Enrollment	Operations
Wendy Wood	Student Affairs Associate	Operations
Jenny Sedlis	Director of External Affairs	External Affairs
Erica Hunt	Assistant Director of External Affairs	External Affairs
Larisa Beachy (thru 8/6)	External Affairs Assistant	External Affairs
Alexa Birnbaum	External Affairs Assistant	External Affairs
Maria Trivedi	Special Assistant to the CEO	External Affairs
Emily Provost	Executive Assistant to the CEO	External Affairs
	Director of Development	Development
Jean Lombardi	Grants Manager	Development
Laura Kanter	Director of Instructional Development	Instructional Development
Ali Rubin	Instructional Development Associate	Instructional Development
Emily Fridman	Instructional Development Assistant	Instructional Development
Haady Taslim	Director of Data and Accountability	Data and Accountability
Kathleen Gillen (8/9)	Data and Accountability Assistant	Data and Accountability
Jeff Erickson (8/9)	Data and Accountability Assistant	Data and Accountability
Bryan Winther	Director of Information, Communication, and Technology	ICT
Cody Smedsrud	Educational Technology Associate	ICT
Chris Holm	Information and Technology Associate	ICT
Paul Fucaloro	Director of Instruction	Staff Development
Arin Lavinia	Director of Literacy	Literacy
	Literacy Specialist	Literacy
Brooke Rosenkrantz	Literacy Project Manager	Literacy

Total Positions: 42
Total Positions Filled: 42

KEY:
CEO
Executive
Director
Assistant Director

Academic and Business Services Agreement

By and Between

The Success Charter Network, Inc.

and

Harlem Success Academy Charter School 5

This academic and business services agreement (the "Agreement") is made and entered into as of _____ (the "Effective Date") by and between The Success Charter Network, Inc., a Delaware not for profit corporation ("the Network") and Harlem Success Academy Charter School 5, a New York education corporation (the "School," and the School together with the Network, each a "Party" and collectively the "Parties").

Whereas, the Network is a charter management organization with the qualifications, experience, and expertise necessary to effectively manage charter schools;

Whereas, the Authorizer (as defined below) granted the School authority to operate a charter school;

Whereas, the School is entering in to this Agreement with the Network in order to meet its obligations under the Charter Contract (defined below), especially its commitment to providing a high-quality education for its students;

Whereas, it is the Parties' intention to create a relationship based on trust, common educational objectives, and clear accountability, through which they will work together to bring educational excellence to the School;

Whereas, the Parties desire to enter into a written agreement to set forth the terms and conditions of their agreement;

Now, therefore, in consideration of the recitals and the mutual covenants, representations, warranties, conditions, and agreements hereinafter expressed, the Parties agree as follows:

1. DEFINITIONS

"Agreement" has the meaning set forth in the recitals.

"Authorizer" means the State Education Department.

"Board of Trustees" means the Board of Trustees of the School.

"Charter Contract" means the School's contract with the Authorizer, which authorizes the Board of Trustees to organize and operate the School, and which includes the final charter application.

"Charter School Law" means the laws permitting the creation of charter schools in the State of New York and governing the development and operation of charter schools in the State of New York, including the *New York Charter Schools Act of 1998*, as amended.

"Effective Date" has the meaning set forth in the recitals.

"Facility" means a building or other structure of sufficient size to house the actual and anticipated enrollment level of the School, suitable for use by the School, and meeting all applicable building codes, zoning ordinances and laws, environment laws and regulations, the Charter Contract, and all other laws and regulations applicable to the operation of the School.

The "Marks" refer to the "Harlem Success Academy 5" and "Success Academy" trademarks.

The "Network" has the meaning set forth in the recitals.

The "Network School Model" means the school model based on the Network curriculum, described in the Charter Contract.

"Party" and "Parties" have the meaning set forth in the recitals.

"Principal" means the employee of the School responsible for the day-to-day academic program of the School.

"**Proprietary Information"** means all copyright and other proprietary rights to all instructional materials, training materials, curriculum and lesson plans, and any other materials developed in whole or in party by the Network, its employees, agents, or subcontractors.

"Regulatory Authority" means any United States federal, State, or local government, or political subdivision thereof, any authority, agency, or commission entitled to exercise any administrative, executive, judicial, legislative, regulatory, or taxing authority or power, any court or tribunal (or any department, bureau, or division thereof), any arbitrator or arbitral body, or any similar body.

"Reimbursement Payment" means reimbursement payments for certain expenses incurred by the Network on behalf of the School.

"School" has the meaning set forth in the recitals.

"State" means New York State.

2. REPRESENTATIONS AND WARRANTIES

2.1 Representations and Warranties of the Network

The Network represents and warrants as follows:

(a) Organization and Status. The Network is a non-stock, not for profit corporation duly organized under the laws of the state of Delaware, with the purpose and legal ability to contract to provide educational management services. The Network shall notify the School of any change in its corporate status. The Network shall not change its corporate status such that this Agreement is materially affected.

(b) Authority. The Network is authorized to do business in the State. The Network has all requisite power and authority to execute and deliver this Agreement, to perform its obligations hereunder, and to otherwise consummate the transactions contemplated hereby. This Agreement constitutes a valid and binding obligation of the Network, enforceable against the Network in accordance with its terms.

(c) Full Disclosure. No representation or warranty of the Network herein and no statement, information, or certificate furnished or to be furnished by the Network pursuant hereto or in connection with the transactions contemplated hereby contains any untrue statement of a material fact or omits or will omit to state a material fact necessary in order to make the statements contained herein or therein not misleading.

(d) Litigation. There is no suit, claim, action, or proceeding now pending or, to the knowledge of the Network, threatened before any Regulatory Authority to which the Network is a Party or which may result in any judgment, order, decree, liability, award, or other determination which will or may reasonably be expected to have a material adverse effect upon the Network. No such judgment, order, decree, or award has been entered against the Network which has, or may reasonably be expected to have, such effect. There is no claim, action, or proceeding now pending or, to the knowledge of the Network, threatened before any Regulatory Authority involving the Network which will or may reasonably be expected to prevent or hamper the performance of the agreements of the Network contemplated by this agreement.

(e) Ability. The Network, its personnel and subcontractors, being employed and/or used, or to be employed and/or used, by the Network, for the performance of its obligations hereunder are qualified, experienced, and

have expertise to carry out the management services provided for herein with all necessary professional skill, care, and diligence.

(f) Ownership of Marks, Proprietary Information, and the Network School Model. The Network is the owner of and has the right to use and license to the School, or permit the School to use, as provided herein, the Marks, Proprietary Information and the Network School Model, and such ownership, use, or license does not infringe upon the rights of any third party.

(g) Conduct of the Network. The Network has complied, and at all times during the Term will materially comply, collectively, with all local, State, and federal laws and regulations that are applicable to the Network, which include, but are not limited to the Internal Revenue code, the non-profit corporation law of Delaware and the Charter Schools Law. The Network has maintained and will maintain adequate records of the activities and decisions of the Network to ensure and document compliance with all such laws and regulations.

2.2 Representations and Warranties of the School

The School represents and warrants as follows:

(a) Organization and Tax Exempt Status. The School is, and at all times during the Term will be, an education corporation duly organized under the laws of the New York, with the purpose and legal ability to contract to operate a charter school and to contract for education management services. The School is recognized by the Internal Revenue Service as a tax exempt organization.

(b) Authority. The School has all requisite power and authority to execute and deliver this Agreement, to perform its obligations hereunder, and to otherwise consummate the agreements contemplated hereby and thereby. This Agreement constitutes a valid and binding obligation of the School, enforceable against the School in accordance with its respective terms.

(c) Litigation. There is no suit, claim, action, or proceeding now pending or, to the knowledge of the School, threatened before any Regulatory Authority to which the School is a Party or which may result in any judgment, order, decree, liability, award, or other determination which will or may reasonably be expected to have a material adverse effect upon the School. No such judgment, order, decree, or award has been entered against the School which has, or may reasonably be expected to have, such effect. There is no claim, action, or proceeding now pending or, to the knowledge of the School, threatened before any Regulatory Authority involving the School which will or may reasonably be expected to prevent

or hamper the consummation of the agreements contemplated by this Agreement.

(d) Full Disclosure. No representation or warranty of the School herein and no statement, information, or certificate furnished or to be furnished by the School pursuant hereto or in connection with the agreement contemplated hereby contains any untrue statement of a material fact or omits or will omit to state a material fact necessary in order to make the statements contained herein or therein not misleading.

(e) Conduct of the School and the Board of Trustees. The School has materially complied, and at all times during the Term will materially comply, collectively, with all local, State, and federal laws and regulations that are applicable to the School, which include, but are not limited to the Internal Revenue Code, the non-for-profit corporation law of New York, the open records and meetings laws of New York, and the Charter Schools Law. Any lack of compliance shall not be attributable to the Network. The School has maintained and will maintain adequate records of the activities and decisions of the School to ensure and document compliance with all such laws and regulations. The School agrees to provide the Network with copies of all such records, and to allow the Network to, at the Network's discretion, assist with the preparation and retention of such records.

(f) Due Authorization. The Board of Trustees is authorized to organize and operate the School and the School is vested by the Authorizer with all powers necessary to carry out the educational program outlined in the Charter Contract. Except as so delegated to the Network herein (unless such delegation is prohibited by applicable law), the School shall at all times retain all rights and responsibilities under the Charter Contract.

3. AUTHORITY

3.1 Delegation of Authority to the Network

The School hereby authorizes the Network to undertake the functions specified in this Agreement in regards to business and academic services of the School on behalf of the School, it being understood that, at all times, the Network remains accountable and subject to the oversight of the School. The School also authorizes the Network to take such reasonable other actions that may not be expressly set forth in this Agreement, but which are implicit in this Agreement and are necessary in the Network's good faith and reasonable judgment to properly and efficiently manage or operate the School, provided such actions are consistent with the Charter Contract, applicable laws, and the annual School budget approved by the Board of Trustees.

3.2 The Network's Authority to Subcontract

Except to the extent prohibited by law of this Agreement, the Network may subcontract any function or service it is obligated to provide hereunder, provided that no such subcontract permitted hereunder shall relieve or discharge the Network from any obligation or liability under this Agreement.

3.3 Authorizer Authority

Nothing in this Agreement shall be construed in any way to limit the authority of the State Education Department, including, but not limited to, the authority to take and enforce action pursuant to Section 2855 of the *New York Charter Schools Act of 1998,* as amended.

3.4 Conflict with Charter

To the extent there are any conflicts between the terms of the Charter Contract and the terms of this Agreement, the terms of the Charter Contract shall control.

4. DUTIES AND OBLIGATIONS OF THE NETWORK

In order to assist the School in carrying out the terms of the Charter Contract, the Network agrees to provide the educational management and operational services set forth under this Section, and in connection therewith, shall have the right to direct the following duties, in consultation and communication with the Board of Trustees and/or the School administration on key matters:

4.1 Education and Instruction-Related Services

The Network shall provide the following education and instruction-related services to and on behalf of the Charter School, all of which shall be researched-based and rooted in sound educational philosophy:

(a) Designing the educational programs and programs of instruction including rules and requirements relating to student admissions, student records, access to equal educational opportunities, school year and school day requirements, special education, student testing, extracurricular and co-curricular activities and programs;

(b) Selecting and acquiring instructional and curricular 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 the Network, the prices paid for such items shall be reasonable and fair to the School in

light of the nature of the items purchased and in all cases such materials, equipment and supplies shall be and remain property of the School, subject to any superceding liens or encumbrances; and

(c) Designing, implementing, and monitoring professional development activities for the School's instructional personnel.

4.2 Management and Operation Services

The Network shall provide the following management and operation services to and on behalf of the School:

(a) Generally managing the business administration of the School, including the preparation and maintenance of operating procedures of the School;

(b) Managing personnel and payroll functions of the School for employees of the School, as more specifically described in Section 4.3 below;

(c) Arranging for the contracting of services required by the School, which shall include but not necessarily be limited to, transportation, technology, auditing, custodial and food services, and which services shall be paid for in accordance with the appropriate line items in the School's budget;

(d) Evaluating and identifying the School's facilities including making any improvements thereto as the Network shall deem necessary or appropriate for the attainment of the School's educational objectives;

(e) Managing the purchasing or leasing of materials, supplies, and equipment for use at the School, provided that the items shall be and remain the property of the School; provided further that in the event the School intends to enter into a lease agreement with the Network, then such an agreement shall be separately documented and not be made a part of or incorporated into this Agreement and such lease agreement shall be separately negotiated by independent counsel representing the School;

(f) Arranging for the contracting on behalf of the School for the provision of any other services or the acquisition of any other property, which the Network reasonably deems necessary to the attainment of the educational goals of the School;

(g) Designing and implementing the School's student recruitment and enrollment procedures; and

(h) Periodically providing students, parents, faculty members and other School stakeholders with written School information or materials,

provided that in all cases such communication must be prior-approved by the Board of Trustees or Principal, as applicable.

4.3 Human Resources and Employment-Related Services

The Network shall assist with the selection, training, and management of the educational and administrative staff of the School, including, determining, with the Principal, staff needs; recommending the hiring and firing of staff, as may be required from time to time (after approval from the Board of Trustees in the case of the Principal and with the Principal in the case of all other staff personnel); assisting the Board of Trustees in the case of the Principal and assisting the Principal in the case of all other staff personnel in setting compensation levels (subject to the requirements of applicable laws or regulations); directing the development and training of staff (in cooperation and consultation with the School administration); establishing procedures for hiring substitute staff so that the School is adequately staffed at all times; establishing personnel policies upon Board of Trustees approval; and establishing employment related administrative procedures, if any. The parties acknowledge and agree that, the principal, teachers, administrative and other staff of the School shall be employees of the School and not of the Network. The Network will also arrange for the administration of employee benefits for employees of the School.

4.4 Budgeting and Financial Reporting Services

Prior to the beginning of each fiscal year, the Network shall prepare with the Principal and submit to the Board of Trustees for its review a proposed annual budget for such fiscal year. The final annual budget, to the extent that the Network in its reasonable discretion considers it financially prudent and in the educational interests of the School students to do so, shall incorporate any amendments and revisions proposed by the Board of Trustees, provided that said amendments and revisions do not prevent the School from fully compensating the Network for the educational management and operations services performed under this Agreement. The Network shall discuss with the Board of Trustees or its designee any amendments or revisions proposed by the Board of Trustees that the Network does not reasonably consider prudent to incorporate. The Network and the Board of Trustees 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 of Trustees for its approval.

The Network shall also provide other budgets, financial reports, and financial statements to the Board of Trustees as may be required by the Charter Contract or applicable law and regulations, including:

(a) Within 45 days after the close of each fiscal quarter, unaudited financial statements of the School for the fiscal quarter most recently ended;

(b) From time to time upon the request of the Board of Trustees, but no less frequent than on a quarterly basis, a financial statement that provides a detail of budget to actual revenues and expenditures, with an explanation of variances;

The Network shall also cooperate with the auditors retained by the Board of Trustees to prepare annual audited financial statements of the School. The Network 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.

4.5 Procurement of Insurance

The Network shall procure and maintain for itself and separately, on behalf of the School, insurance policies covering commercial liability, worker's compensation, directors and officers liability coverage, and any other insurance required by applicable law or by any agreement to which the Network or the School is a party.

4.6 Funding of Operating Deficits

In the event that the cash receipts of the School are insufficient to fund all of the cash expenditures required to be made by or on behalf of the School for any fiscal year, the Network may advance funds to the School (any such advance being referred to herein as an "Operating Deficit Contribution"). Such Operating Deficit Contribution, if any, shall accumulate no interest.

4.7 Charter School Performance Standard

Provided that the Board of Trustees and the School administration support the recommendations made by the Network with respect to material educational, operational, financial, and employment-related matters affecting the School (and the implementation, management, and assessment of same), the Network warrants that the School shall attain, during or prior to the last year of the term of its First Charter, the academic performance standards committed to in its First Charter or, alternatively, its students shall attain a level of academic performance, as measured by the outcome of standardized, local, national, or state-wide testing, which exceeds the average performance of students of comparable socioeconomic background in the School's district.

5. OBLIGATIONS OF THE CHARTER SCHOOL

The School, acting through its Board, shall be obligated to perform the following duties or services:

5.1 Approval of School Policies

The School shall cooperate with the Network in the preparation of broad policies of the School, which shall be consistent with the Charter Contract.

5.2 Maintenance of Charter Contract

The 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 Contract, are fully complied with at all times. If the School shall at any time receive notice from any public authority or other person that the School is or may be in violation of the Charter Contract, the Act, or any provision of any applicable law or regulation, the School shall immediately notify the Network of the asserted violation and shall thereafter work diligently with the Network to determine whether such asserted violation in fact exists, to correct any violation found to exist, and to vigorously contest the asserted violation if the same is found not to exist.

5.3 Payment of the Network Fee

As compensation to the Network for the services rendered to the School pursuant to this Agreement, the School shall pay to the Network an amount each year equal to the product of (x) the total full-time equivalent enrollment of students in the School as defined under Section 119.1 of the New York State Commissioner of Education Regulations multiplied by (y) one thousand two hundred forty-two dollars and eighty-eight cents ($1242.88) (the "Per Pupil Fee"), provided that the Per Pupil Fee shall be increased or decreased each year by the percentage increase or decrease in the Final Adjusted Expense Per Pupil for charter schools in the New York City school district as calculated by the New York State Education Department annually, commencing with and including the 2008-2009 school year (the product of (x) multiplied by the Per Pupil Fee, the "the Network Fee"), such that the Per Pupil Fee shall equal 9.9975% of the New York City’s Final Adjusted Expense Per Pupil. The Network Fee shall be payable to the Network bi-monthly on or before the first business day of July, September, November, January, March, and May, with appropriate adjustments made on a bi-monthly basis to reflect actual student enrollment changes. Solely for purposes of determining the bimonthly payments to the Network prior to the fall opening of the School in any fiscal year, the total student enrollment projected in the final Board approved budget for the fiscal year will be utilized. Any Network Fee, or portion thereof, not paid within thirty (30) days of its due date shall bear interest at an annualized rate of 7.5% per annum on the outstanding past due amount, provided that such past due payments are not as a result of the New York City Department of Education's failure to timely remit the Adjusted Expense Per Pupil to the Charter School.

In the event of any material change in the level or scope of the Network's services required under this Agreement due to a change in the School's key design

elements, curriculum, programs, operation, or any other reason, the parties will negotiate in good faith an appropriate adjustment in the Network Fee to reflect the additional services to be provided by the Network, except that no material change affecting the Network Fee shall be made to the key design elements without the mutual consent of the Board and the Network.

It is understood by both parties that all expenses incurred by the Network and its employees in the performance of this Agreement shall be included in the Network Fee and shall not be reimbursable to the Network from the Charter School except as provided for in section 5.4 below; provided, however, that in the event that the Network and the Charter School enter into a separate agreement or agreements whereby the Charter School commits to reimbursing the Network for certain expenses, this section shall not apply to such reimbursable expenses.

5.4 Reimbursement of Expenses

The following expenses incurred by the Network shall be subject to reimbursement by the School:

(a) All books, curriculum, furniture, technology, supplies or other property that is delivered to the School;

(b) All software for computers located at the School;

(c) All insurance purchased for the benefit of the School;

(d) All advertising purchased for the benefit of the School;

The Reimbursement Payment shall be due on the same days the Network Fee is due and shall be subject to the same provisions with respect to late payment. The Network shall advise the School of the amount of the Reimbursement Payment ten (10) days prior to the date on which it is due.

6. TAX STATUS

Both the Network and the School shall take all reasonable steps to maintain status as a tax-exempt organization under federal and state law such that contributions to the School are deductible to the donor for federal income tax purposes. In the event of arbitration pursuant to Section 8 of this Agreement, the School and the Network shall agree that, notwithstanding any claims for relief each may seek from the other, it will require that any relief granted be consistent with maintaining the School's tax-exempt status. If the Board of Trustees and the Network conclude it is appropriate to do so, the School may seek to establish a separate tax-exempt organization to conduct fund raising activities and receive tax-deductible contributions in support of the School and/or of education generally.

7. EFFECTIVE DATE AND DURATION

7.1 This Agreement shall take effect upon (a) the agreement of both parties, and (b) the approval by the applicable Authorizer of the Charter (or its approval by operation of law) pursuant to subdivision 2852(5-a) or (5-b) of the Act.

7.2 Provided that the School satisfies the academic performance results set forth in the First Charter by the close of the term of this Agreement, which shall be June 30, this Agreement may automatically renew for four (4) successive one (1) year renewal periods, except that the Board of Trustees, by majority vote, may terminate renewal of this Agreement. The parties hereto agree to commence negotiations regarding renewal of this Agreement no later than 90 (ninety) days before the expiration of this Agreement (the end of the fifth year of the agreement).

7.3 In the event this Agreement is not renewed for any reason, then the School shall pay to the Network any and all deferred or otherwise owed Network Fees, Operating Deficits Contributions, or any other compensation accrued under or in connection with this Agreement. Such fees shall be paid ratably to the Network on a monthly basis within a 48 month period, but in no event shall monthly payments to the Network be less than seventy-five percent (75%) of monthly payments then currently paid by the School to any other education management company, staff trainer, consultant, curriculum developer, or provider of central services.

7.4 If it is determined that the School shall close, the Board of Trustees shall delegate to the Principal the responsibility to manage the dissolution process under the advisement of the Treasurer of the Board of Trustees. This process shall include notification to parents of children currently enrolled in the School.

The School will work closely with appropriate representatives of the district of location, the New York City Department of Education (NYC DOE), to develop and implement a dissolution plan that will govern the process of transferring students and student records. Initially, a list of students attending the School will be sent to the NYC DOE. The School will coordinate any planned or voluntary dissolution with the district to facilitate reintegration of its students and their records, and will provide the district with a minimum notice of 120 days for any voluntary dissolution.

Prior to dissolution, the School will conduct a series of meetings for parents to provide information about the dissolution and to support them in making decisions regarding selection of educational programs for their children. School representatives will also meet one-on-one with each enrolled student's family to ensure that all parents are aware of their options regarding educational services

for their child in New York City public schools, charter schools, and nonpublic schools.

The dissolution plan will provide that all property which the School has leased, borrowed, or contracted for use will be returned. The return of such property will conform with contractual prearrangement, where applicable, or will be done with reasonable promptness. All remaining assets of the School shall be transferred to another charter school within the New York City School District.

The School will establish an escrow account of no less than $75,000 to pay for legal and audit expenses that would be associated with dissolution should it occur. The account will be created over the School's first three years of instruction in increments of $25,000 each year.

8. TERMINATION

8.1 This Agreement may be terminated for any reason by the School with 60 days notice and by the Network with 180 days notice.

8.2 This Agreement may also be terminated under the following conditions:

(a) If the Network 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 undismissed; 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 undismissed, 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 the Network is found by an administrative or judicial body to have made fraudulent use of funds, or if an administrative or judicial body has permanently revoked any license which may be required for the Network 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 an intentional material breach of the other's obligations, representation, or warranties under this Agreement, including, without limitation, the improper delay or non-payment of the Network Fee, such party may terminate this Agreement upon ninety (90) days written notice to the other provided that the other party may prevent termination by curing such breach within ninety (90) days of receipt of such written notice.

(d) If there shall become known to the Board of Trustees at any time after the effective day of this Agreement an intentional material breach of the Network's obligations under this Agreement which, in the Board of Trustees' reasonable judgment, jeopardizes the safety, health, or well-being of the students at the School, the Board of Trustees shall have the right to terminate this Agreement immediately.

(e) The Network shall have the right to terminate this Agreement, on thirty (30) days prior written notice to the Board of Trustees, in the event that performance of its obligations hereunder is made impossible or impracticable by circumstances beyond the Network's control.

(f) The Network and/or the School may terminate said agreement for cause at any time by unanimous vote of either of the entities' boards. Such termination is subject to the stipulations of item 9.2 and following.

8.2 Upon expiration or termination of this Agreement for any reason, the Parties agree to cooperate in good faith and use their best efforts to complete a prompt and orderly separation, it being the intention of both parties that the School shall remain open and operating in its normal course in the event of such expiration or termination of this Agreement, in accordance with the following rights and obligations of the Parties:

(a) The School shall have the right to use the Network Proprietary Information, as defined under Section 9 hereof, then currently in use by the School, until the last day of the then current school year. The School may continue to use the Network Proprietary Information indefinitely thereafter for a reasonable annual fee that shall be agreed by the Parties or, failing that, determined by an arbitrator pursuant to the arbitration provisions herein, which fee shall not exceed 20% of the Network Fee that would otherwise be payable were this Agreement still in place;

(b) The Network shall provide the School with all student records, financial reports, employee records, and other School data in the Network's possession and not currently in possession by the Board of Trustees; and

(c) The Network shall provide the School with reasonable educational and operational transition assistance for a period of sixty (60) days after the termination of this Agreement, provided that the School shall pay to the Network all fees, expenses and other costs of the Network consultants and agents who may, from time to time, upon mutual agreement of the parties, provide assistance to the School or its students.

8.3 In the event that this Agreement is terminated or not renewed at a time when the Network has loaned funds to the School, guaranteed any debt or other financial obligation of the School, or provided credit support, whether in the form of a letter of credit or otherwise, to the School, notwithstanding any other provision of this Agreement to the contrary, such termination shall be effective and the School shall remain liable to the Network until 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 the Network, all in accordance with the term therein.

8.4 In the event of termination, 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.

8.5 In the event to Termination, the Network may require the School to take such steps as shall be necessary to make clear to the public that the School is no longer associated with the Network and those schools associated with the Network.

9. PROPRETARY INFORMATION

9.1 The School agrees that the Network and its affiliates shall own all trademark, copyright, and other proprietary rights (collectively the "Intellectual Property Rights"), whether developed before or after the date of this Agreement, in and to all instructional materials, training materials, curriculum and lesson plans, instructional and management methods, and any other materials and methods developed or provided in whole or in part by the Network, its employees, agents or subcontractors, and any person working under the Network's direction (collectively the "the Network Proprietary Information"). During the term of this Agreement and after its termination, the School shall maintain all the Network Proprietary Information and written and oral ideas, information or designs disclosed to the School, in confidence, and shall not disclose, publish, copy, transmit, modify, alter, or use in any fashion the Network Proprietary Information other than to the extent necessary for implementation of this Agreement. During the term of this Agreement and after its termination, the School shall take reasonable measures to assure that no School employees or agents disclose,

publish, copy, transmit, modify, alter, or use such confidential information or the Network Proprietary Information other than in accordance with this Agreement.

9.2 The School agrees that the Network shall own all intellectual property rights in all material that is developed by the parties together or by any employee or consultant of the School pursuant to this Agreement. The School agrees that it will take reasonable measures to ensure that all contributions of its employees or consultants to such materials will constitute a "work made for hire" within the meaning of the Copyright Act of 1976, 17 U.S.C. 101. In the event that such works may not constitute a "work made for hire," the School agrees to cause the applicable employee or consultant to execute an assignment of his or her rights in such contribution to the Network.

10. INDEMNIFICATION

10.1 Liability

The Network shall not be liable for any act or omission resulting in loss or damage to the School or the Board of Trustees, or any of their respective affiliates, except to the extent that such loss or damage is caused by the gross negligence or willful misconduct of the Network. The Network makes no representation or warranty of successful management or operation of the School by the Network. The liability of the Network, if any, under this Agreement shall under no circumstances extend to indirect or consequential damages. Under no circumstances shall the Network have any liability under this Agreement for any action taken by it at the direction of, or specifically approved by, the Board, except to the extent that the Network shall have been grossly negligent or engaged in willful misconduct in the carrying out of such instructions.

10.2 Indemnification by Charter School

The School shall indemnify and hold harmless the Network and its affiliates, and their directors, officers, employees, subcontractors, agents or representatives (the "Network Indemnitees") from, against, and with respect to any and all claims, demands, suits, liabilities losses, damages, costs and expenses (including interest, penalties, and attorney's fees and disbursements) (collectively, "the Network Claims") arising out of or as a result of any action taken or not taken by the Network or any of the Network Indemnities pursuant to this Agreement; in connection with any material noncompliance by the Network with any agreements, covenants, warranties, or undertakings of the Network contained in or made pursuant to this Agreement or otherwise; and relating to any material breach of the representations and warranties of the Network contained in or made pursuant to this Agreement, other than the Network Claims arising out of or as a result of the gross negligence, recklessness or willful misconduct of the Network. In addition, the School shall reimburse the Network for any and all legal expenses

and costs associated with the defense of any the Network Claim other than the Network Claims arising out of the gross negligence, recklessness, or willful misconduct of the Network.

10.3 Indemnification by the Network

The Network shall indemnify and hold harmless the School and its affiliates, and their directors, officers, employees, subcontractors, agents or representatives (the "Charter School Indemnitees") from, against, and with respect to any and all claims, demands, suits, liabilities, losses, damages, costs, and expenses (including interest, penalties, and attorney's fees and disbursements) (collectively, "Charter School Claims") arising out of or as a result of any action taken or not taken by the School or any of the Charter School Indemnitees pursuant to this Agreement; in connection with any material noncompliance by the School with any agreements, covenants, warranties, or undertakings of the School contained in or made pursuant to this Agreement or otherwise; and relating to any material breach of the representations and warranties of the School contained in or made pursuant to this Agreement, other than Charter School Claims arising out of or as a result of the gross negligence, recklessness, or willful misconduct of the Charter School. In addition, the Network shall reimburse the School for any and all legal expenses and costs associated with the defense of any Charter School Claim other than Charter School Claims arising out of the gross negligence, recklessness, or willful misconduct of the Charter School.

11. ARBITRATION

11.1 General

Any controversy or claim arising out of or relating to this Agreement or the breach hereof shall be finally settled by arbitration. The arbitration shall be held in New York, New York and shall be conducted in accordance with the Rules of the American Arbitration Association ("AAA") in effect at the time of the arbitration.

12. MISCELANEOUS PROVISIONS

12.1 Notices

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 to the Charter School, to:

Gideon Stein, Chairman
c/o Argyle Holdings, LLC

57 Warren Street, 3rd Floor
New York, NY 10007

With a copy to:

Stacey Apatov, Principal
Harlem Success Academy Charter School 5
301 West 140th Street
New York, NY 10030

If to the Network, to:

Eva Moskowitz, CEO
Success Charter Network
34 West 118th Street, 2nd Floor
New York, NY 10026

12.2 Governing Law

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 Enforceability and Validity of Certain Provisions

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 Entire Agreement

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. This Agreement constitutes the entire agreement between the parties with respect to the subject matter hereof and supercedes all prior agreements or understandings, written or oral, in respect thereof.

12.5 Waiver

The failure by either party hereto to insist upon or to enforce 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.

12.6 Succession

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.

12.7 Assignment

This Agreement may not be assigned by either party without the prior written consent of the other party; provided, however, that the Network may assign this Agreement in connection with a sale, merger, or other transaction in which all or substantially all the assets of the Network are sold or exchanged. Both Parties acknowledge that an assignment of this Agreement by either party may constitute a revision of the First Renewal Charter and may require approval by the SUNY Trustees pursuant to the Act.

12.8 Form of Execution

This Agreement may be executed by facsimile and in any number of counterparts, each of which shall be an original, but all of which shall together constitute one and the same instrument.

12.9 Compliance with Law

Each of the School, including its Board of Trustees and staff, and the Network shall manage and operate the School, and shall conduct all of its affairs in compliance with all applicable federal, state, and local statutes, rules and regulations, including without limitation requirements prohibiting discrimination in employment.

12.10 FERPA

The School hereby designates employees of the Network, to the extent permitted by law, as agents of the School having a legitimate educational interest such that they are entitled to access to education records under 20 U.S.C. 5 1232g, the

Family Educational Rights and Privacy Act ("FERPA"). The Network, its officers, and employees shall comply with FERPA at all times.

12.11 Access to Records

The Network and its employees, officers, and representatives shall have access at all times to the properties, books, and records of the School. The School shall furnish such information and documents in its possession relating to the School as the Network may request in its sole discretion. The School shall have access at all times to the properties, books, and records of the School. the Network shall furnish such properties, books, and records in its possession to the School as the school may request.

12.12 Relationship of Parties

The Network and its employees shall serve as independent contractors in rendering services under this Agreement and are not and shall not be the employees or servants of the School or the Board of Trustees. The Network may act as an agent of the School or the Board of Trustees in conducting transactions necessary for the operation of the School. Notwithstanding any other provision of this Agreement, the parties hereto understand and agree that the Network shall be required only to devote such of its resources to providing the services called for by this Agreement as are reasonably necessary and appropriate to the discharge thereof. The School expressly acknowledges that the Network shall not be required to apply its full resources to the performance of this Agreement.

12.13 Absence of Partnership

Neither this Agreement nor any arrangement contemplated hereby shall create the relationship of partners, joint ventures, or principal and agent between the Parties hereto or any of their respective affiliates, except as the parties expressly agree otherwise in writing. None of the parties hereto has any authority to represent or bind the other parties in any manner whatsoever.

12.14 Further Actions

Each Party hereto shall, at all times, cooperate in taking such actions and doing or causing to be done all things necessary, proper, or advisable or reasonably requested by the other party hereto to effect the intent and purpose of this Agreement and implement the transactions contemplated hereby.

12.15 Entire Agreement

This Agreement is the entire agreement of the parties with respect to the subject matter hereof and supersedes all other prior agreements, understandings, statements, representations, and warranties, oral or written, express or implied,

between the parties hereto and their respective affiliates, representatives, and agents in respect of the subject matter hereof.

12.16 Delegation of Authority

Nothing in the Agreement shall be construed as delegating to the Network any of the powers or authority of the School, which are not subject to delegation by the School under New York law.

12.17 Survival

All representations, warranties, and indemnities made herein shall survive termination of this Agreement.

In witness whereof, the Parties have caused this Agreement to be signed and delivered by their duly authorized representatives.

This Agreement contains a binding arbitration provision which may be enforced by the Parties.

Success Charter Network, Inc.

By: _____

Title: _____

Date: _____

Harlem Success Academy Charter School 5

By: _____

Title: _____

Date: _____

between the parties hereto and their respective affiliates, representatives, and agents in respect of the subject matter hereof.

12.16 Delegation of Authority

Nothing in the Agreement shall be construed as delegating to the Network any of the powers or authority of the School, which are not subject to delegation by the School under New York law.

12.17 Survival

All representations, warranties, and indemnities made herein shall survive termination of this Agreement.

In witness whereof, the Parties have caused this Agreement to be signed and delivered by their duly authorized representatives.

This Agreement contains a binding arbitration provision which may be enforced by the Parties.

Success Charter Network, Inc.

By: _____

Title: _____

Date: _____

Harlem Success Academy Charter School 5

By: _____

Title: Chairman

Date: _____

Academic and Business Services Agreement

By and Between

The Success Charter Network, Inc.

and

Bronx Success Academy Charter School 1

This academic and business services agreement (the "Agreement") is made and entered into as of 6/28/10 (the "Effective Date") by and between The Success Charter Network, Inc., a Delaware not for profit corporation ("the Network") and Bronx Success Academy Charter School 1, a New York education corporation (the "School," and the School together with the Network, each a "Party" and collectively the "Parties").

Whereas, the Network is a charter management organization with the qualifications, experience, and expertise necessary to effectively manage charter schools;

Whereas, the Anthorizer (as defined below) granted the School anthority to operate a charter school;

Whereas, the School is entering in to this Agreement with the Network in order to meet its obligations under the Charter Contract (defined below), especially its commitment to providing a high-quality education for its students;

Whereas, it is the Parties' intention to create a relationship based on trust, common educational objectives, and clear accountability, through which they will work together to bring educational excellence to the School;

Whereas, the Parties desire to enter into a written agreement to set forth the terms and conditions of their agreement;

Now, therefore, in consideration of the recitals and the mutual covenants, representations, warranties, conditions, and agreements hereinafter expressed, the Parties agree as follows:

1. DEFINITIONS

"Agreement" has the meaning set forth in the recitals.

"Authorizer" means the State Education Department.

"Board of Trustees" means the Board of Trustees of the School.

"Charter Contract" means the School's contract with the Authorizer, which authorizes the Board of Trustees to organize and operate the School, and which includes the final charter application.

"Charter School Law" means the laws permitting the creation of charter schools in the State of New York and governing the development and operation of charter schools in the State of New York, including the *New York Charter Schools Act of 1998*, as amended.

"Effective Date" has the meaning set forth in the recitals.

"Facility" means a building or other structure of sufficient size to house the actual and anticipated enrollment level of the School, suitable for use by the School, and meeting all applicable building codes, zoning ordinances and laws, environment laws and regulations, the Charter Contract, and all other laws and regulations applicable to the operation of the School.

The "Marks" refer to the "Bronx Success Academy 1" and "Success Academy" trademarks.

The "Network" has the meaning set forth in the recitals.

The "Network School Model" means the school model based on the Network curriculum, described in the Charter Contract.

"Party" and "Parties" have the meaning set forth in the recitals.

"Principal" means the employee of the School responsible for the day-to-day academic program of the School.

"Proprietary Information" means all copyright and other proprietary rights to all instructional materials, training materials, curriculum and lesson plans, and any other materials developed in whole or in party by the Network, its employees, agents, or subcontractors.

"Regulatory Authority" means any United States federal, State, or local government, or political subdivision thereof, any authority, agency, or commission entitled to exercise any administrative, executive, judicial, legislative, regulatory, or taxing authority or power, any court or tribunal (or any department, bureau, or division thereof), any arbitrator or arbitral body, or any similar body.

"Reimbursement Payment" means reimbursement payments for certain expenses incurred by the Network on behalf of the School.

"School" has the meaning set forth in the recitals.

"State" means New York State.

2. REPRESENTATIONS AND WARRANTIES

2.1 Representations and Warranties of the Network

The Network represents and warrants as follows:

(a) Organization and Status. The Network is a non-stock, not for profit corporation duly organized under the laws of the state of Delaware, with the purpose and legal ability to contract to provide educational management services. The Network shall notify the School of any change in its corporate status. The Network shall not change its corporate status such that this Agreement is materially affected.

(b) Authority. The Network is authorized to do business in the State. The Network has all requisite power and authority to execute and deliver this Agreement, to perform its obligations hereunder, aud to otherwise consummate the transactions contemplated hereby. This Agreement constitutes a valid and binding obligation of the Network, enforceable against the Network in accordance with its terms.

(c) Full Disclosure. No representation or warranty of the Network herein and no statement, information, or certificate furnished or to be furnished by the Network pursuant hereto or in connection with the transactions contemplated hereby contains any untrue statement of a material fact or omits or will omit to state a material fact necessary in order to make the statements contained herein or therein not misleading.

(d) Litigation. There is no suit, claim, action, or proceeding now pending or, to the knowledge of the Network, threatened before any Regulatory Authority to which the Network is a Party or which may result in any judgment, order, decree, liability, award, or other determiuation which will or may reasonably be expected to have a material adverse effect upou the Network. No such judgment, order, decree, or award has been entered against the Network which has, or may reasonably be expected to have, such effect. There is no claim, action, or proceeding now pending or, to the knowledge of the Network, threatened before any Regulatory Authority involving the Network which will or may reasonably be expected to prevent or hamper the performance of the agreements of the Network contemplated by this agreement.

(e) Ability. The Network, its personnel and subcontractors, being employed and/or used, or to be employed and/or used, by the Network, for the performance of its obligations hereunder are qualified, experienced, and

have expertise to carry out the management services provided for herein with all necessary professional skill, care, and diligence.

(f) Ownership of Marks, Proprietary Information, and the Network School Model. The Network is the owner of and has the right to use and license to the School, or permit the School to use, as provided herein, the Marks, Proprietary Information and the Network School Model, and such ownership, use, or license does not infringe upon the rights of any third party.

(g) Conduct of the Network. The Network has complied, and at all times during the Term will materially comply, collectively, with all local, State, and federal laws and regulations that are applicable to the Network, which include, but are not limited to the Internal Revenue code, the non-profit corporation law of Delaware and the Charter Schools Law. The Network has maintained and will maintain adequate records of the activities and decisions of the Network to ensure and document compliance with all such laws and regulations.

2.2 Representations and Warranties of the School

The School represents and warrants as follows:

(a) Organization and Tax Exempt Status. The School is, and at all times during the Term will be, an education corporation duly organized under the laws of the New York, with the purpose and legal ability to contract to operate a charter school and to contract for education management services. The School is recognized by the Internal Revenue Service as a tax exempt organization.

(b) Authority. The School has all requisite power and authority to execute and deliver this Agreement, to perform its obligations hereunder, and to otherwise consummate the agreements contemplated hereby and thereby. This Agreement constitutes a valid and binding obligation of the School, enforceable agaiust the School in accordance with its respective terms.

(c) Litigation. There is no suit, claim, action, or proceeding now pending or, to the knowledge of the School, threatened before any Regulatory Authority to which the School is a Party or which may result in any judgment, order, decree, liability, award, or other determination which will or may reasonably be expected to have a material adverse effect upon the School. No such judgment, order, decree, or award has been entered against the School which has, or may reasonably be expected to have, such effect. There is no claim, action, or proceeding now pending or, to the knowledge of the School, threatened before any Regulatory Authority involving the School which will or may reasonably be expected to prevent

or hamper the consummation of the agreements contemplated by this Agreement.

(d) Full Disclosure. No representation or warranty of the School herein and no statement, information, or certificate furnished or to be furnished by the School pursuant hereto or in connection with the agreement contemplated hereby contains any untrue statement of a material fact or omits or will omit to state a material fact necessary in order to make the statements contained herein or therein not misleading.

(e) Conduct of the School and the Board of Trnstees. The School has materially complied, and at all times during the Term will materially comply, collectively, with all local, State, and federal laws and regulations that are applicable to the School, which include, but are not limited to the Internal Revenue Code, the non-for-profit corporation law of New York, the open records and meetings laws of New York, and the Charter Schools Law. Any lack of compliance shall not be attributable to the Network. The School has maintained and will maintain adequate records of the activities and decisions of the School to ensure and document compliance with all such laws and regulations. The School agrees to provide the Network with copies of all such records, and to allow the Network to, at the Network's discretion, assist with the preparation and retention of such records.

(f) Due Authorization. The Board of Trustees is authorized to organize and operate the School and the School is vested by the Authorizer with all powers necessary to carry out the educational program outlined in the Charter Contract. Except as so delegated to the Network herein (unless such delegation is prohibited by applicable law), the School shall at all times retain all rights and responsibilities under the Charter Contract.

3. AUTHORITY

3.1 Delegation of Authority to the Network

The School hereby authorizes the Network to undertake the functions specified in this Agreement in regards to business and academic services of the School on behalf of the School, it being understood that, at all times, the Network remains accountable and subject to the oversight of the School. The School also authorizes the Network to take such reasonable other actions that may not be expressly set forth in this Agreement, but which are implicit in this Agreement and are necessary in the Network's good faith and reasonable judgment to properly and efficiently manage or operate the School, provided such actions are consistent with the Charter Contract, applicable laws, and the annual School budget approved by the Board of Trustees.

3.2 The Network's Authority to Subcontract

Except to the extent prohibited by law of this Agreement, the Network may subcontract any function or service it is obligated to provide hereunder, provided that no such subcontract permitted hereunder shall relieve or discharge the Network from any obligation or liability under this Agreement.

3.3 Authorizer Authority

Nothing in this Agreement shall be construed in any way to limit the authority of the State Education Department, including, but not limited to, the authority to take and enforce action pursuant to Section 2855 of the *New York Charter Schools Act of 1998*, as amended.

3.4 Conflict with Charter

To the extent there are any conflicts between the terms of the Charter Contract and the terms of this Agreement, the terms of the Charter Contract shall control.

4. DUTIES AND OBLIGATIONS OF THE NETWORK

In order to assist the School in carrying out the terms of the Charter Contract, the Network agrees to provide the educational management and operational services set forth under this Section, and in connection therewith, shall have the right to direct the following duties, in consultation and communication with the Board of Trustees and/or the School administration on key matters:

4.1 Education and Instruction-Related Services

The Network shall provide the following education aud iustruction-related services to and on behalf of the Charter School, all of which shall be researched-based and rooted in sound educational philosophy:

(a) Designing the educational programs and programs of instruction including rules and requirements relating to student admissions, student records, access to equal educatioual opportunities, school year and school day requirements, special education, student testiug, extracurricular and co-curricular activities and programs;

(b) Selecting and acquiring instructional aud curricular 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 the Network, the prices paid for such items shall be reasonable and fair to the School in

light of the nature of the items purchased and in all cases such materials, equipment and supplies shall be and remain property of the School, subject to any superceding liens or encumbrances; and

(c) Designing, implementing, and monitoring professional development activities for the School's instructional personnel.

4.2 Management and Operation Services

The Network shall provide the following management and operation services to and on behalf of the School:

(a) Generally managing the business administration of the School, including the preparation and maintenance of operating procedures of the School;

(b) Managing personnel and payroll functions of the School for employees of the School, as more specifically described in Section 4.3 below;

(c) Arranging for the contracting of services required by the School, which shall include but not necessarily be limited to, transportation, technology, auditing, custodial and food services, and which services shall be paid for in accordance with the appropriate line items in the School's budget;

(d) Evaluating and identifying the School's facilities including making any improvements thereto as the Network shall deem necessary or appropriate for the attainment of the School's educational objectives;

(e) Managing the purchasing or leasing of materials, supplies, and equipment for use at the School, provided that the items shall be and remain the property of the School; provided further that in the event the School intends to enter into a lease agreement with the Network, then such an agreement shall be separately documented and not be made a part of or incorporated into this Agreement and such lease agreement shall be separately negotiated by independent counsel representing the School;

(f) Arranging for the contracting on behalf of the School for the provision of any other services or the acquisition of any other property, which the Network reasonably deems necessary to the attainment of the educational goals of the School;

(g) Designing and implementing the School's student recruitment and enrollment procedures; and

(h) Periodically providing students, parents, faculty members and other School stakeholders with written School informatiou or materials,

provided that in all cases such communication must be prior-approved by the Board of Trustees or Principal, as applicable.

4.3 Human Resources and Employment-Related Services

The Network shall assist with the selection, training, and management of the educational and administrative staff of the School, including, determining, with the Principal, staff needs; recommending the hiring and firing of staff, as may be required from time to time (after approval from the Board of Trustees in the case of the Principal and with the Principal in the case of all other staff personnel); assisting the Board of Trustees in the case of the Principal and assisting the Principal in the case of all other staff personnel in setting compensation levels (subject to the requirements of applicable laws or regulations); directing the development and training of staff (in cooperation and consnltation with the School administration); establishing procedures for hiring substitute staff so that the School is adequately staffed at all times; establishing personnel policies upon Board of Trustees approval; and establishing employment related administrative procedures, if any. The parties acknowledge and agree that, the principal, teachers, administrative and other staff of the School shall be employees of the School and not of the Network. The Network will also arrange for the administration of employee benefits for employees of the School.

4.4 Budgeting and Financial Reporting Services

Prior to the beginning of each fiscal year, the Network shall prepare with the Principal and submit to the Board of Trustees for its review a proposed annual budget for such fiscal year. The final annual budget, to the extent that the Network in its reasonable discretion considers it financially prudent and in the educational interests of the School students to do so, shall incorporate any amendments and revisions proposed by the Board of Trustees, provided that said amendments and revisions do not prevent the School from fully compensating the Network for the educational management and operations services performed under this Agreement. The Network shall discuss with the Board of Trustees or its designee any amendments or revisions proposed by the Board of Trustees that the Network does not reasonably consider prudent to incorporate. The Network and the Board of Trustees 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 of Trustees for its approval.

The Network shall also provide other budgets, financial reports, and financial statements to the Board of Trustees as may be required by the Charter Contract or applicable law and regulations, including:

(a) Within 45 days after the close of each fiscal quarter, unaudited financial statements of the School for the fiscal quarter most recently ended;

(b) From time to time upon the request of the Board of Trustees, but no less frequent than on a quarterly basis, a financial statement that provides a detail of budget to actual revenues and expenditures, with an explanation of variances;

The Network shall also cooperate with the auditors retained by the Board of Trustees to prepare annual audited financial statements of the School. The Network 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.

4.5 Procurement of Insurance

The Network shall procure and maintain for itself and separately, on behalf of the School, insurance policies covering commercial liability, worker's compensation, directors and officers liability coverage, and any other insurance required by applicable law or by any agreement to which the Network or the School is a party.

4.6 Funding of Operating Deficits

In the event that the cash receipts of the School are insufficient to fund all of the cash expenditures required to be made by or on behalf of the School for any fiscal year, the Network may advance funds to the School (any such advance being referred to herein as an "Operating Deficit Contribution"). Such Operating Deficit Contribution, if any, shall accumulate no interest.

4.7 Charter School Performance Standard

Provided that the Board of Trustees and the School administration support the recommendations made by the Network with respect to material educational, operational, financial, and employment-related matters affecting the School (and the implementation, management, and assessment of same), the Network warrants that the School shall attain, during or prior to the last year of the term of its First Charter, the academic performance standards committed to in its First Charter or, alternatively, its students shall attain a level of academic performance, as measured by the outcome of standardized, local, national, or state-wide testing, which exceeds the average performance of students of comparable socioeconomic background in the School's district.

5. OBLIGATIONS OF THE CHARTER SCHOOL

The School, acting through its Board, shall be obligated to perform the following duties or services:

5.1 Approval of School Policies

The School shall cooperate with the Network in the preparation of broad policies of the School, which shall be consistent with the Charter Contract.

5.2 Maintenance of Charter Contract

The 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 Contract, are fully complied with at all times. If the School shall at any time receive notice from any public authority or other person that the School is or may be in violation of the Charter Contract, the Act, or any provision of any applicable law or regulation, the School shall immediately notify the Network of the asserted violation and shall thereafter work diligently with the Network to determine whether such asserted violation in fact exists, to correct any violation found to exist, and to vigorously contest the asserted violation if the same is found not to exist.

5.3 Payment of the Network Fee

As compensation to the Network for the services rendered to the School pursuant to this Agreement, the School shall pay to the Network an amount each year equal to the product of (x) the total full-time equivalent enrollment of students in the School as defined under Section 119.1 of the New York State Commissioner of Edncation Regulations multiplied by (y) one thousand two hundred forty-two dollars and eighty-eight cents ($1242.88) (the "Per Pupil Fee"), provided that the Per Pupil Fee shall be increased or decreased each year by the percentage increase or decrease in the Final Adjusted Expense Per Pupil for charter schools in the New York City school district as calculated by the New York State Education Department annnally, commencing with and including the 2008-2009 school year (the product of (x) multiplied by the Per Pupil Fee, the "the Network Fee"), such that the Per Pupil Fee shall equal 9.9975% of the New York City's Final Adjusted Expense Per Pupil. The Network Fee shall be payable to the Network bi-monthly on or before the first business day of July, September, November, January, March, and May, with appropriate adjustments made on a bi-monthly basis to reflect actual student enrollment changes. Solely for purposes of determining the bimonthly payments to the Network prior to the fall opening of the School in any fiscal year, the total student enrollment projected in the final Board approved budget for the fiscal year will be utilized. Any Network Fee, or portion thereof, not paid within thirty (30) days of its due date shall bear interest at an annnalized rate of 7.5% per annnm on the ontstanding past due amonnt, provided that such past due payments are not as a result of the New York City Department of Education's failure to timely remit the Adjusted Expense Per Pupil to the Charter School.

In the event of any material change in the level or scope of the Network's services required under this Agreement due to a change in the School's key design

elements, curriculum, programs, operation, or any other reason, the parties will negotiate in good faith an appropriate adjustment in the Network Fee to reflect the additional services to be provided by the Network, except that no material change affecting the Network Fee shall be made to the key design elements without the mutual consent of the Board and the Network.

It is understood by both parties that all expenses incurred by the Network and its employees in the performance of this Agreement shall be included in the Network Fee and shall not be reimbursable to the Network from the Charter School except as provided for in section 5.4 below; provided, however, that in the event that the Network and the Charter School enter into a separate agreement or agreements whereby the Charter School commits to reimbursing the Network for certain expenses, this section shall not apply to such reimbursable expenses.

5.4 Reimbursement of Expenses

The following expenses incurred by the Network shall be subject to reimbursement by the School:

(a) All books, curriculum, furniture, technology, supplies or other property that is delivered to the School;

(b) All software for computers located at the School;

(c) All insurance purchased for the benefit of the School;

(d) All advertising purchased for the benefit of the School;

The Reimbursement Payment shall be due on the same days the Network Fee is due and shall be subject to the same provisions with respect to late payment. The Network shall advise the School of the amount of the Reimbursement Payment ten (10) days prior to the date on which it is due.

6. TAX STATUS

Both the Network and the School shall take all reasonable steps to maintain status as a tax-exempt organization under federal and state law such that contributions to the School are deductible to the donor for federal income tax purposes. In the event of arbitration pursuant to Section 8 of this Agreement, the School and the Network shall agree that, notwithstanding any claims for relief each may seek from the other, it will require that any relief granted be consistent with maintaining the School's tax-exempt status. If the Board of Trustees and the Network conclude it is appropriate to do so, the School may seek to establish a separate tax-exempt organization to conduct fund raising activities and receive tax-deductible contributions in support of the School and/or of education generally.

7. EFFECTIVE DATE AND DURATION

7.1 This Agreement shall take effect upon (a) the agreement of both parties, and (b) the approval by the applicable Authorizer of the Charter (or its approval by operation of law) pursuant to subdivision 2852(5-a) or (5-b) of the Act.

7.2 Provided that the School satisfies the academic performance results set forth in the First Charter by the close of the term of this Agreement, which shall be June 30, this Agreement may automatically renew for four (4) successive one (1) year renewal periods, except that the Board of Trustees, by majority vote, may terminate renewal of this Agreement. The parties hereto agree to commence negotiations regarding renewal of this Agreement no later than 90 (ninety) days before the expiration of this Agreement (the end of the fifth year of the agreement).

7.3 In the event this Agreement is not renewed for any reason, then the School shall pay to the Network any and all deferred or otherwise owed Network Fees, Operating Deficits Contributions, or any other compensation accrued under or in connection with this Agreement. Such fees shall be paid ratably to the Network on a monthly basis within a 48 month period, but in no event shall monthly payments to the Network be less than seventy-five percent (75%) of monthly payments then currently paid by the School to any other education management company, staff trainer, consultant, curriculum developer, or provider of central services.

7.4 If it is determined that the School shall close, the Board of Trustees shall delegate to the Principal the responsibility to manage the dissolution process under the advisement of the Treasurer of the Board of Trustees. This process shall include notification to parents of children currently enrolled in the School.

The School will work closely with appropriate representatives of the district of location, the New York City Department of Education (NYC DOE), to develop and implement a dissolution plan that will govern the process of transferring students and student records. Initially, a list of students attending the School will be sent to the NYC DOE. The School will coordinate any planned or voluntary dissolution with the district to facilitate reintegration of its students and their records, and will provide the district with a minimum notice of 120 days for any voluntary dissolution.

Prior to dissolution, the School will conduct a series of meetings for parents to provide information about the dissolution and to support them in making decisions regarding selection of educational programs for their children. School representatives will also meet one-on-one with each enrolled student's family to ensure that all parents are aware of their options regarding educational services

for their child in New York City public schools, charter schools, and nonpublic schools.

The dissolution plan will provide that all property which the School has leased, borrowed, or contracted for use will be returned. The return of such property will conform with contractual prearrangement, where applicable, or will be done with reasonable promptness. All remaining assets of the School shall be transferred to another charter school within the New York City School District.

The School will establish an escrow account of no less than $75,000 to pay for legal and audit expenses that would be associated with dissolution should it occur. The account will be created over the School's first three years of instruction in increments of $25,000 each year.

8. TERMINATION

8.1 This Agreement may be terminated for any reason by the School with 60 days notice and by the Network with 180 days notice.

8.2 This Agreement may also be terminated under the following conditions:

(a) If the Network 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 undismissed; 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 undismissed, unbounded or undischarged for a period of ninety (90) days, this Agreement shall be deemed immediately terminated upon the occurrence of such eveut.

(b) If the Network is found by an administrative or judicial body to have made fraudulent use of funds, or if an administrative or judicial body has permanently revoked any license which may be required for the Network 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 an intentional material breach of the other's obligations, representation, or warranties under this Agreement, including, without limitation, the improper delay or non-payment of the Network Fee, such party may terminate this Agreement upon ninety (90) days written notice to the other provided that the other party may prevent termination by curing such breach within ninety (90) days of receipt of such written notice.

(d) If there shall become known to the Board of Trustees at any time after the effective day of this Agreement an intentional material breach of the Network's obligations under this Agreement which, in the Board of Trustees' reasonable judgment, jeopardizes the safety, health, or well-being of the students at the School, the Board of Trustees shall have the right to terminate this Agreement immediately.

(e) The Network shall have the right to terminate this Agreement, on thirty (30) days prior written notice to the Board of Trustees, in the event that performance of its obligations hereunder is made impossible or impracticable by circumstances beyond the Network's control.

(f) The Network and/or the School may terminate said agreement for cause at any time by unanimous vote of either of the entities' boards. Such termination is subject to the stipulations of item 9.2 and following.

8.2 Upon expiration or termination of this Agreement for any reason, the Parties agree to cooperate in good faith and use their best efforts to complete a prompt and orderly separation, it being the intention of both parties that the School shall remain open and operating in its normal course in the event of such expiration or termination of this Agreement, in accordance with the following rights and obligations of the Parties:

(a) The School shall have the right to use the Network Proprietary Information, as defined under Section 9 hereof, then currently in use by the School, until the last day of the then current school year. The School may continue to use the Network Proprietary Information indefinitely thereafter for a reasonable aunual fee that shall be agreed by the Parties or, failing that, determined by an arbitrator pursuant to the arbitration provisions herein, which fee shall not exceed 20% of the Network Fee that would otherwise be payable were this Agreement still iu place;

(b) The Network shall provide the School with all student records, financial reports, employee records, and other School data in the Network's possession and not currently in possession by the Board of Trustees; and

(c) The Network shall provide the School with reasonable educational and operational transition assistance for a period of sixty (60) days after the termination of this Agreement, provided that the School shall pay to the Network all fees, expenses and other costs of the Network consultants and agents who may, from time to time, upon mutual agreement of the parties, provide assistance to the School or its students.

8.3 In the event that this Agreement is terminated or not renewed at a time when the Network has loaned funds to the School, guaranteed any debt or other financial obligation of the School, or provided credit support, whether in the form of a letter of credit or otherwise, to the School, notwithstanding any other provision of this Agreement to the contrary, such termination shall be effective and the School shall remain liable to the Network until 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 the Network, all in accordance with the term therein.

8.4 In the event of termination, 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.

8.5 In the event to Termination, the Network may require the School to take such steps as shall be necessary to make clear to the public that the School is no longer associated with the Network and those schools associated with the Network.

9. PROPRETARY INFORMATION

9.1 The School agrees that the Network and its affiliates shall own all trademark, copyright, and other proprietary rights (collectively the "Intellectual Property Rights"), whether developed before or after the date of this Agreement, in and to all instructional materials, training materials, curriculum and lesson plans, instructional and management methods, and any other materials and methods developed or provided in whole or in part by the Network, its employees, agents or subcontractors, and any person working under the Network's direction (collectively the "the Network Proprietary Information"). During the term of this Agreement and after its termination, the School shall maintain all the Network Proprietary Information and written and oral ideas, information or designs disclosed to the School, in confidence, and shall not disclose, publish, copy, transmit, modify, alter, or use in any fashion the Network Proprietary Information other than to the extent necessary for implementation of this Agreement. During the term of this Agreement and after its termination, the School shall take reasonable measures to assure that no School employees or agents disclose,

pnblish, copy, transmit, modify, alter, or use such confidential information or the Network Proprietary Information other than in accordance with this Agreement.

9.2 The School agrees that the Network shall own all intellectual property rights in all material that is developed by the parties together or by any employee or consultant of the School pursuant to this Agreement. The School agrees that it will take reasonable measures to ensure that all contribntions of its employees or consultants to such materials will constitute a "work made for hire" within the meaning of the Copyright Act of 1976, 17 U.S.C. 101. In the event that such works may not constitute a "work made for hire," the School agrees to cause the applicable employee or consultant to execute an assignment of his or her rights in such contribution to the Network.

10. INDEMNIFICATION

10.1 Liability

The Network shall not be liable for any act or omission resulting in loss or damage to the School or the Board of Trustees, or any of their respective affiliates, except to the extent that such loss or damage is cansed by the gross negligence or willful misconduct of the Network. The Network makes no representation or warranty of successful management or operation of the School by the Network. The liability of the Network, if any, under this Agreement shall under no circumstances extend to indirect or consequential damages. Under no circumstances shall the Network have any liability under this Agreement for any action taken by it at the direction of, or specifically approved by, the Board, except to the extent that the Network shall have been grossly negligent or engaged in willful misconduct in the carrying out of such instructions.

10.2 Indemnification by Charter School

The School shall indemuify aud hold harmless the Network and its affiliates, and their directors, officers, employees, subcontractors, agents or representatives (the "Network Indemnitees") from, against, and with respect to any and all claims, demands, suits, liabilities losses, damages, costs and expenses (including interest, penalties, and attorney's fees and disbursements) (collectively, "the Network Claims") arising out of or as a result of any action taken or not taken by the Network or any of the Network Indemnities pursuant to this Agreement; in connection with any material noncompliance by the Network with any agreements, covenants, warranties, or undertakings of the Network contained in or made pursuant to this Agreement or otherwise; and relatiug to any material breach of the representations and warranties of the Network contained in or made pursuant to this Agreement, other than the Network Claims arising out of or as a result of the gross negligence, recklessuess or willful misconduct of the Network. Iu addition, the School shall reimburse the Network for any and all legal expenses

and costs associated with the defense of any the Network Claim other than the Network Claims arising out of the gross negligence, recklessness, or willful misconduct of the Network.

10.3 Indemnification by the Network

The Network shall indemnify and hold harmless the School and its affiliates, and their directors, officers, employees, subcontractors, agents or representatives (the "Charter School Indemnitees") from, against, and with respect to any and all claims, demands, suits, liabilities, losses, damages, costs, and expenses (including interest, penalties, and attorney's fees and disbursements) (collectively, "Charter School Claims") arising out of or as a result of any action taken or not taken by the School or any of the Charter School Indemnitees pursuant to this Agreement; in connection with any material noncompliance by the School with any agreements, covenants, warranties, or undertakings of the School contained in or made pursuant to this Agreement or otherwise; and relating to any material breach of the representations and warranties of the School contained in or made pursuant to this Agreement, other than Charter School Claims arising out of or as a result of the gross negligence, recklessness, or willful misconduct of the Charter School. In addition, the Network shall reimburse the School for any and all legal expenses and costs associated with the defense of any Charter School Claim other than Charter School Claims arising out of the gross negligence, recklessness, or willful misconduct of the Charter School.

11. ARBITRATION

11.1 General

Any controversy or claim arising out of or relating to this Agreement or the breach hereof shall be finally settled by arbitration. The arbitration shall be held in New York, New York and shall be conducted in accordance with the Rules of the American Arbitration Association ("AAA") in effect at the time of the arbitration.

12. MISCELANEOUS PROVISIONS

12.1 Notices

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 to the Charter School, to:

Robert Reffkin, Chairman
c/o Goldman Sachs

200 West Street, 28th Floor
New York, NY 10282

With a copy to:

Michele Caracappa, Principal
Bronx Success Academy Charter School 1
510 East 141st Street
Bronx, NY 10454

If to the Network, to:

Eva Moskowitz, CEO
Success Charter Network
34 West 118th Street, 2nd Floor
New York, NY 10026

12.2 Governing Law

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 Enforceability and Validity of Certain Provisions

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 Entire Agreement

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. This Agreement constitutes the entire agreement between the parties with respect to the subject matter hereof and supercedes all prior agreements or understandings, written or oral, in respect thereof.

12.5 Waiver

The failure by either party hereto to insist upon or to enforce 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 constitnte a waiver of or assent to any succeeding breach of or default in the same or any other term or condition hereof.

12.6 Succession

The covenants and agreements contained herein shall be binding npon, and innre to the benefit of, the heirs, legal representatives, snccessors, and permitted assigns of the respective parties hereto.

12.7 Assignment

This Agreement may not be assigned by either party withont the prior written consent of the other party; provided, however, that the Network may assign this Agreement in connection with a sale, merger, or other transaction in which all or substantially all the assets of the Network are sold or exchanged. Both Parties acknowledge that an assignment of this Agreement by either party may constitute a revision of the First Renewal Charter and may require approval by the SUNY Trnstees pnrsuant to the Act.

12.8 Form of Execution

This Agreement may be executed by facsimile and in any number of counterparts, each of which shall be an original, but all of which shall together constitute one and the same instrument.

12.9 Compliance with Law

Each of the School, including its Board of Trustees and staff, and the Network shall manage and operate the School, and shall conduct all of its affairs in compliance with all applicable federal, state, and local statutes, rules and regulations, including without limitation requirements prohibiting discrimination in employment.

12.10 FERPA

The School hereby designates employees of the Network, to the extent permitted by law, as agents of the School having a legitimate educational interest such that they are entitled to access to education records under 20 U.S.C. 5 1232g, the

Family Educational Rights and Privacy Act ("FERPA"). The Network, its officers, and employees shall comply with FERPA at all times.

12.11 Access to Records

The Network and its employees, officers, and representatives shall have access at all times to the properties, books, and records of the School. The School shall furnish such information and documents in its possession relating to the School as the Network may request in its sole discretion. The School shall have access at all times to the properties, books, and records of the School. the Network shall furnish such properties, books, and records in its possession to the School as the school may request.

12.12 Relationship of Parties

The Network and its employees shall serve as independent contractors in rendering services under this Agreement and are not and shall not be the employees or servants of the School or the Board of Trustees. The Network may act as an agent of the School or the Board of Trustees in conducting transactions necessary for the operation of the School. Notwithstanding any other provision of this Agreement, the parties hereto understand and agree that the Network shall be required only to devote such of its resources to providing the services called for by this Agreement as are reasonably necessary and appropriate to the discharge thereof. The School expressly acknowledges that the Network shall not be required to apply its full resources to the performance of this Agreement.

12.13 Absence of Partnership

Neither this Agreement nor any arrangement contemplated hereby shall create the relationship of partners, joint ventures, or principal and agent between the Parties hereto or any of their respective affiliates, except as the parties expressly agree otherwise in writing. None of the parties hereto has any authority to represent or bind the other parties in any manner whatsoever.

12.14 Further Actions

Each Party hereto shall, at all times, cooperate in taking such actions and doing or causing to be done all things necessary, proper, or advisable or reasonably requested by the other party hereto to effect the intent and purpose of this Agreement and implement the transactions contemplated hereby.

12.15 Entire Agreement

This Agreement is the entire agreement of the parties with respect to the subject matter hereof and supersedes all other prior agreements, understandings, statements, representations, and warranties, oral or written, express or implied,

between the parties hereto and their respective affiliates, representatives, and agents in respect of the subject matter hereof.

12.16 Delegation of Authority

Nothing in the Agreement shall be construed as delegating to the Network any of the powers or authority of the School, which are uot subject to delegation by the School under New York law.

12.17 Survival

All representations, warranties, and indemnities made herein shall survive termination of this Agreement.

In witness whereof, the Parties have caused this Agreement to be signed and delivered by their duly authorized representatives.

This Agreement contains a binding arbitration provision which may be enforced by the Parties.

Success Charter Network, Inc.

By: _____

Title: CEO, Success Charter Network

Date: 6/28/10

Bronx Success Academy Charter School I

By: Robert Rk

Title: Chairman

Date: 6-28-2010

7(b) Please explain in detail how and why the not-for-profit management organization was selected, and the role of the management organization, if any, in selecting the proposed school trustees.

The application for this school does not follow the common model whereby a Board of Trustees decides to start a charter school and then searches for a charter management organization to assist in the development and operation of that school. Rather, the goal from the inception of the first Harlem Success Academy Charter School (HSA) was to create a model that could be replicated repeatedly throughout Harlem, and the city, to prevent the achievement gap and provide excellent quality education for a large number of students. In order to do this effectively, the start-up team at HSA1 began the charter management organization, the Success Charter Network (SCN), whose goal is to replicate and expand upon the achievements of the initial Success Academy Charter School in multiple other charter schools.

The existing schools managed by the Success Charter Network have shown very impressive student achievement results in all areas. The first school to open, Harlem Success Academy Charter School 1, located in New York City Community School District 3, serves a population of which approximately three-quarters are eligible for the federal Free and Reduced Price Lunch program. Already in the first two years of state testing, the program's results have distinguished the school and its programming as a model of excellence despite its Title I status. In the first year, 2008-2009, 95% of students scored proficient or advanced in English and Language Arts and 100% of students scored proficient or advanced in Math with over 70% attaining the highest score possible. In the 2009-2010 year, despite the increased difficulty in the scoring of the test, 97% of third graders and 93% fourth graders scored at least proficient on the math test and 89% and 86% passed the ELA test, respectively. This earned the school the ranking of #1 public school in New York City and ranked it in the top 1% of schools statewide in third grade reading and math scores. Further, it outperformed its district of location (CSD 3) by 34 percentage points. Other SCN schools will take state tests for the first time in the coming year, but internal assessments have demonstrated a trend that shows the program is likely to continue to produce similarly stellar results.

The members of the Board of Trustees of the school believe using SCN as the management organization for this charter school would be most effective because of the Network's educational philosophies, programs and experience. SCN currently operates seven charter schools in Manhattan and the Bronx with a proven record of success. In opening these schools, SCN has gained the expertise to avoid many of the common obstacles to starting a school. SCN closely monitors academic progress at each of the Success Academies and the lessons learned at each school are shared network-wide. The board believes that SCN's experiences thus far, in addition to the structures that it has in place to continuously improve upon its models, make it an ideal fit for the school. In addition to its own schools, SCN has had the advantage of being able to examine the more than 50 charter schools that have operated in New York City since 1998. It has studied the best practices of many of these schools, including KIPP Academies, Uncommon Schools, and Achievement First Schools, to select the elements that are most

effective in educating students and preparing them to succeed in school, college, and life. It has also studied the practices of charter schools that have failed and since ceased operations. Through a comparison of both successful and unsuccessful charter schools, it has been able to carefully select those elements that are most effective in helping schools realize impressive student achievement results while maintaining fiscal soundness. These particular elements are described in detail in the proposal summary and include:

- School-wide focus on student achievement.
- Highly talented and capable teachers.
- Research-based, results-driven curriculum.
- Effective use of student performance data.
- More instructional time coming from a longer school day and a longer school calendar, as compared to New York City public schools.
- School leaders with the power to lead.
- Strong school culture with a focus on college graduation for all students.

SCN understands that the Board of Trustees of the school is an entity independent from SCN and will have ultimate authority as the recipient of the charter and party responsible for the educational and fiscal operations of the school. All of the trustees understand and are deeply committed to their responsibilities to the educational and fiscal soundness of the school. They understand it is their responsibility to ensure that SCN lives up to its commitments and the school achieves fiscal and student achievement results that are at least as good as those achieved at the first four Harlem Success Academy Charter Schools. They understand that their loyalty and responsibility is to the students enrolled in the school and not to SCN.

The trustees desire to serve on this school board because of SCN's mission, its program and capacity to operate multiple charter schools, and the impressive fiscal and student achievement results attained by the first seven Success Academy Charter Schools.

8(a). Provide a concise overview (discussion) of the proposed charter school's key design elements. In the description, please explain how the design elements will allow the school to achieve its mission with the proposed student population(s), including students with disabilities, students who are English language learners, and students who are eligible to participate in the federal free and reduced-price lunch program. The key design elements should allow the reader to understand what students and teachers will experience in the school and how students will learn. Key design elements will vary by school. However, some examples of possible elements follow:

- **Specific school focus on: *particular subjects* (such as mathematics and science, or the arts), *unique student populations* (such as students with autism, students who are gifted and talented, bilingual, etc.); *programs* (such as college preparation, commercial curriculum programs, vocational skills, International Baccalaureate program, etc.); or *themes* (such as technology, health sciences, sustainability, etc.)**
- **Unique calendar or schedule: extended year and/or day, semesters, trimesters, quarters, etc.**
- **Specific pedagogical approach: direct instruction, collaborative team teaching, co-teaching, small-group instruction, project-based learning, etc.**
- **School culture: a specific school culture model or character program**
- **Staffing: the type of teachers and other staff to be employed, two teachers per classroom for specific grades, etc.**
- **Organization of the academic program: extended literacy/numeracy blocks, inter-disciplinary classes, ability grouping, etc.**
- **Assessment and its use: how student progress will be measured and used to inform instruction**
- **Additional student supports or interventions: extracurricular activities and/or after school programs, tutoring program, academic counselors, mentors, etc.**

Success Charter Network Program

The members of the Board of Trustees of the school believe using SCN as the management organization for this charter school would be most effective because of the Network's educational philosophies and programs. SCN has had the advantage of being

able to examine more than 50 charter schools that have operated in New York City since 1998. It has studied the best practices of many of these schools, including KIPP Academies, Uncommon Schools, and Achievement First Schools, to select the elements that are most effective in educating students and preparing them to succeed in school, college, and life. It has also studied the practices of charter schools that have failed and since ceased operations. Through a comparison of both successful and unsuccessful charter schools, it has been able to carefully select those elements that are most effective in helping schools realize impressive student achievement results while maintaining fiscal soundness.

The first years of a new charter school can be daunting as the principal and other school leaders seek to recruit the best educators, implement and refine the best curriculum, and efficiently run the non-instructional operations of the school. The Success Charter Network is equipped to tackle all of the operations behind the start up of a school so that the school leaders can focus solely on teaching and student learning. Leaders will also benefit from the support of the successful leaders at the other Harlem Success Academies.

SCN has from day one systematically documented its curriculum, forms, databases, policies, and procedures to ease the implementation of the Success school model in future charter schools. Having these systems in place helps ease the opening and operating of the school and allows school leaders and teachers to focus solely on student achievement. Some of these systemized processes, which are more detailed in Attachment 55, include:

- Digital admissions lottery process.
- Summer enrollment and orientation activities.
- Family academic events.
- Student assessment data entry and analysis programs.
- Detailed and specific report card forms.
- Systems for dealing with attendance and tardiness problems.
- Student information and special education databases.

Success Charter Network School Design Elements

A. Focus on Student Achievement

- All staff members are continually focused on how their work is fostering student achievement.
- The goal is to prevent the achievement gap from arising in the first place.
- SCN schools focus on preparing students for success in college and the globally competitive economy they will enter.
- The ultimate goal for all students is college graduation.

B. Curriculum

- A research-based, results-driven curriculum is used.
- The curriculum includes and goes beyond New York State standards.

- Students receive 100 minutes of daily reading instruction, 30 minutes of daily writing instruction, 80 minutes of daily mathematics, and daily exploratory-based science instruction totaling 4 and a half hours each week.

C. Student Performance Data

- Assessments are given monthly in all core subjects.
- Assessment data is produced and analyzed in real time so that teachers and school leaders can augment instruction and provide extra tutoring to ensure all students are achieving at a high level.

D. More Instructional Time

- The school day runs from 7:45 a.m. until 4:30 p.m. on Mondays, Tuesday, Thursdays, and Fridays and 7:45 a.m. until 2:00 p.m. on Wednesdays. (Teachers use Wednesday afternoons for professional development and collaboration. Struggling students may be asked to stay for supplemental assistance until 5:15 p.m. More details are provided in Attachment 13.)
- There are at least 185 days of instruction each year.
- Struggling students receive one-on-one and small group tutoring.
- High-performing students participate in enrichment activities.

E. School Leaders with the Power to Lead

- The Principal has the power to hire and fire staff.
- Non-instructional operations are handled by the school operations team and SCN, allowing the Principal and other instructional leaders to regularly observe teaching and focus solely on student achievement.
- The school's budget is set by the Principal in consultation with the Board of Trustees and the Success Charter Network's finance team. This allows the budget to reflect real student and school needs.

F. Highly-Qualified, Highly-Trained Staff

- Top-notch educators are recruited from around the country.
- Regular professional development is implemented to improve the instructional capacity of the staff.
- School leaders regularly observe, coach, and provide feedback to teachers to help improve their instruction.

G. Strong School Culture

- Students and staff are required to go above and beyond expectations in all circumstances.
- Excellent behavior is explicitly taught modeled, expected, and rewarded.
- Values and good character are a part of daily instruction.
- There is an emphasis on college for all students.

- Principles of *ACTION* taught and modeled and constantly reinforced by all.
  - Agency: Students, parents, and all school personnel have a sense of ownership and personal responsibility.
  - Curiosity: Student exploration and curiosity drive instruction.
  - Try and Try: Students work hard – even if they do not succeed with their first attempt. They learn the importance of persistence.
  - Integrity: The value of honesty is consistently taught and modeled.
  - Others: Students are taught to have empathy and respect others.
  - No Shortcuts: There are no shortcuts to success. Hard work is mandatory.

H. Students with Disabilities: the services to be provided by the school may include, but are not limited to:

- Speech language pathology and audiologist services
- Psychological services
- Physical and occupational therapy
- Special education teacher support services
- Early rehabilitation counseling
- Orientation and mobility services
- Diagnostic and/or evaluative medical services
- Student counseling

I. Teaching English Language Learners (see Attachment 15 for more detail)

- Students are assessed early to determine ELL status
- Progress is carefully monitored
- Strong focus on making ELL students proficient and graduating them from the program
- Careful observation and collaboration among faculty to address in mainstream setting
- English immersion program to yield speedy mastery

8(b). Provide any research or examples of existing successful programs that provide evidence that the school's proposed academic program design would be effective with the student population the school intends to serve.

The schools where this program is currently in use provide the clearest examples of the success of the proposed school's instructional program. The existing schools managed by the Success Charter Network have shown very impressive student achievement results in all areas. The first school to open, Harlem Success Academy Charter School 1 (HSA1), located in New York City Community School District 3, serves a population of which approximately three-quarters are eligible for the federal Free and Reduced Price Lunch program. For two years in a row, the SCN school design has resulted in scores among the highest in the city, despite being a Title I school. In the first year of state testing, 2008-2009, 95% of students scored proficient or advanced in English and Language Arts and 100% of students scored proficient or advanced in Math with over 70% attaining the highest score possible. In the 2009-2010 year, despite the fact that the bar was raised twenty points in reading and thirty points in math, 97% of third graders and 93% fourth graders scored at least proficient on the math test and 89% and 86% passed the ELA test, respectively. This earned the school the ranking of #1 public school in New York City and ranked it in the top 1% of schools statewide in third grade reading and math scores. Further, it outperformed its district of location (CSD 3) by 34 percentage points. HSA1 also outperformed the much wealthier districts that serve the Upper East Side of Manhattan by 15 points and Scarsdale, NY by six points. HSA1 beat the City of New York Other SCN schools will take state tests for the first time in the coming year, but internal assessments have demonstrated a trend that shows the program is likely to continue to produce similarly stellar results.

Success Charter Network Education Program
THINK Literacy
THINK Literacy is a framework that HSACS uses across elementary and middle school to help all students learn to read and write effectively. The program stands firmly on the premise that all students can learn to read and write. The carefully constructed balance between reading and writing allows students to receive the teaching needed in order to reach grade level status, while allowing students to work at a level that is not frustrating for them. Teachers use an integrated approach to teaching literacy that creates many opportunities for reading and writing on a daily basis. The THINK Literacy program involves multiple components:

1. **Reading Workshop:** Reading Workshop consists of a Mini-Lesson with a clear teaching point followed by students reading independently with a purpose (scholars are reading at their own independent levels); teachers instructing with individual students or in small groups and assessing student progress; students are reading at least 30 of the 50 minutes; students discuss texts in leveled partnerships or book clubs
    - To give scholars an opportunity to read and comprehend books at their independent level
    - To build reading stamina

- To develop and strengthen comprehension skills, fluency, and decoding strategies

2. **Interactive Read Aloud:** Planned read aloud focusing on specific reading skills; includes teacher demonstration and student participation/discussion:
   - To develop and deepen reading comprehension strategies.
   - To model fluent reading and other proficient reading behaviors.
   - To develop accountable talk.
   - To build vocabulary.
   - To support the writing workshop.

3. **Shared Reading:** The teacher reads with scholars and all eyes are on the same text (poster, individual student copies, big book)
   - To use one text throughout the week to focus on a different aspect each day
   - To work on reading comprehension, word work, fluency, and vocabulary

4. **Independent Reading (whole class)**: Students read independently with a purpose (scholars are reading at their own independent levels); teachers instruct students and assess student progress.
   - To give scholars an opportunity to read and comprehend books at their independent level
   - To build reading stamina
   - To develop and strengthen comprehension skills, fluency, and decoding strategies

5. **Guided Reading (small group):** Scholars are grouped fluidly according to their independent and instructional reading levels; each teacher gives a book introduction and then coaches and assesses scholars as they read. The teacher teaches one strategy to the group and may extend with word work. Based on the assessment, the teacher creates strategy groups and works with scholars on areas where they need more guidance.
   - Can also be used to support scholars at their current independent reading level
   - To support scholars as they progress to the next independent reading level

6. **Word Study:** Scholars will focus on spelling, phonics, vocabulary, and grammar:
   - To teach conventions of written and oral language
   - To focus on vocabulary development

7. **Writing Workshop:** Writing Workshop consists of a Mini-Lesson with a clear teaching point followed by independent student writing. Teachers instruct students individually or through small-group instruction while continuously assessing their growth and development. Students write at least 25 of the 45 minutes of this period:
   - To provide uninterrupted time for students to write about self-chosen topics

- To learn and practice correct usage of conventions
- To learn the craft of writing and transfer that skill across multiple genres
- To expose to scholars to different genres

8. **Interactive Writing/Grammar:** The students and the teacher compose a story together. Through this interactive instruction, students use their own whiteboards to write along and also contribute to the overall class story.

9. **Non-Fiction Study:** The non-fiction component of the THINK literacy program incorporates non-fiction texts into literacy units in grades K-4 and students read non-fiction texts as part of separate class in grades 5-8. Students read non-fiction texts that correspond to other academic subjects, including social studies, science, and the arts.

Math

Investigations TERC Math

The Investigations TERC program is based on extensive classroom-based field-testing on how children learn mathematics. Each curriculum unit is divided into Investigations. An Investigation focuses on a set of related mathematical ideas, coordinating students' work in hands-on activities, class discussions, and written activities over a period of several days. Teachers are provided with Teacher Notes to provide practical information about the mathematics content and how students learn. Investigations math is a conceptual math program that is aligned with NY State Standards. The Investigations TERC program offers students a chance to solve real world, contextualized mathematical programs using conceptual understanding and procedural and computational fluency.

Science

For too long science has taken a back seat to reading and mathematics in our country's schools. African American and Hispanic fourth grade students in New York City are approximately 2.5 years behind their white peers in science. Fourth grade students in New York City who qualify for free or reduced lunch are almost three years behind their peers who do not qualify for free or reduced lunch. Even worse, the National Assessment of Educational Progress found that only 3 percent of African American high school seniors were able to display anything more than partial mastery of the "knowledge and skills that are fundamental for proficient work" in the sciences.[1] These students are being allowed to graduate high school without the skills necessary to secure high-paying jobs in science-related fields. SCN is determined to help buck this trend by providing students with a solid foundation so that they can excel in science classes in middle and high school. The SCN curriculum ensures that all students receive discovery-based experimental science instruction five days a week beginning in kindergarten.

[1] Science statistics come from the National Assessment of Educational Progress, 2005.

Social Studies & Geography
It is critically important that students comprehend the world around them, their history, and the history of other cultures. The SCN social studies curriculum allows students to master key concepts and vocabulary, geography, and cause and effect relationships. It also allows students the opportunity to develop their non-fiction reading skills and take part in relevant field studies where they can learn first-hand about cultures and communities.

Enrichment Opportunities
The SCN curriculum is well-rounded and includes subjects outside the core curriculum of English/Language Arts, mathematics, science, and social studies. Students receive high-quality weekly instruction in chess, art, team sports, and dance.

School Programmatic Evaluation
The success of the school will be continuously under examination. SCN's design element of student performance data allows the school leadership to regularly examine, assess, and improve the effectiveness of the curriculum and the instruction. The regular eight-week reading and monthly math assessments, as well as other nationally-normed assessments will provide value-added data throughout the year and longitudinally over multiple years. Additionally, the New York State and City mandated assessments will provide student performance data that will be used to determine if students are mastering and going beyond the state standards and, hence, whether or not the school is a success. The student performance goals that will be used as a benchmark of success can be found in Attachment 16.

Success Charter Network Implementation
The Success Charter Network (SCN) believes it is in a unique position to open and operate charter schools that will instigate an elimination of the achievement gap. After its successes at the existing Success Academy Charter Schools, as well as its extensive research into best practices of successful inner-city schools, such KIPP Academies, Uncommon Schools, and Achievement First Schools, SCN knows how to effectively design, implement, and support a charter school that produces student achievement while maintaining fiscal soundness.

SCN has a strong central office team to support its existing charter school as well as to open and support this proposed charter school. This team opened and operated the Harlem Success Academy Charter School in 2006-2007, Harlem Success Academy Charter Schools 2-4 in 2008-2009, and Harlem Success Academy Charter School 5 as well as Bronx Success Academy Charter Schools 1 and 2 in 2009-2010, and has the necessary experience and skill sets needed to successfully open and operate this school. Biographies of key staff members as well as a description of services SCN will provide to the school can be found in Attachment 7a.

9(a). Provide a copy of the proposed school's calendar for its first year of operation. Specify:

- **Total number of days of instruction for the school year;**
- **First and last day of classes;**
- **Organization of the school year (i.e. semesters, trimesters, quarters, etc.), especially important for schools that will ultimately include 9th through 12th grades; and**
- **All planned holidays and other days off, as well as planned half days.**

The school will have an annual year of at least 185 instructional days running from August through June. The school year will also contain approximately 8 staff professional development days in addition to approximately four weeks of summer orientation and training for faculty and staff. The school's academic calendar will likely be organized into two semesters but will provide quarterly progress reports to keep families informed about students' progress. The proposed school calendar follows. Since the school will not use New York City Department of Education transportation services, the differences between this school's calendar and the NYC Department of Education calendar do not create a burden for families.

2011

Mon. July 25 – Tue. August 16 : Faculty Training (no classes)

Wed. August 17: School Session begins

Mon. September 5: Labor Day (no classes)

Mon. September 26: Staff Professional Development Day 1 (no classes)

Thurs. September 29: Rosh Hashanah (no classes)

Mon. September 26: Staff Professional Development Day 1 (no classes)

Mon. October 10: Columbus Day (no classes)

Tues. October 18: Staff Professional Development Day 2 (no classes)

Tues. November 8: Election Day/ Staff Professional Development Day 3 (no classes)

Wed. November 23 – Fri. November 25: Thanksgiving Recess (no classes)

Mon. December 12: Staff Professional Development Day 4 (no classes)

Mon. December 26 – Tues. January 3: Winter Recess (no classes)

2012

Wed. January 4: School resumes

Mon. January 16: Martin Luther King Holiday (no classes)

Fri. February 17 - Mon. February 20 (President's Day): Midwinter Recess

Tues. February 28: Staff Professional Development Day 5 (no classes)

Mon. March 19: Staff Professional Development Day 6 (no classes)

Mon. April 2 – Fri. April 6: Spring Recess (no classes)

Mon. April 9: School resumes

Thurs. May 17 – Fri. May 18: Staff Professional Development Days 7 and 8 (no classes)

Mon. May 28: Memorial Day (no classes)

Wed. June 20: Last day of Session for students

Thurs. June 21 - Mon. June 25: Faculty Development

9(b) Provide a copy of the proposed weekly schedule, including:

- **For schools that will ultimately include all or select grades within the kindergarten through 8th grade range, the minimum number of hours the school will devote to core academic subjects in each grade, i.e. English language arts, mathematics, science, and social studies, and the total number of hours/minutes of instruction per week (exclusive of lunch, recess, study hall, etc.);**
- **For schools that will ultimately include 9th through 12th grades (or select grades within that range), the course structure(s) that will allow students to fulfill high school graduation requirements established by the Board of Regents;**
- **Length of the school day (including the approximate start and dismissal times of the school day); and,**
- **Sample schedules for teachers and for students.**

Kindergarten

The school day will begin each morning at 7:45 a.m. and will end at 4:00 p.m. on Mondays, Tuesdays, Thursdays, Fridays, and at 2:00 p.m. on Wednesdays. Each week will have 650 minutes devoted to English/language arts, 475 minutes devoted to mathematics, 300 minutes devoted to science, and 120 minutes devoted to social studies. Please see the following sample schedule.

KinderCorner

KinderCorner is a research-based and research-proven full-day kindergarten program that provides children with experiences that prepare them for success in primary grades.

KinderCorner fosters the development of children's language, literacy, math, interpersonal and self-help skills, science, and social studies concepts. The focus on strong oral language skills, a love of reading, phonemic awareness, phonics, and listening comprehension creates a solid foundation for reading.

KinderCorner is designed as a full-day program but can be adapted for half-day implementation.

Curriculum

Greetings, Readings, & Writings welcomes children into the classroom to begin the day with reading, writing, and other meaningful activities.

Let's Get Together settles children into a sharing time to promote oral language development and a sense of community. They learn vocabulary and thematic concepts for the day.

Rhyme Time promotes phonemic awareness and increases vocabulary related to the theme through rhymes, songs, and games.

Story Tree engages children in authentic age-appropriate literature as they make predictions, recall events, and learn new, theme-related vocabulary.

Learning Labs engages children in problem solving, exploring materials, experimenting, observing, and recording.

15 Minute Math connects math to everyday life. All activities center on an interactive bulletin board.

Snack/Outside/Gross Motor Play enhances children's interpersonal, self-help, and gross motor skills through peer and adult-child interaction.

Stepping Stones exposes children to phonics through letter-sound connections, blending, and segmenting. The KinderRoots Shared Stories provide a meaningful context to practice beginning reading skills.

Let's Daydream provides poetry or beautiful prose filled with imagery that children listen to as they rest.

Write Away has children writing about whatever they wish or responding to theme-related suggestions by the teacher.

Let's Think About It reinforces skills and concepts that children have learned during the day.

Home Link promotes family involvement in children's education through an activity that links what children learn at school with their life outside school.

Investigations Math and Science Curricula
Success Academies increases the rigor of the KinderCorner Curriculum with the NY State Standards based Investigations Math curriculum, and additional writing and reading comprehension work. Additionally, kindergarten students receive discovery-based science 5 days each week.

1st Grade – 5th Grade

The school day will begin each morning at 7:45 a.m. and will end at 4:30 p.m. on Mondays, Tuesdays, Thursdays, Fridays, and at 2:00 p.m. on Wednesday. 5th grade will go until 5:30pm on Monday, Tuesday, Thursday, and Fridays. With 30 minutes for lunch each day, this will allow for 39 hours of instruction each week. Each week will have 650 minutes devoted to English/language arts, 475 minutes devoted to mathematics, 300 minutes devoted to science, and 150 minutes devoted to social studies. Please see the following sample schedules.

While this may seem like a long day for young children, the Success Academy Charter Schools have found that children are able to spend this much time at school learning. The first two weeks of school will have a shortened schedule so that children are eased into the longer school day. After these first two weeks, the schools found that students easily adjusted to the length of the school day.

Fifteen-minute math is a daily warm-up held at the beginning of each day where children practice calendar and time skills, perform pattern recognition and completion, and practice the week's math skills.

Learning labs are used as a time when students who need remedial instruction are pulled from their regular class to be tutored in skills in which they are behind their classmates. Additionally, high-achieving students are pulled during this time for enrichment activities. Teachers also use this time to work on special projects with their classes, such as class newspapers and science fair projects.

The daily schedule includes time each day for enrichment activities outside the core curriculum of English/language arts, mathematics, science, and social studies. Children receive weekly instruction in chess, art, team sports, and dance. They also have physical education and/or recess every day.

Kindergarten Sample Schedule

	Monday	Tuesday	Wednesday	Thursday	Friday
7:30-7:40	Transition from Breakfast	Transition from Breakfast	Transition from Breakfast	Transition from Breakfast	Transition from Breakfast
7:45 - 8:00	Greetings, Readings & Writings / Independent Reading	Greetings, Readings & Writings / Independent Reading	Greetings, Readings & Writings / Independent Reading	Greetings, Readings & Writings / Independent Reading	Greetings, Readings & Writings / Independent Reading
8:00-8:25	Stepping Stones	Stepping Stones	Stepping Stones	Stepping Stones	Stepping Stones
8:25-8:45	Morning Math	Morning Math	Morning Math	Morning Math	Morning Math
8:45-9:05	Let's Get Together	Let's Get Together	Let's Get Together	Let's Get Together	Let's Get Together
9:05-9:15	Rhyme Time	Rhyme Time	Rhyme Time	Rhyme Time	Rhyme Time
9:15-10:00	CHESS	SCIENCE	SCIENCE (9:20-9:55)	SCIENCE	Story Tree / ESB Guided Reading
10:10-10:35	Story Tree (Read Aloud)	Story Tree (Read Aloud)	Story Tree (Read Aloud)	Story Tree (Read Aloud)	GYM
10:35-10:55	Emergent Story Book / Guided & Ind Reading	Emergent Story Book / Guided & Ind Reading	RECESS	Emergent Story Book / Guided & Ind Reading	GYM
11:05-11:50	GYM (U)	Writing	Writing	Writing	Writing
11:50-12:20	Writing				
12:20-12:45	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
12:50-1:35	Math	Math	Math	Math	Math
1:40-2:25	SCIENCE	DANCE	PACK UP/ DISMISSAL	ART	SCIENCE
2:30-2:50	RECESS	RECESS	PD – 2:30	RECESS	RECESS
3:00-3:4O	Learning Labs	Learning Labs	PD	Learning Labs	Learning Labs
3:50-4:00	Pack Up Dismissal	Pack Up Dismissal	PD	Pack Up Dismissal	Pack Up Dismissal
4:10-5:00	Planning	Planning	PD	Planning	Planning

Sample Schedule Grades 1-5

	Monday	Tuesday	Wednesday	Thursday	Friday
7:45-7:50	Transition from Breakfast	Transition from Breakfast	Transition from Breakfast	Transition from Breakfast	Transition from Breakfast
7:50 - 8:10	Morning Work / Facts Practice	Morning Work / Facts Practice	Morning Work / Facts Practice	Morning Work / Facts Practice	Morning Work / Facts Practice
8:10-8:25	Morning Math/ Morning Meeting	Morning Math/ Morning Meeting	Morning Math/ Morning Meeting	Morning Math/ Morning Meeting	Morning Math/ Morning Meeting
8:25-8:40	Read Aloud	Read Aloud	Read Aloud	Read Aloud	Read Aloud
8:40-9:20	Reader's Workshop	Reader's Workshop	Reader's Workshop	Reader's Workshop	Reader's Workshop
9:20-9:35	Shared Reading	Shared Reading	Shared Reading	Shared Reading	Shared Reading
9:35-10:05	Social Studies /	Social Studies /	Guided Reading/ Independent Work	Social Studies	Chess (9:15-10:00)
10:10-10:55	Planning-Science	Planning-Science	10:05-10:15 Snack 10:15-10:35 Math Games	Planning-Science	Planning-Science
11:00-11:10	Snack	Snack	Planning-Science (10:40-11:10)	Snack	Snack
11:10-12:05	Writer's Workshop	Writer's Workshop	Writer's Workshop	Writer's Workshop	Writer's Workshop
12:10-12:55	Lunch	Lunch	Lunch	Lunch	Lunch
1:00-2:00	Math	Math	Math	Math	Math
2:00-2:45	Guided Reading / Independent Work	Guided Reading / Independent Work	PD	Guided Reading / Independent Work	Guided Reading / Independent Work
2:45-3:15	Words Their Way	Words Their Way	PD	Words Their Way	Words Their Way
3:15-3:30	Interactive Writing/Handwriting	Interactive Writing/Handwriting	PD	Interactive Writing/Handwriting	Interactive Writing/Handwriting
3:30-4:15	Planning	Planning	PD	Planning	Planning
4:15-4:30	Homework Review/Pack Up	Homework Review/Pack Up	PD	Homework Review/Pack Up	Homework Review/Pack Up
4:30-5:00	Dismissal/ Planning	Dismissal/ Planning	PD	Dismissal/ Planning	Dismissal/ Planning

10. How will the educational program of the proposed charter school increase student achievement and decrease student achievement gaps in English language arts and mathematics? Your response to this question must, at least, address the following:

- **How teachers will know what to teach and when to teach it;**
- **The challenges faced in educating students who are not performing at, or above, grade level;**
- **Any diagnostic methods or instruments that will be used to identify and assess student needs;**
- **The interventions (instructional and/or others) and staff to be used in providing remediation or enrichment;**
- **Specific instructional methods to be employed;**
- **Resources devoted to ensuring high quality instruction is provided to students; and**
- **How the proposed charter school will establish and maintain a scholarly culture that supports learning and achievement, and who will be responsible for guiding that process.**

While many schools endeavor to reduce the achievement gap between different groups of students, SCN schools endeavor instead to prevent the gap from arising in the first place and to provide all children with a phenomenal education. SCN works toward this goal in numerous ways, beginning with school design. SCN schools have been designed incorporating the strongest design elements of the best public and private schools.

SCN has had the advantage of being able to examine the more than 50 charter schools that have operated in New York City since 1998. It has studied the best practices of many of these schools, including KIPP Academies, Uncommon Schools, and Achievement First Schools, to select the elements that are most effective in educating students and preparing them to succeed in school, college, and life. It has also studied the practices of charter schools that have failed and since ceased operations. Through a comparison of both successful and unsuccessful charter schools, it has been able to carefully select those elements that are most effective in helping schools realize impressive student achievement results while maintaining fiscal soundness.

In addition to a rich and rigorous academic curriculum, SCN schools have a carefully designed and robust program that includes a selection of art, dance, music, chess, theater, sports, and discovery oriented science five days a week. The applicants believe that this is a critical part of SCN's strategy to prevent the achievement gap. Children need to be highly engaged in school in order to become great writers and great scholars. This is why Success Academy scholars go on numerous "field studies" as well as using the THINK Literacy and TERC-Investigations math curriculum. This serves not only to remediate but also to prepare children to be strong in writing, reading, and critical thinking.

The first years of a new charter school can be daunting as the principal and other school leaders seek to recruit the best educators, implement and refine the best curriculum, and efficiently run the non-instructional operations of the school. The Success Charter Network is equipped to tackle all of the operations behind the start up of a school so that the school leaders can focus solely on teaching and student learning. Leaders will also benefit from the support of the successful leaders at the other Success Academies.

SCN has from day one systematically documented its curriculum, forms, databases, policies, and procedures to ease the implementation of the Success school model in future charter schools. Having these systems in place helps ease the opening and operating of the school and allows school leaders and teachers to focus solely on student achievement.

As new grades and classes are added, it becomes necessary to create new curricula materials or modify existing programs. The Director of Literacy, school leaders, and the SCN Instructional Development team research best practices from other successful schools and learn from the mistakes of those that have failed. For example, research was done examining several math programs to determine the most rigorous and effective curriculum. The Director of Instruction, Instructional Development Team and schools leaders researched seven different math programs, met with representatives or each curriculum, poured over curriculum materials and observed model lessons. After three months of intensive research they recommended the implementation of Investigations TERC math with supplements for a comprehensive, rigorous, and NY State Standards aligned program. This process and level of intense research and comparison is how all components of the curriculum are selected to ensure the SCN curriculum is rigorous, effective, and aligned with all NY State Standards.

To support the development of the Success Charter Network's educational program and school culture, SCN staffers participate in regular training, professional development sessions, conferences, observations, and site-visits. Ongoing professional development is customized for the entire network and individual schools based on feedback from network leaders, school leaders, and teachers. These regular training sessions focus on providing teachers with all instructional materials and provide teachers the opportunity to practice all units and lesson among their peers and leaders. Before the first child arrives at school, every teacher has an intimate knowledge of not just the curriculum but of the actual lessons involved and has practiced many repeatedly. Additionally, all units, video, model lesson, and material are saved on a shared online resource so teachers have immediate access.

The following provides a more detailed description of professional development opportunities for teacher and administrators:

- Teachers and school leaders will receive intensive support to make certain implementation of all curriculum units and lessons is successful. The school will plan its professional development program with the Directory of Literacy, Instructional Development staff and other instructional consultants. The plan always includes initial on-site training to familiarize teachers and staff with

the materials and instructional practices they will begin to use on the first day of school. During faculty orientation, teachers are trained in THINK Literacy, balanced literacy, and math. Teachers will receive training on the first 6 week of curriculum materials. Additional lessons and units will be introduced during the school year during regular weekly Professional Development sessions. Leaders and teachers also will attend SFA Experienced Site Conferences to network with other educators using the program; Teacher's College Reading and Writing Program Workshops; and additional workshops that help them refine their implementation.

- KinderCorner training sessions will be developed in conjunction with school leaders and will be customized to the needs of the staff. Initially there will be 3 onsite training days scheduled in the late summer for teachers, assistants, and administrators. In addition there will be: quarterly monitoring of progress toward school-wide goals; periodic sessions to examine data with leadership and staff to establish targets and interventions for the following quarter; and onsite support visits throughout the year.
- Reading Roots will have a two-day initial training to prepare teachers to implement Reading Roots. As the year progresses, the school will receive an initial telephone meeting two to three weeks after training to answer questions and troubleshoot and four, on-site support visits during the school year to observe students' reading in classrooms, meet with teachers and administrators, review data on student progress, and set new goals.
- Students with Disabilities and ELL: As mentioned in our policies and strategies for serving students with disabilities and those students who are English Language Learners, general education faculty will be given professional development in properly identifying students they suspect may need an IEP or who may be ELL, and other topics including blended programming, co-teaching models and consultant teaching models. (Funding for this training is included in the financial plan under the Contractual section for consultants and not part of the SFA Foundation fee).

The Director of Literacy and SFA or other instructional coaches make regular on-site visits to engage in the same activities, support the Lead Teacher/facilitator, and discuss with teacher teams how to use data and a basic problem-solving model to inform and improve instruction and properly group and accelerate students and create a plan of action for struggling students. The Directory of Literacy and SFA or other instructional coaches will present workshops on topics appropriate to the school's needs. Coaches will use professionally developed videos, modeling and interactive sessions to present topics such as strategies for teaching English Language Learners, proactive behavior management, teaching particular reading strategies, or parent involvement.

Instructional support staff provides curriculum maps, scope and sequences, calendars, templates, rubrics and all necessary materials to ensure that all teachers are well prepared. These materials are presented and utilized during faculty orientation and professional development sessions and are saved on the Share Drive to ensure that teachers have immediate access.

Below is a list of instructional materials used within the Success Charter Network schools. The Director of Literacy, school leaders, and the Instructional Development Team have created all curriculum components labeled "SCN", utilizing input from teachers and outside consultants. SCN curriculum materials have been used in SCN schools since the opening of the first school in 2006. All outside materials have been chosen after careful and intensive research, classroom observation, and close collaboration between Instructional Development staff, leaders, and representatives from these outside curriculum sources.

As a supplement to the SCN literacy curriculum, Success for All (SFA) is currently in use in the Harlem Success Academy Charter Schools as well as other charter schools around the country with similar demographics to the Harlem population that will be served by this school.

School	State	% African American or Hispanic	% Free Lunch	03-05 State Gains in Reading	03-05 School Gains in Reading
Detroit Academy of Arts & Sciences	Michigan	100	61	+7.0	+37.2
West Village Charter	Michigan	52	68	+7.0	+9.4
Commonwealth Community Charter	Michigan	99	80	+7.0	+45.5
Twin Cities International	Minnesota	100	99	+3.7	+13.4
Charter School of Excellence	Wisconsin	97	90	+2.5	+9.1
West Oak Lane	Pennsylvania	100	61	+6.2	+11.9
Children's Village	North Carolina	99	92	+2.3	+27.8
All Schools					+22.0

As the above chart demonstrates, charter schools with similar demographics to this proposed school that have implemented the Success for All program have seen dramatic gains in student performance that have far outstripped their respective state gains.

Stern Math and Wilson-Fundamentals are supplemental programs designed to provide extra instructional support to Special Education students.
Investigations TERC Math

The Investigations TERC program was chosen because it supports and prepares teachers and schools using the Investigations curriculum, which is based on extensive classroom-based field-testing on how children learn mathematics. Investigations math is a conceptual math program that is NY State Standards aligned and offers students a chance to solve real world, contextualized mathematical programs using conceptual understanding and procedural and computational fluency.

Kindergarten:

- SFA KinderCorner
- HSA Writing Workshop Units
- TERC Investigations Math
- SCN Guided Reading/Read Aloud Plans
- Supplemental: Stern Math
- Special Ed Support: Wilson Fundations
- SCN Social Studies and Geography Curriculum (with Social Studies Alive materials for support)
- SCN Science Curriculum
- SCN Sports, Chess, Specials curriculum

1st Grade:

- SFA Roots Reading
- SCN Writing Workshop Units
- TERC Investigations Math
- SCN Guided Reading/Read Aloud Plans
- Supplemental/Support: Stern Math
- Special Ed Support: Wilson Fundations
- SCN Social Studies and Geography Curriculum (with Social Studies Alive materials for support)
- SCN Science Curriculum
- SCN Sports, Chess, Specials curriculum
- SFA Tutoring Materials

2nd -4th Grades:

- SCN THINK Literacy Units including:
    - Writing Workshop Units
    - Reading Workshop Units
    - Guided Reading/Read Aloud Plans
    - Shared Reading
    - Shared Writing
- Words Their Way
- TERC Investigations Math
- Supplemental: Stern Math
- Supplemental: Envision Math
- Special Ed Support: Wilson Fundations/Wilson/Just Words

- SCN Social Studies and Geography Curriculum (with Social Studies Alive materials for support)
- SCN Science Curriculum
- SCN Sports, Chess, Specials curriculum

At the end of each school year, teachers and leaders review and provide input on the curriculum scope and sequence as well as specific units, lessons, and materials. Regular evaluation also takes place during the school year. Collaboration is central to how SCN schools analyze data. Teachers and school leaders meet once a week to discuss how students performed on tests and assessments. Meetings generally center on the following questions:

- How did the school perform overall?
- How can instruction be individualized for students who did not perform well on this test?
- What skills were not mastered and need to be retaught?
- Which teachers were successful in teaching these skills and how did they teach these skills?
- Is instruction being driven in a way that challenges all students?
- How did the curriculum support student learning? How should it be revised to address areas or content identified as problematic?

Monitoring student progress will be an ongoing activity in all classrooms. A variety of tools will be used to monitor student progress, some formal and others more informal. Informal measures will include daily classroom observations by teachers, and classroom observations by school leaders. Data will be used to guide teachers as they make instructional decisions and school leaders as they plan for interventions for groups and individual children each day.

Leaders, the Director of Literacy and the Instructional Development team use this data to adjust materials and lessons as needed. The frequent collaboration and input from teachers and leaders also influences the professional development topics so all teachers are prepared and confident to teach the SCN curriculum.

The success of the school will be continuously under examination. SCN's design element of student performance data allows the school leadership to regularly examine, assess, and improve the effectiveness of the curriculum and the instruction. The regular eight-week reading and monthly math assessments, as well as other nationally normed assessments will provide value-added data throughout the year and longitudinally over multiple years. The Fountas and Pinnel (F&P) assessment or similar assessment will be used quarterly for formal assessment of reading progress. The school will hold data reviews at least every quarter as well as student assessment meetings to assess student progress, effectiveness of curriculum materials and to make changes that ensure students reach NY State standards and school end of year goals. Additionally, the New York State and City mandated assessments will provide student performance data that will be

used to determine if students are mastering and going beyond the state standards and, hence, whether or not the school is a success.

The Success Charter Network (SCN) enforces specific protocols for how schools collect, distribute, and analyze data. These protocols work to help teachers and school leaders freely access information in real-time. In a fast-paced and constantly changing school environment, having data at one's fingertips empowers the staff to better decide how to expend time and resources so as to maximize student achievement. In order to maximize classroom time, SCN also constantly seeks out more efficient ways to raise student test scores by carefully examining high-stakes tests like the New York State English Language Arts Test. Dissecting these tests helps the instructional development team determine how best to quickly teach students how to ace these tests, giving the teachers more time to focus on teaching those skills and transcending the binary math-reading school day.

The process by which SCN schools collect data plays an important role in how this school will handle data. SCN will equip the school with a centralized database and each teacher with his or her own laptop. A data director at SCN will work with school leaders and design templates on the database through which teachers will individually enter student scores. Teachers will be expected to enter student test scores by the end of the school day. All data will feed to the central database so that a data manager at the school level can monitor. Once all information has been uploaded, the manager can then transmit it to SCN for the director who will oversee the process. This system gives certain advantages:

- It gives teachers closer familiarity with their students' performance since they are responsible for entering scores electronically.
- Decisions about instructional modifications can be made quickly so as to improve teaching and learning
- It allows administrators to easily monitor and troubleshoot.
- It gives SCN both an overall snapshot of school performance and the ability to hone in on specific problem areas.

This data distribution process will allow teachers and school leadership to make informed decisions quickly and collaboratively. The database, as currently utilized at the existing SCN schools, can produce automatic printouts of student reports, class reports, and student growth indicators over time. As data is collected, the instructional team gains statistical information on all students, teachers, and schools. In addition, for each test, the data collection list skills and subskills tested on each question, which gives teachers and school leaders a line-by-line breakdown of student performance. Teachers administer monthly math assessments and a reading assessment once every eight weeks. These tests are identical for all classes grade-wide, allowing teachers to share ideas and compare results. The frequency of these tests gives volumes of data and an ongoing overview of how students are doing. In addition, all student data is accessible to all administrators and teachers. This free circulation of data reinforces the collaborative culture.

Not only does tracking internal assessments allow the school to gauge student growth, tracking data to itemize external high-stakes assessments gives a clearer sense of how the school stacks up against other schools. For this reason, school leaders look carefully at high-stakes tests. During baseline assessments, teachers learn in which areas their students already excel and in what areas they require targeted support. The curriculum is then reinforced and modified to fill these gaps. Looking at this data also helps teachers ramp up test-taking strategies that will help students score higher. Though some might criticize this approach as "teaching to the test," this approach actually achieves the exact opposite effect. By obtaining detailed and nuanced information about the test, teachers can more effectively use any time they use "teaching to the test," thus freeing up precious school hours for lessons their students find more engaging and rewarding. When students do not reach academic goals, teachers pre-teach, re-teach, teach in small groups, and can recommend students for individual tutoring.

Success Charter Network Implementation

The Success Charter Network (SCN) believes it is in a unique position to open and operate charter schools that will instigate an elimination of the achievement gap. After its successes at the Harlem Success Academy Charter Schools (HSA), as well as its extensive research into best practices of successful inner-city schools, such as PS 65Q, KIPP Academies, Uncommon Schools, and Achievement First Schools, SCN knows how to effectively design, implement, and support a charter school that produces student achievement while maintaining fiscal soundness.

SCN has a strong central office team to support its existing charter schools as well as to open and support this proposed charter school. This team opened the Harlem Success Academy Charter School in 2006, Harlem Success Academy Charter Schools 2-4 in 2008, and Harlem Success Academy Charter Schools 5 and Bronx Success Academy Charter Schools 1 and 2 will open in 2010. Through opening these schools and operating them, SCN has demonstrated the necessary experience and skill sets needed to successfully open and operate this school.

Success Charter Network Education Program
English/Language Arts & Mathematics

THINK Literacy is a framework that SCN schools use to help all students learn to read and write effectively. The program stands firmly on the premise that all students can learn to read and write. This balance between reading and writing allows students to receive the teaching needed in order to reach grade level status, while allowing students to work at a level that is not frustrating for them. Teachers use an integrated approach to teaching literacy that creates many opportunities for reading and writing on a daily basis. The THINK literacy program involves multiple components, including Writer's Workshop, Reader's Workshop, Guided Reading, Independent Reading, Interactive Writing, Shared Reading, Non-fiction study, and more.

In accordance with the THINK literacy model, beginning in the first grade, students are grouped by reading ability level. Retesting and regrouping occurs every eight weeks

allowing teachers the opportunity to work intensively with a group of 8-15 students who are all performing at approximately the same level and to achieve dramatic gains with these students. Cooperative learning embedded throughout the program focuses on individual accountability, equal opportunity for success, and team recognition. Providing the opportunity to work with peers to meet specific learning goals enables scholars to master basic reading, writing, and mathematical skills as they continue to grow as thoughtful learners.

As part of the THINK Literacy program, Success Charter students also have thirty minutes of daily writing instruction and seventy-five minutes of daily math problem solving instruction and practice built upon the TERC Investigations math curriculum. The curriculum is designed to ensure that students learn practical writing and problem solving skills that are crucial to success in college and the world outside academia.

Science

For too long science has taken a back seat to reading and mathematics in our country's schools. African American and Hispanic fourth grade students in New York City are approximately 2.5 years behind their white peers in science. Fourth grade students in New York City who qualify for free or reduced lunch are almost three years behind their peers who do not qualify for free or reduced lunch. Even worse, the National Assessment of Educational Progress found that only 3 percent of African American high school seniors were able to display anything more than partial mastery of the "knowledge and skills that are fundamental for proficient work" in the sciences.[1] These students are given high school diplomas without the skills necessary to secure high-paying jobs in science-related fields. SCN is determined to help buck this trend by providing students with a solid foundation so that they can excel in science classes in middle and high school. The SCN curriculum ensures that all students receive discovery-based experimental science instruction five days a week beginning in kindergarten.

Social Studies & Geography

It is critically important that students comprehend the world around them, their history, and the history of other cultures. The SCN social studies curriculum allows students to master key concepts and vocabulary, geography, and cause and effect relationships. It also allows students the opportunity to develop their non-fiction reading skills and take part in relevant field studies where they can learn first-hand about cultures and communities.

Enrichment Opportunities

The SCN curriculum is well rounded and includes subjects outside the core curriculum of English/Language Arts, mathematics, science, and social studies. Students receive high-quality weekly instruction in chess, art, team sports, and dance.

School Programmatic Evaluation

The success of the school is continuously under examination. SCN's design element of student performance data allows the school leadership to regularly examine, assess, and

[1] Science statistics come from the National Assessment of Educational Progress, 2005.

improve the effectiveness of the curriculum and the instruction. The regular eight-week reading and monthly math assessments, as well as other nationally normed assessments provide value-added data throughout the year and longitudinally over multiple years. Additionally, the New York State and City mandated assessments will provide student performance data that will be used to determine if students are mastering and going beyond the state standards and, hence, whether or not the school is a success.

11. How will the proposed charter school increase high school graduation rates and focus on serving specific high school student populations including, but not limited to, students at risk of not obtaining a high school diploma, re-enrolled high school drop-outs, and students with academic skills below grade level?

Request 11 does not apply as the proposed charter school will not serve high school grades.

12. How will the proposed charter school focus on the academic achievement of middle school students and prepare them for a successful transition to high school?

While the Board intends to request to serve up to eighth grade in a subsequent charter term, Request 12 does not apply as the proposed charter school is not currently applying to serve beyond the fifth grade.

13. Describe how the school's professional development program will assist teachers in meeting student academic needs and school goals by addressing identified shortcomings in student learning and teacher pedagogical skill and content knowledge.

The Success Charter Network (SCN) views its teachers as Olympic athletes who must constantly train and improve their skills. Professional development is a regular part of their professional responsibilities as it develops skills, provides content area knowledge, and improves pedagogical techniques so that the teachers are prepared to "win the race" that is educating children.

The foundation of the SCN THINK literacy curriculum was designed and implemented by the Director of Literacy, Instructional Development staff, and other instructional experts. In order to ensure that teachers and administrators are prepared to use the THINK literacy program in their classrooms, the Director of Literacy and the Instructional Development staff offer professional development sessions, observation and feedback sessions, supplemental curriculum materials, and additional support as needed.

As an additional component of the SCN literacy curriculum, SCN contracts with the Success for All (SFA) Foundation to provide ongoing professional development to the school, including training sessions, on-site observations and feedback sessions, and telephone conferences. Specifically, the following professional development sessions will be offered to teachers and administrators by SFA:

- Initial on-site training to familiarize teachers and administrators with the SFA materials and instructional practices.
- KinderCorner training sessions throughout the year developed in conjunction with school leaders and customized to the needs of the kindergarten staff.
- Reading Roots training sessions throughout the year developed in conjunction with school leaders and staff to troubleshoot problem areas in student achievement and instructional methods.
- Tutor training to give school staff effective tools and intervention strategies that will facilitate remedial tutoring.

In addition to the professional development provided by the Director of Literacy, Instructional Development staff and SFA, the school will have additional professional development opportunities for the staff. All staff members begin orientation and training a full three weeks before the school opens for students. During this time, teachers and administrators are trained on:

- the SCN curriculum and instructional goals,
- best instructional practices,
- reaching students with disabilities,
- strategies for educating ELL students,
- effective classroom management techniques and school discipline policies,
- using technology in the classroom,

- building school culture,
- effective usage of student data,
- SCN policies and procedures, and
- family engagement strategies.

Additionally, new assistant teachers, who typically have little or no classroom experience receive an additional three weeks of intensive summer orientation to prepare them for teaching in an inner-city classroom setting.

During the school year, teachers and school leaders have professional development activities every Wednesday from 2:00 until 5:00. The topics of these sessions are determined by school leaders with teacher input and address student achievement and teacher pedagogical needs. The weekly student performance data analysis meetings between teachers and administrators will help determine the weaknesses and instructional topics that need to be addressed.

Other professional development activities throughout the year will include observations of excellent teachers at other schools (both inside and outside the SCN), visiting other high-performing schools, workshops designed to master effective teaching techniques, and structured collaboration through component meetings. Teachers and school leaders are also sent to outside conferences, such as the Experience Site SFA Conference, the National Council of Math Conference, National Science Teacher Association Conference, and the Understanding by Design Conference.

The professional development program will be systematically evaluated using student performance data to inform school leaders of areas of weakness in instructional delivery. Professional development will be considered effective when student assessment results markedly improve after focused professional development sessions.

In sum, teachers receive 400 hours of professional development each year consisting of at least 8 full days of professional development, 38 Wednesday afternoon sessions, and four weeks in the summer before school starts.

14. Please discuss the proposed school's methods and strategies for identifying and serving students with disabilities (child-find) in compliance with all federal laws and regulations. In answering please describe:

- **The proposed charter school's Response to Intervention (RTI) process;**
- **The kinds and types of services and related services the school is likely to provide directly (as opposed to those that will be provided by the school district of the student's residency or through a third party contract); and**
- **Personnel that the school will devote to serving students with disabilities (and the significant administrative responsibilities associated with special education).**

Schools in the Success Charter Network (SCN) educate students with disabilities in the least restrictive environment, with their non-disabled peers to the extent appropriate and allowed by each student's individualized education program (IEP) prepared by the Committee on Special Education (CSE) of the student's school district of residence and all applicable federal laws, including the Individuals with Disabilities Education Act (IDEA). The school shall not discriminate in admission and enrollment practices on the basis of a student having or suspected of having a disability.

SCN schools encourage the application of special education students and have a strong commitment to ensuring that *all* children learn at exceptionally high levels. To ensure that they do, all schools have special education teams in place from the time of opening, including special education teachers, speech therapists, and occupational therapists. The school will use an extensive Response to Intervention (RtI) process to ascertain early identification without over identification. This process is tracked closely by the school's Student Achievement Coordinator allowing for extensive support. The school will hold school-wide RtI meetings every six to eight weeks, aligned with the assessment cycles, in which faculty and leaders meet to place students in tiered intervention groups to most effectively address their needs. Through the RtI process, teachers develop individual intervention programs that, along with students' IEPs, ensure that students are on track to achieve at- or above grade level and to meet or exceed the school's rigorous accountability goals.

All special education programs and services at the school will be provided in accordance with all applicable laws and regulations and in accordance with the student's IEP. The school will hire appropriately certified special education staff members; including, but not limited to, a special education coordinator, a speech pathologist, an occupational therapist, and a learning specialist, and have a resource room available. The Success Charter Network employs personnel who are experienced in dealing with special education administrative responsibilities. These personnel will be able to guide and assist the school.

In accordance with students' IEPs, special education staff will ensure that classroom teachers at the school are knowledgeable about the needs of students with disabilities, are informed of their responsibilities for particular students, receive the support they may require to implement a student's program, and implement any necessary modifications or accommodations in their classes.

If the school is unable to directly provide services to the extent necessary, it will rely on the school district of the student's residence to provide services. If necessary and feasible, the school also shall contract with appropriately certified or licensed individuals to provide services under our direction. The services to be provided by the school may include, but are not limited to:

- Speech language pathology and audiologist services
- Psychological services
- Physical and occupational therapy
- Special education teacher support services
- Early rehabilitation counseling
- Orientation and mobility services
- Diagnostic and/or evaluative medical services
- Student counseling

The above list consists of the specific services anticipated to be needed at the school based on the needs of the special education population at the Harlem Success Academy Charter School – a school located in the same neighborhood that will serve a similar population of students.

If the school's special education professionals determine that a child's IEP may no longer be appropriate to the child's needs and may not maximize the child's ability to receive a free and appropriate public education in the least restrictive environment, they may recommend that the CSE of the child's district of residence conduct a re-evaluation of the IEP.

Success Charter Network schools encourage students with disabilities to submit applications and recruit students through a variety of methods including:

- Mailings to residents of the school district of location
- Flyers and advertisements posted in local newspapers, supermarkets, community centers, and apartment complexes
- Informational sessions conducted at public and private schools, after school programs, and youth centers

These general recruitment strategies combined with the school's strong special education program will ensure that the school has a comparable or greater enrollment of students with disabilities as compared to other schools located in the same district.

The Success Charter Network is confident that it can adequately serve special education students. In the 2009-2010 academic year, 13.2% of the Success Academies' students

have IEPs and receive special education services. To compare the academic prospects of this cohort against that of the overall student body, we can look to performance on the Fountas & Pinnell (F&P) reading test. This is a test we administer to every student across our four schools. Test results show that while special education students perform lower than the rest of the student body, they are growing at a faster rate. Below is a breakdown of the percent of students (special education versus overall) reading on grade level in September and in April during the 2009-2010 school year:

Percent of Success Academies Students Reading On Grade Level in 2009-2010

	Special Education	Overall
Kindergarten September	N/A	N/A
Kindergarten April	72.72%	89.14%
Grade 1 September	54.54%	73.71%
Grade 1 April	67.53%	84.22%
Grade 2 September	51.11%	83.86%
Grade 2 April	53.48%	82.67%
Grade 3 September	20%	63.93%
Grade 3 April	50%	68.75%
Grade 4 September	20%	72.88%
Grade 4 April	66.67%	91.66%

The above table suggests that special education students are growing at a faster rate. In every grade besides kindergarten, the difference between the percent of students reading on grade level in April versus September is greater for special education students. (Note: we do not administer the F&P test to kindergartners at the beginning of the year because we believe the students' immaturity makes the results less reliable.)

We are confident that special education students will continue to grow at a faster rate than the overall student body, which will further close the achievement gap between these two cohorts. As we become more effective at implementing our Response to Intervention (RtI) model, we expect the share of special education students reading on grade level to more closely match the overall student body. This being our first year implementing RtI, we are both encouraged by how well our special education students have grown and charged to do much better.

15. Provide a description of the program design, methods and strategies for serving and retaining students who are English Language Learners (ELLs) in accordance with federal law, including Title VI of the Civil Rights Act of 1964, the Equal Educational Opportunities Act of 1974, applicable provisions of the No Child Left Behind Act of 2001 (including sections 301 and 1112(g)) and federal case law. Such description must include the following elements:

- **Process for the identification and placement of students whose first language is not English and the methods for determining the kinds of assistance that these students may need;**
- **Manner in which the applicant will ensure that students who are ELLs are not misplaced or tracked inappropriately in other classes (including those programs or classes designed to serve students with disabilities); and**
- **Description of the educational soundness of the program model pursuant to which students who are ELLs will be provided services, including the authorities upon which the applicant relies to demonstrate that the program is likely to meet the educational needs of all students who are ELLs.**
- **Description of the planned implementation of the program model, including information regarding the allocation of resources to the service of all students who are ELLs including:**
  - **Description of how staff, curricular materials, and facilities will be used;**
  - **Description of exit criteria and related objective assessment instruments and subjective methods that will ensure the appropriate student placement and monitoring of a student's progress over time;**
  - **Statement that affirms that students who are ELLs will not be excluded categorically from curricular and extra-curricular activities because of an inability to speak and understand English;**
  - **Description of the planned evaluation of the program model over time, including the identification of benchmarks of success (and the corresponding bases for their establishment);**
  - **Uses of standardized and other assessments; and**
  - **The related disaggregation of data that will facilitate a program review and the measurement of progress of those students who are ELLs over time.**

The school shall serve any and all students with limited English proficiency using structured English language immersion so that they will achieve proficiency in the English language as quickly as possible. The school shall comply with all applicable

laws including Title VI of the federal Civil Rights Act of 1964, the Equal Educational Opportunities Act of 1974, "No Child Left Behind," and federal case law.

Students at the school with limited proficiency in English will achieve proficiency in the English language as quickly as possible through the use of the school's services and teaching methods. The school ensures that ELL students will not be excluded from curricular and extra-curricular activities based on an inability to speak and understand the language of instruction, and also that ELL students will not be assigned to special education because of their lack of English proficiency. Parents whose English proficiency is limited will receive notices and information from the school in their native language to encourage participation in the school by all members of the school community. Parental outreach and recruitment activities will also be conducted in multiple languages so as to effectively reach all members of the school's community. This will ensure that the percentage of the school population of ELL students will be equal to or greater than that of the surrounding school district.

The school will use the State Education Department's process for identifying students who are English Language Learners as follows:

- Home Language Questionnaires will be used to screen all new enrollees for potential limited English proficiency.
- If the home language is other than English or the student's native language is other than English, appropriate school staff will conduct an informal interview in the student's native language and in English.
- If the student speaks a language other than English and the student speaks little or no English, the school will administer the Language Assessment Battery – Revised (LAB-R). A score below the designated cut score for the child shall determine eligibility for services. The LAB-R shall be administered only once to each incoming student.

The school's teachers will be responsible for observing each student throughout the year with an eye toward detecting limited English proficiency. All teachers receive professional development training on techniques for detecting whether a student has English language deficiencies and on communicating with students designated as ELL students and their parent/guardian(s). Such activities will focus on the language, instructional methodologies including ESL methods for teaching different subject areas, and support services appropriate for learners of a second language.

Inclusion in ELL support services will not supercede participation in regular curricular or extra-curricular activities. ELL students will never be categorically excluded from any activities on the basis of their language proficiency.

All ELL students will be expected to become proficient in the English language at a rapid pace. To accomplish this, the school will implement a structured English immersion program that will help ELL students improve their abilities and master the language. All instruction will be in English. However, the level of English used – both written and oral – will be modified appropriately for each ELL student. Within the school's extended day

schedule, there is ample time that can be used for additional intensive English language instruction.

The school will provide all necessary staff and specialized curricular materials to enable ELL students to achieve the school's ambitious student performance goals. Curricular materials and facilities for the implementation of the instructional program for ELL students shall not be inferior to those materials and facilities available to English proficient students and will be of the same quality and quantity available to the general population. The school will be prepared to address the needs of students who are struggling with the structured English immersion program by providing, if it is determined to be the best course of action, pull-out instruction and/or assignment to a certified aide, teacher, or qualified consultant who speaks that child's non-English native language. Instructional materials will be of the highest quality in both languages of instruction and will be appropriate for teaching English to second language learners.

An ELL student's proficiency in the English language will be measured at least annually to determine whether continued special services are warranted. The school will evaluate each student's performance in academic content areas to measure the student's progress in core subjects. The school will also use the New York State English as a Second Language Achievement Test (NYSESLAT) to assess ELL students. The scores on the NYSESLAT indicate the proficiency level – beginning, intermediate, or advanced – the student has achieved each year and whether the student's level of English is high enough to exit the program. The proficiency levels attained on the NYSESLAT will be used to determine whether a student should be graduated from or continue in the ELL program.

If an ELL student fails to show appropriate progress in these academic areas, modifications to the program may be made. Any student classified and receiving education services as and ELL student who subsequently tests high enough to exit the program will be deemed to be no longer in need of ELL services. No student will be exited from the ELL program unless he/she can read, write, and comprehend English well enough to participate meaningfully in the school's programs.

In order to ensure that the ELL program is achieving the desired results (students are making progress in the acquisition of the English language and are making progress academically), an annual evaluation will occur. In order to determine if any programmatic modifications are necessary, the school will evaluate the progress of its ELL students on standardized assessments and non-standardized assessments against that of the non-ELL students. The school will also track students longitudinally throughout their enrollment in the school to determine if there is a significant variation in the academic achievement of students who were once classified as ELL and non-ELL students as measured by standardized assessments and non-standardized assessments. The school will track how many students are declassified as ELL and the number of instructional years it takes for this declassification to occur.

General recruitment strategies employed by Success Charter Network seek to create a diverse student body. The school will reach out to parents of students who may be categorized as ELLs through the use of a variety of methods including:

- Bilingual mailings to residents of the school district of location
- Bilingual flyers and advertisements posted in local newspapers, supermarkets, community centers, and apartment complexes
- Conducting informational sessions conducted at public and private schools, after school programs, and youth centers

These general recruitment strategies combined with the outlined ELL program will ensure that the school has a comparable or greater enrollment of ELL students relative to other schools located in the same district.

Success Charter Network is taking specific actions to attract and retain a comparable or greater enrollment of limited English proficient students when compared to the enrollment figures for such students in the school district in which the charter school will be located.

The school's admissions policy will give an at-risk designation to applicants that are deemed English Language Learners (ELLs). This design factor would address the issue that foreign language homes may be under-represented in the school due to the language barrier.

The at-risk designation for ELL would be determined based on whether the applicant's child has previously been classified as an ELL student based on official LAB-R testing.

To address potential incoming kindergarten ELLs that have not yet been identified by LAB-R testing, the school will also give at-risk designation for ELL students if either of the following two criteria are self-reported: the primary language spoken by the child is not English or the language primarily spoken in the home is not English.

The ELL at-risk design factor would be weighted equally to the failing school and closing school design factors in the lottery. Success Charter Network will publicize the ELL at-risk designation in printed bilingual student recruitment brochures and other student recruitment materials. The questionnaire that determines ELL designation outside of LAB-R testing will be included in the student application.

16(a). Provide evidence that the proposed school's curriculum would allow students to meet or exceed the performance standards currently established by the Board of Regents. An adequate showing can be made in one of two ways.

Option 1: Submit curriculum materials (see template on the Institute's website at: http://www.newyorkcharters.org/openAppKit.htm) for all grade levels for which the proposed school would be authorized to provide instruction in each of the four core content areas: English language arts, mathematics, science and social studies (despite the Board of Regents' recent determination to not administer the state exams in social studies. For proposals including high school grades, the curriculum must be laid out for all courses for which there is a Regents examination. In addition, for all grades, the applicant must provide a description of the curriculum in any other content area in which the school would provide instruction, e.g., art, music, foreign language.

Option 2: Submit the curriculum framework for each grade level for which the proposed school would be authorized to provide instruction, and for each learning standard area established by the Board of Regents (all 28 learning standards). In addition, the applicant should provide a curriculum for any other subject areas for which the school will provide instruction.

The Board of Trustees of the school has elected option 1 and has attached the curriculum for which the proposed school would be authorized to provide instruction in each of the four core content areas (English/language arts, mathematics, science, and social studies) as well as the additional content areas in which the school plans to provide instruction. The curriculum in the four core content areas meet Regents performance standards in accordance with Education Law 2851(2)(b) and 2854(1)(d).

New York

Success for All Alignment to

The New York
English Language Arts Core Curriculum

Success for All®
FOUNDATION

2005

Success for All Alignment
The New York English Language Arts Core Curriculum

October 2005 edition

Success for All Foundation is a nonprofit education reform organization
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Kindergarten
KinderCorner

Reading

LITERACY COMPETENCIES **The reading competencies common to all four ELA standards in which students are making adequate progress during kindergarten are**
Phonological and Phonemic Awareness, Print Awareness, Alphabet Recognition and Phonics, Fluency, Background Knowledge and Vocabulary Development Students will identify and produce spoken words that rhyme; blend beginning sound with ending sound to form known words in rhyming word families; count or tap the number of syllables in spoken words; isolate, identify, categorize, blend, and segment phonemes; recognize the remaining word when a phoneme is removed; make a new word by adding a phoneme to an existing word; substitute one phoneme for another to make a new word; understand the purpose of print is to communicate; follow left-to-right and top-to-bottom direction when reading English; track print by pointing to written words when texts are read aloud by self or others; identify the parts of a book and their functions; recognize and name automatically all uppercase and lowercase manuscript letters; recognize that individual letters have associated sounds; recognize that the sequence of letters in written words represents the sequence of sounds in spoken words; identify some consonant letter-sound correspondences; recognize and identify some sight words; read automatically a small set of high-frequency sight words; read familiar kindergarten-level texts at the emergent level; learn the meaning of new words and use them; connect vocabulary and life experiences to ideas in books

KinderCorner	
I Am Amazing! I Feel Fine! p. 167. 172, 192 *Head to Toe* p. 44, 63, 85, 86, 90, 108, 109, 113, 114, 121, 127, 129, 133, 174, 179, 192, 194, 195, 216, 217, 221, 229, 268, 241, 242 *Cornucopia* p. 28, 43, 58, 80, 97, 140, 141, 157, 177, 180, 211, 212, 215 *What's on the Menu?* p.50, 51, 56, 72, 73, 87, 92, 107, 111, 127, 130, 134, 135, 154, 155, 157, 163, 171, 172, 186, 189, 203, 206 *Sing a Song Paint a Picture* p. 18, 29, 36, 56, 57, 69, 80, 81, 83, 99, 100, 103, 116, 117, 139, 158, 159, 162,	*Words & Roads Take Us Places* p. 49, 87, 89, 164, 165, 180, 181 *Safe & Sound* p. 68, 83, 84, 99, 136, 145, 155, 163, 171, 179 *Buggy About Spring* p. 26, 42, 46,55, 76, 96, 115, 164, 172, 173, 190, 204 *City Garden & Country Farms* p. 17, 24, 57, 65, 82, 91, 99, 101, 113, 127, 128, 135, 143, 146, 153, 171 186 *Fur & Feathers* p. 17, 27, 32, 36, 44, 53, 63, 66, 72, 73, 90, 91, 105, 129, 146, 157, 167, 183, 199, 200 *Water Wonders* p. 68, 84, 85, 103, 159, 173, 174, 190 *Earth Day Is Every Day* p. 35, 47, 65,

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Comprehension Strategies Students will notice when sentences do not make sense; make predictions about story events; answer questions about text read aloud; retell or dramatize stories or parts of stories	
KinderCorner *Welcome to School* p. 23, 24, 25, 79, 123, 127 *I Am Amazing! I Feel Fine!* p. 72, 135, 142, 177 *Those Nearest & Dearest* p. 47, 72 *Cornucopia* p.24, 49, 127, 168 *What's on the Menu?* p.43, 44, 65, 123, 126, 148, 151, 184 *Sing a Song Paint a Picture* p. 23, 29, 71,77, 131, 132, 193 *Winter Weatherland* p. 58, 68, 115, 158, 162, 175, 176 *Day & Night Dark & Light* p. 29, 52, 120, 125, 148, 160, 162, 178	 *Words & Roads Take Us Places* p. 85, 87, 119, 143, 178 *Buggy About Spring* p. 22, 30, 58, 59, 60,65, 81, 82, 101, 109, 110, 134, 136, 153, 157, 167 *City Garden & Country Farms* p.41, 51, 62, 69, 77, 97, 102, 109, 114, 128, 135, 148, 175 *Fur & Feathers* p. 54, 102, 123, 147, 153, 161 *Water Wonders* p. 135, 145, 151, 156, 162, 171, 189, 194 *Earth Day Is Every Day* p. 28, 44, 47
Motivation to Read Students will show interest in reading a range of kindergarten-level texts from a variety of genres; read voluntarily familiar kindergarten-level texts; show familiarity with some book titles and authors	
KinderCorner *Welcome to School* p. 37, 54, 120, 122 *I Am Amazing! I Am Fine!* p. 71, 114, 216, 218 *Those Nearest & Dearest* p. 70, 71, 120,161, 171, 237	 *Words & Roads Take Us Places* p. 21, 46, 46, 147, 176, 191 *Safe & Sound* p. 23, 52, 95, 111,132, 152, 150, 167, 182, 183 *Buggy About Spring* p. 42, 48, 63, 72, 112,

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GRADE-SPECIFIC PERFORMANCE INDICATORS

Specific performance indicators that kindergarten students are developing as they learn to read include

Standard 1: Students will read, write, listen, and speak for information and understanding.

Students will locate and use classroom and library media center resources to acquire information, with assistance; read familiar informational texts to begin to collect data, facts, and ideas, with assistance; interpret information represented in simple charts and webs; draw on a prior experience to understand new data, facts, and ideas

KinderCorner	
I Am Amazing! I Feel Fine! p. 167. 172, 192 *Head to Toe* p. 44, 63, 85, 86, 90, 108, 109, 113, 114, 121, 127, 129, 133, 174, 179, 192, 194, 195, 216, 217, 221, 229, 268, 241, 242 *Cornucopia* p. 28, 43, 58, 80, 97, 140, 141, 157, 177, 180, 211, 212, 215 *What's on the Menu?* p.50, 51, 56, 72, 73, 87, 92, 107, 111, 127, 130, 134, 135, 154, 155, 157, 163, 171, 172, 186, 189, 203, 206 *Sing a Song Paint a Picture* p. 18, 29, 36, 56, 57, 69, 80, 81, 83, 99, 100, 103, 116, 117, 139, 158, 159, 162, 163, 167, 179, 183, 198, 199, 217 *Winter Weatherland* p. 44, 56, 79, 80, 81, 87, 99, 100, 111, 117, 156, 157, 161, 166, 179, 180, 181, 182	*Words & Roads Take Us Places* p. 49, 87, 89, 164, 165, 180, 181 *Safe & Sound* p. 68, 83, 84, 99, 136, 145, 155, 163, 171, 179 *Buggy About Spring* p. 26, 42, 46,55, 76, 96, 115, 164, 172, 173, 190, 204 *City Garden & Country Farms* p. 17, 24, 57, 65, 82, 91, 99, 101, 113, 127, 128, 135, 143, 146, 153, 171 186 *Fur & Feathers* p. 17, 27, 32, 36, 44, 53, 63, 66, 72, 73, 90, 91, 105, 129, 146, 157, 167, 183, 199, 200 *Water Wonders* p. 68, 84, 85, 103, 159, 173, 174, 190 *Earth Day Is Every Day* p. 35, 47, 65, 68, 74, 83, 84, 86, 122, 141, 161, 180, 196

Day & Night Dark & Light p. 21,27, 28, 36, 44, 50, 51, 64, 70, 81, 82, 99, 86, 88, 106, 141, 147, 154, 164, 166, 182, 194, 199, 200	
Standard 2: Students will read, write, listen, and speak for **literary response and expression.** Students will comprehend and respond to literary texts and performances; engage in pre-reading and reading activities to - select books, tapes, and poems on the basis of personal choice/interest or teacher-selected criteria, such as a theme/topic - make connections between personal experiences and stories read - predict what might happen next in a story read aloud - retell a story, with assistance - dramatize or retell stories, using puppets, toys, and other props	
KinderCorner All themes during *Story Tree, Library Lab, Dramatic Play Lab, Write Away*	
Standard 3: Students will read, write, listen, and speak for **critical analysis and evaluation.** Students will identify and explain ideas and experiences from texts and performances; engage in pre-reading and reading activities to - identify what they know and have learned about a specific story or topic - use illustrations to assist in understanding the content of a text and to anticipate what will happen next - predict what could happen next or the outcome of a story or article read aloud - change the sequence of events in a story to create a different ending, with assistance - form an opinion about the differences between events in a story and events in own life - evaluate and select books, poems, or tapes on the basis of personal choice or teacher-selected criteria, such as topic, author, and illustrations - distinguish between real and imaginary stories	
KinderCorner All themes during *Let's Talk, Spotlight On, Story Tree, Library Lab, Dramatic Play Lab, Let's Think About It*	
Standard 4: Students will read, write, listen, and speak for **social interaction.**	

Students will share reading experience to establish, maintain, and enhance personal relationships; respect the age, gender, and cultural traditions of the writer, with assistance; recognize the vocabulary and writing conventions (e.g., greetings and closings) of social communication, with assistance	
KinderCorner All themes during *Greetings, Readings, & Writing, Let's Talk, Story Tree, Stepping Stones, Learning Labs, Let's Daydream, Let's Think About It, Home Link*	

Kindergarten Writing

LITERACY COMPETENCIES **The writing competencies common to all four ELA standards in which students are making adequate progress during kindergarten are**	
Print Awareness, Handwriting, Motivation to Write Students will use left-to-right and top-to-bottom direction when writing English; use spacing between letters and words when writing on a line; use developing knowledge of letter-sound correspondences to spell independently; use conventional spelling to spell some common or familiar words; write correctly own first and last names and the names of some friends or family; write legibly some uppercase and lowercase letters; label drawings with letters or words; write as part of play; write compositions that include letters or words and drawings to communicate for different purposes; write voluntarily to communicate for different purposes; share writing with others	
KinderCorner *Welcome to School* p. 17-19, 29, 31, 43, 91-96, 110, 112, 117, 122, 131, 133 *I Am Amazing! I Feel Fine!* p. 37, 38, 51, 55, 57, 62, 67, 74, 75, 80, 84, 105, 109, 115, 186, 187, 203, 206, 207, 211, 218, 222, 226 *Those Nearest & Dearest* p. 17, 35, 45, 55, 56, 57, 65, 67, 127, 131, 135,	*Day & Night Dark & Light* p. 17, 27, 29, 36, 109, 168, 169, 172, 174, 179, 182, 183, 194, 196, 197, 200, 203 *Words & Roads Take Us Places* p. 17, 23, 24, 34, 41, 53, 73, 80, 81, 92, 97, 103, 110, 115, 130, 135, 150, 161, 182, 189, 191 *Safe & Sound* p. 17, 26, 27, 28, 36, 41, 43, 54, 102, 107, 115, 121, 125, 159,

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GRADE-SPECIFIC PERFORMANCE INDICATORS

Specific performance indicators that kindergarten students are developing as they learn to write include

Standard 1: Students will read, write, listen, and speak for **information and understanding.**

Students will copy letters and words from books, magazines, signs, charts, and own dictation; write own name on pictures, drawings, paintings, and written products; draw or write facts and ideas gathered from personal experiences; use graphics such as posters to communicate information from personal experiences; maintain a portfolio of informational writings and drawings, with assistance; draw pictures to record facts from a lesson, with assistance; use resources such as a picture dictionary or word wall to find and write words, with assistance

KinderCorner All themes during *Greetings, Readings & Writings, Stepping Stones, Writing Lab, Write Away*	

Standard 2: Students will read, write, listen, and speak for **literary response and expression.**

Students will:

Draw or write original literary texts to

- create a story with a beginning, middle, and end, using pictures/drawings and some words, with assistance
- create poems or jingles, using pictures/drawings and some words, with assistance

Draw or write to respond to text to

- express feelings about characters or events in a story
- describe characters or events
- list a sequence of events in a story, with assistance
- retell a story;

Maintain a portfolio of writings and drawings in response to literature, with assistance

KinderCorner All themes during *Greetings, Readings & Writings, Writing Lab, Write Away*	

Standard 3: Students will read, write, listen, and speak for **critical analysis and evaluation.**

Students will:

Draw and/or write to express opinions and judgments to

- share what they know and have learned about a theme or topic
- respond in pictures or words to an experience or event shared by a classmate
- depict an opinion about statements, illustrations, characters, and events in written and visual texts
- compare characters and settings within and between stories
- describe the differences between real and imaginary experiences, with assistance

Maintain a portfolio of writings and drawings that express opinions and judgments, with assistance

KinderCorner All themes during *Greetings, Readings & Writings, Story Tree, Writing Lab, Write Away*	

Standard 4: Students will read, write, listen, and speak for **social interaction.**

Students will Share writings and drawings with peers or adults; for example,

write/draw with a partner or in a cooperative group; respect the age, gender, and culture of the recipient, with assistance; write friendly letters to others; maintain a portfolio of writings and drawings for social interaction, with assistance	
KinderCorner All themes during *Greetings, Readings & Writings, Story tree, Writing Lab, Write Away, Home Link* Write friendly letters *Those Nearest & Dearest* p. 28, 94, 138, 159,	

Kindergarten Listening

LITERACY COMPETENCIES **The listening competencies common to all four ELA standards in which students are making adequate progress during kindergarten are**	
Listening Students will listen attentively to spoken language; listen attentively for different purposes; understand and follow oral directions; listen respectfully without interrupting others	
KinderCorner *Welcome to School* p. 18, 35, 50, 54, 55, 63, 65, 66, 67, 68, 69, 70, 71, 72, 73, 74, 83, 85, 86, 89, 90, 92, 93, 94, 97, 99, 105, 107, 110, 111, 114, 116, 118, 121, 122, 123, 126, 129, 131, 133, 135, 136, 137, 144, 145, 151, 152, 153, 157, 164, 176, 177, 194 *I Am Amazing! I Feel Fine!* p. 67, 68, 69, 70, 71, 72, 73,74, 83, 85, 86, 89, 90, 92, 93, 94, 97, 99, 105, 107, 110, 111, 114, 116, 118, 121, 122, 123, 126, 129, 131, 133, 135, 136, 137, 144, 145, 151, 152, 153, 157, 164, 176, 177, 194 *Those Nearest and Dearest* p. 39, 71,	24, 25, 35, 38, 46, 47, 50, 51, 52, 60, 68, 72, 75, 76, 77, 82, 83, 85, 96, 102, 104, 110, 111, 112, 113, 115, 119, 120, 126, 127, 128, 133, 138, 140, 141, 143, 148, 150, 151, 153, 156, 157, 161, 164, 168, 173, 174, 175, 181, 189, 191, 193, 200, 207, 208, 212, 213, 220 *Winter Weatherland* p. 17, 18, 19, 20, 22, 23, 32, 36, 45, 47, 48, 49, 60, 61, 62, 67, 68, 72, 80, 89, 90, 91, 94, 102, 107, 108, 109, 110, 112, 113, 120, 121, 127, 128, 132, 133, 144, 145, 149, 150, 152, 155, 156, 162, 163, 164, 167, 171, 172, 175, 189, 205,

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Water Wonders p. 42, 50, 52, 98, 106, 111, 127, 128, 142, 143, 146, 173

Earth Day Is Every Day p. 24, 35, 48, 49, 66, 91, 101, 123, 164, 189, 195

GRADE-SPECIFIC PERFORMANCE INDICATORS

Specific performance indicators that kindergarten students are developing as they learn to listen include

Standard 1: Students will read, write, listen, and speak for **information and understanding.**

Students will acquire information from nonfiction text; identify words and sentences on a chart, with assistance; follow a two step direction; identify and respond to environmental sounds, such as a school bell or a fire alarm, that provide information; identify similarities in information about people, places, and events

KinderCorner All themes during *Greetings, Readings, & Writings, Spotlight On, Learning Labs, Stepping Stones, Let's Think About It, Home Link*	

Standard 2: Students will read, write, listen, and speak for **literary response and expression.**

Students will listen to literary texts and performances to

- appreciate and enjoy literary works
- match spoken words with pictures, with assistance
- recall a sequence of events from a personal experience or story
- identify character and setting
- respond to vivid language (e.g., nonsense words and rhymes)
- identify specific people and places
- distinguish between a story and a poem, with assistance

KinderCorner All themes during *Greetings, Readings, & Writings, Let's Talk, Spotlight On, Rhyme Time, Story Tree, Let's Daydream, Let's Think About It, Home Link*	

Standard 3: Students will read, write, listen, and speak for **critical analysis and evaluation.**

Students will form an opinion or evaluate information on the basis of information in the world; form an opinion about a book or play read aloud by using

established criteria, such as title and vocabulary, to judge books; recognize differences in two or more versions of a familiar story, song, or finger play; identify messages in advertisements by listening to the words (n/a)	
KinderCorner All themes during *Spotlight On, Story Tree, Stepping Stones*	
Standard 4: Students will read, write, listen, and speak for **social interaction.** Students will respect the age, gender, and culture of the speaker; listen to friendly notes, cards, letters, and personal narratives read aloud to get to know the writer and/or classmates; listen for the tone of voice and content that signal friendly communication	
KinderCorner All themes during *Story Tree*	

Kindergarten Speaking

LITERACY COMPETENCIES **The speaking competencies common to all four ELA standards in which students are making adequate progress during kindergarten are**	
Speaking Students will use kindergarten-level vocabulary and grammar in own speech; speak for different purposes; speak audibly; speak with speed and expression appropriate for the purpose; take turns speaking in a group	
KinderCorner *Welcome to School* p. 18, 35, 50, 54, 55, 63, 65, 66, 67, 68, 69, 70, 71, 72, 73, 74, 83, 85, 86, 89, 90, 92, 93, 94, 97, 99, 105, 107, 110, 111, 114, 116, 118, 121, 122, 123, 126, 129, 131, 133, 135, 136, 137, 144, 145, 151, 152, 153, 157, 164, 176, 177, 194 *I Am Amazing! I Feel Fine!* p. 67, 68, 69, 70, 71, 72, 73,74, 83, 85, 86, 89, 90, 92, 93, 94, 97, 99, 105, 107, 110, 111, 114, 116, 118, 121, 122, 123, 126, 129, 131, 133, 135, 136, 137, 144, 145, 151, 152, 153, 157, 164,	24, 25, 35, 38, 46, 47, 50, 51, 52, 60, 68, 72, 75, 76, 77, 82, 83, 85, 96, 102, 104, 110, 111, 112, 113, 115, 119, 120, 126, 127, 128, 133, 138, 140, 141, 143, 148, 150, 151, 153, 156, 157, 161, 164, 168, 173, 174, 175, 181, 189, 191, 193, 200, 207, 208, 212, 213, 220 *Winter Weatherland* p. 17, 18, 19, 20, 22, 23, 32, 36, 45, 47, 48, 49, 60, 61, 62, 67, 68, 72, 80, 89, 90, 91, 94, 102, 107, 108, 109, 110, 112, 113, 120, 121, 127, 128, 132, 133, 144, 145,

176, 177, 194 *Those Nearest and Dearest* p. 39, 71, 72, 93, 96, 97, 109, 116, 117, 118, 119, 120, 122, 124, 129, 130, 132, 137, 140, 144, 149, 153, 154, 157, 159, 160, 165, 166, 167, 168, 178, 191, 212, 216, 234 *Head to Toe* p. 19, 23, 30, 51, 56, 57, 66, 68, 69, 77, 92, 96, 100, 111, 118, 119, 120, 121, 140, 141, 144, 154, 163, 166, 167, 171, 175, 177, 186, 187, 197, 198, 203, 204, 205, 206, 209, 210, 220, 223, 227, 228, 229, 230, 233, 234, 246, 247 *Cornucopia* p. 19, 20, 21, 25, 26, 32, 35, 38, 40, 45, 46, 47, 50, 51, 53, 54, 60, 61, 68, 69, 71, 73, 82, 88, 89, 90, 91, 105, 106, 107, 108, 109, 124, 128, 129, 130, 135, 137, 139, 146, 149, 150, 151, 153, 154, 159, 166, 170, 171, 179, 181, 185, 189, 203, 204, 206, 207, 216 *What's on the Menu?* p. 20, 23, 24, 30, 31, 33, 35, 36, 39, 40, 41, 43, 46, 53, 55, 56, 62, 63, 66, 67, 75, 76, 77, 82, 83, 84, 86, 87, 94, 95, 97, 101, 102, 103, 104, 105, 106, 112, 114, 115, 116, 122, 123, 124, 127, 128, 138, 139, 143, 144, 145, 148, 154, 156, 157, 163, 164, 167, 175, 184, 191, 192, 198, 199, 202, 203, 209, 211 *Sing a Song - Paint a Picture* p. 17, 18, 20,	149, 150, 152, 155, 156, 162, 163, 164, 167, 171, 172, 175, 189, 205, 206, 209, 210 *Day & Night Dark & Light* p. 17, 18, 19, 20, 23, 24, 35, 41, 42, 52, 61, 62, 63, 65, 66, 73, 79, 80, 97, 98, 99, 110, 116, 117, 118, 120, 121, 130, 131, 132, 134, 135, 138, 139, 140, 142, 143, 145, 147, 148, 149, 150, 152, 155, 156, 157, 159, 160, 161, 167, 168, 169, 173, 174, 180, 183, 185, 191, 192, 195, 196, 200 *Words & Roads Take Us Places* p. 18, 21, 22, 26, 30, 34, 36, 42, 44, 51, 52, 53, 60, 64, 65, 69, 70, 72, 73, 74, 80, 83, 85, 86, 88, 89, 92, 93, 116, 117, 120, 129, 136, 140, 141, 147, 150, 156, 159, 167, 168, 173, 174, 176, 177, 181, 182, 183, 187, 189, 194, 197 *Safe & Sound* p. 17, 23, 25, 31, 35, 42, 43, 47, 52, 53, 60, 64, 71, 76, 77, 80, 87, 91, 93, 95, 98, 107, 112, 113, 120, 129, 130, 137, 139, 145, 150, 152, 156, 158, 164, 168, 172, 179, 180, 182, 187, 189 *Buggy About Spring* p. 21, 23, 24, 43, 48, 55, 56, 58, 59, 66, 67, 70, 74, 77, 79, 157, 158, 201 *City Gardens & Country Farms* p. 31, 32, 38, 42, 47, 49, 67, 102, 110, 130, 136, 190 *Fur & Feathers* p. 17, 23, 31, 35, 49, 56, 65, 71, 75, 83, 108, 117, 132, 138, 145, 149, 156, 169, 182, 198, 201 *Water Wonders* p. 42, 50, 52, 98, 106, 111, 127, 128, 142, 143, 146, 173 *Earth Day Is Every Day* p. 24, 35, 48, 49, 66, 91, 101, 123, 164, 189, 195

GRADE-SPECIFIC PERFORMANCE INDICATORS

Specific performance indicators that kindergarten students are developing as they learn to speak include

Standard 1: Students will read, write, listen, and speak for **information and understanding.**

Students will dictate information from personal experience; report information

briefly to peers and familiar adults, with assistance; connect information from personal experiences to information from nonfiction texts, with assistance; retell more than one piece of information in sequence; share observations from classroom and home; ask questions to clarify directions and/or classroom routines; respond orally to simple questions and/or directions; share information, using appropriate visual aids, such as, puppets, toys, and pictures, to illustrate a word or concept, with assistance; dramatize an experience or event	
KinderCorner All themes during *Greetings, Readings & Writings, Let's Talk, Spotlight On, Write Away, Home Link*	
Standard 2: Students will read, write, listen, and speak for **literary response and expression.** Students will interpret words of characters in stories; engage in conversations with adults and peers regarding pictures, books, and experiences; role-play characters or events from stories; express feelings about a work of fiction or poetry; respond to stories, legends, and songs from different cultural and ethnic groups, with assistance; compare stories from personal experience with stories heard; dictate stories with a beginning, middle, and end; express the mood of a story by using a variety of words, with assistance; describe the actions of characters in a story; tell real or imaginative stories on the basis of response to illustrations; retell familiar stories; describe familiar persons, places, or objects; recite short poems, nursery rhymes, and finger plays	
KinderCorner All themes during *Greetings, Readings & Writings, Let's Talk, Spotlight On, Rhyme Time, Story Tree, Dramatic Play Lab, Write Away, Let's Think About It, Home Link*	
Standard 3: Students will read, write, listen, and speak for **critical analysis and evaluation.** Students will share what they know and have learned about a topic; express an opinion or judgment about a story, poem, finger play, or poster; compare characters or events in two or more stories; express an opinion about the color, form, and style of illustrations; explain personal criteria (e.g., color and pictures) for choosing a book, poem, or story; dramatize differences and similarities in characters; brainstorm to create an experience chart; compare different versions of the same story; explain why two different characters view an event differently; compare events or characters in a story with their lives, with assistance	

KinderCorner All themes during *Let's Talk, Spotlight On, Story Tree, Dramatic Play Lab, Write Away, Let's Think About It, Home Link*	
Standard 4: Students will read, write, listen, and speak for **social interaction.** Students will participate in small or large group storytelling, singing, and finger play, in order to interact with classmates and adults in the classroom and school environment; share favorite anecdotes, riddles, and rhymes with peers and familiar adults; respect the age, gender, and interests of the listener; discuss the content of friendly notes, cards, letters, and personal narratives, with a partner or in a small group, to get to know the writer and each other	
KinderCorner All themes during *Let's Talk, Spotlight On, Story Tree, Dramatic Play Lab, Write Away, Let's Think About It, Home Link*	

Grade 1
Reading Roots
Writer's Workshop

Reading

LITERACY COMPETENCIES: **The reading competencies common to all four ELA standards in which students are making adequate progress during grade 1 are**	
Phonemic Awareness, Decoding (Including Phonics and Structural Analysis) Print Awareness, and Fluency. Students will: count the number of syllables in a word; blend spoken sounds to form words; segment spoken words into component sounds; identify and produce letter-sound correspondences; blend sounds using knowledge of letter-sound correspondences, root words, prefixes, suffixes, verb endings, plurals, contractions, and compounds; check accuracy of decoding using context to monitor and self-correct, identify parts of a book and their purposes, sight-read automatically 300–500 words including sight and decodable words; use punctuation clues to read connected text with expression, accuracy and fluency; read grade-level texts with decodable and irregularly spelled words at appropriate speed, accuracy and expression.	
Reading Roots *Teacher's Manual* **Level 1** Lesson 1 p. 1 Lesson 2 p. 17 Lesson 3 p. 29, 33 Lesson 4 p. 41-44, 50, 55 Lesson 5 p. 61-64 Lesson 6 p. 81-85, 90, 91 Lesson 7 p. 101, 108, 112 Lesson 8 p. 117, 118, 119 Lesson 9 p. 133-135, 140 Lesson 10 p. 149, 156 Lesson 11 p. 167, 168, 174 Lesson 12 p. 185, 196 Lesson 13 p. 203-204, 210 Lesson 14 p. 219-220, 225, 229 Lesson 15 p. 235-237, 244, 246 Lessons 1-15 ***Fast Track Phonics Volume 1*** **Level 2** Lesson 16 p. 1-4, 9, 13 Lesson 17 p. 21-22, 27, 31	 **Level 3** Lesson 26 p. 1-3, 13 Lesson 27 p. 21-22, 28, 32 Lesson 28 p. 39-40, 45, 49 Lesson 29 p. 57-58, 67 Lesson 30 p. 75-76, 81, 86 Lesson 31 p. 95-96, 102, 106 Lesson 32 p. 113-114, 119, 123 Lesson 33 p. 131-132, 137, 141 Lesson 34 p. 147-148, 153, 157 Lesson 35 p. 163-165, 169, 173 Lesson 36 p. 179-180, 186, 190 Lessons 26-37 ***Fast Track Phonics Volumes 1 & 2*** **Level 4** Lesson 39 p. 38, 43 Lesson 40 p. 59, 64, 68-69 Lesson 41 p. 81, 86, 91 Lesson 42 p. 101, 107, 111 Lesson 43 p. 122-123, 128, 133 Lesson 44 p. 146, 150-151, 155

Lesson 18 p. 37, 43, 47 Lesson 19 p. 55, 57, 62, 69 Lesson 20 p. 73, 79, 83 Lesson 21 p. 89-90, 96 Lesson 22 p. 105-106, 111, 115 Lesson 23 p. 121-122, 130 Lesson 24 p. 137-138, 143, 147 Lessons 16-25 ***Fast Track Phonics Volume 1***	Lesson 45 p. 183 Lesson 46 p. 189, 193, 198 Lesson 47 p. 209, 214, 218 Lesson 48 p. 229, 234, 238 Lessons 38-48 ***Fast Track Phonics Volume 2***

Background Knowledge and Vocabulary Development. Students will: study antonyms, synonyms, and homonyms to learn new grade-level vocabulary; study categories of words (e.g., animals, place names) to learn new grade-level vocabulary; study root words, prefixes, suffixes, verb endings, and plural nouns to learn new grade-level vocabulary; connect words and ideas in books to prior knowledge; learn new words indirectly from reading books and other print sources; increase background knowledge by elaborating and integrating new vocabulary and ideas from texts.

Reading Roots *Teacher's Manual* **Level 1** Lesson 1 p. 3, 7, 8, 11 Lesson 2 p. 17-18, 19 Lesson 5 p. 68-69 Lesson 8 p. 119-121, 125 Lesson 9 p. 135-136 Lesson 11 p. 167, 171, 173 Lesson 12 p. 187, 188-189 Lesson 13 p. 205, 208 Lesson 14 p. 221-222, 228 Lesson 15 p. 237-239 **Level 2** Lesson 16 p. 5, 8 Lesson 17 p. 21 Lesson 18 p. 40 Lesson 19 p. 58 Lesson 20 p. 76, 85 Lesson 22 p. 108, 117 Lesson 23 p. 132 Lesson 24 p. 140	**Level 3** Lesson 27 p. 26 Lesson 29 p. 61, 69 Lesson 30 p. 89 Lesson 31 p. 109 Lesson 32 p. 118, 121 Lesson 33 p. 134 Lesson 34 p. 164 Lesson 36 p.183, 189, 191, 193 **Level 4** Lesson 39 p. 39, 44, 49 Lesson 40 p. 60, 65, 70 Lesson 41 p. 41, 88, 92 Lesson 42 p. 102-103, 108 Lesson 43 p. 124, 129, 134 Lesson 44 p. 147, 151-152 Lesson 46 p. 190, 194-195 Lesson 47 p. 210, 219 Lesson 48 p. 230-235

Comprehension Strategies. Students will read grade-level texts for different purposes;

use comprehension strategies to clarify meaning of text, work cooperatively with peers to comprehend text; use graphic or semantic organizers to organize and categorize information; ask questions in response to texts; answer simple questions in response to texts; sequence events in retelling stories; summarize main ideas from informational texts; follow simple written instructions; use own perspectives and opinions to comprehend text.	
Reading Roots *Teacher's Manual* **Level 1** Lesson 1 p. 3, 7, 8 Lesson 5 p. 68, 69 Lesson 9 p. 135, 136 Lesson 11 p. 167, 171, 173 Lesson 13 p. 205, 208 Lesson 15 p. 237- 239 **Level 2** Lesson 16 p. 5, 8 Lesson 18 p. 40 Lesson 20 p. 76, 85 Lesson 22 p. 108, 117 Lesson 24 p. 140	**Level 3** Lesson 29 p. 61, 69 Lesson 31 p. 109 Lesson 32 p. 118, 121 Lesson 33 p. 134 **Level 4** Lesson 38 p. 9-10 Lesson 40 p. 60-61 Lesson 41 p. 87-88 Lesson 43 p. 124-125 Lesson 46 p. 190-191 Lesson 47 p. 210-211

Motivation to Read. Students will: show interest in reading a range of grade-level children's texts from a variety of genres; read voluntarily familiar grade-level texts; show familiarity with title and author of grade-level books.	
Reading Roots *Teacher's Manual* **Level 1** Lesson 1 p. 3, 6 Lesson 5 p. 66, 67 Lesson 9 p. 136-137 Lesson 11 p. 170-172 Lesson 13 p. 206-207 Lesson 15 p. 238-239 **Level 2** Lesson 16 p. 5-7 Lesson 17 p. 21 Lesson 19 p. 58 Lesson 20 p. 76, 85 Lesson 22 p. 108, 117 Lesson 23 p. 132	**Level 3** Lesson 29 p. 61 Lesson 31 p. 109 Lesson 33 p. 134 Lesson 35 p. 163 Lesson 36 p.182-184 **Level 4** Lesson 40 p. 40 Lesson 42 p. 105 Lesson 43 p. 126 Lesson 45 p. 178 Lesson 48 p. 233

GRADE-SPECIFIC PERFORMANCE INDICATORS

The grade-specific performance indicators that grade 1 students are developing as they learn to read include:

Standard 1- Students will **read**, write, listen and speak for **information and understanding.**

Students will read grade-level informational texts to begin to collect data, facts, and ideas, with assistance; distinguish between texts with stories and texts with information.

Reading Roots *Teacher's Manual*

Level 1
Lesson 5 p. 67
Lesson 8 p. 120-122
Lesson 12 p. 188-190
Lesson 13 p. 206-208
Lesson 15 p. 238, 240

Level 2
Lesson 16 p. 6-7
Lesson 17 p. 24-25
Lesson 18 p. 43
Lesson 20 p. 76-77
Lesson 23 p. 128-129

Level 3
Lesson 27 p. 26
Lesson 29 p. 61, 64
Lesson 30 p. 83
Lesson 31 p. 103
Lesson 32 p. 116, 121
Lesson 33 p. 134
Lesson 35 p. 166

Level 4
Lesson 38 p. 26-27
Lesson 40 p. 65
Lesson 42 p. 102-103
Lesson 44 p. 147-148
Lesson 46 p. 190-191
Lesson 48 p. 230-231

Standard 2 - Students will read, write, listen, and speak for literary response and expression. Students will: comprehend and respond to imaginative texts and performances; interpret, with assistance, engage in pre-reading and reading activities, select books, tapes, and poems on the basis of personal choice, dramatize or retell stories.	
Reading Roots *Teacher's Manual* **Level 1** Lesson 1 p. 6 Lesson 3 p. 33-34 Lesson 4 p. 52-53 Lesson 5 p. 72-73 Lesson 6 p. 92-93 Lesson 7 p. 109-110 Lesson 8 p. 125-126 Lesson 11 p. 170-173 Lesson 13 p. 211-212 Lesson 14 p. 226-227 **Level 2** Lesson 18 p. 40-41 Lesson 20 p. 80-81 Lesson 22 p. 112-113 Lesson 24 p. 144-145 Lesson 25 p. 161-162	**Level 3** Lesson 26 p. 9-11 Lesson 28 p. 46-47 Lesson 30 p. 82-83 Lesson 32 p. 121 Lesson 33 p. 133 Lesson 35 p. 166-167 Lesson 37 p. 205-206 **Level 4** Lesson 39 p. 52-53 Lesson 42 p. 82-83 Lesson 43 p. 124-125 Lesson 46 p. 190-191 Lesson 48 p.230-231

Standard 3 - Students will read, write, listen and speak for critical analysis and evaluation. Students will: identify, explain, and evaluate ideas, themes, and experiences from texts and performances, engage in pre-reading and reading activities.	
Reading Roots *Teacher's Manual* **Level 1** Lesson 4 p. 41-45 Lesson 5 p. 61- 65 Lesson 9 p. 133- 135 Lesson 11 p. 167-170 Lesson 13 p. 203-206 Lesson 15 p. 235-238 **Level 2** Lesson 16 p.1- 5 Lesson 18 p. 37-40 Lesson 20 p. 73-76 Lesson 22 p. 105-108 Lesson 23 p. 121-124 Lesson 24 p. 137-139	**Level 3** Lesson 27 p. 21-24 Lesson 29 p. 57-60 Lesson 31 p. 95-98 Lesson 33 p. 131-134 Lesson 35 p. 163-166 Lesson 36 p.179-182 **Level 4** Lesson 38 p. 26-27 Lesson 40 p. 65 Lesson 42 p. 102-103 Lesson 44 p. 147-148 Lesson 46 p. 190-191 Lesson 48 p. 230-231

Standard 4 - Students will read, write, listen, and speak for social interaction. Students will: share reading experiences to establish, maintain, and enhance personal relationships with peers or adults, recognize the vocabulary of social communication.	
Reading Roots *Teacher's Manual* **Level 1** Lesson 4 p. 49 Lesson 5 p. 71 Lesson 6 p. 91 Lesson 7 p. 109 Lesson 10 p. 156 Lesson 13 p. 211 Lesson 14 p. 226 **Level 2** Lesson 16 p. 10 Lesson 18 p. 44 Lesson 21 p. 96-97 Lesson 22 p. 112 Lesson 24 p. 143-144	**Level 3** Lesson 26 p. 8-9 Lesson 28 p. 46 Lesson 30 p. 82 Lesson 32 p. 120 Lesson 34 p. 154 Lesson 35 p. 169-170 **Level 4** Lesson 38 p. 8, 16, 20 Lesson 40 p. 60, 64, 69 Lesson 41 p. 82, 87, 91 Lesson 43 p. 124, 128, 133 Lesson 45 p. 168, 172, 176

Grade 1 Writing

LITERACY COMPETENCIES

The writing competencies common to all four ELA standards in which students are making adequate progress during grade 1 are:

Spelling, Handwriting Students will: use developing knowledge of letter-sound correspondence to spell independently grade-level decodable words; use conventional spelling to spell common grade-level irregularly spelled content and high-frequency words; spell correctly three- and four-letter short vowel words; write legibly most uppercase and lowercase manuscript letters; write letters legibly when dictated; write stories and informational text that establish a topic and use words that can be understood by others; use conventional capitalization and punctuation to begin and end sentences.

Reading Roots *Teacher's Manual*	
Level 1 Lesson 5 p. 76 Lesson 7 p. 113-114 Lesson 8 p. 129 Lesson 9 p. 145	**Level 3** Lesson 28 p. 50-52 Lesson 30 p. 87-89 Lesson 32 p. 124-126 Lesson 36 p. 191-193
Level 2 Lesson 1 6 p. 14-17 Lesson 17 p. 32-33 Lesson 20 p. 84-85 Lesson 25 p. 164-165	**Level 4** Lesson 39 p. 50-51 Lesson 42 p. 118-119 Lesson 44 p.162-163 Lesson 48 p. 240-242

Composition and Motivation to Write Students will: write compositions, beginning to use the writing process; write compositions for different purposes and include text, illustrations, and other graphics write voluntarily to communicate to others; write voluntarily for different purposes; share writing with others

Reading Roots *Teacher's Manual*	
Level 1 Lesson 5 p. 76 Lesson 7 p. 113-114 Lesson 8 p. 129 Lesson 9 p. 145	**Level 3** Lesson 28 p. 50-52 Lesson 30 p. 87-89 Lesson 32 p. 124-126 Lesson 36 p. 191-193
Level 2 Lesson 1 6 p. 14-17 Lesson 17 p. 32-33 Lesson 20 p. 84-85 Lesson 25 p. 164-165	**Level 4** Lesson 39 p. 50-51 Lesson 42 p. 118-119 Lesson 44 p.162-163 Lesson 48 p. 240-242

GRADE-SPECIFIC PERFORMANCE INDICATORS

Specific performance indicators that grade 1 students are developing as they learn to write include:

Standard 1: Students will read, **write,** listen, and speak for **information and understanding.**

Students will: copy words, phrases, and sentences; write data, facts, and ideas gathered from personal experiences; take notes to record facts from lessons; write words or draw pictures in order to capture important understandings; state the main idea

Reading Roots *Teacher's Manual*	
Level 1	**Level 3**
Lesson 6 p. 96-98	Lesson 28 p. 50-52
Lesson 8 p. 129-130	Lesson 30 p. 87-89
Lesson 10 p. 160-161	Lesson 32 p. 124-126
Lesson 13 p. 215-216	Lesson 36 p. 191-193
Level 2	**Level 4**
Lesson 16 p. 14-16	Lesson 39 p. 50-51
Lesson 17 p. 32-33	Lesson 42 p. 118-119
Lesson 21 p. 101-102	Lesson 44 p.162-163
Lesson 25 p. 164-165	Lesson 48 p. 240-242

Standard 2 - Students will read, write, listen, and speak for literary response and expression. Students will: develop original literary texts; write to respond to text; maintain a portfolio of writings and drawings in response to literature; use personal experiences to stimulate own writing.

Reading Roots *Teacher's Manual*	
Level 1	**Level 3**
Lesson 5 p. 76	Lesson 28 p. 50-52
Lesson 7 p. 113-114	Lesson 30 p. 87-89
Lesson 8 p. 129	Lesson 32 p. 124-126
Lesson 9 p. 145	Lesson 36 p. 191-193
Level 2	
Lesson 1 6 p. 14-17	**Level 4**
Lesson 17 p. 32-33	Lesson 39 p. 50-51
Lesson 20 p. 84-85	Lesson 42 p. 118-119
Lesson 25 p. 164-165	Lesson 44 p.162-163
	Lesson 48 p. 240-242

Standard 3: Students will read, **write,** listen, and speak for **critical analysis and evaluation.** Students will: write to express opinions and judgments to share what they know, want to know, and have learned about a theme or topic; maintain a portfolio of writings and drawings that express opinions and judgments, with assistance; use prewriting tools, such as semantic webs and concept maps, to organize ideas and information, with assistance.	
Reading Roots *Teacher's Manual* **Level 1** Lesson 6 p. 96-98 Lesson 8 p. 129-130 Lesson 10 p. 160-161 Lesson 13 p. 215-216 **Level 2** Lesson 16 p. 14-16 Lesson 17 p. 32-33 Lesson 21 p. 101-102 Lesson 25 p. 164-165	 **Level 3** Lesson 28 p. 50-52 Lesson 30 p. 87-89 Lesson 32 p. 124-126 Lesson 36 p. 191-193 **Level 4** Lesson 39 p. 50-51 Lesson 42 p. 118-119 Lesson 44 p.162-163 Lesson 48 p. 240-242

Standard 4: Students will read, **write,** listen, and speak for **social interaction.** Students will: share the process of writing with peers or adults; respect the age, gender, and culture of the recipient; write friendly letters to others, using salutations and closings; maintain a portfolio of writings and drawings for social interaction, with assistance	
Reading Roots *Teacher's Manual* **Level 1** Lesson 5 p. 76 Lesson 7 p. 113-114 Lesson 8 p. 129 Lesson 9 p. 145 **Level 2** Lesson 1 6 p. 14-17 Lesson 17 p. 32-33 Lesson 20 p. 84-85 Lesson 25 p. 164-165	 **Level 3** Lesson 28 p. 50-52 Lesson 30 p. 87-89 Lesson 32 p. 124-126 Lesson 36 p. 191-193 **Level 4** Lesson 39 p. 50-51 Lesson 42 p. 118-119 Lesson 44 p.162-163 Lesson 48 p. 240-242

Grade 1 Listening

LITERACY COMPETENCIES

The listening competencies common to all four ELA standards in which students are making adequate progress during grade 1 are

Listening – Students will: listen attentively to spoken language, listen attentively for different purposes; listen respectfully without interrupting when others speak; attend to a listening activity for a specified period of time.

Reading Roots *Teacher's Manual*	
Level 1	
Lesson 2 p. 22-24	**Level 3**
Lesson 4 p. 48-49	Lesson 28 p. 47-48
Lesson 6 p. 93-95	Lesson 30 p. 80
Lesson 8 p. 122-123	Lesson 32 p. 117-118
Lesson 10 p. 154-155	Lesson 34 p. 152-153
Lesson 12 p. 194-195	Lesson 36 p. 188-189
Lesson 14 p. 227- 228	Lesson 37 p. 202-203
Level 2	**Level 4**
Lesson 17 p. 26-27	Lesson 38 p. 11,
Lesson 19 p. 64-65	Lesson 41 p. 84-85
Lesson 21 p. 98-99	Lesson 43 p. 104-105
Lesson 23 p. 126	Lesson 46 p. 191-192
Lesson 24 p. 145-146	Lesson 47 p. 216-217
Lesson 25 p. 158-159	

GRADE-SPECIFIC PERFORMANCE INDICATORS

Specific performance indicators that grade 1 students are developing as they learn to listen include:

Standard 1: Students will read, write, **listen,** and speak for **information and understanding.** Students will: acquire information from nonfiction text; identify words and sentences on a chart; follow directions involving a few steps; identify similarities and differences in information about people, places, and events.

Reading Roots *Teacher's Manual*	
Level 1	
Lesson 1 p. 7-9	**Level 3**
Lesson 5 p. 68-69	Lesson 27 p. 26-27
Lesson 7 p. 106-107	Lesson 29 p. 62
Lesson 9 p. 138-140	Lesson 31 p. 104-105
Lesson 11 p. 172-174	Lesson 33 p. 136-137

Lesson 13 p. 208-209 Lesson 15 p.240-241 **Level 2** Lesson 16 p. 7-9 Lesson 18 p. 42-43 Lesson 20 p. 78-79 Lesson 22 p. 109-110 Lesson 24 p. 145-146 Lesson 25 p. 162-163	Lesson 34 p. 156-157 Lesson 35 p. 168 **Level 4** Lesson 38 p. 11 Lesson 40 p. 66-67 Lesson 41 p. 84-85 Lesson 44 p. 152-153 Lesson 45 p. 191-192 Lesson 47 p. 216-217

Standard 2: Students will read, write, **listen,** and speak for **literary response and expression.** Students will listen to literary texts and performances	
Reading Roots *Teacher's Manual* **Level 1** Lesson 2 p. 22-24 Lesson 4 p. 48-49 Lesson 6 p. 93-95 Lesson 8 p. 122-123 Lesson 10 p. 154-155 Lesson 12 p. 194-195 Lesson 14 p. 227- 228 **Level 2** Lesson 17 p. 26-27 Lesson 19 p. 64-65 Lesson 21 p. 98-99 Lesson 23 p. 126 Lesson 24 p. 145-146 Lesson 25 p. 158-159	**Level 3** Lesson 28 p. 47-48 Lesson 30 p. 80 Lesson 32 p. 117-118 Lesson 34 p. 152-153 Lesson 36 p. 188-189 Lesson 37 p. 202-203 **Level 4** Lesson 38 p. 11, Lesson 41 p. 84-85 Lesson 43 p. 104-105 Lesson 46 p. 191-192 Lesson 47 p. 216-217

Standard 3: Students will read, write, **listen,** and speak for **critical analysis and evaluation.** Students will: form an opinion and evaluate information on the basis of information in the world; identify messages in advertisements by listening to the words, music, and sound effects.	
Reading Roots *Teacher's Manual* **Level 1** Lesson 1 p. 7-9	**Level 3**

Lesson 5 p. 68-69 Lesson 9 p. 138-140 Lesson 11 p. 172-174 Lesson 15 p.240-241 **Level 2** Lesson 16 p. 7-9 Lesson 22 p. 109-110 Lesson 24 p. 145-146 Lesson 25 p. 162-163	Lesson 27 p. 26-27 Lesson 31 p. 104-105 Lesson 33 p. 136-134 Lesson 35 p. 168 **Level 4** Lesson 39 p. 45-46 Lesson 40 p. 66-67 Lesson 41 p. 84-85 Lesson 44 p. 152-153 Lesson 45 p. 191-192 Lesson 47 p. 216-217

Standard 4: Students will read, write, **listen**, and speak for **social interaction.** Students will: respect the age, gender, and culture of the speaker; listen to friendly notes, cards, letters, and personal narratives read aloud; listen for the tone of voice and content.	
Reading Roots *Teacher's Manual* **Level 1** Lesson 2 p. 22-24 Lesson 5 p. 68-69 Lesson 8 p. 122-123 Lesson 10 p. 154-155 Lesson 14 p. 227- 228 **Level 2** Lesson 17 p. 26-27 Lesson 19 p. 64-65 Lesson 21 p. 98-99 Lesson 24 p. 145-146 Lesson 25 p. 158-159	 **Level 3** Lesson 28 p. 47-48 Lesson 30 p. 80 Lesson 34 p. 152-153 Lesson 36 p. 188-189 Lesson 37 p. 202-203 **Level 4** Lesson 38 p. 11 Lesson 40 p. 66-67 Lesson 41 p. 84-85 Lesson 44 p. 152-153 Lesson 45 p. 191-192 Lesson 48 p. 235-236

Grade 1 Speaking

LITERACY COMPETENCIES
The speaking competencies common to all four ELA standards in which students are making adequate progress during grade 1 are:
Speaking: Students will use grade-level vocabulary and conventional grammar in own speech; speak for different purposes; vary language style according to purpose of communication; speak audibly; speak with speed and expression appropriate to the purpose and audience; take turns in conversation or speaking in a group; respond appropriately to what others are saying

Reading Roots *Teacher's Manual*	
Level 1	
Lesson 2 p. 22-24	**Level 3**
Lesson 4 p. 48-49	Lesson 28 p. 47-48
Lesson 6 p. 93-95	Lesson 30 p. 80
Lesson 8 p. 122-123	Lesson 32 p. 117-118
Lesson 10 p. 154-155	Lesson 34 p. 152-153
Lesson 12 p. 194-195	Lesson 36 p. 188-189
Lesson 14 p. 227- 228	Lesson 37 p. 202-203
Level 2	**Level 4**
Lesson 17 p. 26-27	Lesson 38 p. 9
Lesson 19 p. 64-65	Lesson 40 p. 70
Lesson 21 p. 98-99	Lesson 41 p. 82
Lesson 23 p. 126	Lesson 43 p. 129
Lesson 24 p. 145-146	Lesson 45 p. 177
Lesson 25 p. 158-159	Lesson 47 p. 215

GRADE-SPECIFIC PERFORMANCE INDICATORS
Specific performance indicators that grade 1 students are developing as they learn to speak include:
Standard 1: Students will read, write, listen, and **speak** for **information and understanding.** Students will: dictate information; report information to peers and familiar adults; connect information from personal experiences to information from nonfiction texts; retell multiple pieces of information in sequence; share observations from the classroom, home, or community; ask questions to clarify topics, directions, and/or classroom routines; respond orally to questions and/or directions; share information using appropriate visual aids to illustrate a word or concept.

Reading Roots *Teacher's Manual*	
Level 1	
Lesson 1 p. 7-9	**Level 3**

Lesson 5 p. 68-69 Lesson 7 p. 106-107 Lesson 9 p. 138-140 Lesson 11 p. 172-174 Lesson 13 p. 208-209 Lesson 15 p.240-241 **Level 2** Lesson 16 p. 7-9 Lesson 18 p. 42-43 Lesson 20 p. 78-79 Lesson 22 p. 109-110 Lesson 24 p. 145-146 Lesson 25 p. 162-163	Lesson 27 p. 26-27 Lesson 29 p. 62 Lesson 31 p. 104-105 Lesson 33 p. 136-137 Lesson 34 p. 156-157 Lesson 35 p. 168 **Level 4** Lesson 38 p. 9-10 Lesson 40 p. 73-74 Lesson 41 p. 82 Lesson 42 p. 108, 116 Lesson 45 p. 174 Lesson 47 p. 216

Standard 2: Students will read, write, listen, and **speak** for **literary response and expression.** Students will: converse regarding pictures, books, and experiences; role-play characters and events from stories; express feelings about works of fiction; respond to stories, legends, and songs from different cultural and ethnic groups; compare stories from personal experience with stories heard or read; express the mood or emotion of a story by using a variety of words; retell familiar stories in a logical sequence; ask for clarification of events in a story or poem; describe familiar persons, places, or objects	
Reading Roots *Teacher's Manual* **Level 1** Lesson 2 p. 22-24 Lesson 4 p. 48-49 Lesson 6 p. 93-95 Lesson 8 p. 122-123 Lesson 10 p. 154-155 Lesson 12 p. 194-195 Lesson 14 p. 227- 228 **Level 2** Lesson 17 p. 26-27 Lesson 19 p. 64-65 Lesson 21 p. 98-99 Lesson 23 p. 126 Lesson 24 p. 145-146 Lesson 25 p. 158-159	**Level 3** Lesson 28 p. 47-48 Lesson 30 p. 80 Lesson 32 p. 117-118 Lesson 34 p. 152-153 Lesson 36 p. 188-189 Lesson 37 p. 202-203 **Level 4** Lesson 38 p. 9 Lesson 40 p. 70 Lesson 41 p. 82 Lesson 43 p. 129 Lesson 45 p. 177 Lesson 47 p. 215

Standard 3: Students will read, write, listen, and **speak** for **critical analysis and evaluation.** Students will: share what they know, want to know, and have learned about a theme or topic; express an opinion or judgment about a story, poem, poster, or advertisement; compare characters, settings, or events in two or more stories; explain personal criteria for choosing a book, poem, or story; compare and contrast different versions of the same story; explain why two different characters view the same action or event differently; compare and contrast events or characters in a story with their lives.	
Reading Roots *Teacher's Manual* **Level 1** Lesson 1 p. 7-9 Lesson 5 p. 68-69 Lesson 7 p. 106-107 Lesson 9 p. 138-140 Lesson 11 p. 172-174 Lesson 13 p. 208-209 Lesson 15 p.240-241 **Level 2** Lesson 16 p. 7-9 Lesson 18 p. 42-43 Lesson 20 p. 78-79 Lesson 22 p. 109-110 Lesson 24 p. 145-146 Lesson 25 p. 162-163	**Level 3** Lesson 27 p. 26-27 Lesson 29 p. 62 Lesson 31 p. 104-105 Lesson 33 p. 136-137 Lesson 34 p. 156-157 Lesson 35 p. 168 **Level 4** Lesson 38 p. 9-10 Lesson 40 p. 73-74 Lesson 41 p. 82 Lesson 42 p. 108, 116 Lesson 45 p. 174 Lesson 47 p. 216

Standard 4: Students will read, write, listen, and **speak** for **social interaction.** Students will: participate in small or large group storytelling; share favorite anecdotes, riddles, and rhymes with peers and familiar adults; respect the age, gender, and culture of the listener; discuss the content of friendly notes, cards, letters, and personal narratives, with a partner or in a small group.	
Reading Roots *Teacher's Manual* **Level 1** Lesson 2 p. 22-24 Lesson 4 p. 48-49 Lesson 6 p. 93-95 Lesson 8 p. 122-123 Lesson 10 p. 154-155 Lesson 12 p. 194-195 Lesson 14 p. 227- 228	**Level 3** Lesson 28 p. 47-48 Lesson 30 p. 80 Lesson 32 p. 117-118 Lesson 34 p. 152-153 Lesson 36 p. 188-189 Lesson 37 p. 202-203

Level 2 Lesson 17 p. 26-27 Lesson 19 p. 64-65 Lesson 21 p. 98-99 Lesson 23 p. 126 Lesson 24 p. 145-146 Lesson 25 p. 158-159	**Level 4** Lesson 39 p. 45 Lesson 41 p. 89 Lesson 42 p. 104-105 Lesson 43 p. 125-126 Lesson 45 p. 177 Lesson 48 p. 235-236

Grade 2: Success Charter Network Reading and Writing Units

Harlem Success Academy will use the Success Charter Network Reading and Writing Units as a foundation for literacy instruction. We will supplement with a variety of other resources to provide our scholars with a comprehensive balanced literacy program.

Reading

<table>
<tr><td colspan="2">LITERACY COMPETENCIES: THE READING COMPETENCIES COMMON TO ALL FOUR ELA STANDARDS THAT STUDENTS ARE DEVELOPING DURING GRADE 2 ARE:</td></tr>
<tr><td colspan="2">Decoding Including Phonics and Structural Analysis; Print Awareness; Fluency. Students will: blend sounds using knowledge of letter-sound correspondences in order to decode unfamiliar, but decodable, multisyllabic grade-level words; decode grade-level words using knowledge of word structure; check accuracy of decoding using context to monitor and self-correct; identify book parts and their purposes including identification of author, illustrator, title page, table of contents, index, and chapter headings; sight-read automatically grade-level, common, high-frequency words; sight-read automatically grade-level texts with decodable and irregularly spelled words at appropriate speed, accuracy, and expression.</td></tr>
<tr><td>Unit 1: Reading – Readers Make Good Decisions Without Always Needing a Teacher to Tell Us What to Do
- show familiarity with the title and author of grade-level books
- engage in purposeful oral reading in small and large groups
- read independently and silently

Unit 2: Reading – Tackling Trouble: When Readers Come to Hard Words and Tricky Parts of Books, We Try Harder and Harder
- study root words, prefixes, suffixes, contractions, and compound words to learn new grade-level vocabulary

Unit 4: Reading – When Readers Hold onto Meaning Like a Lifeline, We Can Tackle Tough Parts of Texts
- show familiarity with the title and author</td><td>Unit 7: Reading – Readers Become Experts about Series We Love: Series Reading Clubs
- use comprehension strategies to monitor own reading to clarify meaning of text

Unit 8: Reading – Readers Deepen Our Understanding of Books by Talking About Characters' Relationships and Problems
- read grade-level texts with comprehension and for different purposes
- use comprehension strategies to monitor own reading

Unit 9: Reading – Reading About Science and Living Like Scientists!
- recognize and use organizational features of texts, such as page numbers and chapter headings/subheadings, to locate information, with assistance</td></tr>
</table>

of grade-level books - read independently and silently **Unit 6: Reading – Nonfiction Reading: Reading to Become Experts and to Share Passions!** - recognize and use organizational features of texts, such as page numbers and chapter headings/subheadings, to locate information, with assistance	**Unit 10: Reading – Find Your Niche as a Reader: Return to Your Old Favorites, Create Your Own Reading Centers, and Make Plans for Your Reading Life** - assess understanding of phonics, word study, and interactive writing *Please note that Decoding Including Phonics and Structural Analysis, Print Awareness, and Fluency Competencies are addressed in each reading and writing unit throughout the year. Please see each learning standard for how the performance indicators are specifically addressed, if it is not mentioned here.*

Background Knowledge and Vocabulary Development. Students will: study root words, prefixes, suffixes, verb endings, plural nouns, and compound words to learn new grade-level vocabulary; connect words and ideas in books to spoken language vocabulary and background knowledge; learn new words indirectly from reading books and other print sources.	
Unit 2: Reading – Tackling Trouble: When Readers Come to Hard Words and Tricky Parts of Books, We Try Harder and Harder - study root words, prefixes, suffixes, contractions, and compound words to learn new grade-level vocabulary - connect words and ideas in books to spoken language vocabulary **Unit 6: Reading – Nonfiction Reading: Reading to Become Experts and to Share Passions!** - read unfamiliar informational texts to collect and interpret data, facts, and ideas, with assistance - relate data and facts from informational texts to prior information and experience, with assistance	**Unit 9: Reading – Reading About Science and Living Like Scientists!** - read unfamiliar informational texts to collect and interpret data, facts, and ideas, with assistance - relate data and facts from informational texts to prior information and experience, with assistance **Unit 10: Reading – Find Your Niche as a Reader: Return to Your Old Favorites, Create Your Own Reading Centers, and Make Plans for Your Reading Life** - assess understanding of phonics, word study, and interactive writing *Background Knowledge and Vocabulary Development Competencies are addressed in each reading and writing unit throughout the year. Please see each learning standard for how the performance*

	indicators are specifically addressed, if it is not mentioned here.

Comprehension Strategies. Students will: read grade-level texts with comprehension and for different purposes; use comprehension strategies to monitor own reading (e.g., predict/confirm, reread, self-correct) to clarify meaning of text; work cooperatively with peers (e.g., peer pairs or groups) to comprehend text; organize text information by using graphic or semantic organizers; comprehend and interpret information from a variety of graphic displays including diagrams, charts, and graphs; ask questions when listening to or reading texts; answer literal, inferential, and critical/application questions after listening to or reading imaginative and informational texts; summarize main ideas and supporting details from imaginative or informational text, both orally and in writing; lead or participate in discussion about grade-level books, integrating multiple strategies (e.g., ask questions, clarify misunderstandings, support point of view, summarize information).	
Unit 1: Reading – Readers Make Good Decisions Without Always Needing a Teacher to Tell Us What to Do - engage in purposeful oral reading in small and large groups - read independently and silently **Unit 2: Reading – Tackling Trouble: When Readers Come to Hard Words and Tricky Parts of Books, We Try Harder and Harder** - ask questions to clarify literary texts and performances **Unit 3: Reading – Readers Think and Talk About the Characters in Our Books: Characters Go on Journeys** -use graphic organizers to record significant details to compare and contrast characters and events in the stories, with assistance -summarize main ideas and supporting details from literary texts, both orally and	**Unit 7: Reading – Readers Become Experts about Series We Love: Series Reading Clubs** - use comprehension strategies to monitor own reading to clarify meaning of text - work cooperatively with peers to comprehend text - organize text information by using graphic or semantic organizers **Unit 8: Reading – Readers Deepen Our Understanding of Books by Talking About Characters' Relationships and Problems** - read grade-level texts with comprehension and for different purposes - use comprehension strategies to monitor own reading - use graphic organizers to record significant details to compare and contrast characters and events in the stories, with assistance - summarize main ideas and supporting

in writing -use specific evidence from stories to describe characters and relate to own life **Unit 4: Reading – When Readers Hold onto Meaning Like a Lifeline, We Can Tackle Tough Parts of Texts** - use graphic organizers to record significant details to compare and contrast characters and events in the stories, with assistance - summarize main ideas and supporting details from literary texts, both orally and in writing - use specific evidence from stories to describe characters and relate to own life - read independently and silently **Unit 5: Reading – Readers Practically Become the Characters As We Read: There's a Thin Line Between Reading and Role-Playing** - use graphic organizers to record significant details to compare and contrast characters and events in the stories, with assistance - summarize main ideas and supporting details from literary texts, both orally and in writing - use specific evidence from stories to describe characters and relate to own life **Unit 6: Reading – Nonfiction Reading: Reading to Become Experts and to Share Passions!** - read unfamiliar informational texts to collect and interpret data, facts, and ideas, with assistance - identify main ideas and supporting details in informational texts, with assistance - identify a conclusion that summarizes the main idea, with assistance - identify and interpret facts taken from maps, graphs, charts, and other visuals, with assistance	details from literary texts, both orally and in writing - read grade-level texts with comprehension and for different purposes - work cooperatively with peers to comprehend texts - organize text information by using graphic or semantic organizers - ask questions when listening to or reading texts - answer literal, inferential, and critical/application questions after listening to or reading imaginative and informational text **Unit 9: Reading - Reading About Science and Living Like Scientists!** - read unfamiliar informational texts to collect and interpret data, facts, and ideas, with assistance - identify main ideas and supporting details in informational texts, with assistance - identify a conclusion that summarizes the main idea, with assistance - use graphic organizers to record significant details from informational texts *Comprehension Strategies are addressed in each reading and writing unit throughout the year. Please see each learning standard for how the performance indicators are specifically addressed, if they are not mentioned here.*

- use graphic organizers to record significant details from informational texts	

Motivation to Read. Students will: show interest in a wide range of grade-level texts, including historical fiction, science fiction, folktales, fairy tales, poetry, and other imaginative and informational texts; read voluntarily for own purposes and interests; show familiarity with the title and author of grade-level books; read independently and silently.	
Unit 1: Reading – Readers Make Good Decisions Without Always Needing a Teacher to Tell Us What to Do - select literature on the basis of personal needs and interests from a variety of genres and by different authors, with assistance - show interest in a wide range of grade-level texts, including historical fiction, science fiction, folktales, fairy tales, poetry, and other imaginative and informational texts - read independently and silently - show familiarity with the title and author of grade-level books - read voluntarily for own purposes and interests	**Unit 4: Reading – When Readers Hold onto Meaning Like a Lifeline, We Can Tackle Tough Parts of Texts** - show interest in a wide range of grade-level texts, including historical fiction, science fiction, folktales, fairy tales, poetry, and other imaginative and informational texts - read voluntarily for own purposes and interests - read independently and silently - show familiarity with the title and author of grade-level books *Motivation to Read Competencies are addressed in each reading and writing unit throughout the year. Scholars will read independently each day for up 20-30 minutes and teachers will continually invest students in reading through individual reading conferences and small group guided reading. Please see each learning standard for how the performance indicators are specifically addressed, if they not mentioned here.*

GRADE-SPECIFIC PERFORMANCE INDICATORS **The grade-specific performance indicators that grade 2 students demonstrate as they learn to read include:**	
Standard 1: Students will read, write, listen, and speak for information and understanding. Students will read unfamiliar informational texts to collect and interpret data, facts, and ideas, with assistance; read and understand written directions; locate information in a text that is needed to solve a problem, with assistance; identify main ideas and supporting details in informational texts, with assistance; recognize and use organizational features of texts, such as page numbers and chapter headings/subheadings, to locate information, with assistance; relate data and facts from informational texts to prior information and experience, with assistance; identify and interpret facts taken from maps, graphs, charts, and other visuals, with assistance; use graphic organizers to record significant details from informational texts, with assistance.	
Unit 3: Reading – Readers Think and Talk About the Characters in Our Books: Characters Go on Journeys - use graphic organizers to record significant details to compare and contrast characters and events in the stories, with assistance **Unit 4: Reading – When Readers Hold onto Meaning Like a Lifeline, We Can Tackle Tough Parts of Text** - use graphic organizers to record significant details to compare and contrast characters and events in the stories, with assistance **Unit 5: Reading – Readers Practically Become the Characters As We Read: There's a Thin Line Between Reading and Role-Playing** - use graphic organizers to record significant details to compare and contrast characters and events in the stories, with assistance	**Unit 6: Reading – Nonfiction Reading: Reading to Become Experts and to Share Passions!** - read unfamiliar informational texts to collect and interpret data, facts, and ideas, with assistance - identify main ideas and supporting details in informational texts, with assistance - identify and interpret facts taken from maps, graphs, charts, and other visuals, with assistance - use graphic organizers to record significant details from informational texts - read and understand written directions - locate information in a text that is needed to solve a problem, with assistance - recognize and use organizational features of texts, such as page numbers and chapter headings/subheadings, to locate information, with assistance - relate data and facts from informational texts to prior information and experience, with assistance **Unit 9: Reading - Reading About Science and Living Like Scientists!** - read unfamiliar informational texts to collect and interpret data, facts, and ideas, with assistance - identify main ideas and supporting details

	in informational texts, with assistance - locate information in a text that is needed to solve a problem, with assistance - identify and interpret facts taken from maps, graphs, charts, and other visuals, with assistance - use graphic organizers to record significant details from informational texts - read and understand written directions

Standard 2: Students will read, write, listen, and speak for literary response and expression. Students will: Select literature on the basis of personal needs and interests from a variety of genres and by different authors, with assistance**;** engage in purposeful oral reading in small and large groups**;** read print-based and electronic literary texts silently on a daily basis for enjoyment**;** recognize differences among the genres of stories, poems, and plays, with assistance**;** relate characters in literature to own lives, with assistance**;** explain the difference between fact and fiction, with assistance; use previous reading and life experiences to understand literature, with assistance; make predictions and draw conclusions and inferences about characters, with assistance**;** recognize the value of illustration in literary text**;** use specific evidence from stories to describe characters and relate sequences of events, with assistance**;** use knowledge of story structure and story elements to interpret stories, with assistance**;** use graphic organizers to record significant details to compare and contrast characters and events in stories, with assistance**; s**ummarize main ideas and supporting details from literary text, both orally and in writing, with assistance.	
Unit 1: Reading – Readers Make Good Decisions Without Always Needing a Teacher to Tell Us What to Do - select literature on the basis of personal needs and interests from a variety of genres and by different authors, with assistance -recognize differences among the genres of stories, poems, and plays, with assistance. - engage in purposeful oral reading in small and large groups - read print-based and electronic literary texts silently on a daily basis for enjoyment - recognize the value of illustrations in literary texts **Unit 3: Reading – Readers Think and Talk About the Characters in Our Books: Characters Go on Journeys**	**Unit 5: Reading – Readers Practically Become the Characters As We Read: There's a Thin Line Between Reading and Role-Playing** - use graphic organizers to record significant details to compare and contrast characters and events in the stories, with assistance - summarize main ideas and supporting details from literary texts, both orally and in writing - use specific evidence from stories to describe characters and relate to own life - use knowledge of story structure and story elements to interpret stories, with assistance **Unit 8: Reading – Readers Deepen Our Understanding of Books by Talking**

- use graphic organizers to record significant details to compare and contrast characters and events in the stories, with assistance - summarize main ideas and supporting details from literary texts, both orally and in writing - use specific evidence from stories to describe characters and relate to own life - recognize the value of illustrations in literary texts **Unit 4: Reading – When Readers Hold onto Meaning Like a Lifeline, We Can Tackle Tough Parts of Texts** - use specific evidence from stories to describe characters and relate to own life	**About Characters' Relationships and Problems** - use comprehension strategies to monitor own reading - use graphic organizers to record significant details to compare and contrast characters and events in the stories, with assistance - summarize main ideas and supporting details from literary texts, both orally and in writing - read grade-level texts with comprehension and for different purposes - use knowledge of story structure and story elements to interpret stories, with assistance -explain the difference between fact and fiction, with assistance -make predictions and draw conclusions and inferences about characters, with assistance

Standard 3: Students will read, write, listen, and speak for critical analysis and evaluation. Students will: evaluate the content by identifying, with assistance the author's purpose, important and unimportant details, whether events, actions, characters, and/or setting are realistic; compare characters in literary works**;** judge the accuracy of content, with assistance from teachers and parents/caregivers.	
Unit 5: Reading – Readers Practically Become the Characters As We Read: There's a Thin Line Between Reading and Role-Playing - evaluate the content by identifying the author's purpose, important and unimportant details, whether events, actions, characters, and/or setting are realistic - judge the accuracy of events	**Unit 8: Reading – Readers Deepen Our Understanding of Books by Talking About Characters' Relationships and Problems** - evaluate the content by identifying the author's purpose, important and unimportant details, whether events, actions, characters, and/or setting are realistic - judge the accuracy of events - compare characters in literary works

Standard 4: Students will read, write, listen, and speak for social interaction. Students will: share reading experiences to build relationships with peers or adults; for example, read together silently or aloud; respect the age, gender, position, and cultural traditions of the writer**;** recognize the types of language (e.g., formal and informal

vocabulary) that are appropriate to social communication.	
Unit 1: Reading – Readers Make Good Decisions Without Always Needing a Teacher to Tell Us What to Do - engage in purposeful oral reading in small and large groups - respect the age, gender, social position of the writer	**Unit 7: Reading – Readers Become Experts about Series We Love: Series Reading Clubs** - share reading experiences to build relationships with peers and adults; for example, read together silently or aloud - recognize the types of language (e.g. formal and informal vocabulary) that are appropriate to social communication.

Grade 2 Writing

LITERACY COMPETENCIES: THE WRITING COMPETENCIES COMMON TO ALL FOUR ELA STANDARDS THAT STUDENTS ARE DEVELOPING DURING GRADE 2 ARE:	
Spelling and Handwriting. Students will: spell correctly previously studied words (e.g., grade-level multisyllabic, decodable words; irregularly spelled content and high-frequency words) in writing**;** use spelling patterns (e.g., word families) in writing**;** represent all the sounds in a word when spelling independently; write legibly all uppercase and lowercase manuscript letters.	
Spelling and Handwriting Competencies are addressed in each reading and writing unit throughout the year. Please see each learning standard for how the performance indicators are specifically addressed. Below are a few specific examples.	
Unit 1: Reading – Readers Make Good Decisions Without Always Needing a Teacher to Tell Us What to Do - assess students' spelling development and word study knowledge - use results to guide interactive writing instruction and word study - spell correctly previously studied words in writing - write legibly all uppercase and lowercase manuscript letters **Unit 2: Reading – Tackling Trouble: When Readers Come to Hard Words and Tricky Parts of Books, We Try**	**Unit 10: Reading – Find Your Niche as a Reader: Return to Your Old Favorites, Create Your Own Reading Centers, and Make Plans for Your Reading Life** - assess understanding of phonics, word study, and interactive writing

Harder and Harder - use phonics and meaning to spell words correctly - study root words, prefixes, suffixes, verb endings, plural nouns, contractions, and compound words to spell words correctly - use spelling patterns in writing - represent all the sounds in a word when spelling independently	

Composition. Students will: write in response to the reading of imaginative and informational texts**;** write a variety of compositions with assistance, using different organizational patterns (e.g.,informational reports, such as compare/contrast, and sequence of events; correspondence; and imaginative stories)**;** write original text using the writing process (e.g., prewriting, drafting, revising, proofreading, editing)**;** make judgments about relevant and irrelevant content to include in writing**;** write sentences in logical order and use paragraphs to organize topics**;** use capitalization, punctuation, and spelling rules to produce final products**;** vary the formality of language depending on purpose of writing (e.g., friendly letter, report)**;** begin to convey personal voice in writing**;** participate in writing conferences with teachers and peers to improve own writing and that of others.	
Unit 1: Reading - Readers Make Good Decisions Without Always Needing a Teacher to Tell Us What to Do - make judgments about relevant and irrelevant content to include writing - write sentences in logical order and use paragraphs to organize topics - use capitalization, punctuation, and spelling rules to produce final products **Unit 2: Reading – Tackling Trouble: When Readers Come to Hard Words and Tricky Parts of Books, We Try Harder and Harder** - make judgments about relevant and irrelevant content to include writing - write sentences in logical order and use paragraphs to organize topics - use capitalization, punctuation, and spelling rules to produce final products - vary the formality of language depending on purpose of writing - begin to convey personal voice in writing	**Unit 4: Reading – When Readers Hold onto Meaning Like a Lifeline, We Can Tackle Tough Parts of Texts** - develop original literary texts that create characters, simple plot, and setting, with assistance - create clear, well-organized responses to stories read or listened to, supporting understanding of genres, characters, and events with details from the story **Unit 5: Reading – Readers Practically Become the Characters As We Read: There's a Thin Line Between Reading and Role-Playing** - create clear, well-organized responses to stories read or listened to, supporting understanding of genres, characters, and events with details from the story **Unit 8: Reading – Readers Deepen Our Understanding of Books by Talking About Characters' Relationships and**

- participate in writing conferences with teachers and peers to improve own writing and that of others **Unit 3: Reading – Readers Think and Talk About the Characters in Our Books: Characters Go on Journeys** - develop original literary texts that create characters, simple plot, and setting, with assistance	**Problems** - develop original literary texts that create characters, simple plot, and setting, with assistance - create clear, well-organized responses to stories read or listened to, supporting understanding of genres, characters, and events with details from the story

Motivation to Write. Students will: write voluntarily to communicate ideas and emotions to a variety of audiences**;** write voluntarily for different purposes (e.g., tell stories, share information, give directions)**;** share writing with others (e.g., participate in author's circle).	
Motivation to Write Competencies are addressed in each reading and writing unit throughout the year. Scholars will write in every writing workshop and teachers will continually invest students in writing through individual writing conferences and small group strategy work. Please see each learning standard for how the performance indicators are specifically addressed. A few specific examples are listed below.	
Unit 7: Reading – Readers Become Experts about Series We Love: Series Reading Clubs - share writing with others - write voluntarily to communicate ideas and emotions to a variety of audiences - write voluntarily for different purposes	

GRADE-SPECIFIC PERFORMANCE INDICATORS **The grade-specific performance indicators that grade 2 students demonstrate as they learn to write include**
Standard 1: Students will read, write, listen, and speak for information and understanding. Students will: state a main idea and support it with facts, with assistance; use organizational patterns, such as time/order, for expository writing**;** connect personal experiences to new information from school subject areas, with assistance**;** use spelling resources, such as dictionaries, word walls, and/or computer software, to spell words correctly**;** produce clear, well-organized, short reports to demonstrate understanding of a

topic**;** support explanations with evidence from text**;** maintain a portfolio that includes informational writing as a method of reviewing work with teachers and parents/caregivers, with assistance.	
Unit 5: Writing – Persuasive Writing: Reviews -produce clear, well-organized, short reports to demonstrate understanding of a topic -support explanations with evidence from text **Unit 6: Reading– Nonfiction Reading: Reading to Become Experts and to Share Passions!** - state a main idea and support it with facts, with assistance - use organizational patterns, such as time/order, for expository writing - connect personal experiences to new information from school subject areas, with assistance - use spelling resources, such as dictionaries, word walls, and/or computer software, to spell words correctly - produce clear, well-organized, short reports to demonstrate understanding of a topic - support explanations with evidence from text **Unit 6: Writing – Expert Projects: Writing to Grow Ideas and to Teach About a Topic of Personal Expertise** -connect personal experiences to new information from school subject areas, with assistance -use spelling resources, such as dictionaries, word walls, and/or computer software, to spell words correctly -produce clear, well-organized, short reports to demonstrate understanding of a topic	**Unit 9: Reading - Reading About Science and Living Like Scientists!** - state a main idea and support it with facts, with assistance - use organizational patterns, such as time/order, for expository writing - connect personal experiences to new information from school subject areas, with assistance - use spelling resources, such as dictionaries, word walls, and/or computer software, to spell words correctly - produce clear, well-organized, short reports to demonstrate understanding of a topic - support explanations with evidence from text * at the end of each unit there will be a culminating writing piece that will be kept throughout the year to review with teacher and parents/caregivers

Standard 2: Students will read, write, listen, and speak for literary response and expression. Students will: develop original literary texts that create characters, simple plot, and setting, with assistance**;** use rhythm and rhyme to create short poems and songs,

<table>
<tr><td colspan="2">with assistance**;** use descriptive language. Students will: write interpretive and responsive essays that identify the title, author, and illustrator; describe literary elements, such as plot and characters, with assistance; express a personal response to literature. Students will: create clear, well-organized responses to stories read or listened to, supporting understanding of genres, characters, and events with details from the story, with assistance; create imaginative stories and personal narratives that show development and organization, with assistance; use resources such as personal experiences to stimulate own writing**;** use a computer to create, research, and interpret literary texts**;** maintain a portfolio that includes imaginative writing as a method of reviewing work with teachers and parents/caregivers.</td></tr>
<tr><td>Unit 1: Reading – Readers Make Good Decisions Without Always Needing a Teacher to Tell Us What to Do
-use resources such as personal experiences to stimulate own writing
Unit 1: Writing – Launching with Small Moments
-Write interpretive and responsive essays that identify the title, author, and illustrator.
-create imaginative stories and personal narratives that show development and organization, with assistance
-use resources such as personal experiences to stimulate own writing
-use a computer to create, research, and interpret literary texts

Unit 3: Reading – Readers Think and Talk About the Characters in Our Books: Characters Go on Journeys
- develop original literary texts that create characters, simple plot, and setting, with assistance
- use descriptive language
Unit 3: Writing – Realistic Fiction
-write interpretive and responsive essays that identify the title, author, and illustrator
-describe literary elements, such as plot and characters, with assistance
- create imaginative stories and personal narratives that show development and organization, with assistance</td><td>Unit 7: Writing – Write Gripping Stories with Meaning and Significance
-develop original literary texts that create characters, simple plot, and setting, with assistance
- create imaginative stories and personal narratives that show development and organization, with assistance
-use resources such as personal experiences to stimulate own writing**;**
Unit 8: Reading – Readers Deepen Our Understanding of Books by Talking About Characters' Relationships and Problems
- develop original literary texts that create characters, simple plot, and setting, with assistance
- use descriptive language
- create clear, well-organized responses to stories read or listened to, support understanding of genres, characters, and events with details from the story
- describe literary elements, such as plot and characters
- express a personal response to literature
- create imaginative stories and personal narratives that show development and organization
Unit 8: Writing – Poetry:
- use rhythm and rhyme to create short poems and songs, with assistance**;** use descriptive language

Unit 9: Writing – Science
-Use a computer to create, research, and</td></tr>
</table>

Unit 4: Reading – When Readers Hold onto Meaning Like a Lifeline, We Can Tackle Tough Parts of Texts - develop original literary texts that create characters, simple plot, and setting, with assistance - use descriptive language - create clear, well-organized responses to stories read or listened to, support understanding of genres, characters, and events with details from the story **Unit 4 – Writing: Writing Adaptations of Familiar Fairy Tales, and Perhaps Writing Original Fantasy Stories as Well** -create imaginative stories and personal narratives that show development and organization, with assistance **Unit 5: Reading – Readers Practically Become the Characters As We Read: There's a Thin Line Between Reading and Role-Playing** - create clear, well-organized responses to stories read or listened to, support understanding of genres, characters, and events with details from the story - describe literary elements, such as plot and characters - express a personal response to literature	interpret literary texts * at the end of each unit there will be a culminating writing piece that will be kept throughout the year to review with teacher and parents/caregivers

Standard 3: Students will read, write, listen, and speak for critical analysis and evaluation. Students will: use prewriting tools, such as semantic webs and concept maps, to organize ideas and information; state a main idea and provide supporting details from the text; use relevant examples, such as reasons to support ideas, with assistance; express opinions and make judgments that demonstrate a personal point of view, with assistance; analyze and evaluate the author's use of plot and character in written and visual text; use effective vocabulary in expository writing, with assistance; use details from stories or informational texts to predict events; maintain a portfolio that includes written analysis and evaluation as a method of reviewing work with teachers and parents/caregivers.

Unit 2: Reading – Tackling Trouble: When Readers Come to Hard Words and Tricky Parts of Books, We Try Harder and Harder - make judgments about relevant and irrelevant content to include in writing -begin to convey personal voice in writing **Unit 2: Writing – Authors as Mentors (and Writing for Readers)** - analyze and evaluate the author's use of plot and character in written and visual text -use effective vocabulary in expository writing **Unit 3: Reading – Readers Think and Talk About the Characters in Our Books: Characters Go on Journeys** -use prewriting tools, such as semantic webs and concept maps, to organize ideas and information **Unit 3: Writing – Realistic Fiction:** - use relevant examples, such as reasons to support ideas, with assistance **Unit 4: Reading – When Readers Hold onto Meaning Like a Lifeline, We Can Tackle Tough Parts of Texts** - use prewriting tools, such as semantic webs and concept maps, to organize ideas and information **Unit 5: Reading – Writing: Persuasive Reviews** - express opinions and make judgments that demonstrate a personal point of view, with assistance **Unit 6: Reading – Nonfiction Reading: Reading to Become Experts and to Share Passions!**	**Unit 6: Writing – Expert Projects** - maintain a portfolio that includes written analysis and evaluation as a method of reviewing work with teachers and parents/caregivers. **Unit 7: Reading – Readers Become Experts about Series We Love: Series Reading Clubs** - write voluntarily to communicate ideas and emotions to a variety of audiences - write voluntarily for different purposes **Unit 8: Reading – Readers Deepen Our Understanding of Books by Talking About Characters' Relationships and Problems** - use prewriting tools, such as semantic webs and concept maps, to organize ideas and information **Unit 9: Reading - Reading About Science and Living Like Scientists!** - state a main idea and support it with facts, with assistance - support explanations with evidence from the text - use organizational patterns, such as time/order, for expository writing

- state a main idea and support it with facts, with assistance - support explanations with evidence from the text - use organizational patterns, such as time/order, for expository writing	

Standard 4: Students will read, write, listen, and speak for social interaction. Students will: share the process of writing with peers and adults; for example, write with a partner**;** respect the age, gender, social position, and cultural traditions of the recipient; use the tone, vocabulary, and sentence structure of informal conversation, with assistance; maintain a portfolio that includes writing for social interaction as a method of reviewing work with teachers and parents/caregivers.	
Unit 1: Reading – Readers Make Good Decisions Without Always Needing a Teacher to Tell Us What to Do - respect the age, gender, social position of the partner **Unit 2: Reading – Tackling Trouble: When Readers Come to Hard Words and Tricky Parts of Books, We Try Harder and Harder** - participate in writing conferences with teachers and peers to improve own writing and that of others **Unit 2: Writing – Authors as Mentors (and Writing for Readers)** - share the process of writing with peers and adults; for example, write with a partner	**Unit 6: Reading – Nonfiction Reading: Reading to Become Experts and to Share Passions!** - use the tone, vocabulary, and sentence structure of informal conversation, with assistance **Unit 7: Reading – Readers Become Experts about Series We Love: Series Reading Clubs** - share writing with others - respect the age, gender, social position of the partner - use the tone, vocabulary, and sentence structure of informal conversation, with assistance * at the end of each unit there will be a culminating writing piece that will be kept throughout the year to review with teacher and parents/caregivers

Grade 2 Listening

LITERACY COMPETENCIES: THE LISTENING COMPETENCIES COMMON TO ALL FOUR ELA STANDARDS THAT STUDENTS ARE DEVELOPING DURING GRADE 2 ARE:	
Listening. Students will: Listen attentively to spoken language, including grade-level books read aloud; listen attentively for different purposes**;** listen respectfully without interrupting when others speak**;** attend to a listening activity for a specified period of time.	
Listening Competencies are addressed in each reading and writing unit throughout the year. Please see each learning standard for how the performance indicators are specifically addressed. A few specific examples are mentioned below.	
Unit 2: Reading – Tackling Trouble: When Readers Come to Hard Words and Tricky Parts of Books, We Try Harder and Harder - form a personal opinion about the quality of texts read aloud, on the basis of criteria such as characters and plot **Unit 3: Reading – Readers Think and Talk About the Characters in Our Books: Characters Go on Journeys** - listen attentively to identify elements of character, plot, and setting to understand the author's message - listen attentively to connect literary texts to previous life experiences to enhance understanding - listen attentively to identify the author's use of repetition and rhyme **Unit 4: Reading – When Readers Hold onto Meaning Like a Lifeline, We Can Tackle Tough Parts of Texts** - listen attentively to identify elements of character, plot, and setting to understand the author's message - listen attentively to connect literary texts to previous life experiences to enhance understanding - listen attentively to identify the author's use of repetition and rhyme	**Unit 6: Reading – Nonfiction Reading: Reading to Become Experts and to Share Passions!** - listen attentively to acquire information and /or understand procedures - listen attentively to identify essential details, with assistance - listen attentively to determine a sequence of steps given, with assistance - listen attentively to identify main ideas and supporting details, with assistance **Unit 7: Reading – Readers Become Experts about Series We Love: Series Reading Clubs** - listen attentively to spoken language, including grade-level books read aloud - listen attentively for different purposes - listen respectfully without interrupting when others speak - attend to a listening activity for a specified period of time **Unit 8: Reading - Readers Deepen Our Understanding of Books by Talking About Characters' Relationships and Problems** - listen attentively to identify elements of character, plot, and setting to understand the author's message - listen attentively to connect literary texts to previous life experiences to enhance

Unit 5: Reading – Readers Practically Become the Characters As We Read: There's a Thin Line Between Reading and Role-Playing - listen attentively to identify elements of character, plot, and setting to understand the author's message - listen attentively to connect literary texts to previous life experiences to enhance understanding - listen attentively to identify the author's use of repetition and rhyme - listen attentively to form a personal opinion about the quality of texts read aloud, on the basis of criteria, such as characters and plot - listen attentively to distinguish between fact and opinion - listen attentively to form an opinion about the message of advertisements, on the basis of language used	understanding - listen attentively to identify the author's use of repetition and rhyme - listen attentively to form a personal opinion about the quality of texts read aloud, on the basis of criteria, such as characters and plot - listen attentively to distinguish between fact and opinion - listen attentively to form an opinion about the message of advertisements, on the basis of language used **Unit 9: Reading - Reading About Science and Living Like Scientists!** - listen attentively to acquire information and /or understand procedures - listen attentively to identify essential details, with assistance - listen attentively to determine a sequence of steps given, with assistance - listen attentively to identify main ideas and supporting details, with assistance

GRADE-SPECIFIC PERFORMANCE INDICATORS **The grade-specific performance indicators that grade 2 students demonstrate as they learn to listen include:**	
Standard 1: Students will read, write, listen, and speak for information and understanding. Students will: acquire information and/or understand procedures**;** identify essential details, with assistance**;** determine a sequence of steps given, with assistance**;** identify main ideas and supporting details, with assistance**;** interpret information by drawing on prior knowledge and experience, with assistance; collect information, with assistance.	
Unit 1: Reading – Readers Make Good Decisions Without Always Needing a Teacher to Tell Us What to Do - connect literary texts to previous life experiences to enhance understanding **Unit 3: Reading – Readers Think and Talk About the Characters in Our Books: Characters Go on Journeys** - identify essential details about character, plot, and setting to understand the author's	**Unit 6 – Nonfiction Reading: Reading to Become Experts and to Share Passions!** - acquire information and/or understand procedures - identify essential details, with assistance - determine a sequence of steps given, with assistance - identify main ideas and supporting details, with assistance - interpret information by drawing on prior knowledge and experience

message **Unit 4: Reading – When Readers Hold onto Meaning Like a Lifeline, We Can Tackle Tough Parts of Texts** - identify essential details about character, plot, and setting to understand the author's message - connect literary texts to previous life experiences to enhance understanding **Unit 5: Reading – Readers Practically Become the Characters As We Read: There's a Thin Line Between Reading and Role-Playing** - identify essential details about character, plot, and setting to understand the author's message - connect literary texts to previous life experiences to enhance understanding	**Unit 8: Reading - Readers Deepen Our Understanding of Books by Talking About Characters' Relationships and Problems** - identify essential details about character, plot, and setting to understand the author's message - connect literary texts to previous life experiences to enhance understanding **Unit 9: Reading - Reading About Science and Living Like Scientists!** - acquire information and/or understand procedures - identify essential details, with assistance - determine a sequence of steps given, with assistance - identify main ideas and supporting details, with assistance - interpret information by drawing on prior knowledge and experience

Standard 2: Students will read, write, listen, and speak for literary response and expression. Students will: identify elements of character, plot, and setting to understand the author's message, with assistance**;** connect literary texts to previous life experiences to enhance understanding; identify the author's use of repetition and rhyme**;** use note taking and graphic organizers to record and organize information and ideas recalled from stories read aloud, with assistance.	
Unit 1: Reading – Readers Make Good Decisions Without Always Needing a Teacher to Tell Us What to Do - connect literary texts to previous life experiences to enhance understanding **Unit 3: Reading – Readers Think and Talk About the Characters in Our Books: Characters Go on Journeys** - identify essential details about character, plot, and setting to understand the author's message - connect literary texts to previous life experiences to enhance understanding	**Unit 5: Reading – Readers Practically Become the Characters As We Read: There's a Thin Line Between Reading and Role-Playing** - identify essential details about character, plot, and setting to understand the author's message - connect literary texts to previous life experiences to enhance understanding - identify the author's use of repetition and rhyme

- identify the author's use of repetition and rhyme - use note-taking and graphic organizers to record and organize information and ideas recalled from stories read aloud, with assistance **Unit 4: Reading – When Readers Hold onto Meaning Like a Lifeline, We Can Tackle Tough Parts of Texts** - identify essential details about character, plot, and setting to understand the author's message - connect literary texts to previous life experiences to enhance understanding - identify the author's use of repetition and rhyme - use note-taking and graphic organizers to record and organize information and ideas recalled from stories read aloud, with assistance	**Unit 8: Reading - Readers Deepen Our Understanding of Books by Talking About Characters' Relationships and Problems** - identify details about character, plot, and setting to understand the author's message - connect literary texts to previous life experiences to enhance understanding - identify the author's use of repetition and rhyme

Standard 3: Students will read, write, listen, and speak for critical analysis and evaluation. Students will: form a personal opinion about the quality of texts read aloud, on the basis of criteria, such as characters and plot; form an opinion about the message of advertisements, on the basis of the language used**;** distinguish between fact and opinion, with assistance**;** evaluate the speaker's style of delivery by using criteria such as volume and tone of voice**.**	
Unit 2: Reading – Tackling Trouble: When Readers Come to Hard Words and Tricky Parts of Books, We Try Harder and Harder - form a personal opinion about the quality of texts read aloud, on the basis of criteria, such as characters and plot - form an opinion about the message **Unit 5: Reading – Readers Practically Become the Characters As We Read: There's a Thin Line Between Reading and Role-Playing** - form a personal opinion about the quality	**Unit 8: Reading - Readers Deepen Our Understanding of Books by Talking About Characters' Relationships and Problems** - form a personal opinion about the quality of texts read aloud, on the basis of criteria, such as characters and plot - form an opinion about the message - distinguish fact from opinion - evaluate the speaker's style of delivery by using criteria such as volume and tone of voice

of texts read aloud, on the basis of criteria, such as characters and plot - form an opinion about the message - distinguish fact from opinion	

Standard 4: Students will read, write, listen, and speak for social interaction. Students will: respect the age, gender, social position, and culture of the speaker**;** listen to friendly notes, cards, longer letters, and narratives read aloud to get to know the writer and/or classmates and fellow listeners**;** listen for the tone of voice and content that signal friendly communication.	
Unit 1: Reading – Readers Make Good Decisions Without Always Needing a Teacher to Tell Us What to Do - respect the age, gender, social position of the speaker - listen to narratives read aloud to get to know the writer and/or classmates and fellow listeners	**Unit 7: Reading – Readers Become Experts about Series We Love: Series Reading Clubs** - listen attentively to spoken language, including grade-level books read aloud - listen attentively for different purposes - respect the age, gender, social position of the speaker - listen to friendly notes, cards, longer letters, and narratives read aloud to get to know the writer and/or classmates and fellow listeners - listen for the tone of voice and content that signal friendly communication

Grade 2 Speaking

LITERACY COMPETENCIES: THE SPEAKING COMPETENCIES COMMON TO ALL FOUR ELA STANDARDS THAT STUDENTS ARE DEVELOPING DURING GRADE 2 ARE:	
Speaking. Students will: speak in response to the reading of imaginative and informational texts**;** use grade-level vocabulary to communicate ideas, emotions, or experiences for different purposes (e.g., share ideas about personal experience, books, or writing)**;** use conventional grammar in own speech**;** vary formality of language according to purpose (e.g., conversation with peers, presentation to adults); speak with expression, volume, pace, and facial or body gestures appropriate to the purpose of communication, topic, and audience**;** take turns in conversation and respond respectfully when speaking in a group**;** participate in group discussions; offer feedback to others during conferences.	
Unit 1: Reading – Readers Make Good Decisions Without Always Needing a Teacher to Tell Us What to Do	**Unit 5: Reading – Readers Practically Become the Characters As We Read: There's a Thin Line Between Reading**

- use conventional grammar in own speech **Unit 2: Reading – Tackling Trouble: When Readers Come to Hard Words and Tricky Parts of Books, We Try Harder and Harder** - offer feedback to others during conferences - vary formality of language according to purpose - use conventional grammar in own speech - use grade-level vocabulary to communicate ideas, emotions, or experiences for different purposes **Unit 3: Reading – Readers Think and Talk About the Characters in Our Books: Characters Go on Journeys** - use grade-level vocabulary to communicate ideas, emotions, or experiences for different purposes	**and Role-Playing** - speak in response to the reading of imaginative texts - speak with expression, volume, pace, and facial or body gestures appropriate to the purpose of communication, topic, and audience **Unit 7: Reading – Readers Become Experts about Series We Love: Series Reading Clubs** - take turns speaking in a group - avoid interrupting in social conversation - speak with expression, volume, pace, and facial or body gestures appropriate to the purpose of communication, topic, and audience **Unit 8: Reading - Readers Deepen Our Understanding of Books by Talking About Characters' Relationships and Problems** - speak in response to the reading of imaginative texts - offer feedback to others during conferences - use grade-level vocabulary to communicate ideas, emotions, or experiences for different purposes

GRADE-SPECIFIC PERFORMANCE INDICATORS **The grade-specific performance indicators that grade 2 students demonstrate as they learn to speak include:**	
Standard 1: Students will read, write, listen, and speak for information and understanding. Students will: express an opinion**;** ask questions**;** summarize, with assistance**;** provide a sequence of steps**;** describe a problem and suggest a solution**;** state a main idea with supporting examples and details, with assistance**;** use complete sentences, using age- and content-appropriate vocabulary.	
Unit 1: Reading - Readers Make Good Decisions Without Always Needing a Teacher to Tell Us What to Do	**Unit 5: Reading – Readers Practically Become the Characters As We Read: There's a Thin Line Between Reading**

- use complete sentences, using age- and content-appropriate vocabulary **Unit 2: Reading – Tackling Trouble: When Readers Come to Hard Words and Tricky Parts of Books, We Try Harder and Harder** - ask questions to clarify literary texts and performances **Unit 3: Reading – Readers Think and Talk About the Characters in Our Books: Characters Go on Journeys** - explain the reasons for a character's actions, considering the situation - express an opinion or judgment about a character and plot in a variety of ways -describe a problem and suggest a solution **Unit 4: Reading – When Readers Hold onto Meaning Like a Lifeline, We Can Tackle Tough Parts of Texts** - explain the reasons for a character's actions, considering the situation - express an opinion or judgment about a character and plot in a variety of ways	**and Role-Playing** - explain the reasons for a character's actions, considering the situation - express an opinion or judgment about a character and plot in a variety of ways **Unit 6: Reading – Nonfiction Reading: Reading to Become Experts and to Share Passions!** - provide simple directions - express an opinion - ask questions - summarize, with assistance - state a main idea with supporting examples and details, with assistance **Unit 7: Reading – Readers Become Experts about Series We Love: Series Reading Clubs** - ask and respond to text and personal experiences **Unit 9: Reading - Reading About Science and Living Like Scientists!** - identify essential details, with assistance - determine a sequence of steps, with assistance - identify main ideas and supporting details, with assistance

Standard 2: Students will read, write, listen, and speak for literary response and expression. Students will: present original works, such as stories, poems, and plays, to classmates**;** describe characters**;** compare literary texts and performances to personal experiences and prior knowledge, with assistance**;** identify cultural and ethnic features in literary texts**;** ask questions to clarify literary texts and performances**;** use complete sentences, correct verb tense, age-appropriate vocabulary, and logical order in oral presentation.	
Unit 1: Reading - Readers Make Good Decisions Without Always Needing a Teacher to Tell Us What to Do - use complete sentences and age-appropriate vocabulary - use sentences in a logical order	**Unit 5: Reading – Readers Practically Become the Characters As We Read: There's a Thin Line Between Reading and Role-Playing** - role-play to communicate an interpretation of real or imaginary people

Unit 2: Reading – Tackling Trouble: When Readers Come to Hard Words and Tricky Parts of Books, We Try Harder and Harder - ask questions to clarify literary texts and performances - present original works, such as stories, poems, and plays, to classmates - compare literary texts and performances to personal experiences and prior knowledge, with assistance - identify cultural and ethnic features in literary texts **Unit 4: Reading – When Readers Hold onto Meaning Like a Lifeline, We Can Tackle Tough Parts of Texts** - role-play to communicate an interpretation of real or imaginary people	**Unit 6: Reading – Nonfiction Reading: Reading to Become Experts and to Share Passions!** - ask questions **Unit 7: Reading – Readers Become Experts about Series We Love: Series Reading Clubs** - role-play to communicate an interpretation of real or imaginary people - ask and respond to text and personal experiences **Unit 8: Reading - Readers Deepen Our Understanding of Books by Talking About Characters' Relationships and Problems** - role-play to communicate an interpretation of real or imaginary people

Standard 3: Students will read, write, listen, and speak for critical analysis and evaluation. Students will: Explain the reasons for a character's actions, considering the situation**;** express an opinion or judgment about a character and plot in a variety of works, with assistance**;** discuss the impact of illustrations and titles in evaluating ideas, information, and experiences**;** use personal experience and knowledge to analyze new ideas**;** role-play to communicate an interpretation of real or imaginary people or events**;** ask and respond to questions**;** speak with appropriate rate and volume for the audience**;** take turns speaking in a group.	
Unit 2: Reading – Tackling Trouble: When Readers Come to Hard Words and Tricky Parts of Books, We Try Harder and Harder - ask questions to clarify literary texts and performances **Unit 3: Reading – Readers Think and Talk About the Characters in Our Books: Characters Go on Journeys**	**Unit 6: Reading – Nonfiction Reading: Reading to Become Experts and to Share Passions!** - ask questions - express an opinion **Unit 7: Reading – Readers Become Experts about Series We Love: Series Reading Clubs** - role-play to communicate an interpretation of real or imaginary people

- explain the reasons for a character's actions, considering the situation - express an opinion or judgment about a character and plot in a variety of ways - discuss the impact of illustrations and titles in evaluating ideas, information, and experiences **Unit 4: Reading – When Readers Hold onto Meaning Like a Lifeline, We Can Tackle Tough Parts of Texts** - role-play to communicate an interpretation of real or imaginary people - explain the reasons for a character's actions, considering the situation - express an opinion or judgment about a character and plot in a variety of ways **Unit 5: Reading – Readers Practically Become the Characters As We Read: There's a Thin Line Between Reading and Role-Playing** - role-play to communicate an interpretation of real or imaginary people - explain the reasons for a character's actions, considering the situation - express an opinion or judgment about a character and plot in a variety of ways	- ask and respond to text and personal experiences - speak with appropriate rate and volume for the audience - take turns speaking in a group - use personal experience and knowledge to analyze ideas **Unit 8: Reading - Readers Deepen Our Understanding of Books by Talking About Characters' Relationships and Problems** - role-play to communicate an interpretation of real or imaginary people - explain the reasons for a character's actions, considering the situation - express an opinion or judgment about a character and plot in a variety of ways

Standard 4: Students will read, write, listen, and speak for social interaction. Students will: respect the age, gender, social position, and cultural traditions of the listener when speaking**;** discuss the content of friendly notes, cards, letters, and personal narratives, with a partner or small group, in order to get to know the writer and each other**;** avoid interrupting in social conversation.	
Unit 1: Reading - Readers Make Good Decisions Without Always Needing a Teacher to Tell Us What to Do - respect the age, gender, social positions of the listener when speaking	**Unit 7: Reading – Readers Become Experts about Series We Love: Series Reading Clubs** - discuss the content of friendly notes, cards, letters, and personal narratives, with a partner or small group, in order to get to know the writer and each other - avoid interrupting in social conversation

	- respect the age, gender, social positions of the listener when speaking

Grade 3: Success Charter Network Reading and Writing Units

Harlem Success Academy will use the Success Charter Network Reading and Writing Units as a foundation for literacy instruction. We will supplement with a variety of other resources to provide our scholars with a comprehensive balanced literacy program.

Reading

<table>
<tr><td colspan="2">LITERACY COMPETENCIES: THE READING COMPETENCIES COMMON TO ALL FOUR ELA STANDARDS THAT STUDENTS ARE DEVELOPING DURING GRADE 3 ARE:</td></tr>
<tr><td colspan="2">Decoding Including Phonics and Structural Analysis and Fluency. Students will: use knowledge of letter-sound correspondence to blend sounds when reading unfamiliar, but decodable, grade-level words; decode by analogy using knowledge of syllable patterns (e.g., CVC, CVCC, CVVC) to read unfamiliar words, including multisyllabic grade-level words that are part of word families; decode grade-level words using knowledge of word structure (e.g., roots, prefixes, suffixes, verb endings, plurals, contractions, and compounds); sight-read automatically grade-level high-frequency words and irregularly spelled content words; read grade-level texts with decodable and irregularly spelled words at appropriate speed, accuracy, and expression.</td></tr>
<tr><td colspan="2">Decoding Including Phonics and Structural Analysis and Fluency Competencies are addressed in each reading and writing unit throughout the year. Please see each learning standard for how the performance indicators are specifically addressed, if they are not addressed below.</td></tr>
<tr><td>Unit 1: Reading – Authoring an Independent Reading Life, and Becoming Lost in Stories
- read with appropriate speed, accuracy, and expression
- read grade-level texts with comprehension and for different purposes

Unit 2: Reading – Reading with Minds on Fire: Readers Infer and Grow Ideas About Characters
- listen to or read grade-level texts and ask questions to clarify understanding</td><td>Unit 4: Reading – Maintaining a Varied and Independent Reading Life, and Getting Ready to Demonstrate Skills on the Reading Tests
- read unfamiliar texts and decode unfamiliar grade-level words using various strategies</td></tr>
</table>

Background Knowledge and Vocabulary Development. Students will: study categories of words to learn grade-level vocabulary; analyze word structure (e.g., roots,

prefixes, suffixes) to learn word meaning; connect words and ideas in books to spoken language vocabulary and background knowledge; learn new vocabulary and concepts indirectly by reading books and other print sources; identify specific words causing comprehension difficulties in oral or written language.
Background Knowledge and Vocabulary Development Competencies are addressed in each reading and writing unit throughout the year. Please see each learning standard for how the performance indicators are specifically addressed, if they are not addressed below.

Unit 1: Reading – Authoring an Independent Reading Life, and Becoming Lost in Stories - learn new vocabulary and concepts indirectly by reading books and other print sources - use comprehension strategies to monitor own reading including identify specific words causing comprehension difficulties **Unit 2: Reading – Reading with Minds on Fire: Readers Infer and Grow Ideas About Characters** - connect words and ideas in books to spoken language vocabulary and background knowledge	**Unit 4: Reading – Maintaining a Varied and Independent Reading Life, and Getting Ready to Demonstrate Skills on the Reading Tests** - study categories of words to learn grade-level vocabulary - analyze word structure to learn word meaning - learn new vocabulary and concepts indirectly by reading books and other print sources

Comprehension Strategies. Students will: read grade-level texts with comprehension and for different purposes; use comprehension strategies to monitor own reading (e.g., predict/confirm, reread, attend to vocabulary, self-correct) to clarify meaning of text; work cooperatively with peers to comprehend text; organize and categorize text information by using knowledge of a variety of text structures (e.g., cause and effect, fact and opinion, directions, time sequence); use knowledge of structure of imaginative text to identify and interpret plot, character, and events; listen to or read grade-level texts and ask questions to clarify understanding; listen to or read grade-level texts and answer literal, inferential, and critical/application questions; summarize main ideas of informational text and details from imaginative text orally and in writing; support point of view with details from the text; lead and participate in discussion about grade-level texts by integrating multiple strategies (e.g., ask questions, clarify misunderstandings, support point of view, summarize information); demonstrate comprehension of grade-level text through creative responses, such as writing, drama, and oral presentations; infer underlying theme or message of written text.
Comprehension Strategies are addressed in each reading and writing unit throughout the year. Please see each learning standard for how the performance indicators are

specifically addressed. A few specific examples of how comprehension strategies are taught at the beginning of the year are listed below.

Unit 1: Reading – Authoring an Independent Reading Life, and Becoming Lost in Stories - read grade-level texts with comprehension and for different purposes - use comprehension strategies to monitor own reading to clarify meaning of text **Unit 2: Reading – Reading with Minds on Fire: Readers Infer and Grow Ideas About Characters** - listen to or read grade-level texts and ask questions to clarify understanding - listen to or read grade-level texts and answer literal, inferential, and critical/application questions - infer underlying theme or message of written text **Unit 3: Reading – Nonfiction Reading and Independence in Reading Fiction** - summarize main ideas of informational text and details - organize and categorize text information by using knowledge of a variety of text structures	**Unit 5: Reading – Reading with Close Comprehension: Genre-Based Clubs** - summarize main ideas and supporting details form imaginative texts, both orally and in writing - use knowledge of story structure, story elements, and key vocabulary to interpret stories **Unit 6: Reading – Talking and Writing About Texts to Infer and Interpret: Clubs to Support Deeper Reading** - work cooperatively with peers to comprehend text - lead and participate in discussion about grade-level texts by integrating multiple strategies - support point of view with details from the text - infer underlying theme or message of written text **Unit 8: Reading – Social Issue Clubs/Critical Reading Clubs** - work cooperatively with peers to comprehend text - lead and participate in discussion about grade-level texts by integrating multiple strategies - demonstrate comprehension of grade-level text through creative responses, such as writing, drama, and oral presentations

Motivation to Read. Students will: show interest in a wide range of grade-level texts, including historical and science fiction, folktales and fairy tales, poetry, and other imaginative and informational texts; read voluntarily for own purposes and interests; show familiarity with titles and authors of well-known grade-level literature; read independently and silently, including longer fiction and chapter books.
Motivation to Read Competencies are addressed in each reading and writing unit throughout the year. Scholars will read independently each day for up 20-30 minutes and

teachers will continually invest students in reading through individual reading conferences and small group guided reading. Please see each learning standard for how the performance indicators are specifically addressed, if they are not addressed below.

Unit 1: Reading – Authoring an Independent Reading Life, and Becoming Lost in Stories
- select literary texts on the basis of personal needs and interests and read silently for enjoyment for extended periods
- show familiarity with titles and authors of well-known grade-level literature
- read independently and silently

Unit 5: Reading – Reading with Close Comprehension: Genre-Based Clubs
- select literature on the basis of personal needs and interests from a variety of genres and by different authors
- read voluntarily for own purposes and interests

Unit 6: Reading – Talking and Writing About Texts to Infer and Interpret: Clubs to Support Deeper Reading
- show interest in a wide range of grade-level texts
- read independently and silently

GRADE-SPECIFIC PERFORMANCE INDICATORS
The grade-specific performance indicators that grade 3 students demonstrate as they learn to read include

Standard 1: Students will read, write, listen, and speak for information and understanding. Students will: locate and use library media resources to acquire information, with assistance**;** read unfamiliar texts to collect data, facts, and ideas**;** read and understand written directions**;** locate information in a text that is needed to solve a problem**;** identify main ideas and supporting details in informational texts**;** recognize and use organizational features, such as table of contents, indexes, page numbers, and chapter headings/subheadings, to locate information, with assistance**;** use text features, such as captions, charts, tables, graphs, maps, notes, and other visuals, to understand informational texts, with assistance**;** relate data and facts from informational texts to prior information and experience**;** compare and contrast information on one topic from two different sources**;** identify a conclusion that summarizes the main idea**;** identify and interpret facts taken from maps, graphs, charts, and other visuals**;** use graphic organizers to record significant details from informational texts.

Unit 4: Reading – Maintaining a Varied and Independent Reading Life, and Getting Ready to Demonstrate Skills on the Reading Tests

Unit 7: Reading – Reading in the Content Areas
- locate and use library media resources to acquire information, with assistance

- read unfamiliar texts to collect data, facts, and ideas - read and understand written directions - locate information in a text that is used to solve a problem - identify main ideas and supporting details - relate data and facts from informational texts to prior information and experience - compare and contrast information on one topic from two different sources - identify a conclusion that summarizes the main idea - identify and interpret facts taken from maps, graphs, charts, and other visuals - use graphic organizers to record significant details from informational texts **Unit 4: Writing – Writing with Independence: Preparing for the Writing Tasks of the State Test (ELA Exam)** -compare and contrast information on one topic from two different sources -identify a conclusion that summarizes the main idea**;** identify and interpret facts taken from maps, graphs, charts, and other visuals **-**use graphic organizers to record significant details from informational texts.	- recognize and use organizational features, such as table of contents, indexes, page numbers, and chapter headings/subheadings, to locate information, with assistance - use text features, such as captions, charts, tables, graphs, maps, notes, and other visuals, to understand informational texts, with assistance - compare and contrast information on one topic from two different sources - identify a conclusion that summarizes the main idea - identify and interpret facts taken from maps, graphs, charts, and other visuals - use graphic organizers to record significant details from informational texts

Standard 2: Students will read, write, listen, and speak for literary response and expression. Students will: select literature on the basis of personal needs and interests from a variety of genres and by different authors**;** engage in purposeful oral reading in small and large groups**;** read print-based and electronic literary texts silently on a daily basis for enjoyment**;** recognize the differences among the genres of stories, poems, and plays**;** relate the setting, plot, and characters in literature to own lives, with assistance**;** explain the difference between fact and fiction**;** use previous reading and life experiences to understand and compare literature**;** make predictions, draw conclusions, and make inferences about events and characters**;** identify cultural influences in texts and performances, with assistance**;** maintain a personal reading list to reflect reading accomplishments**;** use specific evidence from stories to describe characters, their actions, and their motivations; relate sequences of events**;** use knowledge of story structure, story elements, and key vocabulary to interpret stories**;** use graphic organizers to record significant details about characters and events in stories**;** summarize main ideas and

supporting details from imaginative texts, both orally and in writing.	
Unit 1: Reading – Authoring an Independent Reading Life, and Becoming Lost in Stories - select literary texts on the basis of personal needs and interests and read silently for enjoyment for extended periods **Unit 2: Reading – Reading with Minds on Fire: Readers Infer and Grow Ideas About Characters** - use knowledge of story structure to identify and interpret plot, character, and events **Unit 5: Reading – Reading with Close Comprehension: Genre-Based Clubs** - select literature on the basis of personal needs and interests from a variety of genres and by different authors - engage in purposeful oral reading in small and large groups - read print-based and electronic texts silently on a daily basis for enjoyment - recognize the differences among the genres of stories, poems, and plays - relate the setting, plot, and characters in literature to their own lives, with assistance	- explain the difference between fact and fiction - use previous reading and life experiences to understand and compare literature - make predictions, draw conclusions, and make inferences about events and characters - identify cultural influences in texts and performances, with assistance - maintain a personal reading list to reflect reading accomplishments - use specific evidence from stories to describe characters, their actions, and their motivations - relate sequence of events - use graphic organizers to record significant details about characters and events in stories - summarize main ideas and supporting details from imaginative texts, both orally and in writing

Standard 3: Students will read, write, listen, and speak for critical analysis and evaluation. Students will: evaluate the content by identifying the author's purpose, important and unimportant details, whether events, actions, characters, and/or settings are realistic, statements of fact and opinion; compare and contrast characters, plot, and setting in literary works, with assistance**;** analyze information on the basis of new or prior knowledge and/or personal experience**;** recognize how language and illustrations are used to persuade in printed and filmed advertisements, with assistance**;** judge accuracy of content to gather facts, with assistance from teachers and parents/caregivers**;** use opinions of teachers and classmates to evaluate personal interpretation of ideas and information.	
Unit 2: Reading – Reading with Minds on Fire: Readers Infer and Grow Ideas About Characters	**Unit 6: Reading – Talking and Writing About Texts to Infer and Interpret: Clubs to Support Deeper Reading**

- compare and contrast characters, plot, and setting in literary works, with assistance - analyze information on the basis of new or prior knowledge and/or personal experience **Unit 5: Reading – Reading with Close Comprehension: Genre-Based Clubs** - compare and contrast characters, plot, and setting in literary works, with assistance	- recognize the types of language and illustrations that are used to persuade - evaluate the content by identifying author's purpose, important and unimportant details, whether events, actions, characters, and/or settings are realistic, statements of fact and opinion - judge accuracy of content to gather facts, with assistance **Unit 8: Reading – Social Issue Clubs/Critical Reading Clubs** - use opinions of teachers and classmates to evaluate personal interpretation of ideas and information

Standard 4: Students will read, write, listen, and speak for social interaction. Students will: share reading experiences to build relationships with peers or adults; for example, read together silently or aloud; respect the age, gender, social position, and cultural traditions of the writer; recognize the types of language (e.g., informal vocabulary and jargon) that is appropriate to social communication.	
Unit 6: Reading – Talking and Writing About Texts to Infer and Interpret: Clubs to Support Deeper Reading - recognize the types of language and illustrations that is appropriate to social communication - share reading experiences to build relationships with peers and adults; for example read together silently or aloud - respect the age, gender, social position, and cultural traditions of the writer	**Unit 8: Reading – Social Issue Clubs/Critical Reading Clubs** - recognize the types of language and illustrations that is appropriate to social communication - share reading experiences to build relationships with peers and adults; for example read together silently or aloud - respect the age, gender, social position, and cultural traditions of the writer

Grade 3 Writing

LITERACY COMPETENCIES: THE WRITING COMPETENCIES COMMON TO ALL FOUR ELA STANDARDS THAT STUDENTS ARE DEVELOPING DURING GRADE 3 ARE:
Spelling and Handwriting. Students will: spell correctly previously studied decodable and irregularly spelled words and spelling patterns in own writing; write legibly all uppercase and lowercase manuscript letters; write legibly all uppercase and lowercase cursive letters.
Spelling and Handwriting Competencies are addressed in each reading and writing unit

throughout the year. Please see each learning standard for how the performance indicators are specifically addressed, if they are not addressed below.	
Unit 1: Reading – Authoring an Independent Reading Life, and Becoming Lost in Stories - spell correctly grade-level words in own writing - write legibly all uppercase and lowercase manuscript and cursive letters	**Unit 6: Reading – Talking and Writing About Texts to Infer and Interpret: Clubs to Support Deeper Reading** - spell correctly grade-level words in own writing - write legibly all uppercase and lowercase manuscript and cursive letters

Composition. Students will: write in response to the reading of imaginative and informational texts; write a variety of compositions, such as literary responses and informational reports, using different organizational patterns (e.g., cause and effect, compare/contrast); write in a variety of formats, such as print and multimedia; write stories and reports using the writing process (e.g., prewriting, drafting, revising, proofreading, editing); use grade-level vocabulary and sentence patterns in writing; write sentences in logical order and use paragraphs to organize topics; review work independently for spelling and conventional capitalization and punctuation; vary the formality of language depending on audience and purpose of writing (e.g., friendly letter, report); convey personal voice in writing; begin to use literary elements in creative writing (e.g., figurative language); combine information from multiple sources when writing reports; present and discuss own writing in conferences with teacher and peers, and respond with feedback.	
Unit 1: Reading – Authoring an Independent Reading Life, and Becoming Lost in Stories - write for different purposes - use grade-level vocabulary and sentence patterns in writing - write sentences in logical order and use paragraphs to organize topics **Unit 2: Reading – Reading with Minds on Fire: Readers Infer and Grow Ideas About Characters** - produce clear, well-organized responses to stories read or listened to, supporting the understanding of characters and events with details from story **Unit 4: Reading – Maintaining a Varied and Independent Reading Life, and Getting Ready to Demonstrate Skills on**	**Unit 6: Reading – Talking and Writing About Texts to Infer and Interpret: Clubs to Support Deeper Reading** - write in a variety of formats, such as print and multimedia - vary the formality of language depending on audience and purpose of writing - convey a personal voice in writing - present and discuss own writing in conferences with teachers and peers, respond with feedback **Unit 7: Reading – Reading in the Content Areas** - combine information from multiple sources when writing reports **Unit 8: Reading – Social Issue Clubs/Critical Reading Clubs** - begin to use literary elements in creative

the Reading Tests - write in response to the reading of imaginative and informational texts - write a variety of compositions, such as literary responses and informational reports, using different organizational patterns - write stories and reports using the writing process - review work independently for spelling and conventional capitalization and punctuation	writing

Motivation to Write. Students will: write voluntarily to communicate ideas and emotions to a variety of audiences; write voluntarily for different purposes (e.g., tell stories, share information, give directions); publish writing for classroom or school display.
Motivation to Write Competencies are addressed in each reading and writing unit throughout the year. Scholars will write in every writing workshop and teachers will continually invest students in writing through individual writing conferences and small group strategy work. Please see each learning standard for how the performance indicators are specifically addressed, if they are not addressed below.

* each unit will end with a culminating writing piece that will be published for classroom and/or school display **Unit 2: Reading – Reading with Minds on Fire: Readers Infer and Grow Ideas About Characters** - write voluntarily to communicate ideas emotions to a variety of audiences	**Unit 3: Reading – Nonfiction Reading and Independence in Reading Fiction** - write voluntarily for different purposes **Unit 6: Reading – Talking and Writing About Texts to Infer and Interpret: Clubs to Support Deeper Reading** - write voluntarily for different purposes

GRADE-SPECIFIC PERFORMANCE INDICATORS **The grade-specific performance indicators that grade 3 students demonstrate as they learn to write include:**
Standard 1: Students will read, write, listen, and speak for information and understanding. Students will: use at least two sources of information in writing a report; take notes to record data, facts, and ideas, following teacher direction; state a main idea and support it with facts and details; use organizational patterns such as compare/contrast and time/order for expository writing; connect personal experiences to new information from school subject areas; use a variety of resources to support spelling, such as dictionaries and spell-check tools in word processing programs; produce clear, well-organized reports and accounts that demonstrate understanding of a topic; support

interpretations and explanations with evidence from text; maintain a portfolio that includes informational writing as a method of reviewing work with teachers and parents/caregivers; compare and contrast ideas between two sources, with assistance.	
Unit 1: Writing – Launching a Productive Writing Workshop - maintain a portfolio that includes informational writing as a method of reviewing work with teachers and parents/caregivers; compare and contrast ideas between two sources, with assistance. **Unit 2: Reading – Reading with Minds on Fire: Readers Infer and Grow Ideas About Characters** - connect personal experiences to new information from school subject areas **Unit 3: Reading – Nonfiction Reading and Independence in Reading Fiction** - state a main idea and support it with facts and details - use a variety of resources to support spelling, such as dictionaries and spell-check tools - use organizational patterns such as compare/contrast and time/order for expository writing **Unit 3: Writing – Writing Information Books with Authority and Voice** -use at least two sources of information in writing a report -take notes to record data, facts, and ideas, following teacher direction -state a main idea and support it with facts and details -use organizational patterns such as compare/contrast and time/order for expository writing -connect personal experiences to new information from school subject areas -use a variety of resources to support spelling, such as dictionaries and spell-check tools in word processing programs -produce clear, well-organized reports and	**Unit 4: Reading – Maintaining a Varied and Independent Reading Life, and Getting Ready to Demonstrate Skills on the Reading Tests** -produce clear, well-organized reports and accounts that demonstrate understanding of a topic **Unit 7: Reading – Reading in the Content Areas** - support interpretations and explanations with evidence from text - maintain a portfolio that includes informational writing - compare and contrast ideas between two sources, with assistance - take notes to record data, facts, and ideas, following teacher direction - use at least two sources of information in writing a report

accounts that demonstrate understanding of a topic -support interpretations and explanations with evidence from texts	

Standard 2: Students will read, write, listen, and speak for literary response and expression. Students will: develop original literary texts that: contain characters, simple plot, and setting; use rhythm and rhyme to create short poems and songs; use dialogue; use vivid language; use descriptive language to create an image. Students will: write interpretive and responsive essays that: describe literary elements such as plot, setting, and characters; express a personal response; describe themes of literary texts, with assistance; compare and contrast elements of texts, with assistance. Students will: produce clear, well-organized responses to stories read or listened to, supporting the understanding of characters and events with details from story; produce imaginative stories and personal narratives that show development, organization, and effective language; use resources such as personal experiences and elements from other texts and performances to stimulate own writing; use computer to create and respond to literary texts; maintain a portfolio that includes imaginative and interpretive writing as a method of reviewing work with teachers and parents/caregivers.	
Unit 2: Reading – Reading with Minds on Fire: Readers Infer and Grow Ideas About Characters - produce clear, well-organized responses to stories read or listened to, supporting the understanding of characters and events with details from story - use computers to create and respond to literary texts - produce imaginative stories and personal narratives - use resources such as personal experiences and elements from other texts to stimulate own writing - use vivid language - use descriptive language to create an image	**Unit 6: Reading – Talking and Writing About Texts to Infer and Interpret: Clubs to Support Deeper Reading** - develop original literary texts that contain characters, simple plot, and setting - use dialogue - write interpretive and responsive essays that describe literary elements such as plot, setting, and characters - maintain a portfolio that includes imaginative and interpretive writings **Unit 7: Writing – Poetry** -develop original literary texts that: contain characters, simple plot, and setting -use rhythm and rhyme to create short poems and songs

Unit 5: Reading – Reading with Close Comprehension: Genre-Based Clubs -develop original literary texts that contain characters, simple plot, and setting **Unit 5: Writing – Realistic Fiction** -develop original literary texts that: contain characters, simple plot, and setting; use rhythm and rhyme to create short poems and songs; use dialogue; use vivid language; use descriptive language to create an image. -write interpretive and responsive essays that: describe literary elements such as plot, setting, and characters -express a personal response; describe themes of literary texts, with assistance - compare and contrast elements of texts, with assistance. -produce clear, well-organized responses to stories read or listened to, supporting the understanding of characters and events with details from story -produce imaginative stories and personal narratives that show development, organization, and effective language	- descriptive language to create an image. **Unit 8: Reading – Social Issue Clubs/Critical Reading Clubs** -use rhythm and rhyme to create short poems and songs **Unit 8: Writing – Expert Projects in a Content Area: Writing to Learn and to Teach about Science** -produce imaginative stories and personal narratives that show development, organization, and effective language -use resources such as personal experiences and elements from other texts and performances to stimulate own writing -use computer to create and respond to literary texts

Standard 3: Students will read, write, listen, and speak for critical analysis and evaluation. Students will: use a variety of prewriting tools to organize ideas and information; state a main idea, theme, or opinion and provide supporting details from the text; use relevant examples, reasons, and explanations to support ideas; express opinions and make judgments that demonstrate a personal point of view; use personal experiences and knowledge to analyze new ideas; analyze the author's use of setting, plot, character, rhyme, and rhythm in written and visual text; create an advertisement, using words and pictures, to illustrate an opinion about a product; use effective vocabulary in expository writing; use details from stories or informational texts to predict or explain relationships between information and events; use ideas from two sources of information to generalize about causes, effects, or other relationships; maintain a portfolio that includes written analysis and evaluation as a method of reviewing work with teachers and parents/caregivers.

Unit 2: Reading – Reading with Minds on Fire: Readers Infer and Grow Ideas About Characters - express opinions and make judgments that demonstrate a personal point of view - use personal experience and knowledge to analyze new ideas - create an advertisement to illustrate an opinion **Unit 3: Reading – Nonfiction Reading and Independence in Reading Fiction** - use details from stories or informational texts to predict or explain relationships between information and events - use prewriting tools to organize ideas and information - state a main idea, theme, or opinion and provide supporting details from the text - use effective vocabulary in expository writing - use ideas from two sources of information to generalize about causes, effects, or other relationships	**Unit 5: Reading – Reading with Close Comprehension: Genre-Based Clubs** - analyze the author's use of setting, plot, character, rhyme, and rhythm in written and visual texts - use personal experience and knowledge to analyze new ideas - express opinions and make judgments that demonstrate a personal point of view **Unit 6: Writing - Persuasive Reviews** -use a variety of prewriting tools to organize ideas and information -state a main idea, theme, or opinion and provide supporting details from the text - use relevant examples, reasons, and explanations to support ideas -express opinions and make judgments that demonstrate a personal point of view -use personal experiences and knowledge to analyze new ideas -analyze the author's use of setting, plot, character, rhyme, and rhythm in written and visual text -create an advertisement, using words and pictures, to illustrate an opinion about a product; use effective vocabulary in expository writing -use details from stories or informational texts to predict or explain relationships between information and events -use ideas from two sources of information to generalize about causes, effects, or other relationships **Unit 7: Reading – Reading in the Content Areas** - use ideas from two sources of information to generalize about causes, effects, or other relationships - use relevant examples, reasons, and explanations to support ideas **Unit 8: Reading – Social Issue Clubs/Critical Reading Clubs**

	- express opinions and make judgments that demonstrate a personal point of view - use relevant examples, reasons, and explanations to support ideas

Standard 4: Students will read, write, listen, and speak for social interaction. Students will: share the process of writing with peers and adults; for example, write with a partner; respect the age, gender, social position, and cultural traditions of the recipient; develop a personal voice that enables the reader to get to know the writer, with assistance; use the tone, vocabulary, and sentence structure of informal conversation; maintain a portfolio that includes writing for social interaction as a method of reviewing work with teachers and parents/caregivers.	
Unit 1: Writing – Launching a Productive Writing Workshop -develop a personal voice that enables the reader to get to know the writer, with assistance -share the process of writing with peers and adults; for example, write with a partner -respect the age, gender, social position, and cultural traditions of the recipient; **Unit 2: Reading – Reading with Minds on Fire: Readers Infer and Grow Ideas About Characters** -develop a personal voice that enables the reader to get to know the writer **Unit 2: Writing - Raising the Quality of Narrative Writing** -share the process of writing with peers and adults; for example, write with a partner -respect the age, gender, social position, and cultural traditions of the recipient -develop a personal voice that enables the reader to get to know the writer, with assistance **Unit 5: Reading – Reading with Close Comprehension: Genre-Based Clubs** - share the process of writing with peers and adults	**Unit 8: Reading – Social Issue Clubs/Critical Reading Clubs** - share the process of writing with peers and adults - respect the age, gender, social position, and cultural traditions of the recipient - use the tone, vocabulary, and sentence structure of informal conversation - maintain a portfolio that includes writing for social interaction

Grade 3 Listening

LITERACY COMPETENCIES: THE LISTENING COMPETENCIES COMMON TO ALL FOUR ELA STANDARDS THAT STUDENTS ARE DEVELOPING DURING GRADE 3 ARE:	
Listening. Students will: listen attentively to books read aloud; listen attentively for different purposes; listen respectfully, without interrupting, when others speak; attend to a listening activity for a specified period of time.	
Listening Competencies are addressed in each reading and writing unit throughout the year. Please see each learning standard for how the performance indicators are specifically addressed, if they are not addressed below.	
Unit 1: Reading – Authoring an Independent Reading Life, and Becoming Lost in Stories - listen attentively to books read aloud - listen attentively for different purposes - listen respectfully, without interrupting - attend to a listening activity for a specified period of time	

GRADE-SPECIFIC PERFORMANCE INDICATORS **The grade-specific performance indicators that grade 3 students demonstrate as they learn to listen include:**	
Standard 1: Students will read, write, listen, and speak for information and understanding. Students will: acquire information and/or understand procedures; identify essential details; determine a sequence of steps given; identify main ideas and supporting details; identify a conclusion that summarizes the main idea, with assistance; interpret information by drawing upon prior knowledge and experience; collect information.	
Unit 2: Reading – Reading with Minds on Fire: Readers Infer and Grow Ideas About Characters - identify essential details - determine a sequence of steps given **Unit 3: Reading – Nonfiction Reading and Independence in Reading Fiction** -acquire information and/or understand	**Unit 6: Reading – Talking and Writing About Texts to Infer and Interpret: Clubs to Support Deeper Reading** - acquire information and/or understand procedures - identify essential details - determine a sequence of steps given - identify main idea and supporting details

procedures - identify essential details - determine a sequence of steps given - identify main idea and supporting details **Unit 4: Reading – Maintaining a Varied and Independent Reading Life, and Getting Ready to Demonstrate Skills on the Reading Tests** - acquire information and/or understand procedures -collect information - identify essential details - determine a sequence of steps given - identify main idea and supporting details - identify a conclusion that summarizes the main idea, with assistance - interpret information by drawing on prior knowledge and experience	**Unit 8: Reading – Social Issue Clubs/Critical Reading Clubs** - acquire information and/or understand procedures - identify essential details - determine a sequence of steps given - identify main idea and supporting details

Standard 2: Students will read, write, listen, and speak for literary response and expression. Students will: identify elements of character, plot, and setting to understand the author's message or intent; connect literary texts to personal experiences and previously encountered texts to enhance understanding and appreciation; identify the author's use of rhythm, repetition, and rhyme; use note taking and graphic organizers to record and organize information and ideas recalled from stories read aloud.	
Unit 2: Reading – Reading with Minds on Fire: Readers Infer and Grow Ideas About Characters - identify elements of character, plot, and setting to understand the author's message **Unit 4: Reading – Maintaining a Varied and Independent Reading Life, and Getting Ready to Demonstrate Skills on the Reading Tests** - identify elements of character, plot, and setting to understand the author's message	**Unit 5: Reading – Reading with Close Comprehension: Genre-Based Clubs** - connect literary texts to personal experiences and previously encountered texts to enhance understanding and appreciation - identify the author's use of rhythm, repetition, and rhyme - use note-taking and graphic organizers to record and organize information and ideas recalled from stories read aloud

Standard 3: Students will read, write, listen, and speak for critical analysis and evaluation. Students will: form a personal opinion about the quality of texts read aloud on the basis of criteria such as characters, plot, and setting; recognize the perspective of others, with assistance; distinguish between fact and opinion.

Unit 4: Reading – Maintaining a Varied and Independent Reading Life, and Getting Ready to Demonstrate Skills on the Reading Tests - distinguish fact from opinion **Unit 5: Reading – Reading with Close Comprehension: Genre-Based Clubs** - form a personal opinion about the quality of texts read aloud on the basis of criteria such as characters, plot, and setting	**Unit 6: Reading – Talking and Writing About Texts to Infer and Interpret: Clubs to Support Deeper Reading** - recognize the perspective of others **Unit 8: Reading – Social Issue Clubs/Critical Reading Clubs** - recognize the perspective of others

Standard 4: Students will read, write, listen, and speak for social interaction. Students will: respect the age, gender, position, and culture of the speaker; get to know the writer through friendly notes, cards, longer letters, and personal narratives read aloud to classmates and fellow listeners; identify the tone of voice and content that signal friendly communication.	
Unit 2: Reading – Reading with Minds on Fire: Readers Infer and Grow Ideas About Characters - get to know the writer through friendly notes, cards, longer letters, and personal narratives read aloud to classmates and fellow listeners - identify the tone of voice and content that signal friendly communication	**Unit 8: Reading – Social Issue Clubs/Critical Reading Clubs** - respect the age, gender, position, and culture of the speaker

Grade 3 Speaking

LITERACY COMPETENCIES: THE SPEAKING COMPETENCIES COMMON TO ALL FOUR ELA STANDARDS THAT STUDENTS ARE DEVELOPING DURING GRADE 3 ARE:
Speaking. Students will: speak in response to the reading of imaginative and informational texts; use grade-level vocabulary to communicate orally ideas, emotions, or experiences for different purposes (e.g., share ideas about personal experience, books, or writing); use conventional grammar; recognize what is relevant and irrelevant for a particular audience; communicate ideas in an organized and cohesive manner; vary formality of language according to purpose (e.g., conversation with peers, presentation to adults); speak with expression, volume, pace, and facial or body gestures appropriate to the purpose of communication, topic, and audience; take turns in conversation and respond respectfully when speaking in a group; participate in group discussions; offer

feedback to others during conferences.	
Unit 1: Reading – Authoring an Independent Reading Life, and Becoming Lost in Stories - take turns in conversation and respond respectfully when speaking in a group - use conventional grammar **Unit 2: Reading – Reading with Minds on Fire: Readers Infer and Grow Ideas About Characters** - use grade-level vocabulary to communicate orally ideas, emotions, or experiences for different purposes **Unit 3: Reading – Nonfiction Reading and Independence in Reading Fiction** - communicate ideas in an organized and cohesive manner - vary formality of language according to purpose - speak with expression, volume, pace, and facial or body gestures appropriate to the purpose of communication, topic, and audience - take turns in conversation and respond respectfully when speaking in a group	**Unit 5: Reading – Reading with Close Comprehension: Genre-Based Clubs** - speak in response to the reading of imaginative and informational texts - use grade-level vocabulary to communicate orally ideas, emotions, or experiences for different purposes - recognize what is relevant and what is irrelevant for a particular audience - communicate ideas in an organized and cohesive manner - vary formality of language according to purpose - speak with expression, volume, pace, and facial or body gestures appropriate to the purpose of communication, topic, and audience - take turns in conversation and respond respectfully when speaking in a group - participate in group discussions **Unit 6: Reading – Talking and Writing About Texts to Infer and Interpret: Clubs to Support Deeper Reading** - use conventional grammar - offer feedback to others during conferences

GRADE-SPECIFIC PERFORMANCE INDICATORS **The grade-specific performance indicators that grade 3 students demonstrate as they learn to speak include:**	
Standard 1: Students will read, write, listen, and speak for information and understanding. Students will: provide directions; ask questions; summarize, with assistance; describe a problem and suggest one or more solutions; state a main idea with supporting details; present a short oral report, using at least two sources of information, such as a person, book, magazine article, or electronic text; speak loudly enough to be heard by the audience; use complete sentences, using age- and content-appropriate vocabulary; use logical order in presentations.	
Unit 1: Reading – Authoring an Independent Reading Life, and Becoming Lost in Stories - ask questions	**Unit 4: Reading – Maintaining a Varied and Independent Reading Life, and Getting Ready to Demonstrate Skills on the Reading Tests**

- summarize, with assistance **Unit 2: Reading – Reading with Minds on Fire: Readers Infer and Grow Ideas About Characters** - ask questions - summarize, with assistance - describe a problem and suggest one or more solutions	- state a main idea with supporting details - use complete sentences, using age- and content-appropriate vocabulary **Unit 7: Reading – Reading in the Content Areas** - present a short oral report, using at least two sources of information - use logical order in presentations - speak loudly enough to be heard by the audience - provide directions

Standard 2: Students will read, write, listen, and speak for literary response and expression. Students will: present original works, such as stories, poems, and plays, to classmates; give book reviews, with assistance; describe characters and plot; make inferences; compare literary texts and performances to personal experiences and prior knowledge; explain cultural and ethnic features in literary texts, with assistance; ask questions to clarify and interpret literary texts and performance; discuss themes of literary texts, with assistance; use complete sentences, correct verb tense, age-appropriate vocabulary, and logical order in oral presentation.	
Unit 2: Reading – Reading with Minds on Fire: Readers Infer and Grow Ideas About Characters - describe characters and plot - make inferences - compare literary texts and performances to personal experiences and prior knowledge - ask questions to clarify and interpret literary texts and performances	**Unit 6: Reading – Talking and Writing About Texts to Infer and Interpret: Clubs to Support Deeper Reading** - discuss themes of literary texts, with assistance - give book reviews - present original work to classmates **Unit 7: Reading – Reading in the Content Areas** - use complete sentences, correct verb tense, age-appropriate vocabulary and logical order in oral presentation **Unit 8: Reading – Social Issue Clubs/Critical Reading Clubs** - explain cultural and ethnic features in literary texts, with assistance

Standard 3: Students will read, write, listen, and speak for critical analysis and evaluation. Students will: explain the reasons for a character's actions, considering both the situation

and motivation of the character; express an opinion or judgment about a character, setting, and plot in a variety of works; discuss the impact of format, illustrations, and titles in evaluating ideas, information, and experiences; express an opinion about school and community issues; analyze and evaluate new ideas by using personal experiences and knowledge; express an opinion, supporting it with text, about the accuracy of the content of literary works; communicate an interpretation of real or imaginary people or events through role play; use appropriate eye contact and gestures in presentations and responses; speak with appropriate rate and volume for the audience; take turns speaking in a group.

Unit 1: Reading – Authoring an Independent Reading Life, and Becoming Lost in Stories
- take turns in conversation and respond respectfully when speaking in a group

Unit 2: Reading – Reading with Minds on Fire: Readers Infer and Grow Ideas About Characters
- explain the reasons for a character's actions, considering both the situation and motivation of the character

Unit 3: Reading – Nonfiction Reading and Independence in Reading Fiction
- take turns in conversation and respond respectfully when speaking in a group
- express an opinion about school and community issues
- express an opinion, supporting it with text

Unit 5: Reading – Reading with Close Comprehension: Genre-Based Clubs
- speak with appropriate volume and rate for the audience
- express an opinion or judgment about a character, setting, and plot in a variety of works
- take turns in conversation and respond respectfully when speaking in a group

Unit 6: Reading – Talking and Writing About Texts to Infer and Interpret: Clubs to Support Deeper Reading
- analyze and evaluate new ideas by using personal experience and knowledge
- communicate an interpretation of real or imaginary people or events through role play
- discuss the impact of format, illustrations, and titles in evaluating ideas, information, and experiences

Unit 7: Reading – Reading in the Content Areas
- use appropriate eye contact and gestures in presentations and responses

Standard 4: Students will read, write, listen, and speak for social interaction.
Students will: respect the age, gender, social position, and cultural traditions of the listener when speaking; discuss the content of friendly notes, cards, letters, and personal narrative, with a partner or small group, in order to get to know the writer and each other;

use the rules of conversation, such as avoid interrupting and respond respectfully.	
Unit 2: Reading – Reading with Minds on Fire: Readers Infer and Grow Ideas About Characters - discuss the content of friendly notes, cards, letters, and personal narrative, with a partner or small group, in order to get to know the writer and each other - use the rules of conversation, such as avoid interrupting and respond respectfully	**Unit 8: Reading – Social Issue Clubs/Critical Reading Clubs** - respect the age, gender, social position, and cultural traditions of the listener when speaking

Grade 4: Success Charter Network Reading and Writing Units

Harlem Success Academy will use the Success Charter Network Reading and Writing Units as a foundation for literacy instruction. We will supplement with a variety of other resources to provide our scholars with a comprehensive balanced literacy program.

Reading

<table>
<tr><td colspan="2">LITERACY COMPETENCIES: THE READING COMPETENCIES COMMON TO ALL FOUR ELA STANDARDS THAT STUDENTS DEMONSTRATE DURING GRADE 4 ARE:</td></tr>
<tr><td colspan="2">Decoding Including Phonics and Structural Analysis and Fluency. Students will: use knowledge of letter-sound correspondence to blend sounds when reading unfamiliar but decodable words; use decoding strategies (e.g., knowledge of syllable patterns, decoding by analogy and word structure) to read unfamiliar words; identify unfamiliar words using syntactic (grammar) cues; identify unfamiliar words using semantic (meaning) cues; integrate sources of information when word reading to decode and cross-check; sight-read automatically high-frequency words and irregularly spelled content words; read with confidence from a variety of grade-level texts with appropriate speed, accuracy, and expression.</td></tr>
<tr><td>Unit 1: Reading – Authoring an Independent Reading Life, and Becoming Lost in Stories
- use knowledge of letter-sound correspondence to blend sounds when reading unfamiliar but decodable words
- use decoding strategies for unfamiliar words
- read with confidence from a variety of grade-level texts with appropriate speed, accuracy, and expression</td><td>Unit 2: Reading – Reading with Minds on Fire: Readers Infer and Grow Ideas About Characters
- identify unfamiliar words using syntactic cues
- sight-read automatically grade-level words

Unit 3: Reading – Nonfiction Reading and Independence in Reading Fiction
- integrate sources of information when word reading to decode and cross-check</td></tr>
</table>

Background Knowledge and Vocabulary Development. Students will: learn grade-level vocabulary through a variety of means; use word structure such as roots, prefixes, and suffixes to determine meaning; use prior knowledge and experience in order to understand ideas and vocabulary found in books; acquire new vocabulary by reading books and other print sources; use self-monitoring strategies to identify specific vocabulary that cause comprehension difficulties; determine the meaning of unfamiliar

words by using context clues, dictionaries, and other resources; use a thesaurus to identify synonyms and antonyms.	
Unit 1: Reading – Authoring an Independent Reading Life, and Becoming Lost in Stories - use word structure such as roots, prefixes, and suffixes to determine meaning **Unit 2: Reading – Reading with Minds on Fire: Readers Infer and Grow Ideas About Characters** - learn grade-level vocabulary through a variety of means - use a thesaurus to identify synonyms and antonyms **Unit 3: Reading – Nonfiction Reading and Independence in Reading Fiction** - determine the meaning of unfamiliar words by using context clues, dictionaries, and other resources	**Unit 5: Reading – Reading with Close Comprehension: Genre-Based Clubs** - acquire new vocabulary by reading books and other print sources - use self-monitoring strategies to identify specific vocabulary that cause comprehension difficulties **Unit 6: Reading – Talking and Writing About Texts to Infer and Interpret: Clubs to Support Deeper Reading** - use prior knowledge and experience in order to understand ideas and vocabulary found in books

Comprehension Strategies. Students will: read a variety of grade-level texts with understanding; use self-monitoring strategies, such as rereading, attending to vocabulary, and cross-checking, to determine meaning of text; work cooperatively with others to determine meaning; use text structure to recognize differences among a variety of texts; ask questions to clarify understanding of grade-level texts; read grade-level texts and answer literal, inferential, and evaluative questions; state a main idea and support it with details from the text; state a point of view and support it with details from the text; participate in discussions about grade-level texts; demonstrate comprehension of grade-level texts through a variety of responses, such as writing, drama, and oral presentations; recognize the theme or message of a text.	
Unit 1: Reading – Authoring an Independent Reading Life, and Becoming Lost in Stories - read with confidence a variety of grade-level texts - use self-monitoring strategies, such as rereading, attending to vocabulary, and cross-checking, to determine meaning of text **Unit 2: Reading – Reading with Minds**	**Unit 5: Reading – Reading with Close Comprehension: Genre-Based Clubs** - work cooperatively with others to determine meaning - use text structure to recognize differences among a variety of texts **Unit 6: Reading – Talking and Writing About Texts to Infer and Interpret: Clubs to Support Deeper Reading** - state a point of view and support it with

on Fire: Readers Infer and Grow Ideas About Characters - ask questions to clarify understanding of grade-level texts - read grade-level texts and answer literal, inferential, and evaluative questions - demonstrate comprehension of grade-level texts through a variety of responses, such as writing, drama, and oral presentations **Unit 4: Reading – Maintaining a Varied and Independent Reading Life, and Getting Ready to Demonstrate Skills on the Reading Tests** - state a main idea and support it with details from the texts	details from the text - participate in discussions about grade-level texts - recognize the theme or message of a text **Unit 8: Reading – Social Issue Clubs/Critical Reading Clubs** - participate in discussions about grade-level texts - recognize the theme or message of a text

Motivation to Read. Students will: show interest in a wide range of grade-level texts, both literary and informational; read voluntarily for differing purposes; be familiar with titles and authors of well-known grade-level texts; engage in independent silent reading.	
Unit 1: Reading – Authoring an Independent Reading Life, and Becoming Lost in Stories - show interest in a wide range of grade-level texts, both literary and informational - engage in independent silent reading - be familiar with titles and authors of well-known grade-level texts - read voluntarily for differing purposes	

GRADE-SPECIFIC PERFORMANCE INDICATORS **The grade-specific performance indicators that grade 4 students demonstrate as they learn to read include:**
Standard 1: Students will read, write, listen, and speak for information and understanding. Students will: acquire information by locating and using library media resources, with some assistance; collect and interpret data, facts, and ideas from unfamiliar texts; understand written directions and procedures; locate information in a text that is needed to solve a problem; identify a main idea and supporting details in informational texts; recognize and use organizational features, such as table of contents, indexes, page numbers, and chapter headings/subheadings, to locate information;

compare and contrast information on one topic from two different sources; identify a conclusion that summarizes the main idea; select books independently to meet informational needs; make inferences and draw conclusions on the basis of information from the text, with assistance; use text features, such as captions, charts, tables, graphs, maps, notes, and other visuals, to understand and interpret informational texts; use graphic organizers to record significant details from informational texts; use text features, such as headings, captions, and titles, to understand and interpret informational texts, with assistance; distinguish between fact and opinion, with assistance; identify missing information and irrelevant information, with assistance.	
Unit 4: Reading – Maintaining a Varied and Independent Reading Life, and Getting Ready to Demonstrate Skills on the Reading Tests - make inferences and draw conclusions on the basis of information from the text, with assistance - use text features, such as captions, charts, tables, graphs, maps, notes, and other visuals, to understand and interpret informational texts - use text features, such as headings, captions, and titles, to understand and interpret informational texts, with assistance - use graphic organizers to record significant details from informational texts - distinguish between fact and opinion - identify missing information and irrelevant information	**Unit 7: Reading – Reading in the Content Areas** - acquire information by locating and using library media resources, with some assistance - collect and interpret data, facts, and ideas from unfamiliar texts - understand written directions and procedures - identify a main idea and supporting details in informational texts - recognize and use organizational features, such as table of contents, indexes, page numbers, and chapter headings/subheadings, to locate information - compare and contrast information on one topic from two different sources - identify a conclusion that summarizes the main idea -locate information in a text that is needed to solve a problem - select books independently to meet informational needs - make inferences and draw conclusions on the basis of information from the text, with assistance - use text features, such as captions, charts, tables, graphs, maps, notes, and other visuals, to understand and interpret informational texts - use text features, such as headings, captions, and titles, to understand and interpret informational texts, with assistance - use graphic organizers to record

	significant details from informational texts - distinguish between fact and opinion - identify missing information and irrelevant information

Standard 2: Students will read, write, listen, and speak for literary response and expression. Students will: select literature on the basis of personal needs and interests from a variety of genres and by different authors; engage in purposeful oral reading in small and large groups; read print-based and electronic literary texts silently, on a daily basis, for enjoyment; relate the setting, plot, and characters in literature to own lives; explain the difference between fact and fiction; make predictions, draw conclusions, and make inferences about events and characters; identify cultural influences in texts and performances; maintain a personal reading list to reflect reading accomplishments; use specific evidence from stories to identify themes; describe characters, their actions, and their motivations; relate a sequence of events; use knowledge of story structure, story elements, and key vocabulary to interpret stories; read, view, and interpret literary texts from a variety of genres, with assistance; define the characteristics of different genres, with assistance; identify literary elements, such as setting, plot, and character, of different genres, with assistance; recognize how the author uses literary devices, such as simile, metaphor, and personification, to create meaning, with assistance; recognize how different authors treat similar themes, with assistance; identify literary elements, such as setting, plot, and character, of different genres, with assistance; use graphic organizers to record significant details about characters and events in stories.	
Unit 1: Reading – Authoring an Independent Reading Life, and Becoming Lost in Stories - maintain a personal reading list to reflect reading accomplishments - read print-based and electronic literary texts silently, on a daily basis, for enjoyment **Unit 2: Reading – Reading with Minds on Fire: Readers Infer and Grow Ideas About Characters** - use specific evidence from stories to identify themes; describe characters, their actions, and their motivations; relate a sequence of events - identify literary elements, such as setting, plot, and character, of different genres, with assistance - relate the setting, plot, and characters in literature to own lives	**Unit 4: Reading – Maintaining a Varied and Independent Reading Life, and Getting Ready to Demonstrate Skills on the Reading Tests** - identify cultural influences in texts and performances - make predictions, draw conclusions, and make inferences about events and characters - engage in purposeful oral reading in small and large groups - use knowledge of story structure, story elements, and key vocabulary to interpret stories **Unit 5: Reading – Reading with Close Comprehension: Genre-Based Clubs** - select literature on the basis of personal needs and interests from a variety of genres and by different authors - define the characteristics of different

- use graphic organizers to record significant details about characters and events in stories. **Unit 3: Reading – Nonfiction Reading and Independence in Reading Fiction** - explain the difference between fact and fiction	genres, with assistance - identify literary elements, such as setting, plot, and character, of different genres, with assistance - read, view, and interpret literary texts from a variety of genres, with assistance **Unit 6: Reading – Talking and Writing About Texts to Infer and Interpret: Clubs to Support Deeper Reading** - recognize how the author uses literary devices, such as simile, metaphor, and personification, to create meaning, with assistance - recognize how different authors treat similar themes, with assistance

Standard 3: Students will read, write, listen, and speak for critical analysis and evaluation. Students will: evaluate the content by identifying: the author's purpose; whether events, actions, characters, and/or settings are realistic; important and unimportant details; statements of fact, opinion, and exaggeration, with assistance; recurring themes across works in print and media. Students will: compare and contrast characters, plot, and setting in literary works; analyze ideas and information on the basis of prior knowledge and personal experience; recognize how language and illustrations are used to persuade in printed and filmed advertisements and in texts, such as letters to the editor; judge accuracy of content to gather facts, with assistance from teachers and parents/caregivers; use opinions and reactions of teachers and classmates to evaluate personal interpretation of ideas, information, and experience; evaluate information, ideas, opinions, and themes in texts by identifying, with assistance: a central idea and supporting details; missing or unclear information. Students will identify different perspectives, such as social, cultural, ethnic, and historical, on an issue presented in more than one text, with assistance.	
Unit 3: Reading – Nonfiction Reading and Independence in Reading Fiction - analyze ideas and information on the basis of prior knowledge and personal experience - recognize how language and illustrations are used to persuade in printed and filmed advertisements and in texts, such as letters to the editor **Unit 5: Reading – Reading with Close Comprehension: Genre-Based Clubs** - judge accuracy of content to gather facts,	**Unit 6: Reading – Talking and Writing About Texts to Infer and Interpret: Clubs to Support Deeper Reading** - identify different perspectives, such as social, cultural, ethnic, and historical, on an issue presented in more than one text, with assistance - evaluate information, ideas, opinions, and themes in texts by identifying, with assistance: a central idea and supporting details - evaluate the content by identifying: the

with assistance from teachers and parents/caregivers - use opinions and reactions of teachers and classmates to evaluate personal interpretation of ideas, information, and experience - evaluate information, ideas, opinions, and themes in texts by identifying, with assistance: a central idea and supporting details; missing or unclear information. - identify different perspectives, such as social, cultural, ethnic, and historical, on an issue presented in more than one text, with assistance - compare and contrast characters, plot, and setting in literary works; analyze ideas and information on the basis of prior knowledge and personal experience	author's purpose; whether events, actions, characters, and/or settings are realistic; important and unimportant details; statements of fact, opinion, and exaggeration, with assistance **Unit 8: Reading – Social Issue Clubs/Critical Reading Clubs** - identify different perspectives, such as social, cultural, ethnic, and historical, on an issue presented in more than one text, with assistance - evaluate information, ideas, opinions, and themes in texts by identifying, with assistance: a central idea and supporting details

Standard 4: Students will read, write, listen, and speak for social interaction. Students will: share reading experiences to build relationships with peers or adults; for example, read together silently or aloud; respect the age, gender, position, and cultural traditions of the writer; recognize the types of language (e.g.,informal vocabulary and jargon) that are appropriate to social communication.	
Unit 5: Reading – Reading with Close Comprehension: Genre-Based Clubs - share reading experiences to build relationships with peers or adults; for example, read together silently or aloud - respect the age, gender, position, and cultural traditions of the writer - recognize the types of language that are appropriate to social communication	

Grade 4 Writing

LITERACY COMPETENCIES: THE WRITING COMPETENCIES COMMON TO ALL FOUR ELA STANDARDS THAT STUDENTS DEMONSTRATE DURING GRADE 4 ARE:	
Spelling and Handwriting. Students will: correctly spell words within own writing that have been previously studied and/or frequently used; correctly spell words within own writing that follow the spelling patterns of words previously studied; use legible print and/or cursive writing.	
Unit 1: Reading – Authoring an	**Unit 6: Reading – Talking and Writing**

Independent Reading Life, and Becoming Lost in Stories - correctly spell words within own writing that have been previously studied and/or frequently used - correctly spell words within own writing that follow the spelling patterns of words previously studied - use legible print and/or cursive writing.	**About Texts to Infer and Interpret: Clubs to Support Deeper Reading** - correctly spell words within own writing that have been previously studied and/or frequently used - correctly spell words within own writing that follow the spelling patterns of words previously studied - use legible print and/or cursive writing.

Composition. Students will: respond in writing to prompts that follow the reading of literary and informational texts; write in a variety of styles, using different organizational patterns, such as chronological order, cause/effect, and compare/contrast; use a variety of media, such as print and electronic, when writing; write a variety of compositions, using the writing process (e.g., prewriting, drafting, revising, proofreading, editing); use grade-level vocabulary and varied sentence structure; develop ideas by writing sentences that are in logical order and organized into paragraphs; review writing independently in order to edit for the correct use of grade-appropriate spelling, punctuation, capitalization, and verb tense; vary the tone, vocabulary, and sentence structure according to the audience and purpose of writing; exhibit personal voice when writing; begin to use literary devices such as simile and figurative language; use at least two sources of information when writing a report; review writing with teachers and peers and be able to respond to feedback.	
Unit 1: Reading – Authoring an Independent Reading Life, and Becoming Lost in Stories - use grade-level vocabulary and varied sentence structure - develop ideas by writing sentences that are in logical order and organized into paragraphs **Unit 2: Reading – Reading with Minds on Fire: Readers Infer and Grow Ideas About Characters** - respond in writing to prompts that follow the reading of literary and informational texts - review writing with teachers and peers and be able to respond to feedback **Unit 3: Reading – Nonfiction Reading and Independence in Reading Fiction** - review writing independently in order to	**Unit 5: Reading – Reading with Close Comprehension: Genre-Based Clubs** - write in a variety of styles, using different organizational patterns, such as chronological order, cause/effect, and compare/contrast - use a variety of media, such as print and electronic, when writing - write a variety of compositions, using the writing process **Unit 6: Reading – Talking and Writing About Texts to Infer and Interpret: Clubs to Support Deeper Reading** - vary the tone, vocabulary, and sentence structure according to the audience and purpose of writing - exhibit personal voice when writing - begin to use literary devices such as simile and figurative language

edit for the correct use of grade-appropriate spelling, punctuation, capitalization, and verb tense	**Unit 7: Reading – Reading in the Content Areas** - use at least two sources of information when writing a report

Motivation to Write. Students will: write voluntarily to communicate ideas and emotions to a variety of audiences; write voluntarily for different purposes; publish writing suitable for a variety of display purposes, such as within a classroom, or school, or on the Internet.	
* students will publish writing pieces for display throughout the entire year **Unit 4: Reading – Maintaining a Varied and Independent Reading Life, and Getting Ready to Demonstrate Skills on the Reading Tests** - write voluntarily for different purposes	**Unit 6: Reading – Talking and Writing About Texts to Infer and Interpret: Clubs to Support Deeper Reading** - write voluntarily to communicate ideas and emotions to a variety of audiences - write voluntarily for different purposes

GRADE-SPECIFIC PERFORMANCE INDICATORS **The grade-specific performance indicators that grade 4 students demonstrate as they learn to write include:**	
Standard 1: Students will read, write, listen, and speak for information and understanding. Students will: take notes to record data, facts, and ideas both by following teacher direction and by writing independently; state a main idea and support it with details; use organizational patterns such as compare/contrast, cause/effect, and time/order, for expository writing; use a variety of resources, such as age-appropriate dictionaries and/or computer software, to spell words correctly; produce clear, well-organized, and well-developed explanations, reports, accounts, and directions that demonstrate understanding of a topic; support interpretations and explanations with evidence from text; maintain a portfolio that includes informational writing as a method of reviewing work with teachers and parents/caregivers; compare and contrast ideas and information from two sources; write labels and captions for graphics to convey information, with assistance.	
Unit 3: Reading – Nonfiction Reading and Independence in Reading Fiction - take notes to record data, facts, and ideas both by following teacher direction and by writing independently - state a main idea and support it with details	**Unit 6: Reading – Talking and Writing About Texts to Infer and Interpret: Clubs to Support Deeper Reading** - support interpretations and explanations with evidence from text - maintain a portfolio that includes informational writing as a method of

- use organizational patterns such as compare/contrast, cause/effect, and time/order, for expository writing - use a variety of resources, such as age-appropriate dictionaries and/or computer software, to spell words correctly **Unit 3: Writing – Personal Essay** - state a main idea and support it with details; use organizational patterns such as compare/contrast, cause/effect, and time/order, for expository writing **Unit 4: Reading – Maintaining a Varied and Independent Reading Life, and Getting Ready to Demonstrate Skills on the Reading Tests** - produce clear, well-organized, and well-developed explanations, reports, accounts, and directions that demonstrate understanding of a topic - support interpretations and explanations with evidence from text - write labels and captions for graphics to convey information, with assistance. **Unit 4: Writing – Preparing for the Writing Tasks of the State Test (ELA Exam)** - produce clear, well-organized, and well-developed explanations, reports, accounts, and directions that demonstrate understanding of a topic; support interpretations and explanations with evidence from text	reviewing work with teachers and parents/caregivers **Unit 7: Reading – Reading in the Content Areas** - compare and contrast ideas and information from two sources - take notes to record data, facts, and ideas both by following teacher direction and by writing independently **Unit 7: Writing – Content Area Writing: Writing About Knowledge** - take notes to record data, facts, and ideas both by following teacher direction and by writing independently

Standard 2: Students will read, write, listen, and speak for literary response and expression. Students will: write original literary texts that: use dialogue to create short plays; use vivid and playful language. Students will: write interpretive and responsive essays that: describe literary elements such as plot, setting, and characters; describe themes of literary texts; compare and contrast elements of texts. Students will: produce clear, well-organized responses to stories read or listened to, supporting the understanding of characters and events with details from the story; produce imaginative stories and personal narratives that show insight, development, organization, and effective language; use resources such as personal experiences and themes from the text

and performances to stimulate own writing; use a computer to create, respond to, and interpret literary texts; maintain a portfolio that includes literary and interpretive writing as a method of reviewing work with teachers and parents/caregivers; summarize the plot, with assistance; describe the characters and explain how they change, with assistance; describe the setting and recognize its importance to the story, with assistance; draw a conclusion about the work, with assistance.	
Unit 1: Writing – Raising the Level of Personal Narrative Writing - use resources such as personal experiences and themes from the text and performances to stimulate own writing -use a computer to create, respond to, and interpret literary texts **Unit 2: Reading – Reading with Minds on Fire: Readers Infer and Grow Ideas About Characters** - describe the characters and explain how they change, with assistance - describe the setting and recognize its importance to the story, with assistance - draw a conclusion about the work, with assistance. **Unit 2: Writing – Realistic Fiction** - write original literary texts that: use diaogue to create short plays; use vivid and playful language - write interpretive and responsive essays that: describe literary elements such as plot, setting, and characters; describe themes of literary texts; compare and contrast elements of texts **Unit 3: Reading – Nonfiction Reading and Independence in Reading Fiction** - produce imaginative stories and personal narratives that show insight, development, organization, and effective language - use resources such as personal experiences and themes from the text and performances to stimulate own writing **Unit 4: Reading – Maintaining a Varied and Independent Reading Life, and**	**Unit 5: Reading – Reading with Close Comprehension: Genre-Based Clubs** - write interpretive and responsive essays that: describe literary elements such as plot, setting, and characters - describe themes of literary texts - compare and contrast elements of texts - summarize the plot, with assistance - maintain a portfolio that includes literary and interpretive writing as a method of reviewing work with teachers and parents/caregivers - use a computer to create, respond to, and interpret literary texts **Unit 5: Writing – Writing Fiction, Historic Fiction, Fantasy, or Mystery** - produce clear, well-organized responses to stories read or listened to, supporting the understanding of characters and events with details from the story **Unit 6: Writing – Literary Essays and Journalism** - write interpretive and responsive essays that: describe literary elements such as plot, setting, and characters

Getting Ready to Demonstrate Skills on the Reading Tests - write original literary texts that: use dialogue to create short plays; use vivid and playful language	

Standard 3: Students will read, write, listen, and speak for critical analysis and evaluation. Students will: use prewriting strategies, such as semantic webs and Venn diagrams, to organize ideas and information and to plan writing; state a main idea, theme, or opinion and provide supporting details; use relevant examples, reasons, and explanations to support ideas; express opinions and make judgments that demonstrate a personal point of view; use personal experiences and knowledge to analyze and evaluate new ideas; analyze and evaluate the author's use of setting, plot, character, rhyme, rhythm, and language in written and visual text; use effective vocabulary in persuasive and expository writing; use details from stories or informational texts to predict, explain, or show relationships between information and events; use ideas from two or more sources of information to generalize about causes, effects, or other relationships; maintain a portfolio that includes written analysis and evaluation as a method of reviewing work with teachers and parents/caregivers.	
Unit 3: Writing – Personal Essay - use prewriting strategies, such as semantic webs and Venn diagrams, to organize ideas and information and to plan writing **Unit 5: Reading – Reading with Close Comprehension: Genre-Based Clubs** - use prewriting strategies, such as semantic webs and Venn diagrams, to organize ideas and information and to plan writing - state a main idea, theme, or opinion and provide supporting details - use relevant examples, reasons, and explanations to support ideas - express opinions and make judgments that demonstrate a personal point of view - use personal experiences and knowledge to analyze and evaluate new ideas - analyze and evaluate the author's use of setting, plot, character, rhyme, rhythm, and language in written and visual text	- use effective vocabulary in persuasive and expository writing - use details from stories or informational texts to predict, explain, or show relationships between information and events - use ideas from two or more sources of information to generalize about causes, effects, or other relationships - maintain a portfolio that includes written analysis and evaluation as a method of reviewing work with teachers and parents/caregivers. **Unit 6: Writing – Literary Essays and Journalism** - use details from stories or informational texts to predict, explain, or show relationships between information and events - use ideas from two or more sources of information to generalize about causes, effects, or other relationships

Standard 4: Students will read, write, listen, and speak for social interaction.

Students will: share the process of writing with peers and adults; for example, write with a partner; respect the age, gender, social position, and cultural traditions of the recipient; develop a personal voice that enables the reader to get to know the writer; maintain a portfolio that includes writing for social interaction as a method of reviewing work with teachers and parents/caregivers.	
Unit 6: Reading – Talking and Writing About Texts to Infer and Interpret: Clubs to Support Deeper Reading - share the process of writing with peers and adults; for example, write with a partner - respect the age, gender, social position, and cultural traditions of the recipient - develop a personal voice that enables the reader to get to know the writer - maintain a portfolio that includes writing for social interaction as a method of reviewing work with teachers and parents/caregivers.	**Unit 8: Reading – Social Issue Clubs/Critical Reading Clubs** - share the process of writing with peers and adults; for example, write with a partner - respect the age, gender, social position, and cultural traditions of the recipient - develop a personal voice that enables the reader to get to know the writer - maintain a portfolio that includes writing for social interaction as a method of reviewing work with teachers and parents/caregivers.

Grade 4 Listening

LITERACY COMPETENCIES: THE LISTENING COMPETENCIES COMMON TO ALL FOUR ELA STANDARDS THAT STUDENTS DEMONSTRATE DURING GRADE 4 ARE:	
Listening. Students will: listen attentively to books read aloud; listen attentively for different purposes and for an extended period of time; respond appropriately to what is heard; listen respectfully, and without interrupting, when others speak.	
Unit 1: Raeading – Authoring an Independent Reading Life, and Becoming Lost in Stories - listen attentively to books read aloud - listen attentively for different purposes and for an extended period of time - respond appropriately to what is heard - listen respectfully, and without interrupting, when others speak	

GRADE-SPECIFIC PERFORMANCE INDICATORS **The grade-specific performance indicators that grade 4 students demonstrate as they learn to listen include:**
Standard 1: Students will read, write, listen, and speak for information and

understanding. Students will: acquire information and/or understand procedures; identify a main idea, essential details, and supporting details; determine a sequence of steps given; identify a conclusion that summarizes the main idea; interpret information by drawing upon prior knowledge and experience; distinguish between fact and opinion, with assistance; identify information that is implicit, rather than stated, with assistance.	
Unit 2: Reading – Reading with Minds on Fire: Readers Infer and Grow Ideas About Characters - interpret information by drawing upon prior knowledge and experience **Unit 3: Reading – Nonfiction Reading and Independence in Reading Fiction** - acquire information and/or understand procedures - identify a main idea, essential details, and supporting details - determine a sequence of steps given - identify a conclusion that summarizes the main idea - interpret information by drawing upon prior knowledge and experience - distinguish between fact and opinion, with assistance	**Unit 4: Reading – Maintaining a Varied and Independent Reading Life, and Getting Ready to Demonstrate Skills on the Reading Tests** - identify a main idea, essential details, and supporting details - distinguish between fact and opinion, with assistance **Unit 5: Reading – Reading with Close Comprehension: Genre-Based Clubs** - distinguish between fact and opinion, with assistance - identify information that is implicit, rather than stated, with assistance **Unit 7: Writing – Content Area Writing: Writing About Knowledge** - distinguish between fact and opinion, with assistance - identify information that is implicit, rather than stated, with assistance **Unit 8: Reading – Social Issue Clubs/Critical Reading Clubs** - distinguish between fact and opinion, with assistance

Standard 2: Students will read, write, listen, and speak for literary response and expression. Students will: identify elements of character, plot, and setting to understand the author's message or intent; compare and contrast ideas of others to own ideas; use note taking and graphic organizers to record and organize information and ideas recalled from stories read aloud; identify a character's motivation, with assistance.	
Unit 5: Reading – Reading with Close Comprehension: Genre-Based Clubs - identify elements of character, plot, and setting to understand the author's message or intent	**Unit 6: Reading – Talking and Writing About Texts to Infer and Interpret: Clubs to Support Deeper Reading** - use note taking and graphic organizers to record and organize information and ideas

- compare and contrast ideas of others to own ideas	recalled from stories read aloud - identify a character's motivation, with assistance.

Standard 3: Students will read, write, listen, and speak for critical analysis and evaluation. Students will: distinguish between information in media texts, such as live news coverage, and in fictional material, such as dramatic productions; recognize the perspective of others; distinguish between fact, opinion, and exaggeration; form an opinion on a subject on the basis of information, ideas, and themes expressed in presentations, with assistance.	
Unit 1: Reading – Authoring an Independent Reading Life, and Becoming Lost in Stories - recognize the perspective of others; distinguish between fact, opinion, and exaggeration **Unit 3: Reading – Nonfiction Reading and Independence in Reading Fiction** - distinguish between fact, opinion, and exaggeration **Unit 5: Reading – Reading with Close Comprehension: Genre-Based Clubs** - form an opinion on a subject on the basis of information, ideas, and themes expressed in presentations, with assistance **Unit 6: Reading – Talking and Writing About Texts to Infer and Interpret: Clubs to Support Deeper Reading** - distinguish between information in media texts, such as live news coverage, and in fictional material, such as dramatic productions	**Unit 7: Reading – Reading in the Content Areas** - form an opinion on a subject on the basis of information, ideas, and themes expressed in presentations, with assistance - distinguish between information in media texts, such as live news coverage, and in fictional material, such as dramatic productions - distinguish between fact, opinion, and exaggeration **Unit 8: Reading – Social Issue Clubs/Critical Reading Clubs** - distinguish between fact and opinion, with assistance - form an opinion on a subject on the basis of information, ideas, and themes expressed in presentations, with assistance - distinguish between information in media texts, such as live news coverage, and in fictional material, such as dramatic productions

Standard 4: Students will read, write, listen, and speak for social interaction. Students will: respect the age, gender, position, and culture of the speaker; listen to friendly notes, cards, longer letters, and personal narratives read aloud to get to know the writer and/or classmates and fellow listeners; listen for the tone of voice and content that signal friendly communication.	
Unit 5: Reading – Reading with Close	**Unit 6: Reading – Talking and Writing**

Comprehension: Genre-Based Clubs - listen to friendly notes, cards, longer letters, and personal narratives read aloud to get to know the writer and/or classmates and fellow listeners - listen for the tone of voice and content that signal friendly communication.	**About Texts to Infer and Interpret: Clubs to Support Deeper Reading** - respect the age, gender, position, and culture of the speaker **Unit 8: Writing – Memoir** - respect the age, gender, position, and culture of the speaker - listen to friendly notes, cards, longer letters, and personal narratives read aloud to get to know the writer and/or classmates and fellow listeners

Grade 4 Speaking

LITERACY COMPETENCIES: THE SPEAKING COMPETENCIES COMMON TO ALL FOUR ELA STANDARDS THAT STUDENTS DEMONSTRATE DURING GRADE 4 ARE:	
Speaking. Students will: speak in response to the reading of a variety of texts; use age-appropriate vocabulary to communicate ideas; use grammatically correct sentences when speaking; include details that are relevant for the audience; communicate ideas in an organized and cohesive manner; vary the formality of language according to the audience and purpose for speaking; speak with expression, volume, pace, and gestures appropriate for the audience and purpose of communication; respond respectfully and avoid interrupting when speaking in a group; participate in group discussions on a variety of topics; offer feedback to others.	
Unit 1: Reading – Authoring an Independent Reading Life, and Becoming Lost in Stories - respond respectfully and avoid interrupting when speaking in a group - participate in group discussions on a variety of topics - offer feedback to others **Unit 3: Reading – Nonfiction Reading and Independence in Reading Fiction** - use grammatically correct sentences when speaking; include details that are relevant for the audience - communicate ideas in an organized and cohesive manner - speak with expression, volume, pace, and	**Unit 4: Reading – Maintaining a Varied and Independent Reading Life, and Getting Ready to Demonstrate Skills on the Reading Tests** - speak in response to the reading of a variety of texts; use age-appropriate vocabulary to communicate ideas - use age-appropriate vocabulary to communicate ideas **Unit 5: Reading – Reading with Close Comprehension: Genre-Based Clubs** - speak in response to the reading of a variety of texts; use age-appropriate vocabulary to communicate ideas - use age-appropriate vocabulary to communicate ideas

gestures appropriate for the audience and purpose of communication	- include details that are relevant for the audience - communicate ideas in an organized and cohesive manner - vary the formality of language according to the audience and purpose for speaking - speak with expression, volume, pace, and gestures appropriate for the audience and purpose of communication

GRADE-SPECIFIC PERFORMANCE INDICATORS **The grade-specific performance indicators that grade 4 students demonstrate as they learn to speak include:**	
Standard 1: Students will read, write, listen, and speak for information and understanding. Students will: ask clarifying questions; summarize; state a main idea with supporting examples and details; explain a line of reasoning; present a short oral report, using a variety of sources; speak loudly enough to be heard by the audience; use gestures appropriate to convey meaning; use complete sentences, using age- and content-appropriate vocabulary; use logical order in presentations.	
Unit 1: Reading – Authoring an Independent Reading Life, and Becoming Lost in Stories - ask clarifying questions - use complete sentences, using age- and content-appropriate vocabulary **Unit 5: Writing – Writing Fiction, Historic Fiction, Fantasy, or Mystery** - use gestures appropriate to convey meaning; use complete sentences, using age- and content-appropriate vocabulary; use logical order in presentations **Unit 6: Reading – Talking and Writing About Texts to Infer and Interpret: Clubs to Support Deeper Reading** - summarize - state a main idea with supporting examples and details - explain a line of reasoning	**Unit 7: Reading – Reading in the Content Areas** - present a short oral report, using a variety of sources - speak loudly enough to be heard by the audience - use gestures appropriate to convey meaning - use complete sentences **Unit 8: Writing – Memoir** -ask clarifying questions -summarize -state a main idea with supporting examples and details -explain a line of reasoning; present a short oral report, using a variety of sources

Standard 2: Students will read, write, listen, and speak for literary response and expression. Students will: present original works, such as stories, poems, and plays, to

classmates; give book reviews; describe characters, setting, and plot; make inferences and draw conclusions; explain cultural and ethnic features in literary texts; ask questions to clarify and interpret literary texts and performances and respond to the questions of classmates; use complete sentences, correct verb tense, age-appropriate vocabulary, and logical order in oral presentation.	
Unit 2: Reading – Reading with Minds on Fire: Readers Infer and Grow Ideas About Characters - describe characters, setting, and plot - make inferences and draw conclusions - explain cultural and ethnic features in literary texts - ask questions to clarify and interpret literary texts and performances and respond to the questions of classmates	**Unit 5: Reading – Reading with Close Comprehension: Genre-Based Clubs** - present original works, such as stories, poems, and plays, to classmates - give book reviews - use complete sentences, correct verb tense, age-appropriate vocabulary, and logical order in oral presentation

Standard 3: Students will read, write, listen, and speak for critical analysis and evaluation. Students will: discuss the impact of vocabulary, format, illustrations, and titles in evaluating ideas, information, and experiences; express an opinion about school and community issues; express an opinion about the accuracy of the content of literary works, editorials, reviews, and advertisements supported by the text; speak with appropriate rate and volume for the audience; take turns speaking in a group.	
Unit 3: Reading – Nonfiction Reading and Independence in Reading Fiction - discuss the impact of vocabulary, format, illustrations, and titles in evaluating ideas, information, and experiences - express an opinion about school and community issues - express an opinion about the accuracy of the content of literary works, editorials, reviews, and advertisements supported by the text - speak with appropriate rate and volume for the audience - take turns speaking in a group.	**Unit 6: Reading – Talking and Writing About Texts to Infer and Interpret: Clubs to Support Deeper Reading** - express an opinion about school and community issues - express an opinion about the accuracy of the content of literary works, editorials, reviews, and advertisements supported by the text **Unit 7: Reading: – Reading in the Content Areas** - express an opinion about the accuracy of the content of literary works, editorials, reviews, and advertisements supported by the text **Unit 8: Reading – Social Issue Clubs/Critical Reading Clubs**

	- express an opinion about school and community issues - express an opinion about the accuracy of the content of literary works, editorials, reviews, and advertisements supported by the text

Standard 4: Students will read, write, listen, and speak for social interaction. Students will: respect the age, gender, position, and cultural traditions of the listener when speaking, discuss the content of friendly notes, cards, letters, and personal narrative, with a partner or small group, in order to get to know the writer and each other; use the rules of conversation, such as avoid interrupting and respond respectfully.	
Unit 5: Reading – Reading with Close Comprehension: Genre-Based Clubs - discuss the content of friendly notes, cards, letters, and personal narrative, with a partner or small group, in order to get to know the writer and each other **Unit 6: Reading – Talking and Writing About Texts to Infer and Interpret: Clubs to Support Deeper Reading** - use the rules of conversation, such as avoid interrupting and respond respectfully	**Unit 8: Reading – Social Issue Clubs/Critical Reading Clubs** - respect the age, gender, position, and cultural traditions of the listener when speaking

Grade 5: Success Charter Network Reading and Writing Units

Harlem Success Academy will use the Success Charter Network Reading and Writing Units as a foundation for literacy instruction. We will supplement with a variety of other resources to provide our scholars with a comprehensive balanced literacy program.

Grade 5 Reading

LITERACY COMPETENCIES: THE READING COMPETENCIES COMMON TO ALL FOUR ELA STANDARDS THAT STUDENTS DEMONSTRATE DURING GRADE 5 ARE:
Word Recognition. Students will: use knowledge of a variety of decoding strategies, such as letter-sound correspondence, syllable patterns, decoding by analogy, word structure, use of syntactic (grammar) cues, and use of semantic (meaning) cues, to read unfamiliar words; integrate sources of information to decode unfamiliar words and to cross-check, self-correcting when appropriate; use word recognition skills and strategies, accurately and automatically, when decoding unfamiliar words; recognize at sight a large body of high-frequency words and irregularly spelled content vocabulary.
Word Recognition Competencies are addressed in each reading and writing unit throughout the year. Please see each learning standard for how the performance indicators are specifically addressed.

Background Knowledge and Vocabulary Development. Students will: learn grade-level vocabulary through both direct and indirect means; use word structure knowledge, such as roots, prefixes, and suffixes, to determine meaning; use prior knowledge and experience in order to understand ideas and vocabulary found in books; acquire new vocabulary by reading a variety of texts; use self-monitoring strategies to identify specific vocabulary that causes comprehension difficulties; determine the meaning of unfamiliar words by using context clues, dictionaries, glossaries, and other resources; use a thesaurus to identify synonyms and antonyms.
Background Knowledge and Vocabulary Development Competencies are addressed in each reading and writing unit throughout the year. Please see each learning standard for how the performance indicators are specifically addressed.

Comprehension Strategies. Students will: read a variety of grade-level texts, for a variety of purposes, with understanding; use self-monitoring strategies, such as cross-checking, summarizing, and self-questioning, to construct meaning of text; recognize when comprehension has been disrupted and initiate self-correction strategies, such as rereading, adjusting rate of reading, and attending to specific vocabulary; use knowledge of text structures to recognize and discriminate differences among a variety of texts and

to support understanding; ask questions to clarify understanding and to focus reading; make connections between text being read and own lives, the lives of others, and other texts read in the past; use prior knowledge in concert with text information to support comprehension, from forming predictions to making inferences and drawing conclusions; read grade-level texts and answer literal, inferential, and evaluative questions; state or summarize a main idea and support/elaborate with relevant details; present a point of view or interpretation of a text, such as its theme, and support it with significant details from the text; participate cooperatively and collaboratively in group discussions of texts; note and describe aspects of the writer's craft; read aloud, accurately and fluently, with appropriate rate of reading, intonation, and inflection; demonstrate comprehension of grade-level texts through a range of responses, such as writing, drama, and oral presentations.

Comprehension Strategies are addressed in each reading and writing unit throughout the year. Please see each learning standard for how the performance indicators are specifically addressed. A few specific examples of how comprehension strategies are taught at the beginning of the year are listed below.

Unit 1: Reading – Authoring an Independent Reading Life, and Becoming Lost in Stories

- Recognize when comprehension has been disrupted and initiate self-correction strategies, such as rereading, adjusting rate of reading, and attending to specific vocabulary
- Ask questions to clarify understanding and to focus reading
- Use knowledge of text structures to recognize and discriminate differences among a variety of texts and to support understanding

Unit 2: Reading – Reading with Minds on Fire: Readers Infer and Grow Ideas About Characters

- Present a point of view or interpretation of a text, such as its theme, and support it with significant details from the text

Motivation to Read. Students will: show interest in a wide range of texts, topics, and genres for reading; read voluntarily for a variety of purposes; be familiar with titles and authors of a wide range of literature; engage in independent silent reading for extended periods of time.

Motivation to Read Competencies are addressed in each reading and writing unit throughout the year. Scholars will read independently each day for up 20-30 minutes and teachers will continually invest students in reading through individual reading conferences and small group guided reading. Please see each learning standard for how the performance indicators are specifically addressed.

GRADE-SPECIFIC PERFORMANCE INDICATORS
The grade-specific performance indicators that grade 5 students demonstrate as they learn to read include:

Standard 1: Students will read, write, listen, and speak for information and understanding. Students will: locate and use school and public library resources, with some direction, to acquire information; use the table of contents and indexes to locate information; read to collect and interpret data, facts, and ideas from multiple sources; read the steps in a procedure in order to accomplish a task such as completing a science experiment; skim material to gain an overview of content or locate specific information; use text features, such as headings, captions, and titles, to understand and interpret informational texts; recognize organizational formats to assist in comprehension of informational texts; identify missing information and irrelevant information; distinguish between fact and opinion; identify information that is implied rather than stated; compare and contrast information on one topic from multiple sources; recognize how new information is related to prior knowledge or experience; identify main ideas and supporting details in informational texts to distinguish relevant and irrelevant information; make inferences and draw conclusions, on the basis of information from the text, with assistance; identify information that is implied rather than stated, with assistance.

Unit 3: Reading: Nonfiction Reading and Independence in Reading Fiction

- Locate and use school and public library resources, with some direction, to acquire information
- Use the table of contents and indexes to locate information
- Read to collect and interpret data, facts, and ideas from multiple sources
- Read the steps in a procedure in order to accomplish a task such as completing a science experiment
- Skim material to gain an overview of content or locate specific information
- Use text features, such as headings, captions, and titles, to understand and interpret informational texts

Unit 3: Writing – Personal Essay

- Skim material to gain an overview of content or locate specific information
- Recognize organizational formats to assist in comprehension of

Unit 7: Reading - Reading in the Content Areas (Social Studies – 5th)

- Locate and use school and public library resources, with some direction, to acquire information
- Use the table of contents and indexes to locate information
- Read to collect and interpret data, facts, and ideas from multiple sources
- Read the steps in a procedure in order to accomplish a task such as completing a science experiment
- Skim material to gain an overview of content or locate specific information
- Use text features, such as headings, captions, and titles, to understand and interpret informational texts
- Recognize organizational formats to assist in comprehension of informational texts
- Identify missing information and irrelevant information
- Distinguish between fact and

informational texts • Identify missing information and irrelevant information • Recognize how new information is related to prior knowledge or experience • Identify main ideas and supporting details in informational texts to distinguish relevant and irrelevant information **Unit 4: Reading – A Varied & Independent Reading Life & Demonstrating Reading Skills on Reading Tests** • Read to collect and interpret data, facts, and ideas from multiple sources • Recognize organizational formats to assist in comprehension of informational texts • Identify missing information and irrelevant information • Distinguish between fact and opinion; identify information that is implied rather than stated • Compare and contrast information on one topic from multiple sources • Recognize how new information is related to prior knowledge or experience • Identify main ideas and supporting details in informational texts to distinguish relevant and irrelevant information • Make inferences and draw conclusions, on the basis of information from the text, with assistance • Identify information that is implied rather than stated, with assistance • Make inferences and draw conclusions, on the basis of information from the text, with assistance; identify information that is implied rather than stated, with	opinion • Identify information that is implied rather than stated • Compare and contrast information on one topic from multiple sources • Recognize how new information is related to prior knowledge or experience • Identify main ideas and supporting details in informational texts to distinguish relevant and irrelevant information **Unit 7: Writing – Content Area Writing: Writing About Knowledge** • Use text features, such as headings, captions, and titles, to understand and interpret informational texts • Distinguish between fact and opinion • Identify information that is implied rather than stated • Compare and contrast information on one topic from multiple sources

assistance **Unit 4: Writing – Preparing for the Writing Tasks of the State Test (ELA Exam)** • Locate and use school and public library resources, with some direction, to acquire information • Use the table of contents and indexes to locate information • Use the table of contents and indexes to locate information • Read to collect and interpret data, facts, and ideas from multiple sources • Read the steps in a procedure in order to accomplish a task such as completing a science experiment • Skim material to gain an overview of content or locate specific information • Use text features, such as headings, captions, and titles, to understand and interpret informational texts • Identify missing information and irrelevant information	

Standard 2: Students will read, write, listen, and speak for literary response and expression. Students will: read, view, and interpret literary texts from a variety of genres; define characteristics of different genres; select literary texts on the basis of personal needs and interests and read silently for enjoyment for extended periods; read aloud from a variety of genres; for example, read the lines of a play or recite a poem; use inflection and intonation appropriate to text read and audience; recognize that the same story can be told in different genres, such as novels, poems, or plays, with assistance; identify literary elements, such as setting, plot, and character, of different genres; recognize how the author uses literary devices, such as simile, metaphor, and personification, to create meaning; recognize how different authors treat similar themes; identify the ways in which characters change and develop throughout a story; compare characters in literature to people in own lives.	
Unit 1: Writing – Raising the Level of Personal Narrative Writing • Identify the ways in which characters change and develop throughout a story; compare characters in literature to people in own lives	**Unit 5: Reading - Reading with Close Comprehension: Genre-Based Clubs** • Read, view, and interpret literary texts from a variety of genres • Define characteristics of different genres • Select literary texts on the basis of

• Select literary texts on the basis of personal needs and interests and read silently for enjoyment for extended periods • Read aloud from a variety of genres; for example, read the lines of a play or recite a poem; use inflection and intonation appropriate to text read and audience; recognize that the same story can be told in different genres, such as novels, poems, or plays, with assistance **Unit 2: Writing – Realistic Fiction** • Identify literary elements, such as setting, plot, and character, of different genres • Recognize how the author uses literary devices, such as simile, metaphor, and personification, to create meaning • Recognize how different authors treat similar themes • Identify the ways in which characters change and develop throughout a story • Compare characters in literature to people in own lives **Unit 4: Reading – A Varied & Independent Reading Life & Demonstrating Reading Skills on Reading Tests** • Identify literary elements, such as setting, plot, and character, of different genres • Recognize how the author uses literary devices, such as simile, metaphor, and personification, to create meaning • Recognize how different authors treat similar themes • Identify the ways in which characters change and develop throughout a story • Compare characters in literature to	personal needs and interests and read silently for enjoyment for extended periods • Read aloud from a variety of genres; for example, read the lines of a play or recite a poem • Use inflection and intonation appropriate to text read and audience • Recognize that the same story can be told in different genres, such as novels, poems, or plays, with assistance • Identify literary elements, such as setting, plot, and character, of different genres • Recognize how the author uses literary devices, such as simile, metaphor, and personification, to create meaning • Recognize how different authors treat similar themes • Identify the ways in which characters change and develop throughout a story • Compare characters in literature to people in own lives. **Unit 5: Writing – Writing Fiction, Historic Fiction, Fantasy, or Mystery** • Read, view, and interpret literary texts from a variety of genres • Define characteristics of different genres • Identify the ways in which characters change and develop throughout a story

people in own lives.	

Standard 3: Students will read, write, listen, and speak for critical analysis and evaluation. Students will: evaluate information, ideas, opinions, and themes in texts by identifying: a central idea and supporting details; details that are primary and those that are less important; statements of fact, opinion, and exaggeration; missing or unclear information. Students will: use established criteria to analyze the quality of information in text; identify different perspectives, such as social, cultural, ethnic, and historical, on an issue presented in one or more than one text.	
Unit 4: Writing – Preparing for the Writing Tasks of the State Test (ELA Exam) • Evaluate information, ideas, opinions, and themes in texts by identifying: a central idea and supporting details; details that are primary and those that are less important; statements of fact, opinion, and exaggeration; missing or unclear information • Use established criteria to analyze the quality of information in text; identify different perspectives, such as social, cultural, ethnic, and historical, on an issue presented in one or more than one text. **Unit 6: Reading - Talking and Writing About Texts to Infer and Interpret: Clubs to Support Deeper Reading** • Evaluate information, ideas, opinions, and themes in texts by identifying: a central idea and supporting details; details that are primary and those that are less important; statements of fact, opinion, and exaggeration; missing or unclear information. • Use established criteria to analyze the quality of information in text • Identify different perspectives, such as social, cultural, ethnic, and historical, on an issue presented in one or more than one text. **Unit 6: Writing – Literary Essay and**	**Unit 8: Reading – Social Issue Clubs/Critical Reading Clubs** • Evaluate information, ideas, opinions, and themes in texts by identifying: a central idea and supporting details; details that are primary and those that are less important; statements of fact, opinion, and exaggeration; missing or unclear information. • Use established criteria to analyze the quality of information in text • Identify different perspectives, such as social, cultural, ethnic, and historical, on an issue presented in one or more than one text.

Journalism • Evaluate information, ideas, opinions, and themes in texts by identifying: a central idea and supporting details; details that are primary and those that are less important; statements of fact, opinion, and exaggeration; missing or unclear information • Use established criteria to analyze the quality of information in text; identify different perspectives, such as social, cultural, ethnic, and historical, on an issue presented in one or more than one text.	

Standard 4: Students will read, write, listen, and speak for social interaction. Students will: share reading experiences to build a relationship with peers or adults; for example, read together silently or aloud with a partner or in small groups; respect the age, gender, position, and cultural traditions of the writer; recognize conversational tone in friendly communication; recognize the types of language (e.g., jargon, informal vocabulary, and email conventions) that are appropriate to social communication.	
Unit 1: Writing – Raising the Level of Personal Narrative Writing • Share reading experiences to build a relationship with peers or adults; for example, read together silently or aloud with a partner or in small groups	**Unit 8: Writing – Memoir** • Respect the age, gender, position, and cultural traditions of the writer • Recognize conversational tone in friendly communication • Recognize the types of language (e.g., jargon, informal vocabulary, and email conventions) that are appropriate to social communication

Grade 5 Writing

LITERACY COMPETENCIES: THE WRITING COMPETENCIES COMMON TO ALL FOUR ELA STANDARDS THAT STUDENTS DEMONSTRATE DURING GRADE 5 ARE:
Spelling and Handwriting. Students will: correctly spell words within own writing that have been previously studied and/or frequently used; correctly spell words within own writing that follow the spelling patterns of words that have been previously studied; spell a large body of words accurately and quickly when writing; use a variety of spelling resources, such as spelling dictionaries and spell-check tools, to support correct spelling; use legible print and/or cursive writing.
Spelling and Handwriting Competencies are addressed in each reading and writing unit

throughout the year. Please see each learning standard for how the performance indicators are specifically addressed.

Composition. Students will: respond in writing to prompts that follow the reading of literary and informational texts; respond to writing prompts that follow listening to literary and informational texts; write on a wide range of topics; understand and use writing for a variety of purposes; use a variety of different organizational patterns for writing, such as chronological order, cause/effect, compare/contrast; use a variety of media, such as print and electronic, when writing; use the writing process (e.g., prewriting, drafting, revising, proofreading, and editing); use a variety of prewriting strategies, such as brainstorming, freewriting, note taking, and webbing; review writing independently in order to revise for focus, development of ideas, and organization; review writing independently in order to edit for correct spelling, grammar, capitalization, punctuation, and paragraphing; understand and write for a variety of audiences; adjust style of writing, voice, and language used according to purpose and intended audience; incorporate aspects of the writer's craft, such as literary devices and specific voice, into own writing; use multiple sources of information when writing a report; review writing with teachers and peers.

Unit 1: Reading – Authoring an Independent Reading Life, and Becoming Lost in Stories

- Respond in writing to prompts that follow the reading of literary and informational texts
- Use a variety of prewriting strategies, such as brainstorming, freewriting, note taking, and webbing

Unit 1: Writing – Raising the Level of Personal Narrative Writing

- Use a variety of different organizational patterns for writing, such as chronological order, cause/effect, compare/contrast
- When writing; use the writing process (e.g., prewriting, drafting, revising, proofreading, and editing)
- Use a variety of prewriting strategies, such as brainstorming, freewriting, note taking, and webbing
- Review writing independently in order to revise for focus, development of ideas, and

Unit 6: Writing – Literary Essay and Journalism

- Review writing independently in order to edit for correct spelling, grammar, capitalization, punctuation and paragraphing
- Understand and write for a variety of audiences
- Adjust style of writing, voice, and language used according to purpose and intended audience
- Incorporate aspects of the writer's craft, such as literary devices and specific voice, into own writing
- Use multiple sources of information when writing a report
- Review writing with teachers and peers

Unit 8: Writing – Memoir

- Use a variety of different organizational patterns for writing, such as chronological order, cause/effect, compare/contrast
- Use a variety of media, such as print and electronic, when writing

organization • Review writing independently in order to edit for correct spelling, grammar, capitalization, punctuation, and paragraphing • Understand and write for a variety of audiences • Adjust style of writing, voice, and language used according to purpose and intended audience **Unit 4: Writing – Preparing for the Writing Tasks of the State Test (ELA Exam)** • Respond in writing to prompts that follow the reading of literary and informational texts • Respond to writing prompts that follow listening to literary and informational texts; write on a wide range of topics; understand and use writing for a variety of purposes	

Motivation to Write. Students will: write voluntarily to communicate ideas and emotions to a variety of audiences, from self to unknown; write voluntarily for different purposes; write on a variety of topics; publish writing in a variety of presentation or display mediums, for a variety of audiences.
Motivation to Read Competencies are addressed in each reading and writing unit throughout the year. Scholars will write in every writing workshop and teachers will continually invest students in writing through individual writing conferences and small group strategy work. Please see each learning standard for how the performance indicators are specifically addressed.

GRADE-SPECIFIC PERFORMANCE INDICATORS **The grade-specific performance indicators that grade 5 students demonstrate as they learn to write include:**
Standard 1: Students will read, write, listen, and speak for information and understanding. Students will: use at least three sources of information in writing a report, with assistance; take notes to record and organize relevant data, facts, and ideas, with assistance, and use notes as part of prewriting activities; state a main idea and support it with details and examples; compare and contrast ideas and information from two sources; write labels or captions for graphics, such as charts, graphs, and diagrams, to convey information; adopt an organizational format, such as chronological order, that is appropriate for informational writing; use paragraphing to organize ideas and

information, with assistance; maintain a portfolio that includes informational writing.	
Unit 3: Writing – Personal Essay • Take notes to record and organize relevant data, facts, and ideas, with assistance, and use notes as part of prewriting activities • State a main idea and support it with details and examples • Compare and contrast ideas and information from two sources • Use paragraphing to organize ideas and information, with assistance • Maintain a portfolio that includes informational writing **Unit 4: Writing – Preparing for the Writing Tasks of the State Test (ELA Exam)** • Take notes to record and organize relevant data, facts, and ideas, with assistance, and use notes as part of prewriting activities • State a main idea and support it with details and examples • Compare and contrast ideas and information from two sources • Adopt an organizational format, such as chronological order, that is appropriate for informational writing • Use paragraphing to organize ideas and information, with assistance	**Unit 7: Writing – Content Area Writing: Writing About Knowledge** • Use at least three sources of information in writing a report, with assistance • Take notes to record and organize relevant data, facts, and ideas, with assistance, and use notes as part of prewriting activities • State a main idea and support it with details and examples • Compare and contrast ideas and information from two sources • Write labels or captions for graphics, such as charts, graphs, and diagrams, to convey information • Adopt an organizational format, such as chronological order, that is appropriate for informational writing • Use paragraphing to organize ideas and information, with assistance • Maintain a portfolio that includes informational writing

Standard 2: Students will read, write, listen, and speak for literary response and expression. Students will: develop original literary texts that: use organizing structures such as stanzas and chapters; create a lead that attracts the reader's interest; provide a title that interests the reader; develop characters and establish a plot; use examples of literary devices, such as rhyme, rhythm, and simile; establish consistent point of view (e.g., first or third person) with assistance. Students will: write interpretive essays that: summarize the plot; describe the characters and how they change; describe the setting and recognize its importance to the story; draw a conclusion about the work; interpret the impact of literary devices, such as simile and personification; recognize the impact of rhythm and rhyme in poems. Students will: respond to literature, connecting the response to personal experience; use resources, such as personal experiences and themes from other texts and performances, to plan and create literary texts; maintain a writing portfolio that includes literary, interpretive, and responsive writing.

Unit 2: Reading: Reading with Minds on Fire – Readers Infer and Grow Ideas About Characters • Establish consistent point of view (e.g., first or third person) with assistance. • Describe the characters and how they change • Describe the setting and recognize its importance to the story **Unit 2: Writing – Realistic Fiction** • Use organizing structures such as stanzas and chapters • Create a lead that attracts the reader's interest • Provide a title that interests the reader • Develop characters and establish a plot • Use examples of literary devices, such as rhyme, rhythm, and simile • Establish consistent point of view (e.g., first or third person) with assistance • such as simile and personification • Recognize the impact of rhythm and rhyme in poems	**Unit 5: Writing – Writing Fiction, Historic Fiction, Fantasy, or Mystery** • Use organizing structures such as stanzas and chapters • Create a lead that attracts the reader's interest • Provide a title that interests the reader • Develop characters and establish a plot • Use examples of literary devices, such as rhyme, rhythm, and simile • Establish consistent point of view (e.g., first or third person) with assistance • Respond to literature, connecting the response to personal experience • Use resources, such as personal experiences and themes from other texts and performances, to plan and create literary texts • Interpret the impact of literary devices **Unit 6: Writing – Literary Essays and Journalism** • Write interpretive essays that: summarize the plot; describe the characters and how they change; describe the setting and recognize its importance to the story; draw a conclusion about the work • Maintain a portfolio that includes informational writing

Standard 3: Students will read, write, listen, and speak for critical analysis and evaluation. Students will: use strategies, such as note taking, semantic webbing, or mapping, to plan and organize writing; use supporting evidence from text to evaluate ideas, information, themes, or experiences; analyze the impact of an event or issue from personal and peer group perspectives; analyze literary elements in order to evaluate the quality of ideas and information in text; use information and ideas from other subject areas and personal experiences to form and express opinions; adapt an organizational format, such as compare/contrast, appropriate for critical analysis and evaluation, with

assistance; use precise vocabulary in writing analysis and evaluation, with assistance; maintain a writing portfolio that includes writing for critical analysis and evaluation.	
Unit 3: Reading: Nonfiction Reading and Independence in Reading Fiction • Adapt an organizational format, such as compare/contrast, appropriate for critical analysis and evaluation, with assistance • Use strategies, such as note taking, semantic webbing, or mapping, to plan and organize writing • Use supporting evidence from text to evaluate ideas, information, themes, or experiences • Analyze the impact of an event or issue from personal and peer group perspectives **Unit 4: Writing – Preparing for the Writing Tasks of the State Test (ELA Exam)** • Use strategies, such as note taking, semantic webbing, or mapping, to plan and organize writing • Use supporting evidence from text to evaluate ideas, information, themes, or experiences • Analyze the impact of an event or issue from personal and peer group perspectives • Analyze literary elements in order to evaluate the quality of ideas and information in text • Use information and ideas from other subject areas and personal experiences to form and express opinions • Use precise vocabulary in writing analysis and evaluation, with assistance	**Unit 5: Reading – Reading with Close Comprehension: Genre-Based Clubs** • Use strategies, such as note taking, semantic webbing, or mapping, to plan and organize writing • Use supporting evidence from text to evaluate ideas, information, themes, or experiences • Analyze the impact of an event or issue from personal and peer group perspectives **Unit 6: Writing – Literary Essay and Journalism** • Use strategies, such as note taking, semantic webbing, or mapping, to plan and organize writing • Use supporting evidence from text to evaluate ideas, information, themes, or experiences • Analyze the impact of an event or issue from personal and peer group perspectives • Analyze literary elements in order to evaluate the quality of ideas and information in text • Use information and ideas from other subject areas and personal experiences to form and express opinions • Use precise vocabulary in writing analysis and evaluation, with assistance • Maintain a writing portfolio that includes writing for critical analysis and evaluation **Unit 7: Reading in the Content Areas (Social Studies – 5th)** • Use strategies, such as note taking, semantic webbing, or mapping, to plan and organize writing • Use supporting evidence from text to evaluate ideas, information, themes, or experiences

	• Analyze the impact of an event or issue from personal and peer group perspectives • Analyze literary elements in order to evaluate the quality of ideas and information in text • Use information and ideas from other subject areas and personal experiences to form and express opinions • Adapt an organizational format, such as compare/contrast, appropriate for critical analysis and evaluation, with assistance • Use precise vocabulary in writing analysis and evaluation, with assistance • Maintain a writing portfolio that includes writing for critical analysis and evaluation.

Standard 4: Students will read, write, listen, and speak for social interaction. Students will: share the process of writing with peers and adults; for example, write a condolence note, get-well card, or thank-you letter with a writing partner or in small groups; respect the age, gender, position, and cultural traditions of the recipient; develop a personal voice that enables the reader to get to know the writer; write personal reactions to experiences and events, using a form of social communication; maintain a portfolio that includes writing for social communication.	
Unit 3: Writing – Personal Essay • Develop a personal voice that enables the reader to get to know the writer **Unit 6: Reading – Talking and Writing About Texts to Infer and Interpret: Clubs to Support Deeper Reading** • Share the process of writing with peers and adults; for example, write a condolence note, get-well card, or thank-you letter with a writing partner or in small groups; respect the age, gender, position, and cultural traditions of the recipient • Write personal reactions to experiences and events, using a form of social communication	**Unit 8: Reading – Social Issue Clubs/Critical Reading Clubs** • Write personal reactions to experiences and events, using a form of social communication • Maintain a portfolio that includes writing for social communication.

• Maintain a portfolio that includes writing for social communication.	

Grade 5 Listening

LITERACY COMPETENCIES: THE LISTENING COMPETENCIES COMMON TO ALL FOUR ELA STANDARDS THAT STUDENTS DEMONSTRATE DURING GRADE 5 ARE:
Listening. Students will: listen attentively to a variety of texts read aloud; listen attentively for different purposes and for an extended period of time; identify own purpose(s) for listening; respond appropriately to what is heard; listen respectfully, and without interrupting, when others speak.
Listening Competencies are addressed in each reading and writing unit throughout the year. Please see each learning standard for how the performance indicators are specifically addressed.

GRADE-SPECIFIC PERFORMANCE INDICATORS **The grade-specific performance indicators that grade 5 students demonstrate as they learn to listen include:**	
Standard 1: Students will read, write, listen, and speak for information and understanding. Students will: follow instructions that provide information about a task or assignment; identify essential details for note taking; distinguish between fact and opinion; identify information that is implicit rather than stated; connect new information to prior knowledge or experience.	
Unit 2: Reading – Reading with Minds on Fire: Readers Infer and Grow Ideas About Characters • Identify information that is implicit rather than stated **Unit 3: Reading – Nonfiction Reading and Independence in Reading Fiction** • Follow instructions that provide information about a task or assignment • Identify essential details for note taking **Unit 3: Writing – Personal Essay** • Identify information that is implicit rather than stated • Connect new information to prior knowledge or experience **Unit 4: Reading – A Varied & Independent Reading Life & Demonstrating Reading Skills on**	**Unit 6: Reading – Talking and Writing About Texts to Infer and Interpret: Clubs to Support Deeper Reading** • Identify information that is implicit rather than stated • Connect new information to prior knowledge or experience. **Unit 6: Writing – Literary Essay and Journalism** • Identify essential details for note taking **Unit 7: Writing – Content Area Writing: Writing About Knowledge** • Follow instructions that provide information about a task or assignment; identify essential details for note taking **Unit 8: Reading – Social Issue Clubs/Critical Reading Clubs** • Identify information that is implicit

Reading Tests • Identify essential details for note taking • Distinguish between fact and opinion • Identify information that is implicit rather than stated • Connect new information to prior knowledge or experience. **Unit 4: Writing – Preparing for the Writing Tasks of the State Test (ELA Exam)** • Follow instructions that provide information about a task or assignment • Identify essential details for note taking • Distinguish between fact and opinion • Identify information that is implicit rather than stated • Connect new information to prior knowledge or experience	rather than stated • Connect new information to prior knowledge or experience.

Standard 2: Students will read, write, listen, and speak for literary response and expression. Students will: distinguish different genres, such as story, biography, poem, or play, with assistance; identify a character's motivation; recognize the use of literary devices, such as simile, personification, rhythm, and rhyme, in presentation of literary texts; use personal experience and prior knowledge to interpret and respond to literary texts and performances; identify cultural and historical influences in texts and performances, with assistance.	
Unit 2: Reading – Reading with Minds on Fire: Readers Infer and Grow Ideas About Characters • Distinguish different genres, such as story, biography, poem, or play, with assistance • Identify a character's motivation **Unit 4: Reading – A Varied & Independent Reading Life & Demonstrating Reading Skills on Reading Tests** • Distinguish different genres, such as story, biography, poem, or play, with assistance	**Unit 5: Writing – Writing Fiction, Historic Fiction, Fantasy, or Mystery** • Identify a character's motivation • Recognize the use of literary devices, such as simile, personification, rhythm, and rhyme, in presentation of literary texts • Use personal experience and prior knowledge to interpret and respond to literary texts and performances

• Identify cultural and historical influences in texts and performances, with assistance	

Standard 3: Students will read, write, listen, and speak for critical analysis and evaluation. Students will: form an opinion on a subject on the basis of information, ideas, and themes expressed in presentations; recognize and use the perspective of others to analyze presentations; use prior knowledge and experiences to analyze the content of presentations; recognize persuasive presentations and identify the techniques used to accomplish that purpose, with assistance; evaluate the quality of the speaker's presentation style by using criteria such as volume, tone of voice, and rate.	
Unit 1: Reading – Authoring an Independent Reading Life, and Becoming Lost in Stories • Recognize and use the perspective of others to analyze presentations **Unit 1: Writing – Raising the Level of Personal Narrative Writing** • Form an opinion on a subject on the basis of information, ideas, and themes expressed in presentations • Recognize and use the perspective of others to analyze presentations • Use prior knowledge and experiences to analyze the content of presentations • Recognize persuasive presentations and identify the techniques used to accomplish that purpose, with assistance • Evaluate the quality of the speaker's presentation style by using criteria such as volume, tone of voice, and rate **Unit 2: Writing – Realistic Fiction** • Form an opinion on a subject on the basis of information, ideas, and themes expressed in presentations • Use prior knowledge and experiences to analyze the content of presentations **Unit 4: Writing – Preparing for the Writing Tasks of the State Test (ELA Exam)**	**Unit 6: Reading – Talking and Writing About Texts to Infer and Interpret: Clubs to Support Deeper Reading** • Recognize and use the perspective of others to analyze presentations • Use prior knowledge and experiences to analyze the content of presentations **Unit 6: Writing – Literary Essay and Journalism** • Form an opinion on a subject on the basis of information, ideas, and themes expressed in presentations **Unit 7: Reading in the Content Areas (Social Studies – 5th)** • Form an opinion on a subject on the basis of information, ideas, and themes expressed in presentations • Recognize and use the perspective of others to analyze presentations • Use prior knowledge and experiences to analyze the content of presentations • Recognize persuasive presentations and identify the techniques used to accomplish that purpose, with assistance **Unit 8: Reading – Social Issue Clubs/Critical Reading Clubs** • Recognize and use the perspective of others to analyze presentations • Use prior knowledge and experiences to analyze the content

• Form an opinion on a subject on the basis of information, ideas, and themes expressed in presentations **Unit 5: Reading – Reading with close Comprehension: Genre-Based Clubs** • Form an opinion on a subject on the basis of information, ideas, and themes expressed in presentations • Recognize and use the perspective of others to analyze presentations • Use prior knowledge and experiences to analyze the content of presentations • Recognize persuasive presentations and identify the techniques used to accomplish that purpose, with assistance • Evaluate the quality of the speaker's presentation style by using criteria such as volume, tone of voice, and rate.	of presentations **Unit 8: Writing – Memoir** • Recognize persuasive presentations and identify the techniques used to accomplish that purpose

Standard 4: Students will read, write, listen, and speak for social interaction. Students will: respect the age, gender, position, and cultural traditions of the speaker; recognize friendly communication on the basis of volume and tone of the speaker's voice; recognize that social communication may include informal language such as jargon; recognize the meaning of the speaker's nonverbal cues.	
Unit 8: Writing – Memoir • Respect the age, gender, position, and cultural traditions of the speaker • Recognize friendly communication on the basis of volume and tone of the speaker's voice • Recognize that social communication may include informal language such as jargon; recognize the meaning of the speaker's nonverbal cues	

Grade 5 Speaking

LITERACY COMPETENCIES: THE SPEAKING COMPETENCIES COMMON TO ALL FOUR ELA STANDARDS THAT STUDENTS DEMONSTRATE DURING GRADE 5 ARE:	
Speaking. Students will: speak in response to the reading of a variety of texts; use appropriate and specific vocabulary to communicate ideas; use grammatically correct sentences when speaking; include details that are relevant for the audience; communicate ideas in an organized and coherent manner; vary the formality of language according to the audience and purpose for speaking; speak with expression, volume, pace, and gestures appropriate for the topic, audience, and purpose of communication; respond respectfully to others; participate in group discussions on a variety of topics; offer feedback to others in a respectful and responsive manner.	
Unit 1: Reading – Authoring an Independent Reading Life, and Becoming Lost in Stories • Respond respectfully to others; participate in group discussions on a variety of topics; offer feedback to others in a respectful and responsive manner **Unit 3: Writing – Personal Essay** • Communicate ideas in an organized and coherent manner • Vary the formality of language according to the audience and purpose for speaking • Speak with expression, volume, pace, and gestures appropriate for the topic, audience, and purpose of communication	**Unit 5: Writing – Writing Fiction, Historic Fiction, Fantasy, or Mystery** • Speak in response to the reading of a variety of texts; use appropriate and specific vocabulary to communicate ideas • Use grammatically correct sentences when speaking • Include details that are relevant for the audience

GRADE-SPECIFIC PERFORMANCE INDICATORS **The grade-specific performance indicators that grade 5 students demonstrate as they learn to speak include:**	
Standard 1: Students will read, write, listen, and speak for information and understanding. Students will: ask probing questions; interview peers; share information from personal experience; share information from a variety of texts; state a main idea and support it with facts, details, and examples; compare and contrast information; present reports of approximately five minutes for teachers and peers; summarize main points; use notes, outlines, and visual aids appropriate to the presentation.	
Unit 3: Reading – Nonfiction Reading and Independence in Reading Fiction • Share information from a variety of	**Unit 7: Reading – Reading in the Content Areas (Social Studies – 5th)** • Share information from a variety of

texts • State a main idea and support it with facts, details, and examples • Compare and contrast information • Present reports of approximately five minutes for teachers and peers • Summarize main points • Use notes, outlines, and visual aids appropriate to the presentation **Unit 3: Writing – Personal Essay** • State a main idea and support it with facts, details, and examples • Compare and contrast information **Unit 4: Reading- A Varied & Independent Reading Life & Demonstrating Reading Skills on Reading Tests** • Compare and contrast information **Unit 4: Writing – Preparing for the Writing Tasks of the State Test (ELA Exam)** • State a main idea and support it with facts, details, and examples; compare and contrast information • Compare and contrast information • Summarize main points, use notes, outlines, and visual aids appropriate to the presentation	texts • State a main idea and support it with facts, details, and examples • Compare and contrast information • Present reports of approximately five minutes for teachers and peers • Summarize main points • Use notes, outlines, and visual aids appropriate to the presentation **Unit 7: Writing – Content Area Writing: Writing About Knowledge** • State a main idea and support it with facts, details, and examples • Compare and contrast information • Present reports of approximately five minutes for teachers and peers **Unit 8: Writing – Memoir** • Ask probing questions; interview peers; share information from personal experience • Share information from personal experience

Standard 2: Students will read, write, listen, and speak for literary response and expression. Students will: present original works, such as stories, poems, and plays, to adults and peers, using audible voice and pacing appropriate to content and audience; share book reviews; summarize the plot and describe the motivation of characters; connect a personal response to literature to prior experience or knowledge; recognize the importance of cultural and historical characteristics in texts and performances; ask questions and respond to questions for clarification; use notes or outlines appropriately in presentations.	
Unit 4: Reading - A Varied & Independent Reading Life & Demonstrating Reading Skills on Reading Tests • Ask questions and respond to questions for clarification **Unit 5: Reading – Reading with Close**	**Unit 6: Reading – Talking and Writing About Texts to Infer and Interpret: Clubs to Support Deeper Reading** • Use notes or outlines appropriately in presentations **Unit 8: Writing – Memoir** • Present original works, such as

Comprehension: Genre-Based Clubs • Present original works, such as stories, poems, and plays, to adults and peers, using audible voice and pacing appropriate to content and audience • Share book reviews • Summarize the plot and describe the motivation of characters • Connect a personal response to literature to prior experience or knowledge • Recognize the importance of cultural and historical characteristics in texts and performances • Ask questions and respond to questions for clarification **Unit 5: Writing – Writing Fiction, Historic Fiction, Fantasy, or Mystery** • Summarize the plot and describe the motivation of characters • Connect a personal response to literature to prior experience or knowledge • Recognize the importance of cultural and historical characteristics in texts and performances • Ask questions and respond to questions for clarification • Use notes or outlines appropriately in presentations	stories, poems, and plays, to adults and peers, using audible voice and pacing appropriate to content and audience

Standard 3: Students will read, write, listen, and speak for critical analysis and evaluation. Students will: ask questions and respond to questions for clarification; express an opinion about information, ideas, opinions, themes, and experiences in books, essays, articles, and advertisements; analyze an event or issue by using role play as a strategy; use information and ideas from personal experiences to form and express opinions and judgments; use notes or outlines appropriately in presentations.	
Unit 2: Writing – Realistic Fiction • Express an opinion about information, ideas, opinions,	**Unit 8: Reading – Social Issue Clubs/Critical Reading Clubs** • Express an opinion about

themes, and experiences in books, essays, articles, and advertisements **Unit 5: Reading – Reading with Close Comprehension: Genre-Based Clubs** • Ask questions and respond to questions for clarification **Unit 5: Writing – Writing Fiction, Historic Fiction, Fantasy, or Mystery** • Analyze an event or issue by using role play as a strategy **Unit 6: Reading – Talking and Writing About Texts to Infer and Interpret: Clubs to Support Deeper Reading** • Express an opinion about information, ideas, opinions, themes, and experiences in books, essays, articles, and advertisements • Analyze an event or issue by using role play as a strategy • Use information and ideas from personal experiences to form and express opinions and judgments • Use notes or outlines appropriately in presentations.	information, ideas, opinions, themes, and experiences in books, essays, articles, and advertisements • Analyze an event or issue by using role play as a strategy • Use information and ideas from personal experiences to form and express opinions and judgments • Use notes or outlines appropriately in presentations. **Unit 8: Writing – Memoir** • Ask questions and respond to questions for clarification

Standard 4: Students will read, write, listen, and speak for social interaction. Students will: discuss the content of friendly notes, cards, and letters with a teacher or classmate in order to get to know the writer and each other; use the informal language of social communication; respect the age, gender, position, culture, and interests of the listener; use the rules of conversation, such as avoid interrupting and respond respectfully.	
Unit 6: Writing – Literary Essay and Journalism • Discuss the content of friendly notes, cards, and letters with a teacher or classmate in order to get to know the writer and each other • Use the informal language of social communication • Respect the age, gender, position, culture, and interests of the listener • Use the rules of conversation, such as avoid interrupting and respond respectfully	

Success Charter Network
English Language Arts
Curriculum Alignment
(Grade 6 – Grade 8)

Harlem Success Academy Charter School will use the Success Charter Network Reading and Writing Units as a foundation for literacy instruction. We will supplement with a variety of other resources to provide our scholars with a comprehensive balanced literacy program.

Grade 6 Reading

LITERACY COMPETENCIES **The reading competencies common to all four ELA standards that students demonstrate during grade 6 are**	GRADE-SPECIFIC PERFORMANCE INDICATORS **The grade-specific performance indicators that grade 6 students demonstrate as they learn to read include**
Word Recognition • Use knowledge of a variety of decoding strategies, such as letter-sound correspondence, syllable patterns, decoding by analogy, word structure, use of syntactic (grammar) cues, and use of semantic (meaning) cues, to read unfamiliar words • Integrate sources of information to decode unfamiliar words, self-monitor, and self-correct for word-reading accuracy • Use word recognition skills and strategies quickly, accurately, and automatically when decoding unfamiliar words • Recognize at sight a large body of high-frequency words and specialized content vocabulary **Background Knowledge and Vocabulary Development** • Extend knowledge of word meaning through direct and indirect means • Use word structure knowledge, such as roots (e.g., Greek and Latin), prefixes, and suffixes, to determine word meaning • Use prior knowledge and experience in order to understand ideas and vocabulary found in a variety of texts	**Standard 1:** Students will read, write, listen, and speak for **information and understanding.** • Locate and use school and public library resources, with some direction, to acquire information • Use the table of contents and indexes to locate information • Read to collect and interpret data, facts, and ideas from multiple sources • Read the steps of a procedure in order to accomplish a task such as completing a science experiment or installing software • Skim material to gain an overview of content or locate specific information • Use text features, such as headings, captions, and titles, to understand and interpret informational texts • Recognize organizational formats to assist in comprehension of informational texts • Identify missing, conflicting, unclear, and irrelevant information • Distinguish between fact and opinion • Identify information that is implied rather than stated • Compare and contrast information about one topic from multiple sources • Recognize how new information is related to prior knowledge or experience • Identify main ideas and supporting

• Acquire new vocabulary by engaging with a variety of texts written by a range of different authors • Use self-monitoring strategies to identify specific vocabulary difficulties that disrupt comprehension, and employ an efficient course of action, such as using a known word base or a resource such as a glossary to resolve the difficulty • Determine the meaning of unfamiliar words by using context, dictionaries, glossaries, and other print resources, including electronic resources • Use a thesaurus to identify synonyms and antonyms **Comprehension Strategies** • Read grade-level texts from a variety of genres, in varying text formats and by different authors, for a variety of purposes • Use a variety of strategies (e.g., summarizing, forming questions, visualizing, and making connections) to support understanding of texts read • Employ self-monitoring strategies and engage in self-correcting behaviors when comprehension has been disrupted • Ask questions to self-monitor comprehension, to clarify understanding, and to focus reading • Make connections between texts being read to own lives, the lives of others, other texts read in the past, and the world at large • State or summarize a main idea and support it or elaborate on it with relevant details • Present a point of view or interpretation of a text, such as its theme or the author's intended message, and support it with relevant details from the text • Read grade-level texts and answer literal, inferential, analytic, and evaluative questions • Use prior knowledge, along with	details in informational texts to distinguish relevant and irrelevant information • Apply thinking skills, such as define, classify, and infer, to interpret data, facts, and ideas from informational texts, with assistance • Use knowledge of structure, content, and vocabulary to understand informational texts, with assistance • Condense, combine, or categorize new information from one or more sources, with assistance • Draw conclusions and make inferences on the basis of explicit and implied information, with assistance • Make, confirm, or revise predictions, with assistance **Covered In:** **Reading Unit 3: Nonfiction Reading** - Read to collect and interpret data, facts, and ideas from multiple sources - Use text features, such as headings, captions, and titles, to understand and interpret informational texts - Recognize organizational formats to assist in comprehension of informational texts **Reading Unit 8: Test Prep** - Apply thinking skills, such as define, classify, and infer, to interpret data, facts and ideas from informational texts, with assistance - Draw conclusions and make inferences on the basis of explicit and implied information, with assistance **Standard 2:** Students will read, write, listen, and speak for **literary response and expression.** • Read, view, and interpret texts from a variety of genres • Define characteristics of different genres • Select literary texts on the basis of personal needs and interests and read silently for enjoyment for extended periods • Read aloud from a variety of genres (e.g., plays and poems) - use inflection and intonation appropriate to text read and audience • Recognize that the same story can be told in different genres (e.g., novels, poems, or plays) • Identify literary elements, (e.g., setting,

multiple sources of information, to support comprehension, from forming predictions to making inferences and drawing conclusions • Note and describe aspects of the writer's craft, and explain the role that crafting techniques play in helping the reader comprehend the text • Participate cooperatively and collaboratively in group discussions of texts • Demonstrate comprehension of grade-level texts through a range of responses, such as writing, drama, and presentations • Demonstrate personal response to grade-level texts through a range of responses, such as writing, drama, and oral presentations **Motivation to Read** • Show interest in reading a wide range of texts, topics, genres, and authors • Read voluntarily for a variety of purposes • Be familiar with titles and authors of a wide range of literature • Engage in independent silent reading for extended periods of time	plot, character, rhythm, and rhyme) of different genres • Recognize how the author uses literary devices, such as simile, metaphor, and personification, to create meaning • Recognize how different authors treat similar themes • Identify the ways in which characters change and develop throughout a story • Interpret characters, plot, setting, and theme, using evidence from the text, with assistance • Identify the author's point of view, such as first-person narrator and omniscient narrator, with assistance • Determine how the use and meaning of literary devices, such as symbolism, metaphor and simile, alliteration, personification, flashback, and foreshadowing, convey the author's message or intent, with assistance • Recognize how the author's use of language creates images or feelings, with assistance • Identify poetic elements, such as repetition, rhythm, and rhyming patterns, in order to interpret poetry, with assistance • Identify social and cultural context and other characteristics of the time period to enhance understanding and appreciation of text, with assistance **Covered In:** **Reading Unit 7: Thematic Texts** - Read, view, and interpret literary texts from a variety of genres - Define characteristics of different genres; select literary texts on the basis of personal needs and interests and read silently for enjoyment for extended periods - Read aloud from a variety of genres; for example, read the lines of a play or recite a poem; recognize that the same story can be told in different genres, such as novels, poems, or plays, with assistance - Identify literary elements, such as setting, plot, and character, of different genres - Recognize how the author uses literary devices, such as simile, metaphor, and personification, to create meaning **Reading Unit 1: Independent Reading** - Select literary texts on the basis of personal needs and interests and read silently for

	enjoyment for extended periods - Convey the author's message or intent, with assistance - Recognize how the author's use of language creates images or feelings, with assistance - Identify poetic elements such as repetition, rhythm, and rhyming patterns, in order to interpret poetry, with assistance - Identify social and cultural context and other characteristics of the time period to enhance understanding and appreciation of test, with assistance. **Standard 3:** Students will read, write, listen, and speak for **critical analysis and evaluation.** • Evaluate information, ideas, opinions, and themes by identifying - a central idea and supporting details - precise and vague language - statements of fact, opinion, and exaggeration - missing or unclear information • Use established and personal criteria to analyze and evaluate the quality of ideas and information in text • Identify different perspectives, such as social, cultural, ethnic, and historical, on an issue presented in one or more than one text • Recognize how one's own point of view contributes to forming an opinion about information and ideas • Evaluate, with assistance, the validity and accuracy of information, ideas, themes, opinions, and experiences in text to - identify conflicting information - consider the background and qualifications of the writer - evaluate examples, details, or reasons used to support ideas - identify differing points of view in texts and presentations - identify cultural and ethnic values and their impact on content, with assistance - identify multiple levels of meaning **Covered In:** **Reading Unit 3: Nonfiction Reading** -Identify different perspectives, such as social, cultural, ethnic, and historical, on an issue presented in one or more than one text

	- Evaluate, with assistance, the validity and accuracy of information, ideas, themes, opinions, and experiences in text to identify conflicting information and consider the background and qualifications of the writer **Reading Unit 5: Mystery** - Identify cultural and ethnic values and their impact on content, with assistance identify multiple levels of meaning. - Recognize how one's own point of view contributes to forming and opinion about information and ideas - Evaluate examples, details, or reasons used to support ideas - Identify differing points of view in texts and presentations **Standard 4:** Students will read, write, listen, and speak for **social interaction.** • Share reading experiences to build a relationship with peers or adults; for example, read together silently or aloud with a partner or in small groups • Respect the age, gender, position, and cultural traditions of the writer • Recognize the types of language (e.g., jargon, colloquialisms, informal vocabulary, and email conventions) that are appropriate to social communication **Covered In:** **Reading Unit 4: Series Book Clubs** - Share reading experiences to build a relationship with peers or adults; for example, read together silently or aloud with a partner or in small groups; respect the age, gender, position, and cultural traditions of the writer **Reading Unit 10: Independent Reading Projects** - Respect the age, gender, position, and cultural traditions of the writer - Recognize the types of language (e.g., jargon, colloquialisms, informal vocabulary, and email conventions) that are appropriate to social communication.

Grade 6 Writing

LITERACY COMPETENCIES	GRADE-SPECIFIC PERFORMANCE INDICATORS

The writing competencies common to all four ELA standards that students demonstrate during grade 6 are	**The grade-specific performance indicators that grade 6 students demonstrate as they learn to write include**
Spelling • Correctly spell words within own writing that have been previously studied or that follow previously studied spelling patterns • Use a variety of spelling resources, such as dictionaries and spell-check tools, to support correct spelling **Handwriting** • Use legible print and/or cursive writing **Composition** • Engage in a variety of writing activities, both student and teacher initiated, to respond to the reading of literary and informational texts • Engage in a variety of writing activities, both student and teacher initiated, in response to listening to literary and informational texts • Write on a wide range of topics, both student and teacher selected • Write for a variety of purposes, selecting a form of writing appropriate to the function of the written communication • Select an organizational pattern for writing that effectively communicates the topic and purpose of the text to the intended audience • Write, using a variety of media such as print and electronic • Use the writing process (e.g., prewriting, drafting, revising, proofreading, and editing) • Use a variety of prewriting	**Standard 1:** Students will read, write, listen, and speak for **information and understanding.** • Use at least three sources of information, with appropriate citations, to develop reports • Take notes to record and organize relevant data, facts, and ideas • State a main idea and support it with details and examples • Compare and contrast ideas and information from two or three sources • Adopt an organizational format, such as chronological order, that is appropriate for informational writing • Use paragraphing to organize ideas and information • Use paraphrasing, with assistance • Maintain a portfolio that includes informational writing • Include relevant and exclude irrelevant information, with assistance • Connect, compare, and contrast ideas and information from one or more sources, with assistance • Support ideas with examples, definitions, analogies, and direct references to the text, with assistance • Answer questions about informational material and write accurate and complete responses, with assistance **Covered In:** **Writing Unit 7: Literary Essay** -State a main idea and support it with details and examples - Compare and contrast ideas and information from two or three sources - Adopt an organizational format, such as chronological order, that is appropriate for informational writing - Use paragraphing to organize ideas and information **Writing Unit 3: Writing to Learn** -Use at least three sources of information, with appropriate citations, to develop reports - Take notes to record and organize relevant data, facts, and ideas - State a main idea and support it with details and

strategies to plan and organize writing • Review writing independently in order to revise for focus, development of ideas, organization, and language use • Review writing independently to address editing concerns • Write for a wide variety of audiences • Adjust style of writing, including voice and language used, according to purpose and audience • Demonstrate effective use of writer's-craft techniques, such as literary devices, when writing • Review writing with teachers and peers **Motivation to Write** • Engage in writing voluntarily to communicate ideas and emotions to a variety of audiences • Engage in writing voluntarily for a variety of purposes • Engage in writing voluntarily on a range of topics • Publish writing in a variety of presentation or display mediums, for a variety of audiences	examples -Connect, compare, and contrast ideas and information from one or more sources, with assistance **Standard 2:** Students will read, write, listen, and speak for **literary response and expression.** • Write original literary texts - use organizing structures, such as stanzas, chapters, scenes, and verses - develop characters, create a setting, and establish a plot - use examples of literary devices, such as rhythm, rhyme, simile, and personification - establish a consistent point of view (e.g., first or third person) - use vocabulary to create a desired effect • Write interpretive essays to - summarize the plot - describe the characters and explain how they change - describe the setting and recognize its importance to the story - draw a conclusion about the work - interpret the impact of literary devices, such as simile and personification - recognize the impact of rhythm and rhyme in poems • Respond to literature, connecting the response to personal experience • Maintain a writing portfolio that includes literary, interpretive, and responsive writing • Express opinions and support them through specific references to the text, with assistance • Demonstrate understanding of plot and theme, with assistance • Identify and describe characters and their motivations, with assistance • Analyze the impact of the setting, with assistance • Identify how the use of literary devices, such as symbolism, metaphor and simile, personification, and flashback, affects meaning, with assistance • Draw conclusions and provide reasons for the conclusions, with assistance • Compare and contrast characters, setting, mood, and voice in more than one literary text or performance, with assistance **Covered In:** **Writing Unit 5: Poetry** - Write original literary texts - Use organizing structures, such as stanzas,

	chapters, scenes, and - Draw conclusions and provide reasons for the conclusions, with assistance - Respond to literature, connecting the response to personal experience - Write interpretive essays to summarize the plot, describe the characters and explain how they change, describe the setting and recognize its importance to the story, draw a conclusion about the work **Writing Unit 6: Fairytales, Folktales, or Myths** - Identify how the use of literary devices, such as symbolism, metaphor and simile, personification, and flashback, affects meaning, with assistance - Use vocabulary to create a desired effect - Develop characters, create a setting, and establish a plot - Use examples of literary devices, such as rhythm, rhyme, simile, and personification **Standard 3:** Students will read, write, listen, and speak for **critical analysis and evaluation.** • Use strategies, such as note taking, semantic webbing or mapping, and outlining, to plan and organize writing • Use supporting evidence from text to evaluate ideas, information, themes, or experiences • Analyze the impact of an event or issue from personal, peer group, and school community perspectives • Use information and ideas from other subject areas and personal experiences to form and express opinions and judgments • Adopt an organizational format (e.g., compare/contrast) appropriate for critical analysis and evaluation • Use precise vocabulary in writing analysis and evaluation • Maintain a writing portfolio that includes writing for critical analysis and evaluation • Present clear analysis, using examples, details, and reasons from text, with assistance • Select content and choose strategies for written presentation on the basis of audience, purpose, and content, with assistance • Explain connections between and among texts to extend the meaning of each individual text, with assistance • Compare and contrast literary elements in more than one genre and/or by more than one author, with assistance

	Covered In: **Writing Unit 9: Writing for the Real World** -Use strategies, such as note taking, semantic webbing or mapping, and outlining, to plan and organize writing - Use supporting evidence from text to evaluate ideas, information, themes, or experiences - Analyze the impact of an event or issue from personal, peer group, and school community perspectives **Writing Unit 2: Personal Essay** -Select content and choose strategies for written presentation on the basis of audience, purpose, and content, with assistance - Explain connections between and among texts to extend the meaning of each individual text, with assistance - Compare and contrast literary elements in more than one genre and/or by more than one author, with assistance. **Standard 4:** Students will read, write, listen, and speak for **social interaction.** • Share the process of writing with peers and adults; for example, write a condolence note, get well-card, or thank-you letter with a writing partner or in small groups • Respect the age, gender, social position, and cultural traditions of the recipient • Develop a personal voice that enables the reader to get to know the writer • Write personal reactions about experiences, events, and observations, using a form of social communication • Maintain a portfolio that includes writing for social communication **Covered In:** **Writing Unit 1: Personal Narrative** - Develop a personal voice that enables the reader to get to know the writer - Write personal reactions about experiences, events, and observations, using a form of social communication **Writing Unit 4: Realistic Fiction** - Respect the age, gender, social position, and cultural traditions of the recipient - Develop a personal voice that enables the reader to get to know the writer - Write personal reactions about experiences, events, and observations, using a form of social communication

Grade 6 Listening

LITERACY COMPETENCIES **The listening competencies common to all four ELA standards that students demonstrate during grade 6 are**	GRADE-SPECIFIC PERFORMANCE INDICATORS **The grade-specific performance indicators that grade 6 students demonstrate as they learn to listen include**
Listening • Listen attentively, for an extended period of time, to a variety of texts read aloud • Listen attentively, for an extended period of time, to oral presentations • Listen attentively for different purposes, both student determined and teacher determined • Respond appropriately to what is heard • Listen respectfully when others speak	**Standard 1:** Students will read, write, listen, and speak for **information and understanding.** • Follow a sequence of instructions consisting of at least three steps when engaging in a task or assignment • Identify essential details for note taking • Distinguish between fact and opinion • Identify information that is implicit rather than stated • Connect new information to prior knowledge or experience • Recall significant ideas and details, with assistance • Make, confirm, or revise predictions, with assistance • Draw conclusions and make inferences on the basis of explicit and implied information, with assistance **Covered In:** **Writing Unit 8: Test Prep** - Identify essential details for note taking - Distinguish between fact and opinion - Identify information that is implicit rather than stated - Follow a sequence of instructions consisting of at least three steps when engaging in a task or assignment - Identify essential details for note taking **Reading Unit 2: Character Study and Inferential Reading** - Connect new information to prior knowledge or experience - Make, confirm, or revise predictions, with assistance - Draw conclusions and make inferences on the basis of explicit and implied information, with assistance **Standard 2:** Students will read, write, listen, and speak for **literary response and expression.** • Distinguish different genres, such as story, biography, poem, or play

	• Identify a character's motivation • Recognize the use of literary devices, such as symbolism, personification, rhythm, and rhyme, in presentation of literary texts, and determine their impact on meaning • Identify cultural and historical influences in texts and performances **Covered In:** **Reading Unit 6: Literary Archetypes** - Identify a character's motivation - Recognize the use of literary devices, such as symbolism, personification, rhythm, and rhyme, in presentation of literary texts, and determine their impact on meaning - Identify cultural and historical influences in texts and performances **Reading Unit 7: Thematic Texts** -Distinguish different genres, such as story, biography, poem, or play - Identify cultural and historical influences in texts and performances **Standard 3:** Students will read, write, listen, and speak for **critical analysis and evaluation.** • Form an opinion or judgment about the validity and accuracy of information, ideas, opinions, issues, themes, and experiences, with assistance • Recognize that the criteria used to analyze and evaluate presentations may be influenced by one's point of view and purpose for listening • Recognize and use the perspectives of others, including teachers and peers, to analyze and evaluate presentations • Recognize persuasive presentations and identify the techniques (e.g., choice of language and use of sound effects) used to accomplish that purpose • Recognize persuasive techniques, such as emotional and ethical appeals in presentations, with assistance • Consider the experience and qualifications of speakers in analyzing and evaluating presentations, with assistance • Identify missing or unclear information, with assistance **Covered In:** **Writing Unit 2: Personal Essay** - Form an opinion or judgment about the validity and accuracy of information, ideas, opinions, issues, themes, and experiences, with assistance

	- Recognize persuasive presentations and identify the techniques (e.g., choice of language and use of sound effects) used to accomplish that purpose **Writing Unit 9: Writing for the Real World** - Recognize persuasive techniques, such as emotional and ethical appeals in presentations, with assistance - Consider the experience and qualifications of speakers in analyzing and evaluating presentations, with assistance - Identify missing or unclear information, with assistance **Standard 4:** Students will read, write, listen, and speak for **social interaction.** • Respect the age, gender, social position, and cultural traditions of the speaker • Recognize friendly communication on the basis of volume, tone, and rate of the speaker's voice • Recognize that social communication may include informal language, such as jargon and colloquialisms • Recognize the meaning of the speaker's nonverbal cues **Covered In:** **Writing Unit 2: Personal Essay** - Recognize that social communication may include informal language, such as jargon and colloquialisms - Recognize the meaning of the speaker's nonverbal cues. **Reading Unit 4: Series Book Clubs** - Respect the age, gender, social position, and cultural traditions of the speaker - Recognize friendly communication on the basis of volume, tone, and rate of the speaker's voice - Recognize that social communication may include informal language, such as jargon and colloquialisms; recognize the meaning of the speaker's nonverbal cues.

Grade 6 Speaking

LITERACY COMPETENCIES	GRADE-SPECIFIC PERFORMANCE INDICATORS
The speaking competencies common to all four ELA standards that students demonstrate during grade 6 are	**The grade-specific performance indicators that grade 6 students demonstrate as they learn to speak include**

Speaking • Speak in response to listening to a variety of texts • Speak in response to listening to and viewing a variety of performances • Use appropriate and precise vocabulary to communicate ideas • Use grammatically correct sentences when speaking • Include details and examples relevant to the audience when speaking • Communicate ideas in an organized and coherent manner • Demonstrate understanding of the need to vary formality of language according to the audience and purpose for speaking • Speak with expression, volume, pace, and gestures appropriate for the topic, audience, and purpose of communication • Respond respectfully to others, and offer feedback to others in a respectful and responsive manner • Participate in group discussions on a range of topics and for a variety of purposes	**Standard 1:** Students will read, write, listen, and speak for **information and understanding.** • Synthesize and paraphrase information • Make connections between sources of information • Present reports of five to seven minutes for teachers and peers on topics related to any school subject • Summarize main points as part of the conclusion • Use notes, outlines, and visual aids appropriate to the presentation **Covered In:** **Reading Unit 3: Nonfiction Reading** - Synthesize and paraphrase information - Make connections between sources of information **Writing Unit 1: Personal Narrative** - Summarize main points as part of the conclusion - Use notes, outlines, and visual aids appropriate to the presentation. **Standard 2:** Students will read, write, listen, and speak for **literary response and expression.** • Use audible voice and pacing appropriate to content and audience when presenting original works, such as stories, poems, and plays, to adults and peers • Share book reviews • Summarize the plot, describe the motivation of characters, and explain the importance of setting • Use notes or outlines appropriately in presentations **Covered In:** **Writing Unit 4: Realistic Fiction** - Use audible voice and pacing appropriate to content and audience when presenting original works, such as stories, poems, and plays, to adults and peers - Use notes or outlines appropriately in presentations. **Reading Unit 10: independent Reading Projects** - Share book reviews; summarize the plot, describe the motivation of characters, and explain the importance of setting - Use notes or outlines appropriately in presentations. **Standard 3:** Students will read, write, listen, and

	speak for **critical analysis and evaluation.** • Express an opinion or judgment about information, ideas, opinions, themes, and experiences in books, essays, articles, and advertisements • Use information and ideas from other subject areas and from personal experiences to form and express opinions and judgments • Articulate a thesis statement and support it with details, examples, and reasons • Persuade, using appropriate language, tone, volume, and gestures • Use notes or outlines appropriately in presentations **Covered In:** **Writing Unit 7: Literary Essay** - Articulate a thesis statement and support it with details, examples, and reasons - Persuade, using appropriate language, tone, volume, and gestures - Use notes or outlines appropriately in presentations **Writing Unit 3: Writing to Learn** - Express an opinion or judgment about information, ideas, opinions, themes, and experiences in books, essays, articles, and advertisements - Articulate a thesis statement and support it with details, examples, and reasons **Standard 4:** Students will read, write, listen, and speak for **social interaction.** • Discuss the content of friendly notes, cards, and letters with a teacher or classmate, in order to get to know the writer and each other • Use the informal language of social communication • Respect the age, gender, social position, culture, and interests of the listener • Use the rules of conversation, such as avoid interrupting and respond respectfully **Covered In:** **Reading Unit 4: Series Book Clubs** - Use the informal language of social communication - Respect the age, gender, social position, culture, and interests of the listener - Use the rules of conversation, such as avoid interrupting and respond respectfully **Reading Unit 9: Reading for Real** - Discuss the content of friendly notes, cards, and

	letters with a teacher or classmate, in order to get to know the writer and each other - Use the informal language of social communication

Grades 7–8

Core Performance Indicators: common to all four ELA standards

Throughout grades 7 and 8, students demonstrate the following core performance indicators in the key ideas of reading, writing, listening, and speaking.

Reading

- Identify a purpose for reading
- Adjust reading rate according to the purpose for eading
- Use word recognition and context clues to read fluently
- Determine the meaning of unfamiliar words by using context clues, a dictionary, a glossary, and structural analysis (i.e., looking at roots, prefixes, and suffixes of words)
- Distinguish between dictionary meaning and implied meaning of the author's words
- Identify transitional words or phrases, such as

furthermore or in comparison, that provide clues to organizational formats such as compare/contrast

- Use knowledge of punctuation to assist in comprehension
- Apply corrective strategies, such as discussing with others and monitoring for misunderstandings, to assist in comprehension
- Seek opportunities for improvement in reading comprehension by choosing more challenging writers, topics, and texts
- Maintain a personal reading list to reflect reading accomplishments

Listening

- Adapt listening strategies to different purposes and settings
- Listen respectfully and responsively
- Identify own purpose for listening
- Recognize content-specific vocabulary or terminology

Writing

- Understand the purpose for writing; the purpose may be to explain, describe, narrate, persuade, or express feelings
- Identify the intended audience
- Use tone and language appropriate to audience and purpose
- Use prewriting activities (e,g, brainstorming, note taking, freewriting, outlining, and paragraphing)
- Use the writing process (e.g., prewriting, drafting, revising, proofreading, and editing)
- Write clear, concise, and varied sentences, developing a personal writing style and voice
- Observe rules of punctuation, italicization, capitalization, and spelling as follows:

- punctuate correctly simple/compound/complex sentences, undivided/divided direct quotations, exact words from sources (quotations), titles of articles/literary works, and business letters
- use italics and underlining for titles
- capitalize proper nouns, such as geographical names, academic courses, and organizations
- spell correctly commonly misspelled words, homonyms, and content-area vocabulary

- Use correct grammatical construction in

- parts of speech, such as nouns; adjectives and adverbs (comparative/superlative); pronouns (indefinite/nominative/objective);

Speaking • Respond respectfully • Initiate communication with peers and adults in the school and local community • Adapt language and presentational features for the audience and purpose • Use language and grammar appropriate to the purpose for speaking • Use volume, tone, pitch, and rate appropriate to content and audience • Use effective nonverbal communication • Use visual aids to enhance the presentation • Establish and maintain eye contact with audience	conjunctions (coordinating/subordinating); prepositions and prepositional phrases; interjections; and conjunctions to connect ideas - simple/compound/complex sentences; note especially subject-verb agreement, infinitives and participles, clear antecedents for pronouns, placement of modifiers, and use active voice • Use signal/transitional words or phrases, such as first, next, and in addition, to produce organized, cohesive texts • Use dictionaries, thesauruses, and style manuals • Use computer software (e.g., word processing, import graphics) to support the writing process • Write for an authentic purpose, including publication

Grade 7 Reading

LITERACY COMPETENCIES **The reading competencies common to all four ELA standards that students demonstrate during grade 7 are**	**GRADE-SPECIFIC PERFORMANCE INDICATORS** **The grade-specific performance indicators that grade 7 students demonstrate as they learn to read include**
Word Recognition • Recognize at sight a large body of words and specialized-content vocabulary • Use a variety of word recognition strategies, such as letter-sound correspondence, syllable patterns, decoding by analogy, word structure, use of syntactic (grammar) cues, and use of semantic (meaning) cues, to read unfamiliar words quickly and accurately • Use multiple sources of information, including context, to self-monitor and self-correct for word-reading accuracy **Background Knowledge and Vocabulary** • Develop vocabulary through extensive reading of a variety of texts across subjects and genres	**Standard 1:** Students will read, write, listen, and speak for **information and understanding.** • Locate and use school and public library resources to acquire information • Interpret data, facts, and ideas from informational texts by applying thinking skills, such as define, classify, and infer • Preview informational texts, with guidance, to assess content and organization and select texts useful for the task • Use indexes to locate information and glossaries to define terms • Use knowledge of structure, content, and vocabulary to understand informational text • Distinguish between relevant and irrelevant information • Identify missing, conflicting, and/or unclear information • Formulate questions to be answered by reading informational text, with assistance • Compare and contrast information from a variety of different sources

• Use knowledge of word roots (e.g., Greek, Latin, and Anglo-Saxon) and word parts to determine word meaning • Determine the meaning of unfamiliar vocabulary and idioms by using prior knowledge and context clues • Use a variety of resources, such as dictionaries, glossaries, and other print and electronic references, to determine the meaning of unfamiliar vocabulary **Comprehension/Response** • Comprehend and respond to a variety of texts from a range of genres and in a variety of formats for a variety of purposes • Identify and connect main ideas and themes of texts, using knowledge of text structures, organization, and purposes for reading • Use a variety of comprehension strategies (e.g., predicting, questioning, summarizing, visualizing, and making connections) to support understanding and response to reading • Identify and analyze points of view presented in written texts • Extend understanding of texts by relating content to personal experiences, other texts, and/or world events • Participate in group discussions to further understanding and response to reading • Demonstrate comprehension and respond to reading through activities such as writing, drama, and oral presentations • Read grade-level texts with appropriate expression, phrasing, and rate of reading **Motivation to Read** • Develop personal reading goals and maintain records of reading accomplishments	• Condense, combine, or categorize new information from one or more sources • Draw conclusions and make inferences on the basis of explicit and implied information • Make, confirm, or revise predictions **Covered In:** **Reading Unit 6: Social Issues** - Locate and use school and public library resources to acquire information - Interpret data, facts, and ideas from informational texts by applying thinking skills, such as define, classify, and infer - Use indexes to locate information and glossaries to define terms **Reading Unit 8: Test Prep** - Compare and contrast information from a variety of different sources - Condense, combine, or categorize new information from one or more sources - Draw conclusions and make inferences on the basis of explicit and implied information - Make, confirm, or revise predictions. **Standard 2:** Students will read, write, listen, and speak for **literary response and expression.** • Recognize that one text may generate multiple interpretations • Interpret characters, plot, setting, and theme, using evidence from the text • Identify the author's point of view, such as first-person narrator and omniscient narrator • Recognize recurring themes in a variety of literary works • Determine how the use and meaning of literary devices (e.g., symbolism, metaphor and simile, alliteration, personification, flashback, and foreshadowing) convey the author's message or intent • Recognize how the author's use of language creates images or feelings • Identify poetic elements, such as repetition, rhythm, and rhyming patterns, in order to interpret poetry • Read silently and aloud from a variety of genres, authors, and themes • Identify questions of personal importance and interest, and list works of literature that addresses them • Compare motives of characters, causes of events, and importance of setting in literature to people, events, and places in their own lives

• Read voluntarily for a variety of purposes • Be familiar with titles and authors of a wide range of grade- or age-appropriate literature • Engage in independent silent reading for extended periods of time	• Identify social and cultural context and other characteristics of the time period to enhance understanding and appreciation of text • Compare a film, video, or stage version of a literary work with the written version **Covered In:** **Reading Unit 2: Character Study** - Recognize that one text may generate multiple interpretations - Interpret characters, plot, setting, and theme, using evidence from the text - Identify the author's point of view, such as first-person narrator and omniscient narrator - Recognize recurring themes in a variety of literary work - Determine how the use and meaning of literary devices (e.g., symbolism, metaphor and simile, alliteration, personification, flashback, and foreshadowing) convey the author's message or intent **Reading Unit 10: Independent Reading Projects** - Identify questions of personal importance and interest, and list works of literature that addresses them - Compare motives of characters, causes of events, and importance of setting in literature to people, events, and places in their own lives - Identify social and cultural context and other characteristics of the time period to enhance understanding and appreciation of text - Compare a film, video, or stage version of a literary work with the written version. **Standard 3:** Students will read, write, listen, and speak for **critical analysis and evaluation.** • Evaluate the validity and accuracy of information, ideas, themes, opinions, and experiences in text to - identify conflicting information - consider the background and qualifications of the writer - evaluate examples, details, or reasons used to support ideas - identify propaganda, with assistance - identify techniques used to persuade, such as emotional and ethical appeals, with assistance - identify differing points of view in texts and presentations - identify cultural and ethnic values and their

	impact on content - identify multiple levels of meaning • Judge a text by using evaluative criteria from a variety of perspectives, such as literary and personal, with assistance • Recognize the effect of one's own point of view in evaluating ideas, information, opinions, and issues **Covered In:** **Reading Unit 3: Nonfiction Reading** - Evaluate the validity and accuracy of information, ideas, themes, opinions, and experiences in text to identify conflicting information - Consider the background and qualifications of the writer - Evaluate examples, details, or reasons used to support ideas, identify propaganda, with assistance **Reading Unit 5: Historical Fiction Clubs** - Identify differing points of view in texts and presentations, identify cultural and ethnic values and their impact on content - Identify multiple levels of meaning - Judge a text by using evaluative criteria from a variety of perspectives, such as literary and personal, with assistance - Recognize the effect of one's own point of view in evaluating ideas, information, opinions, and issues **Standard 4:** Students will read, write, listen, and speak for **social interaction.** • Share reading experiences with peers or adults; for example, read together silently or aloud with a partner or in small groups • Consider the age, gender, social position, and cultural traditions of the writer • Recognize conversational tone in social communication • Recognize the types of language (e.g., informal, culture-specific terminology, jargon, colloquialisms, and email conventions) that are appropriate to social communication **Covered In:** **Reading Unit 1: Reading Workshop** - Share reading experiences with peers or adults - For example, read together silently or aloud with a partner or in small groups **Reading Unit 9: Reading for Real** - Recognize conversational tone in social

	communication - Recognize the types of language (e.g., informal, culture-specific terminology, jargon, colloquialisms, and email conventions) that are appropriate to social communication.

Grade 7 Writing

LITERACY COMPETENCIES **The writing competencies common to all four ELA standards that students demonstrate during grade 7 are**	GRADE-SPECIFIC PERFORMANCE INDICATORS **The grade-specific performance indicators that grade 7 students demonstrate as they learn to write include**
Written Language Conventions • Correctly spell a large body of words • Use a variety of spelling strategies (e.g., spelling patterns) and spelling resources (e.g., spelling dictionaries and spell-check tools) to support correct spelling • Use legible print or cursive handwriting, or word processing, as is appropriate to the writing context **Composition** • Use a variety of strategies to plan and organize ideas for writing, such as keeping a list of topic ideas and a writer's notebook, using graphic organizers, etc. • Write on a wide range of topics, both student and teacher selected • Write for a variety of purposes, with attention given to using the form of writing that best supports its purpose • Write for a range of audiences, adjusting writing style and tone accordingly • Engage in a variety of writing activities, both student and teacher initiated, to respond to the reading of literary and	**Standard 1:** Students will read, write, listen, and speak for **information and understanding.** • Use several sources of information, in addition to an encyclopedia, in developing research reports • Identify an appropriate format for sharing information with an intended audience • Take research notes, using a note-taking process, with assistance • Use outlines and graphic organizers, such as semantic webs, to plan reports, with assistance • Include relevant information and exclude irrelevant information • Use paraphrase and quotation correctly • Connect, compare, and contrast ideas and information from one or more sources • Support ideas with examples, definitions, analogies, and direct references to the text • Use graphics, such as graphs, charts, and diagrams, to enhance the communication of information • Cite sources in footnotes and bibliography, using correct form, with assistance • Write accurate and complete responses to questions about informational material • Maintain a portfolio that includes informational writing **Covered In:** **Writing Unit 2: Personal & Research Essays** - Use several sources of information, in addition to an encyclopedia, in developing research reports - Identify an appropriate format for sharing information with an intended audience; take research notes, using a note-taking process, with assistance - Use outlines and graphic organizers, such as semantic webs, to plan reports, with assistance - Include relevant information and exclude irrelevant

informational texts • Engage in a variety of writing activities, both student and teacher initiated, in response to listening to literary and informational texts • Revise writing to improve organization, clarity, and coherence • Edit writing to adhere to the conventions of written English • Work collaboratively with peers to plan, draft, revise, and edit written work • Write, using a variety of media to communicate ideas and information **Motivation to Write** • Engage in writing voluntarily for a variety of purposes, topics, and audiences • Publish writing in a variety of presentation or display media	information **Writing Unit 7: Literary Essay** - Connect, compare, and contrast ideas and information from one or more sources - Support ideas with examples, definitions, analogies, and direct references to the text - Cite sources in footnotes and bibliography, using correct form, with assistance - Write accurate and complete responses to questions about informational material **Standard 2:** Students will read, write, listen, and speak for **literary response and expression.** • Write original literary texts to - develop a narrative, using an organizational plan such as chronology - sequence events (e.g., rising action, conflict, climax, falling action, and resolution) to advance a plot, with assistance - develop complex characters and create a setting - use literary devices - maintain a consistent point of view that enhances the message - select a genre and use appropriate conventions, such as dialogue, rhythm, and rhyme, with assistance - use language that is creative • Write interpretive and responsive essays of approximately three pages to - express opinions and support them through specific references to the text - demonstrate understanding of plot and theme - identify and describe characters and their motivations - analyze the impact of the setting - explain how the use of literary devices, such as symbolism, metaphor and simile, personification, and flashback, affects meaning - draw conclusions and provide reasons for the conclusions - compare and contrast characters, setting, mood, and voice in more than one literary text or performance - make connections between literary text and personal experience or knowledge • Maintain a writing portfolio that includes imaginative, interpretive, and responsive writing **Covered In:** **Writing Unit 4: Fantasy Narratives** - Write original literary texts to develop a narrative,

	using an organizational plan such as chronology, sequence events (e.g., rising action, conflict, climax, falling action, and resolution) to advance a plot, with assistance - Develop complex characters and create a setting - Use literary devices, maintain a consistent point of view that enhances the message **Writing Unit 5: Poetry** - Select a genre and use appropriate conventions, such as dialogue, rhythm, and rhyme, with assistance - Use language that is creative - Analyze the impact of the setting, explain how the use of literary devices, such as symbolism, metaphor and simile, personification, and flashback, affects meaning - Draw conclusions and provide reasons for the conclusions - Compare and contrast characters, setting, mood, and voice in more than one literary text or performance **Standard 3:** Students will read, write, listen, and speak for **critical analysis and evaluation.** • Present clear analysis, using examples, details, and reasons from text • Present a hypothesis and predict possible outcomes • Select content and choose strategies for written presentation on the basis of audience, purpose, and content • Present a subject from more than one perspective by using various resources (e.g., news articles, nonfiction texts, personal experiences, and other school subjects) • Explain connections between and among texts to extend the meaning of each individual text • Compare and contrast literary elements in more than one genre and/or by more than one author • Maintain a writing portfolio that includes writing for critical analysis and evaluation **Covered In:** **Writing Unit 1: Realistic Fiction** - Select content and choose strategies for written presentation on the basis of audience, purpose, and content - Present a subject from more than one perspective by using various resources (e.g., news articles, nonfiction texts, personal experiences, and other school subjects) **Writing Unit 3: Writing to Think**

	- Present clear analysis, using examples, details, and reasons from text - Present a hypothesis and predict possible outcomes - Explain connections between and among texts to extend the meaning of each individual text **Standard 4:** Students will read, write, listen, and speak for **social interaction.** • Share the process of writing with peers and adults; for example, write a condolence note, get well-card, or thank-you letter with a writing partner or in small groups • Respect the age, gender, social position, and cultural traditions of the recipient • Develop a personal voice that enables the reader to get to know the writer • Write personal reactions about experiences, events, and observations, using a form of social communication • Identify the social communication techniques of published writers • Maintain a portfolio that includes writing for social communication • Use the conventions of email **Covered In:** **Writing Unit 9: Memoir** - Respect the age, gender, social position, and cultural traditions of the recipient - Develop a personal voice that enables the reader to get to know the writer - Write personal reactions about experiences, events, and observations, using a form of social communication **Writing Unit 6: Journalism** - Develop a personal voice that enables the reader to get to know the writer - Write personal reactions about experiences, events, and observations, using a form of social communication - Identify the social communication techniques of published writers - Use the conventions of email.

Grade 7 Listening

LITERACY COMPETENCIES **The listening competencies common to all four ELA standards that students demonstrate during grade 7 are**	GRADE-SPECIFIC PERFORMANCE INDICATORS **The grade-specific performance indicators that grade 7 students demonstrate as they learn to listen include**
Listening • Listen actively and attentively, for an extended period of time, to a variety of texts read aloud • Listen actively and attentively, for an extended period of time, to oral presentations • Listen actively and attentively, for an extended period of time, for different purposes and to different speakers • Respond appropriately to what was heard	**Standard 1:** Students will read, write, listen, and speak for **information and understanding.** • Identify essential information for note taking • Listen in planning or brainstorming sessions with peers • Listen to and follow multistep directions that provide information about a task or assignment • Recall significant ideas and details, and describe the relationships between and among them • Distinguish between relevant and irrelevant oral information • Make, confirm, or revise predictions by distinguishing between relevant and irrelevant oral information • Draw conclusions and make inferences on the basis of explicit information • Recognize that the speaker's voice quality and delivery impact communication, with assistance **Covered In:** **Reading Unit 6: Social Issues** - Identify essential information for note taking; listen in planning or brainstorming sessions with peers - Listen to and follow multistep directions that provide information about a task or assignment - Recall significant ideas and details, and describe the relationships between and among them **Writing Unit 8: Independent Writing** - Distinguish between relevant and irrelevant oral information - Make, confirm, or revise predictions by distinguishing between relevant and irrelevant oral information - Draw conclusions and make inferences on the basis of explicit information **Standard 2:** Students will read, write, listen, and speak for **literary response and expression.** • Interpret and respond to texts on a variety of themes from different genres and authors • Listen to class lectures, and small group and classroom discussions, to comprehend and interpret literary text • Recognize different levels of meaning in presentations • Identify how the author's choice of

	words/characterization and use of other literary devices affect the listener's interpretation of the oral text, with assistance • Identify how the poet's use of repetition, rhythm, and rhyming patterns affects the listener's interpretation of poetry, with assistance • Recognize that the meaning of the spoken word can vary on the basis of tone, volume, pitch, and rate • Recognize how the posture, facial expression, and gestures of the speaker or actor are used to evoke a response • Identify questions of personal importance and interest and seek to address them by listening to and interpreting films, plays, and dramatic readings • Recognize social, historical, and cultural features in presentations of literary texts, with assistance **Covered In:** **Writing Unit 6: Journalism** - Recognize different levels of meaning in presentations - Identify how the author's choice of words/characterization and use of other literary devices affect the listener's interpretation of the oral text, with assistance - Recognize that the meaning of the spoken word can vary on the basis of tone, volume, pitch, and rate **Reading Unit 7: Thematic Texts** - Recognize that the meaning of the spoken word can vary on the basis of tone, volume, pitch, and rate - Recognize how the posture, facial expression, and identify questions of personal importance and interest and seek to address them by listening to and interpreting films, plays, and dramatic readings - Recognize social, historical, and cultural features in presentations of literary texts **Standard 3:** Students will read, write, listen, and speak for **critical analysis and evaluation.** • Form an opinion or judgment about the validity and accuracy of information, ideas, opinions, themes, and experiences • Recognize multiple levels of meaning • Use personal experiences and knowledge, and the opinions of speakers in school and community settings, to make judgments from a variety of perspectives • Recognize persuasive techniques, such as emotional and ethical appeals, in presentations • Consider the experience and qualifications of speakers when analyzing and evaluating presentations, with assistance • Identify missing or unclear information • Evaluate the organization of presentations • Evaluate the quality of the speaker's presentation style

	by using criteria such as voice quality and enunciation **Covered In:** **Writing Unit 2: Personal & Research Essay** - Form an opinion or judgment about the validity and accuracy of information, ideas, opinions, themes, and experiences - Recognize multiple levels of meaning - Use personal experiences and knowledge, and the opinions of speakers in school and community settings, to make judgements from a variety of perspectives. **Reading Unit 5: Historical Fiction Clubs** - Consider the experience and qualifications of speakers when analyzing and evaluating presentations, with assistance - Identify missing or unclear information - Evaluate the quality of the speaker's presentation style by using criteria such as voice quality and enunciation **Standard 4:** Students will read, write, listen, and speak for **social interaction.** • Participate as a listener in social conversation with one or more people who are friends or acquaintances • Respect the age, gender, social position, and cultural traditions of the speaker • Listen for more than one level of meaning • Withhold judgment • Appreciate the speaker's uniqueness **Covered In:** **Writing Unit 9: Memior** - Respect the age, gender, social position, and cultural - Appreciate the speaker's uniqueness.

Grade 7 Speaking

LITERACY COMPETENCIES **The speaking competencies common to all four ELA standards that students demonstrate during grade 7 are**	GRADE-SPECIFIC PERFORMANCE INDICATORS **The grade-specific performance indicators that grade 7 students demonstrate as they learn to speak include**
Speaking • Speak in grammatically correct sentences, communicating ideas in an organized and coherent manner • Use appropriate and precise vocabulary to convey ideas effectively • Ask probing questions to elicit information, including evidence	**Standard 1:** Students will read, write, listen, and speak for **information and understanding.** • Prepare and give presentations on informational topics • Contribute to group discussions by offering comments to clarify ideas and information • Present information to address audience needs • Present examples, definitions, and direct references to the text in support of ideas • Connect, compare, and contrast ideas and

to support the speaker's claims and conclusions • Use a variety of speaking techniques (e.g., adjusting tone, volume, and tempo; enunciating; and making eye contact) to make effective presentations • Participate actively and productively in group discussions • Organize information to achieve particular purposes and to appeal to the background and interests of the audience, with logic and coherence, when making presentations	information • Use the conventions of the presentational format for panel discussions and mock trials • Ask questions to clarify information **Covered In:** **Writing Unit 3: Writing to Think** - Contribute to group discussions by offering comments to clarify ideas and information - Present information to address audience needs; present examples, definitions, and direct references to the text in support of ideas - Connect, compare, and contrast ideas and information **Reading Unit 8: Test Prep** - Present examples, definitions, and direct references to the text in support of ideas - Connect, compare, and contrast ideas and information **Standard 2:** Students will read, write, listen, and speak for **literary response and expression.** • Present interpretations and support them through specific references to the text • Explain social, historical, and cultural features of literary text • Present original literary texts, using language and text structures that are inventive; for example, - use conventions of the literary genre, such as story, poem, and play - use an introduction that catches and excites the interest of the listener • Ask and respond to questions to clarify an interpretation or response to literary texts and performances **Covered In:** **Writing Unit 6: Journalism** - Present original literary texts, using language and text structures that are inventive - For example, use conventions of the literary genre, such as story, poem, and play - Use an introduction that catches and excites the interest of the listener **Reading Unit 2: Character Study** - Present interpretations and support them through specific references to the text - Ask and respond to questions to clarify an interpretation or response to literary texts and performances. - Use an introduction that catches and excites the interest of the listener

	Standard 3: Students will read, write, listen, and speak for **critical analysis and evaluation.** • Express opinions or judgments about information, ideas, opinions, themes, and experiences • Use an organizational format (e.g., question/answer, compare/contrast, and cause/effect) so that ideas and information are clear • State a hypothesis and predict possible outcomes • Present content, using strategies designed for the audience and purpose • Present a subject from one or more perspectives • Credit sources of information and opinions accurately in presentations and handouts, with assistance • Ask and respond to questions to clarify an opinion or judgment **Covered In:** **Writing Unit 2: Personal & Research Essay** - Express opinions or judgments about information, ideas, opinions, themes, and experiences - Use an organizational format (e.g., question/answer, compare/contrast, and cause/effect) so that ideas and information are clear - State a hypothesis and predict possible outcomes **Writing Unit 8: Independent Writing** - Present content, using strategies designed for the audience and purpose - Present a subject from one or more perspectives - Credit sources of information and opinions accurately in presentations and handouts, with assistance - Ask and respond to questions to clarify an opinion or judgment. **Standard 4:** Students will read, write, listen, and speak for **social interaction.** • Respect the age, gender, social position, and cultural traditions of the listener • Provide feedback by asking questions • Use courtesy; for example, avoid sarcasm, ridicule, dominating the conversation, and interrupting • Use culture-specific language, jargon, and colloquialisms appropriate to the purpose and the listener • Adopt conventions of email to establish friendly

	tone in electronic-based social communication **Covered In:** **Reading Unit 4: Fantasy** - Respect the age, gender, social position, and cultural traditions of the listener - Provide feedback by asking questions - Use courtesy; for example, avoid sarcasm, ridicule, dominating the conversation, and interrupting **Writing Unit 1: Realistic Fiction** - Respect the age, gender, social position, and cultural traditions of the listener - Provide feedback by asking questions - Use courtesy; for example, avoid sarcasm, ridicule, dominating the conversation, and interrupting - Use culture-specific language, jargon, and colloquialisms appropriate to the purpose and the listener

Grade 8 Reading

LITERACY COMPETENCIES **The reading competencies common to all four ELA standards that students demonstrate during grade 8 are**	GRADE-SPECIFIC PERFORMANCE INDICATORS **The grade-specific performance indicators that grade 8 students demonstrate as they learn to read include**
Word Recognition • Recognize at sight a large body of high-frequency words and specialized content vocabulary • Use a variety of word recognition strategies, such as letter-sound correspondence, syllable patterns, decoding by analogy, word structure, use of syntactic (grammar) cues, and use of semantic (meaning) cues, to read unfamiliar words quickly and accurately • Use varied sources of information, including context, to monitor and self-correct for word-reading accuracy **Background Knowledge and Vocabulary Development** • Acquire grade-appropriate vocabulary by reading a variety of texts across subject areas • Determine the meaning of	**Standard 1:** Students will read, write, listen, and speak for **information and understanding.** • Locate and use school and public library resources independently to acquire information • Apply thinking skills, such as define, classify, and infer, to interpret data, facts, and ideas from informational texts • Read and follow written multistep directions or procedures to accomplish a task or complete an assignment • Preview informational texts to assess content and organization and select texts useful for the task • Use indexes to locate information and glossaries to define terms • Use knowledge of structure, content, and vocabulary to understand informational text • Distinguish between relevant and irrelevant information • Identify missing, conflicting, or unclear information • Formulate questions to be answered by reading informational text • Compare and contrast information from a variety

unfamiliar words, terms, and idioms by using context, dictionaries, glossaries, and other print and electronic resources • Determine the meaning of unfamiliar words, terms, and idioms by using word structure knowledge, such as roots (e.g., Greek and Latin), prefixes, and suffixes, to determine word meaning • Determine the meaning of unfamiliar words, terms, and idioms by using prior knowledge and context clues • Recognize grade-appropriate synonyms and antonyms and use a thesaurus to identify additional examples • Recognize multiple meanings of words and connections among meanings of words **Fluency** • Read grade-appropriate texts with appropriate expression, phrasing, and pacing **Comprehension/Response** • Respond to and comprehend various genres for student-selected and teacher-selected purposes • Combine multiple strategies (e.g., predict/confirm, question, visualize, summarize, monitor, self-correct) to enhance comprehension and response • Use text structure and literary devices to aid comprehension and response • Work collaboratively with peers to comprehend and respond to texts • Analyze, contrast, support, and critique points of view in a wide range of genres • Find, evaluate, and combine information from print and electronic sources for student-selected and teacher-selected inquiries	of different sources • Condense, combine, or categorize new information from one or more sources • Draw conclusions and make inferences on the basis of explicit and implied information • Make, confirm, or revise predictions **Covered In:** **Reading Unit 6: Social Issues** - Locate and use school and public library resources independently to acquire information - Apply thinking skills, such as define, classify, and infer, to interpret data, facts, and ideas from informational texts - Read and follow written multistep directions or procedures to accomplish a task or complete an assignment - Preview informational texts to assess content and organization and select texts useful for the task - Use indexes to locate information and glossaries to define terms **Reading Unit 8: Test Prep** - Use knowledge of structure, content, and vocabulary to understand informational text - Distinguish between relevant and irrelevant information - Identify missing, conflicting, or unclear information - Formulate questions to be answered by reading informational text - Compare and contrast information from a variety of different sources - Condense, combine, or categorize new information from one or more sources **Standard 2:** Students will read, write, listen, and speak for **literary response and expression.** • Read silently and aloud from a variety of genres, authors, and themes • Interpret characters, plot, setting, theme, and dialogue, using evidence from the text • Identify the author's point of view, such as first-person narrator and omniscient narrator • Determine how the use and meaning of literary devices, such as symbolism, metaphor and simile, illustration, personification, flashback, and foreshadowing, convey the author's message or intent • Recognize how the author's use of language creates images or feelings • Identify poetic elements, such as repetition, rhythm, and rhyming patterns, in order to interpret poetry • Compare motives of characters, causes of

• Demonstrate comprehension and response through a range of activities, such as writing, drama, oral presentation, and mixed media performance **Motivation to Read** • Show interest in reading a wide range of texts, topics, genres, and authors • Read voluntarily for a variety of personal and academic purposes • Be familiar with titles and authors of a wide range of grade-appropriate literature • Engage in independent silent reading for extended periods of time	events, and importance of setting in literature to people, events, and places in own lives • Identify social and cultural contexts and other characteristics of the time period in order to enhance understanding and appreciation of text • Compare a film, video, or stage version of a literary work with the written version **Covered In:** **Reading Unit 2: Character Study** - Read silently and aloud from a variety of genres, authors, and themes - Interpret characters, plot, setting, theme, and dialogue, using evidence from the text - Identify the author's point of view, such as first-person narrator and omniscient narrator - Determine how the use and meaning of literary devices, such as symbolism, metaphor and simile, illustration, personification, flashback, and foreshadowing, convey the author's message or intent **Reading Unit 9: Reading for High School** - Recognize how the author's use of language creates images or feelings - Identify poetic elements, such as repetition, rhythm, and rhyming patterns, in order to interpret poetry - Compare motives of characters, causes of events, and importance of setting in literature to people, events, and places in own lives - Identify social and cultural contexts and other characteristics of the time period in order to enhance understanding and appreciation of text **Standard 3:** Students will read, write, listen, and speak for **critical analysis and evaluation.** • Evaluate the validity and accuracy of information, ideas, themes, opinions, and experiences in texts: for example, - identify conflicting information - consider the background and qualifications of the writer - question the writer's assumptions, beliefs, intentions, and biases - evaluate examples, details, or reasons used to support ideas - identify fallacies of logic that lead to unsupported conclusions - discriminate between apparent messages and hidden agendas - identify propaganda and evaluate its effectiveness

	- identify techniques the author uses to persuade (e.g., emotional and ethical appeals) - identify differing points of view in texts and presentations - identify cultural and ethnic values and their impact on content - identify multiple levels of meaning • Judge a text by using evaluative criteria from a variety of perspectives, such as literary, political, and personal • Suspend judgment until all information has been presented **Covered In:** **Reading Unit 3: Nonfiction Reading** - Discriminate between apparent messages and hidden agendas - Identify propaganda and evaluate its effectiveness, identify techniques the author uses to persuade (e.g., emotional and ethical appeals) - Identify differing points of view in texts and presentations, identify cultural and ethnic values and their impact on content - Identify multiple levels of meaning **Reading Unit 4: Historical Fiction** - Evaluate the validity and accuracy of information, ideas, themes, opinions, and experiences in texts: for example, identify conflicting information, consider the background and qualifications of the writer, question the writer's assumptions, beliefs, intentions, and biases, evaluate examples, details, or reasons used to support ideas - Identify fallacies of logic that lead to unsupported conclusions **Standard 4:** Students will read, write, listen, and speak for **social interaction.** • Share reading experiences with peers or adults; for example, read together silently or aloud with a partner or in small groups • Consider the age, gender, social position, and traditions of the writer • Recognize the types of language (e.g., informal vocabulary, culture-specific terminology, jargon, colloquialisms, and email conventions) that are appropriate to social communication **Covered In:** **Reading Unit 1: Independent Reading** - Share reading experiences with peers or adults; for example, read together silently or aloud with a partner or in small groups - Consider the age, gender, social position, and

	traditions of the writer **Reading Unit 7: Thematic Texts** - Recognize the types of language (e.g., informal vocabulary, culture-specific terminology, jargon, colloquialisms, and email conventions) that are appropriate to social communication

Grade 8 Writing

LITERACY COMPETENCIES **The writing competencies common to all four ELA standards that students demonstrate during grade 8 are**	**GRADE-SPECIFIC PERFORMANCE INDICATORS** **The grade-specific performance indicators that grade 8 students demonstrate as they learn to write include**
Spelling • Correctly spell most words in one's writing • Use a variety of spelling resources, such as spelling dictionaries and spell-check tools, to spell words correctly **Text Production** • Use legible print or cursive writing, or type **Composition** • Compose, mechanically grade-appropriate texts for a variety of student-selected and teacher-selected purposes • Write with voice to address varied purposes, topics, and audiences across the curriculum • Organize writing effectively to communicate ideas to an intended audience • Compose arguments to support points of view with relevant details from single and multiple texts • Work collaboratively with peers to plan, draft, revise, and edit written work • Produce written and multimedia reports of inquiry, using multiple sources **Motivation to Write** • Engage in writing voluntarily for a variety of purposes,	**Standard 1:** Students will read, write, listen, and speak for **information and understanding.** • Use several sources of information, in addition to an encyclopedia, to develop research reports • Identify appropriate format for sharing information with intended audience and comply with the accepted features of that format • Take research notes, using a note-taking process • Use outlines and graphic organizers, such as semantic webs, to plan reports • Include relevant and exclude irrelevant information • Use paraphrase and quotation correctly • Connect, compare, and contrast ideas and information from one or more sources • Support ideas with examples, definitions, analogies, and direct references to the text • Cite sources in notes and bibliography, using correct form • Write accurate and complete responses to questions about informational material • Maintain a portfolio that includes informational writing **Covered In:** **Writing Unit 2: Literary Essay** - Connect, compare, and contrast ideas and information from one or more sources - Support ideas with examples, definitions, analogies, and direct references to the text - Cite sources in notes and bibliography, using correct form - Write accurate and complete responses to questions about informational material - Include relevant and exclude irrelevant information - Use paraphrase and quotation correctly **Writing Unit 8: Test Prep**

topics, and audiences • Publish writing in a variety of presentation or display media	- Use several sources of information, in addition to an encyclopedia, to develop research reports - Identify appropriate format for sharing information with intended audience and comply with the accepted features of that format - Take research notes, using a note-taking process - Use outlines and graphic organizers, such as semantic webs, to plan reports **Standard 2:** Students will read, write, listen, and speak for **literary response and expression.** • Write original literary texts to - develop a narrative, using an organizational plan such as chronology or flashback - sequence events to advance a plot; use action, conflict, climax, falling action, and resolution - maintain a consistent point of view that enhances the message and/or establishes the mood - select a genre and use appropriate conventions, such as dialogue, rhythm, and rhyme • Write interpretive and responsive essays of approximately three pages to - express opinions and support them through specific references to the text - demonstrate an understanding of plot and theme - identify and describe characters and their motivations - analyze the importance of setting - identify and interpret how the use of literary devices, such as symbolism, metaphor and simile, alliteration, personification, flashback, and foreshadowing, affects meaning - draw conclusions and provide reasons for the conclusions - compare and contrast characters, setting, mood, and voice in more than one literary text or performance • Maintain a writing portfolio that includes literary, interpretive, and responsive writing **Covered In:** **Writing Unit 4: Historical Fiction** - Write original literary texts to develop a narrative, using an organizational plan such as chronology or flashback, sequence events to advance a plot - Use action, conflict, climax, falling action, and resolution - Maintain a consistent point of view that enhances the message and/or establishes the mood

	- Select a genre and use appropriate conventions, such as dialogue, rhythm, and rhyme **Writing Unit 5: Poetry** -Demonstrate an understanding of plot and theme - Identify and describe characters and their motivations - Analyze the importance of setting -Identify and interpret how the use of literary devices, such as symbolism, metaphor and simile, alliteration, personification, flashback, and foreshadowing, affects meaning - Draw conclusions and provide reasons for the conclusions **Standard 3:** Students will read, write, listen, and speak for **critical analysis and evaluation.** • Present clear analyses, using examples, details, and reasons from text • Present a hypothesis and predict possible outcomes from one or more perspectives • Select content and choose strategies for written presentation on the basis of audience, purpose, and content • Explain connections between and among texts to extend the meaning of each individual text • Compare and contrast the use of literary elements in more than one genre, by more than one author • Maintain a writing portfolio that includes writing for critical analysis and evaluation **Covered In:** **Writing Unit 1: Realistic Fiction** - Select content and choose strategies for written presentation on the basis of audience, purpose, and content - Explain connections between and among texts to extend the meaning of each individual text **Writing Unit 3: Writing to Think** - Present clear analyses, using examples, details, and reasons from text - Present a hypothesis and predict possible outcomes from one or more perspectives - Compare and contrast the use of literary elements in more than one genre, by more than one author **Standard 4:** Students will read, write, listen, and speak for **social interaction.** • Share the process of writing with peers and adults; for example, write a condolence note, get-well card, or thank-you letter with a writing partner or in small groups • Respect the age, gender, social position, and

	cultural traditions of the recipient • Develop a personal voice that enables the reader to get to know the writer • Write personal reactions to experiences, events, and observations, using a form of social communication • Identify and model the social communication techniques of published writers • Maintain a portfolio that includes writing for social communication • Use the conventions of email **Covered In:** **Writing Unit 6: Journalism** -Share the process of writing with peers and adults; for example, write a condolence note, get-well card, or thank-you letter with a writing partner or in small groups -Respect the age, gender, social position, and cultural traditions of the recipient -Develop a personal voice that enables the reader to get to know the writer **Writing Unit 9: College Essays** - Develop a personal voice that enables the reader to get to know the writer - Write personal reactions to experiences, events, and observations, using a form of social communication - Identify and model the social communication techniques of published writers

Grade 8 Listening

LITERACY COMPETENCIES **The listening competencies common to all four ELA standards that students demonstrate during grade 8 are**	GRADE-SPECIFIC PERFORMANCE INDICATORS **The grade-specific performance indicators that grade 8 students demonstrate as they learn to listen include**
Listening • Listen with comprehension, for an extended period of time, to texts read aloud • Listen with comprehension, for an extended period of time, to oral presentations • Listen with comprehension for student-determined and teacher-	**Standard 1:** Students will read, write, listen, and speak for **information and understanding.** • Recall significant ideas and details and the relationships between and among them • Identify missing, conflicting, or unclear information • Draw conclusions and make inferences on the basis of explicit and implied information • Recognize that the speaker's voice and delivery

determined purposes • Respond appropriately to what is heard • Listen with comprehension and respect when others speak	impact communication **Covered In:** **Reading Unit 2: Character Study** - Recall significant ideas and details and the relationships between and among them - Identify missing, conflicting, or unclear information **Writing Unit 3: Writing to Think** - Draw conclusions and make inferences on the basis of explicit and implied information; recognize that the speaker's voice and delivery impact communication. **Standard 2:** Students will read, write, listen, and speak for **literary response and expression.** • Listen to class lectures, and small group and classroom discussions, to comprehend, interpret, and critique literary text • Identify how the author's choice of words, use of characterization, and use of other literary devices affect the listener's interpretation of the oral text • Identify how the poet's use of repetition, rhythm, and rhyming patterns affects the listener's interpretation of poetry • Recognize social, historical, and cultural features in presentation of literary texts **Covered In:** **Reading Unit 4: Historical Fiction** - Listen to class lectures, and small group and classroom discussions, to comprehend, interpret, and critique literary text - Identify how the author's choice of words, use of characterization, and use of other literary devices affect the listener's interpretation of the oral text **Writing Unit 5: Poetry** - Identify how the poet's use of repetition, rhythm, and rhyming patterns affects the listener's interpretation of poetry - Recognize social, historical, and cultural features in presentation of literary texts **Standard 3:** Students will read, write, listen, and speak for **critical analysis and evaluation.** • Form an opinion or judgment about the validity and accuracy of information, ideas, opinions, issues, themes, and experiences • Recognize persuasive techniques, such as emotional and ethical appeals, in presentations • Consider the experience, qualifications, and

	possible biases of speakers in analyzing and evaluating presentations • Identify conflicting, missing, or unclear information • Suspend judgment until all information has been presented • Evaluate the quality of the speaker's presentation style by using criteria such as voice quality, enunciation, and delivery **Covered In:** **Reading Unit 6: Social Issues** -Form an opinion or judgment about the validity and accuracy of information, ideas, opinions, issues, themes, and experiences - Recognize persuasive techniques, such as emotional and ethical appeals, in presentations - Consider the experience, qualifications, and possible biases of speakers in analyzing and evaluating presentations **Unit 7: Independent Writing** - Identify conflicting, missing, or unclear information, suspend judgment until all information has been presented - Evaluate the quality of the speaker's presentation style by using criteria such as voice quality, enunciation, and delivery - Form an opinion or judgment about the validity and accuracy of information, ideas, opinions, issues, themes, and experiences **Standard 4:** Students will read, write, listen, and speak for **social interaction.** • Participate as a listener in social conversation with one or more people who are friends or acquaintances • Respect the age, gender, social position, and cultural traditions of the speaker • Listen for more than one level of meaning, articulated and unspoken • Encourage the speaker with appropriate facial expressions and gestures • Withhold judgment • Appreciate the speaker's uniqueness **Covered In:** **Reading Unit 7: Thematic Texts** - Form an opinion or judgment about the validity and accuracy of information, ideas, opinions, issues, themes, and experiences **Writing Unit 1: Realistic Fiction** - Listen for more than one level of meaning, articulated and unspoken

	- Encourage the speaker with appropriate facial expressions and gestures

Grade 8 Speaking

LITERACY COMPETENCIES **The speaking competencies common to all four ELA standards that students demonstrate during grade 8 are**	GRADE-SPECIFIC PERFORMANCE INDICATORS **The grade-specific performance indicators that grade 8 students demonstrate as they learn to speak include**
Speaking • Speak to share responses to a variety of texts and performances • Use precise vocabulary to communicate ideas • Speak, using grammatical structures suited to particular audiences • Speak to include details and examples relevant to the audience and purpose • Communicate spoken ideas in an organized and coherent manner • Speak with expression, volume, pace, and gestures appropriate to the topic, audience, and purpose of communication • Respond respectfully to others • Participate in group discussions on a range of topics and for a variety of purposes • Offer verbal feedback to others in a respectful and responsive manner	**Standard 1:** Students will read, write, listen, and speak for **information and understanding.** • Prepare and give presentations on informational topics • Contribute to group discussions by offering comments to clarify and interpret ideas and information • Present information to address audience needs and to anticipate questions • Present examples, definitions, analogies, and direct references to the text in support of ideas • Connect, compare, and contrast ideas and information • Use the conventions of the presentational format for panel discussions, debates, and mock trials • Ask and respond to questions to clarify information **Covered In:** **Reading Unit 6: Social Issues** • Prepare and give presentations on informational topics • Contribute to group discussions by offering comments to clarify and interpret ideas and information • Present information to address audience needs and to anticipate questions **Writing Unit 3: Writing to Think** • Present examples, definitions, analogies, and direct references to the text in support of ideas • Connect, compare, and contrast ideas and information • Use the conventions of the presentational format for panel discussions, debates, and mock trials

	• Ask and respond to questions to clarify information **Standard 2:** Students will read, write, listen, and speak for **literary response and expression.** • Express interpretations and support them through specific references to the text • Present original, literary texts, using language and text structures that are inventive; for example, - use rhyme, rhythm, and repetition to create an emotional or aesthetic effect • Ask and respond to questions to clarify an interpretation or response to literary texts and performances **Covered In:** **Reading Unit 4: Historical Fiction** • Express interpretations and support them through specific references to the text • Present original, literary texts, using language and text structures that are inventive; for example, - use rhyme, rhythm, and repetition to create an emotional or aesthetic effect **Writing Unit 5: Poetry** • Present original, literary texts, using language and text structures that are inventive; for example, - use rhyme, rhythm, and repetition to create an emotional or aesthetic effect • Ask and respond to questions to clarify an interpretation or response to literary texts and performances **Standard 3:** Students will read, write, listen, and speak for **critical analysis and evaluation.** • Express opinions or judgments about information, ideas, opinions, issues, themes, and experiences • State a hypothesis and predict possible outcomes from one or more perspectives • Present content, using strategies

	designed for the audience, purpose, and context • Credit sources of information and opinions accurately in presentations and handouts **Covered In:** **Reading Unit 9: Reading for High School** • Express opinions or judgments about information, ideas, opinions, issues, themes, and experiences • Present content, using strategies designed for the audience, purpose, and context **Writing Unit 2: Literary Essay** • State a hypothesis and predict possible outcomes from one or more perspectives • Credit sources of information and opinions accurately in presentations and handouts **Standard 4:** Students will read, write, listen, and speak for **social interaction.** • Respect the age, gender, social position, and cultural traditions of the listener • Provide feedback by asking questions designed to encourage further conversation • Use courtesy; for example, avoid sarcasm, ridicule, dominating the conversation, and interrupting • Use culture-specific language, jargon, colloquialisms, and gestures appropriate to the purpose, occasion, and listener • Respond to the listener's interests, needs, and reactions to social conversation • Adopt conventions of email to establish friendly tone in electronic-based social communication **Covered In:** **Reading Unit 2: Character Study** • Provide feedback by asking questions designed to encourage further conversation • Use courtesy; for example, avoid sarcasm, ridicule, dominating the conversation, and interrupting • Respond to the listener's interests,

	needs, and reactions to social conversation **Writing Unit 9: College Essays** Respect the age, gender, social position, and cultural traditions of the listener • Provide feedback by asking questions designed to encourage further conversation • Use courtesy; for example, avoid sarcasm, ridicule, dominating the conversation, and interrupting • Use culture-specific language, jargon, colloquialisms, and gestures appropriate to the purpose, occasion, and listener

Investigations Unit 1: Counting Coins and Combinations / Understanding Addition and Subtraction

Content	Assessment	Standard	Performance Indicator
Investigations Unit: Coins, Coupons, and Combinations (The Number System) **Related enVisionMATH topics** Topic 2: Addition Strategies Topic 4: Place Value: Numbers to 100 **<u>Investigation 1: Introducing Math Tools and Routines</u>** *Students will develop strategies for accurately counting a set of objects by ones and groups. *Students will count a set of up to 60 objects. *Students will develop strategies for counting accurately *Students will count a quantity in more than one way. <u>enVisionMATH</u> lessons to be taught/incorporated: **2-1** Adding 0, 1, 2 **2-3** Near Doubles **2-4** Adding in Any Order **2-6** Making 10 to Add 9 **2-7** Making 10 to Add 8 **2-8** Problem Solving: Draw a Picture and Write a Number Sentence	**Formal Assessment** Investigations End of Unit Assessment MC 1-7 FR 1-3 **Summative Assessment** *Monitor students and record data using Investigations Assessment Checklist. *Ask students questions about what they are doing and why they are doing it. Ensure that students understand what the teaching point of the lesson is.	Problem Solving Strand Reasoning and Proof Strand Connections Strand Statistics and Probability Strand Geometry Strand Algebra Strand Representation Strand Communication Strand Number Sense and Operation Strand	2.PS.1 Explore, examine, and make observations about a social problem or mathematical situation 2.PS.2 Interpret information correctly, identify the problem, and generate possible solutions 2.PS.3 Act out or model with manipulatives activities involving mathematical content from literature and/or story telling 2.PS.4 Formulate problems and solutions from everyday situations (e.g.,counting the number of children in the class, using the calendar to teach counting). 2.PS.5 Use informal counting strategies to find solutions 2.PS.6 Experience teacher-directed questioning process to understand problems 2.PS.7 Compare and discuss ideas for solving a problem with teacher and/or students to justify their thinking 2.PS.8 Use manipulatives (e.g., tiles, blocks) to model the action in problems

Investigation 2: Counting and Coins * Students will use manipulatives, drawings, tools, and notation to show strategies and solutions. * Students will identify and use patterns in the structure of the number system. * Students will count by groups of 10. **Investigation 3: Combinations of 10** * Students will make sense of and develop strategies to solve addition and subtraction problems with totals up to 45. * Students will generate equivalent expressions for a number. * Students will use known combinations to compose, decompose, and combine numbers. **Investigation 4: Addition and Subtraction Situations** * Students will develop an understanding of the magnitude and sequence of numbers up to 100. * Students will use the numberline to reason about, and keep track of information about the magnitude and relationship of numbers. *enVisionMATH* lessons to be taught/incorporated: **4-1** Models for Tens **4-2** Models for Tens and Ones **4-3** Reading and Writing Numbers **4-4** Using Models to Compare Numbers **4-5** Using Symbols to Compare			2.PS.9 Use drawings/pictures to model the action in problems 2.PS.10 Explain to others how a problem was solved, giving strategies and justifications 2.RP.3 Investigate the use of knowledgeable guessing as a mathematical tool 2.RP.4 Explore guesses, using a variety of objects and manipulatives 2.RP.6 Develop and explain an argument verbally or with objects 2.RP.7 Listen to and discuss claims other students make 2.RP.8 Use trial and error strategies to verify claims 2.CM.2 Verbally support their reasoning and answer 2.CM.3 Share mathematical ideas through the manipulation of objects, drawings, pictures, charts, and symbols in both written and verbal explanations 2.CM.4 Listen to solutions shared by other students 2.CM.6 Use appropriate mathematical terms, vocabulary, and language

Numbers **4-6** Before, After, and Between **4-7** Order Numbers **4-8** Number Patterns on a Hundred Chart **4-9** Even and Odd Numbers **4-10** Problem Solving: Use Data from a Chart <u>Strategies Related to Topic:</u> * Fitting shapes together to cover an area. * Identify coins and their values * Using clocks as tools for keeping track of and measuring time. * Seeing a timeline as a representation of events over time. * Develop and analyze visual images for quantities up to 10.			2.R.1 Use multiple representations, including verbal and written language, acting out or modeling a situation, drawings, and/or symbols as representations 2.R.4 Connect mathematical representations with problem solving 2.R.7 Use mathematics to show and understand mathematical phenomena (e.g. draw pictures to show a story problem or show number value using fingers on your hand) 2.CN.1 Recognize the connections of patterns in their everyday experiences to mathematical ideas 2.CN.2 Understand and use the connections between numbers and the quantities they represent to solve problems 2.CN.3 Compare the similarities and differences of mathematical ideas 2.CN.4 Understand how models of situations involving objects, pictures, and symbols relate to mathematical ideas 2.CN.6 Understand how mathematical models represent quantitative 2.CN.8 Recognize and apply mathematics to solve problems

			2.N.6 Develop an understanding of the base ten system: 10 ones = 10, 10 tens = 100, 10 hundreds = 1000 2.N.7 Use a variety of strategies to compose and decompose two-digit numbers 2.N.8 Understand and use the commutative property of addition 2.N.17 Demonstrate fluency and apply addition and subtraction facts up to and including 18 2.N.18 Use doubling to add 2-digit numbers 2.N.22 Estimate the number in a collection to 100 and then compare by counting the actual items in the collection 2.M.6 Know and recognize coins (penny, nickel, dime, quarter) and bills ($1, $5, $10, and $20) 2.S.2 Collect and record data (using tallies) related to the question 2.G.3 Compose (put together) and decompose (break apart) two-dimensional shapes. Students will identify and justify geometric relationships, formally and informally. 2.A.1 Use the symbols <, >, = (with and

			without the use of a number line) to compare whole numbers up to 100

Investigations Unit 2: Shapes, Blocks, and Symmetry

Content	Assessment	Standard	Performance Indicator
Investigations Unit **Shapes, Blocks, and Symmetry (Geometry and Fractions)** Related enVisionMATH topics **Topic 11: Geometry** **Topic 12: Fractions** **<u>Investigation 1: Features of 2-D and 3-D Shapes</u>** * Students will compose and decompose 3-D shapes. * Students will combine shapes to make new shapes. * Students will cover a region, without gaps or overlaps, with c single shape or multiple shapes. *enVisionMATH* lessons to be taught/incorporated: **11-1** Flat Surfaces, Vertices, and Edges **11-2** Relating Plane Shapes to Solid Figures *enVisionMATH* lessons replaced: **11-3** Making New Shapes **11-4** Cutting Shapes Apart **<u>Investigation 2: What Is a Rectangle?</u>** * Students will identify rectangles as 4-sided shapes with 4-right angles. * Students will identify important features of a rectangle. * Students will order rectangles from	**Formal Assessment** Investigations End of Unit Assessment MC 1-11 PA 1-5 **Summative Assessment** *Monitor students and record data using Investigations Assessment Checklist. *Ask students questions about what they are doing and why they are doing it. Ensure that students understand what the teaching point of the lesson is.	Problem Solving Strand Reasoning and Proof Strand Connections Strand Measurement Strand Geometry Strand Number Sense and Operations Strand Communication Strand	2.PS.6 Experience teacher-directed questioning process to understand problems 2.PS.7 Compare and discuss ideas for solving a problem with teacher and/or students to justify their thinking 2.PS.8 Use manipulatives (e.g., tiles, blocks) to model the action in problems 2.PS.10 Explain to others how a problem was solved, giving strategies and justifications 2.RP.3 Investigate the use of knowledgeable guessing as a mathematical tool 2.RP.4 Explore guesses, using a variety of objects and manipulatives 2.RP.5 Justify general claims, using manipulatives 2.RP.6 Develop and explain an argument verbally or with objects 2.RP.7 Listen to and discuss claims other students make 2.CM.1 Understand how to organize their thought processes

biggest to smallest. * Students will recognize that rectangular prisms have rectangular faces. * Students will recognize which faces of a rectangular prism are the same size and shape. **<u>Investigation 4: Symmetry</u>** * Students will describe and identify objects and designs that have mirror symmetry. * Students will construct 2-D and 3-D symmetrical designs with mirror symmetry. * Students will reflect shapes across a line of symmetry. * Students will explore symmetry by folding and cutting paper patterns. * Students will orient shapes so that a line of symmetry aligns with a mirror. *enVisionMATH* lessons to be taught/incorporated: **11-6** Ways to Move Shapes **11-8** Problem Solving: Use Reasoning *enVisionMATH* lesson replaced: **11-7** Symmetry <u>Strategies Related to Topic:</u> * Generating equivalent expressions for a number. * Naming, notating, and telling time to the hour, half hour, and quarter hour on digital and analog clocks.			2.CM.2 Verbally support their reasoning and answer 2.CM.3 Share mathematical ideas through the manipulation of objects, drawings, pictures, charts, and symbols in both written and verbal explanations 2.CM.4 Listen to solutions shared by other students 2.CM.6 Use appropriate mathematical terms, vocabulary, and language 2.CN.3 Compare the similarities and differences of mathematical ideas 2.M.9 Tell time to the half hour and five minutes using both digital and analog clocks 2.G.3 Compose (put together) and decompose (break apart) two-dimensional shapes. Students will identify and justify geometric relationships, formally and informally. 2.N.1 Skip count to 100 by 2's, 5's, 10's 2.N.7 Use a variety of strategies to compose and decompose two-digit numbers 2.N.17 Demonstrate fluency and apply addition and subtraction facts up to and including 18

* Associating times on the hour and half hour with daily events. * Counting by groups. * Counting a quantity in more than one way.			2.N.22 Estimate the number in a collection to 100 and then compare by counting the actual items in the collection 2.G.1 Experiment with slides, flips, and turns to compare two-dimensional shapes 2.G.2 Identify and appropriately name two-dimensional shapes: circle, square, rectangle, and triangle (both rectangular and irregular) 2.G.4 Group objects by like properties 2.G.5 Explore and predict the outcome of slides, flips and turns of two-dimensional shapes 2.G.6 Explore line symmetry 2.M.1 Use non-standard and standard unites to measure both vertical and horizontal lengths 2.M.2 Use a ruler to measure standard units (including whole inches and whole feet) 2.M.3 Compare and order objects according to the attribute of length 2.M.4 Recognize mass as a qualitative measure (e.g., Which

			is heavier? Which is lighter?) 2.M.5 Compare and order objects, using lighter than and heavier than 2.M.9 Tell time to the half hour and five minutes using both digital and analog clocks

Investigations Unit 3: Stickers, Number Strings, and Story Problems / Addition, Subtraction, and the Number System 2

Content	Assessment	Standard	Performance Indicator
Investigations Unit **Stickers, Number Strings, and Story Problems / Addition, Subtraction, and the Number System 2** Related enVisionMATH topics **Topic 1: Understanding Addition and Subtraction** **Topic 3: Subtraction Strategies** **Topic 6: Mental Addition** **Topic 7: Mental Subtraction**	**Formal Assessment** Investigations End of Unit Assessment MC 1-4, 7 FR 7,8,10,12,13 **Summative Assessment** *Monitor students and record data using Investigations Assessment Checklist. *Ask students questions about what	Problem Solving Strand Reasoning and Proof Strand Connections Strand Algebra Strand Representation Strand Number Sense and Operations Strand	2.PS.1 Explore, examine, and make observations about a social problem or mathematical situation 2.PS.3 Act out or model with manipulatives activities involving mathematical content from literature and/or story telling 2.PS.6 Experience teacher-directed questioning process to understand problems

Investigation 1: Adding More than Two Numbers * Students will make sense of developing strategies to solve addition and subtraction problems with totals up to 45. * Students will use known combinations to add two or more numbers * Students will compare a number to 20 to find the different. * Students will solve problems with an unknown change. **Investigation 2: Addition and Subtraction** * Students will understand the properties of addition and subtraction. * Students will consider whether reordering three addends results in the same total. * Students will consider whether reordering the numbers in a subtraction problem results in the same total. *Students will consider the relationship between addition and subtraction. enVisionMATH lessons to be taught/incorporated: **1-1** Writing Addition Number Sentences **1-3** Writing Subtraction Number Sentences **1-5** Stories About Comparing	they are doing and why they are doing it. Ensure that students understand what the teaching point of the lesson is.	Communication Strand	2.PS.7 Compare and discuss ideas for solving a problem with teacher and/or students to justify their thinking 2.PS.8 Use manipulatives (e.g., tiles, blocks) to model the action in problems 2.PS.9 Use drawings/pictures to model the action in problems 2.PS.10 Explain to others how a problem was solved, giving strategies and justifications 2.RP.1 Understand that mathematical statements can be true or false 2.RP.5 Justify general claims, using manipulatives 2.RP.6 Develop and explain an argument verbally or with objects 2.RP.7 Listen to and discuss claims other students make 2.CM.1 Understand how to organize their thought processes 2.CM.2 Verbally support their reasoning and answer 2.CM.3 Share mathematical ideas through the manipulation of objects, drawings, pictures, charts, and symbols in both written and verbal explanations

1-6 Connecting Addition and Subtraction **3-1** Subtracting 0, 1, 2 **3-2** Thinking Addition to Subtract Doubles **3-3** Thinking Addition to 10 to Subtract **3-4** Thinking Addition to 18 to Subtract **3-6** Problem Solving: Two-Question Problems **<u>Investigation 3: Counting by 2s, 5s, and 10s</u>** * Students will count by equal groups. * Students will investigate numbers that can and cannot be made into groups of two or two equal groups. * Students will count by groups of 2, 5, and 10. * Students will consider the relationship between skip counting and grouping. * Students will look at patterns and develop fluency with skip counting by 2s, 5s, and 10s. **<u>Investigation 4: Place Value</u>** * Students will understand the equivalent of one group and the discrete units that comprise it. * Students will identify coins and their values. * Students will recognize that the first digit of a 2-digit number designates the number of groups of 10 and the second digit designates the number of ones.			2.N.1 Skip count to 100 by 2's, 5's, 10's 2.CM.4 Listen to solutions shared by other students 2.CN.2 Understand and use the connections between numbers and the quantities they represent to solve problems 2.CN.3 Compare the similarities and differences of mathematical ideas 2.CN.4 Understand how models of situations involving objects, pictures, and symbols relate to mathematical ideas 2.CN.5 Understand meanings of operations and how they relate to one another 2.CN.6 Understand how mathematical models represent quantitative relationships 2.CN.7 Recognize the presence of mathematics in their daily lives 2.CN.8 Recognize and apply mathematics to solve problems 2.CN.9 Recognize and apply mathematics to objects, pictures, and symbols 2.R.2 Share mental images of mathematical ideas and understandings

* Students will use a place value model to represent a number as 10s and 1s enVisionMATH lessons taught/incorporated: **6-1** Adding Tens **6-2** Adding Ones **6-3** Adding Tens and Ones **6-4** Adding on a Hundred Chart **7-1** Subtracting Tens **7-2** Finding Parts of 100 <u>Strategies Related to Topic:</u> *Students will count by groups. * Students will use clocks as tools for keeping track of and measuring time. * Students will count by 5s.			2.R.3 use standard and nonstandard representations 2.R.4 Connect mathematical representations with problem solving 2.R.5 Use mathematics to show and understand physical phenomena (e.g. estimate and represent the number of apples in a tree) 2.R.7 Use mathematics to show and understand mathematical phenomena (e.g. draw pictures to show a story problem or show number value using fingers on your hand) 2.A.2 Describe and extend increasing or decreasing (+,-) sequences and patterns (numbers or objects up to 100) 2.R.1 Use multiple representations, including verbal and written language, acting out or modeling a situation, drawings, and/or symbols as representations 2.N.6 Develop a understanding of the base ten system (10 ones = 1 ten, 10 tens = 1 hundred, 10 hundreds = 1 thousand) 2.N.8 Understand and use the commutative property of addition 2.N.13 Recognize the meaning of zero in the place value system (0-100)

			2.N.14 Use concrete materials to justify a number as odd or even 2.N.15 Determine sums and differences of number sentences by various means (e.g., families, related facts, inverse operations, addition doubles, and doubles plus one) 2.N.16 Use a variety of strategies to solve addition and subtraction problems using one- and two-digit numbers with and without regrouping 2.N.17 Demonstrate fluency and apply addition and subtraction facts up to and including 18 2.N.22 Estimate the number in a collection to 100 and then compare by counting the actual items in the collection

Investigations Unit 4: Pockets, Teeth, and Favorite Things (Data Analysis)

Investigations Unit **Pockets, Teeth, and Favorite Things (Data Analysis)** Related enVisionMATH topic **Topic 16: Graphs and Probability** **<u>Investigation 1: Categorical Data: Sorting People, Yekttiis, and Favorite Things</u>** *Students will sort and classify data. *Students will group data into categories based on similar attributes. * Students will sort the same set of data in different ways. *Students will sort a set of data by two attributes at one time. * Students will choose a survey question and make a plan for collecting data. **<u>Investigation 2: Numerical Data: Pockets and Teeth</u>** * Students will describe data. * Students will describe what the data shows about the group surveyed. * Students will describe important features of a data set. * Students will describe a set of data. * Students will order, represent, and describe a set of numerical data. enVisionMATH lessons to be taught/incorporated: **16-1** Organizing Data	**Formal Assessment** Investigations End of Unit Assessment MC 1-9 FR 1, 5, 7, 9 **Summative Assessment** *Monitor students and record data using Investigations Assessment Checklist. *Ask students questions about what they are doing and why they are doing it. Ensure that students understand what the teaching point of the lesson is.	Problem Solving Strand Communication Strand Statistics and Probability Strand Measurement Strand Representation Strand Number Sense and Operation Strand	2.PS.1 Explore, examine, and make observations about a social problem or mathematical situation 2.CM.1 Understand how to organize their thought processes 2.CM.2 Verbally support their reasoning and answer 2.CM.3 Share mathematical ideas through the manipulation of objects, drawings, pictures, charts, and symbols in both written and verbal explanations 2.CM.5 Formulate mathematically relevant questions 2.CM.6 Use appropriate mathematical terms, vocabulary, and language 2.S.1 Formulate questions about themselves and their surroundings 2.S.2 Collect and record data (using tallies) related to the question 2.S.3 Display data in pictographs and bar graphs using concrete objects or a representation of the object 2.S.4 Compare and interpret data in terms of describing quantity (similarity or differences)

16-2 Pictographs **16-3** Bar Graphs **16-4** Coordinate Graphs **16-5** Likely and Unlikely **16-6** Certain, Probable, and Impossible **16-7** Problem Solving: Use a Graph <u>Strategies Related to Topic:</u> * Generating equivalent expressions for a number * Adding coin amounts. * Developing and analyzing visual images for quantities.			2.S.5 Discuss conclusions and make predictions from graphs 2.M.9 Tell time to the half hour and five minutes using both digital and analog clocks 2.R.5 Use mathematics to show and understand physical phenomena (.e.g., estimate and represent the number of apples in a tree) 2.N.13 Recognize the meaning of zero in the place value system (0-100)

Investigations Unit 5: How Many Floors? How Many Rooms? (Patterns, Functions, and Change)

Content	Assessment	Standard	Performance Indicator
Investigations Unit **How Many Floors? How Many Rooms? (Patterns, Functions, and Change)** Related enVisionMATH topics **Topic 11: Geometry** **<u>Investigation 1: Growing Patterns: Ratio and Equal Groups</u>** * Student will describe and represent ratios. * Students will describe the relationship between two quantities in a constant ration situation. * Students will use tables to represent the ration relationship between two quantities. * Finding the value of one quantity in a constant ration situation, given the value of the other. **<u>Investigation 2: Repeating Patterns and Number Sequences</u>** ***** Students will construct, describe, and extend number sequences with constant increments generated by various contexts. ***** Students will extend a repeating pattern. * Students will identify the unit of a repeating pattern.	**Formal Assessment** Investigations End of Unit Assessment MC 1, 2, 4, 6 FR 1, 4 PA 1,2,4,5 but change both questions of #5 to say "with the coins and bills." **Summative Assessment** *Monitor students and record data using Investigations Assessment Checklist. *Ask students questions about what they are doing and why they are doing it. Ensure that students understand what the teaching point of the lesson is.	Reasoning and Proof Strand Connections Strand Measurement Strand Algebra Strand Representation Strand Number Sense and Operations Geometry Strand	2.RP.5 Justify general claims, using manipulatives 2.RP.6 Develop and explain an argument verbally or with objects 2.CN.2 Understand and use the connections between numbers and the quantities they represent to solve problems 2.CN.9 Recognize and apply mathematics to objects, pictures, and symbols 2.M.9 Tell time to the half hour and five minutes using both digital and analog clocks 2.G.3 Compose (put together) and decompose (break apart) two-dimensional shapes. Students will identify and justify geometric relationships, formally and informally. 2.A.2 Describe and extend increasing or decreasing (+,-) sequences and patterns (numbers or objects up to 100) 2.R.1 Use multiple representations, including verbal and written language, acting out or modeling a situation,

* Students will create a repeating pattern that has the same structure, but different elements than another repeating pattern. enVisionMATH lessons to be taught/incorporated: **11-6** Ways to Move Shapes **11-8** Problem Solving: Use Reasoning <u>Strategies Related to Topic:</u> * Counting by and adding equal groups, such as 2s and 5s * Generating equivalent expressions for a number * Using clocks as tools for keeping track of and measuring time.			drawings, and/or symbols as representations 2.R.2 Share mental images of mathematical ideas an understandings 2.R.5 Use mathematics to show and understand physical phenomena (e.g. estimate and represent the number of apples in a tree) 2.N.3 Skip count by 3's to 36 for multiplication readiness 2.N.4 Skip count by 4's to 48 for multiplication readiness 2.N.10 Use and understand verbal ordinal terms 2.N.20 Develop readiness for multiplication by using repeated addition

Investigations Unit 6: How Many Tens? How Many Ones? / Addition, Subtraction, and the Number System 3

Investigations Unit **How Many Tens? How Many Ones? / Addition, Subtraction, and the Number System 3** Related enVisionMATH topics **Topic 5: Counting Money** **Topic 6: Mental Addition** **Topic 7: Mental Subtraction** **<u>Investigation 1: Working with Tens and Ones</u>** * Students will add tens and ones to combine 2-digit numbers. * Students will notice what happens to the tens place when a multiple of 10 is added or subtracted. * Students will organize cubes into 10s and 1s. **<u>Investigation 2: Working with 100</u>** * Students will develop an understanding of the magnitude and sequence of numbers up to 100. * Students will become familiar with the structure of the 100 chart. * Students will develop fluency and the sequence of numbers from 1 to 100. *Students will find and use patterns in the sequence of numbers.	**Formal Assessment** Investigations End of Unit Assessment MC 1,2,3,4,6,7,8 FR 7, 8, 10 11,13 **Summative Assessment** *Monitor students and record data using Investigations Assessment Checklist. *Ask students questions about what they are doing and why they are doing it. Ensure that students understand what the teaching point of the lesson is.	Problem Solving Strand Reasoning and Proof Strand Communication Strand Connections Strand Representation Strand Number Sense and Operations Strand Measurement Strand	2.PS.5 Use informal counting strategies to find solutions 2.PS.6 Experience teacher-directed questioning process to understand problems 2.PS.7 Compare and discuss ideas for solving a problem with teacher and/or students to justify their thinking 2.PS.8 Use manipulatives (e.g., tiles, blocks) to model the action in problems 2.PS.10 Explain to others how a problem was solved, giving strategies and justifications 2.RP.3 Investigate the use of knowledgeable guessing as a mathematical tool 2.RP.6 Develop and explain an argument verbally or with objects 2.RP.7 Listen to and discuss claims other students make 2.CM.1 Understand how to organize their thought processes 2.CM.2 Verbally support their reasoning and answer

Investigation 3: Adding to and Subtracting from 100 ***** Students will make sense of and develop strategies to solve addition and subtraction problems with totals up to 100. * Students will develop efficient methods for adding and subtracting 2-digit numbers. * Students will add multiples of 5 and 10, up to 100. enVisionMATH lessons to be taught/incorporated: **5-2** Quarter and Half-Dollar **5-3** Counting Collections of Coins **5-4** Ways to Show the Same Amount **5-5** One Dollar **5-6** Problem Solving: Make an Organized List enVisionMATH lessons to be taught/incorporated: **6-5** Problem Solving: Look for a Pattern **7-3** Subtracting on a Hundred Chart **7-5** Problem Solving: Missing or Extra Information **Investigation 2: Making 100 with Equal Groups** * Students will use the 100 chart and numberline to model addition. * Students will visualize and make jumps of multiples of 5 on the 100 chart. * Students will use the 100 chart to reason about, and keep track of,			2.CM.3 Share mathematical ideas through the manipulation of objects, drawings, pictures, charts, and symbols in both written and verbal explanations 2.CM.5 Formulate mathematically relevant questions 2.CN.2 Understand and use the connections between numbers and the quantities they represent to solve problems 2.CN.3 Compare the similarities and differences of mathematical ideas 2.CN.6 Understand how mathematical models represent quantitative relationships 2.CN.8 Recognize and apply mathematics to solve problems 2.CN.9 Recognize and apply mathematics to objects pictures and symbols 2.R.1 Use multiple representations, including verbal and written language, acting out or modeling a situation, drawings, and/or symbols as representations 2.R.3 Use standard and nonstandard representations 2.R.4 Connect mathematical

information about the magnitude and relationship of numbers. <u>Strategies Related to Topic:</u> * Writing equations that represent problems. * Using standard notation to record expressions and write equations.			representations with problem solving 2.R.5 Use mathematics to show and understand physical phenomena (e.g. estimate and represent the number of apples in a tree) 2.R.7 Use mathematics to show and understand mathematical phenomena (e.g. draw pictures to show a story problem or show number value using fingers on your hand) 2.N.1 Skip count to 100 by 2's, 5's, 10's 2.N.5 Compare and order numbers to 100 2.N.6 Develop an understanding of the base ten system (10 ones = 1 ten, 10 tens = 1 hundred, 10 hundreds = 1 thousand) 2.N.7 Use a variety of strategies to compose and decompose two-digit numbers 2.N.8 Understand and use the commutative property of addition 2.N.9 Name the number before and the number after a given number and name the number(s) between two given numbers up to 100 (with and without the use of a number line or a hundreds chart) 2.N.12 Use zero as the identity element

			for addition 2.N.15 Determine sums and differences of number sentences by various means (e.g., families, related facts, inverse operations, addition doubles, and doubles plus one) 2.N.16 Use a variety of strategies to solve addition and subtraction problems using one- and two-digit numbers with and without regrouping 2.N.19 Use compensation to add 2-digit numbers 2.M.6 Know and recognize coins (penny, nickel, dime, quarter) and bills ($1, $5, $10, and $20) 2.M.7 Recognize the whole dollar notation as $1 etc. 2.M.8 Identify equivalent combinations to make one dollar

Investigations Unit 7: Parts of a Whole, Parts of a Group (Fractions)

Content	Assessment	Standard	Performance Indicator
Investigations Unit **Parts of a Whole, Parts of a Group (Fractions)** Related *enVisionMATH* topics **Topic 12: Fractions** **<u>Investigation 1: One Half</u>** * Students will understand fractions as equal parts of a whole. * Students will find one half of a set. * Students will solve problems about finding halves of quantities in different contexts. * Students will learn the tem one half and the notation ½ * Students will show one half of an object. **<u>Investigation 2: Halves, Thirds, Fourths</u>** * Students will understand fractions as equal parts of a group. * Students will find equal parts of a group and name them with fractions * Students will solve problems that result in mixed numbers. * Students will find thirds and fourths of sets. * Students will learn the terms and notation for mixed numbers * Students will learn the term one	**Formal Assessment** Investigations End of Unit Assessment MC 1-6, 8, 9 FR 1, 4, 6, 7,9 **Summative Assessment** *Monitor students and record data using Investigations Assessment Checklist. *Ask students questions about what they are doing and why they are doing it. Ensure that students understand what the teaching point of the lesson is.	Problem Solving Strand Reasoning and Proof Strand Communication Strand Statistics and Probability Strand Measurement Strand Connection Strand Number Sense and Operation Strand	2.PS.1 Explore, examine, and make observations about a social problem or mathematical situation 2.PS.6 Experience teacher-directed questioning process to understand problems 2.RP.6 Develop and explain an argument verbally or with objects 2.CM.2 Verbally support their reasoning and answer 2.CM.3 Share mathematical ideas through the manipulation of objects, drawings, pictures, charts, and symbols in both written and verbal explanations 2.CM.4 Listen to solutions shared by other students 2.CM.6 Use appropriate mathematical terms, vocabulary, and language 2.S.2 Collect and record data (using tallies) related to the question 2.M.9 Tell time to the half hour and five minutes using both digital and analog clocks

fourth and the notation ¼. * Students will learn the term one third and the notation 1/3. enVisionMATH lessons to be taught/incorporated: **12-3** Non-Unit Fractions and Regions **12-4** Estimating Fractional Parts of a Whole **12-5** Fractions of a Set **12-6** Problem Solving: Use Objects <u>Strategies Related to Topic:</u> * Developing and analyzing visual images for quantities. * Combining groups of tens and ones. * Developing fluency with addition and subtraction.			2.CN.9 Recognize and apply mathematics to objects, pictures, and symbols 2.R.6 Use mathematics to show and understand social phenomena (e.g. count and represent sharing cookies between friends) 2.N.21 Develop readiness for division by using repeated subtraction, dividing objects into groups (fair share)

Investigations Unit 8: Partners, Teams, and Paper Clips (Addition, Subtraction, and The Number System 4)

Content	Assessment	Standard	Performance Indicator
Investigations Unit **Partners, Teams, and Paper Clips (Addition, Subtraction, and The Number System 4)** Related enVisionMATH topics **Topic 1: Understanding Addition and Subtraction** **Topic 3: Subtraction Strategies** **Topic 6: Mental Addition** **Topic 7: Mental Subtraction** **<u>Investigation 1: Adding Even and Odd Numbers</u>** * Students will characterize even and odd numbers as those that do or do not make groups of two (partners) and two equal groups (teams) * Students will investigate what happens with partners and teams when two groups are combined. **<u>Investigation 2: Remaining Addition Combinations</u>** *Students will relate unknown combinations to known combinations. * Students will know addition combinations 10 + 10. **<u>Investigation 3: Subtraction</u>** * Students will subtract amounts from 100.	**Formal Assessment** Investigations End of Unit Assessment MC 1,5,6,7,8 FR 4,6,10,11,12 **Summative Assessment** *Monitor students and record data using Investigations Assessment Checklist. *Ask students questions about what they are doing and why they are doing it. Ensure that students understand what the teaching point of the lesson is.	Problem Solving Strand Reasoning and Proof Strand Communication Strand Connections Strand Representation Strand Number Sense and Operations Strand Statistics and Probability Strand	2.PS.2 Interpret information correctly, identify the problem, and generate possible solutions 2.PS.5 Use informal counting strategies to find solutions 2.PS.6 Experience teacher-directed questioning process to understand problems 2.PS.7 Compare and discuss ideas for solving a problem with teacher and/or students to justify their thinking 2.PS.8 Use manipulatives (e.g., tiles, blocks) to model the action in problems 2.PS.9 Use drawings/pictures to model the action in problems 2.PS.10 Explain to others how a problem was solved, giving strategies and justifications 2.RP.2 Recognize that mathematical ideas need to be supported by evidence 2.RP.5 Justify general claims, using manipulatives 2.RP.6 Develop and explain an

* Students will visualize, retell, and model the action of addition and subtraction problems. * Students will solve subtractions problems by subtracting in parts. **Investigation 4: Addition** * Students will add 2-digit numbers by keeping one number whole. * Students will add 2-digit numbers by adding tens and and ones. * Students will use cubes and the number line to show how addition combinations are related. enVisionMATH lessons to be taught/incorporated: **1-1** Writing Addition Number Sentences **1-3** Writing Subtraction Number Sentences **1-5** Stories About Comparing **1-6** Connecting Addition and Subtraction **3-1** Subtracting 0, 1, 2 **3-2** Thinking Addition to Subtract Doubles **3-3** Thinking Addition to 10 to Subtract **3-4** Thinking Addition to 18 to Subtract **3-6** Problem Solving: Two-Question Problems **6-5** Problem Solving: Look for a Pattern **7-3** Subtracting on a Hundred Chart **7-5** Problem Solving: Missing or Extra Information			argument verbally or with objects 2.RP.7 Listen to and discuss claims other students make 2.N.2 Count back from 100 by 1's, 5's, 10's using a number chart 2.N.6 Develop an understanding of the base ten system (10 ones = 1 ten, 10 tens = 1 hundred, 10 hundreds = 1 thousand) 2.N.14 Use concrete materials to justify a number as odd or even 2.N.15 Determine sums and differences of number sentences by various means (e.g. families, related facts, inverse operations, addition doubles, and doubles plus one) 2.N.16 Use a variety of strategies to solve addition and subtraction problems using one- and two-digit numbers with and without regrouping 2.N.17 Demonstrate fluency and apply addition and subtraction facts up to and including 18 2.R.1 Use multiple representations, including verbal and written language, acting out or modeling a situation, drawings, and/or symbols as representations 2.R.4 Connect mathematical

<u>Strategies Related to Topic:</u> *Counting a set of objects by equal groups * Thinking about what happens if you subtract 1 more or 1 less.			representations with problem solving 2.RP.6 Develop and explain an argument verbally or with objects 2.RP.7 Listen to and discuss claims other students make 2.CM.1 Understand how to organize their thought processes 2.CM.2 Verbally support their reasoning and answer 2.CM.3 Share mathematical ideas through the manipulation of objects, drawings, pictures, charts, and symbols in both written and verbal explanations 2.CM.4 Listen to solutions shared by other students 2.CN.3 Compare the similarities and differences of mathematical ideas 2.CN.4 Understand how models of situations involving objects, pictures, and symbols relate to mathematical ideas 2.CN.5 Understand meanings of operations and how they relate to one another 2.CN.6 Understand how mathematical models represent quantitative relationships

			2.CN.8 Recognize and apply mathematics to solve problems 2.N.15 Determine sums and differences of number sentences by various means (e.g., families, related facts, inverse operations, addition doubles, and doubles plus one) 2.S.4 Compare and interpret data in terms of describing quantity (similarity or differences)

Investigations Unit 9: Measuring Length and Time (Measurement)

Content	Assessment	Standard	Performance Indicator
Investigations Unit **Measuring Length and Time (Measurement)** Related enVisionMATH topics **Topic 13: Measurement: Length and Area** **<u>Investigation 1: Different Units, Different Counts</u>** * Students will compare two lengths. * Students will use units to measure length. * Students will establish the need for and use a standard unit of measure. * Students will become familiar with the terms inches, feet, years, centimeters, and meters as standards units of measure. * Students will compare centimeters and inches. **<u>Investigation 2: Creating a Measuring Tool</u>** *****Students will create and use a 12-inch measuring tool. * Students will compare a variety of measuring tools. enVisionMATH lessons: **13-1** Thinking About Attributes **13-2** Exploring Length	**Formal Assessment** Investigations end of unit assessment. MC 1,5,6,7 FR 7,9,10,12 PA 1,2 **Summative Assessment** *Monitor students and record data using Investigations Assessment Checklist. *Ask students questions about what they are doing and why they are doing it. Ensure that students understand what the teaching point of the lesson is.	Reasoning and Proof Strand Communication Strand Connection Strand Measurement Strand	2.RP.4 Explore guesses, using a variety of objects and manipulatives 2.CM.5 Formulate mathematically relevant questions 2.CN.7 Recognize the presence of mathematics in their daily lives 2.M.1 Use non-standard and standard units to measure both vertical and horizontal lengths 2.M.2 Use a ruler to measure standard units (including whole inches and whole feet) 2.M.3 Compare and order objects according to the attribute of length 2.M.4 Recognize mass as a qualitative measure (e.g. Which is heavier? Which is lighter?) **2.M.5 Compare and order objects, using lighter than and heavier than** 2.M.10 Select and use standard (customary) and non-standard units to estimate measurements

13-3 Measuring Length Using Nonstandard Units **<u>Investigation 3: Two Measurement Systems</u>** * Students will measure with standard units. * Students will use a ruler as a standard measuring tool. * Students will use inches, feet, yards, centimeters, and meters to describe lengths. **<u>Investigation 2: Representing Time</u>** * Students will represent and calculate duration. * Students will represent time as a horizontal sequence. * Students will connect a time, its digital notation, and its representation on an analog clock to a timeline. * Students will associate times with daily events. <u>Strategies Related to Topic:</u> *Students will solve comparison problems by finding the difference between two measurements.			

The following Performance Indicator(s) are addressed in the Investigations Curriculum:

2.N.11 Read written ordinal terms (first through ninth) and use them to represent ordinal relations

Student Activity Book p. 38

Student Activity Book p. 40

Investigations Unit 1: Trading Stickers, Combining Coins (Addition, Subtraction, and The Number System)

Content	Assessment	Standard	Performance Indicator
Investigations Unit: Trading Stickers, Combining Coins (Addition, Subtraction, and The Number System) Related *enVisionMATH* topics **Topic 1: Numeration** **<u>Investigation 1: Hundreds, Tens, and Ones</u>** * Students will understand the equivalence of one group and the units that comprise it. * Students will recognize and represent the place value of each digit in 2-and 3-digit numbers. * Students will add and subtract multiples of 10 **<u>Investigation 2: Working with 100</u>** * Students will find different combinations of 100s, 10s, and 1s for a number and recognizing their equivalence * Students will recognize and demonstrate the equivalence of one 100 to ten 10s and of one 10 to ten 1s. *Students will use knowledge of place value to find pairs of 2-digit numbers that add to 100 or a number close to 100.	**Formal Assessment** Investigations End of Unit Assessment **Summative Assessment** *Monitor students and record data using Investigations Assessment Checklist. *Ask students questions about what they are doing and why they are doing it. Ensure that students understand what the teaching point of the lesson is.	Number Sense and Operations Reasoning and Proof Strand Problem Solving Strand Communication Strand Connections Strand Representation Strand Measurement	3.PS.3 Interpret information correctly, identify the problem, and generate possible solutions 3.PS.5 Formulate problems and solutions from everyday situations 3.PS.7 Represent problem situations in oral, written, concrete, pictorial, and graphical forms 3.PS.8 Select an appropriate representation of a problem 3.PS.12 Use physical objects to model problems 3.PS.13 Work in collaboration with others to solve problems 3.PS.15 Make charts to solve numerical problems 3.PS.16 Analyze problems by identifying relationships 3.PS.18 Analyze problems by observing patterns 3.PS.21 Discuss with peers to understand a problem situation 3.PS.25 Determine whether a solution is

enVisionMATH lessons to be taught/incorporated: **1-1** Hundreds **1-2** Thousands **1-3** Greater Numbers **1-4** Ways to Name Numbers **1-5** Comparing Numbers **1-6** Ordering Numbers **1-8** Making Change **1-9** Problem Solving: Make an Organized List <u>Strategies Related to Topic:</u> *Using mathematics tools (cubes, 100 charts and grids, number lines) to solve problems and represent strategies.			reasonable in the context of the original problem 3.RP.1 Use representations to support mathematical ideas 3.RP.3 Investigate the use of knowledgeable guessing by generalizing mathematical ideas 3.RP.4 Make conjectures from a variety of representations 3.RP.5 Justify general claims or conjectures, using manipulatives, models, and expressions 3.RP.6 Develop and explain an argument using oral, written, concrete, pictorial, and/or graphical forms 3.RP.7 Discuss, listen, and make comments that support or reject claims made by other students 3.RP.8 Support an argument by trying many cases 3.CM.1 Understand and explain how to organize their thought process 3.CM.2 Verbally explain their rationale for strategy selection 3.CM.3 Provide reasoning both in written and verbal form

			3.CM.4 Organize and accurately label work 3.CM.5 Share organized mathematical ideas through the manipulation of objects, drawings, pictures, charts, graphs, tables, diagrams, models, symbols, and expressions in written and verbal form 3.CM.7 Listen for understanding of mathematical solutions shared by other students 3.CM.8 Consider strategies used and solutions found in relation to their own work 3.CM.11 Decode and comprehend mathematical visuals and symbols to construct meaning 3.CN.1 Recognize, understand, and make connections in their everyday experiences to mathematical ideas 3.CN.2 Compare and contrast mathematical ideas 3.CN.3 Connect and apply mathematical information to solve problems 3.CN.4 Understand multiple representations and how they are related 3.CN.5 Model situations with objects

			and representations and be able to make observations 3.CN.6 Recognize the presence of mathematics in their daily lives 3.R.1 Use verbal and written language, physical models, drawing charts, graphs, tables, symbols, and equations as representations 3.R.2 Share mental images of mathematical ideas and understandings 3.R.4 Use standard and nonstandard representations with accuracy and detail 3.R.5 Understand similarities and differences in representations 3.N.2 Read and write whole numbers to 1,000 3.N.4 Understand the place value structure of the base ten number system: 10 ones = 1 ten 10 tens = 1 hundred 10 hundreds = 1 thousand 3.N.5 Use a variety of strategies to compose and decompose three-digit numbers 3.M.7 Count and represent combined coins and dollars, using currency symbols ($0.00)

			3.N.9 Understand and use the associative property of addition

Investigations Unit 2: Surveys and Line Plots (Data Analysis)

Content	Assessment	Standard	Performance Indicator
Investigations Unit **Surveys and Line Plots (Data Analysis)** Related enVisionMATH topics **Topic 14: Customary Measurement** **Topic 15: Metric Measurement** **<u>Investigation 1: Representing and Describing Categorical Data</u>** *Students will describe, summarize, and compare data. * Students will describe and interpret categorical data. * Students will use summaries such as almost all, very few, half, or more than half. *Students will organize categorical data by using a picture or graph. **<u>Investigation 2: Representing and Describing Numerical Data</u>** * Students will read and interpret a bar graph. * Students will develop a consistent scale to show where data are and are not concentrated. **<u>Investigation 3: Collecting and Analyzing Measurement Data</u>** *Students will use data to compare groups. * Students will measure in inches.	**Formal Assessment** Investigations End of Unit Assessment **Summative Assessment** *Monitor students and record data using Investigations Assessment Checklist. *Ask students questions about what they are doing and why they are doing it. Ensure that students understand what the teaching point of the lesson is.	Number Sense and Operations Reasoning and Proof Strand Communications Strand Connections Strand Measurement Strand Statistics and Probability Strand Problem Solving Strand	3.PS.1 Explore, examine, and make observations about a social problem or mathematical situation 3.PS.10 Use process of elimination to solve problems 3.PS.13 Work in collaboration with others to solve problems 3.PS.24 Recognize invalid approaches 3.RP.7 Discuss, listen, and make comments that support or reject claims made by other students 3.CM.1 Understand and explain how to organize their thought process 3.CM.4 Organize and accurately label work 3.CM.5 Share organized mathematical ideas through the manipulation of objects, drawings, pictures, charts, graphs, tables, diagrams, models, symbols, and expressions in written and verbal form 3.CM.6 Answer clarifying questions from others 3.CM.7 Listen for understanding of

*Students will measure lengths longer than the measuring tool. *Students will develop and revise a survey question. *Students will interpret results of a data investigation. enVisionMATH lessons to be taught/incorporated: **14-2** Fractions of an Inch **14-3** Using Inches, Feet, Yards, and Miles **14-4** Customary Units of Capacity **14-5** Units of Weight **14-6** Problem Solving: Act It Out **15-1** Using Centimeters and Decimeters **15-2** Using Meters and Kilometers **15-3** Metric Units of Capacity **15-4** Units of Mass **15-5** Problem Solving: Make a Table and Look for a Pattern <u>Strategies Related to Topic:</u> *Learning about temperature: reading a thermometer, learning to associate different temperatures with words like colder and warmer, and establishing landmark temperatures. * Students will record information in a table and on a graph.			mathematical solutions shared by other students 3.CM.8 Consider strategies used and solutions found in relation to their own work 3.CM.9 Increase their use of mathematical vocabulary and language when communicating with others 3.CM.10 Describe objects, relationships, solutions and rationale using appropriate vocabulary 3.CM.11 Decode and comprehend mathematical visuals and symbols to construct meaning 3.CN.2 Compare and contrast mathematical ideas 3.CN.3 Connect and apply mathematical information to solve problems 3.N.4 Understand the place value structure of the base ten number system: 10 ones = 1 ten 10 tens = 1 hundred 10 hundreds = 1 thousand 3.N.5 Use a variety of strategies to compose and decompose three-digit numbers 3.N.13 Recognize fractional numbers as equal parts of a whole

			3.M.1 Select tools and units (customary) appropriate for the length measured 3.M.2 Use a ruler/yardstick to measure to the nearest standard unit (whole and 1/2 inches, whole feet, and whole yards) 3.M.7 Count and represent combined coins and dollars, using currency symbols ($0.00) 3.S.1 Formulate questions about themselves and their surroundings 3.S.2 Collect data using observations and surveys, and record appropriately 3.S.3 Construct a frequency table to represent a collection of data 3.S.4 Identify the parts of pictographs and bar graphs 3.S.5 Display data in pictographs and bar graphs 3.S.6 State the relationships between pictographs and bar graphs 3.S.7 Read and interpret data in bar graphs and pictographs 3.S.8 Formulate conclusions and make predictions from graphs

Unit 3: Collections and Travel Stories (Addition, Subtraction, and The Number System)

Content	Assessment	Standard	Performance Indicator
Investigations Unit **Collections and Travel Stories (Addition, Subtraction, and The Number System)** Related *enVisionMATH* topics **Topic 1:** Numeration **<u>Investigation 1: Building 1,000</u>** *****Students will read, write, and sequence numbers up to 1,000. * Students will use place value to determine the size of any number up to 1,000. * Students will construct 1,000 from groups of 100. enVisionMATH lessons to be taught/incorporated: **1-2** Thousands **1-3** Greater Numbers **1-4** Ways to Name Numbers **1-5** Comparing Numbers **1-6** Ordering Numbers **1-7** Counting Money **1-8** Making Change **1-9** Problem Solving: Make an Organized List **<u>Investigation 2: Addition</u>** * Students will add accurately and efficiently.	**Formal Assessment** Investigations End of Unit Assessment **Summative Assessment** *Monitor students and record data using Investigations Assessment Checklist. *Ask students questions about what they are doing and why they are doing it. Ensure that students understand what the teaching point of the lesson is.	Number Sense and Operations Reasoning and Proof Strand Communication Strand Connections Strand Representation Strand Problem Solving Strand Measurement Strand	3.PS.1 Explore, examine, and make observations about a social problem or mathematical situation **3.PS.2 Understand that some ways of representing a problem are more helpful than others** 3.PS.3 Interpret information correctly, identify the problem, and generate possible solutions 3.PS.4 Act out or model with manipulatives activities involving mathematical content from literature 3.PS.6 Translate from a picture/diagram to a numeric expression 3.PS.7 Represent problem situations in oral, written, concrete, pictorial, and graphical forms 3.PS.8 Select an appropriate representation of a problem 3.PS.11 Make pictures/diagrams of problems 3.PS.13 Work in collaboration with others to solve problems

* Students will solve addition problems with 2 and 3 digit numbers (up to 400) by breaking numbers apart and recombining them * Students will add multiples of 10 and 100. **Investigation 3: Finding the Difference** *Students will subtract multiples of 10 and 100. * Students will find the difference between two numbers by adding or subtracting. * Students will solve subtraction problems with 2 and 3 digit numbers using strategies that involve either subtracting one number in parts, adding up, or subtracting back. **Investigation 4: Subtraction Stories** * Students will solve subtraction stories that involve finding a missing part. * Students will solve subtraction story problems that involve comparison Strategies Related to Topic: * Ten Minute Math activities that focus on generating equivalent expressions for a number using particular constraints.			3.PS.14 Make organized lists to solve numerical problems 3.PS.16 Analyze problems by identifying relationships **3.PS.17 Analyze problems by identifying relevant versus irrelevant information** 3.PS.19 State a problem in their own words 3.PS.20 Determine what information is needed to solve a problem 3.PS.21 Discuss with peers to understand a problem situation 3.RP.1 Use representations to support mathematical ideas 3.RP.2 Determine whether a mathematical statement is true or false and explain why 3.RP.7 Discuss, listen, and make comments that support or reject claims made by other students 3.CM.2 Verbally explain their rationale for strategy selection 3.CM.5 Share organized mathematical ideas through the manipulation of objects, drawings, pictures, charts, graphs, tables, diagrams, models,

			symbols, and expressions in written and verbal form 3.CM.6 Answer clarifying questions from others 3.CM.8 Consider strategies used and solutions found in relation to their own work 3.CN.2 Compare and contrast mathematical ideas 3.CN.3 Connect and apply mathematical information to solve problems 3.CN.4 Understand multiple representations and how they are related 3.CN.5 Model situations with objects and representations and be able to make observations 3.R.1 Use verbal and written language, physical models, drawing charts, graphs, tables, symbols, and equations as representations 3.R.2 Share mental images of mathematical ideas and understandings 3.R.3 Recognize and use external mathematical representations 3.R.4 Use standard and nonstandard representations with accuracy and detail

			3.R.5 Understand similarities and differences in representations 3.R.6 Connect mathematical representations with problem solving 3.R.7 Construct effective representations to solve problems 3.R.8 Use mathematics to show and understand physical phenomena (e.g., estimate and represent the number of apples in a tree) 3.R.9 Use mathematics to show and understand social phenomena (e.g., determine the number of buses required for a field trip) 3.R.10 Use mathematics to show and understand mathematical phenomena (e.g., use a multiplication grid to solve odd and even number problems) 3.N.1 Skip count by 25's, 50's, 100's to 1,000 3.N.3 Compare and order numbers to 1,000 3.N.4 Understand the place value structure of the base ten number system: 10 ones = 1 ten 10 tens = 1 hundred

			10 hundreds = 1 thousand 3.N.5 Use a variety of strategies to compose and decompose three-digit numbers 3.N.18 Use a variety of strategies to add and subtract 3-digit numbers (with and without regrouping) 3.N.25 Estimate numbers up to 500 3.M.7 Count and represent combined coins and dollars, using currency symbols ($0.00) 3.M.8 Relate unit fractions to the face of the clock: Whole = 60 minutes, ½ = 30 minutes, ¼ = 15 minutes

Investigations Unit 4: Perimeter, Angles, and Area (2D Geometry and Measurement)

Investigations Unit **Perimeter, Angles, and Area (2D Geometry and Measurement)** Related enVisionMATH topics **Topic 11: Congruence and Symmetry** **Topic 16: Perimeter, Area, and Volume** **Topic 10: Solids and Shapes** **<u>Investigation 1: Linear Measurement</u>** * Students will measure with standard units * Students will review the length of units of measure (inch, foot, year, centimeter, and meter) * Students will establish measurement benchmarks. * Students will use US Standard and metric units to accurately measure length. *Students will recognize and explain possible sources of measurement error. **<u>Investigation 2: Understanding and Finding Area</u>** * Students will understand that area is measured in square units. * Students will understand that when measuring area, the space being measured must be completely covered with no gaps or overlaps. * Students will use squares and triangles to make shapes the area of	**Formal Assessment** Investigations End of Unit Assessment **Summative Assessment** *Monitor students and record data using Investigations Assessment Checklist. *Ask students questions about what they are doing and why they are doing it. Ensure that students understand what the teaching point of the lesson is.	Number Sense and Operations Reasoning and Proof Strand Communications Strand Geometry Strand Measurement Strand	3.RP.3 Investigate the use of knowledgeable guessing by generalizing mathematical ideas 3.RP.4 Make conjectures from a variety of representations 3.RP.7 Discuss, listen, and make comments that support or reject claims made by other students 3.CM.1 Understand and explain how to organize their thought process 3.CM.2 Verbally explain their rationale for strategy selection 3.CM.3 Provide reasoning both in written and verbal form 3.N.2 Read and write whole numbers to 1,000 3.G.1 Define and use correct terminology when referring to shapes (circle, triangle, square, rectangle, rhombus, trapezoid, and hexagon) 3.G.5 Identify and construct lines of symmetry 3.M.10 Select and use standard (customary) and non-standard units to estimate measurements

squares and triangles. enVisionMATH lessons to be taught/incorporated: **16-1** Understanding Perimeter **16-2** Perimeter of Common Shapes **16-3** Different Shapes with the Same Perimeter **16-4** Problem Solving: Try, Check, and Revise **16-6** Estimating and Measuring Area **16-7** Volume **16-8** Problem Solving: Solve a Simpler Problem **Investigation 2: Triangles, Quadrilaterals, and Angles** * Students will identify the attributes of triangles: three sides, three vertices, and three angles * Students will identify the attributes of quadrilaterals: four sides, four vertices, and four angles * Students will compare the properties of squares and rectangles. *Students will describe and measure angles. * Students will recognize right angles. enVisionMATH lessons to be taught/incorporated: **11-2** Line Symmetry **11-3** Drawing Shapes with Lines of Symmetry **11-4** Problem Solving: Use Objects enVisionMATH lessons to be taught/incorporated:			

10-7 Quadrilaterals **10-8** Problem Solving: Make and Test Generalizations <u>Strategies Related to Topic:</u> *Students will learn about temperature: reading a thermometer, learning to associate different temperatures with words like colder and warmer, and establishing landmark temperatures. * Students will record information in a table and on a graph			

Investigations Unit 5: Equal Groups (Multiplication and Division)

Content	Assessment	Standard	Performance Indicator
Investigations Unit **Equal Groups (Multiplication and Division)** Related enVisionMATH topics **Topic 5: Multiplication Meanings and Facts** **Topic 8: Division Facts** **Topic 9: Patterns and Relationships** **<u>Investigation 1: Things that Come in Groups</u>** * Students will understand the meaning of multiplication. * Students will understand multiplication as combining equal groups. * Studetns will write and solve multiplication problems in context. * Students will identify the number of groups, the number in each group, and the product in a multiplication situation. enVisionMATH lesson to be taught/incorporated: **5-5** Problem Solving: Writing to Explain **5-6** 2 and 5 as Factors **5-7** 10 as a Factor **5-8** 9 as a Factor **5-9** Multiplying with 0 and 1	**Formal Assessment** Investigations End of Unit Assessment **Summative Assessment** *Monitor students and record data using Investigations Assessment Checklist. *Ask students questions about what they are doing and why they are doing it. Ensure that students understand what the teaching point of the lesson is.	Number Sense and Operations Connection Strand Reasoning and Proof Strand Measurement Strand Problem Solving Strand	3.PS.1 Explore, examine, and make observations about a social problem or mathematical situation 3.PS.13 Work in collaboration with others to solve problems 3.PS.16 Analyze problems by identifying relationships 3.PS.21 Discuss with peers to understand a problem situation 3.RP.3 investigate the use of knowledgeable guessing by generalizing mathematical ideas 3.RP.4 Make conjectures from a variety of representations 3.RP.5 Justify general claims or conjectures, using manipulatives, models, and expressions 3.RP.6 Develop and explain an argument using oral, written, concrete, pictorial, and/or graphical forms 3.RP.7 Discuss, listen, and make comments that support or reject claims made by other students 3.CN.8 Recognize and apply

Investigation 2: Skip Counting and 100 Charts * Students will understand the relationship among skip counting, repeated addition, and multiplication. * Students will reason about numbers and their factors and multiples. * Studets will find the multiples of the numbers 2, 3, 4, 5, 6, and 10 by skip counting. * Students will describe and compare characteristics of the multiples of a number. enVisionMATH lessons to be taught/incorporated: **9-3** Extending Tables **9-4** Writing Rules for Situations **9-5** Translating Words to Expressions **9-6** Geometric Patterns **9-7** Equal or Unequal **9-8** Problem Solving: Act It Out and Use Reasoning **Investigation 3: Arrays** * Students will understan and work with an array model of multiplication. * Students will use arrays to model multiplication situations. * Students will use arrays to find factors of 2-digit numbers up to 50 * Students will use arrays to identify characteristics of numbers, including prime and square numbers. * Students will use arrays to find a product by skip counting by one of its dimensions.			mathematics to other disciplines 3.N.6 Use and explain the commutative property of addition and multiplication 3.N.7 Use 1 as the identity element for multiplication 3.N.8 Use the zero property of multiplication 3.N.16 Identify odd and even numbers 3.N.17 Develop an understanding of the properties of odd/even numbers as a result of addition or subtraction 3.N.19 Develop fluency with single-digit multiplication facts 3.N.20 Use a variety of strategies to solve multiplication problems with factors up to 12 x 12 3.N.21 Use the area model, tables, patterns, arrays, and doubling to provide meaning for multiplication 3.N.22 Demonstrate fluency and apply single-digit division facts 3.N.23 Use tables, patterns, halving, and manipulatives to provide meaning for division 3.N.24 Develop strategies for selecting the appropriate computational and operational method in problem solving

enVisionMATH lessons to be taught/incorporated: **5-2** Arrays and Multiplication **5-3** Using Multiplication to Compare **5-4** Writing Multiplication Stories **<u>Investigation 4: Understanding Division</u>** * Students will develop strategies for division based on understanding the inverse relationship between multiplication and division. * Students will understand division as the splitting of a quantity into equal groups. * Students will use the inverse relationship between multiplication and division to solve problems. * Students will use and understand division notation. enVisionMATH lessons to be taught/incorporated: **8-1** Relating Multiplication and Division **8-2** Fact Families with 2, 3, 4, and 5 **8-3** Fact Families with 6 and 7 **8-4** Fact Families with 8 and 9 **8-5** Dividing with 0 and 1 <u>Strategies Related to Topic:</u> * Determine intervals of time to the minute.			situations **3.M.3 Measure objects, using ounces and pounds** 3.M.4 Recognize capacity as an attribute that can be measured 3.M.5 Compare capacities (e.g. which contains more? Which contains less?) 3.M.6 Measure capacity using cups, pints, quarts, and gallons.

Investigations Unit 6: Stories, Tables, and Graphs (Patterns, Functions, and Change)

Investigations Unit **Stories, Tables, and Graphs (Patterns, Functions, and Change)** **<u>Investigation 1: Changes in Temperature Over Time</u>** * Students will use graphs to represent change. * Students will describe the overall shape of a line graph – increasing, decreasing, and staying the same. * Students will associate a story with its corresponding graph. * Students will understand temperature and measure with standard units. * Students will read and interpret positive and negative temperatures on a thermometer and on a line graph. **<u>Investigation 2: Cube Train Patterns</u>** * Students will construct, describe, and extend number sequences with constant increments generated by various contexts. * Students will identify the unit of a repeating pattern. * Students will associate counting with elements of pattern. * Students will determine the element of ABC pattern associated with a particular counting number.	**Formal Assessment** Investigations End of Unit Assessment **Summative Assessment** *Monitor students and record data using Investigations Assessment Checklist. *Ask students questions about what they are doing and why they are doing it. Ensure that students understand what the teaching point of the lesson is.	Number Sense and Operations Communication Strand Connections Strand Representation Strand Problem Solving Strand Algebra Strand Measurement Strand	3.PS.4 Act out or model with manipulatives activities involving mathematical content from literature 3.PS.15 Make charts to solve numerical problems 3.PS.22 Discuss the efficiency of different representations of a problem 3.CM.5 Share organized mathematical ideas through the manipulation of objects, drawings, pictures, charts, graphs, tables, diagrams, models, symbols, and expressions in written and verbal form 3.CM.7 Listen for understanding of mathematical solutions shared by other students 3.CN.1 Recognize, understand, and make connections in their everyday experiences to mathematical ideas 3.CN.6 Recognize the presence of mathematics in their daily lives 3.CN.7 Apply mathematics to solve problems that develop outside of mathematics 3.CN.8 Recognize and apply mathematics to other disciplines

Investigation 3: Representing Constant Change * Students will use tables to represent change. * Students will use tables to represent the relationship between two quantities in a situation with a constant rate of change. * Students will interpret numbers in a table in terms of the situation they represent. * Students will compare situations by describing differences in the tables that represent them. Strategies Related to Topic: * Use evidence and formulate questions to make hypotheses about the common characteristics of numbers.			3.R.3 Recognize and use external mathematical representations 3.R.9 Use mathematics to show and understand physical phenomena (e.g., estimate and represent the number of apples in a tree) 3.N.5 Use a variety of strategies to compose and decompose three-digit numbers 3.M.4 Recognize capacity as an attribute that can be measured 3.A.2 Describe and extend numeric (+,-) and geometric patterns 3.M.4 Recognize capacity as an attribute that can be measured

Investigations Unit 7: Finding Fair Shares (Fractions)

Content	Assessment	Standard	Performance Indicator
Investigations Unit **Finding Fair Shares (Fractions)** Related enVisionMATH topics **Topic 12: Understanding Fractions** **Topic 13: Decimals and Money** **<u>Investigation 1: Sharing Brownies</u>** * Students will understand the meaning of fractions (halves, fourths, eighths, thirds, sixths) and decimal fractions (0.50, 0.25) as equal parts of a whole (an object, and area, a set of objects). * Students will find equal parts of a whole and name them with fractions. * Students will divide an area into equal parts. * Students will name fractional parts with unit fractions (1/2, 1/3, ¼, etc.) * Students will demonstrate that different-shaped pieces that are the same fractions of the same area have equal areas. enVisionMATH lesson to be taught/incorporated: **12-4** Benchmark Fractions **12-1** Dividing Regions Into Equal Parts **12-2** Fractions and Regions **12-5** Finding Equivalent Fractions **12-6** Using Models to Compare Fractions	**Formal Assessment** Investigations End of Unit Assessment **Summative Assessment** *Monitor students and record data using Investigations Assessment Checklist. *Ask students questions about what they are doing and why they are doing it. Ensure that students understand what the teaching point of the lesson is.	Number Sense and Operations Communication Strand Resoning and Proof Strand Measurement Strand	3.RP.2 Determine whether a mathematical statement is true or false and explain why 3.CM.2 Verbally explain their rationale for strategy selection 3.N.5 Use a variety of strategies to compose and decompose three-digit numbers 3.N.10 Develop an understanding of fractions as part of a whole unit and as parts of a collection 3.N.11 Use manipulatives, visual models, and illustrations to name and represent unit fractions (1/2, 1/3, 1/4 , 1/5, 1/6, and 1/10) as part of a whole or a set of objects 3.N.12 Understand and recognize the meaning of numerator and denominator in the symbolic form of a fraction 3.N.14 Explore equivalent fractions (1/2, !, 1/4) 3.N.15 Compare and order unit fractions (1/2, !, 1/4) and find their approximate locations on a number line

12-7 Fractions on the Number Line **<u>Investigation 2: Many Ways to Make a Share</u>** * Students will identify equivalent fractions that have numerators greater than 1 (3/4, 2/3, 3/6, etc.) * Students will divide a group into equal parts and name the parts with fractions. * Students will use mixed numbers to represent quantities greater than 1. enVisionMATH lessons to be taught/incorporated: **12-9** Using Models to Subtract Fractions **12-10** Problem Solving: Make a Table and Look for a Pattern **<u>Investigation 3: Introduction to Decimals</u>** * Students will identify equivalent fractions and decimals for values involving halves and fourths (e.g., ½ = 0.50, ¼ = 0.25, 2 ½ = 2.5) * Students will read, write, and interpret the meaning of the decimal numbers 0.50, 0.25, and numbers greater than 1 with these decimal portions, such as 2.5 and 2.25. enVisionMATH lessons to be taught/incorporated: **13-1** Fractions and Decimals **13-2** Using Money to Understand Decimals **13-3** Adding and Subtracting Money			3.M.9 Tell time to the minute, using digital and analog clocks

13-4 Problem Solving: Draw a Picture and Write a Number Sentence **13-5** Problem Solving: Missing or Extra Information <u>Strategies Related to Topic:</u> * Learning about temperature: reading a thermometer, learning to associate different temperatures with words like colder and warmer, and establishing landmark temperatures. * Recording information in a table and on a graph.			

Investigations Unit 8: How Many Hundreds? How Many Miles? (Addition, Subtraction, and The Number System)

Content	Assessment	Standard	Performance Indicator
Investigations Unit **How Many Hundreds? How Many Miles? (Addition, Subtraction, and The Number System)** Related enVisionMATH topics **Topic 2: Adding Whole Numbers** **Topic 4: Subtracting Whole numbers to Solve Problems** **<u>Investigation 1: Numbers in the Hundreds</u>** * Students will subtract from multiples of 100 * Students will add multiples of 10 and 100 to, and subtract them from, 3-digit numbers * Students will subtract 3-digit numbers by using strategies that involve either subtracting one number in parts, adding up, or subtracting back enVisionMATH lessons to be taught/incorporated: **2-1** Addition Meaning and Properties **2-2** Adding on a Hundred Chart **2-3** Using Mental Math to Add **2-4** Rounding **2-5** Estimating Sums **2-7** Models for Adding 3-Digit Numbers **2-8** Adding 3-Digit Numbers	**Formal Assessment** Investigations End of Unit Assessment **Summative Assessment** *Monitor students and record data using Investigations Assessment Checklist. *Ask students questions about what they are doing and why they are doing it. Ensure that students understand what the teaching point of the lesson is.	Number Sense and Operations Reasoning and Proof Strand Communication Strand Connections Strand Representation Strand Algebra Strand Problem Solving Strand	3.PS.10 Use process of elimination to solve problems 3.PS.13 Work in collaboration with others to solve problems 3.PS.16 Analyze problems by identifying relationships 3.PS.21 Discuss with peers to understand a problem situation 3.PS.25 Determine whether a solution is reasonable in the context of the original problem 3.RP.5 Justify general claims or conjectures, using manipulatives, models, and expressions 3.RP.6 Develop and explain an argument using oral, written, concrete, pictorial, and/or graphical forms 3.RP.8 Support an argument by trying many cases 3.CM.2 Verbally explain their rationale for strategy selection 3.CM.5 Share organized mathematical ideas through the manipulation of objects, drawings, pictures, charts,

2-9 Adding 3 or More Numbers **2-10** Problem Solving: Draw a Picture **4-1** Models for Subtracting 2-Digit Numbers **4-2** Subtracting 2-Digit Numbers **4-3** Models for Subtracting 3-Digit Numbers **4-4** Subtracting 3-Digit Numbers **4-5** Subtracting Across Zero **4-6** Problem Solving: Draw a Picture and Write a Number Sentence **<u>Investigation 2: Addition Strategies</u>** * Students will combine numbers above 1,000. * Students will solve addition problems with 3-digit numbers. * Students will estimate and solve addition problems with sums greater than 1,000. * Students will solve addition and subtraction problems in the context of money. * Students will identify addition strategies by focusing on how each strategy starts. **<u>Investigation 3: Subtraction</u>** * Students will subtract from multiples of 100 * Students will estimate subtraction problems with 3-digit numbers * Students will use story contexts and representations to support explanations about how changing a number in a subtraction problem affects the difference. * Students will subtract 3-digit			graphs, tables, diagrams, models, symbols, and expressions in written and verbal form 3.CM.6 Answer clarifying questions from others 3.CM.7 Listen for understanding of mathematical solutions shared by other students 3.CM.8 Consider strategies used and solutions found in relation to their own work 3.CN.3 Connect and apply mathematical information to solve problems 3.CN.5 Model situations with objects and representations and be able to make observations 3.R.10 Use mathematics to show and understand mathematical phenomena (e.g., use a multiplication grid to solve odd and even number problems) 3.N.1 Skip count by 25's, 50's, 100's to 1,000 3.N.4 Understand the place value structure of the base ten number system: 10 ones = 1 ten 10 tens = 1 hundred 10 hundreds = 1 thousand 3.N.26 Recognize real world situations

numbers by using strategies that involve either subtracting one number in parts, adding up, or subtracting back. * Students will subtract by using strategies that involve changing one number to make a problem that is easier to solve. <u>Strategies Related to Topic:</u> * Reading and writing numbers in the thousands. * Fluently solving multiplication combinations with products to 50.			in which an estimate (rounding) is more appropriate 3.N.18 use a variety of strategies to add and subtract 3-digit numbers (with and without regrouping) 3.N.19 Develop fluency with single-digit multiplication facts 3.N.26 Recognize real world situations in which an estimate (rounding) is more appropriate 3.A.1 Use the symbols <, >, = (with and without the use of a number line) to compare whole numbers and unit fractions (1/2, 1/3, 1/4 , 1/5, 1/6, and 1/10)

Investigations Unit 9: Solids and Boxes (3D Geometry and Measurement)

Content	Assessment	Standard	Performance Indicator
Investigations Unit **Solids and Boxes (3D Geometry and Measurement)** Related enVisionMATH topic **Topic 10: Solids and Shapes** **<u>Investigation 1: Sorting, Describing, and Building Solids</u>** * Students will describe properties of 3-dimensional shapes * Students will describe components and properties of different classes of solids. * Students will distinguish between polyhedra and nonpolyhedra. * Studetns will distinguish between prisms and pyramids. enVisionMATH lesson to be taught/incorporated: **10-2** Relating Solids and Shapes **10-3** Lines and Line Segments **10-4** Angles **<u>Investigation 2: Making Boxes</u>** * Students will translate between 2-dimensional and 3-dimensional shapes. * Students will determine the number and shape of the faces of cubes and other rectangular prisms and how they come together to form the	**Formal Assessment** Investigations end of unit assessment. **Summative Assessment** *Monitor students and record data using Investigations Assessment Checklist. *Ask students questions about what they are doing and why they are doing it. Ensure that students understand what the teaching point of the lesson is.	Number Sense and Operations Reasoning and Proof Strand Communication Strand Geometry Strand Problem Solving Strand	3.PS.9 Use trial and error to solve problems 3.PS.23 Verify results of a problem 3.CM.2 Verbally explain their rationale for strategy selection 3.CM.3 Provide reasoning both in written and verbal form 3.CM.9 Increase their use of mathematical vocabulary and language when communicating with others 3.CM.10 Describe objects, relationships, solutions and rationale using appropriate vocabulary 3.N.2 Read and write whole numbers to 1,000 3.G.2 Identify congruent and similar figures 3.G.3 Name, describe, compare, and sort three-dimensional shapes: cube, cylinder, sphere, prism, and cone 3.G.4 Identify the faces on a three-dimensional shape as two-dimensional shapes

whole. * Students will design patterns that make open boxes for a cube. * Students design patterns to make open boxes for 2-cube rectangular prisms. * Students will decompose images of 3-D shapes and then recombine them to make a given structure. **<u>Investigation 3: How Many Cubes in a Box?</u>** * Students will determine the number of cubes that will fit in the box made by a given pattern. * Students will design patterns for boxes that will hold a given number of cubes. * Students will see that cubes fill a rectangular prism can be decomposed into congruent layers. <u>Strategies Related to Topic:</u> * Students will recognize and interpret the value of each digit 3-digit numbers.			**3.N.27 Check reasonableness of an answer by using estimation**

The following Performance Indicators are also covered in Grade 4 of Investigations:
3.PS.17 Analyze problems by identifying relevant versus irrelevant information

Harlem Success Academy Charter School, 2nd Grade Math Scope and Sequence

Investigations Math will be supplemented by other 4th grade math curricula, including EnVision Math.

Unit 1: Factors, Multiples and Arrays (Multiplication and Division 1)

Content	Assessment	Standard	Performance Indicator
Unit Summary: In this first unit in the multiplication and division strand, students deepen their understanding of the operation of multiplication. Students use rectangular arrays to represent the relationship between factors and multiples, use what they know to solve problems that increase in size, and focus on solving problems efficiently. They continue to develop fluency with multiplication combinations (facts up to 12 x 12). **Investigation 1: Representing Multiplication with Arrays** **Investigation 2: Multiplication Combinations** **Investigation 3: Finding Factors**	**Formal Assessment** Investigations End of Unit Assessment **Summative Assessment** *Monitor students and record data using Investigations Assessment Checklist. *Ask students questions about what they are doing and why they are doing it. Ensure that students understand what the teaching point of the lesson is.	Problem Solving Strand Reasoning and Proof Strand Communications Strand Connections Strand Representation Strand Number Sesne and Operations Strand	**4.PS.1 Explore, examine, and make observations about a social problem or mathematical situation** **4.PS.5 Formulate problems and solutions from everyday situations** **4.PS.12 Use physical objects to model problems** **4.PS.13 Work in collaboration with others to solve problems** **4.PS.14 Make organized lists to solve numerical problems** **4.PS.15 Make charts to solve numerical problems** **4.PS.16 Analyze problems by identifying relationships** **4.PS.18 Analyze problems by observing patterns** **4.PS.21 Discuss with peers to understand a problem situation** **4.RP.1 Use representations to support mathematical ideas** **4.RP.2 Determine whether a**

			mathematical statement is true or false and explain why **4.RP.3 Investigate the use of knowledgeable guessing by generalizing mathematical ideas** **4.RP.5 Justify general claims or conjectures, using manipulatives, models, and expressions** **4.RP.6 Develop and explain an argument using oral, written, concrete, pictorial, and/or graphical forms** **4.RP.7 Discuss, listen, and make comments that support or reject claims made by other students** **4.RP.8 Support an argument by trying many cases** **4.RP.9 Disprove an argument by finding counterexamples** **4.CM.1 Understand and explain how to organize their thought process** **4.CM.2 Verbally explain their rationale for strategy selection** **4.CM.3 Provide reasoning both in written and verbal form**

			4.CM.5 Share organized mathematical ideas through the manipulation of objects, drawings, pictures, charts, graphs, tables, diagrams, models, symbols, and expressions in written and verbal form **4.CM.6 Answer clarifying questions from others** **4.CM.8 Consider strategies used and solutions found in relation to their own work** **4.CM.9 Increase their use of mathematical vocabulary and language when communicating with others** **4.CM.10 Describe objects, relationships, solutions, and rationale using appropriate vocabulary** **4.CM.11 Decode and comprehend mathematical visuals and symbols to construct meaning** **4.CN.1 Recognize, understand, and make connections in their everyday experiences to mathematical ideas** **4.CN.3 Connect and apply mathematical information to solve problems**

			4.CN.6 Recognize the presence of mathematics in their daily lives **4.R.6 Connect mathematical representations with problem solving** **4.N.1 Skip count by 1,000's** **4.N.5 Recognize equivalent representations for numbers up to four digits and generate them by decomposing and composing numbers** **4.N.15 Select appropriate computational and operational methods to solve problems** **4.N.17 Use multiplication and division as inverse operations to solve problems**

Unit 2: Describing the Shape of the Data: Data Analysis and Probability

Content	Assessment	Standard	Performance Indicator
Unit Summary: This unit develops ideas about collecting, describing, and representing data. Students collect data through counting and measuring and use bar graphs and line plots to represent their data involving one group and compare data of two groups. They interpret the data and draw conclusions based on the data using terms such as mode, median, range, and outlier. Students begin their study of probability by placing events on a "likelihood line" that goes from impossible to certain and work with mixtures of colored cubes to describe the probability of different outcomes. **Investigation 1: Landmarks in the Data** **Investigation 2: Using Data to Compare** **Investigation 3: Finding and Comparing Probabilities**	**Formal Assessment** Investigations End of Unit Assessment **Summative Assessment** *Monitor students and record data using Investigations Assessment Checklist. *Ask students questions about what they are doing and why they are doing it. Ensure that students understand what the teaching point of the lesson is.	Problem Solving Strand Reasoning and Proof Strand Communications Strand Connections Strand Representation Strand Number Sense and Operations Strand Measurement Strand Statistics and Probability Strand	**4.PS.7 Represent problem situations in oral, written, concrete, pictorial, and graphical forms** **4.PS.11 Make pictures/diagrams of problems** **4.PS.12 Use physical objects to model problems** **4.PS.20 Determine what information is needed to solve a problem** **4.PS.21 Discuss with peers to understand a problem situation** **4.PS.22 Discuss the efficiency of different representations of a problem** **4.PS.23 Verify results of a problem** **4.RP.3 Investigate the use of knowledgeable guessing by generalizing mathematical ideas** **4.RP.4 Make conjectures from a variety of representations** **4.RP.5 Justify general claims or conjectures, using manipulatives, models, and expressions**

			4.RP.7 Discuss, listen, and make comments that support or reject claims made by other students **4.CM.1 Understand and explain how to organize their thought process** **4.CM.4 Organize and accurately label work** **4.CM.5 Share organized mathematical ideas through the manipulation of objects, drawings, pictures, charts, graphs, tables, diagrams, models, symbols,** **and expressions in written and verbal form** **4.CM.6 Answer clarifying questions from others** **4.CM.7 Restate mathematical solutions shared by other students** **4.CM.11 Decode and comprehend mathematical visuals and symbols to construct meaning** **4.CN.2 Compare and contrast mathematical ideas** **4.CN.4 Understand multiple representations and how they are related** **4.CN.5 Model situations with objects and representations and be able to make**

			observations **4.CN.6 Recognize the presence of mathematics in their daily lives** **4.CN.7 Apply mathematics to solve problems that develop outside of mathematics** **4.R.1 Use verbal and written language, physical models, drawing charts, graphs, tables, symbols, and equations as representations** **4.R.8 Use mathematics to show and understand physical phenomena (e.g., estimate and represent the number of apples in a tree)** **4.N.5 Recognize equivalent representations for numbers up to four digits and generate them by decomposing and composing numbers** **4.M.1 Select tools and units (customary and metric) appropriate for the length being measured** **4.M.2 Use a ruler to measure to the nearest standard unit (whole, 1/2 and 1/4 inches, whole feet, whole yards, whole centimeters, and whole meters)** **4.M.3 Know and understand equivalent standard units of length:** **12 inches = 1 foot**

			3 feet = 1 yard **4.S.1 Design investigations to address a question from given data** **4.S.2 Collect data using observations, surveys, and experiments and record appropriately** **4.S.3 Represent data using tables, bar graphs, and pictographs** **4.S.5 Develop and make predictions that are based on data** **4.S.6 Formulate conclusions and make predictions from graphs**

Unit 3: Multiple Towers and Division Stories (Multiplication and Division 2)

Content	Assessment	Standard	Performance Indicator
Unit Summary: Students develop strategies for solving multiplication problems with two-digit numbers and deepen their understanding of the operation of division by focusing on the relationship between multiplication and division. Using story contexts and multiple towers, students continue their investigation of the relationship between numbers and their factors. Students practice multiplying by 10 and multiples of 10, break problems into smaller parts that can be multiplied easily, and find the multiples of two-digit numbers. They gain fluency with all multiplication combinations to 12 x 12. Students solve, represent, and discuss division story problems, including some that have a remainder. **Investigation 1: Breaking Apart Multiplication Problems** **Investigation 2: Division** **Investigation 3: Multiplying 10s** **Investigation 4: Strategies for Multiplication**	**Formal Assessment** Investigations End of Unit Assessment **Summative Assessment** *Monitor students and record data using Investigations Assessment Checklist. *Ask students questions about what they are doing and why they are doing it. Ensure that students understand what the teaching point of the lesson is.	Problem Solving Strand Reasoning and Proof Strand Communications Strand Connections Strand Representation Strand Number Sense and Operations	**4.PS.1 Explore, examine, and make observations about a social problem or mathematical situation** **4.PS.4 Act out or model with manipulatives activities involving mathematical content from literature** **4.PS.6 Translate from a picture/diagram to a numeric expression** **4.PS.8 Select an appropriate representation of a problem** **4.PS.11 Make pictures/diagrams of problems** **4.PS.12 Use physical objects to model problems** **4.PS.16 Analyze problems by identifying relationships** **4.PS.18 Analyze problems by observing patterns** **4.PS.21 Discuss with peers to understand a problem situation** **4.RP.1 Use representations to support mathematical ideas**

			4.CM.1 Understand and explain how to organize their thought process **4.CM.2 Verbally explain their rationale for strategy selection** **4.CM.3 Provide reasoning both in written and verbal form** **4.CM.5 Share organized mathematical ideas through the manipulation of objects, drawings, pictures, charts, graphs, tables, diagrams, models, symbols,** **and expressions in written and verbal form** **4.CN.1 Recognize, understand, and make connections in their everyday experiences to mathematical ideas** **4.CN.2 Compare and contrast mathematical ideas** **4.CN.3 Connect and apply mathematical information to solve problems** **4.CN.4 Understand multiple representations and how they are related** **4.CN.5 Model situations with objects and representations and be able to make** **observations**

			4.R.1 Use verbal and written language, physical models, drawing charts, graphs, tables, symbols, and equations as representations **4.R.3 Recognize and use external mathematical representations** **4.R.4 Use standard and nonstandard representations with accuracy and detail** **4.R.5 Understand similarities and differences in representations** **4.R.6 Connect mathematical representations with problem solving** **4.R.7 Construct effective representations to solve problems** **4.R.9 Use mathematics to show and understand social phenomena (e.g., determine the number of buses required for a field trip)** **4.N.4 Understand the place value structure of the base ten number system:** **10 ones = 1 ten** **10 tens = 1 hundred** **10 hundreds = 1 thousand** **10 thousands = 1 ten thousand** **4.N.16 Understand various meanings of multiplication and division** **4.N.17 Use multiplication and division**

			as inverse operations to solve problems **4.N.18 Use a variety of strategies to multiply two-digit numbers by one-digit numbers (with and without regrouping)** **4.N.19 Use a variety of strategies to multiply two-digit numbers by two-digit numbers (with and without regrouping)** **4.N.20 Develop fluency in multiplying and dividing multiples of 10 and 100 up to 1,000** **4.N.22 Interpret the meaning of remainders**

Unit 4: Shapes, Size, and Symmetry (2-D Geometry and Measurement)

Content	Assessment	Standard	Performance Indicator
Unit Summary: This first geometry and measurement unit focuses on classifying two-dimensional shapes, comparing the size of angles, and working with linear and area measurement. Students define and categorize polygons by identifying sets of shapes that have a common attribute and use 90 degrees as a reference for finding the measurement of other angles. They continue their measurement work from earlier grades by measuring distance and perimeter, using both U.S. and metric units and finding the area of polygons in square units. *LogoPaths*, a *Logo* programming environment designed for *Investigations* students in Grades 3–5 is introduced in this unit. It allows students to explore geometrical relationships, especially focusing on angle, length, and perimeter, patterns in sides and angles, and characteristics of specific shapes. **<u>Investigation 1: Linear Measurement</u>** **<u>Investigation 2: Polygons of Many Types</u>** **<u>Investigation 3: Measuring Angles</u>** **<u>Investigation 4: Finding Area</u>**	**Formal Assessment** Investigations End of Unit Assessment **Summative Assessment** *Monitor students and record data using Investigations Assessment Checklist. *Ask students questions about what they are doing and why they are doing it. Ensure that students understand what the teaching point of the lesson is.	Problem Solving Strand Reasoning and Proof Strand Communications Strand Connections Strand Number Sense and Operations Strand Geometry Strand Measurement Strand	**4.PS.10 Use process of elimination to solve problems** **4.PS.12 Use physical objects to model problems** **4.PS.21 Discuss with peers to understand a problem situation** **4.PS.24 Recognize invalid approaches** **4.PS.25 Determine whether a solution is reasonable in the context of the original problem** **4.RP.1 Use representations to support mathematical ideas** **4.RP.6 Develop and explain an argument using oral, written, concrete, pictorial, and/or graphical forms** **4.CM.1 Understand and explain how to organize their thought process** **4.CM.2 Verbally explain their rationale for strategy selection** **4.CM.3 Provide reasoning both in written and verbal form** **4.CM.5 Share organized mathematical ideas through the manipulation of**

			objects, drawings, pictures, charts, graphs, tables, diagrams, models, symbols, and expressions in written and verbal form **4.CM.7 Restate mathematical solutions shared by other students** **4.CM.8 Consider strategies used and solutions found in relation to their own work** **4.CM.9 Increase their use of mathematical vocabulary and language when communicating with others** **4.CM.10 Describe objects, relationships, solutions, and rationale using appropriate vocabulary** **4.CN.4 Understand multiple representations and how they are related** **4.CN.6 Recognize the presence of mathematics in their daily lives** **4.CN.8 Recognize and apply mathematics to other disciplines** **4.N.5 Recognize equivalent representations for numbers up to four digits and generate them by decomposing and**

			composing numbers **4.G.1 Identify and name polygons, recognizing that their names are related to the number of sides and angles (triangle, quadrilateral, pentagon, hexagon, and octagon)** **4.G.2 Identify points and line segments when drawing a plane figure** **4.G.3 Find perimeter of polygons by adding sides** **4.G.4 Find the area of a rectangle by counting the number of squares needed to cover the rectangle** **4.G.6 Draw and identify intersecting, perpendicular, and parallel lines** **4.G.7 Identify points and rays when drawing angles** **4.G.8 Classify angles as acute, obtuse, right, and straight** **4.M.1 Select tools and units (customary and metric) appropriate for the length being measured** **4.M.2 Use a ruler to measure to the nearest standard unit (whole, 1/2 and 1/4**

			inches, whole feet, whole yards, whole centimeters, and whole meters)

Unit 5: Landmarks and Large Numbers (Addition, Subtraction, and The Number System)

Content	Assessment	Standard	Performance Indicator
Unit Summary: Students extend their knowledge of the number system by examining the structure of 10,000 and practice and refine strategies for adding and subtracting whole numbers up to 10,000. They continue to study place value by adding and subtracting multiples of 10 and 100 to numbers in the thousands, and they consolidate their understanding of the operation of addition by studying a variety of addition strategies and algorithms, including the U.S. algorithm for addition. Students continue their study of subtraction by solving, representing, and discussing their strategies for a variety of subtraction problems. **Investigation 1: How much is 1000?** **Investigation 2: Adding it Up** **Investigation 3: Working with Numbers up to 10,000** **Investigation 4: Subtraction**	**Formal Assessment** Investigations End of Unit Assessment **Summative Assessment** *Monitor students and record data using Investigations Assessment Checklist. *Ask students questions about what they are doing and why they are doing it. Ensure that students understand what the teaching point of the lesson is.	Problem Solving Strand Reasoning and Proof Strand Communications Strand Connections Strand Representation Strand Number Sense and Operations Strand Algebra Strand Measurement Strand	**4.PS.7 Represent problem situations in oral, written, concrete, pictorial, and graphical forms** **4.PS.8 Select an appropriate representation of a problem** **4.PS.12 Use physical objects to model problems** **4.PS.19 State a problem in their own words** **4.PS.23 Verify results of a problem** **4.RP.1 Use representations to support mathematical ideas** **4.RP.6 Develop and explain an argument using oral, written, concrete, pictorial, and/or graphical forms** **4.RP.7 Discuss, listen, and make comments that support or reject claims made by other students** **4.CM.4 Organize and accurately label work** **4.CM.1 Understand and explain how to organize their thought process**

			4.CM.2 Verbally explain their rationale for strategy selection **4.CM.3 Provide reasoning both in written and verbal form** **4.CM.11 Decode and comprehend mathematical visuals and symbols to construct meaning** **4.CN.4 Understand multiple representations and how they are related** **4.CN.5 Model situations with objects and representations and be able to make observations** **4.R.1 Use verbal and written language, physical models, drawing charts, graphs, tables, symbols, and equations as representations** **4.R.2 Share mental images of mathematical ideas and understandings** **4.R.3 Recognize and use external mathematical representations** **4.R.9 Use mathematics to show and understand social phenomena (e.g., determine the number of buses required for a field trip)** **4.N.1 Skip count by 1,000's**

			4.N.2 Read and write whole numbers to 10,000 **4.N.3 Compare and order numbers to 10,000** **4.N.4 Understand the place value structure of the base ten number system:** **10 ones = 1 ten** **10 tens = 1 hundred** **10 hundreds = 1 thousand** **10 thousands = 1 ten thousand** **4.N.5 Recognize equivalent representations for numbers up to four digits and** **generate them by decomposing and composing numbers** **4.N.14 Use a variety of strategies to add and subtract numbers up to 10,000** **4.N.15 Select appropriate computational and operational methods to solve** **problems** **4.N.27 Check reasonableness of an answer by using estimation** **4.A.2 Use the symbols <, >, =, and " (with and without the use of a number line)** **to compare whole numbers and unit fractions and decimals (up to hundredths)**

			4.A.3 Find the value or values that will make an open sentence true, if it contains < or > **4.M.8 Make change, using combined coins and dollar amounts**

Unit 6: Fraction Cards and Decimal Squares (Fractions and Decimals)

Content	Assessment	Standard	Performance Indicator
Unit Summary: Students develop ideas about fractions by identifying fractions of an area (3/4 of a rectangle), fractions of a group of objects (3/4 of 24), and decimal fractions (.75). They compare fractions of different wholes (1/3 of a 6 x 4 rectangle and 1/3 of a 10 x 10 rectangle), and combine fractions using models and reasoning. Students use 10 x 10 grids to represent, compare, and combine common decimals in the tenths and hundredths. **Investigation 1: Parts of Rectangles** **Investigation 2: Ordering Fractions** **Investigation 3: Working with Decimals**	**Formal Assessment** Investigations End of Unit Assessment **Summative Assessment** *Monitor students and record data using Investigations Assessment Checklist. *Ask students questions about what they are doing and why they are doing it. Ensure that students understand what the teaching point of the lesson is.	Problem Solving Strand Reasoning and Proof Strand Communications Strand Connections Strand Representation Strand Number Sense and Opreations Strand Statistics and Probability Strand	**4.PS.16 Analyze problems by identifying relationships** **4.PS.24 Recognize invalid approaches** **4.RP.1 Use representations to support mathematical ideas** **4.RP.5 Justify general claims or conjectures, using manipulatives, models, and expressions** **4.RP.6 Develop and explain an argument using oral, written, concrete, pictorial, and/or graphical forms** **4.CM.1 Understand and explain how to organize their thought process** **4.CM.2 Verbally explain their rationale for strategy selection** **4.CM.3 Provide reasoning both in written and verbal form** **4.CN.1 Recognize, understand, and make connections in their everyday experiences to mathematical ideas** **4.CN.6 Recognize the presence of mathematics in their daily lives**

			4.CN.7 Apply mathematics to solve problems that develop outside of mathematics **4.R.6 Connect mathematical representations with problem solving** **4.R.10 Use mathematics to show and understand mathematical phenomena (e.g., use a multiplication grid to solve odd and even number problems)** **4.N.2 Read and write whole numbers to 10,000** **4.N.7 Develop an understanding of fractions as locations on number lines and as divisions of whole numbers** **4.N.8 Recognize and generate equivalent fractions (halves, fourths, thirds, fifths, sixths, and tenths) using manipulatives, visual models, and illustrations** **4.N.9 Use concrete materials and visual models to compare and order unit fractions or fractions with the same denominator (with and without the use of a number line)** **4.N.10 Develop an understanding of decimals as part of a whole**

			4.N.11 Read and write decimals to hundredths, using money as a context **4.N.12 Use concrete materials and visual models to compare and order decimals (less than 1) to the hundredths place in the context of money** **4.N.23 Add and subtract proper fractions with common denominators** **4.N.24 Express decimals as an equivalent form of fractions to tenths and hundredths** **4.N.25 Add and subtract decimals to tenths and hundredths using a hundreds chart** **4.S.6 Formulate conclusions and make predictions from graphs**

Unit 7: Moving Between Solid and Silhouettes (3D Geometry)

Content	Assessment	Standard	Performance Indicator

Unit Summary: In this second geometry and measurement unit, students examine the relationships between 3-D solids and their 2-D representations. They learn and use the mathematical terminology for these solids and their attributes. They translate between 3-D shapes and their 2-D representations as they build cube configurations from pictures and mental images and investigate silhouettes of solids from several different perspectives. Students build an understanding of measuring volume as they examine the structure of rectangular prisms and determine the number of cubes that fit inside given box patterns. **Investigation 1: Geometric Solids** **Investigation 2: Making and Visualizing Cube Buildings** **Investigation 3: Understanding Volume**	**Formal Assessment** Investigations End of Unit Assessment **Summative Assessment** *Monitor students and record data using Investigations Assessment Checklist. *Ask students questions about what they are doing and why they are doing it. Ensure that students understand what the teaching point of the lesson is.	Problem Solving Strand Communications Strand Connections Strand Number Sense and Operations Strand Geometry Strand	**4.PS.2 Understand that some ways of representing a problem are more helpful than others** **4.PS.3 Interpret information correctly, identify the problem, and generate possible solutions** **4.PS.9 Use trial and error to solve problems** **4.PS.20 Determine what information is needed to solve a problem** **4.CM.1 Understand and explain how to organize their thought process** **4.CM.2 Verbally explain their rationale for strategy selection** **4.CM.5 Share organized mathematical ideas through the manipulation of objects, drawings, pictures, charts, graphs, tables, diagrams, models, symbols, and expressions in written and verbal form** **4.CM.7 Restate mathematical solutions shared by other students** **4.CM.9 Increase their use of mathematical vocabulary and language when communicating with others** **4.CN.4 Understand multiple**

			representations and how they are related **4.N.1 Skip count by 1,000's** **4.N.6 Understand, use, and explain the associative property of multiplication** **4.N.11 Read and write decimals to hundredths, using money as a context** **4.N.25 Add and subtract decimals to tenths and hundredths using a hundreds chart** **4.G.5 Define and identify vertices, faces, and edges of three-dimensional shapes**

Unit 8: How Many Packages? How Many Groups? (Multiplication and Division 3)

Content	Assessment	Standard	Performance Indicator

Unit Summary: In this last multiplication and division unit in Grade 4, students continue to develop efficient strategies for solving multiplication problems by breaking problems into smaller parts or changing one or both numbers to create an easier problem. Students also focus on recording their work with clear and concise notation. Students develop strategies for solving division problems (three-digit divided by two-digit), which involve making groups of the divisor. These problems are presented both in story contexts and numerically. **Investigation 1: Multiplication with 2-Digit Numbers** **Investigation 2: Strategies for Multiplication** **Investigation 3: Solving Division Problems**	**Formal Assessment** Investigations End of Unit Assessment **Summative Assessment** *Monitor students and record data using Investigations Assessment Checklist. *Ask students questions about what they are doing and why they are doing it. Ensure that students understand what the teaching point of the lesson is.	Problem Solving Strand Reasoning and Proof Strand Communications Strand Connections Strand Representation Strand Number Sense and Operations Strand Measurement Strand	**4.PS.2 Understand that some ways of representing a problem are more helpful than others** **4.PS.3 Interpret information correctly, identify the problem, and generate possible solutions** **4.PS.11 Make pictures/diagrams of problems** **4.PS.12 Use physical objects to model problems** **4.PS.14 Make organized lists to solve numerical problems** **4.PS.15 Make charts to solve numerical problems** **4.PS.21 Discuss with peers to understand a problem situation** **4.PS.22 Discuss the efficiency of different representations of a problem** **4.PS.25 Determine whether a solution is reasonable in the context of the original problem** **4.RP.3 Investigate the use of knowledgeable guessing by generalizing mathematical ideas** **4.RP.7 Discuss, listen, and make comments that support or reject claims made by other students**

			4.CM.1 Understand and explain how to organize their thought process **4.CM.2 Verbally explain their rationale for strategy selection** **4.CM.3 Provide reasoning both in written and verbal form** **4.CM.6 Answer clarifying questions from others** **4.CM.11 Decode and comprehend mathematical visuals and symbols to construct meaning** **4.CN.3 Connect and apply mathematical information to solve problems** **4.CN.5 Model situations with objects and representations and be able to make observations** **4.CN.7 Apply mathematics to solve problems that develop outside of mathematics** **4.CN.8 Recognize and apply mathematics to other disciplines** **4.R.3 Recognize and use external mathematical representations** **4.R.9 Use mathematics to show and**

			understand social phenomena (e.g., determine the number of buses required for a field trip) **4.N.1 Skip count by 1,000's** **4.N.15 Select appropriate computational and operational methods to solve problems** **4.N.17 Use multiplication and division as inverse operations to solve problems** **4.N.19 Use a variety of strategies to multiply two-digit numbers by two-digit numbers (with and without regrouping)** **4.N.20 Develop fluency in multiplying and dividing multiples of 10 and 100 up to 1,000** **4.N.21 Use a variety of strategies to divide two-digit dividends by one-digit divisors (with and without remainders)** **4.N.26 Round numbers less than 1,000 to the nearest tens and hundreds** **4.M.4 Select tools and units appropriate to the mass of the object being measured (grams and kilograms)** **4.M.5 Measure mass, using grams**

			4.M.6 Select tools and units appropriate to the capacity being measured (milliliters and liters) **4.M.7 Measure capacity, using milliliters and liters** **4.M.9 Calculate elapsed time in hours and half hours, not crossing A.M./P.M.** **4.M.10 Calculate elapsed time in days and weeks, using a calendar**

Unit 9: Penny Jars and Plant Growth (Patterns, Function, and Change)

Content	Assessment	Standard	Performance Indicator
Unit Summary: Students explore situations in which two quantities change in relation to each other. They work with changes over time, such as increasing or decreasing speed or the growth of a plant, and situations of constant change, such as how the number of windows in a building depends on the height of the building if every floor has the same number of windows. Students create and interpret graphs and tables for these linear and nonlinear functions and connect these graphs to the situations they represent. **Investigation 1: Looking at Graphs** **Investigation 2: Penny Jars and Towers** **Investigation 3: Collecting and Analyzing Measurements**	**Formal Assessment** Investigations End of Unit Assessment **Summative Assessment** *Monitor students and record data using Investigations Assessment Checklist. *Ask students questions about what they are doing and why they are doing it. Ensure that students understand what the teaching point of the lesson is.	Problem Solving Strand Reasoning and Proof Strand Communications Strand Connections Strand Representation Strand Number Sense and Operations Strand Algebra Strand Statistics and Probability Strand	**4.PS.3 Interpret information correctly, identify the problem, and generate possible solutions** **4.PS.14 Make organized lists to solve numerical problems** **4.PS.15 Make charts to solve numerical problems** **4.PS.17 Analyze problems by identifying relevant versus irrelevant information** **4.PS.20 Determine what information is needed to solve a problem** **4.PS.21 Discuss with peers to understand a problem situation** **4.PS.24 Recognize invalid approaches** **4.RP.6 Develop and explain an argument using oral, written, concrete, pictorial, and/or graphical forms** **4.CM.1 Understand and explain how to organize their thought process** **4.CM.2 Verbally explain their rationale for strategy selection** **4.CM.6 Answer clarifying questions**

			from others **4.R.5 Understand similarities and differences in representations** **4.CN.2 Compare and contrast mathematical ideas** **4.CN.4 Understand multiple representations and how they are related** **4.CN.7 Apply mathematics to solve problems that develop outside of mathematics** **4.R.2 Share mental images of mathematical ideas and understandings** **4.N.13 Develop an understanding of the properties of odd/even numbers as a result of multiplication** **4.A.1 Evaluate and express relationships using open sentences with one operation** 4.A.4 Describe, extend, and make generalizations about numeric (+,−,×,÷) and geometric patterns **4.A.5 Analyze a pattern or a whole-**

			number function and state the rule, given a table or an input/output box **4.S.4 Read and interpret line graphs**

Investigations Math will be supplemented by other 5th grade math curricula, including EnVision Math.

Content	Assessment	Standard	Performance Indicator
Unit 1: Number Puzzles and Multiple Towers (Multiplication and Division 1) *Unit Summary: In the first of two units about multiplication and division, students continue to develop and practice efficient strategies to solve multiplication problems both in and out of a context. Students refine and gain fluency in solving two-digit by two-digit multiplication problems, develop strategies for division problems with one- and two-digit divisors, and increase their knowledge of multiplication relationships by learning about prime factorization (e.g., 36 = 4 x 9 = (2 x 2) x 9 = 2 x 2 x 3 x 3).* Investigation 1 Finding Factor Pairs and Prime Numbers *Students will work with factors and number puzzles from *Students will identify prime factorization. Investigation 2 Multiplication Strategies Investigation 3 Division Strategies	Formal Assessment Investigations End of Unit Assessment Summative Assessment *Monitor students and record data using Investigations Assessment Checklist. *Ask students questions about what they are doing and why they are doing it. Ensure that students understand what the teaching point of the lesson is.	PROBLEM SOLVING STRAND REASONING AND PROOF STRAND COMMUNICATION STRAND CONNECTIONS STRAND NUMBER SENSE AND OPERATIONS STRAND REPRESENTATION STRAND	5.PS.2 Understand that some ways of representing a problem are more efficient than others 5.PS.3 Interpret information correctly, identify the problem, and generate possible strategies and solutions 5.PS.9 Understand the basic language of logic in mathematical situations (and, or, not) 5.PS.10 Work in collaboration with others to solve problems 5.PS.13 Model problems with pictures/diagrams or physical objects 5.PS.14 Analyze problems by observing patterns 5.PS.16 Discuss with peers to understand a problem situation 5.PS.19 Differentiate between valid and invalid approaches 5.PS.20 Understand valid counter examples 5.PS.21 Explain the methods and reasoning behind the problem solving strategies used 5.RP.1 Recognize that mathematical ideas can be supported using a variety of strategies
Unit 1: Number Puzzles and Multiple Towers (Multiplication and Division 1) *Unit Summary: In the first of two units about multiplication and division,*	Formal Assessment Investigations End of Unit Assessment Summative Assessment	PROBLEM SOLVING STRAND REASONING AND PROOF STRAND	5.PS.2 Understand that some ways of representing a problem are more efficient than others 5.PS.3 Interpret information correctly, identify the problem, and generate

Content	Assessment	Standard	Performance Indicator
Unit 2: Prisms and Pyramids (3D Geometry and Measurement) *Unit Summary: Students investigate concepts of volume by finding the volume of prisms, pyramids, cylinders, and cones. They use patterns of open boxes and build prisms from cubes to develop a strategy for finding the volume of any rectangular prism. Using concrete materials, they also examine the 3-to-1 volume relationship between related (having the same base and height) prisms and pyramids, and related cylinders and cones. Geometry work includes naming geometric solids and their attributes.* *Student will master content through the following Investigations:* Investigation 1 Finding the Volume of Boxes Investigation 2 Using Standard Cubic Units Investigation 3 Volume Relationships Among Solids This unit includes most of the work on volume from *Containers and Cubes*.	Formal Assessment Investigations End of Unit Assessment Summative Assessment *Monitor students and record data using Investigations Assessment Checklist. *Ask students questions about what they are doing and why they are doing it. Ensure that students understand what the teaching point of the lesson is.	PROBLEM SOLVING STRAND REASONING AND PROOF STRAND COMMUNICATION STRAND CONNECTION STRAND REPRESENTATION STRAND MEASUREMENT STRAND NUMBER SENSE AND OPERATIONS STRAND	5.PS.2 Understand that some ways of representing a problem are more efficient than others 5.PS.3 Interpret information correctly, identify the problem, and generate possible strategies and solutions **5.PS.4 Act out or model with manipulatives activities involving mathematical content from literature** 5.PS.10 Work in collaboration with others to solve problems 5.PS.18 Determine the efficiency of different representations of a problem 5.PS.19 Differentiate between valid and invalid approaches 5.PS.21 Explain the methods and reasoning behind the problem solving strategies used 5.PS.22 Discuss whether a solution is reasonable in the context of the original problem 5.RP.1 Recognize that mathematical ideas can be supported using a variety of strategies 5.CM.2 Explain a rationale for strategy
Unit 2: Prisms and Pyramids (3D Geometry and Measurement) *Unit Summary: Students investigate concepts of volume by finding the volume of prisms, pyramids, cylinders,*	Formal Assessment Investigations End of Unit Assessment	PROBLEM SOLVING STRAND REASONING AND PROOF STRAND	5.PS.2 Understand that some ways of representing a problem are more efficient than others 5.PS.3 Interpret information correctly, identify the problem, and generate

Content	Assessment	Standard	Performance Indicator
Unit 3: Thousands of Miles, Thousands of Seats (Addition, Subtraction, and the Number System) *Unit Summary: Students study place value in large numbers by building a 10,000 chart and by adding multiples of 10 to and subtracting multiples of 10 from four- and five- digit numbers. Students finalize their study of subtraction by refining and gaining fluency in solving subtraction problems, including a study of the U.S. algorithm for subtraction. Using a context of the capacities of stadiums and arenas, they solve addition and subtraction problems involving four- and five- digit numbers. Students also demonstrate fluency with the division facts up to 144 ÷ 12.* *Student will master content through the following Investigations:* Investigation 1 Using Place Values Investigation 2 Studying Subtraction Investigation 3 Adding and Subtracting Large Numbers	Formal Assessment Investigations End of Unit Assessment Summative Assessment *Monitor students and record data using Investigations Assessment Checklist. *Ask students questions about what they are doing and why they are doing it. Ensure that students understand what the teaching point of the lesson is.	PROBLEM SOLVING STRAND REASONING AND PROOF STRAND COMMUNICATION STRAND NUMBER SENSE AND OPERATIONS CONNECTION STRAND REPRESENTATION STRAND	5.PS.1 Know the difference between relevant and irrelevant information when solving problems 5.PS.10 Work in collaboration with others to solve problems 5.PS.16 Discuss with peers to understand a problem situation 5.PS.17 Determine what information is needed to solve problems 5.PS.18 Determine the efficiency of different representations of a problem 5.PS.21 Explain the methods and reasoning behind the problem solving strategies used 5.RP.1 Recognize that mathematical ideas can be supported using a variety of strategies 5.RP.3 Investigate conjectures, using arguments and appropriate mathematical terms 5.RP.4 Make and evaluate conjectures, using a variety of strategies 5.CM.1 Provide an organized thought process that is correct, complete, coherent, and clear 5.CM.2 Explain a rationale for strategy selection
Unit 3: Thousands of Miles, Thousands of Seats (Addition, Subtraction, and the Number System) *Unit Summary: Students study place*	Formal Assessment Investigations End of Unit Assessment	PROBLEM SOLVING STRAND REASONING AND PROOF STRAND	5.PS.1 Know the difference between relevant and irrelevant information when solving problems 5.PS.10 Work in collaboration with others to solve problems

Content	Assessment	Standard	Performance Indicator
Unit 4: What's that Portion? (Fractions and Percents 1) *Unit Summary :Students study the relationship among fractions and between fractions and percents and use this knowledge to find equivalent fractions, order fractions, and add commonly used fractions. They use a variety of contexts and models, including area, number lines, and rotation, to further understand the meaning of fractions and model their strategies. This is the first of two units in Grade 5 about rational numbers.* *Student will master content through the following Investigations:* Investigation 1 Using Percents and Fractions Investigation 2 Comparing and Ordering Fractions Investigation 3 Adding and Subtracting Fractions	Formal Assessment Investigations End of Unit Assessment Summative Assessment *Monitor students and record data using Investigations Assessment Checklist. *Ask students questions about what they are doing and why they are doing it. Ensure that students understand what the teaching point of the lesson is.	PROBLEM SOLVING STRAND REASONING AND PROOF STRAND COMMUNICATION STRAND CONNECTION STRAND REPRESENTATION STRAND NUMBER SENSE AND OPERATIONS STRAND	5.PS.2 Understand that some ways of representing a problem are more efficient 5.PS.5 Formulate problems and solutions from everyday situations.PS.5 Formulate problems and solutions from everyday situations than others 5.PS.7 Represent problem situations verbally, numerically, algebraically, graphically 5.PS.10 Work in collaboration with others to solve problems 5.PS.11 Translate from a picture/diagram to a number or symbolic expression 5.PS.14 Analyze problems by observing patterns 5.PS.20 Understand valid counterexamples 5.RP.1 Recognize that mathematical ideas can be supported using a variety of strategies 5.RP.2 Understand that mathematical statements can be supported, using models, facts, and relationships to explain their thinking 5.RP.3 Investigate conjectures, using arguments and appropriate mathematical
Unit 4: What's that Portion? (Fractions and Percents 1) *Unit Summary :Students study the relationship among fractions and between fractions and percents and*	Formal Assessment Investigations End of Unit Assessment	PROBLEM SOLVING STRAND REASONING AND PROOF STRAND	5.PS.2 Understand that some ways of representing a problem are more efficient 5.PS.5 Formulate problems and solutions from everyday situations.PS.5 Formulate

Content	Assessment	Standard	Performance Indicator
Unit 5: Measuring Polygons (2-D Geometry and Measurement) *Unit Summary: Students create polygons using "power polygon" pieces and discuss, apply, and evaluate definitions of these polygons. They focus on properties of quadrilaterals and also study similarity of 2-D shapes. Measurement work includes finding measures of angles using known angles and finding perimeter and area of rectangles. LogoPaths, a Logo programming environment designed for Investigations students in Grades 3–5, is introduced in this unit. It allows students to explore geometrical relationships, especially focusing on angle, length and perimeter, patterns in sides and angles, and characteristics of specific shapes.* *Student will master content through the following Investigations:* Investigation 1 Polygons: Names, Properties, and Angles Investigation 2 Finding Perimeter and Area of Related Rectangles Investigation 3 Similarity	Formal Assessment Investigations End of Unit Assessment Summative Assessment *Monitor students and record data using Investigations Assessment Checklist. *Ask students questions about what they are doing and why they are doing it. Ensure that students understand what the teaching point of the lesson is.	PROBLEM SOLVING STRAND REPRESENTATION STRAND COMMUNICATION STRAND REASONING AND PROOF STRAND GEOMETRY STRAND MEASUREMENT STRAND STATISTICS AND PROBABILITY STRAND ALGEBRA STRAND	5.PS.12 Use trial and error and the process of elimination to solve problems 5.PS.13 Model problems with pictures/diagrams or physical objects 5.PS.16 Discuss with peers to understand a problem situation 5.PS.23 Verify results of a problem 5.RP.2 Understand that mathematical statements can be supported, using models, facts, and relationships to explain their thinking problem 5.RP.3 Investigate conjectures, using arguments and appropriate mathematical terms 5.RP.4 Make and evaluate conjectures, using a variety of strategies 5.RP.5 Justify general claims or conjectures, using manipulatives, models, expressions, and mathematical relationships 5.RP.6 Develop and explain an argument verbally, numerically, and/or graphically 5.RP.8 Support an argument through examples/counterexamples and special cases 5.CM.1 Provide an organized thought
Unit 5: Measuring Polygons (2-D Geometry and Measurement) *Unit Summary: Students create polygons using "power polygon" pieces and discuss, apply,*	Formal Assessment Investigations End of Unit Assessment Summative Assessment	PROBLEM SOLVING STRAND REPRESENTATION STRAND COMMUNICATION STRAND	5.PS.12 Use trial and error and the process of elimination to solve problems 5.PS.13 Model problems with pictures/diagrams or physical objects

Content	Assessment	Standard	Performance Indicator
Unit 6: Decimal Grids and Number Lines (Decimals, Fractions and Percents 2) *In this unit, students focus primarily on decimals and how the number system extends to numbers less than one. Students use their understanding of fractions and percents and their relationship to decimals to solve computation problems involving decimals. Students use contexts (time and precipitation) and models (area and number lines) to order and add decimals. This is the second of two rational number units in Grade 5.* Investigation 1 Understanding and Comparing Decimals Investigation 2 Adding Decimals	Formal Assessment Investigations End of Unit Assessment Summative Assessment *Monitor students and record data using Investigations Assessment Checklist. *Ask students questions about what they are doing and why they are doing it. Ensure that students understand what the teaching point of the lesson is.	PROBLEM SOLVING STRAND REASONING AND PROOF STRAND COMMUNICATION STRAND CONNECTIONS STRAND NUMBER SENSE AND OPERATIONS STRAND GEOMETRY STRAND REPRESENTATION STRAND	5.PS.3 Interpret information correctly, identify the problem, and generate possible strategies and solutions 5.PS.10 Work in collaboration with others to solve problems 5.PS.11 Translate from a picture/diagram to a number or symbolic expression 5.PS.14 Analyze problems by observing patterns 5.PS.16 Discuss with peers to understand a problem situation 5.PS.19 Differentiate between valid and invalid approaches 5.PS.21 Explain the methods and reasoning behind the problem solving strategies used 5.RP.1 Recognize that mathematical ideas can be supported using a variety of strategies 5.RP.2 Understand that mathematical statements can be supported, using models, facts, and relationships to explain their thinking 5.RP.6 Develop and explain an argument verbally, numerically, and/or graphically 5.RP.8 Support an argument through examples/counterexamples and special
Unit 6: Decimal Grids and Number Lines (Decimals, Fractions and Percents 2) *In this unit, students focus primarily on decimals and how the number*	Formal Assessment Investigations End of Unit Assessment Summative Assessment	PROBLEM SOLVING STRAND REASONING AND PROOF STRAND	5.PS.3 Interpret information correctly, identify the problem, and generate possible strategies and solutions 5.PS.10 Work in collaboration with others to solve problems

Content	Assessment	Standard	Performance Indicator
Unit 7: How Many People? How Many Teams? (Multiplication and Division 2) *Unit Summary: In the second unit on multiplication and division, students find and study equivalent expressions for multiplication and division problems (e.g., 112 ÷ 8 = 28 ÷ 2). Students practice solving larger multiplication problems (3 digit x 2 digit) accurately and efficiently and study the U.S. algorithm for multiplication. Students gain fluency solving division problems with one-, two-, and three-digit divisors.* *Student will master content through the following Investigations:* Investigation 1 Equivalence in Multiplication and Division Investigation 2 Reviewing Multiplication Strategies Investigation 3 Division Strategies and Notation Investigation 4 Using the Operations	Formal Assessment Investigations End of Unit Assessment Summative Assessment *Monitor students and record data using Investigations Assessment Checklist. *Ask students questions about what they are doing and why they are doing it. Ensure that students understand what the teaching point of the lesson is.	PROBLEM SOLVING STRAND REASONING AND PROOF STRAND COMMUNICATION STRAND CONNECTIONS STRAND REPRESENTATION STRAND NUMBER SENSE AND OPERATIONS STRAND	5.PS.1 Know the difference between relevant and irrelevant information when solving problems irrelevant information when solving problems 5.PS.16 Discuss with peers to understand a problem situation 5.PS.17 Determine what information is needed to solve problems 5.PS.18 Determine the efficiency of different representations of a problem 5.PS.21 Explain the methods and reasoning behind the problem solving strategies used 5.RP.3 Investigate conjectures, using arguments and appropriate mathematical terms 5.RP.4 Make and evaluate conjectures, using a variety of strategies 5.RP.8 Support an argument through examples/counterexamples and special cases 5.CM.1 Provide an organized thought process that is correct, complete, coherent, and clear 5.CM.6 Understand mathematical solutions shared by other students 5.CM.8 Consider strategies used and
Unit 7: How Many People? How Many Teams? (Multiplication and Division 2) *Unit Summary: In the second unit on multiplication and division, students*	Formal Assessment Investigations End of Unit Assessment Summative Assessment	PROBLEM SOLVING STRAND REASONING AND PROOF STRAND COMMUNICATION STRAND	5.PS.1 Know the difference between relevant and irrelevant information when solving problems irrelevant information when solving problems

Content	Assessment	Standard	Performance Indicator
Unit 8: Growth Patterns (Patterns, Functions, and Change) *Unit Summary: Students investigate situations in which two quantities change in relation to each other. Students describe data about functional relationships, develop an overall sense of change from a graph, and understand how the changes and totals are related. They also compare two linear functions with different rates of change.* *Student will master content through the following Investigations:* Investigation 1 Height and Growth Investigation 2 Growth Patterns	Formal Assessment Investigations End of Unit Assessment Summative Assessment *Monitor students and record data using Investigations Assessment Checklist. *Ask students questions about what they are doing and why they are doing it. Ensure that students understand what the teaching point of the lesson is.	PROBLEM SOLVING STRAND COMMUNICATION STRAND CONNECTIONS STRAND NUMBER SENSE AND OPERATION STRAND ALGEBRA STRAND MEASUREMENT STRAND STATISTICS AND PROBABILITY STRAND REASONING AND PROOF STRAND REPRESENTATION STRAND	5.PS.6 Translate from a picture/diagram to a numeric expression 5.PS.7 Represent problem situations verbally, numerically, algebraically, and/or graphically 5.PS.10 Work in collaboration with others to solve problems 5.PS.13 Model problems with pictures/diagrams or physical objects 5.PS.14 Analyze problems by observing patterns5.PS.14 Analyze problems by observing patterns 5.PS.15 Make organized lists or charts to solve numerical problems 5.PS.21 Explain the methods and reasoning behind the problem solving strategies used 5.RP.2 Understand that mathematical statements can be supported, using models, facts, and relationships to explain their thinking 5.RP.5 Justify general claims or conjectures, using manipulatives, models, expressions, and mathematical relationships 5.RP.6 Develop and explain an argument verbally, numerically, and/or graphically
Unit 8: Growth Patterns (Patterns, Functions, and Change) *Unit Summary: Students investigate situations in which two quantities change in relation to each other.*	Formal Assessment Investigations End of Unit Assessment Summative Assessment	PROBLEM SOLVING STRAND COMMUNICATION STRAND CONNECTIONS STRAND	5.PS.6 Translate from a picture/diagram to a numeric expression 5.PS.7 Represent problem situations verbally, numerically, algebraically, and/or graphically

Content	Assessment	Standard	Performance Indicator
Unit 9: How Long Can You Stand on One Foot? (Data Analysis and Probability) *Unit Summary: Students describe major features of a set of data, represented in a line plot or bar graph, and quantify the description by using medians or fractional parts of the data. Students draw conclusions about how two groups compare based on summarizing the data for each group. They conduct their own data experiment. Students also look at the probability of various events. They express the probabilities of the possible outcomes (e.g., landing on the green part of the spinner, landing on the white part of the spinner) by using numbers from 0 to 1. Then they conduct experiments to see what actually occurs. Students also consider the notion of fairness in the context of probability by playing fair and unfair games, that is, games in which players do or do not have equal chances of winning..* Investigation 1 Comparing Balancing Data Investigation 2 Collecting Data from Experiments Investigation 3 Fair and Unfair Games	Formal Assessment Investigations End of Unit Assessment Summative Assessment *Monitor students and record data using Investigations Assessment Checklist. *Ask students questions about what they are doing and why they are doing it. Ensure that students understand what the teaching point of the lesson is.	PROBLEM SOLVING STRAND REASONING AND PROOF STRAND COMMUNICATION STRAND CONNECTION STRAND REPRESENTATION STRAND NUMBER SENSE AND OPERATIONS STRAND STATISTICS AND PROBABILITY STRAND MEASUREMENT STRAND	5.PS.8 Select an appropriate representation of a problem 5.PS.10 Work in collaboration with others to solve problems 5.PS.16 Discuss with peers to understand a problem situation 5.RP.6 Develop and explain an argument verbally, numerically, and/or graphically 5.CM.1 Provide an organized thought process that is correct, complete, coherent, and clear 5.CM.3 Organize and accurately label work 5.CM.6 Understand mathematical solutions shared by other students 5.CM.7 Raise questions that elicit, extend, or challenge others' thinking 5.CM.9 Increase their use of mathematical vocabulary and language when communicating with others 5.CM.11 Decode and comprehend mathematical visuals and symbols to construct meaning 5.CN.2 Explore and explain the relationship between mathematical ideas 5.CN.7 Apply mathematics to problem
Unit 9: How Long Can You Stand on One Foot? (Data Analysis and Probability) *Unit Summary: Students describe major features of a set of data,*	Formal Assessment Investigations End of Unit Assessment Summative Assessment	PROBLEM SOLVING STRAND REASONING AND PROOF STRAND	5.PS.8 Select an appropriate representation of a problem 5.PS.10 Work in collaboration with others to solve problems

NOTE: The below performance indicators are covered in previous grades.
5.PS.4 Act out or model with manipulatives activities involving mathematical content from literature
This topic is covered in Unit 2
This topic is also covered in Kindergarten through Grade 4.

5.N.20 Convert improper fractions to mixed numbers, and mixed numbers to improper fractions
This topic is covered in Unit 4
This topic is also covered in Grade 4.

5.A.5 Solve and explain simple one-step equations using inverse operations involving whole numbers
This topic is covered in Grade 4

Investigations Unit #1: Who Is in School Today?

Content	Assessment	Standard	Performance Indicator
Investigation 1—The Attendance and Calendar Routines Students will be introduced to the Attendance and Calendar routine. Students will explore some of the math materials they will use all year long – pattern blocks, Geoblocks, and connecting cubes. **Investigation 2— The Counting Jar** Students are introduced to the Counting Jar, a counting activity that continues throughout the year. They play tow games in which they match objects that have at least one attribute in common, and they explore some more materials. **Investigation 3 – The Today's Question Routine** Students are introduced to Today's Question, a routine in which they respond to a survey question and then describe the resulting data. They sort people and attribute blocks according to their attributes and learn a new part of the Counting Jar Activity. <u>Strategies Related to Topic:</u> Attendance: *Students count to determine the total	**Formal Assessment** • Assessment Checklist (AC): Counting • Singapore Unit 1 Review (textbook) **Summative Assessment** *Monitor students and record data using Investigations Assessment Checklist. *Ask students questions about what they are doing and why they are doing it. Ensure that students understand what the teaching point of the lesson is.	Representation Strand Problem Solving Strand Communication Strand Geometry Strand Measurement Strand	**K.R.1 Use multiple representations, including verbal language, acting out or** • **modeling a situation, and drawing pictures as representations** • K.PS.1 Explore, examine and make observations about a social problem or mathematical situation • K.PS.2 Interpret information correctly, identify the problem and generate possible solutions • K.PS.3 Act out or model with manipulatives activities involving mathematical content from literature and/or story telling • K.PS.4 Formulate problems and solutions from everyday situations • K.PS.6 Experience teacher directed questioning to understand problems **K.PS.10 Explain to others how a problem was solved, giving strategies** • **Reasoning and Proof Strand** • K.CM.2 Share mathematical ideas through the manipulation of objects, drawings, pictures, and verbal explanations • K.CM.3 Listen to solutions shared by other students • K.CM.4 Formulate mathematically relevant questions with teacher guidance • K.CM.5 Use appropriate mathematical

number of students present and to explore what happens when the count begins with different students. In order to help students connect the counting numbers to the quantities they represent, the class discusses how many students have counted midway through the count. Students also compare two groups, determine which group has more, and decide how many more there are in this larger group. Calendar: *Students use the calendar as a tool for keeping track of time. Today's Question: *Students record their response to a survey question with two possible answers on a two-column table. Class discussion focuses on describing and interpreting the data. Singapore Extension: Unit 1 & Unit 10			terms, vocabulary, and language K.G.2 Sort groups of objects by size and size order (increasing and decreasing) • • K.G.5 Understand and use ideas such as over, under, above, below, on, beside, next to, and between equal to • K.M.3 Relate specific times such as morning, noon, afternoon, and evening to activities and absence or presence of daylight

Investigations Unit 2: Counting and Comparing

Content	Assessment	Standard	Performance Indicator
Investigation 1—Counting Students practice counting and connecting number words, numerals, and quantities. **Investigation 2—Comparing** Students compare the length of objects and the quantities of different sets. They also practice ordering by length and quantity. <u>Strategies Related to Topic:</u> Attendance: *Students count to determine the total number of students present. In order to help students connect the counting numbers to the quantities they represent, the class discusses how many students have counted midway through the count. They also explore what happens when the count begins with a different student. Calendar: *Students review the numbers and counting sequence to 31 and the names and sequence of the days of the week. Students also use the calendar to determine how many days until (or since) a special event and explain their strategies.	**Formal Assessment** • AC: Counting • AC: Comparing lengths • AC: Quantities • End of Unit 2.14: Ordering Our Names **Summative Assessment** *Monitor students and record data using Investigations Assessment Checklist. *Ask students questions about what they are doing and why they are doing it. Ensure that students understand what the teaching point of the lesson is.	Measurement Strand Representation Strand Problem Solving Strand Connections Strand Number Sense and Operations Strand Statistics and Probability Strand	**K.M.1 Name, discuss, and compare attributes of length (longer than, shorter** **• than)** • **• K.R.2 Use standard and nonstandard representations** • **K.R.3 Use objects to show and understand physical phenomena (e.g., guess** **the number of cookies in a package)** **K.R.4 Use objects to show and understand social phenomena (e.g., count and** **represent sharing cookies between friends)** • • K.PS.5 Use informal counting strategies to find solutions **K.PS.10 Explain to others how a problem was solved, giving strategies** **• Reasoning and Proof Strand** • K.CN.1 Recognize the presence of mathematics in their daily lives • K.CN.2 Use counting strategies to solve problems in their daily lives • K.CN.3 Recognize and apply mathematics to objects and pictures K.S.1 Gather data in response to

Today's Question: *Students record on a two-column table their response to a survey question with two possible answers. Class discussion focuses on describing and interpreting the data. Singapore Extension: Units 2, 3, & 10			questions posed by the teacher and students • • K.S.2 Help to make simple pictographs for quantities up to 10, where one picture represents • K.S.3 Sort and organize objects by two attributes (e.g., color, size, or shape) • K.S.4 Represent data using manipulatives • K.S.5Identify more, less, and same amounts from pictographs or concrete models

Investigations Unit 3: What come next?

Content	Assessment	Standard	Performance Indicator
Investigation 1—What do you notice? In an observation walk and a game called *What's Missing?*, students observe carefully, describe their surroundings, and identify missing objects. They copy and extend patterns using body motions and begin to distinguish between patterns and non-patterns as they construct trains of cubes. **Investigation 2—Constructing Patterns** Students construct patterns using a variety of materials, including cubes, pattern blocks, tiles, and arrows, and record some of their patterns on paper. They also identify what comes next in patterns constructed by others. **Investigation 3 – What's the Unit?** Students make patterns using a variety of materials and then break these patterns down into units. They also construct patterns from a given unit.	**Formal Assessment** • AC: Repeating Patterns • AC: Identifying the Unit of the Pattern End of Unit 3.7: Pattern Display **Summative Assessment** *Monitor students and record data using Investigations Assessment Checklist. *Ask students questions about what they are doing and why they are doing it. Ensure that students understand what the teaching point of the lesson is.	Problem Solving Strand Algebra Strand	• K.PS.7 Compare and discuss ideas for solving a problem with teacher and/or students to justify their thinking • K.PS.8 Use manipulatives to model the action in problems • K.PS.9 Use drawings.pictures to model the action in problems **K.PS.10 Explain to others how a problem was solved, giving strategies** **Reasoning and Proof Strand** • K.A.2 Recognize, describe, extend, and create patterns that repeat (e.g., ABABAB or ABAABAAAB)

Strategies Related to Topic: Attendance: *Students count to determine the total number of students present. In order to help students connect the counting numbers to the quantities they represent, the class discusses how many students have counted midway through the count. They also explore what happens when the count begins with a different student. Calendar: *Students review the numbers and counting sequence to 31 and the names and sequence of the days of the week. Students also use the calendar to determine how many days until (or since) a special event and explain their strategies. Today's Question: *Students record on a two-column table their response to a survey question with two possible answers. Class discussion focuses on describing and interpreting the data. Singapore Extension: Unit 6			

Investigations Unit 4: Measuring and Counting

Content	Assessment	Standard	Performance Indicator
Investigation 1 – Writing and Counting Students use cubes and craft sticks to measure and compare the lengths of shoes, strips of tape, and other objects. **Investigation 2—Counting Some, Counting More** Students continue to count and measure. They develop strategies for finding the total after a small amount is added to a set. **Investigation 3 – Changing Quantities: How Many Now?** Students act out story problems and play games that involve counting, comparing, and finding the total when a small amount is added or taken away. **Investigation 4 – Ways to Make Numbers** Students explore different ways to compose and decompose numbers as they view, create, and re-create arrangements for the numbers to 10. <u>Strategies Related to Topic:</u> Attendance: *Students continue to count to determine the total number of students present and to explore what happens	**Formal Assessment** • AC: Measuring Lengths • AC: Counting • AC: One More, One Fewer • End of Unit 4.9: Arrangements of **Summative Assessment** *Monitor students and record data using Investigations Assessment Checklist. *Ask students questions about what they are doing and why they are doing it. Ensure that students understand what the teaching point of the lesson is.	Measurement Strand Problem Solving Strand Number Sense and Operations Strand	**K.M.2 Compare the length of two objects by representing each length with** **string or a paper strip** **K.N.13 Determine sums and differences by various means** **K.PS.10 Explain to others how a problem was solved, giving strategies** **• Reasoning and Proof Strand** • • K.N.1 Count the items in a collection and know the last counting word tells how many items are in the collection (1 to 10) • K.N.2 Count out (produce) a collection of a specified size 1 to 10 • K.N.3 Numerically label a data set of 1 to 5 • K.N.4 Verbally count by 1's to 20 • K.N.5 Verbally count backwards from 10 • K.N.6 Represent collections with a finger pattern up to 10 • K.N.7 Draw pictures or other informal symbols to represent a spoken number up to 10 • K.N.8 Draw pictures or other informal

when the count begins with different students. In order to help students connect the counting numbers to the quantities they represent, the class discusses how many students have counted, midway through the count. Students also compare two groups, determine which group has more, and determine how many more are in this larger group. Calendar: *Students continue to review the numbers and counting sequence to 31 and the names and sequence of the days of the week. Students also use the calendar to determine how many days until (or since) a special event and explain their strategies. Today's Question: *Students record their response to a survey question with two possible answers on a two-column table. Class discussion focuses on describing and interpreting the data. Singapore Extension: Units 4, 7 & 11			symbols to represent how many in a collection up to 10 • K.N.9 Write numbers 1-10 to represent a collection • K.N.10 Visually determine how many more or less, and then using the verbal counting sequence, match and count 1-10 • K.N.11 Use and understand verbal ordinal terms, first to tenth

Investigations Unit 5: Make a Shape, Build a Block

Content	Assessment	Standard	Performance Indicator
Investigation 1—Describing and Making 2-D Shapes Students look for 2-D shapes in their environment. They use paper shapes and the optional Shapes software to make pictures. They also explore materials such as pattern blocks, Geoboards, and clay, and use them to make a variety of 2-D shapes. Throughout, the focus is on describing and comparing 2-D shapes. **Investigation 2—Making and Combining 2-D Shapes** Students work together to make a shape mural out of paper shapes. In addition to describing and comparing 2-D shapes, this investigation focuses on combining 2-D shapes to fill a given space or to make another shape. Students use pattern blocks to fill puzzle outlines, and they find and discuss different ways to use pattern blocks to make the hexagon shape. They also use the optional Shapes software to fill puzzle outline with online pattern blocks and to recreate pattern block images that are shown only briefly.	**Formal Assessment** • AC: Describing Shapes • AC: Constructing 2-D & 3-D shapes • End of Unit 3.8: Comparing 3-D shapes **Summative Assessment** *Monitor students and record data using Investigations Assessment Checklist. *Ask students questions about what they are doing and why they are doing it. Ensure that students understand what the teaching point of the lesson is.	Problem Solving Strand Geometry Strand Reasoning and Proof Strand Algebra Strand	• K.PS.8 Use manipulatives to model the action in problems • K.PS.9 Use drawings.pictures to model the action in problems • K.RP.3 Explore guesses, using a variety of object and manipulatives • K.A.1 Use a variety of manipulatives to create patterns using attributes of color, size, or shape • K.G.3 Explore vertical and horizontal orientation of objects • K.G.4 Manipulate two- and three-dimensional shapes to explore symmetry • K.G.1 Describe characteristics and relationships of geometric objects

<u>Strategies Related to Topic:</u> Attendance: *Students count to determine the total number of students present and to explore what happens when the count begins with different students. In order to help students connect the counting numbers to the quantities they represent, the class discusses how many students have counted, midway through the count. Students also compare two groups, determine which group has more, and determine how many more are in this larger group. They also practice counting forward and backward. Calendar: *Students continue to review the numbers and counting sequence to 31 and the names and sequence of the days of the week. Students also use the calendar to determine how many days until (or since) a special event and explain their strategies. Today's Question: *Students record their response to a survey question with two possible answers on a two-column table. Class discussion focuses on describing and interpreting the data. Singapore Extension: Unit 5			

Investigations Unit 6: How Many Do You Have?

Content	Assessment	Standard	Performance Indicator
Investigation 1—Numbers of Tiles Students investigate combinations of numbers as they arrange tiles and explore different ways a set of two-color counters can land. They consider how notation can represent such situations. **Investigation 2—Counting and Measuring** Students count and represent quantities to 20. They revisit ideas in measurement as they find out how long different parts of their bodies are. **Investigation 3—How Many in All?** Students count and compare quantities to 20. The class revisits addition and subtraction situations, including story problems, which students model, solve, and represent on paper. **Investigation 4 – How Many of Each?** Students further investigate combinations of numbers through a story problem context, "How Many of Each?" and other activities. <u>Strategies Related to Topic:</u> Attendance: *Students count to determine the total number of students present and to	**Formal Assessment** • AC: Writing Numbers • AC: Counting • AC: Addition • End of Unit 4.6: Combinations of Six **Summative Assessment** *Monitor students and record data using Investigations Assessment Checklist. *Ask students questions about what they are doing and why they are doing it. Ensure that students understand what the teaching point of the lesson is.	Number Sense and Operations Strand Problem Solving Strand	**K.N.12 Solve and create addition and subtraction verbal word problems (use counting-based strategies, such as counting on and to ten)** **K.PS.10 Explain to others how a problem was solved, giving strategies** • • K.N.1 Count the items in a collection and know the last counting word tells how many items are in the collection - Count out a collection of a specified size - Numerically label a data set of 1 to 5 - Verbally count by 1s to 20 - K.N.5 Verbally count backwards from 10 • K.N.6 Represent collections with a finger pattern up to 10

explore what happens when the count begins with different students. In order to help students connect the counting numbers to the quantities they represent, the class discusses how many students have counted, midway through the count. Students also compare two groups, determine which group has more, and determine how many more are in this larger group. They also practice counting in reverse and begin to see the connection between counting forward and backward. Calendar: *Students continue to review the numbers and counting sequence to 31 and the names and sequence of the days of the week. Students also use the calendar to determine how many days until (or since) a special event and explain their strategies. Today's Question: *Students record their response to a survey question with two possible answers on a two-column table. Class discussion focuses on describing and interpreting the data. Patterns on the Pocket Chart *Students see part of a repeating pattern. They describe and extend the pattern and determine what would come next if the pattern were to continue.			

Singapore Extension: Units 12 - 16			

Investigations Unit 7: Sorting and Surveys

Content	Assessment	Standard	Performance Indicator
Investigation 1—How Many Noses? How Many Eyes? Students count the number of people, noses, and eyes in the class and represent the data in a variety of ways. They also use data about the number of chairs and people in the class to solve a problem about whether there are enough chairs for the class. **Investigation 2—How Are They the Same? How Are They Different?** Students sort people and objects according to their attributes. They also organize a set of data about their favorite lunch foods in a few different ways and discuss what they notice about the data. **Investigation 3 – Data Projects** Students develop their own "Do You Like…?" survey questions. They ask their classmates their survey question, record their responses, and then share their data with the rest of the class. Students also solve a problem using attendance data and discuss how they solved the problem. <u>Strategies Related to Topic:</u> Attendance: *Students count to determine the total number of students present and to	**Formal Assessment** • AC: Representations of Data • AC: Using Data • End of Unit 3.5: How Did You Solve the Problem? **Summative Assessment** *Monitor students and record data using Investigations Assessment Checklist. *Ask students questions about what they are doing and why they are doing it. Ensure that students understand what the teaching point of the lesson is.	Number Sense and Operations Strand Representation Strand Communication Strand Reasoning and Proof Strand	**K.N.12 Solve and create addition and subtraction verbal word problems (use counting-based strategies, such as counting on and to ten)** **K.R.5 Use objects to show and understand mathematical phenomena (e.g.,** • **draw pictures to show a story problem, show number** • K.RP.1 Understand that mathematical statements can be true or false • K.RP.2 Investigate the use of knowledgeable guessing as a mathematical tool • K.RP.3 Explore guesses, using a variety of object and manipulatives • K.RP.4 Listen to claims other students make • K.CM.1 Understand how to organize their thought processes with teacher guidance

explore what happens when the count begins with different students. In order to help students connect the counting numbers to the quantities they represent, the class discusses how many students have counted, midway through the count. Students also compare two groups, determine which group has more, and determine how many more are in this larger group. They also practice counting sequence in reverse and begin to see the connection between counting forward and backward. Calendar: *Students continue to review the numbers and counting sequence to 31 and the names and sequence of the days of the week. Students also use the calendar to determine how many days until (or since) a special event and explain their strategies. Today's Question: *Students record their response to a survey question with two possible answers on a two-column table. Class discussion focuses on describing and interpreting the data. Patterns on the Pocket Chart *Students see part of a repeating pattern. They describe and extend the pattern and determine what would come next if the pattern were to continue. In this unit, students also consider patterns that take up more			

than one row on the Pocket Chart, and they determine what comes further down the line in a repeating pattern, rather than what comes next.			

The framework of the HSACS math curriculum will be Mathematics in Context (MiC), supplemented with HSACS created materials for math facts and problem-solving.

Grade 6

Core Curriculum	Core Curriculum Standards Description	Corresponding Mic Unit and Pages
MA.6.	**Problem Solving**	
MA.6.	**Students will build new mathematical knowledge through problem solving.**	
MA.6.6.PS.1	Know the difference between relevant and irrelevant information when solving problems	Comparing Quantities, p. 2
		Comparing Quantities, p. 1
		Comparing Quantities, p. 3
		Models You Can Count On, pp. 44-47
		Comparing Quantities, p. 2
MA.6.6.PS.2	Understand that some ways of representing a problem are more efficient than others	Comparing Quantities, p. 2
		Expressions and Formulas, pp. 25-27
		Comparing Quantities, p. 2
		Comparing Quantities, p. 1
		Comparing Quantities, p. 3
		Expressions and Formulas, p. 29
MA.6.6.PS.3	Interpret information correctly, identify the problem, and generate possible strategies and solutions	Models You Can Count On, pp. 44-47
		Picturing Numbers, pp. 16-17
		Fraction Times, pp. 14-15
		Expressions and Formulas, pp. 8-9
		Models You Can Count On, p. 1
		Models You Can Count On, p. 28
		Picturing Numbers, p. 11
		Comparing Quantities, p. 1
		Take a Chance, p. 28
		Fraction Times, pp. 20-21
		More or Less, p. 28
		Picturing Numbers, p. 10
		Models You Can Count On, pp. 50-51
		Picturing Numbers, p. 16
		Comparing Quantities, p. 3
		More or Less, p. 13
		More or Less, pp. 18-19
		Models You Can Count On, pp. 52-57
		Comparing Quantities, p. 6-9

		Fraction Times, pp. 38-39
		Expressions and Formulas, pp. 34-38
MA.6.6.PS.3	Interpret information correctly, identify the problem, and generate possible strategies and solutions	Models You Can Count On, p. 26
		Comparing Quantities, p. 28
		Expressions and Formulas, p. 29
		More or Less, p. 15
		Models You Can Count On, pp. 29-30
		Comparing Quantities, p. 29
		Models You Can Count On, pp. 40-41
		Take a Chance, p. 29
		Comparing Quantities, p. 23
		Fraction Times, p. 43
		Expressions and Formulas, p. 3
		More or Less, pp. 1-4
		Models You Can Count On, pp. 18-19
		More or Less, p. 14
		Comparing Quantities, p. 24
		More or Less, p. 31
		Comparing Quantities, p. 30
		Comparing Quantities, p. 2
		Expressions and Formulas, pp. 6-7
		Fraction Times, pp. 16-17
		Comparing Quantities, p. 25
		Expressions and Formulas, p. 40-41
		Models You Can Count On, pp. 34-35
		Expressions and Formulas, pp. 18-21
		Comparing Quantities, pp. 16-19
		Fraction Times, pp. 25-26
		Models You Can Count On, pp. 13-14
		Models You Can Count On, pp. 42-43
		Comparing Quantities, p. 31
		Take a Chance, pp. 29-30
		Fraction Times, pp. 4-9
		Reallotment, pp. 26-29
		Expressions and Formulas, pp. 12-13
		Fraction Times, pp. 33-34
		More or Less, pp. 29-30
		Picturing Numbers, pp. 13-15
		Expressions and Formulas, pp. 1-2
		Models You Can Count On, pp. 15-17

		Models You Can Count On, pp. 20-21
		Expressions and Formulas, pp. 16-17
MA.6.6.PS.3	Interpret information correctly, identify the problem, and generate possible strategies and solutions	Expressions and Formulas, pp. 25-27
		Fraction Times, pp. 27-28
		Models You Can Count On, pp. 31-33
		Reallotment, p. 2
		Comparing Quantities, p. 2
		Fraction Times, pp. 35-37
		Expressions and Formulas, pp. 32-33
		Models You Can Count On, p. 27
		Picturing Numbers, p. 25
		Models You Can Count On, pp. 2-7
		Expressions and Formulas, p. 28
		More or Less, p. 6-7
		More or Less, pp. 26-27
		Reallotment, p. 7
		Fraction Times, pp. 18-19
		Models You Can Count On, pp. 8-9
		Comparing Quantities, p. 22
		Fraction Times, pp. 44-45
		Comparing Quantities, pp. 10-12
		Expressions and Formulas, p. 39
		More or Less, pp. 20-23
MA.6.	**Students will solve problems that arise in mathematics and in other contexts.**	
MA.6.6.PS.4	Act out or model with manipulatives activities involving mathematical content from literature	Comparing Quantities, p. 2
		Comparing Quantities, p. 1
		Comparing Quantities, p. 3
		Comparing Quantities, p. 2
MA.6.6.PS.5	Formulate problems and solutions from everyday situations	Comparing Quantities, pp. 10-12
		Models You Can Count On, p. 1
		Comparing Quantities, p. 6-9
		Models You Can Count On, pp. 29-30
MA.6.6.PS.6	Translate from a picture/diagram to a numeric expression	Models You Can Count On, pp. 29-30
MA.6.6.PS.7	Represent problem situations verbally, numerically, algebraically, and/or graphically	Fraction Times, pp. 2-3
		Expressions and Formulas, pp. 16-17
		Expressions and Formulas, pp. 42-43
		Picturing Numbers, pp. 1-2
		Take a Chance, p. 23
		Picturing Numbers, pp. 22-24
		Expressions and Formulas, pp. 32-33

		Models You Can Count On, pp. 2-7
		Take a Chance, p. 22
MA.6.6.PS.7	Represent problem situations verbally, numerically, algebraically, and/or graphically	Fraction Times, pp. 18-19
		Models You Can Count On, pp. 8-9
		Comparing Quantities, p. 22
		Expressions and Formulas, p. 39
		Picturing Numbers, pp. 16-17
		Fraction Times, pp. 14-15
		More or Less, pp. 11-12
		Fraction Times, pp. 20-21
		Models You Can Count On, pp. 50-51
		Picturing Numbers, p. 16
		Picturing Numbers, p. 21
		Expressions and Formulas, pp. 34-38
		Comparing Quantities, p. 28
		Comparing Quantities, pp. 10-12
		Comparing Quantities, p. 29
		Comparing Quantities, p. 23
		Expressions and Formulas, p. 3
		Comparing Quantities, p. 24
		Comparing Quantities, p. 30
		Fraction Times, pp. 16-17
		Comparing Quantities, p. 6-9
		Comparing Quantities, pp. 16-19
		Comparing Quantities, p. 31
		Fraction Times, pp. 4-9
		Picturing Numbers, pp. 13-15
		Expressions and Formulas, pp. 1-2
		Expressions and Formulas, p. 3
		Comparing Quantities, p. 24
		Fraction Times, pp. 16-17
		Comparing Quantities, p. 6-9
		Comparing Quantities, pp. 16-19
		Comparing Quantities, p. 31
		Fraction Times, pp. 4-9
		Picturing Numbers, pp. 13-15
		Expressions and Formulas, pp. 1-2
		Expressions and Formulas, pp. 16-17
		Expressions and Formulas, pp. 42-43
		Expressions and Formulas, pp. 32-33

MA.6.6.PS.8	Select an appropriate representation of a problem	Fraction Times, pp. 18-19 Models You Can Count On, pp. 8-9 Comparing Quantities, p. 22 Expressions and Formulas, p. 39 Picturing Numbers, pp. 16-17 Fraction Times, pp. 14-15 More or Less, pp. 11-12 Fraction Times, p. 43 Fraction Times, pp. 20-21 Models You Can Count On, pp. 50-51 Comparing Quantities, p. 25 Expressions and Formulas, pp. 34-38 Comparing Quantities, pp. 10-12 More or Less, pp. 29-30 Comparing Quantities, p. 23
MA.6.6.PS.9	Understand the basic language of logic in mathematical situations (and, or, and not)	
MA.6.	**Students will apply and adapt a variety of appropriate strategies to solve problems.**	
MA.6.6.PS.10	Work in collaboration with others to solve problems	Figuring All the Angles, p. 31 Expressions and Formulas, pp. 25-27 Fraction Times, pp. 27-28 Models You Can Count On, pp. 31-33 Comparing Quantities, p. 30 Models You Can Count On, pp. 50-51 Reallotment, p. 2 Reallotment, pp. 8-9 Comparing Quantities, p. 2 Fraction Times, pp. 35-37 Comparing Quantities, p. 25 Take a Chance, p. 27 Expressions and Formulas, p. 28 More or Less, p. 6-7 Expressions and Formulas, pp. 34-38 Take a Chance, p. 27 Reallotment, p. 7 Models You Can Count On, pp. 29-30 Comparing Quantities, p. 23 Models You Can Count On, pp. 44-47 Expressions and Formulas, p. 3 Expressions and Formulas, pp. 8-9 Comparing Quantities, p. 24

		Comparing Quantities, p. 2
		Take a Chance, p. 28
MA.6.6.PS.10	Work in collaboration with others to solve problems	Fraction Times, pp. 16-17
		Figuring All the Angles, pp. 26-30
		Models You Can Count On, pp. 2-7
		Comparing Quantities, pp. 16-19
		More or Less, pp. 18-19
		Comparing Quantities, p. 31
		Models You Can Count On, pp. 52-57
		Take a Chance, p. 31
		Fraction Times, pp. 38-39
		Expressions and Formulas, pp. 1-2
		Expressions and Formulas, p. 29
		Models You Can Count On, pp. 40-41
		Reallotment, p. 1
		Take a Chance, p. 29
		Models You Can Count On, p. 1
		Expressions and Formulas, pp. 16-17
		Comparing Quantities, p. 1
		More or Less, pp. 1-4
		Expressions and Formulas, pp. 32-33
		More or Less, p. 31
		Comparing Quantities, p. 3
		Expressions and Formulas, pp. 6-7
		Models You Can Count On, pp. 34-35
		Models You Can Count On, pp. 8-9
		Comparing Quantities, p. 22
		Comparing Quantities, p. 28
		Models You Can Count On, pp. 42-43
		Reallotment, p. 2
		More or Less, p. 5
		Fraction Times, pp. 33-34
		Comparing Quantities, p. 29
		Models You Can Count On, pp. 15-17
		Fraction Times, p. 43
MA.6.6.PS.11	Translate from a picture/diagram to a number or symbolic expression	
		Comparing Quantities, p. 28
		Comparing Quantities, p. 29
		Comparing Quantities, p. 30

MA.6.6.PS.12	Use trial and error and the process of elimination to solve problems	Comparing Quantities, p. 25
		Comparing Quantities, p. 13
		Comparing Quantities, p. 23
		Comparing Quantities, p. 24
		Comparing Quantities, pp. 16-19
MA.6.6.PS.13	Model problems with pictures/diagrams or physical objects	Comparing Quantities, p. 1
		Comparing Quantities, p. 3
		Reallotment, p. 2
		Models You Can Count On, pp. 15-17
		Reallotment, p. 2
		Comparing Quantities, p. 2
		Reallotment, p. 7
		Fraction Times, pp. 4-9
		Models You Can Count On, p. 26
		Comparing Quantities, p. 2
		Take a Chance, pp. 16-17
		Take a Chance, p. 31
		Models You Can Count On, pp. 13-14
		Figuring All the Angles, p. 9
		Reallotment, p. 1
MA.6.6.PS.14	Analyze problems by observing patterns	Expressions and Formulas, pp. 32-33
		Comparing Quantities, pp. 16-19
		Models You Can Count On, pp. 8-9
		Comparing Quantities, p. 22
		Comparing Quantities, pp. 10-12
		Expressions and Formulas, pp. 25-27
		Comparing Quantities, p. 6-9
		Expressions and Formulas, p. 28
		Comparing Quantities, p. 28
		Comparing Quantities, p. 29
		Comparing Quantities, p. 30
		Comparing Quantities, p. 25
		Models You Can Count On, pp. 2-7
		Comparing Quantities, p. 31
		Comparing Quantities, p. 13
		Expressions and Formulas, p. 29
		Comparing Quantities, p. 23
		Comparing Quantities, p. 24
		Comparing Quantities, p. 30
		Comparing Quantities, p. 25

MA.6.6.PS.15	Make organized lists or charts to solve numerical problems	Models You Can Count On, pp. 2-7 Comparing Quantities, p. 31 Comparing Quantities, p. 23 More or Less, pp. 29-30 Comparing Quantities, p. 24 Comparing Quantities, pp. 16-19 Models You Can Count On, pp. 8-9 Expressions and Formulas, p. 3 Comparing Quantities, p. 28 Comparing Quantities, p. 29 Expressions and Formulas, pp. 1-2
MA.6.	**Students will monitor and reflect on the process of mathematical problem solving.**	
MA.6.6.PS.16	Discuss with peers to understand a problem situation	Comparing Quantities, p. 2 More or Less, pp. 1-4 More or Less, p. 31 Expressions and Formulas, pp. 6-7 Models You Can Count On, pp. 34-35 Models You Can Count On, pp. 13-14 Take a Chance, pp. 13-15 Models You Can Count On, pp. 42-43 Expressions and Formulas, pp. 1-2 Fraction Times, pp. 33-34 Expressions and Formulas, p. 29 Reallotment, p. 1 Fraction Times, p. 43 Figuring All the Angles, p. 31 Comparing Quantities, p. 1 Fraction Times, pp. 27-28 Expressions and Formulas, pp. 32-33 Comparing Quantities, p. 25 Models You Can Count On, pp. 31-33 Models You Can Count On, pp. 50-51 Picturing Numbers, pp. 22-24 Reallotment, pp. 8-9 Comparing Quantities, p. 3 Models You Can Count On, pp. 2-7 Fraction Times, pp. 35-37 Take a Chance, p. 27 More or Less, p. 6-7 Comparing Quantities, p. 22

		Expressions and Formulas, pp. 34-38
MA.6.6.PS.16	Discuss with peers to understand a problem situation	Reallotment, p. 2 Take a Chance, p. 27 Comparing Quantities, pp. 10-12 Comparing Quantities, p. 23 Models You Can Count On, pp. 29-30 Models You Can Count On, pp. 15-17 Comparing Quantities, p. 24 Models You Can Count On, pp. 44-47 Expressions and Formulas, pp. 8-9 Expressions and Formulas, pp. 25-27 Reallotment, p. 2 Take a Chance, p. 28 Comparing Quantities, p. 2 Fraction Times, pp. 16-17 Comparing Quantities, pp. 16-19 Figuring All the Angles, pp. 26-30 Models You Can Count On, pp. 8-9 Expressions and Formulas, p. 28 More or Less, pp. 18-19 Models You Can Count On, pp. 52-57 Reallotment, p. 7 Fraction Times, pp. 4-9 Fraction Times, pp. 38-39 Figuring All the Angles, p. 35 Take a Chance, pp. 29-30 Models You Can Count On, pp. 40-41 Take a Chance, p. 29 Expressions and Formulas, p. 3 Expressions and Formulas, pp. 16-17
MA.6.6.PS.17	Determine what information is needed to solve problem	Comparing Quantities, p. 2 Comparing Quantities, p. 2 Comparing Quantities, p. 1 Comparing Quantities, p. 3 Models You Can Count On, pp. 44-47
MA.6.6.PS.18	Determine the efficiency of different representations of a problem	Comparing Quantities, p. 3 Comparing Quantities, p. 2 Comparing Quantities, p. 2 Comparing Quantities, p. 6-9 Comparing Quantities, pp. 10-12

		Comparing Quantities, p. 1
MA.6.6.PS.19	Differentiate between valid and invalid approaches	
MA.6.6.PS.20	Understand valid counterexamples	
MA.6.6.PS.21	Explain the methods and reasoning behind the problem solving strategies used	Comparing Quantities, p. 28 Models You Can Count On, pp. 34-35 More or Less, p. 31 Models You Can Count On, pp. 42-43 Take a Chance, p. 31 Expressions and Formulas, pp. 14-15 Expressions and Formulas, pp. 18-21 More or Less, p. 13 Comparing Quantities, p. 23 More or Less, pp. 29-30 Comparing Quantities, p. 29 Comparing Quantities, p. 24 Models You Can Count On, pp. 31-33 Comparing Quantities, p. 2 Expressions and Formulas, pp. 12-13 Models You Can Count On, p. 1 Expressions and Formulas, pp. 16-17 Comparing Quantities, p. 30 Expressions and Formulas, pp. 8-9 Models You Can Count On, pp. 2-7 More or Less, p. 28 Comparing Quantities, p. 31 Models You Can Count On, pp. 29-30 Expressions and Formulas, p. 29 Models You Can Count On, pp. 44-47 Comparing Quantities, p. 1 Expressions and Formulas, pp. 25-27 More or Less, p. 15 More or Less, pp. 20-23 Models You Can Count On, pp. 50-51 Comparing Quantities, p. 3 Models You Can Count On, pp. 8-9 Comparing Quantities, pp. 16-19 Expressions and Formulas, p. 28 More or Less, p. 14 Expressions and Formulas, pp. 34-38 Expressions and Formulas, pp. 6-7

		More or Less, p. 6-7
		Comparing Quantities, p. 22
		Expressions and Formulas, p. 3
		Comparing Quantities, p. 2
		Comparing Quantities, p. 25
MA.6.6.PS.22	Discuss whether a solution is reasonable in the context of the original problem	More or Less, p. 6-7
		Comparing Quantities, p. 22
		Fraction Times, pp. 38-39
		Expressions and Formulas, pp. 1-2
		Expressions and Formulas, p. 3
		Fraction Times, pp. 14-15
		Comparing Quantities, p. 2
		Fraction Times, pp. 20-21
		Models You Can Count On, pp. 52-57
		Models You Can Count On, pp. 18-19
		Models You Can Count On, pp. 42-43
		Expressions and Formulas, pp. 14-15
		Fraction Times, pp. 25-26
		Fraction Times, pp. 33-34
		Models You Can Count On, p. 26
		Comparing Quantities, p. 2
		Expressions and Formulas, pp. 12-13
		Models You Can Count On, p. 1
		Fraction Times, pp. 16-17
		More or Less, pp. 1-4
		More or Less, pp. 18-19
		Models You Can Count On, p. 27
		Models You Can Count On, pp. 44-47
		Comparing Quantities, p. 1
		More or Less, p. 15
		Models You Can Count On, pp. 50-51
		Comparing Quantities, p. 3
		Models You Can Count On, pp. 8-9
		Fraction Times, pp. 35-37
		More or Less, p. 14
		Models You Can Count On, p. 28
MA.6.6.PS.23	Verify results of a problem	Models You Can Count On, pp. 8-9
		Models You Can Count On, pp. 2-7
MA.6.	**Reasoning and Proof**	
MA.6.	**Students will recognize reasoning and proof as fundamental aspects of mathematics.**	

MA.6.6.RP.1	Recognize that mathematical ideas can be supported using a variety of strategies	Expressions and Formulas, p. 28
		Expressions and Formulas, p. 29
		Models You Can Count On, pp. 29-30
		Expressions and Formulas, pp. 25-27
MA.6.6.RP.2	Understand that mathematical statements can be supported, using models, facts, and relationships to explain their thinking	Expressions and Formulas, pp. 25-27
		Expressions and Formulas, p. 28
		Models You Can Count On, pp. 15-17
MA.6.	**Students will make and investigate mathematical conjectures.**	
MA.6.6.RP.3	Investigate conjectures, using arguments and appropriate mathematical terms	Take a Chance, p. 12
		Take a Chance, pp. 10-11
		Reallotment, p. 15
MA.6.6.RP.4	Make and evaluate conjectures, using a variety of strategies	
MA.6.	**Students will develop and evaluate mathematical arguments and proofs.**	
MA.6.6.RP.5	Justify general claims or conjectures, using manipulatives, models, expressions, and mathematical relationships	Comparing Quantities, pp. 16-19
		More or Less, pp. 18-19
		Comparing Quantities, pp. 10-12
		Reallotment, pp. 54-59
		Models You Can Count On, pp. 15-17
		Comparing Quantities, p. 25
		Comparing Quantities, p. 22
		Expressions and Formulas, pp. 14-15
		Comparing Quantities, p. 23
		Comparing Quantities, p. 24
MA.6.6.RP.6	Develop and explain an argument verbally, numerically, algebraically, and/or graphically	Take a Chance, p. 20
		Take a Chance, p. 23
		Take a Chance, p. 22
		Take a Chance, p. 21
		Take a Chance, p. 12
		Take a Chance, pp. 10-11
MA.6.6.RP.7	Verify claims other students make, using examples and counterexamples when appropriate	
MA.6.	**Students will select and use various types of reasoning and methods of proof.**	
MA.6.6.RP.8	Support an argument through examples/counterexamples and special cases	
MA.6.6.RP.9	Devise ways to verify results	
MA.6.	**Communication**	
MA.6.	**Students will organize and consolidate their mathematical thinking through communication.**	
MA.6.6.CM.1	Provide an organized thought process that is correct, complete, coherent, and clear	Picturing Numbers, pp. 22-24
		Comparing Quantities, p. 28
		Reallotment, pp. 32-33
		Comparing Quantities, p. 6-9

MA.6.6.CM.2	Explain a rationale for strategy selection	Models You Can Count On, pp. 8-9 Comparing Quantities, p. 22 Models You Can Count On, pp. 52-57 Expressions and Formulas, pp. 14-15 Comparing Quantities, p. 23 Models You Can Count On, pp. 29-30 More or Less, pp. 26-27 Comparing Quantities, p. 29 Reallotment, pp. 15-19 Comparing Quantities, p. 13 Comparing Quantities, p. 24 Models You Can Count On, pp. 44-47 Comparing Quantities, p. 1 Expressions and Formulas, p. 3 Expressions and Formulas, pp. 16-17 Reallotment, pp. 51-53 More or Less, pp. 20-23 Comparing Quantities, p. 30 Comparing Quantities, p. 3 Comparing Quantities, pp. 16-19 Expressions and Formulas, pp. 6-7 More or Less, pp. 18-19 More or Less, p. 28 Models You Can Count On, pp. 34-35 Comparing Quantities, p. 31 Comparing Quantities, pp. 10-12 Models You Can Count On, pp. 42-43 Expressions and Formulas, pp. 1-2 Reallotment, pp. 54-59 Expressions and Formulas, pp. 25-27 More or Less, p. 15 Comparing Quantities, p. 2 Expressions and Formulas, pp. 32-33 Models You Can Count On, pp. 31-33 Models You Can Count On, pp. 50-51 Models You Can Count On, pp. 2-7
		Expressions and Formulas, p. 28 More or Less, p. 14 More or Less, p. 6-7 Expressions and Formulas, pp. 34-38

MA.6.6.CM.2	Explain a rationale for strategy selection	Expressions and Formulas, pp. 18-21 Reallotment, pp. 26-29 Expressions and Formulas, pp. 12-13 Comparing Quantities, p. 2 Reallotment, pp. 13-14 Expressions and Formulas, pp. 8-9 Models You Can Count On, p. 1 Comparing Quantities, p. 25
MA.6.6.CM.3	Organize and accurately label work	Picturing Numbers, pp. 22-24 Picturing Numbers, p. 25 Models You Can Count On, pp. 13-14 Models You Can Count On, pp. 15-17 Expressions and Formulas, p. 3
MA.6.	**Students will communicate their mathematical thinking coherently and clearly to peers, teachers, and others.**	
MA.6.6.CM.4	Share organized mathematical ideas through the manipulation of objects, numerical tables, drawings, pictures, charts, graphs, tables, diagrams, models, and symbols in written and verbal form	Picturing Numbers, p. 12 Models You Can Count On, pp. 50-51 Reallotment, p. 2 Take a Chance, p. 28 Reallotment, p. 15 Fraction Times, pp. 16-17 Models You Can Count On, pp. 2-7 Fraction Times, pp. 20-21 Expressions and Formulas, p. 28 Figuring All the Angles, p.8 Figuring All the Angles, pp. 26-30 Take a Chance, pp. 16-17 Expressions and Formulas, pp. 34-38 Reallotment, p. 7 Take a Chance, p. 31 Fraction Times, pp. 4-9 Fraction Times, pp. 38-39 Take a Chance, pp. 29-30 Figuring All the Angles, pp. 14-17 Comparing Quantities, p. 2
		Take a Chance, p. 29 Comparing Quantities, p. 25 Picturing Numbers, p. 3 Picturing Numbers, pp. 22-24

MA.6.6.CM.4	Share organized mathematical ideas through the manipulation of objects, numerical tables, drawings, pictures, charts, graphs, tables, diagrams, models, and symbols in written and verbal form	Fraction Times, pp. 2-3 Figuring All the Angles, p. 10 Picturing Numbers, pp. 1-2 Picturing Numbers, p. 11 Fraction Times, p. 1 Models You Can Count On, pp. 8-9 Picturing Numbers, p. 10 Models You Can Count On, pp. 52-57 Picturing Numbers, p. 25 Take a Chance, p. 3 Take a Chance, pp. 13-15 Reallotment, pp. 15-19 Fraction Times, pp. 33-34 Comparing Quantities, p. 24 More or Less, pp. 29-30 Figuring All the Angles, pp. 33-34 Picturing Numbers, pp. 13-15 Reallotment, p. 1 Comparing Quantities, p. 1 Expressions and Formulas, pp. 16-17 Reallotment, pp. 51-53 Figuring All the Angles, p. 31 Take a Chance, p. 20 Comparing Quantities, p. 3 Comparing Quantities, pp. 16-19 Expressions and Formulas, pp. 42-43 Take a Chance, p. 23 Reallotment, pp. 8-9 Fraction Times, pp. 35-37 More or Less, pp. 18-19 More or Less, p. 28 Comparing Quantities, p. 31 Picturing Numbers, p. 16 Take a Chance, p. 27 Comparing Quantities, pp. 10-12 Models You Can Count On, pp. 13-14
		Expressions and Formulas, p. 40-41 Take a Chance, p. 6 Figuring All the Angles, pp. 21-23 Models You Can Count On, pp. 42-43

MA.6.6.CM.4	Share organized mathematical ideas through the manipulation of objects, numerical tables, drawings, pictures, charts, graphs, tables, diagrams, models, and symbols in written and verbal form	Take a Chance, p. 22 Reallotment, p. 2 Take a Chance, p. 27 Picturing Numbers, p. 21 Expressions and Formulas, pp. 1-2 Fraction Times, pp. 25-26 Expressions and Formulas, p. 29 Models You Can Count On, pp. 15-17 Figuring All the Angles, pp. 1-5 Figuring All the Angles, pp. 18-19 Picturing Numbers, pp. 6-7 Expressions and Formulas, p. 3 Expressions and Formulas, pp. 25-27 Expressions and Formulas, p. 39 Picturing Numbers, p. 4-5 Take a Chance, p. 23 Picturing Numbers, pp. 16-17 Reallotment, pp. 4-6 Comparing Quantities, p. 2 Fraction Times, pp. 14-15 More or Less, pp. 11-12 Expressions and Formulas, pp. 32-33
MA.6.6.CM.5	Answer clarifying questions from others	Take a Chance, pp. 10-11 Models You Can Count On, pp. 34-35 Take a Chance, p. 1 Take a Chance, p. 12 Models You Can Count On, pp. 31-33
MA.6.	**Students will analyze and evaluate the mathematical thinking and strategies of others.**	
MA.6.6.CM.6	Understand mathematical solutions shared by other students	
MA.6.6.CM.7	Raise questions that elicit, extend, or challenge others' thinking	
MA.6.6.CM.8	Consider strategies used and solutions found by others in relation to their own work	
MA.6.	**Students will use the language of mathematics to express mathematical ideas precisely.**	
MA.6.6.CM.9	Increase their use of mathematical vocabulary and language when communicating with others	Comparing Quantities, p. 31 Models You Can Count On, pp. 13-14 Models You Can Count On, pp. 15-17 Take a Chance, p. 1 Take a Chance, p. 12 Reallotment, p. 15

		Take a Chance, pp. 10-11
		Figuring All the Angles, pp. 26-30
		Figuring All the Angles, p. 31
MA.6.6.CM.10	Use appropriate vocabulary when describing objects, relationships, mathematical solutions, and rationale	More or Less, p. 28
		Fraction Times, pp. 35-37
		Comparing Quantities, pp. 10-12
		More or Less, p. 6-7
		Expressions and Formulas, p. 40-41
		Models You Can Count On, pp. 42-43
		Expressions and Formulas, pp. 1-2
		Expressions and Formulas, pp. 18-21
		Fraction Times, pp. 25-26
		Figuring All the Angles, pp. 1-5
		Figuring All the Angles, p. 35
		Reallotment, pp. 26-29
		Expressions and Formulas, p. 39
		Figuring All the Angles, p. 9
		Reallotment, pp. 13-14
		Comparing Quantities, p. 2
		Models You Can Count On, p. 1
		More or Less, pp. 11-12
		Expressions and Formulas, pp. 32-33
		Models You Can Count On, pp. 50-51
		Fraction Times, pp. 16-17
		Models You Can Count On, pp. 2-7
		Fraction Times, pp. 20-21
		Figuring All the Angles, p.8
		Comparing Quantities, p. 28
		Take a Chance, pp. 16-17
		Comparing Quantities, p. 31
		Reallotment, pp. 32-33
		Comparing Quantities, p. 6-9
		Fraction Times, pp. 4-9
		Reallotment, pp. 30-31
		Expressions and Formulas, pp. 14-15
		More or Less, pp. 26-27
		Comparing Quantities, p. 29
		Comparing Quantities, p. 2
		Comparing Quantities, p. 30
		Picturing Numbers, pp. 22-24

MA.6.6.CM.10	Use appropriate vocabulary when describing objects, relationships, mathematical solutions, and rationale	Figuring All the Angles, p. 10
		Models You Can Count On, pp. 8-9
		Models You Can Count On, pp. 52-57
		Picturing Numbers, p. 25
		Reallotment, pp. 15-19
		Fraction Times, pp. 18-19
		Reallotment, pp. 54-59
		Comparing Quantities, p. 1
		Reallotment, pp. 51-53
		Comparing Quantities, p. 3
		Reallotment, pp. 38-39
		Expressions and Formulas, pp. 42-43
MA.6.6.CM.11	Decode and comprehend mathematical visuals and symbols to construct meaning	More or Less, pp. 18-19
		Figuring All the Angles, pp. 21-23
		Figuring All the Angles, pp. 42-43
		Reallotment, pp. 15-19
		Figuring All the Angles, pp. 18-19
		Comparing Quantities, p. 1
		Figuring All the Angles, p. 31
		Comparing Quantities, p. 3
		Take a Chance, p. 31
		Figuring All the Angles, pp. 1-5
		Figuring All the Angles, pp. 38-39
		Figuring All the Angles, p. 9
		Figuring All the Angles, pp. 14-17
		Take a Chance, p. 12
		Comparing Quantities, p. 2
		Take a Chance, pp. 10-11
		Figuring All the Angles, pp. 26-30
		Take a Chance, pp. 16-17
		Take a Chance, pp. 13-15
		Figuring All the Angles, pp. 40-41
		Comparing Quantities, p. 2
MA.6.	**Connections**	
MA.6.	**Students will recognize and use connections among mathematical ideas.**	
		Figuring All the Angles, p. 10
		Take a Chance, pp. 10-11
		Comparing Quantities, pp. 10-12
		Reallotment, pp. 15-19

MA.6.6.CN.1	Understand and make connections and conjectures in their everyday experiences to mathematical ideas	Models You Can Count On, p. 1
		Figuring All the Angles, p.8
		Reallotment, pp. pp. 44-45
		Figuring All the Angles, pp. 1-5
		Figuring All the Angles, p. 9
		Take a Chance, p. 12
MA.6.6.CN.2	Explore and explain the relationship between mathematical ideas	
MA.6.6.CN.3	Connect and apply mathematical information to solve problems	Models You Can Count On, pp. 8-9
		Figuring All the Angles, p. 9
		More or Less, pp. 1-4
		Models You Can Count On, pp. 13-14
		Expressions and Formulas, pp. 34-38
		Fraction Times, pp. 25-26
		Models You Can Count On, pp. 15-17
		Models You Can Count On, pp. 2-7
		Comparing Quantities, p. 6-9
		Comparing Quantities, pp. 10-12
		Models You Can Count On, p. 1
MA.6.	**Students will understand how mathematical ideas interconnect and build on one another to produce a coherent whole.**	
MA.6.6.CN.4	Understand multiple representations and how they are related	
MA.6.6.CN.5	Model situations with objects and representations and be able to draw conclusions	
MA.6.	**Students will recognize and apply mathematics in contexts outside of mathematics.**	
MA.6.6.CN.6	Recognize and provide examples of the presence of mathematics in their daily lives	Figuring All the Angles, pp. 1-5
		Reallotment, p. 25
		Figuring All the Angles, p. 10
		Expressions and Formulas, p. 40-41
		Figuring All the Angles, p. 9
		More or Less, pp. 1-4
		Models You Can Count On, pp. 13-14
		Figuring All the Angles, p.8
MA.6.6.CN.7	Apply mathematics to problem situations that develop outside of mathematics	Figuring All the Angles, p.8
		Figuring All the Angles, pp. 1-5
		Figuring All the Angles, p. 10
		Figuring All the Angles, p. 9
MA.6.6.CN.8	Investigate the presence of mathematics in careers and areas of interest	
MA.6.6.CN.9	Recognize and apply mathematics to other disciplines and areas of interest	Figuring All the Angles, p. 9
		Figuring All the Angles, p.8
		Figuring All the Angles, pp. 1-5
		Figuring All the Angles, p. 10

MA.6.	**Representation**	
MA.6.	**Students will create and use representations to organize, record, and communicate mathematical ideas.**	
MA.6.6.R.1	Use physical objects, drawings, charts, tables, graphs, symbols, equations, or objects created using technology as representations	Take a Chance, p. 23 Comparing Quantities, p. 6-9 Comparing Quantities, pp. 10-12 Picturing Numbers, p. 16 Take a Chance, p. 6 Take a Chance, p. 22 Picturing Numbers, pp. 6-7 Expressions and Formulas, p. 3 Picturing Numbers, pp. 16-17 Fraction Times, pp. 14-15 Models You Can Count On, pp. 8-9 Expressions and Formulas, pp. 1-2 Comparing Quantities, p. 23 Expressions and Formulas, pp. 32-33 Models You Can Count On, pp. 50-51 Fraction Times, pp. 2-3 Fraction Times, pp. 20-21 Picturing Numbers, pp. 1-2 Comparing Quantities, p. 31 Fraction Times, pp. 4-9 More or Less, pp. 29-30 Picturing Numbers, pp. 13-15 Picturing Numbers, pp. 22-24 Comparing Quantities, pp. 16-19
MA.6.6.R.2	Explain, describe, and defend mathematical ideas using representations	
MA.6.6.R.3	Read, interpret, and extend external models	
MA.6.6.R.4	Use standard and nonstandard representations with accuracy and detail	
MA.6.	**Students will select, apply, and translate among mathematical representations to solve problems.**	
		Comparing Quantities, p. 31 Models You Can Count On, pp. 13-14 Models You Can Count On, pp. 34-35 Fraction Times, pp. 4-9 Fraction Times, pp. 18-19 More or Less, pp. 29-30 Picturing Numbers, pp. 13-15

MA.6.6.R.5	Use representations to explore problem situations	Models You Can Count On, pp. 31-33 Picturing Numbers, pp. 22-24 Comparing Quantities, pp. 16-19 Expressions and Formulas, pp. 42-43 Comparing Quantities, p. 6-9 Comparing Quantities, pp. 10-12 More or Less, p. 31 Picturing Numbers, p. 16 Comparing Quantities, p. 22 Models You Can Count On, pp. 29-30 Picturing Numbers, pp. 6-7 Expressions and Formulas, p. 3 Expressions and Formulas, p. 39 Picturing Numbers, pp. 16-17 Fraction Times, pp. 14-15 More or Less, pp. 11-12 Fraction Times, p. 43 Comparing Quantities, p. 25 Fraction Times, pp. 16-17 Models You Can Count On, pp. 8-9 Comparing Quantities, p. 28 Expressions and Formulas, pp. 34-38 Expressions and Formulas, pp. 1-2 Models You Can Count On, pp. 15-17 Comparing Quantities, p. 23 Comparing Quantities, p. 29 Comparing Quantities, p. 24 Expressions and Formulas, pp. 16-17 Expressions and Formulas, pp. 32-33 Comparing Quantities, p. 30 Models You Can Count On, pp. 50-51 Models You Can Count On, pp. 2-7 Fraction Times, pp. 20-21
MA.6.6.R.6	Investigate relationships between different representations and their impact on a given problem	Fraction Times, pp. 20-21 Comparing Quantities, pp. 10-12
MA.6.	**Students will use representations to model and interpret physical, social, and mathematical phenomena.**	
MA.6.6.R.7	Use mathematics to show and understand physical phenomena (e.g., determine the perimeter of a bulletin board)	Reallotment, pp. 32-33 Reallotment, pp. 30-31 Comparing Quantities, pp. 10-12

MA.6.6.R.8	Use mathematics to show and understand social phenomena (e.g., construct tables to organize data showing book sales)	Comparing Quantities, pp. 10-12 Comparing Quantities, p. 6-9
MA.6.6.R.9	Use mathematics to show and understand mathematical phenomena (e.g., Find the missing value: (3 + 4) + 5 = 3 + (4 + ___)	Expressions and Formulas, pp. 32-33
MA.6.	**Number Sense and Operations**	
MA.6.	**Students will understand numbers, multiple ways of representing numbers, relationships among numbers, and number systems.**	
MA.6.	**Number Systems**	
MA.6.6.N.1	Read and write whole numbers to trillions	
MA.6.6.N.2	Define and identify the commutative and associative properties of addition and multiplication	Expressions and Formulas, p. 39
MA.6.6.N.3	Define and identify the distributive property of multiplication over addition	Fraction Times, pp. 27-28
MA.6.6.N.4	Define and identify the identity and inverse properties of addition and multiplication	
MA.6.6.N.5	Define and identify the zero property of multiplication	Expressions and Formulas, p. 39
MA.6.6.N.6	Understand the concept of rate	Fraction Times, pp. 18-19
MA.6.6.N.7	Express equivalent ratios as a proportion	Fraction Times, pp. 18-19
MA.6.6.N.8	Distinguish the difference between rate and ratio	Fraction Times, pp. 27-28
MA.6.6.N.9	Solve proportions using equivalent fractions	Fraction Times, pp. 27-28
MA.6.6.N.10	Verify the proportionality using the product of the means equals the product of the extremes	Expressions and Formulas, p. 39
MA.6.6.N.11	Read, write, and identify percents of a whole (0% to 100%)	Take a Chance, pp. 16-17 More or Less, p. 14 Models You Can Count On, pp. 52-57 Take a Chance, pp. 13-15 Fraction Times, pp. 44-45 Fraction Times, pp. 35-37 More or Less, pp. 18-19 Fraction Times, pp. 18-19 More or Less, p. 13 Fraction Times, pp. 38-39 More or Less, pp. 29-30 More or Less, pp. 20-23 More or Less, p. 31 Models You Can Count On, pp. 18-19
MA.6.6.N.11	Read, write, and identify percents of a whole (0% to 100%)	More or Less, pp. 26-27 Fraction Times, pp. 33-34 Fraction Times, pp. 14-15 More or Less, pp. 11-12 More or Less, p. 15 Fraction Times, pp. 16-17 Models You Can Count On, pp. 20-21

MA.6.6.N.12	Solve percent problems involving percent, rate, and base	More or Less, pp. 26-27
MA.6.6.N.13	Define absolute value and determine the absolute value of rational numbers (including positive and negative)	
MA.6.6.N.14	Locate rational numbers on a number line (including positive and negative)	Models You Can Count On, p. 27
		Models You Can Count On, p. 28
		Models You Can Count On, pp. 34-35
		Models You Can Count On, pp. 31-33
		Models You Can Count On, pp. 44-47
		Models You Can Count On, pp. 29-30
		Models You Can Count On, p. 26
MA.6.6.N.15	Order rational numbers (including positive and negative)	Models You Can Count On, pp. 15-17
		Models You Can Count On, pp. 29-30
		Models You Can Count On, p. 26
		Fraction Times, pp. 16-17
		Models You Can Count On, pp. 13-14
		Models You Can Count On, pp. 52-57
		Models You Can Count On, p. 27
		Models You Can Count On, pp. 42-43
		Fraction Times, pp. 20-21
		Fraction Times, pp. 35-37
		Models You Can Count On, p. 28
		Models You Can Count On, pp. 34-35
		Fraction Times, pp. 18-19
		Fraction Times, pp. 25-26
		Fraction Times, pp. 38-39
		Models You Can Count On, pp. 31-33
		Models You Can Count On, pp. 44-47
MA.6.	**Students will understand meanings of operations and procedures, and how they relate to one another.**	
MA.6.	**Operations**	
MA.6.6.N.16	Add and subtract fractions with unlike denominators	Expressions and Formulas, p. 39
		Fraction Times, pp. 20-21
MA.6.6.N.17	Multiply and divide fractions with unlike denominators	
MA.6.6.N.18	Add, subtract, multiply, and divide mixed numbers with unlike denominators	
MA.6.6.N.19	Identify the multiplicative inverse (reciprocal) of a number	
MA.6.6.N.20	Represent fractions as terminating or repeating decimals	Fraction Times, pp. 25-26
		Fraction Times, pp. 38-39
		More or Less, pp. 20-23
		Fraction Times, p. 29
		Fraction Times, pp. 33-34

MA.6.6.N.21	Find multiple representations of rational numbers (fractions, decimals, and percents 0 to 100)	More or Less, pp. 11-12
		More or Less, p. 15
		More or Less, pp. 20-23
		Fraction Times, p. 29
		Models You Can Count On, pp. 20-21
		More or Less, p. 14
		Fraction Times, pp. 38-39
		Take a Chance, pp. 13-15
		Fraction Times, pp. 44-45
		More or Less, p. 13
		More or Less, pp. 29-30
		Fraction Times, pp. 35-37
MA.6.6.N.22	Evaluate numerical expressions using order of operations (may include exponents of two and three)	Expressions and Formulas, pp. 34-38
		Expressions and Formulas, p. 29
		Expressions and Formulas, pp. 25-27
		Expressions and Formulas, p. 28
		Expressions and Formulas, pp. 42-43
		Expressions and Formulas, p. 40-41
MA.6.6.N.23	Represent repeated multiplication in exponential form	
MA.6.6.N.24	Represent exponential form as repeated multiplication	
MA.6.6.N.25	Evaluate expressions having exponents where the power is an exponent of one, two, or three	
MA.6.	**Students will compute accurately and make reasonable estimates.**	
MA.6.	**Estimation**	
MA.6.6.N.26	Estimate a percent of quantity (0% to 100%)	Models You Can Count On, pp. 18-19
		Fraction Times, pp. 14-15
		Fraction Times, pp. 35-37
		Models You Can Count On, pp. 20-21
		Models You Can Count On, pp. 52-57
		Fraction Times, pp. 38-39
MA.6.6.N.27	Justify the reasonableness of answers using estimation (including rounding)	Models You Can Count On, pp. 52-57
		Models You Can Count On, pp. 44-47
		More or Less, p. 5
		Models You Can Count On, pp. 40-41
		Models You Can Count On, pp. 50-51
		More or Less, p. 6-7
		Fraction Times, pp. 14-15
		Fraction Times, pp. 35-37
		Models You Can Count On, pp. 20-21
		More or Less, pp. 1-4

MA.6.	**Algebra**	
MA.6.	**Students will represent and analyze algebraically a wide variety of problem solving situations.**	
MA.6.	**Variables and Expressions**	
MA.6.6.A.1	Translate two-step verbal expressions into algebraic expressions	Expressions and Formulas, pp. 25-27
MA.6.	**Students will perform algebraic procedures accurately.**	
MA.6.	**Variables and Expressions**	
MA.6.6.A.2	Use substitution to evaluate algebraic expressions (may include exponents of one, two and three)	Expressions and Formulas, pp. 25-27
MA.6.	**Equations and Inequalities**	
MA.6.6.A.3	Translate two-step verbal sentences into algebraic equations	Models You Can Count On, pp. 42-43
MA.6.6.A.4	Solve and explain two-step equations involving whole numbers using inverse operations	Models You Can Count On, pp. 42-43
MA.6.6.A.5	Solve simple proportions within context	Models You Can Count On, pp. 42-43
MA.6.6.A.6	Evaluate formulas for given input values (circumference, area, volume, distance, temperature, interest, etc.)	Expressions and Formulas, pp. 18-21 Expressions and Formulas, pp. 14-15
MA.6.	**Geometry**	
MA.6.	**Students will use visualization and spatial reasoning to analyze characteristics and properties of geometric shapes.**	
MA.6.	**Shapes**	
MA.6.6.G.1	Calculate the length of corresponding sides of similar triangles, using proportional reasoning	Reallotment, p. 2
MA.6.6.G.2	Determine the area of triangles and quadrilaterals (squares, rectangles, rhombi, and trapezoids) and develop formulas	Reallotment, pp. 8-9 Reallotment, p. 37 Reallotment, p. 2 Reallotment, pp. 38-39 Reallotment, p. 2 Reallotment, pp. 26-29 Reallotment, pp. 13-14 Reallotment, pp. 20-21 Reallotment, pp. 15-19
MA.6.6.G.3	Use a variety of strategies to find the area of regular and irregular polygons	Reallotment, pp. 15-19 Reallotment, pp. 4-6 Reallotment, pp. 8-9 Reallotment, p. 37 Reallotment, p. 7 Reallotment, pp. 38-39 Reallotment, pp. 26-29 Reallotment, pp. 13-14 Reallotment, pp. 20-21

MA.6.6.G.4	Determine the volume of rectangular prisms by counting cubes and develop the formula	Reallotment, pp. 54-59 Reallotment, pp. 49-50
MA.6.6.G.5	Identify radius, diameter, chords and central angles of a circle	
MA.6.6.G.6	Understand the relationship between the diameter and radius of a circle	Reallotment, pp. pp. 44-45 Reallotment, pp. 54-59
MA.6.6.G.7	Determine the area and circumference of a circle, using the appropriate formula	Reallotment, pp. pp. 44-45 Reallotment, pp. 54-59 Reallotment, p. 41 Reallotment, pp. 40-41
MA.6.6.G.8	Calculate the area of a sector of a circle, given the measure of a central angle and the radius of the circle	
MA.6.6.G.9	Understand the relationship between the circumference and the diameter of a circle	Reallotment, p. 41 Reallotment, pp. pp. 44-45
MA.6.	**Students will apply coordinate geometry to analyze problem solving situations.**	
MA.6.	**Coordinate Geometry**	
MA.6.6.G.10	Identify and plot points in all four quadrants	Reallotment, pp. pp. 44-45
MA.6.6.G.11	Calculate the area of basic polygons drawn on a coordinate plane (rectangles and shapes composed of rectangles having sides with integer lengths)	Reallotment, pp. pp. 47-49
MA.6.	**Measurement**	
MA.6.	**Students will determine what can be measured and how, using appropriate methods and formulas.**	
MA.6.	**Units of Measurement**	
MA.6.6.M.1	Measure capacity and calculate volume of a rectangular prism	Reallotment, pp. 54-59 Reallotment, pp. 49-50
MA.6.6.M.2	Identify customary units of capacity (cups, pints, quarts, and gallons)	Models You Can Count On, pp. 8-9
MA.6.6.M.3	Identify equivalent customary units of capacity (cups to pints, pints to quarts, and quarts to gallons)	Models You Can Count On, pp. 8-9
MA.6.6.M.4	Identify metric units of capacity (liter and milliliter)	
MA.6.6.M.5	Identify equivalent metric units of capacity (milliliter to liter and liter to milliliter)	
MA.6.	**Tools and Methods**	
MA.6.6.M.6	Determine the tool and technique to measure with an appropriate level of precision: capacity	
MA.6.	**Students will develop strategies for estimating measurements.**	
MA.6.	**Estimation**	
		Reallotment, pp. pp. 44-45 Reallotment, pp. 26-29 Reallotment, pp. 15-19 Reallotment, p. 2 Reallotment, p. 41

MA.6.6.M.7	Estimate volume, area, and circumference (see figures identified in geometry strand)	Reallotment, pp. 40-41
		Reallotment, pp. 4-6
		Reallotment, p. 2
		Reallotment, pp. 8-9
		Reallotment, p. 37
		Reallotment, p. 7
		Reallotment, pp. 49-50
MA.6.6.M.8	Justify the reasonableness of estimates	More or Less, pp. 1-4
		Figuring All the Angles, pp. 18-19
		More or Less, p. 5
MA.6.6.M.9	Determine personal references for capacity	
MA.6.	**Statistics and Probability**	
MA.6.	**Students will collect, organize, display, and analyze data.**	
MA.6.	**Collection of Data**	
MA.6.6.S.1	Develop the concept of sampling when collecting data from a population and decide the best method to collect data for a particular question	Picturing Numbers, p. 21
MA.6.	**Organization and Display of Data**	
MA.6.6.S.2	Record data in a frequency table	Take a Chance, p. 23
		Take a Chance, p. 23
		Take a Chance, p. 22
		Take a Chance, p. 26
		Take a Chance, p. 20
MA.6.6.S.3	Construct Venn diagrams to sort data	Picturing Numbers, p. 23
MA.6.6.S.4	Determine and justify the most appropriate graph to display a given set of data (pictograph, bar graph, line graph, histogram, or circle graph)	Picturing Numbers, p. 25
		Picturing Numbers, pp. 39-41
		Picturing Numbers, p. 38
		Fraction Times, pp. 4-9
		Picturing Numbers, p. 21
		Picturing Numbers, pp. 13-15
		More or Less, pp. 11-12
		Picturing Numbers, pp. 22-24
		Picturing Numbers, pp. 32-37
		Picturing Numbers, pp. 16-17
		Fraction Times, pp. 2-3
MA.6.	**Analysis of Data**	
MA.6.6.S.5	Determine the mean, mode and median for a given set of data	Picturing Numbers, pp. 26-27
		Picturing Numbers, p. 25
		Picturing Numbers, pp. 28-29
		Picturing Numbers, pp. 22-24
		Picturing Numbers, pp. 32-37

MA.6.6.S.6	Determine the range for a given set of data	Picturing Numbers, pp. 32-37
		Picturing Numbers, p. 4-5
MA.6.6.S.7	Read and interpret graphs	Picturing Numbers, pp. 1-2
		Picturing Numbers, pp. 16-17
		Picturing Numbers, pp. 22-24
		Fraction Times, pp. 2-3
		Picturing Numbers, p. 12
		Picturing Numbers, pp. 26-27
		Picturing Numbers, pp. 39-41
		Picturing Numbers, p. 38
		Picturing Numbers, pp. 32-37
		Picturing Numbers, p. 4-5
		Picturing Numbers, p. 3
		Picturing Numbers, p. 11
		Picturing Numbers, p. 16
		Fraction Times, p. 1
		Picturing Numbers, p. 25
		Fraction Times, pp. 4-9
		Picturing Numbers, p. 10
		Picturing Numbers, p. 21
		Picturing Numbers, pp. 6-7
		Picturing Numbers, pp. 13-15
		Fraction Times, pp. 14-15
		More or Less, pp. 11-12
		Picturing Numbers, pp. 28-29
MA.6.	**Students will make predictions that are based upon data analysis.**	
MA.6.	**Predictions from Data**	
MA.6.6.S.8	Justify predictions made from data	Take a Chance, p. 20
		Picturing Numbers, pp. 28-29
		Picturing Numbers, pp. 22-24
		Take a Chance, p. 23
		Take a Chance, p. 23
		Picturing Numbers, pp. 39-41
		Take a Chance, p. 22
		Picturing Numbers, p. 38
		Expressions and Formulas, pp. 18-21
		Picturing Numbers, pp. 32-37
		Take a Chance, p. 21
MA.6.	**Students will understand and apply concepts of probability.**	
MA.6.	**Probability**	

MA.6.6.S.9	List possible outcomes for compound events	Take a Chance, p. 31
MA.6.6.S.10	Determine the probability of dependent events	
MA.6.6.S.11	Determine the number of possible outcomes for a compound event by using the fundamental counting principle and use this to determine the probabilities of events when the outcomes have equal probability	
Grade 7		
MA.7.	**Problem Solving**	
MA.7.	**Students will build new mathematical knowledge through problem solving.**	
MA.7.7.PS.1	Use a variety of strategies to understand new mathematical content and to develop more efficient methods	Packages and Polygons, pp., 23-25 Operations, pp. 18-19 Ratios and Rates, pp. 1-3 Building Formulas, pp. 1-5 Made to Measure, pp. 22-25 Second Chance, pp. 40-41 Triangles and Beyond, p. 24 Ratios and Rates, pp. 25-27 Packages and Polygons, pp. 14-15 Ratios and Rates, pp. 11-14 Operations, pp. 22-26 Packages and Polygons, p. 34-35 Building Formulas, pp. 15-16 Made to Measure, p. 9 Ratios and Rates, p. 15 Second Chance, pp. 38-39 Packages and Polygons, p. 27 Ratios and Rates, pp. 41-42 Operations, pp. 28-29 Ratios and Rates, pp. 4-5 Triangles and Beyond, pp. 27-28 Packages and Polygons, pp. 16-19 Facts and Factors, pp. 35-36 Operations, pp. 44-45 Operations, pp. 46-49 Triangles and Beyond, pp. 45-47 Ratios and Rates, pp. 30-34 Packages and Polygons, p. 48
		Made to Measure, p. 17 Made to Measure, p. 13

MA.7.7.PS.2	Construct appropriate extensions to problem situations	Ratios and Rates, p. 6
		Packages and Polygons, pp., 23-25
		Ratios and Rates, pp. 1-3
		Made to Measure, pp. 22-25
		Operations, pp. 30-33
		Made to Measure, pp. 15-16
		Made to Measure, p. 12
		Ratios and Rates, pp. 11-14
		Building Formulas, pp. 22-25
		Made to Measure, p. 14
		Made to Measure, p. 9
		Dealing with Data, p. 25
		Triangles and Beyond, pp. 3-5
		Ratios and Rates, pp. 4-5
MA.7.7.PS.3	Understand and demonstrate how written symbols represent mathematical ideas	Facts and Factors, pp. 3-5
		Dealing with Data, p. 18
		Packages and Polygons, p. 37-39
		Building Formulas, pp. 34-37
		Building Formulas, pp. 6-9
		Facts and Factors, p. 7
		Facts and Factors, pp. 35-36
		Operations, pp. 12-15
		Building Formulas, p. 47
		Building Formulas, pp. 44-46
		Facts and Factors, pp. 17-20
		Building Formulas, pp. 17-19
		Operations, pp. 46-49
		Dealing with Data, pp. 18-21
		Dealing with Data, pp. 12-17
		Facts and Factors, pp. 1-2
		Operations, pp. 18-19
		Packages and Polygons, p. 36
		Facts and Factors, pp. 24-26
		Building Formulas, pp. 1-5
		Operations, pp. 6-9
		Building Formulas, pp. 48-49
		Triangles and Beyond, pp. 11-13
		Ratios and Rates, pp. 43-47
		Operations, pp. 3-5
		Second Chance, pp. 40-41

		Operations, pp. 16-17
		Building Formulas, pp. 26-31
		Operations, p. 27
		Operations, pp. 22-26
		Made to Measure, pp. 22-25
		Building Formulas, pp. 15-16
		Second Chance, pp. 38-39
		Building Formulas, pp. 40-41
		Building Formulas, pp. 22-25
MA.7.	**Students will solve problems that arise in mathematics and in other contexts.**	
MA.7.7.PS.4	Observe patterns and formulate generalizations	Facts and Factors, p. 17
		Building Formulas, pp. 15-16
		Facts and Factors, pp. 48-49
		Building Formulas, pp. 22-25
		Packages and Polygons, p. 37-39
		Building Formulas, pp. 34-37
		Building Formulas, pp. 6-9
		Facts and Factors, pp. 35-36
		Building Formulas, p. 47
		Building Formulas, pp. 44-46
		Facts and Factors, p. 48
		Building Formulas, pp. 17-19
		Packages and Polygons, pp. 43-44
		Facts and Factors, pp. 13-16
		Packages and Polygons, p. 34-35
		Building Formulas, pp. 1-5
		Building Formulas, pp. 13-14
		Operations, pp. 30-33
		Building Formulas, pp. 26-31
		Packages and Polygons, p. 27
MA.7.7.PS.5	Make conjectures from generalizations	Made to Measure, p. 14
		Building Formulas, pp. 1-5
		Triangles and Beyond, pp. 27-28
		Made to Measure, pp. 22-25
		Triangles and Beyond, pp. 29-31
		Packages and Polygons, p. 26
		Building Formulas, pp. 13-14
		Dealing with Data, pp. 42-43
		Made to Measure, p. 9
		Triangles and Angles, pp. 19-21

		Triangles and Beyond, pp. 42-44
		Operations, pp. 30-33
		Building Formulas, pp. 26-31
		Operations, pp. 44-45
		Building Formulas, pp. 40-41
		Ratios and Rates, p. 16-17
		Ratios and Rates, pp. 21-22
		Triangles and Beyond, pp. 3-5
		Triangles and Beyond, pp. 16-18
		Ratios and Rates, pp. 4-5
		Triangles and Beyond, p. 38
		Triangles and Beyond, pp. 45-47
		Ratios and Rates, pp. 30-34
MA.7.7.PS.5	Make conjectures from generalizations	Triangles and Beyond, p. 37
		Facts and Factors, pp. 40-41
		Building Formulas, pp. 15-16
		Dealing with Data, pp. 39-41
		Building Formulas, pp. 38-39
		Facts and Factors, pp. 37-39
		Made to Measure, p. 17
		Facts and Factors, pp. 48-49
		Dealing with Data, p. 4
		Facts and Factors, pp. 30-31
		Operations, pp. 46-49
		Triangles and Beyond, p. 24
		Operations, pp. 1-2
		Dealing with Data, pp. 18-21
		Ratios and Rates, pp. 25-27
		Facts and Factors, pp. 50-51
		Building Formulas, pp. 22-25
		Made to Measure, pp. 32-33
		Made to Measure, p. 13
		Triangles and Beyond, pp. 25-26
		Dealing with Data, pp. 12-17
		Ratios and Rates, p. 6
		Packages and Polygons, pp., 23-25
		Packages and Polygons, p. 36
		Facts and Factors, pp. 24-26
		Packages and Polygons, p. 37-39
		Operations, pp. 38-41

MA.7.7.PS.5	Make conjectures from generalizations	Ratios and Rates, pp. 1-3 Building Formulas, pp. 34-37 Building Formulas, pp. 6-9 Dealing with Data, pp. 29-31 Triangles and Beyond, pp. 11-13 Ratios and Rates, pp. 43-47 Triangles and Beyond, p. 36 Building Formulas, p. 47 Triangles and Beyond, p. 9 Dealing with Data, p. 1 Building Formulas, pp. 44-46 Ratios and Rates, p. 15 Facts and Factors, p. 48 Building Formulas, pp. 17-19 Dealing with Data, pp. 7-9 Made to Measure, pp. 15-16 Facts and Factors, p. 37 Ratios and Rates, pp. 23-24 Made to Measure, pp. 32-37 Ratios and Rates, pp. 11-14 Triangles and Beyond, p. 8 Triangles and Beyond, p. 10 Ratios and Rates, pp. 36-37
MA.7.7.PS.6	Represent problem situations verbally, numerically, algebraically, and graphically	Building Formulas, pp. 6-9 Building Formulas, pp. 17-19 Building Formulas, pp. 1-5 Operations, pp. 44-45 Facts and Factors, pp. 17-20 Operations, pp. 18-19 Building Formulas, pp. 15-16 Facts and Factors, pp. 35-36 Operations, p. 27 Operations, pp. 22-26 Building Formulas, pp. 34-37
MA.7.	**Students will apply and adapt a variety of appropriate strategies to solve problems.**	
		Triangles and Beyond, pp. 11-13 Ratios and Rates, p. 15 Made to Measure, p. 19 Second Chance, p. 1 Made to Measure, p. 27

MA.7.7.PS.7	Understand that there is no one right way to solve mathematical problems but that different methods have advantages and disadvantages	Made to Measure, pp. 15-16
		Packages and Polygons, p. 27
		Made to Measure, p. 22
		Ratios and Rates, pp. 23-24
		Made to Measure, pp. 28-29
		Made to Measure, pp. 32-37
		Packages and Polygons, pp. 31-33
		Triangles and Beyond, pp. 49-51
		Made to Measure, pp. 22-25
		Operations, pp. 36-37
		Ratios and Rates, pp. 4-5
		Made to Measure, p. 17
		Operations, pp. 16-17
		Packages and Polygons, p. 49
		Facts and Factors, pp. 50-51
		Packages and Polygons, pp. 43-44
		Made to Measure, p. 12
		Made to Measure, pp. 32-33
		Made to Measure, p. 13
		Ratios and Rates, p. 6
		Packages and Polygons, pp., 23-25
		Operations, pp. 38-41
MA.7.7.PS.8	Understand how to break a complex problem into simpler parts or use a similar problem type to solve a problem	Ratios and Rates, pp. 43-47
		Facts and Factors, p. 21
		Building Formulas, pp. 1-5
		Operations, pp. 44-45
		Ratios and Rates, pp. 25-27
MA.7.7.PS.9	Work backwards from a solution	
MA.7.7.PS.10	Use proportionality to model problems	Ratios and Rates, pp. 35
		Building Formulas, pp. 48-49
		Building Formulas, pp. 48-49
		Building Formulas, pp. 15-16
		Triangles and Beyond, p. 9
		Facts and Factors, pp. 46-47
		Operations, p. 27
		Made to Measure, pp. 32-33
		Triangles and Beyond, p. 8
		Triangles and Beyond, p. 10
		Packages and Polygons, p. 48
		Triangles and Beyond, pp. 27-28

		Building Formulas, pp. 6-9
		Triangles and Beyond, pp. 11-13
		Triangles and Angles, pp. 19-21
		Triangles and Beyond, pp. 42-44
		Building Formulas, pp. 17-19
		Operations, pp. 30-33
		Second Chance, pp. 30-31
		Triangles and Beyond, p. 1
MA.7.7.PS.11	Work in collaboration with others to solve problems	Second Chance, pp. 5-6
		Triangles and Beyond, pp. 3-5
		Made to Measure, pp. 32-37
		Triangles and Beyond, pp. 45-47
		Made to Measure, p. 5
		Second Chance, pp. 35-37
		Packages and Polygons, p. 9
		Second Chance, pp. 10-11
		Second Chance, pp. 27-29
		Operations, pp. 3-5
		Made to Measure, pp. 2-4
		Made to Measure, pp. 6-7
		Second Chance, p. 26
		Facts and Factors, p. 21
		Second Chance, p. 25
		Facts and Factors, pp. 27-28
		Triangles and Beyond, pp. 25-26
		Operations, pp. 18-19
		Operations, pp. 28-29
		Ratios and Rates, pp. 1-3
MA.7.	**Students will monitor and reflect on the process of mathematical problem solving.**	
		Second Chance, pp. 10-11
		Dealing with Data, p. 5
		Operations, pp. 3-5
		Made to Measure, pp. 2-4
		Facts and Factors, pp. 30-31
		Triangles and Beyond, p. 35
		Dealing with Data, p. 25
		Facts and Factors, pp. 27-28
		Made to Measure, p. 12
		Ratios and Rates, p. 6
		Ratios and Rates, pp. 11-14

MA.7.7.PS.12	Interpret solutions within the given constraints of a problem	Operations, pp. 22-26 Operations, pp. 28-29 Ratios and Rates, pp. 1-3 Packages and Polygons, p. 26 Building Formulas, pp. 13-14 Made to Measure, p. 17 Ratios and Rates, p. 15 Made to Measure, p. 18 Facts and Factors, pp. 46-47 Second Chance, p. 1 Ratios and Rates, p. 16-17 Facts and Factors, pp. 8-9 Packages and Polygons, p. 27 Ratios and Rates, pp. 21-22 Made to Measure, p. 22 Operations, p. 27 Made to Measure, p. 26 Facts and Factors, pp. 50-51 Made to Measure, pp. 32-33 Dealing with Data, pp. 34-38 Ratios and Rates, pp. 30-34 Made to Measure, p. 14 Building Formulas, pp. 6-9 Facts and Factors, pp. 44-45 Dealing with Data, pp. 2-3 Operations, pp. 12-15 Made to Measure, p. 19 Second Chance, p. 7 Operations, pp. 30-33 Operations, pp. 36-37 Building Formulas, pp. 38-39 Made to Measure, pp. 15-16
MA.7.7.PS.12	Interpret solutions within the given constraints of a problem	Made to Measure, pp. 28-29 Facts and Factors, p. 29 Made to Measure, pp. 32-37 Ratios and Rates, pp. 4-5 Operations, pp. 1-2 Triangles and Beyond, pp. 45-47 Made to Measure, pp. 22-25 Made to Measure, p. 5

MA.7.7.PS.13	Set expectations and limits for possible solutions	Operations, pp. 30-33 Operations, pp. 36-37 Building Formulas, pp. 15-16
MA.7.7.PS.14	Determine information required to solve the problem	Building Formulas, p. 47 Building Formulas, pp. 38-39 Building Formulas, pp. 44-46 Facts and Factors, p. 21 Ratios and Rates, pp. 25-27 Ratios and Rates, pp. 36-37 Facts and Factors, pp. 30-31 Ratios and Rates, pp. 11-14 Second Chance, pp. 3-4 Triangles and Beyond, pp. 11-13 Ratios and Rates, p. 15 Triangles and Beyond, p. 2 Ratios and Rates, p. 16-17 Ratios and Rates, pp. 21-22 Dealing with Data, pp. 18-21 Ratios and Rates, pp. 30-34
MA.7.7.PS.15	Choose methods for obtaining required information	Second Chance, pp. 35-37 Dealing with Data, pp. 29-31 Made to Measure, pp. 6-7 Made to Measure, pp. 15-16 Dealing with Data, p. 28 Packages and Polygons, pp. 43-44 Ratios and Rates, pp. 23-24 Made to Measure, p. 12 Made to Measure, p. 13 Triangles and Beyond, p. 8 Operations, pp. 44-45 Made to Measure, p. 17 Made to Measure, p. 18
		Packages and Polygons, p. 27 Facts and Factors, pp. 50-51 Made to Measure, p. 14
		Facts and Factors, pp. 35-36 Ratios and Rates, p. 15 Facts and Factors, pp. 37-39 Ratios and Rates, p. 16-17 Packages and Polygons, p. 27

MA.7.7.PS.16	Justify solution methods through logical argument	Ratios and Rates, pp. 21-22 Facts and Factors, pp. 48-49 Facts and Factors, pp. 50-51 Facts and Factors, p. 29 Facts and Factors, p. 37 Ratios and Rates, pp. 30-34 Facts and Factors, p. 48 Ratios and Rates, pp. 25-27 Facts and Factors, pp. 27-28 Ratios and Rates, pp. 36-37 Facts and Factors, pp. 40-41 Triangles and Beyond, pp. 42-44 Facts and Factors, pp. 46-47 Facts and Factors, pp. 30-31 Ratios and Rates, pp. 11-14 Dealing with Data, pp. 12-17 Facts and Factors, pp. 44-45 Facts and Factors, pp. 24-26
MA.7.7.PS.17	Evaluate the efficiency of different representations of a problem	Facts and Factors, pp. 35-36
MA.7.	**Reasoning and Proof**	
MA.7.	**Students will recognize reasoning and proof as fundamental aspects of mathematics.**	
MA.7.7.RP.1	Recognize that mathematical ideas can be supported by a variety of strategies	Ratios and Rates, pp. 11-14 Dealing with Data, pp. 12-17 Building Formulas, pp. 34-37 Packages and Polygons, p. 27 Facts and Factors, pp. 50-51 Ratios and Rates, pp. 30-34 Ratios and Rates, pp. 1-3 Ratios and Rates, pp. 23-24 Building Formulas, pp. 1-5 Building Formulas, pp. 6-9 Triangles and Beyond, pp. 11-13
MA.7.	**Students will make and investigate mathematical conjectures.**	
MA.7.7.RP.2	Use mathematical strategies to reach a conclusion	Dealing with Data, pp. 2-3 Dealing with Data, pp. 7-9 Dealing with Data, pp. 42-43 Ratios and Rates, p. 16-17 Ratios and Rates, pp. 21-22 Ratios and Rates, pp. 11-14 Dealing with Data, pp. 12-17

		Dealing with Data, pp. 39-41
		Ratios and Rates, pp. 30-34
		Operations, pp. 46-49
		Dealing with Data, pp. 34-38
		Packages and Polygons, p. 34-35
		Packages and Polygons, p. 37-39
MA.7.7.RP.3	Evaluate conjectures by distinguishing relevant from irrelevant information to reach a conclusion or make appropriate estimates	Packages and Polygons, pp. 16-19
		Facts and Factors, pp. 30-31
		Operations, pp. 46-49
		Dealing with Data, pp. 26-27
		Packages and Polygons, p. 37-39
		Triangles and Beyond, pp. 11-13
		Building Formulas, p. 47
		Dealing with Data, p. 4
		Dealing with Data, pp. 12-17
MA.7.	**Students will develop and evaluate mathematical arguments and proofs.**	
MA.7.7.RP.4	Provide supportive arguments for conjectures	Facts and Factors, pp. 40-41
		Triangles and Beyond, p. 2
		Dealing with Data, p. 1
		Ratios and Rates, pp. 23-24
		Ratios and Rates, pp. 30-34
		Dealing with Data, p. 4
		Ratios and Rates, pp. 4-5
		Second Chance, pp. 38-39
		Operations, pp. 1-2
		Dealing with Data, pp. 12-17
		Triangles and Beyond, pp. 25-26
		Building Formulas, pp. 1-5
		Building Formulas, pp. 6-9
		Facts and Factors, pp. 24-26
		Packages and Polygons, pp. 16-19
		Building Formulas, pp. 48-49
		Dealing with Data, pp. 29-31
		Triangles and Beyond, pp. 29-31
		Facts and Factors, pp. 30-31
		Building Formulas, pp. 38-39
		Facts and Factors, pp. 37-39
		Building Formulas, pp. 44-46
		Facts and Factors, pp. 48-49
		Building Formulas, pp. 26-31

MA.7.7.RP.4	Provide supportive arguments for conjectures	Dealing with Data, pp. 7-9 Operations, pp. 46-49 Building Formulas, pp. 40-41 Facts and Factors, p. 37 Triangles and Beyond, pp. 16-18 Packages and Polygons, pp., 23-25 Packages and Polygons, p. 37-39 Triangles and Beyond, p. 10 Triangles and Beyond, pp. 11-13 Building Formulas, pp. 34-37 Triangles and Beyond, pp. 27-28 Packages and Polygons, p. 26 Building Formulas, p. 47 Made to Measure, p. 9 Triangles and Angles, pp. 19-21 Ratios and Rates, p. 16-17 Packages and Polygons, p. 27 Ratios and Rates, pp. 21-22 Facts and Factors, p. 48 Facts and Factors, pp. 50-51 Second Chance, pp. 40-41 Ratios and Rates, pp. 11-14 Triangles and Beyond, pp. 3-5 Ratios and Rates, pp. 25-27 Triangles and Beyond, p. 24 Building Formulas, pp. 22-25 Ratios and Rates, pp. 36-37 Ratios and Rates, pp. 1-3 Packages and Polygons, p. 36
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MA.7.7.RP.5	Develop, verify, and explain an argument, using appropriate mathematical ideas and language	Facts and Factors, pp. 3-5 Facts and Factors, pp. 40-41 Dealing with Data, pp. 2-3 Dealing with Data, p. 5 Ratios and Rates, p. 15 Facts and Factors, p. 21 Ratios and Rates, pp. 30-34 Facts and Factors, p. 29 Dealing with Data, pp. 12-17 Facts and Factors, pp. 24-26 Facts and Factors, pp. 35-36 Facts and Factors, pp. 30-31 Facts and Factors, pp. 48-49 Dealing with Data, pp. 7-9 Facts and Factors, pp. 27-28 Triangles and Beyond, pp. 11-13
MA.7.	**Students will select and use various types of reasoning and methods of proof.**	
MA.7.7.RP.6	Support an argument by using a systematic approach to test more than one case	Dealing with Data, pp. 39-41 Dealing with Data, pp. 7-9 Packages and Polygons, p. 36 Building Formulas, pp. 1-5 Packages and Polygons, p. 34-35 Dealing with Data, pp. 2-3 Dealing with Data, pp. 42-43 Operations, pp. 46-49 Dealing with Data, pp. 12-17 Packages and Polygons, p. 37-39
MA.7.7.RP.7	Devise ways to verify results or use counterexamples to refute incorrect statements	Dealing with Data, pp. 12-17 Triangles and Beyond, pp. 11-13 Operations, pp. 3-5 Ratios and Rates, p. 16-17 Ratios and Rates, pp. 21-22 Dealing with Data, pp. 7-9 Ratios and Rates, pp. 11-14 Ratios and Rates, pp. 25-27 Ratios and Rates, pp. 36-37 Dealing with Data, pp. 26-27 Dealing with Data, p. 5 Ratios and Rates, pp. 30-34 Dealing with Data, pp. 34-38

		Dealing with Data, pp. 2-3
MA.7.7.RP.8	Apply inductive reasoning in making and supporting mathematical conjectures	Triangles and Angles, pp. 19-21 Facts and Factors, pp. 30-31 Packages and Polygons, p. 27 Operations, pp. 46-49 Packages and Polygons, p. 37-39 Ratios and Rates, pp. 23-24 Facts and Factors, pp. 3-5 Ratios and Rates, pp. 11-14 Dealing with Data, p. 4
MA.7.	**Communication**	
MA.7.	**Students will organize and consolidate their mathematical thinking through communication.**	
MA.7.7.CM.1	Provide a correct, complete, coherent, and clear rationale for thought process used in problem solving	Facts and Factors, pp. 35-36 Ratios and Rates, pp. 11-14 Facts and Factors, pp. 48-49 Facts and Factors, pp. 50-51 Second Chance, pp. 40-41 Facts and Factors, pp. 27-28 Facts and Factors, pp. 44-45 Facts and Factors, pp. 30-31 Facts and Factors, pp. 46-47 Facts and Factors, p. 48 Operations, pp. 30-33 Operations, pp. 46-49 Second Chance, pp. 38-39 Ratios and Rates, p. 6 Building Formulas, pp. 6-9 Triangles and Beyond, pp. 49-51 Packages and Polygons, p. 48 Facts and Factors, pp. 40-41 Facts and Factors, p. 29 Building Formulas, pp. 1-5 Operations, pp. 28-29 Facts and Factors, pp. 24-26
		Facts and Factors, p. 29 Facts and Factors, pp. 35-36 Ratios and Rates, pp. 11-14 Facts and Factors, pp. 48-49 Facts and Factors, pp. 50-51

MA.7.7.CM.2	Provide an organized argument which explains rationale for strategy selection	Second Chance, pp. 40-41 Facts and Factors, pp. 27-28 Ratios and Rates, p. 15 Ratios and Rates, p. 16-17 Facts and Factors, pp. 46-47 Facts and Factors, p. 48 Ratios and Rates, pp. 23-24 Second Chance, pp. 38-39
MA.7.7.CM.3	Organize and accurately label work	Ratios and Rates, pp. 1-3 Dealing with Data, pp. 12-17 Facts and Factors, pp. 35-36
MA.7.	**Students will communicate their mathematical thinking coherently and clearly to peers, teachers, and others.**	
MA.7.7.CM.4	Share organized mathematical ideas through the manipulation of objects, numerical tables, drawings, pictures, charts, graphs, tables, diagrams, models and symbols in written and verbal form	Operations, pp. 6-9 Ratios and Rates, p. 15 Ratios and Rates, p. 16-17 Facts and Factors, p. 48 Dealing with Data, pp. 42-43 Second Chance, pp. 13-14 Second Chance, pp. 27-29 Operations, pp. 12-15 Triangles and Beyond, p. 36 Made to Measure, p. 17 Made to Measure, p. 18 Made to Measure, p. 19 Ratios and Rates, pp. 23-24 Ratios and Rates, pp. 30-34 Second Chance, pp. 38-39 Packages and Polygons, p. 49 Made to Measure, pp. 32-37 Triangles and Beyond, p. 24
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MA.7.7.CM.4	Share organized mathematical ideas through the manipulation of objects, numerical tables, drawings, pictures, charts, graphs, tables, diagrams, models and symbols in written and verbal form	Dealing with Data, pp. 2-3 Operations, pp. 38-41 Second Chance, pp. 35-37 Triangles and Beyond, p. 48 Dealing with Data, pp. 39-41 Second Chance, pp. 10-11 Second Chance, pp. 16-17 Second Chance, pp. 23-24 Triangles and Angles, pp. 19-21 Ratios and Rates, pp. 43-47 Facts and Factors, p. 7 Packages and Polygons, p. 27 Triangles and Beyond, p. 2 Made to Measure, pp. 2-4 Facts and Factors, p. 29 Ratios and Rates, pp. 35 Ratios and Rates, pp. 4-5 Dealing with Data, p. 28 Packages and Polygons, p. 37-39 Second Chance, p. 15 Packages and Polygons, pp. 43-44 Triangles and Beyond, pp. 11-13 Ratios and Rates, pp. 1-3 Triangles and Beyond, pp. 25-26 Triangles and Beyond, p. 38 Packages and Polygons, pp. 31-33 Operations, pp. 22-26 Packages and Polygons, p. 36 Facts and Factors, pp. 1-2 Packages and Polygons, pp. 14-15 Packages and Polygons, pp. 16-19
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MA.7.7.CM.4	Share organized mathematical ideas through the manipulation of objects, numerical tables, drawings, pictures, charts, graphs, tables, diagrams, models and symbols in written and verbal form	Second Chance, p. 2 Facts and Factors, pp. 48-49 Made to Measure, p. 26 Facts and Factors, pp. 50-51 Operations, pp. 30-33 Made to Measure, pp. 6-7 Dealing with Data, pp. 7-9 Dealing with Data, pp. 12-17 Second Chance, pp. 40-41 Second Chance, p. 1 Building Formulas, pp. 17-19 Ratios and Rates, pp. 25-27 Facts and Factors, pp. 27-28 Building Formulas, pp. 26-31 Second Chance, pp. 30-31 Building Formulas, pp. 40-41 Facts and Factors, pp. 17-20 Operations, p. 27 Second Chance, pp. 18-19 Ratios and Rates, pp. 36-37 Triangles and Beyond, pp. 16-18 Made to Measure, p. 12 Made to Measure, pp. 32-33 Ratios and Rates, p. 6 Building Formulas, pp. 6-9 Triangles and Beyond, pp. 49-51 Packages and Polygons, p. 34-35 Triangles and Beyond, p. 8 Triangles and Beyond, p. 10 Ratios and Rates, pp. 41-42 Building Formulas, pp. 34-37
MA.7.7.CM.4	Share organized mathematical ideas through the manipulation of objects, numerical tables, drawings, pictures, charts, graphs, tables, diagrams, models and symbols in written and verbal form	Facts and Factors, pp. 35-36 Triangles and Beyond, pp. 27-28 Facts and Factors, pp. 3-5 Facts and Factors, pp. 13-16 Second Chance, pp. 3-4 Triangles and Beyond, p. 16 Dealing with Data, p. 5
		Building Formulas, pp. 13-14 Operations, pp. 30-33

MA.7.7.CM.5	Answer clarifying questions from others	Triangles and Beyond, pp. 42-44 Facts and Factors, pp. 27-28 Building Formulas, pp. 26-31 Building Formulas, pp. 6-9 Facts and Factors, pp. 35-36 Triangles and Beyond, p. 16 Building Formulas, pp. 1-5 Operations, pp. 28-29 Facts and Factors, pp. 24-26 Facts and Factors, p. 29 Facts and Factors, p. 21
MA.7.	**Students will analyze and evaluate the mathematical thinking and strategies of others.**	
MA.7.7.CM.6	Analyze mathematical solutions shared by others	Facts and Factors, pp. 46-47 Packages and Polygons, p. 34-35 Building Formulas, pp. 34-37 Ratios and Rates, pp. 30-34 Facts and Factors, pp. 27-28
MA.7.7.CM.7	Compare strategies used and solutions found by others in relation to their own work	Facts and Factors, pp. 46-47 Facts and Factors, p. 29 Packages and Polygons, p. 34-35 Facts and Factors, pp. 27-28
MA.7.7.CM.8	Formulate mathematical questions that elicit, extend, or challenge strategies, solutions, and/or conjectures of others	Dealing with Data, pp. 39-41
MA.7.	**Students will use the language of mathematics to express mathematical ideas precisely.**	
MA.7.7.CM.9	Increase their use of mathematical vocabulary and language when communicating with others	Ratios and Rates, pp. 11-14 Ratios and Rates, pp. 21-22 Facts and Factors, pp. 50-51 Facts and Factors, pp. 27-28 Made to Measure, p. 9
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MA.7.7.CM.9	Increase their use of mathematical vocabulary and language when communicating with others	Triangles and Beyond, pp. 27-28
		Facts and Factors, pp. 3-5
		Ratios and Rates, p. 15
		Building Formulas, pp. 13-14
		Ratios and Rates, p. 16-17
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		Second Chance, pp. 38-39
		Triangles and Beyond, p. 24
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		Operations, pp. 28-29
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		Triangles and Beyond, pp. 11-13
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MA.7.7.CM.9	Increase their use of mathematical vocabulary and language when communicating with others	Triangles and Beyond, pp. 25-26
		Packages and Polygons, pp., 23-25
		Packages and Polygons, pp. 31-33
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		Facts and Factors, p. 6

		Facts and Factors, pp. 40-41
		Building Formulas, pp. 15-16
MA.7.7.CM.10	Use appropriate language, representations, and terminology when describing objects, relationships, mathematical solutions, and rationale	Operations, pp. 3-5
		Facts and Factors, p. 7
		Packages and Polygons, p. 27
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MA.7.7.CM.10	Use appropriate language, representations, and terminology when describing objects, relationships, mathematical solutions, and rationale	Second Chance, pp. 3-4 Made to Measure, p. 5 Ratios and Rates, pp. 11-14 Ratios and Rates, pp. 21-22 Facts and Factors, p. 17 Facts and Factors, pp. 50-51 Operations, pp. 30-33 Facts and Factors, pp. 27-28 Made to Measure, p. 9 Second Chance, pp. 27-29 Dealing with Data, pp. 12-17 Ratios and Rates, p. 7 Second Chance, pp. 40-41 Operations, pp. 12-15 Triangles and Beyond, p. 36 Made to Measure, p. 17 Triangles and Beyond, pp. 42-44 Made to Measure, p. 18 Made to Measure, p. 19 Building Formulas, pp. 17-19 Ratios and Rates, pp. 25-27 Facts and Factors, p. 21 Triangles and Beyond, p. 9 Operations, pp. 36-37 Made to Measure, pp. 15-16 Operations, p. 27 Ratios and Rates, pp. 36-37 Packages and Polygons, p. 49 Second Chance, p. 25 Made to Measure, pp. 32-37 Triangles and Beyond, p. 35
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MA.7.7.CM.10	Use appropriate language, representations, and terminology when describing objects, relationships, mathematical solutions, and rationale	Building Formulas, pp. 13-14 Ratios and Rates, p. 16-17 Facts and Factors, p. 48 Operations, pp. 44-45 Triangles and Angles, pp. 19-21 Ratios and Rates, pp. 43-47 Triangles and Beyond, p. 2 Made to Measure, pp. 2-4 Building Formulas, pp. 26-31 Operations, pp. 46-49 Triangles and Beyond, p. 24 Second Chance, pp. 38-39 Building Formulas, pp. 38-39 Building Formulas, pp. 44-46 Ratios and Rates, pp. 35 Building Formulas, pp. 6-9 Triangles and Beyond, pp. 45-47 Packages and Polygons, pp. 43-44 Made to Measure, p. 13 Facts and Factors, pp. 35-36 Operations, pp. 18-19 Made to Measure, pp. 22-25 Building Formulas, pp. 48-49 Facts and Factors, pp. 46-47 Second Chance, pp. 10-11 Facts and Factors, p. 29 Facts and Factors, pp. 30-31
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MA.7.7.CM.11	Draw conclusions about mathematical ideas through decoding, comprehension, and interpretation of mathematical visuals, symbols, and technical writing	Operations, pp. 16-17 Triangles and Beyond, pp. 45-47 Packages and Polygons, p. 37-39 Triangles and Beyond, pp. 16-18 Facts and Factors, pp. 35-36 Dealing with Data, pp. 18-21 Operations, pp. 18-19 Made to Measure, pp. 22-25 Building Formulas, pp. 48-49 Facts and Factors, pp. 46-47 Facts and Factors, p. 29 Operations, pp. 3-5 Operations, pp. 6-9 Dealing with Data, p. 18 Building Formulas, p. 47 Facts and Factors, pp. 48-49 Ratios and Rates, pp. 30-34 Ratios and Rates, pp. 4-5 Building Formulas, pp. 1-5 Building Formulas, pp. 40-41 Packages and Polygons, p. 34-35 Triangles and Beyond, pp. 3-5 Operations, pp. 28-29 Facts and Factors, pp. 24-26 Made to Measure, pp. 28-29 Triangles and Beyond, pp. 11-13 Ratios and Rates, pp. 1-3 Operations, pp. 1-2 Triangles and Beyond, pp. 25-26 Ratios and Rates, p. 6 Packages and Polygons, pp., 23-25
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MA.7.7.CM.11	Draw conclusions about mathematical ideas through decoding, comprehension, and interpretation of mathematical visuals, symbols, and technical writing	Building Formulas, pp. 15-16 Operations, pp. 38-41 Ratios and Rates, pp. 11-14 Triangles and Beyond, p. 37 Ratios and Rates, pp. 21-22 Dealing with Data, pp. 42-43 Operations, pp. 30-33 Facts and Factors, pp. 27-28 Dealing with Data, pp. 12-17 Second Chance, pp. 40-41 Operations, pp. 12-15 Triangles and Beyond, p. 36 Triangles and Beyond, pp. 42-44 Ratios and Rates, pp. 23-24 Building Formulas, pp. 17-19 Ratios and Rates, pp. 25-27 Triangles and Beyond, p. 9 Packages and Polygons, pp. 45-47 Facts and Factors, pp. 37-39 Ratios and Rates, pp. 36-37 Building Formulas, pp. 34-37 Triangles and Beyond, p. 35 Facts and Factors, p. 37 Building Formulas, pp. 22-25 Made to Measure, p. 14 Triangles and Beyond, pp. 27-28 Facts and Factors, pp. 3-5 Triangles and Beyond, p. 38 Facts and Factors, pp. 1-2 Ratios and Rates, p. 15 Building Formulas, pp. 13-14 Ratios and Rates, p. 16-17 Dealing with Data, pp. 39-41 Facts and Factors, p. 48 Triangles and Angles, pp. 19-21 Ratios and Rates, pp. 43-47
MA.7.	**Connections**	
MA.7.	**Students will recognize and use connections among mathematical ideas.**	
		Dealing with Data, pp. 12-17 Building Formulas, pp. 17-19

MA.7.7.CN.1	Understand and make connections among multiple representations of the same mathematical idea	Building Formulas, pp. 34-37 Building Formulas, pp. 22-25 Made to Measure, p. 14 Facts and Factors, pp. 3-5 Packages and Polygons, pp. 31-33 Facts and Factors, pp. 1-2 Building Formulas, pp. 13-14 Ratios and Rates, pp. 43-47 Operations, pp. 46-49 Building Formulas, pp. 26-31 Dealing with Data, pp. 7-9 Building Formulas, pp. 44-46 Building Formulas, pp. 6-9 Facts and Factors, pp. 17-20 Packages and Polygons, p. 37-39 Facts and Factors, pp. 35-36 Dealing with Data, pp. 18-21 Operations, pp. 18-19 Made to Measure, pp. 22-25 Packages and Polygons, pp. 14-15 Facts and Factors, pp. 13-16 Building Formulas, p. 47 Facts and Factors, pp. 50-51 Building Formulas, pp. 1-5 Building Formulas, pp. 40-41 Dealing with Data, p. 25 Facts and Factors, pp. 8-9 Operations, pp. 22-26 Packages and Polygons, p. 36 Packages and Polygons, pp. 16-19 Facts and Factors, pp. 40-41 Building Formulas, pp. 15-16
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MA.7.7.CN.2	Recognize connections between subsets of mathematical ideas	Building Formulas, pp. 38-39 Building Formulas, pp. 34-37 Building Formulas, pp. 22-25 Made to Measure, p. 12 Made to Measure, p. 14 Building Formulas, pp. 13-14 Made to Measure, p. 5 Ratios and Rates, pp. 43-47 Operations, pp. 46-49 Building Formulas, pp. 26-31 Made to Measure, p. 17 Building Formulas, pp. 44-46 Made to Measure, p. 18 Made to Measure, pp. 15-16 Packages and Polygons, p. 37-39 Packages and Polygons, p. 49 Facts and Factors, pp. 35-36 Made to Measure, pp. 22-25 Building Formulas, p. 47 Facts and Factors, pp. 50-51
MA.7.7.CN.3	Connect and apply a variety of strategies to solve problems	Made to Measure, p. 17 Made to Measure, p. 18 Ratios and Rates, pp. 23-24 Made to Measure, pp. 15-16 Made to Measure, p. 13 Made to Measure, pp. 22-25 Facts and Factors, pp. 50-51 Facts and Factors, p. 29 Facts and Factors, p. 17 Facts and Factors, p. 21 Facts and Factors, pp. 17-20 Building Formulas, pp. 22-25 Made to Measure, p. 12 Made to Measure, p. 14 Made to Measure, p. 5 Facts and Factors, pp. 27-28 Building Formulas, pp. 26-31
MA.7.	**Students will understand how mathematical ideas interconnect and build on one another to produce a coherent whole.**	
		Second Chance, pp. 40-41

MA.7.7.CN.4	Model situations mathematically, using representations to draw conclusions and formulate new situations	Building Formulas, pp. 44-46 Building Formulas, pp. 1-5 Facts and Factors, pp. 17-20 Building Formulas, pp. 22-25 Ratios and Rates, pp. 36-37 Facts and Factors, pp. 35-36 Dealing with Data, p. 25 Operations, pp. 22-26 Packages and Polygons, pp. 16-19 Facts and Factors, pp. 40-41 Building Formulas, p. 47 Ratios and Rates, p. 16-17 Dealing with Data, pp. 39-41 Building Formulas, pp. 26-31 Dealing with Data, pp. 12-17 Building Formulas, pp. 17-19 Second Chance, pp. 38-39 Made to Measure, p. 27 Dealing with Data, pp. 34-38 Made to Measure, pp. 22-25 Facts and Factors, pp. 3-5 Facts and Factors, pp. 1-2 Operations, pp. 3-5 Ratios and Rates, pp. 30-34 Second Chance, pp. 27-29 Dealing with Data, pp. 7-9 Building Formulas, pp. 38-39 Made to Measure, p. 19 Building Formulas, pp. 34-37 Ratios and Rates, pp. 4-5 Building Formulas, pp. 6-9
MA.7.7.CN.4	Model situations mathematically, using representations to draw conclusions and formulate new situations	Triangles and Beyond, pp. 3-5 Made to Measure, pp. 28-29 Ratios and Rates, pp. 1-3 Ratios and Rates, p. 6 Dealing with Data, pp. 18-21 Dealing with Data, p. 28 Operations, pp. 46-49 Ratios and Rates, pp. 11-14
		Building Formulas, pp. 38-39

MA.7.7.CN.5	Understand how concepts, procedures, and mathematical results in one area of mathematics can be used to solve problems in other areas of mathematics	Packages and Polygons, p. 37-39 Packages and Polygons, p. 49 Made to Measure, p. 12 Made to Measure, p. 14 Made to Measure, p. 5 Operations, pp. 46-49 Made to Measure, p. 17 Building Formulas, pp. 44-46 Made to Measure, p. 18 Packages and Polygons, pp. 45-47 Made to Measure, pp. 15-16 Building Formulas, pp. 40-41 Building Formulas, pp. 22-25 Ratios and Rates, pp. 35 Facts and Factors, pp. 35-36 Packages and Polygons, p. 36 Packages and Polygons, pp. 43-44 Building Formulas, pp. 15-16 Packages and Polygons, p. 48 Facts and Factors, pp. 30-31 Building Formulas, p. 47 Facts and Factors, pp. 50-51 Building Formulas, pp. 26-31 Made to Measure, pp. 6-7 Packages and Polygons, p. 34-35 Made to Measure, pp. 22-25 Ratios and Rates, pp. 43-47
MA.7.	**Students will recognize and apply mathematics in contexts outside of mathematics.**	
MA.7.7.CN.6	Recognize and provide examples of the presence of mathematics in their daily lives	Operations, pp. 12-15 Made to Measure, p. 19 Second Chance, p. 2 Ratios and Rates, pp. 25-27 Made to Measure, pp. 2-4 Building Formulas, pp. 34-37 Ratios and Rates, pp. 4-5 Building Formulas, pp. 6-9 Made to Measure, pp. 22-25 Triangles and Beyond, pp. 3-5 Made to Measure, pp. 28-29 Made to Measure, pp. 32-37

MA.7.7.CN.6	Recognize and provide examples of the presence of mathematics in their daily lives	Ratios and Rates, pp. 1-3 Ratios and Rates, p. 6 Triangles and Beyond, p. 35 Facts and Factors, pp. 8-9 Dealing with Data, p. 28 Second Chance, pp. 18-19 Ratios and Rates, pp. 43-47 Ratios and Rates, pp. 11-14 Ratios and Rates, p. 15 Second Chance, pp. 10-11 Dealing with Data, pp. 42-43 Dealing with Data, p. 5 Building Formulas, pp. 38-39 Packages and Polygons, p. 26 Packages and Polygons, p. 27 Triangles and Beyond, p. 2 Ratios and Rates, pp. 23-24 Made to Measure, p. 26 Building Formulas, pp. 1-5 Second Chance, p. 1 Second Chance, p. 7 Dealing with Data, p. 1 Dealing with Data, p. 4 Ratios and Rates, pp. 36-37 Packages and Polygons, p. 49 Made to Measure, p. 12 Made to Measure, p. 13 Made to Measure, p. 14 Dealing with Data, p. 25 Triangles and Beyond, pp. 45-47
		Operations, pp. 22-26 Made to Measure, p. 5 Ratios and Rates, p. 16-17 Second Chance, pp. 3-4 Dealing with Data, pp. 39-41 Dealing with Data, pp. 2-3 Dealing with Data, pp. 12-17 Operations, pp. 6-9 Made to Measure, p. 17 Building Formulas, pp. 44-46

MA.7.7.CN.6	Recognize and provide examples of the presence of mathematics in their daily lives	Made to Measure, p. 18 Building Formulas, pp. 17-19 Second Chance, pp. 16-17 Packages and Polygons, pp. 45-47 Made to Measure, p. 9 Made to Measure, pp. 15-16 Building Formulas, pp. 40-41 Made to Measure, p. 27 Building Formulas, pp. 22-25 Ratios and Rates, pp. 35 Dealing with Data, pp. 34-38 Operations, pp. 28-29 Packages and Polygons, pp. 43-44 Triangles and Beyond, pp. 11-13 Made to Measure, pp. 32-33 Operations, pp. 1-2 Made to Measure, p. 22 Triangles and Beyond, p. 1 Building Formulas, pp. 15-16 Made to Measure, p. 26 Second Chance, p. 15 Made to Measure, p. 8 Ratios and Rates, pp. 41-42 Building Formulas, p. 47 Building Formulas, pp. 13-14 Facts and Factors, pp. 13-16 Building Formulas, pp. 26-31 Operations, pp. 3-5 Ratios and Rates, pp. 21-22 Facts and Factors, p. 17
MA.7.7.CN.6	Recognize and provide examples of the presence of mathematics in their daily lives	Ratios and Rates, pp. 30-34 Operations, pp. 30-33 Made to Measure, pp. 6-7 Operations, pp. 44-45 Second Chance, pp. 27-29 Dealing with Data, pp. 7-9
		Building Formulas, pp. 15-16 Facts and Factors, pp. 13-16 Operations, pp. 3-5 Facts and Factors, p. 17

MA.7.7.CN.7	Apply mathematical ideas to problem situations that develop outside of mathematics	Made to Measure, pp. 6-7 Building Formulas, pp. 6-9 Facts and Factors, pp. 8-9 Building Formulas, pp. 1-5 Made to Measure, p. 5 Facts and Factors, pp. 30-31 Facts and Factors, pp. 50-51 Building Formulas, pp. 17-19
MA.7.7.CN.8	Investigate the presence of mathematics in careers and areas of interest	Building Formulas, pp. 1-5 Building Formulas, pp. 40-41 Made to Measure, pp. 32-33 Operations, pp. 28-29 Packages and Polygons, pp. 43-44 Operations, pp. 1-2 Triangles and Beyond, p. 1 Made to Measure, p. 5 Made to Measure, p. 8 Ratios and Rates, pp. 41-42 Building Formulas, pp. 13-14 Facts and Factors, pp. 50-51 Building Formulas, pp. 26-31 Building Formulas, pp. 17-19 Operations, pp. 30-33 Operations, pp. 12-15 Made to Measure, p. 19 Second Chance, p. 2 Made to Measure, pp. 2-4 Made to Measure, pp. 22-25 Made to Measure, pp. 32-37 Building Formulas, pp. 15-16
MA.7.7.CN.8	Investigate the presence of mathematics in careers and areas of interest	Ratios and Rates, pp. 43-47 Facts and Factors, pp. 13-16 Operations, pp. 3-5 Packages and Polygons, p. 27 Building Formulas, pp. 6-9 Packages and Polygons, p. 49 Facts and Factors, pp. 8-9 Triangles and Beyond, pp. 45-47 Packages and Polygons, pp., 23-25 Operations, pp. 6-9

		Made to Measure, p. 18
MA.7.7.CN.9	Recognize and apply mathematics to other disciplines, areas of interest, and societal issues	Building Formulas, pp. 6-9 Facts and Factors, pp. 8-9 Facts and Factors, pp. 27-28 Made to Measure, p. 9 Building Formulas, pp. 1-5 Made to Measure, pp. 32-33 Building Formulas, pp. 34-37 Triangles and Beyond, pp. 3-5 Facts and Factors, pp. 50-51 Facts and Factors, p. 17 Building Formulas, pp. 17-19 Packages and Polygons, p. 26 Made to Measure, pp. 32-37 Building Formulas, pp. 15-16 Facts and Factors, pp. 13-16 Operations, pp. 3-5
MA.7.	**Representation**	
MA.7.	**Students will create and use representations to organize, record, and communicate mathematical ideas.**	
MA.7.7.R.1	Use physical objects, drawings, charts, tables, graphs, symbols, equations, or objects created using technology as representations	Building Formulas, pp. 22-25 Ratios and Rates, pp. 35 Made to Measure, p. 12 Made to Measure, p. 14 Facts and Factors, pp. 35-36 Triangles and Beyond, pp. 45-47 Building Formulas, pp. 15-16 Packages and Polygons, p. 34-35 Triangles and Beyond, pp. 11-13 Dealing with Data, pp. 18-21
		Facts and Factors, pp. 13-16 Second Chance, p. 15 Operations, pp. 3-5 Triangles and Beyond, pp. 27-28 Building Formulas, p. 47 Operations, pp. 6-9 Made to Measure, p. 17 Made to Measure, p. 18 Ratios and Rates, pp. 30-34 Second Chance, pp. 27-29

MA.7.7.R.1	Use physical objects, drawings, charts, tables, graphs, symbols, equations, or objects created using technology as representations	Triangles and Angles, pp. 19-21 Dealing with Data, pp. 7-9 Second Chance, pp. 40-41 Triangles and Beyond, pp. 29-31 Made to Measure, pp. 15-16 Building Formulas, pp. 40-41 Building Formulas, pp. 6-9 Facts and Factors, p. 7 Ratios and Rates, pp. 25-27 Second Chance, pp. 13-14 Triangles and Beyond, p. 24 Ratios and Rates, pp. 4-5 Facts and Factors, pp. 17-20 Operations, pp. 28-29 Packages and Polygons, p. 37-39 Ratios and Rates, pp. 1-3 Ratios and Rates, p. 6 Operations, pp. 16-17 Second Chance, pp. 18-19 Triangles and Beyond, pp. 16-18 Ratios and Rates, pp. 41-42 Packages and Polygons, pp. 16-19 Triangles and Beyond, p. 39 Building Formulas, pp. 13-14 Packages and Polygons, pp. 31-33 Triangles and Beyond, pp. 49-51 Building Formulas, pp. 26-31 Operations, pp. 46-49 Ratios and Rates, pp. 11-14 Ratios and Rates, p. 15
		Building Formulas, pp. 48-49 Second Chance, pp. 10-11 Dealing with Data, pp. 42-43 Operations, pp. 30-33 Dealing with Data, p. 5 Building Formulas, pp. 38-39 Building Formulas, pp. 1-5 Dealing with Data, p. 18 Operations, pp. 12-15 Triangles and Beyond, p. 48

MA.7.7.R.1	Use physical objects, drawings, charts, tables, graphs, symbols, equations, or objects created using technology as representations	Made to Measure, p. 19 Triangles and Beyond, p. 2 Ratios and Rates, pp. 23-24 Second Chance, pp. 23-24 Building Formulas, pp. 34-37 Second Chance, pp. 38-39 Ratios and Rates, p. 7 Made to Measure, pp. 22-25 Triangles and Beyond, pp. 3-5 Ratios and Rates, pp. 36-37 Dealing with Data, p. 25 Operations, pp. 22-26 Operations, p. 27 Packages and Polygons, p. 36 Facts and Factors, pp. 24-26 Ratios and Rates, pp. 43-47 Triangles and Beyond, pp. 25-26 Facts and Factors, pp. 3-5 Operations, pp. 18-19 Triangles and Beyond, p. 8 Triangles and Beyond, p. 10 Facts and Factors, pp. 1-2 Packages and Polygons, pp. 14-15 Facts and Factors, p. 6 Ratios and Rates, p. 16-17 Dealing with Data, pp. 39-41 Building Formulas, pp. 17-19 Operations, pp. 38-41 Triangles and Beyond, p. 16 Dealing with Data, pp. 12-17
MA.7.7.R.1	Use physical objects, drawings, charts, tables, graphs, symbols, equations, or objects created using technology as representations	Building Formulas, pp. 44-46 Made to Measure, p. 26 Second Chance, pp. 16-17
		Second Chance, pp. 38-39 Dealing with Data, p. 25 Facts and Factors, pp. 24-26 Facts and Factors, pp. 3-5 Facts and Factors, pp. 1-2 Packages and Polygons, pp. 14-15 Facts and Factors, p. 6

MA.7.7.R.2	Explain, describe, and defend mathematical ideas using representations	Dealing with Data, pp. 39-41 Building Formulas, pp. 17-19 Dealing with Data, pp. 12-17 Made to Measure, p. 27 Facts and Factors, pp. 35-36 Building Formulas, pp. 15-16 Packages and Polygons, p. 34-35 Triangles and Beyond, pp. 11-13 Dealing with Data, pp. 18-21 Facts and Factors, pp. 40-41 Ratios and Rates, pp. 30-34 Dealing with Data, pp. 7-9 Second Chance, pp. 40-41 Building Formulas, pp. 6-9 Facts and Factors, p. 7 Facts and Factors, pp. 17-20 Operations, pp. 28-29 Made to Measure, pp. 28-29 Packages and Polygons, pp. 16-19 Packages and Polygons, pp. 31-33 Operations, pp. 46-49 Dealing with Data, pp. 42-43 Building Formulas, pp. 1-5
MA.7.7.R.3	Recognize, compare, and use an array of representational forms	Building Formulas, pp. 34-37 Triangles and Beyond, pp. 42-44 Facts and Factors, pp. 17-20 Made to Measure, pp. 22-25 Operations, pp. 28-29 Made to Measure, pp. 28-29 Ratios and Rates, pp. 36-37
		Made to Measure, pp. 32-37 Operations, pp. 22-26 Operations, p. 27 Ratios and Rates, pp. 43-47 Triangles and Beyond, pp. 25-26 Packages and Polygons, pp. 16-19 Operations, pp. 18-19 Packages and Polygons, pp. 31-33 Triangles and Beyond, p. 10 Operations, pp. 46-49

MA.7.7.R.3	Recognize, compare, and use an array of representational forms	Building Formulas, pp. 1-5 Building Formulas, pp. 44-46 Ratios and Rates, pp. 21-22 Second Chance, pp. 16-17 Second Chance, pp. 38-39 Building Formulas, pp. 22-25 Triangles and Beyond, pp. 45-47 Facts and Factors, pp. 24-26 Facts and Factors, pp. 3-5 Second Chance, p. 15 Facts and Factors, pp. 1-2 Packages and Polygons, pp. 14-15 Operations, pp. 3-5 Triangles and Beyond, pp. 27-28 Facts and Factors, p. 6 Building Formulas, p. 47 Building Formulas, pp. 17-19 Dealing with Data, pp. 12-17 Second Chance, pp. 27-29 Triangles and Angles, pp. 19-21 Triangles and Beyond, pp. 29-31 Building Formulas, pp. 40-41 Second Chance, pp. 13-14 Made to Measure, pp. 32-33 Triangles and Beyond, p. 24 Facts and Factors, pp. 35-36 Building Formulas, pp. 15-16 Packages and Polygons, p. 37-39 Triangles and Beyond, pp. 11-13 Ratios and Rates, pp. 1-3
		Ratios and Rates, p. 6 Dealing with Data, pp. 18-21 Operations, pp. 16-17 Second Chance, pp. 18-19 Triangles and Beyond, p. 39 Building Formulas, pp. 13-14 Triangles and Beyond, pp. 49-51 Building Formulas, pp. 26-31 Ratios and Rates, pp. 11-14 Second Chance, pp. 3-4

MA.7.7.R.3	Recognize, compare, and use an array of representational forms	Second Chance, pp. 10-11 Ratios and Rates, pp. 30-34 Operations, pp. 30-33 Dealing with Data, pp. 7-9 Second Chance, pp. 40-41 Operations, pp. 12-15 Triangles and Beyond, p. 37 Building Formulas, pp. 6-9 Facts and Factors, p. 7 Triangles and Beyond, p. 48 Made to Measure, p. 19 Triangles and Beyond, p. 2 Second Chance, pp. 23-24
MA.7.7.R.4	Explain how different representations express the same relationship	Made to Measure, pp. 32-33 Facts and Factors, pp. 35-36 Building Formulas, pp. 15-16 Triangles and Beyond, pp. 3-5 Packages and Polygons, p. 37-39 Dealing with Data, pp. 18-21 Operations, pp. 16-17 Second Chance, pp. 18-19 Building Formulas, pp. 26-31 Dealing with Data, pp. 7-9 Second Chance, pp. 3-4 Second Chance, pp. 40-41 Operations, pp. 12-15 Building Formulas, pp. 6-9 Facts and Factors, p. 7 Second Chance, pp. 23-24 Building Formulas, pp. 34-37
		Facts and Factors, pp. 17-20 Made to Measure, pp. 22-25 Operations, pp. 28-29 Made to Measure, pp. 28-29 Dealing with Data, p. 25 Operations, pp. 22-26 Triangles and Beyond, pp. 25-26 Operations, pp. 18-19 Facts and Factors, pp. 13-16 Packages and Polygons, pp. 31-33

MA.7.7.R.4	Explain how different representations express the same relationship	Triangles and Beyond, p. 10
		Building Formulas, pp. 1-5
		Building Formulas, pp. 44-46
		Second Chance, pp. 16-17
		Second Chance, pp. 38-39
		Building Formulas, pp. 22-25
		Facts and Factors, pp. 24-26
		Facts and Factors, pp. 3-5
		Second Chance, p. 15
		Facts and Factors, pp. 1-2
		Packages and Polygons, pp. 14-15
		Operations, pp. 3-5
		Triangles and Beyond, pp. 27-28
		Facts and Factors, p. 6
		Building Formulas, p. 47
		Building Formulas, pp. 17-19
		Dealing with Data, pp. 12-17
		Operations, pp. 6-9
		Building Formulas, pp. 48-49
		Building Formulas, pp. 40-41
		Dealing with Data, p. 18
		Second Chance, pp. 13-14
MA.7.7.R.5	Use standard and non-standard representations with accuracy and detail	Facts and Factors, pp. 24-26
		Facts and Factors, pp. 37-39
		Facts and Factors, pp. 3-5
		Facts and Factors, pp. 1-2
		Packages and Polygons, pp. 14-15
		Facts and Factors, p. 37
		Facts and Factors, p. 6
		Building Formulas, pp. 17-19
		Dealing with Data, pp. 12-17
		Made to Measure, pp. 32-33
		Facts and Factors, pp. 35-36
		Building Formulas, pp. 15-16
		Ratios and Rates, pp. 36-37
		Made to Measure, pp. 32-37
		Made to Measure, p. 14
		Dealing with Data, pp. 18-21
		Operations, p. 27
		Packages and Polygons, pp. 16-19

MA.7.7.R.5	Use standard and non-standard representations with accuracy and detail	Dealing with Data, pp. 7-9 Second Chance, pp. 40-41 Building Formulas, pp. 6-9 Facts and Factors, p. 7 Facts and Factors, pp. 17-20 Made to Measure, pp. 22-25 Made to Measure, pp. 28-29 Dealing with Data, p. 25 Operations, pp. 22-26 Operations, pp. 18-19 Facts and Factors, pp. 13-16 Packages and Polygons, pp. 31-33 Facts and Factors, pp. 40-41 Building Formulas, pp. 1-5 Second Chance, pp. 38-39 Made to Measure, p. 27
MA.7.	**Students will select, apply, and translate among mathematical representations to solve problems.**	
MA.7.7.R.6	Use representations to explore problem situations	Ratios and Rates, p. 7 Dealing with Data, p. 25 Operations, pp. 22-26 Triangles and Beyond, p. 9 Triangles and Beyond, pp. 11-13 Ratios and Rates, pp. 1-3 Ratios and Rates, p. 6 Facts and Factors, pp. 13-16 Second Chance, p. 15 Operations, pp. 3-5 Packages and Polygons, pp., 23-25 Facts and Factors, pp. 40-41
		Building Formulas, p. 47 Triangles and Beyond, p. 8 Building Formulas, pp. 1-5 Building Formulas, pp. 48-49 Second Chance, pp. 10-11 Ratios and Rates, pp. 30-34 Second Chance, pp. 38-39 Made to Measure, p. 19 Triangles and Beyond, p. 2 Second Chance, pp. 13-14

		Made to Measure, p. 27
		Triangles and Beyond, pp. 42-44
		Facts and Factors, pp. 24-26
		Facts and Factors, pp. 3-5
		Second Chance, pp. 18-19
		Facts and Factors, pp. 1-2
		Packages and Polygons, pp. 14-15
		Made to Measure, p. 22
		Building Formulas, pp. 17-19
MA.7.7.R.6	Use representations to explore problem situations	Building Formulas, pp. 26-31
		Dealing with Data, pp. 12-17
		Second Chance, pp. 23-24
		Facts and Factors, pp. 35-36
		Building Formulas, pp. 15-16
		Ratios and Rates, pp. 36-37
		Made to Measure, pp. 32-37
		Ratios and Rates, pp. 4-5
		Packages and Polygons, pp. 16-19
		Dealing with Data, pp. 7-9
		Second Chance, pp. 40-41
		Building Formulas, pp. 44-46
		Building Formulas, pp. 6-9
		Second Chance, pp. 16-17
		Second Chance, pp. 27-29
		Building Formulas, pp. 38-39
		Facts and Factors, pp. 17-20
		Made to Measure, pp. 22-25
		Building Formulas, pp. 22-25
		Made to Measure, pp. 28-29
MA.7.7.R.7	Investigate relationships between different representations and their impact on a given	Packages and Polygons, pp. 16-19
		Operations, pp. 18-19
		Dealing with Data, pp. 7-9
		Second Chance, pp. 40-41
		Building Formulas, pp. 6-9
		Building Formulas, pp. 40-41
		Facts and Factors, pp. 17-20
		Made to Measure, p. 26
		Made to Measure, pp. 28-29
		Operations, pp. 22-26
		Triangles and Beyond, pp. 3-5

MA.7.7.R.7	Investigate relationships between different representations and their impact on a given problem	Packages and Polygons, p. 37-39 Packages and Polygons, pp. 31-33 Facts and Factors, p. 6 Facts and Factors, pp. 40-41 Building Formulas, p. 47 Operations, pp. 46-49 Building Formulas, pp. 1-5 Second Chance, pp. 38-39 Made to Measure, p. 27 Facts and Factors, pp. 24-26 Facts and Factors, pp. 3-5 Dealing with Data, pp. 18-21 Facts and Factors, pp. 1-2 Packages and Polygons, pp. 14-15 Building Formulas, pp. 17-19 Triangles and Beyond, p. 10 Dealing with Data, pp. 12-17 Facts and Factors, p. 7 Facts and Factors, pp. 35-36
MA.7.7.R.8	Use representation as a tool for exploring and understanding mathematical ideas	Triangles and Beyond, p. 24 Ratios and Rates, pp. 4-5 Facts and Factors, pp. 3-5 Dealing with Data, pp. 18-21 Facts and Factors, pp. 1-2 Packages and Polygons, pp. 14-15 Packages and Polygons, p. 36 Building Formulas, pp. 17-19 Triangles and Beyond, pp. 27-28 Dealing with Data, pp. 12-17 Building Formulas, pp. 13-14
		Ratios and Rates, pp. 11-14 Facts and Factors, p. 7 Facts and Factors, pp. 35-36 Made to Measure, pp. 22-25 Dealing with Data, p. 25 Triangles and Beyond, p. 9 Triangles and Beyond, pp. 11-13 Ratios and Rates, pp. 1-3 Packages and Polygons, pp. 16-19 Operations, pp. 18-19

		Facts and Factors, pp. 13-16
		Dealing with Data, pp. 7-9
		Packages and Polygons, pp., 23-25
		Second Chance, pp. 40-41
		Building Formulas, pp. 6-9
		Second Chance, pp. 10-11
		Ratios and Rates, pp. 30-34
		Facts and Factors, pp. 17-20
		Building Formulas, pp. 34-37
MA.7.7.R.8	Use representation as a tool for exploring and understanding mathematical ideas	Operations, pp. 22-26
		Ratios and Rates, pp. 25-27
		Operations, pp. 28-29
		Packages and Polygons, p. 37-39
		Triangles and Beyond, pp. 45-47
		Packages and Polygons, pp. 31-33
		Packages and Polygons, p. 34-35
		Operations, p. 27
		Triangles and Beyond, pp. 25-26
		Facts and Factors, p. 6
		Facts and Factors, pp. 40-41
		Building Formulas, pp. 26-31
		Ratios and Rates, pp. 41-42
		Operations, pp. 46-49
		Building Formulas, pp. 1-5
		Second Chance, pp. 38-39
		Ratios and Rates, p. 15
		Building Formulas, pp. 15-16
		Ratios and Rates, pp. 23-24
		Facts and Factors, pp. 24-26
MA.7.	**Students will use representations to model and interpret physical, social, and mathematical phenomena.**	
		Triangles and Beyond, p. 36
		Facts and Factors, pp. 40-41
		Triangles and Beyond, p. 10
		Ratios and Rates, pp. 41-42
		Building Formulas, pp. 1-5
		Facts and Factors, pp. 30-31
		Dealing with Data, pp. 42-43
		Building Formulas, pp. 15-16
		Dealing with Data, pp. 18-21

MA.7.7.R.9	Use mathematics to show and understand physical phenomena (e.g., make and interpret scale drawings of figures or scale models of objects)	Ratios and Rates, pp. 35 Made to Measure, p. 12 Building Formulas, pp. 17-19 Ratios and Rates, pp. 43-47 Dealing with Data, pp. 12-17 Triangles and Beyond, p. 35 Triangles and Beyond, p. 1 Triangles and Beyond, p. 8 Made to Measure, p. 5 Facts and Factors, pp. 35-36 Made to Measure, p. 17 Made to Measure, p. 19 Triangles and Beyond, p. 2 Made to Measure, pp. 22-25 Made to Measure, p. 26 Operations, pp. 44-45 Made to Measure, pp. 15-16 Triangles and Beyond, pp. 42-44 Dealing with Data, p. 25 Triangles and Beyond, pp. 3-5 Triangles and Beyond, p. 9 Triangles and Beyond, pp. 11-13 Made to Measure, p. 14 Facts and Factors, pp. 13-16 Made to Measure, p. 13 Dealing with Data, pp. 7-9 Made to Measure, p. 22 Building Formulas, pp. 6-9 Facts and Factors, pp. 50-51
MA.7.7.R.9		Ratios and Rates, pp. 30-34 Facts and Factors, p. 17 Dealing with Data, pp. 2-3 Dealing with Data, p. 5 Packages and Polygons, p. 26 Ratios and Rates, pp. 36-37 Made to Measure, pp. 32-37
		Dealing with Data, pp. 7-9 Second Chance, pp. 16-17 Facts and Factors, pp. 1-2 Second Chance, p. 15

MA.7.7.R.10	Use mathematics to show and understand social phenomena (e.g., determine profit from sale of yearbooks)	Operations, pp. 3-5 Dealing with Data, pp. 18-21 Building Formulas, pp. 17-19 Second Chance, pp. 18-19 Dealing with Data, pp. 12-17 Facts and Factors, pp. 17-20 Dealing with Data, p. 25
MA.7.7.R.11	Use mathematics to show and understand mathematical phenomena (e.g., use tables, graphs, and equations to show a pattern underlying a function)	Building Formulas, pp. 17-19 Dealing with Data, pp. 12-17 Building Formulas, pp. 26-31 Operations, pp. 46-49 Building Formulas, pp. 6-9 Facts and Factors, pp. 50-51 Building Formulas, pp. 44-46 Facts and Factors, pp. 17-20 Made to Measure, pp. 22-25 Building Formulas, pp. 22-25 Facts and Factors, pp. 3-5 Dealing with Data, pp. 7-9 Packages and Polygons, p. 36 Building Formulas, pp. 1-5 Operations, pp. 12-15 Building Formulas, pp. 15-16 Facts and Factors, pp. 27-28 Ratios and Rates, pp. 35 Facts and Factors, pp. 1-2 Ratios and Rates, pp. 43-47 Building Formulas, p. 47 Facts and Factors, pp. 35-36
MA.7.7.R.11	Use mathematics to show and understand mathematical phenomena (e.g., use tables, graphs, and equations to show a pattern underlying a function)	Building Formulas, pp. 34-37 Dealing with Data, pp. 18-21 Packages and Polygons, p. 37-39
MA.7.	**Number Sense and Operations**	
MA.7.	**Students will understand numbers, multiple ways of representing numbers, relationships among numbers, and number systems.**	
MA.7.	**Number Systems**	
MA.7.7.N.1	Distinguish between the various subsets of real numbers (counting/natural numbers, whole numbers, integers, rational numbers, and irrational numbers)	Facts and Factors, pp. 37-39
MA.7.7.N.2	Recognize the difference between rational and irrational numbers (e.g., explore different approximations of pi)	Facts and Factors, pp. 37-39

MA.7.7.N.3	Place rational and irrational numbers (approximations) on a number line and justify the placement of the numbers	Facts and Factors, pp. 37-39
MA.7.7.N.4	Develop the laws of exponents for multiplication and division	Facts and Factors, p. 48 Facts and Factors, pp. 48-49
MA.7.7.N.5	Write numbers in scientific notation	Facts and Factors, pp. 8-9
MA.7.7.N.6	Translate numbers from scientific notation into standard form	Facts and Factors, pp. 8-9
MA.7.7.N.7	Compare numbers written in scientific notation	Facts and Factors, pp. 8-9
MA.7.	**Number Theory**	
MA.7.7.N.8	Find the common factors and greatest common factor of two or more numbers	Facts and Factors, p. 21 Facts and Factors, pp. 24-26 Facts and Factors, pp. 27-28
MA.7.7.N.9	Determine multiples and least common multiple of two or more numbers	Facts and Factors, pp. 27-28
MA.7.7.N.10	Determine the prime factorization of a given number and write in exponential form	Facts and Factors, pp. 30-31 Facts and Factors, p. 48 Facts and Factors, pp. 24-26 Facts and Factors, pp. 44-45 Facts and Factors, pp. 48-49
MA.7.	**Students will understand meanings of operations and procedures, and how they relate to one another.**	
MA.7.	**Operations**	
MA.7.7.N.11	Simplify expressions using order of operations Note: Expressions may include absolute value and/or integral exponents greater than 0.	Building Formulas, pp. 6-9 Building Formulas, pp. 1-5 Building Formulas, pp. 15-16
MA.7.7.N.12	Add, subtract, multiply, and divide integers	Operations, p. 27 Operations, pp. 6-9 Operations, pp. 30-33 Operations, pp. 38-41 Operations, pp. 16-17 Operations, pp. 46-49
MA.7.7.N.12	Add, subtract, multiply, and divide integers	Operations, pp. 18-19 Operations, pp. 36-37 Operations, pp. 3-5 Operations, pp. 12-15 Operations, pp. 22-26 Operations, pp. 28-29
		Operations, pp. 18-19 Operations, pp. 36-37 Operations, pp. 3-5 Operations, pp. 12-15 Operations, pp. 22-26

MA.7.7.N.13	Add and subtract two integers (with and without the use of a number line)	Operations, pp. 28-29
		Operations, p. 27
		Operations, pp. 6-9
		Operations, pp. 30-33
		Operations, pp. 38-41
		Operations, pp. 16-17
		Operations, pp. 46-49
MA.7.7.N.14	Develop a conceptual understanding of negative and zero exponents with a base of ten and relate to fractions and decimals (e.g., 10 to the -2 power =.01 = 1/100)	
MA.7.7.N.15	Recognize and state the value of the square root of a perfect square (up to 225)	Facts and Factors, pp. 37-39
		Facts and Factors, pp. 40-41
MA.7.7.N.16	Determine the square root of non-perfect squares using a calculator	Facts and Factors, pp. 40-41
		Facts and Factors, pp. 37-39
MA.7.7.N.17	Classify irrational numbers as non-repeating/non-terminating decimals	Facts and Factors, pp. 37-39
MA.7.	**Students will compute accurately and make reasonable estimates.**	
MA.7.	**Estimation**	
MA.7.7.N.18	Identify the two consecutive whole numbers between which the square root of a non-perfect square whole number less than 225 lies (with and without the use of a number line)	Facts and Factors, pp. 37-39
MA.7.7.N.19	Justify the reasonableness of answers using estimation	Made to Measure, p. 13
		Facts and Factors, p. 37
		Building Formulas, pp. 34-37
		Made to Measure, p. 14
		Facts and Factors, pp. 40-41
		Dealing with Data, p. 28
		Facts and Factors, pp. 44-45
		Building Formulas, pp. 40-41
		Facts and Factors, pp. 37-39
		Ratios and Rates, pp. 21-22
MA.7.7.N.19	Justify the reasonableness of answers using estimation	Building Formulas, pp. 22-25
		Operations, pp. 6-9
		Made to Measure, p. 26
		Made to Measure, pp. 15-16
MA.7.	**Algebra**	
MA.7.	**Students will represent and analyze algebraically a wide variety of problem solving situations.**	
MA.7.	**Variables and Expressions**	
MA.7.7.A.1	Translate two-step verbal expressions into algebraic expressions	Building Formulas, pp. 17-19
		Building Formulas, pp. 26-31
MA.7.	**Students will perform algebraic procedures accurately.**	
MA.7.	**Variables and Expressions**	

MA.7.7.A.2	Add and subtract monomials with exponents of one	Facts and Factors, pp. 46-47
MA.7.7.A.3	Identify a polynomial as an algebraic expression containing one or more terms	
MA.7.	**Equations and Inequalities**	
MA.7.7.A.4	Solve multi-step equations by combining like terms, using the distributive property, or moving variables to one side of the equation	
MA.7.7.A.5	Solve one-step inequalities (positive coefficients only)(See 7.G.10)	
MA.7.7.A.6	Evaluate formulas for given input values (surface area, rate, and density problems)	Building Formulas, pp. 38-39
		Building Formulas, pp. 40-41
		Made to Measure, p. 17
MA.7.	**Students will recognize, use, and represent algebraically patterns, relations, and functions.**	
MA.7.	**Patterns, Relations, and Functions**	
MA.7.7.A.7	Draw the graphic representation of a pattern from an equation or from a table of data	Building Formulas, p. 47
		Made to Measure, p. 26
		Dealing with Data, pp. 12-17
		Building Formulas, pp. 44-46
		Building Formulas, pp. 34-37
		Second Chance, pp. 13-14
		Dealing with Data, pp. 7-9
		Building Formulas, pp. 26-31
		Made to Measure, pp. 6-7
		Building Formulas, pp. 22-25
		Second Chance, pp. 23-24
MA.7.7.A.8	Create algebraic patterns using charts/tables, graphs, equations, and expressions	Building Formulas, pp. 44-46
MA.7.7.A.9	Build a pattern to develop a rule for determining the sum of the interior angles of polygons	Triangles and Beyond, pp. 16-18
		Triangles and Angles, pp. 19-21
		Packages and Polygons, p. 27
MA.7.7.A.10	Write an equation to represent a function from a table of values	Building Formulas, pp. 22-25
MA.7.7.A.10	Write an equation to represent a function from a table of values	Building Formulas, pp. 34-37
MA.7.	**Geometry**	
MA.7.	**Students will use visualization and spatial reasoning to analyze characteristics and properties of geometric shapes.**	
MA.7.	**Shapes**	
MA.7.7.G.1	Calculate the radius or diameter, given the circumference or area of a circle	Building Formulas, pp. 34-37
MA.7.7.G.2	Calculate the volume of prisms and cylinders, using a given formula and a calculator	
		Packages and Polygons, p. 9
		Packages and Polygons, pp. 31-33
		Packages and Polygons, p. 34-35
		Packages and Polygons, pp. 3-7

MA.7.7.G.3	Identify the two-dimensional shapes that make up the faces and bases of three-dimensional shapes (prisms, cylinders, cones, and pyramids)	Packages and Polygons, p. 37-39
		Packages and Polygons, p. 8
		Packages and Polygons, pp. 14-15
		Building Formulas, pp. 38-39
		Packages and Polygons, pp. 16-19
		Packages and Polygons, p. 36
		Packages and Polygons, pp., 23-25
MA.7.7.G.4	Determine the surface area of prisms and cylinders, using a calculator and a variety of methods	
MA.7.	**Students will identify and justify geometric relationships, formally and informally.**	
MA.7.	**Geometric Relationships**	
MA.7.7.G.5	Identify the right angle, hypotenuse, and legs of a right triangle	Triangles and Beyond, pp. 25-26
		Triangles and Beyond, p. 24
		Triangles and Beyond, pp. 27-28
		Triangles and Beyond, pp. 29-31
MA.7.7.G.6	Explore the relationship between the lengths of the three sides of a right triangle to develop the Pythagorean Theorem	Triangles and Beyond, pp. 29-31
		Triangles and Beyond, pp. 25-26
		Triangles and Beyond, pp. 27-28
MA.7.7.G.7	Find a missing angle when given angles of a quadrilateral	Triangles and Beyond, pp. 45-47
MA.7.7.G.8	Use the Pythagorean Theorem to determine the unknown length of a side of a right triangle	Triangles and Beyond, pp. 29-31
MA.7.7.G.9	Determine whether a given triangle is a right triangle by applying the Pythagorean Theorem and using a calculator	Triangles and Beyond, pp. 29-31
MA.7.	**Students will apply coordinate geometry to analyze problem solving situations.**	
MA.7.	**Coordinate Geometry**	
MA.7.7.G.10	Graph the solution set of an inequality (positive coefficients only) on a number line (See 7.A.5)	
MA.7.	**Measurement**	
MA.7.	**Students will determine what can be measured and how, using appropriate methods and formulas.**	
MA.7.	**Units of Measurement**	
MA.7.7.M.1	Calculate distance using a map scale	Ratios and Rates, pp. 36-37
MA.7.7.M.2	Convert capacities and volumes within a given system	Packages and Polygons, pp. 43-44
		Made to Measure, p. 26
MA.7.7.M.3	Identify customary and metric units of mass	Made to Measure, p. 18
MA.7.7.M.4	Convert mass within a given system	
MA.7.7.M.5	Calculate unit price using proportions	
MA.7.7.M.6	Compare unit prices	
MA.7.7.M.7	Convert money between different currencies with the use of an exchange rate table and a calculator	
MA.7.7.M.8	Draw central angles in a given circle using a protractor (circle graphs)	

MA.7.	**Tools and Methods**	
MA.7.7.M.9	Determine the tool and technique to measure with an appropriate level of precision: mass	Made to Measure, pp. 15-16
MA.7.	**Students will develop strategies for estimating measurements.**	
MA.7.	**Estimation**	
MA.7.7.M.10	Identify the relationships between relative error and magnitude when dealing with large numbers (e.g., money, population)	
MA.7.7.M.11	Estimate surface area	Made to Measure, p. 18
		Made to Measure, p. 17
		Made to Measure, pp. 15-16
		Made to Measure, p. 12
		Made to Measure, p. 14
MA.7.7.M.12	Determine personal references for customary /metric units of mass	
MA.7.7.M.13	Justify the reasonableness of the mass of an object	
MA.7.	**Statistics and Probability**	
MA.7.7.S.1	Identify and collect data using a variety of methods	Made to Measure, p. 14
		Operations, pp. 28-29
		Dealing with Data, p. 28
		Made to Measure, p. 17
		Made to Measure, p. 18
		Operations, pp. 30-33
		Made to Measure, pp. 15-16
		Second Chance, pp. 35-37
		Made to Measure, p. 12
MA.7.	**Organization and Display of Data**	
MA.7.7.S.2	Display data in a circle graph	
MA.7.7.S.3	Convert raw data into double bar graphs and double line graphs	Dealing with Data, pp. 18-21
MA.7.	**Analysis of Data**	
MA.7.7.S.4	Calculate the range for a given set of data	Dealing with Data, p. 28
		Dealing with Data, pp. 39-41
		Dealing with Data, pp. 29-31
MA.7.7.S.5	Select the appropriate measure of central tendency	Dealing with Data, pp. 34-38
		Operations, pp. 30-33
		Dealing with Data, pp. 29-31
		Operations, pp. 36-37
		Dealing with Data, p. 28
		Dealing with Data, pp. 39-41
		Dealing with Data, pp. 26-27
		Operations, pp. 28-29

MA.7.7.S.6	Read and interpret data represented graphically (pictograph, bar graph, histogram, line graph, double line/bar graphs or circle graph)	Dealing with Data, pp. 7-9
		Operations, pp. 28-29
		Made to Measure, pp. 6-7
		Second Chance, pp. 27-29
		Dealing with Data, pp. 42-43
		Dealing with Data, pp. 18-21
		Dealing with Data, pp. 12-17
		Second Chance, p. 15
		Dealing with Data, pp. 39-41
		Second Chance, pp. 10-11
		Made to Measure, p. 26
		Second Chance, pp. 13-14
MA.7.	**Students will make predictions that are based upon data analysis.**	
MA.7.	**Predictions from Data**	
MA.7.7.S.7	Identify and explain misleading statistics and graphs	Dealing with Data, pp. 2-3
		Dealing with Data, p. 5
MA.7.	**Students will understand and apply concepts of probability.**	
MA.7.	**Probability**	
MA.7.7.S.8	Interpret data to provide the basis for predictions and to establish experimental probabilities	Second Chance, p. 15
		Second Chance, pp. 18-19
		Second Chance, p. 26
		Second Chance, pp. 5-6
		Second Chance, pp. 10-11
		Second Chance, pp. 13-14
		Second Chance, pp. 23-24
		Second Chance, pp. 35-37
MA.7.7.S.8	Interpret data to provide the basis for predictions and to establish experimental probabilities	Second Chance, pp. 30-31
		Second Chance, pp. 16-17
		Second Chance, pp. 27-29
		Second Chance, p. 12
MA.7.7.S.9	Determine the validity of sampling methods to predict outcomes	Dealing with Data, p. 5
MA.7.7.S.10	Predict the outcome of an experiment	Second Chance, p. 12
		Second Chance, pp. 10-11
MA.7.7.S.11	Design and conduct an experiment to test predictions	Second Chance, p. 12
		Second Chance, pp. 27-29
MA.7.7.S.12	Compare actual results to predicted results	Second Chance, pp. 27-29
		Second Chance, p. 26
		Second Chance, pp. 5-6
		Second Chance, pp. 23-24
		Second Chance, p. 12

Grade 8		
MA.8.	**Problem Solving**	
MA.8.	**Students will build new mathematical knowledge through problem solving.**	
MA.8.8.PS.1	Use a variety of strategies to understand new mathematical content and to develop more efficient methods	Insights into Data, pp. 1-2
		Revisiting Numbers, pp.27-28
		Insights into Data, pp. 3-7
		Revisiting Numbers, pp. 29-31
		Patterns and Figures, pp. 23-25
		Patterns and Figures, p. 22
		Revisiting Numbers, pp. 6-7
MA.8.8.PS.2	Construct appropriate extensions to problem situations	Revisiting Numbers, p. 1
MA.8.8.PS.3	Understand and demonstrate how written symbols represent mathematical ideas	Revisiting Numbers, p. 46
		Revisiting Numbers, pp. 29-31
MA.8.	**Students will solve problems that arise in mathematics and in other contexts.**	
MA.8.8.PS.4	Observe patterns and formulate generalizations	Patterns and Figures, pp.12-14
		Patterns and Figures, pp. 30-31
		Revisiting Numbers, pp. 20-21
		Ups and Downs, pp. 24-26
		Patterns and Figures, pp. 5-7
		Patterns and Figures, pp. 28-29
		Revisiting Numbers, p. 45
		Algebra Rules!, pp. 34-36
		Ups and Downs, p. 38
		Ups and Downs, p. 39
		Patterns and Figures, p.17
		Algebra Rules!, p. 2
		Algebra Rules!, pp. 26-28
MA.8.8.PS.4	Observe patterns and formulate generalizations	Ups and Downs, pp. 27-28
		Revisiting Numbers, p. 16
		Algebra Rules!, pp. 8-9
		Algebra Rules!, p. 6
		Ups and Downs, pp. 30-31
		Algebra Rules!, pp.3-5
		Patterns and Figures, pp. 15-16
		Ups and Downs, p. 29
		Revisiting Numbers, pp. 17-19
		Ups and Downs, pp. 1-2
		Algebra Rules!, p. 29
		Patterns and Figures, p. 35

		Ups and Downs, p. 38
		Patterns and Figures, p. 33
		Patterns and Figures, p. 32
		Algebra Rules!, p. 1
MA.8.8.PS.5	Make conjectures from generalizations	Revisiting Numbers, pp.40-41
		Revisiting Numbers, pp. 37-39
MA.8.8.PS.6	Represent problem situations verbally, numerically, algebraically, and graphically	Revisiting Numbers, pp. 29-31
		Algebra Rules!, p. 29
		Graphing Equations, pp. 6-7
		Insights into Data, pp. 22-29
		Ups and Downs, pp. 18-19
		Ups and Downs, p. 38
		Ups and Downs, p. 17
		Ups and Downs, pp. 4-5
		Insights into Data, pp. 38-39
		Algebra Rules!, p. 43
		Revisiting Numbers, p. 45
		Insights into Data, pp. 1-2
		Ups and Downs, p. 38
		Insights into Data, p. 59
		Insights into Data, pp. 53-58
		Ups and Downs, p. 39
		Algebra Rules!, pp. 26-28
		Graphing Equations, pp. 3-5
		Algebra Rules!, pp. 49-51
		Ups and Downs, p. 43
		Algebra Rules!, pp.44-45
		Insights into Data, pp. 32-37
MA.8.8.PS.6	Represent problem situations verbally, numerically, algebraically, and graphically	Ups and Downs, pp. 44-45
		Ups and Downs, pp. 8-9
		Ups and Downs, p. 7
		Ups and Downs, p. 6
		Algebra Rules!, p. 46
MA.8.	**Students will apply and adapt a variety of appropriate strategies to solve problems.**	
MA.8.8.PS.7	Understand that there is no one right way to solve mathematical problems but that different methods have advantages and disadvantages	Revisiting Numbers, pp. 6-7
		Patterns and Figures, p. 35
		Revisiting Numbers, pp. 29-31
		Revisiting Numbers, p. 5
		Revisiting Numbers, pp.27-28
		Insights into Data, pp. 3-7

		Patterns and Figures, p. 22
		Patterns and Figures, p. 34
MA.8.8.PS.8	Understand how to break a complex problem into simpler parts or use a similar problem type to solve a problem	Revisiting Numbers, p. 1
		Revisiting Numbers, p. 8
MA.8.8.PS.9	Work backwards from a solution	Revisiting Numbers, p. 1
MA.8.8.PS.10	Use proportionality to model problems	
MA.8.8.PS.11	Work in collaboration with others to solve problems	Patterns and Figures, p. 34
		Revisiting Numbers, pp. 6-7
		Patterns and Figures, p. 35
		Graphing Equations, pp. 28-31
		Revisiting Numbers, pp. 2-4
		Revisiting Numbers, p. 2
		Revisiting Numbers, p. 1
		Revisiting Numbers, p. 5
MA.8.	**Students will monitor and reflect on the process of mathematical problem solving.**	
MA.8.8.PS.12	Interpret solutions within the given constraints of a problem	Revisiting Numbers, p. 1
		Patterns and Figures, pp.12-14
		Patterns and Figures, p.17
		Patterns and Figures, pp. 15-16
MA.8.8.PS.13	Set expectations and limits for possible solutions	Patterns and Figures, p. 33
		Patterns and Figures, p. 32
		Patterns and Figures, pp. 30-31
		Patterns and Figures, pp. 28-29
		Revisiting Numbers, pp. 25-26
		Revisiting Numbers, pp.27-28
MA.8.8.PS.14	Determine information required to solve the problem	Revisiting Numbers, pp.27-28
		Revisiting Numbers, p. 1
		Revisiting Numbers, p. 8
MA.8.8.PS.14	Determine information required to solve the problem	Graphing Equations, pp. 1-2
		Revisiting Numbers, p. 36
MA.8.8.PS.15	Choose methods for obtaining required information	Revisiting Numbers, p. 5
		Revisiting Numbers, pp.27-28
		Revisiting Numbers, pp. 6-7
MA.8.8.PS.16	Justify solution methods through logical argument	Ups and Downs, p. 23
		Graphing Equations, pp. 6-7
		Patterns and Figures, pp. 10-11
		Graphing Equations, pp. 28-31
		Ups and Downs, pp. 30-31
MA.8.8.PS.17	Evaluate the efficiency of different representations of a problem	
MA.8.	**Reasoning and Proof**	

MA.8.	**Students will recognize reasoning and proof as fundamental aspects of mathematics.**	
MA.8.8.RP.1	Recognize that mathematical ideas can be supported by a variety of strategies	Ups and Downs, pp. 30-31
		Revisiting Numbers, pp. 25-26
MA.8.	**Students will make and investigate mathematical conjectures.**	
MA.8.8.RP.2	Use mathematical strategies to reach a conclusion	Ups and Downs, p. 37
		Ups and Downs, pp. 44-45
		Ups and Downs, pp. 8-9
		Revisiting Numbers, p. 36
		Ups and Downs, p. 7
		Ups and Downs, p. 6
		Revisiting Numbers, pp. 25-26
		Ups and Downs, p. 23
		Patterns and Figures, p. 34
		Revisiting Numbers, pp. 47-49
		Ups and Downs, pp. 30-31
		Ups and Downs, p. 38
		Revisiting Numbers, pp.40-41
		Ups and Downs, p. 35
		Patterns and Figures, p. 35
		Revisiting Numbers, pp. 37-39
		Ups and Downs, p. 36
		Ups and Downs, p. 38
		Insights into Data, pp.16-18
		Ups and Downs, p. 39
		Ups and Downs, p. 43
		Ups and Downs, pp. 15-16
		Ups and Downs, p. 29
MA.8.8.RP.3	Evaluate conjectures by distinguishing relevant from irrelevant information to reach a conclusion or make appropriate estimates	Revisiting Numbers, pp. 50-51
		Revisiting Numbers, pp. 25-26
		Revisiting Numbers, pp.40-41
MA.8.	**Students will develop and evaluate mathematical arguments and proofs.**	
MA.8.8.RP.4	Provide supportive arguments for conjectures	Graphing Equations, pp. 1-2
		Ups and Downs, p. 38
		Ups and Downs, p. 39
		Revisiting Numbers, pp.40-41
		Ups and Downs, pp. 15-16
		Ups and Downs, pp. 8-9
		Ups and Downs, p. 7
		Ups and Downs, p. 6
		Ups and Downs, pp. 30-31

		Ups and Downs, p. 38
MA.8.8.RP.5	Develop, verify, and explain an argument, using appropriate mathematical ideas and language	Ups and Downs, p. 36
		Ups and Downs, p. 38
		Ups and Downs, p. 37
		Ups and Downs, p. 39
		Ups and Downs, pp. 13-14
		Insights into Data, pp. 53-58
		Ups and Downs, p. 35
		Insights into Data, pp. 44-49
MA.8.	**Students will select and use various types of reasoning and methods of proof.**	
MA.8.8.RP.6	Support an argument by using a systematic approach to test more than one case	
MA.8.8.RP.7	Devise ways to verify results or use counterexamples to refute incorrect statements	
MA.8.8.RP.8	Apply inductive reasoning in making and supporting mathematical conjectures	Revisiting Numbers, pp. 37-39
		Ups and Downs, pp. 30-31
		Revisiting Numbers, p. 36
		Revisiting Numbers, pp.40-41
		Ups and Downs, pp. 15-16
MA.8.	**Communication**	
MA.8.	**Students will organize and consolidate their mathematical thinking through communication.**	
MA.8.8.CM.1	Provide a correct, complete, coherent, and clear rationale for thought process used in problem solving	Graphing Equations, pp. 28-31
		Revisiting Numbers, pp. 29-31
		Revisiting Numbers, p. 1
		Revisiting Numbers, pp. 2-4
		Patterns and Figures, pp. 20-21
MA.8.8.CM.2	Provide an organized argument which explains rationale for strategy selection	
MA.8.8.CM.3	Organize and accurately label work	Ups and Downs, p. 35
MA.8.8.CM.3	Organize and accurately label work	Graphing Equations, pp. 1-2
		Ups and Downs, p. 38
		Graphing Equations, pp. 6-7
		Revisiting Numbers, p. 45
		Insights into Data, pp. 1-2
		Insights into Data, p. 59
		Graphing Equations, pp. 3-5
		Revisiting Numbers, pp. 29-31
MA.8.	**Students will communicate their mathematical thinking coherently and clearly to peers, teachers, and others.**	
		Ups and Downs, pp. 1-2
		Ups and Downs, pp. 13-14
		Graphing Equations, pp. 6-7

MA.8.8.CM.4	Share organized mathematical ideas through the manipulation of objects, numerical tables, drawings, pictures, charts, graphs, tables, diagrams, models and symbols in written and verbal form	Great Predictions, pp. 36-37 Revisiting Numbers, p. 45 Insights into Data, pp.16-18 Graphing Equations, pp. 3-5 Ups and Downs, p. 43 Revisiting Numbers, pp. 29-31 Great Predictions, pp. 24-27 Great Predictions, pp. 45-47 Algebra Rules!, p. 25 Ups and Downs, pp. 44-45 Ups and Downs, p. 36 Ups and Downs, p. 38 Great Predictions, p. 26 Ups and Downs, pp. 18-19 Insights into Data, pp.18-19 Great Predictions, pp. 32-33 Ups and Downs, p. 17 Ups and Downs, p. 35 Ups and Downs, p. 37 Insights into Data, pp.11-15 Great Predictions, pp 40-44 Ups and Downs, p. 38 Ups and Downs, p. 39 Great Predictions, pp. 34-35 Great Predictions, pp. 28-29
MA.8.8.CM.5	Answer clarifying questions from others	Revisiting Numbers, p. 2
MA.8.	**Students will analyze and evaluate the mathematical thinking and strategies of others.**	
MA.8.8.CM.6	Analyze mathematical solutions shared by others	Ups and Downs, p. 38 Ups and Downs, p. 39 Revisiting Numbers, pp. 37-39 Ups and Downs, p. 38
MA.8.8.CM.7	Compare strategies used and solutions found by others in relation to their own work	
MA.8.8.CM.8	Formulate mathematical questions that elicit, extend, or challenge strategies, solutions, and/or conjectures of others	
MA.8.	**Students will use the language of mathematics to express mathematical ideas precisely.**	
		Insights into Data, pp. 3-7 Ups and Downs, p. 38 Insights into Data, pp. 1-2

MA.8.8.CM.9	Increase their use of mathematical vocabulary and language when communicating with others	Patterns and Figures, p. 22 Ups and Downs, p. 29 Graphing Equations, pp. 6-7 Ups and Downs, p. 38 Revisiting Numbers, p. 45 Ups and Downs, p. 39 Graphing Equations, pp. 3-5 Revisiting Numbers, pp. 29-31 Ups and Downs, pp. 44-45 Patterns and Figures, pp. 23-25 Revisiting Numbers, pp.27-28 Revisiting Numbers, p. 8 Revisiting Numbers, p. 46
MA.8.8.CM.10	Use appropriate language, representations, and terminology when describing objects, relationships, mathematical solutions, and rationale	Insights into Data, pp. 32-37 Ups and Downs, pp. 44-45 Insights into Data, p. 59 Insights into Data, pp. 53-58 Insights into Data, pp. 44-49 Revisiting Numbers, p. 46 Insights into Data, pp. 3-7 Ups and Downs, pp. 13-14 Algebra Rules!, p. 29 Graphing Equations, pp. 28-31 Ups and Downs, p. 38 Insights into Data, pp. 1-2 Insights into Data, pp. 22-29 Revisiting Numbers, pp. 10-11 Revisiting Numbers, pp. 8-9
MA.8.8.CM.10	Use appropriate language, representations, and terminology when describing objects, relationships, mathematical solutions, and rationale	Insights into Data, pp. 38-39 Revisiting Numbers, pp. 37-39 Graphing Equations, pp. 1-2 Ups and Downs, p. 38 Revisiting Numbers, p. 45 Ups and Downs, p. 36 Ups and Downs, p. 39 Insights into Data, pp.18-19 Graphing Equations, pp. 3-5 Ups and Downs, p. 35 Revisiting Numbers, pp. 29-31 Algebra Rules!, pp. 26-28

		Ups and Downs, p. 37
		Insights into Data, pp.11-15
MA.8.8.CM.11	Draw conclusions about mathematical ideas through decoding, comprehension, and interpretation of mathematical visuals, symbols, and technical writing	Ups and Downs, p. 38 Ups and Downs, p. 36 Ups and Downs, p. 39 Ups and Downs, p. 35 Ups and Downs, p. 37 Insights into Data, pp.11-15 Ups and Downs, pp. 44-45 Patterns and Figures, pp. 5-7 Ups and Downs, pp. 30-31 Ups and Downs, p. 43 Revisiting Numbers, p. 46 Ups and Downs, p. 29 Ups and Downs, pp. 13-14 Ups and Downs, p. 38 Ups and Downs, p. 23 Patterns and Figures, p. 1-4 Revisiting Numbers, pp. 47-49 Revisiting Numbers, pp.40-41 Ups and Downs, pp. 15-16 Revisiting Numbers, pp. 37-39 Graphing Equations, pp. 1-2
MA.8.	**Connections**	
MA.8.	**Students will recognize and use connections among mathematical ideas.**	
MA.8.8.CN.1	Understand and make connections among multiple representations of the same mathematical idea	Ups and Downs, pp. 44-45
MA.8.8.CN.2	Recognize connections between subsets of mathematical ideas	
MA.8.8.CN.3	Connect and apply a variety of strategies to solve problems	Revisiting Numbers, p. 1 Revisiting Numbers, pp.27-28 Revisiting Numbers, pp. 2-4 Patterns and Figures, pp. 20-21 Graphing Equations, pp. 1-2 Ups and Downs, pp. 30-31 Revisiting Numbers, p. 36
MA.8.	**Students will understand how mathematical ideas interconnect and build on one another to produce a coherent whole.**	
MA.8.8.CN.4	Model situations mathematically, using representations to draw conclusions and formulate new situations	Graphing Equations, pp 11-14
		Revisiting Numbers, p. 36

MA.8.8.CN.5	Understand how concepts, procedures, and mathematical results in one area of mathematics can be used to solve problems in other areas of mathematics	Revisiting Numbers, p. 1 Revisiting Numbers, p. 5 Revisiting Numbers, pp. 6-7
MA.8.	**Students will recognize and apply mathematics in contexts outside of mathematics.**	
MA.8.8.CN.6	Recognize and provide examples of the presence of mathematics in their daily lives	Ups and Downs, pp. 30-31 Revisiting Numbers, p. 2 Revisiting Numbers, p. 1
MA.8.8.CN.7	Apply mathematical ideas to problem situations that develop outside of mathematics	Revisiting Numbers, p. 8 Graphing Equations, pp 11-14
MA.8.8.CN.8	Investigate the presence of mathematics in careers and areas of interest	
MA.8.8.CN.9	Recognize and apply mathematics to other disciplines, areas of interest, and societal issues	
MA.8.	**Representation**	
MA.8.	**Students will create and use representations to organize, record, and communicate mathematical ideas.**	
MA.8.8.R.1	Use physical objects, drawings, charts, tables, graphs, symbols, equations, or objects created using technology as representations	Ups and Downs, p. 38 Great Predictions, pp 40-44 Great Predictions, pp. 34-35 Graphing Equations, pp. 34-35 Revisiting Numbers, pp. 29-31 Great Predictions, pp. 28-29 Graphing Equations, pp. 39-41 Ups and Downs, p. 38 Ups and Downs, pp. 1-2 Ups and Downs, p. 36 Ups and Downs, p. 39 Great Predictions, pp. 36-37 Ups and Downs, p. 35
MA.8.8.R.1	Use physical objects, drawings, charts, tables, graphs, symbols, equations, or objects created using technology as representations	Ups and Downs, p. 37 Insights into Data, pp.11-15 Great Predictions, pp. 24-27 Great Predictions, pp. 45-47 Algebra Rules!, p. 25 Graphing Equations, pp. 32-33 Graphing Equations, p. 38 Insights into Data, pp. 22-29 Great Predictions, p. 26 Ups and Downs, p. 43 Ups and Downs, pp. 44-45
		Revisiting Numbers, p. 45 Insights into Data, pp. 22-29

MA.8.8.R.2	Explain, describe, and defend mathematical ideas using representations	Ups and Downs, p. 38
		Ups and Downs, p. 38
		Ups and Downs, p. 39
		Revisiting Numbers, p. 46
MA.8.8.R.3	Recognize, compare, and use an array of representational forms	Graphing Equations, p. 38
		Ups and Downs, p. 43
		Revisiting Numbers, p. 46
		Ups and Downs, pp. 44-45
		Graphing Equations, pp. 34-35
		Graphing Equations, pp. 39-41
		Insights into Data, pp. 1-2
		Revisiting Numbers, pp. 10-11
		Revisiting Numbers, pp. 8-9
		Ups and Downs, p. 29
		Graphing Equations, pp. 32-33
MA.8.8.R.4	Explain how different representations express the same relationship	Revisiting Numbers, pp. 29-31
MA.8.8.R.5	Use standard and non-standard representations with accuracy and detail	Ups and Downs, p. 39
		Revisiting Numbers, pp. 10-11
		Revisiting Numbers, pp. 8-9
		Ups and Downs, p. 29
		Graphing Equations, pp. 32-33
		Graphing Equations, p. 38
		Ups and Downs, p. 43
		Revisiting Numbers, p. 46
		Ups and Downs, pp. 44-45
		Ups and Downs, p. 38
		Graphing Equations, pp. 34-35
		Graphing Equations, pp. 39-41
		Ups and Downs, p. 38
MA.8.	**Students will select, apply, and translate among mathematical representations to solve problems.**	
MA.8.8.R.6	Use representations to explore problem situations	Graphing Equations, pp. 34-35
		Graphing Equations, pp. 39-41
		Graphing Equations, pp. 32-33
		Graphing Equations, p. 38
		Ups and Downs, pp. 44-45
MA.8.8.R.7	Investigate relationships between different representations and their impact on a given problem	Revisiting Numbers, p. 46
		Revisiting Numbers, p. 1
		Graphing Equations, pp. 3-5
		Ups and Downs, pp. 44-45

MA.8.8.R.8	Use representation as a tool for exploring and understanding mathematical ideas	Ups and Downs, p. 38
		Ups and Downs, p. 39
		Insights into Data, pp. 22-29
		Graphing Equations, pp. 6-7
		Ups and Downs, p. 38
MA.8.	**Students will use representations to model and interpret physical, social, and mathematical phenomena.**	
MA.8.8.R.9	Use mathematics to show and understand physical phenomena (e.g., make and interpret scale drawings of figures or scale models of objects)	Looking at an Angle, pp. 13-17
		Looking at an Angle, p. 45
		Looking at an Angle, pp. 32-33
		Looking at an Angle, pp. 18-19
		Looking at an Angle, p. 46
		Looking at an Angle, pp. 34-36
		Looking at an Angle, pp. 20-21
		Looking at an Angle, p. 47-49
		Looking at an Angle, pp. 37-41
		Looking at an Angle, pp. 25-29
		Looking at an Angle, pp. 50-53
MA.8.8.R.10	Use mathematics to show and understand social phenomena (e.g., determine profit from sale of yearbooks)	
MA.8.8.R.11	Use mathematics to show and understand mathematical phenomena (e.g., use tables, graphs, and equations to show a pattern underlying a function)	Ups and Downs, pp. 30-31
		Ups and Downs, pp. 44-45
		Ups and Downs, p. 43
MA.8.	**Number Sense and Operations**	
MA.8.	**Students will understand meanings of operations and procedures, and how they relate to one another.**	
MA.8.	**Operations**	
MA.8.8.N.1	Develop and apply the laws of exponents for multiplication and division	Revisiting Numbers, pp. 20-21
MA.8.8.N.2	Evaluate expressions with integral exponents	Patterns and Figures, p. 33
		Patterns and Figures, p. 32
		Patterns and Figures, pp. 30-31
		Patterns and Figures, pp. 28-29
MA.8.8.N.3	Read, write, and identify percents less than 1% and greater than 100%	More or Less
MA.8.8.N.4	Apply percents to:	More or Less
	Tax	More or Less
	Percent increase/decrease	More or Less
	Simple interest	More or Less
	Sale price	More or Less
	Commission	More or Less
	Interest rates	More or Less

	Gratuities	More or Less
	Students will compute accurately and make reasonable estimates.	More or Less
	Estimation	More or Less
MA.8.8.N.5	Estimate a percent of quantity, given an application	More or Less
MA.8.8.N.6	Justify the reasonableness of answers using estimation	Ups and Downs, pp. 1-2
		Revisiting Numbers, pp. 25-26
		Ups and Downs, p. 3
MA.8.	**Algebra**	
MA.8.	**Students will represent and analyze algebraically a wide variety of problem solving situations.**	
MA.8.	**Variables and Expressions**	
MA.8.8.A.1	Translate verbal sentences into algebraic inequalities	
MA.8.8.A.2	Write verbal expressions that match given mathematical expressions	
MA.8.8.A.3	Describe a situation involving relationships that matches a given graph	Graphing Equations, pp. 3-5
		Graphing Equations, pp 11-14
		Graphing Equations, pp. 6-7
MA.8.8.A.4	Create a graph given a description or an expression for a situation involving a linear or nonlinear relationship	Algebra Rules!, pp.13-15
		Algebra Rules!, pp. 26-28
		Algebra Rules!, pp. 20-21
		Algebra Rules!, p. 38
		Algebra Rules!, pp. 18-19
		Algebra Rules!, pp.16-17
		Algebra Rules!, p. 29
MA.8.8.A.5	Use physical models to perform operations with polynomials	Algebra Rules!, pp. 26-28
		Algebra Rules!, pp. 8-9
		Algebra Rules!, p. 6
MA.8.8.A.5		Algebra Rules!, pp.3-5
		Algebra Rules!, p. 29
MA.8.	**Students will perform algebraic procedures accurately.**	
MA.8.	**Variables and Expressions**	
MA.8.8.A.6	Multiply and divide monomials	
MA.8.8.A.7	Add and subtract polynomials (integer coefficients)	Algebra Rules!, p. 6
		Algebra Rules!, pp. 26-28
		Algebra Rules!, pp.3-5
		Algebra Rules!, pp. 8-9
		Algebra Rules!, p. 29
MA.8.8.A.8	Multiply a binomial by a monomial or a binomial (integer coefficients)	Algebra Rules!, pp. 26-28
		Algebra Rules!, pp. 8-9
		Algebra Rules!, p. 29

MA.8.8.A.9	Divide a polynomial by a monomial (integer coefficients) Note: The degree of the denominator is less than or equal to the degree of the numerator for all variables.	
MA.8.8.A.10	Factor algebraic expressions using the GCF	
MA.8.8.A.11	Factor a trinomial in the form $ax^2 + bx + c$; a=1 and c having no more than three sets of factors	
MA.8.	**Equations and Inequalities**	
MA.8.8.A.12	Apply algebra to determine the measure of angles formed by or contained in parallel lines cut by a transversal and by intersecting lines	It's All the Same, p. 49 It's All the Same, pp. 29-30 It's All the Same, p. 48 It's All the Same, p. 31 It's All the Same, pp. 45-47
MA.8.8.A.13	Solve multi-step inequalities and graph the solution set on a number line	
MA.8.8.A.14	Solve linear inequalities by combining like terms, using the distributive property, or moving variables to one side of the inequality (include multiplication or division of inequalities by a negative number)	Algebra Rules!, p. 48
MA.8.	**Students will recognize, use, and represent algebraically patterns, relations, and functions.**	
MA.8.	**Patterns, Relations, And Functions**	
MA.8.8.A.15	Understand that numerical information can be represented in multiple ways: arithmetically, algebraically, and graphically	Insights into Data, pp. 1-2 Ups and Downs, p. 43 Revisiting Numbers, p. 46 Algebra Rules!, p. 29 Revisiting Numbers, p. 45 Insights into Data, p. 59 Ups and Downs, pp. 4-5 Algebra Rules!, pp. 26-28 Graphing Equations, pp. 3-5
MA.8.8.A.15	Understand that numerical information can be represented in multiple ways: arithmetically, algebraically, and graphically	Ups and Downs, pp. 18-19 Ups and Downs, pp. 44-45 Ups and Downs, p. 17
MA.8.8.A.16	Find a set of ordered pairs to satisfy a given linear numerical pattern (expressed algebraically); then plot the ordered pairs and draw the line	Revisiting Numbers, pp. 47-49 Algebra Rules!, pp. 26-28 Ups and Downs, pp. 44-45 Ups and Downs, p. 43 Algebra Rules!, p. 29 Algebra Rules!, p. 25
MA.8.8.A.17	Define and use correct terminology when referring to function (domain and range)	
MA.8.8.A.18	Determine if a relation is a function	Algebra Rules!, pp. 20-21 Algebra Rules!, p. 38 Algebra Rules!, pp. 18-19

		Algebra Rules!, pp.16-17
MA.8.8.A.19	Interpret multiple representations using equation, table of values, and graph	Graphing Equations, p. 38
		Graphing Equations, pp. 34-35
		Graphing Equations, pp. 39-41
		Graphing Equations, pp. 32-33
MA.8.	**Geometry**	
MA.8.	**Students will use visualization and spatial reasoning to analyze characteristics and properties of geometric shapes.**	
MA.8.	**Constructions**	
MA.8.8.G.0	Construct the following, using a straight edge and compass:	
	Segment congruent to a segment	It's All the Same, p. 31
	Angle congruent to an angle	It's All the Same, pp. 29-30
	Perpendicular bisector	
	Angle bisector	
	Students will identify and justify geometric relationships, formally and informally.	It's All the Same, p. 31
	Geometric Relationships	It's All the Same, pp. 29-30
MA.8.8.G.1	Identify pairs of vertical angles as congruent	It's All the Same, p. 31
		It's All the Same, pp. 29-30
MA.8.8.G.2	Identify pairs of supplementary and complementary angles	
MA.8.8.G.3	Calculate the missing angle in a supplementary or complementary pair	
MA.8.8.G.4	Determine angle pair relationships when given two parallel lines cut by a transversal	It's All the Same, p. 31
		It's All the Same, pp. 29-30
MA.8.8.G.5	Calculate the missing angle measurements when given two parallel lines cut by a transversal	It's All the Same, pp. 29-30
		It's All the Same, p. 31
MA.8.8.G.6	Calculate the missing angle measurements when given two intersecting lines and an angle	
MA.8.	**Students will apply transformations and symmetry to analyze problem solving situations.**	
MA.8.	**Transformational Geometry**	
MA.8.8.G.7	Describe and identify transformations in the plane, using proper function notation (rotations, reflections, translations, and dilations)	It's All the Same, pp. 16-17
		It's All the Same, pp. 2-3
		It's All the Same, pp. 14-15
		It's All the Same, pp. 39-40
		It's All the Same, pp. 12-13
		It's All the Same, p. 11
		It's All the Same, pp. 9-10
		Looking at an Angle, pp. 13-17
		It's All the Same, pp. 4-5
		It's All the Same, p. 35
		It's All the Same, p. 40
		Looking at an Angle, pp. 18-19

		It's All the Same, pp. 36-37
		It's All the Same, p. 41
		Looking at an Angle, pp. 20-21
		It's All the Same, p. 38
MA.8.8.G.8	Draw the image of a figure under rotations of 90 and 180 degrees	It's All the Same, p. 38
		It's All the Same, pp. 2-3
		It's All the Same, pp. 39-40
		It's All the Same, pp. 4-5
		It's All the Same, p. 35
		It's All the Same, p. 40
		It's All the Same, pp. 36-37
		It's All the Same, p. 41
MA.8.8.G.9	Draw the image of a figure under a reflection over a given line	
MA.8.8.G.10	Draw the image of a figure under a translation	It's All the Same, pp. 36-37
		It's All the Same, p. 41
		It's All the Same, p. 38
		It's All the Same, pp. 2-3
		It's All the Same, pp. 39-40
		It's All the Same, p. 35
		It's All the Same, p. 40
MA.8.8.G.11	Draw the image of a figure under a dilation	Looking at an Angle, pp. 20-21
		It's All the Same, pp. 16-17
		It's All the Same, pp. 14-15
		It's All the Same, pp. 12-13
		It's All the Same, p. 11
MA.8.8.G.11	Draw the image of a figure under a dilation	It's All the Same, pp. 9-10
		Looking at an Angle, pp. 13-17
		Looking at an Angle, pp. 18-19
MA.8.8.G.12	Identify the properties preserved and not preserved under a reflection, rotation, translation, and dilation	It's All the Same, pp. 2-3
		It's All the Same, p. 31
		It's All the Same, pp. 39-40
		Looking at an Angle, pp. 18-19
		It's All the Same, pp. 23-26
		It's All the Same, p. 35
		It's All the Same, p. 40
		Looking at an Angle, pp. 20-21
		It's All the Same, pp. 29-30
		It's All the Same, pp. 36-37
		It's All the Same, p. 41
		It's All the Same, p. 27

		It's All the Same, pp. 16-17
		It's All the Same, pp. 14-15
		It's All the Same, pp. 12-13
		It's All the Same, p. 38
		It's All the Same, p. 11
		It's All the Same, pp. 9-10
		It's All the Same, p. 28
		Looking at an Angle, pp. 13-17
		It's All the Same, pp. 4-5
		It's All the Same, p. 22
MA.8.	**Students will apply coordinate geometry to analyze problem solving situations.**	
MA.8.	**Coordinate Geometry**	
MA.8.8.G.13	Determine the slope of a line from a graph and explain the meaning of slope as a constant rate of change	Algebra Rules!, pp. 20-21
		Algebra Rules!, p. 38
		It's All the Same, pp. 45-47
		Algebra Rules!, pp. 18-19
		Graphing Equations, pp. 15-17
		It's All the Same, p. 49
		Graphing Equations, pp. 24-25
		Graphing Equations, pp. 21-23
		It's All the Same, p. 48
MA.8.8.G.14	Determine the y-intercept of a line from a graph and be able to explain the y-intercept	Algebra Rules!, pp. 20-21
		Algebra Rules!, p. 38
		Algebra Rules!, pp. 18-19
		Graphing Equations, pp. 24-25
MA.8.8.G.14	Determine the y-intercept of a line from a graph and be able to explain the y-intercept	Graphing Equations, pp. 21-23
MA.8.8.G.15	Graph a line using a table of values	Ups and Downs, pp. 44-45
MA.8.8.G.16	Determine the equation of a line given the slope and the y-intercept	Graphing Equations, pp. 24-25
		Graphing Equations, pp. 21-23
		Algebra Rules!, pp. 20-21
		Algebra Rules!, p. 38
		Algebra Rules!, pp. 18-19
MA.8.8.G.17	Graph a line from an equation in slope-intercept form (y = mx + b)	
MA.8.8.G.18	Solve systems of equations graphically (only linear, integral solutions, y = mx + b format, no vertical/horizontal lines)	Graphing Equations, pp. 39-41
MA.8.8.G.19	Graph the solution set of an inequality on a number line	
MA.8.8.G.20	Distinguish between linear and nonlinear equations $ax^2 + bx + c$; a=1 (only graphically)	Algebra Rules!, pp. 20-21
		Algebra Rules!, p. 38
		Algebra Rules!, pp. 18-19
		Algebra Rules!, pp.16-17

		Algebra Rules!, pp.13-15
		Algebra Rules!, pp. 26-28
		Algebra Rules!, p. 29
MA.8.8.G.21	Recognize the characteristics of quadratics in tables, graphs, equations, and situations	Ups and Downs, p. 38
		Ups and Downs, p. 36
		Ups and Downs, pp. 44-45
		Ups and Downs, p. 37
MA.8.	**Measurement**	
	Students will determine what can be measured and how, using appropriate methods and formulas.	
	Units of Measurement	
MA.8.8.M.1	Solve equations/proportions to convert to equivalent measurements within metric and customary measurement systems Note: Also allow Fahrenheit to Celsius and vice versa.	Revisiting Numbers, p. 1

Harlem Success Charter School
Science Curriculum
Grades K - 5

(Please note that the Key Ideas and Performance Indicators
are based on the New York State Science Core Curriculum,
http://www.emsc.nysed.gov/ciai/mst/pub/elecoresci.pdf)

Science process skills should be based on a series of discoveries. Students learn most effectively when they have a central role in the discovery process. To that end, NY Standards 1, 2, 6, and 7 incorporate in the Elementary Science Core Curriculum a student-centered, problem-solving approach to intermediate science.

Beginning Level Science			
Kindergarten			
Standard 1: Students will use mathematical analysis, scientific inquiry, and engineering design, as appropriate, to pose questions, seek answers, and develop solutions.			
Key ideas	**Performance Indicators**	**Harlem Success Academy Curriculum Units**	**Major Understandings/ Concepts Covered**
Mathematical Analysis: Abstraction and symbolic representation are used to communicate mathematically	Students use special mathematical notation and symbolism to communicate in mathematics and to compare and describe quantities, express relationships, and relate mathematics to their immediate environment.	Flower, Fruits, and Seeds/ 5 Senses	Use plus, minus, greater than, less than, equal to, multiplication, and division signs
		Flower, Fruits, and Seeds/ 5 Senses	Select the appropriate operation to solve mathematical problems
		Flower, Fruits, and Seeds/ 5 Senses	Apply mathematical skills to describe the natural world
Mathematical Analysis: Deductive and inductive reasoning are used to reach mathematical conclusions.	Students use simple logical reasoning to develop conclusions, recognizing that patterns and relationships present in the environment assist them in reaching these conclusions.	Balls and Ramps/ Fabric/ Earthworms	Explain verbally, graphically, or in writing the reasoning used to develop mathematical conclusions
		Balls and Ramps/ Fabric/ Earthworms	Explain verbally, graphically, or in writing patterns and relationships observed in the physical and living environment
Mathematical Analysis: Critical thinking skills are used in the solution of mathematical problems.	Students explore and solve problems generated from school, home, and community situations, using concrete objects or manipulative materials when possible.	Balls and Ramps/ Fabric/ Earthworms/ Hamsters	Identify appropriate scientific tools, such as metric rulers, spring scale, pan balance, graph paper, thermometers [Fahrenheit and Celsius], graduated cylinder to solve problems about the natural world
Scientific Inquiry: The central purpose of scientific inquiry is to develop explanations of natural phenomena in a continuing, creative process.	Students ask "why" questions in attempts to seek greater understanding concerning objects and events they have observed and heard about.	5 Senses/ Flowers, Fruits, and Seeds/ Trees/ Earthworms/ Hamsters/ Balls and Ramps	Observe and discuss objects and events
			Articulate questions based on observations
	Students question the explanations they hear from others and read about, seeking clarification and comparing them with their own observations and understandings	5 Senses/ Flowers, Fruits, and Seeds/ Trees/ Earthworms/ Hamsters/ Balls and Ramps	Identify similarities and differences between explanations received from others or in print and personal observations or understandings

Key ideas	Performance Indicators	Harlem Success Academy Curriculum Units	Major Understandings/ Concepts Covered
	Students develop relationships among observations to construct descriptions of objects and events and to form their own tentative explanations of what they have observed	5 Senses/ Flowers, Fruits, and Seeds/ Trees/ Earthworms/ Hamsters/ Balls and Ramps	Express a tentative explanation or description which can be tested
Scientific Inquiry: Beyond the use of reasoning and consensus, scientific inquiry involves the testing of proposed explanations involving the use of conventional techniques and procedures and usually requiring considerable ingenuity.	Students develop written plans for exploring phenomena or for evaluating explanations guided by questions or proposed explanations that they have helped formulate.	Flowers, Fruits, and Seeds/ Trees/ Earthworms/ Hamsters/ Balls and Ramps	Identify and select materials to be used and steps to follow to conduct the investigation

Key ideas	Performance Indicators	Harlem Success Academy Curriculum Units	Major Understandings/ Concepts Covered
	Students share their research plans with others and revise them based on their suggestions	Flowers, Fruits, and Seeds/ Trees/ Earthworms/ Hamsters/ Balls and Ramps	Explain the steps of a plan to others, actively listening to their suggestions for possible modification of the plan, seeking clarification and understanding of the suggestions and modifying the plan where appropriate
	Students carry out their plans for exploring phenomena through direct observation and through the use of simple instruments that permit measurements of quantities, such as length, mass, volume, temperature, and time	Flowers, Fruits, and Seeds/ Trees/ Earthworms/ Hamsters/ Balls and Ramps	Use appropriate "inquiry and process skills" to collect data
		Flowers, Fruits, and Seeds/ Trees/ Earthworms/ Hamsters/ Balls and Ramps	Record observations accurately and concisely
Scientific Inquiry: The observations made while testing proposed explanations, when analyzed using conventional and invented methods, provide new insights into phenomena	Students organize observations and measurements of objects and events through classification and the preparation of simple charts and tables	5 Senses/ Flowers, Fruits, and Seeds/ Trees/ Erthworms/ Hamsters/ Balls and Ramps/ Fabrics	Accurately transfer data from a science journal or notes to appropriate graphic organizer
	Students interpret organized observations and measurements, recognizing simple patterns, sequences, and relationships.	5 Senses/ Flowers, Fruits, and Seeds/ Trees/ Erthworms/ Hamsters/ Balls and Ramps/ Fabrics	State, orally and in writing, any inferences or generalizations indicated by the data collected
	Students share their findings with others and actively seek their interpretations and ideas	5 Senses/ Flowers, Fruits, and Seeds/ Trees/ Erthworms/ Hamsters/ Balls and Ramps/ Fabrics	Explain their findings to others, and actively listen to suggestions for possible interpretations and ideas
		5 Senses/ Flowers, Fruits, and Seeds/ Trees/ Erthworms/ Hamsters/ Balls and Ramps/ Fabrics	State, orally and in writing, any inferences or generalizations indicated by the data, with appropriate modifications of their original prediction/explanation
		5 Senses/ Flowers, Fruits, and Seeds/ Trees/ Erthworms/ Hamsters/ Balls	State, orally and in writing, any new questions that arise from their investigation
Engineering Design: Engineering design is an iterative process involving modeling and optimization (finding the best solution within given constraints); this process is used to develop technological solutions to problems within given constraints	Students engage in the following steps in a design process: describe objects, imaginary or real, that might be modeled or made differently and suggest ways in which the objects can be changed, fixed, or improved	Balls and Ramps	Identify a simple/common object which might be improved and state the purpose of the improvement
		Balls and Ramps	Identify features of an object that help or hinder the performance of the object

Key ideas	Performance Indicators	Harlem Success Academy Curriculum Units	Major Understandings/ Concepts Covered
		Balls and Ramps	Suggest ways the object can be made differently, fixed, or improved within given constraints
		Balls and Ramps	Identify appropriate questions to ask about the design of an object
		Balls and Ramps	Identify the appropriate resources to use to find out about the design of an object
		Balls and Ramps	Describe prior designs of the object
		Balls and Ramps	List possible solutions, applying age-appropriate math and science skills
		Balls and Ramps	Develop and apply criteria to evaluate possible solutions

Key ideas	Performance Indicators	Harlem Success Academy Curriculum Units	Major Understandings/ Concepts Covered
		Balls and Ramps	Select a solution consistent with given constraints and explain why it was chosen
		Balls and Ramps	Create a grade-appropriate graphic or plan listing all materials needed, showing sizes of parts, indicating how things will fit together, and detailing steps for assembly
		Balls and Ramps	Build a model of the object, modifying the plan as necessary
		Balls and Ramps	Determine a way to test the finished solution or model
		Balls and Ramps	Perform the test and record the results, numerically and/or graphically
		Balls and Ramps	Analyze results and suggest how to improve the solution or model, using oral, graphic, or written formats
Standard 2: Students will access, generate, process, and transfer information using appropriate technologies.			
Key ideas	**Performance Indicators**	**Harlem Success Academy Curriculum Units**	**Major Understandings/ Concepts Covered**
Information technology is used to retrieve, process, and communicate information and as a tool to enhance learning	Students use a variety of equipment and software packages to enter, process, display, and communicate information in different forms using text, tables, pictures, and sound		Use computer technology, traditional paper-based resources, and interpersonal discussions to learn, do, and share in the classroom. Select appropriate hardware and software that aids in word processing, creating databases, telecommunications, graphing, data display, and other tasks. Use information technology to link the classroom to world events.
	Students telecommunicate a message to a distant location with teacher help		
	Students access needed information from printed media, electronic databases, and community resources		
Knowledge of the impacts and limitations of information systems is essential to its effective and ethical use	Students describe the uses of information systems in homes, schools, and businesses		Use a variety of media to access scientific information. Consult several sources of information and points of view before drawing conclusions. Identify and report sources in oral and written communication.
	Students understand that computers are used to store personal information.		
	Students demonstrate ability to evaluate information		
Information technology can have positive and negative impacts on society, depending upon how it is used.	Students describe the uses of information systems in homes and schools		Demonstrate an ability to critically evaluate information and misinformation. Recognize the impact of information technology on the daily life of students.

Key ideas	Performance Indicators	Harlem Success Academy Curriculum Units	Major Understandings/ Concepts Covered
	Students demonstrate an ability to evaluate information critically		

Key ideas	Performance Indicators	Harlem Success Academy Curriculum Units	Major Understandings/ Concepts Covered
Standard 4: Students will understand and apply scientific concepts, principles, and theories pertaining to the physical setting and living environment and recognize the historical development of ideas in science.			
Key ideas	**Performance Indicators**	**Harlem Success Academy Curriculum Units**	**Major Understandings/ Concepts Covered**
The Earth and celestial phenomena can be described by principles of relative motion and perspective	Students describe patterns of daily, monthly, and seasonal changes in their environment		Natural cycles and patterns include: *Earth spinning around once every 24 hours (rotation), resulting in day and night
			Humans organize time into units based on natural motions of Earth: *second, minute, hour *week,
			The Sun and other stars appear to move in a recognizable pattern both daily and seasonally.
Many of the phenomena that we observe on Earth involve interactions among components of air, water, and land.	Students describe the relationships among air, water, and land on Earth		Weather is the condition of the outside air at a particular moment
			Weather can be described and measured by: temperature, wind speed and direction, form and amount of precipitation, general sky conditions (cloudy, sunny, partly cloudy)
			Water is recycled by natural processes on Earth. *evaporation: changing of water (liquid) into water vapor (gas)

Key ideas	Performance Indicators	Harlem Success Academy Curriculum Units	Major Understandings/ Concepts Covered
			Erosion and deposition result from the interaction among air, water, and land. *interaction between air and water breaks down earth materials
			Extreme natural events (floods, fires, earthquakes, volcanic eruptions, hurricanes, tornadoes, and other severe storms) may have positive or negative impacts on living things

Key ideas	Performance Indicators	Harlem Success Academy Curriculum Units	Major Understandings/ Concepts Covered
	Students describe chemical and physical changes, including changes in states of matter		Matter exists in three states: solid, liquid, gas. *solids have a definite shape and volume *liquids do not have a definite shape but have a definite volume *gases do not hold their shape or volume
			Temperature can affect the state of matter of a substance
			Changes in the properties or materials of objects can be observed and described
Energy exists in many forms, and when these forms change energy is conserved	Students describe a variety of forms of energy (e.g., heat, chemical, light) and the changes that occur in objects when they interact with those forms of energy		Energy exists in various forms: heat, electric, sound, chemical, mechanical, light
			Energy can be transferred from one place to another
			Some materials transfer energy better than others (heat and electricity).
			Energy and matter interact: water is evaporated by the Sun's heat; a bulb is lighted by means of electrical current; a musical instrument is played to produce sound; dark colors may absorb light, light colors may reflect light

Key ideas	Performance Indicators	Harlem Success Academy Curriculum Units	Major Understandings/ Concepts Covered
			Electricity travels in a closed circuit
			Heat can be released in many ways, for example, by burning, rubbing (friction), or combining one substance with another
			Interactions with forms of energy can be either helpful or harmful
	Students observe the way one form of energy can be transformed into another form of energy present in common situations (e.g., mechanical to heat energy, mechanical to electrical energy, chemical to heat energy.)		* Content (Energy and its Forms) Everyday events involve one form of energy being changed to another.animals convert food to heat and motion *the Sun's energy warms the air and water
			Humans utilize interactions between matter and energy *chemical to electrical, light, and heat: battery and bulb *electrical to sound (e.g., doorbell buzzer)

Key ideas	Performance Indicators	Harlem Success Academy Curriculum Units	Major Understandings/ Concepts Covered
Energy and matter interact through forces that result in changes in motion.	Students describe the effects of common forces (pushes and pulls) on objects, such as those caused by gravity, magnetism, and mechanical forces.	Balls and Ramps	The position of an object can be described by locating it relative to another object or the background (e.g., on top of, next to, over, under, etc.).
		Balls and Ramps	The position or direction of motion of an object can be changed by pushing or pulling.
		Balls and Ramps	The force of gravity pulls objects toward the center of Earth
		Balls and Ramps	The amount of change in the motion of an object is affected by friction.
		Balls and Ramps	Magnetism is a force that may attract or repel certain materials
		Balls and Ramps	Mechanical energy may cause change in motion through the application of force and through the use of simple machines such as pulleys, levers, and inclined planes
	Students describe how forces can operate across distances	Balls and Ramps	The forces of gravity and magnetism can affect objects through gases, liquids, and solids
		Balls and Ramps	The force of magnetism on objects decreases as distance increases
Living things are both similar to and different from each other and from nonliving things	Students describe the characteristics of and variations between living and nonliving things	Earthworms/ Hamsters/ Trees	Animals need air, water, and food in order to live and thrive
		Trees	Plants require air, water, nutrients, and light in order to live and thrive.
		Earthworms/ Hamsters/ Trees	Nonliving things do not live and thrive
		Earthworms/ Hamsters/ Trees	Nonliving things can be human-created or naturally occurring

Key ideas	Performance Indicators	Harlem Success Academy Curriculum Units	Major Understandings/ Concepts Covered
	Students describe the life processes common to all living things	Earthworms/ Hamsters/ Trees	Living things grow, take in nutrients, breathe, reproduce, eliminate waste, and die
Organisms inherit genetic information in a variety of ways that result in continuity of structure and function between parents and offspring	Students recognize that traits of living things are both inherited and acquired or learned	Earthworms/ Hamsters/ Trees	Some traits of living things have been inherited (e.g., color of flowers and number of limbs of animals).
		Earthworms/ Hamsters/ Trees	Some characteristics result from an individual's interactions with the environment and cannot be inherited by the next generation (e.g., having scars; riding a bicycle).

Key ideas	Performance Indicators	Harlem Success Academy Curriculum Units	Major Understandings/ Concepts Covered
	Students recognize that for humans and other living things there is genetic continuity between generations	Earthworms/ Hamsters/ Trees	Plants and animals closely resemble their parents and other individuals in their species
		Earthworms/ Hamsters/ Trees	Plants and animals can transfer specific traits to their offspring when they reproduce
Individual organisms and species change over time	Students describe how the structures of plants and animals complement the environment of the plant or animal	Earthworms/ Hamsters/ Trees	Each animal has different structures that serve different functions in growth, survival, and reproduction. *wings, legs, or fins enable some animals to seek shelter and escape predators *the mouth, including teeth, jaws,
		Earthworms/ Hamsters/ Trees	Each plant has different structures that serve different functions in growth, survival, and reproduction. *roots help support the plant and take in water and nutrients *leaves help plants utilize sunlight to make food for the plant *stems, stalks, trunks, and other similar structures provide support for the plant *some plants have flowers *flowers are reproductive structures of plants that produce fruit which contains seeds *seeds contain stored food that aids in germination and the growth of young plants
			In order to survive in their environment, plants and animals must be adapted to that environment. *seeds disperse by a plant's own mechanism and/or in a variety of ways that can include wind, water, and animals *leaf, flower, stem, and root adaptations may include variations in size, shape, thickness, color, smell, and texture *animal adaptations include coloration for warning or attraction, camouflage, defense mechanisms, movement, hibernation, and migration
	Students observe that differences within a species may give individuals an advantage in surviving and reproducing	Earthworms/ Hamsters/ Trees	Individuals within a species may compete with each other for food, mates, space, water, and shelter in their environment.
		Earthworms/ Hamsters/ Trees	All individuals have variations, and because of these variations, individuals of a species may have an advantage in surviving and reproducing
The continuity of life is sustained through reproduction and development	Students describe the major stages in the life cycles of selected plants and animals	Earthworms/ Hamsters/ Trees	Plants and animals have life cycles. These may include beginning of a life, development into an adult, reproduction as an adult, and eventually death.

Key ideas	Performance Indicators	Harlem Success Academy Curriculum Units	Major Understandings/ Concepts Covered
		Earthworms/ Hamsters/ Trees	Each kind of plant goes through its own stages of growth and development that may include seed, young plant, and mature plant.
		Earthworms/ Hamsters/ Trees	The length of time from beginning of development to death of the plant is called its life span.

Key ideas	Performance Indicators	Harlem Success Academy Curriculum Units	Major Understandings/ Concepts Covered
		Earthworms/ Hamsters/ Trees	Life cycles of some plants include changes from seed to mature plant.
		Earthworms/ Hamsters/ Trees	Each generation of animals goes through changes in form from young to adult. This completed sequence of changes in form is called a life cycle. Some insects change from egg to larva to pupa to adult
		Earthworms/ Hamsters/ Trees	Each kind of animal goes through its own stages of growth and development during its life span.
		Earthworms/ Hamsters/ Trees	The length of time from an animal's birth to its death is called its life span. Life spans of different animals vary
	Students describe evidence of growth, repair, and maintenance, such as nails, hair, and bone, and the healing of cuts and bruises	Earthworms/ Hamsters/ Trees	Growth is the process by which plants and animals increase in size.
		Earthworms/ Hamsters/ Trees	Food supplies the energy and materials necessary for growth and repair
Organisms maintain a dynamic equilibrium that sustains life.	Students describe basic life functions of common living specimens (guppy, mealworm, gerbil).	Earthworms/ Hamsters/ Trees	All living things grow, take in nutrients, breathe, reproduce, and eliminate waste.
		Earthworms/ Hamsters/ Trees	An organism's external physical features can enable it to carry out life functions in its particular environment
	Students describe some survival behaviors of common living specimens	Flowers, Fruits, and Seeds/ Trees	Plants respond to changes in their environment. For example, the leaves of some green plants change position as the direction of light changes; the parts of some plants undergo seasonal changes that enable the plant to grow; seeds germinate, and leaves form and grow

Key ideas	Performance Indicators	Harlem Success Academy Curriculum Units	Major Understandings/ Concepts Covered
		Earthworms/ Hamsters	Animals respond to change in their environment, (e.g., perspiration, heart rate, breathing rate, eye blinking, shivering, and salivating).
		5 Senses/ Earthworms/ Hamsters	Senses can provide essential information (regarding danger, food, mates, etc.) to animals about their environment
		Earthworms/ Hamsters	Some animals, including humans, move from place to place to meet their needs.
		Earthworms/ Hamsters	Particular animal characteristics are influenced by changing environmental conditions including: fat storage in winter, coat thickness in winter, camouflage, shedding of fur

Key ideas	Performance Indicators	Harlem Success Academy Curriculum Units	Major Understandings/ Concepts Covered
		Earthworms/ Hamsters	Some animal behaviors are influenced by environmental conditions. These behaviors may include: nest building, hibernating, hunting, migrating, and communicating.
		Earthworms/ Hamsters/ Trees	The health, growth, and development of organisms are affected by environmental conditions such as the availability of food, air, water, space, shelter, heat, and sunlight
	Students describe the factors that help promote good health and growth in humans	5 Senses	Humans need a variety of healthy foods, exercise, and rest in order to grow and maintain good health.
			Good health habits include hand washing and personal cleanliness; avoiding harmful substances (including alcohol, tobacco, illicit drugs); eating a balanced diet; engaging in regular exercise
Plants and animals depend on each other and their physical environment	Students describe how plants and animals, including humans, depend upon each other and the nonliving environment		Green plants are producers because they provide the basic food supply for themselves and animals
		Earthworms/ Hamsters/ Trees/ Flowers, Fruits, and Seeds	All animals depend on plants. Some animals (predators) eat other animals (prey).
		Earthworms/ Hamsters	Animals that eat plants for food may in turn become food for other animals. This sequence is called a food chain
		Trees/ Flowers, Fruits, and Seeds/ Earthworms	Decomposers are living things that play a vital role in recycling nutrients
		Earthworms/ Hamsters/ Trees/ Flowers, Fruits, and Seeds	An organism's pattern of behavior is related to the nature of that organism's environment, including the kinds and numbers of other organisms present, the availability of food and other resources, and the physical characteristics of the environment

Key ideas	Performance Indicators	Harlem Success Academy Curriculum Units	Major Understandings/ Concepts Covered
		Earthworms/ Hamsters/ Trees/ Flowers, Fruits, and Seeds	When the environment changes, some plants and animals survive and reproduce, and others die or move to new locations
	Students describe the relationship of the sun as an energy source for living and nonliving cycles	Earthworms/ Hamsters/ Trees/ Flowers, Fruits, and Seeds	* Content (Living and Nonliving Things; Life Processes; Growth, Repair and Maintenance; Basic Life Functions) Plants manufacture food by utilizing air, water, and energy from the Sun.
		Earthworms/ Hamsters/ Trees/ Flowers, Fruits, and Seeds	The Sun's energy is transferred on Earth from plants to animals through the food chain.

Key ideas	Performance Indicators	Harlem Success Academy Curriculum Units	Major Understandings/ Concepts Covered
		Earthworms/ Hamsters/ Trees/ Flowers, Fruits, and Seeds	Heat energy from the Sun powers the water cycle (see Physical Science Key Idea 2).
Human decisions and activities have had a profound impact on the physical and living environment	Students identify ways in which humans have changed their environments and the effects of those changes	Trees	Humans depend on their natural and constructed environments.
		Trees	Over time humans have changed their environment by cultivating crops and raising animals, creating shelter, using energy, manufacturing goods, developing means of transportation, changing populations, and carrying out other activities
		Trees	Humans, as individuals or communities, change environments in ways that can be either helpful or harmful for themselves and other organisms

Key ideas	Performance Indicators	Harlem Success Academy Curriculum Units	Major Understandings/ Concepts Covered
Standard 6: Students will understand the relationships and common themes that connect mathematics, science, and technology and apply the themes to these and other areas of learning.			
Key ideas	**Performance Indicators**	**Harlem Success Academy Curriculum Units**	**Major Understandings/ Concepts Covered**
Through systems thinking, people can recognize the commonalities that exist among all systems and how parts of a system interrelate and combine to perform specific functions	Students observe and describe interactions among components of simple systems	Balls and Ramps	Work together to build a tower. Record stories, songs and conversation to demonstrate various scientific concepts.
	Students identify common things that can be considered to be systems (e.g., a plant population, a subway system, human beings).	Trees/ Flowers, Fruits, and Seeds	
Models are simplified representations of objects,	Students analyze, construct, and operate models in order to	Trees	
	Students discover that a model of something is different from the real thing but can be used to study the real thing	Trees	
The grouping of magnitudes of size, time, frequency, and pressures or other units of measurement into a series of relative order provides a useful way to deal with the immense range and the changes in scale that affect the behavior and design of systems	Students provide examples of natural and manufactured things that belong to the same category yet have very different sizes, weights, ages, speeds, and other measurements	Hamsters/ Flowers, Fruits, and Seeds/ Fabric	Observe that things in nature and things that people make have very different sizes, weights, and ages
	Students identify the biggest and the smallest values as well as the average value of a system when given information about its characteristics and behavior	Hamsters/ Flowers, Fruits, and Seeds/ Fabric	Recognize that almost anything has limits on how big or small it can be
Equilibrium is a state of stability due either to a lack of changes (static equilibrium) or a balance between opposing forces (dynamic equilibrium).	Students cite examples of systems in which some features stay the same while other features change	Hamsters/ Flowers, Fruits, and Seeds/ Fabric/ Earthworms	Observe that things change in some ways and stay the same in some ways. Recognize that things can change in different ways such as size, weight, color, and movement. Some small changes can be detected by taking measurements.
	Students distinguish between reasons for stability, from lack of changes to changes that counterbalance one another, to changes within cycles	Earthworms	

Key ideas	Performance Indicators	Harlem Success Academy Curriculum Units	Major Understandings/ Concepts Covered
Identifying patterns of change is necessary for making predictions about future behavior and conditions	Students use simple instruments to measure such quantities as distance, size, and weight and look for patterns in the data	Earthworms/ Flowers, Fruits, and Seeds/ Fabric/ Balls and Ramps	
In order to arrive at the best solution that meets criteria within constraints, it is often necessary to make trade-offs.	Students determine the criteria and constraints of a simple decision-making problem	Balls and Ramps	Choose the best alternative from a set of solutions under given constraints. Explain the criteria used in selecting a solution orally and in writing
	Students use simple quantitative methods, such as ratios, to compare costs to benefits of a decision problem.	Flowers, Fruits, and Seeds	
Standard 7: Students will understand the relationships and common themes that connect mathematics, science, and technology and apply the themes to these and other areas of learning.			
Key ideas	**Performance Indicators**	**Harlem Success Academy Curriculum Units**	**Major Understandings/ Concepts Covered**
The knowledge and skills of mathematics, science, and technology are used together to make informed decisions and solve problems, especially those relating to issues of science/technology/society, consumer decision-making, design, and inquiry into phenomena	Students analyze science/technology/society problems and issues that affect their home, school, or community, and carry out a remedial course of action	Trees	Work Effectively- contributing to the work of a brainstorming group, laboratory partnership, cooperative learning group, or project team; planning procedures; identifying and managing responsibilities of team members; and staying on task, whether working alone or as part of a group *Gathering and Processing Information- accessing information from printed media, electronic databases, and community resources; using the information to develop a definition of the problem and to research possible solutions *Generating and Analyzing Ideas- developing ideas for proposed solutions, investigating ideas, collecting data, and showing relationships and patterns in the data *Common Themes- observing examples of common unifying themes,
	Students make informed consumer decisions by applying knowledge about the attributes of particular products and making cost/benefit tradeoffs to arrive at an optimal choice	Fabric/ Flowers, Fruits, and Seeds/ Trees	

Key ideas	Performance Indicators	Harlem Success Academy Curriculum Units	Major Understandings/ Concepts Covered
	Students design solutions to problems involving a familiar and real context, investigate related science concepts to inform the solution, and use mathematics to model, quantify, measure, and compute	Trees	applying them to the problem, and using them to better understand the dimensions of the problem *Realizing Ideas- constructing components or models, arriving at a solution, and evaluating the results *Presenting Results- using a variety of media to present the solution and to communicate the results
	Students observe phenomena and evaluate them scientifically and mathematically by conducting a fair test of the effect of variables and using mathematical knowledge and technological tools to collect, analyze, and present data and conclusions	Balls and Ramps/ Fabric/ Flowers, Fruits, and Seeds	

Beginning Level Science

Grade 1

Standard 1: Students will use mathematical analysis, scientific inquiry, and engineering design, as appropriate, to pose questions, seek answers, and develop solutions.

Key ideas	Performance Indicators	Harlem Success Academy Curriculum Units	Major Understandings/ Concepts Covered
Mathematical Analysis: Abstraction and symbolic representation are used to communicate mathematically	Students use special mathematical notation and symbolism to communicate in mathematics and to compare and describe quantities, express relationships, and relate mathematics to their immediate environment.	Measurement	Use plus, minus, greater than, less than, equal to, multiplication, and division signs
		Measurement	Select the appropriate operation to solve mathematical problems
		Measurement	Apply mathematical skills to describe the natural world
Mathematical Analysis: Deductive and inductive reasoning are used to reach mathematical conclusions.	Students use simple logical reasoning to develop conclusions, recognizing that patterns and relationships present in the environment assist them in reaching these conclusions.	Paper Towel Testing/ Aerodynamics/ Measurement	Explain verbally, graphically, or in writing the reasoning used to develop mathematical conclusions
		Paper Towel Testing/ Aerodynamics/ Measurement	Explain verbally, graphically, or in writing patterns and relationships observed in the physical and living environment
Mathematical Analysis: Critical thinking skills are used in the solution of mathematical problems.	Students explore and solve problems generated from school, home, and community situations, using concrete objects or manipulative materials when possible.	Paper Towel Testing	* Content (Earth, Physical and Life Sciences; Questioning, Comparing) Use appropriate scientific tools, such as metric rulers, spring scale, pan balance, graph paper, thermometers [Fahrenheit and Celsius], graduated cylinder to solve problems about the natural world
Scientific Inquiry: The central purpose of scientific inquiry is to develop explanations of natural phenomena in a continuing, creative process.	Students ask "why" questions in attempts to seek greater understanding concerning objects and events they have observed and heard about.	Mealworms/ Snails/ Seed Germination/ Teeth/ Paper Towel Testing	* Content (Earth, Physical and Life Sciences; Questioning, Comparing, Observing) Observe and discuss objects and events and record observations
		Mealworms/ Snails/ Seed Germination/ Teeth/ Paper Towel Testing	Articulate appropriate questions based on observations
	Students question the explanations they hear from others and read about, seeking clarification and comparing them with their own observations and understandings	Paper Towel Testing	* Content (Earth, Physical and Life Sciences; Questioning, Comparing, Observing) Identify similarities and differences between explanations received from others or in print and personal observations or understandings

	Students develop relationships among observations to construct descriptions of objects and events and to form their own tentative explanations of what they have observed	Paper Towel Testing	* Content (Earth, Physical and Life Sciences; Questioning, Comparing, Observing) Clearly express a tentative explanation or description which can be tested

Scientific Inquiry: Beyond the use of reasoning and consensus, scientific inquiry involves the testing of proposed explanations involving the use of conventional techniques and procedures and usually requiring considerable ingenuity.	Students develop written plans for exploring phenomena or for evaluating explanations guided by questions or proposed explanations that they have helped formulate.	Seed Germination/ Paper Towel Testing	* Content (Earth, Physical and Life Sciences; Questioning, Comparing, Observing) Indicate materials to be used and steps to follow to conduct the investigation and describe how data will be recorded (journal, dates and times, etc.)
	Students share their research plans with others and revise them based on their suggestions	Seed Germination/ Paper Towel Testing	* Content (Earth, Physical and Life Sciences; Questioning, Comparing, Observing) Explain the steps of a plan to others, actively listening to their suggestions for possible modification of the plan, seeking clarification and understanding of the suggestions and modifying the plan where appropriate
	Students carry out their plans for exploring phenomena through direct observation and through the use of simple instruments that permit measurements of quantities, such as length, mass, volume, temperature, and time	Seed Germination/ Paper Towel Testing	* Content (Earth, Physical and Life Sciences; Questioning, Comparing, Observing) Use appropriate "inquiry and process skills" to collect data
		Seed Germination/ Paper Towel Testing	Record observations accurately and concisely
Scientific Inquiry: The observations made while testing proposed explanations, when analyzed using conventional and invented methods, provide new insights into phenomena	Students organize observations and measurements of objects and events through classification and the preparation of simple charts and tables	Measurements/ Paper Towel Testing/ Seed Germination	* Content (Earth, Physical and Life Sciences; Questioning, Comparing, Observing, Interpreting) Accurately transfer data from a science journal or notes to appropriate graphic organizer
	Students interpret organized observations and measurements, recognizing simple patterns, sequences, and relationships.	Measurements/ Paper Towel Testing/ Seed Germination	* Content (Earth, Physical and Life Sciences; Questioning, Comparing, Observing, Interpreting) State, orally and in writing, any inferences or generalizations indicated by the data collected
	Students share their findings with others and actively seek their interpretations and ideas	Measurements/ Paper Towel Testing/ Seed Germination	* Content (Earth, Physical and Life Sciences; Questioning, Comparing, Observing, Interpreting) Explain their findings to others, and actively listen to suggestions for possible interpretations and ideas
		Measurements/ Paper Towel Testing/ Seed Germination	State, orally and in writing, any inferences or generalizations indicated by the data, with appropriate modifications of their original prediction/explanation
		Measurements/ Paper Towel Testing/ Seed Germination	State, orally and in writing, any new questions that arise from their investigation
Engineering Design: Engineering design is an iterative process involving modeling and optimization (finding the best solution within given constraints); this process is used to develop technological solutions to problems within given constraints	Students engage in the following steps in a design process: describe objects, imaginary or real, that might be modeled or made differently and suggest ways in which the objects can be changed, fixed, or improved	Aerodynamics/ Paper Towel Testing	* Content (Earth, Physical and Life Sciences; Questioning, Comparing, Observing, Interpreting) * Content (How People Use Technology to Solve Problems) Identify a simple/common object which might be improved and state the purpose of the improvement

		Aerodynamics/ Paper Towel Testing	Identify features of an object that help or hinder the performance of the object
		Aerodynamics/ Paper Towel Testing	Suggest ways the object can be made differently, fixed, or improved within given constraints
		Aerodynamics/ Paper Towel Testing	Identify appropriate questions to ask about the design of an object
		Aerodynamics/ Paper Towel Testing	Identify the appropriate resources to use to find out about the design of an object

		Aerodynamics/ Paper Towel Testing	Describe prior designs of the object
			List possible solutions, applying age-appropriate math and science skills
			Develop and apply criteria to evaluate possible solutions
			Select a solution consistent with given constraints and explain why it was chosen
			Create a grade-appropriate graphic or plan listing all materials needed, showing sizes of parts, indicating how things will fit together, and detailing steps for assembly
			Build a model of the object, modifying the plan as necessary
			Determine a way to test the finished solution or model
			Perform the test and record the results, numerically and/or graphically
			Analyze results and suggest how to improve the solution or model, using oral, graphic, or written formats
Standard 2: Students will access, generate, process, and transfer information using appropriate technologies.			
Key ideas	**Performance Indicators**	**Harlem Success Academy Curriculum Units**	**Major Understandings/ Concepts Covered**
Information technology is used to retrieve, process, and communicate information and as a tool to enhance learning	Students use a variety of equipment and software packages to enter, process, display, and communicate information in different forms using text, tables, pictures, and sound		* Content (Choose Appropriate Resources for Technology Systems) Use computer technology, traditional paper-based resources, and interpersonal discussions to learn, do, and share in the classroom.
	Students telecommunicate a message to a distant location with teacher help		
	Students access needed information from printed media, electronic databases, and community resources		
Knowledge of the impacts and limitations of information systems is essential to its effective and ethical use	Students describe the uses of information systems in homes, schools, and businesses		* Content (Choose Appropriate Resources for Technology Systems) Use a variety of media to access scientific information. Consult several sources of information and points of view before drawing conclusions.
	Students understand that computers are used to store personal information.		
	Students demonstrate ability to evaluate information		

Information technology can have positive and negative impacts on society, depending upon how it is used.	Students describe the uses of information systems in homes and schools		* Content (Choose Appropriate Resources for Technology Systems) Distinguish fact from fiction (presenting opinion as fact is contrary to the scientific process). Demonstrate an ability to critically evaluate information and misinformation.
	Students demonstrate an ability to evaluate information critically		

Standard 4: Students will understand and apply scientific concepts, principles, and theories pertaining to the physical setting and living environment and recognize the historical development of ideas in science.			
Key ideas	**Performance Indicators**	**Harlem Success Academy Curriculum Units**	**Major Understandings/ Concepts Covered**
The Earth and celestial phenomena can be described by principles of relative motion and perspective	Students describe patterns of daily, monthly, and seasonal changes in their environment	Mealworms/ Seed Germination	* Content (Cycles and Patterns) Natural cycles and patterns include: *Earth spinning around once every 24 hours (rotation), resulting in day and night
			Humans organize time into units based on natural motions of Earth: *second, minute, hour *week,
			The Sun and other stars appear to move in a recognizable pattern both daily and seasonally.
Many of the phenomena that we observe on Earth involve interactions among components of air, water, and land.	Students describe the relationships among air, water, and land on Earth	Seed Germination	* Content (Cycles and Patterns; Earth Changes Over Time) Weather is the condition of the outside air at a particular moment
			Weather can be described and measured by: temperature, wind speed and direction, form and amount of precipitation, general sky conditions (cloudy, sunny, partly cloudy)
			Water is recycled by natural processes on Earth. *evaporation: changing of water (liquid) into water vapor (gas)
			Erosion and deposition result from the interaction among air, water, and land. *interaction between air and water breaks down earth materials
			Extreme natural events (floods, fires, earthquakes, volcanic eruptions, hurricanes, tornadoes, and other severe storms) may have positive or negative impacts on living things
Matter is made up of particles whose properties determine the observable characteristics of matter and its reactivity	Students observe and describe properties of materials using appropriate tools		* Content (Properties of Matter) Matter takes up space and has mass. Two objects cannot occupy the same place at the same time.

			Matter has properties (color, hardness, odor, sound, taste, etc.) that can be observed through the senses.
		Measurement	Objects have properties that can be observed, described, and/or measured: length, width, volume, size, shape, mass or weight, temperature, texture, flexibility, reflectiveness of light

		Measurement	Measurements can be made with standard metric units and nonstandard units. (Note: Exceptions to the metric system usage are found in meteorology.)
			The material(s) an object is made up of determine some specific properties of the object (sink/float, conductivity, magnetism). Properties can be observed or measured with tools such as hand lenses, metric rulers, thermometers, balances, magnets, circuit
		Seed Germination/ Bones and Dinosaurs	Objects and/or materials can be sorted or classified according to their properties.
		Aerodynamics/ Paper Towel Testing	Some properties of an object are dependent on the conditions of the present surroundings in which the object exists. For example: *temperature - hot or cold
	Students describe chemical and physical changes, including changes in states of matter		* Content (Properties of Matter; State of Matter) Matter exists in three states: solid, liquid, gas. *solids have a definite shape and volume *liquid
			Temperature can affect the state of matter of a substance
			Changes in the properties or materials of objects can be observed and described
Energy exists in many forms, and when these forms change energy is conserved	Students describe a variety of forms of energy (e.g., heat, chemical, light) and the changes that occur in objects when they interact with those forms of energy	Seed Germination	* Content (Energy and its Forms and Forces) Energy exists in various forms: heat, electric, sound, chemical, mechanical, light
			Energy can be transferred from one place to another
			Some materials transfer energy better than others (heat and electricity).
		Seed Germination	Energy and matter interact: water is evaporated by the Sun's heat; a bulb is lighted by means of electrical current; a musical instrument is played to produce sound; dark colors may absorb light, light colors may reflect light
			Electricity travels in a closed circuit
			Heat can be released in many ways, for example, by burning, rubbing (friction), or combining one substance with another

			Interactions with forms of energy can be either helpful or harmful
	Students observe the way one form of energy can be transformed into another form of energy present in common situations (e.g., mechanical to heat energy, mechanical to electrical energy, chemical to heat energy.)		* Content (Energy and its Forms and Forces) Everyday events involve one form of energy being changed to another.animals convert food to heat and motion *the Sun's energy warms the air and water

			Humans utilize interactions between matter and energy *chemical to electrical, light, and heat: battery and bulb
Energy and matter interact through forces that result in changes in motion.	Students describe the effects of common forces (pushes and pulls) on objects, such as those caused by gravity, magnetism, and mechanical forces.	Aerodynamics	* Content (Energy and its Forms and Forces; Force and Motion) The position of an object can be described by locating it relative to another object or the background (e.g., on top of, next to, over, under, etc.).
		Aerodynamics	The position or direction of motion of an object can be changed by pushing or pulling.
		Aerodynamics	The force of gravity pulls objects toward the center of Earth
		Aerodynamics	The amount of change in the motion of an object is affected by friction.
		Aerodynamics	Magnetism is a force that may attract or repel certain materials
		Aerodynamics	Mechanical energy may cause change in motion through the application of force and through the use of simple machines such as pulleys, levers, and inclined planes
	Students describe how forces can operate across distances	Aerodynamics	* Content (Force and Motion) The forces of gravity and magnetism can affect objects through gases, liquids, and solids
		Aerodynamics	The force of magnetism on objects decreases as distance increases
Living things are both similar to and different from each other and from nonliving things	Students describe the characteristics of and variations between living and nonliving things	Mealworms/ Snails/ Bones and Dinosaurs	* Content (Plants and Animals have Similarities Such as Their Basic Needs, Ability to Grow, Change and Die) Animals need air, water, and food in order to live and thrive
		Seed Germination	Plants require air, water, nutrients, and light in order to live and thrive.
		Mealworms/ Snails/ Bones and Dinosaurs	Nonliving things do not live and thrive
		Mealworms/ Snails/ Bones and Dinosaurs/ Seed Germination	Nonliving things can be human-created or naturally occurring
	Students describe the life processes common to all living things	Mealworms/ Snails/ Seed Germination	* Content (Plants and Animals have Similarities Such as Their Basic Needs, Ability to Grow, Change and Die) Living things grow, take in nutrients, breathe, reproduce, eliminate waste, and die

Organisms inherit genetic information in a variety of ways that result in continuity of structure and function between parents and offspring	Students recognize that traits of living things are both inherited and acquired or learned	Mealworms/ Snails	* Content (Plants and Animals have Similarities Such as Their Basic Needs, Ability to Grow, Change and Die; Plant and Animal Structures) Some traits of living things have been inherited (e.g., color of flowers and number of limbs of animals).
		Mealworms/ Snails	Some characteristics result from an individual's interactions with the environment and cannot be inherited by the next generation (e.g., having scars; riding a bicycle).

	Students recognize that for humans and other living things there is genetic continuity between generations	Mealworms/ Snails	* Content (Plants and Animals have Similarities Such as Their Basic Needs, Ability to Grow, Change and Die; Plant and Animal Structures) Plants and animals closely resemble their parents and other individuals in their species
			Plants and animals can transfer specific traits to their offspring when they reproduce
Individual organisms and species change over time	Students describe how the structures of plants and animals complement the environment of the plant or animal	Seed Germination	* Content (Animals and Plants have Structures that Help Them Meet Their Needs) Each animal has different structures that serve different functions in growth, survival, and reproduction. *wings, legs, or fins enable some animals to seek shelter and escape predators
		Seed Germination	Each plant has different structures that serve different functions in growth, survival, and reproduction. *roots help support the plant and take in water and nutrients
		Seed Germination	In order to survive in their environment, plants and animals must be adapted to that environment. *seeds disperse by a plant's own mechanism and/or in a variety of ways that can in
	Students observe that differences within a species may give individuals an advantage in surviving and reproducing	Mealworms/ Seed Germination	* Content (Animals and Plants have Structures that Help Them Meet Their Need; Animals and Plants Must Adapt to Their Environment in Order to Survive.) Individuals within a species may compete with each other for food, mates, space, water, and shelter in their environment.
		Mealworms/ Seed Germination	All individuals have variations, and because of these variations, individuals of a species may have an advantage in surviving and reproducing
The continuity of life is sustained through reproduction and development	Students describe the major stages in the life cycles of selected plants and animals	Mealworms/ Seed Germination/ Snails	* Content (Life Cycles of Organisms) Plants and animals have life cycles. These may include beginning of a life, development into an adult, reproduction as an adult, and eventually death.
		Seed Germination	Each kind of plant goes through its own stages of growth and development that may include seed, young plant, and mature plant.
		Seed Germination	The length of time from beginning of development to death of the plant is called its life span.
		Seed Germination	Life cycles of some plants include changes from seed to mature plant.

		Mealworms/ Snails	Each generation of animals goes through changes in form from young to adult. This completed sequence of changes in form is called a life cycle. Some insects change from egg to larva to pupa to adult
		Mealworms/ Snails	Each kind of animal goes through its own stages of growth and development during its life span.
		Mealworms/ Snails	The length of time from an animal's birth to its death is called its life span. Life spans of different animals vary

	Students describe evidence of growth, repair, and maintenance, such as nails, hair, and bone, and the healing of cuts and bruises	Teeth/ Mealworms	* Content (Life Cycles of Organisms; Growth of Organisms) Growth is the process by which plants and animals increase in size.
		Teeth/ Mealworms	Food supplies the energy and materials necessary for growth and repair
Organisms maintain a dynamic equilibrium that sustains life.	Students describe basic life functions of common living specimens (guppy, mealworm, gerbil).	Mealworms/ Snails/ Seed Germination	* Content (All Organisms have Basic Life Functions) All living things grow, take in nutrients, breathe, reproduce, and eliminate waste.
		Mealworms/ Snails/ Seed Germination	An organism's external physical features can enable it to carry out life functions in its particular environment
	Students describe some survival behaviors of common living specimens	Mealworms/ Snails/ Seed Germination	* Content (Survival Behavior of Organisms) Plants respond to changes in their environment. For example, the leaves of some green plants change position as the direction of light changes; the parts of some plants undergo seasonal changes that enable the plant to grow; seeds germinate
		Mealworms/ Snails/ Seed Germination	Animals respond to change in their environment, (e.g., perspiration, heart rate, breathing rate, eye blinking, shivering, and salivating).
		Mealworms/ Snails/ Seed Germination	Senses can provide essential information (regarding danger, food, mates, etc.) to animals about their environment
		Mealworms/ Snails/ Seed Germination	Some animals, including humans, move from place to place to meet their needs.
		Mealworms/ Snails/ Seed Germination	Particular animal characteristics are influenced by changing environmental conditions including: fat storage in winter, coat thickness in winter, camouflage, shedding of fur
		Mealworms/ Snails/ Seed Germination	Some animal behaviors are influenced by environmental conditions. These behaviors may include: nest building, hibernating, hunting, migrating, and communicating.
		Mealworms/ Snails/ Seed Germination	The health, growth, and development of organisms are affected by environmental conditions such as the availability of food, air, water, space, shelter, heat, and sunlight
	Students describe the factors that help promote good health and growth in humans	Teeth	* Content (Health and Growth in Humans) Humans need a variety of healthy foods, exercise, and rest in order to grow and maintain good health.

		Teeth	Good health habits include hand washing and personal cleanliness; avoiding harmful substances (including alcohol, tobacco, illicit drugs); eating a balanced diet; engaging in regular exercise
Plants and animals depend on each other and their physical environment	Students describe how plants and animals, including humans, depend upon each other and the nonliving environment	Seed Germination	* Content (Interdependence of Plants and Animals) Green plants are producers because they provide the basic food supply for themselves and animals
		Mealworms/ Snails	All animals depend on plants. Some animals (predators) eat other animals (prey).

		Mealworms/ Snails	Animals that eat plants for food may in turn become food for other animals. This sequence is called a food chain
		Mealworms/ Snails	Decomposers are living things that play a vital role in recycling nutrients
		Mealworms/ Snails	An organism's pattern of behavior is related to the nature of that organism's environment, including the kinds and numbers of other organisms present, the availability of food and other resources, and the physical characteristics of the environment
		Mealworms/ Snails	When the environment changes, some plants and animals survive and reproduce, and others die or move to new locations
	Students describe the relationship of the sun as an energy source for living and nonliving cycles	Seed Germination	* Content (The Sun is a Source of Energy) Plants manufacture food by utilizing air, water, and energy from the Sun.
		Seed Germination	The Sun's energy is transferred on Earth from plants to animals through the food chain.
		Seed Germination	Heat energy from the Sun powers the water cycle (see Physical Science Key Idea 2).
Human decisions and activities have had a profound impact on the physical and living environment	Students identify ways in which humans have changed their environments and the effects of those changes		* Content (Human Impact on Environment) Humans depend on their natural and constructed environments.
			Over time humans have changed their environment by cultivating crops and raising animals, creating shelter, using energy, manufacturing goods, developing means of transportation, changing populations, and carrying out other activities
			Humans, as individuals or communities, change environments in ways that can be either helpful or harmful for themselves and other organisms

Standard 6: Students will understand the relationships and common themes that connect mathematics, science, and technology and apply the themes to these and other areas of learning.

Key ideas	Performance Indicators	Harlem Success Academy Curriculum Units	Major Understandings/ Concepts Covered
Through systems thinking, people can recognize the commonalities that exist among all systems and how parts of a system interrelate and combine to perform specific functions	Students observe and describe interactions among components of simple systems		* Content (Using Systems to Solve Problems; How People Use Technology to Solve Problems) Work together to build a tower. Record stories, songs and conversation to demonstrate various scientific concepts.
	Students identify common things that can be considered to be systems (e.g., a plant population, a subway system, human beings).		
Models are simplified representations of objects, structures, or systems used in analysis, explanation, interpretation, or design	Students analyze, construct, and operate models in order to discover attributes of the real thing		
	Students discover that a model of something is different from the real thing but can be used to study the real thing		
The grouping of magnitudes of size, time, frequency, and pressures or other units of measurement into a series of relative order provides a useful way to deal with the immense range and the changes in scale that affect the behavior and design of systems	Students provide examples of natural and manufactured things that belong to the same category yet have very different sizes, weights, ages, speeds, and other measurements	Paper Towel Testing/ Snails/ Mealworms	* Content (Earth, Physical and Life Sciences; Questioning, Comparing, Observing) * Content (Using Systems to Solve Problems) Observe that things in nature and things that people make have very different sizes, weights, and ages
	Students identify the biggest and the smallest values as well as the average value of a system when given information about its characteristics and behavior	Snails/ Mealworms	* Content (Earth, Physical and Life Sciences; Questioning, Comparing, Observing) * Content (Using Systems to Solve Problems) Recognize that almost anything has limits on how big or small it can be
Equilibrium is a state of stability due either to a lack of changes (static equilibrium) or a balance between opposing forces (dynamic equilibrium).	Students cite examples of systems in which some features stay the same while other features change		* Content (Earth, Physical and Life Sciences; Questioning, Comparing, Observing) * Content (Using Systems to Solve Problems) Observe that things change in some ways and stay the same in some ways. Recognize that things can change in different ways such as size, weight, color, and movement. Some small changes can be detected by taking measurements.
	Students distinguish between reasons for stability, from lack of changes to changes that counterbalance one another, to changes within cycles	Mealworms	

Identifying patterns of change is necessary for making predictions about future behavior and conditions	Students use simple instruments to measure such quantities as distance, size, and weight and look for patterns in the data	Measurements	
In order to arrive at the best solution that meets criteria within constraints, it is often necessary to make trade-offs.	Students determine the criteria and constraints of a simple decision-making problem		* Content (Earth, Physical and Life Sciences; Questioning, Comparing, Observing) * Content (Using Systems to Solve Problems) Choose the best alternative from a set of solutions under given constraints. Explain the criteria used in selecting a solution orally and in writing.

	Students use simple quantitative methods, such as ratios, to compare costs to benefits of a decision problem.	Paper Towel Testing	
Standard 7: Students will understand the relationships and common themes that connect mathematics, science, and technology and apply the themes to these and other areas of learning.			
Key ideas	**Performance Indicators**	**Harlem Success Academy Curriculum Units**	**Major Understandings/ Concepts Covered**
The knowledge and skills of mathematics, science, and technology are used together to make informed decisions and solve problems, especially those relating to issues of science/technology/society, consumer decision-making, design, and inquiry into phenomena	Students analyze science/technology/society problems and issues that affect their home, school, or community, and carry out a remedial course of action		* Content (Using Systems to Solve Problems; How People Use Technology to Solve Problems) * Content (Problem Solving) Work Effectively- contributing to the work of a brainstorming group, laboratory partnership, cooperative learning group, or project team; planning procedures; identifying and managing responsibilities of team members; and staying on task, whether working alone or as part of a group *Gathering and Processing Information- accessing information from printed media, electronic databases, and community resources; using the information to develop a definition of the problem and to research possible solutions *Generating and Analyzing Ideas- developing ideas for proposed solutions, investigating ideas, collecting data, and showing relationships and patterns in the data *Common Themes- observing examples of common unifying themes, applying them to the problem, and using them to better understand the dimensions of the problem *Realizing Ideas- constructing components or models, arriving at a solution, and evaluating the results *Presenting Results- using a variety of media to present the solution and to communicate the results
	Students make informed consumer decisions by applying knowledge about the attributes of particular products and making cost/benefit tradeoffs to arrive at an optimal choice		
	Students design solutions to problems involving a familiar and real context, investigate related science concepts to inform the solution, and use mathematics to model, quantify, measure, and compute		
	Students observe phenomena and evaluate them scientifically and mathematically by conducting a fair test of the effect of variables and using mathematical knowledge and technological tools to collect, analyze, and present data and conclusions		

Solving interdisciplinary problems involves a variety of skills and strategies, including effective work habits; gathering and processing information; generating and analyzing ideas; realizing ideas; making connections among the common themes of mathematics, science, and technology; and presenting results.			

Beginning Level Science			
Grade 2			
Standard 1: Students will use mathematical analysis, scientific inquiry, and engineering design, as appropriate, to pose questions, seek answers, and develop solutions.			
Key ideas	**Performance Indicators**	**Harlem Success Academy Curriculum Units**	**Major Understandings/ Concepts Covered**
Mathematical Analysis: Abstraction and symbolic representation are used to communicate mathematically	Students use special mathematical notation and symbolism to communicate in mathematics and to compare and describe quantities, express relationships, and relate mathematics to their immediate environment.		Use plus, minus, greater than, less than, equal to, multiplication, and division signs
			Select the appropriate operation to solve mathematical problems
			Apply mathematical skills to describe the natural world
Mathematical Analysis: Deductive and inductive reasoning are used to reach mathematical conclusions.	Students use simple logical reasoning to develop conclusions, recognizing that patterns and relationships present in the environment assist them in reaching these conclusions.	Sink and Float	Explain verbally, graphically, or in writing the reasoning used to develop mathematical conclusions
		Sink and Float	Explain verbally, graphically, or in writing patterns and relationships observed in the physical and living environment
Mathematical Analysis: Critical thinking skills are used in the solution of mathematical problems.	Students explore and solve problems generated from school, home, and community situations, using concrete objects or manipulative materials when possible.	Sink and Float/ Light and Shadows/ Rocks and Minerals	Use appropriate scientific tools, such as metric rulers, spring scale, pan balance, graph paper, thermometers [Fahrenheit and Celsius], graduated cylinder to solve problems about the natural world
Scientific Inquiry: The central purpose of scientific inquiry is to develop explanations of natural phenomena in a continuing, creative process.	Students ask "why" questions in attempts to seek greater understanding concerning objects and events they have observed and heard about.	Sink and Float/ Light and Shadows/ Rocks and Minerals/ Crickets/ Insects/ Plant Requirements/ Sound	Observe and discuss objects and events and record observations
		Sink and Float/ Light and Shadows/ Rocks and Minerals/ Crickets/ Insects/ Plant	Articulate appropriate questions based on observations
	Students question the explanations they hear from others and read about, seeking clarification and comparing them with their own observations and understandings	Sink and Float/ Light and Shadows/ Rocks and Minerals/ Crickets/ Insects/ Plant Requirements/ Sound	Identify similarities and differences between explanations received from others or in print and personal observations or understandings

	Students develop relationships among observations to construct descriptions of objects and events and to form their own tentative explanations of what they have observed	Sink and Float/ Light and Shadows/ Rocks and Minerals/ Crickets/ Insects/ Plant Requirements/ Sound	Clearly express a tentative explanation or description which can be tested

Scientific Inquiry: Beyond the use of reasoning and consensus, scientific inquiry involves the testing of proposed explanations involving the use of conventional techniques and procedures and usually requiring considerable ingenuity.	Students develop written plans for exploring phenomena or for evaluating explanations guided by questions or proposed explanations that they have helped formulate.	Sink and Float/ Light and Shadows/ Rocks and Minerals/ Crickets/ Insects/ Plant Requirements/ Sound	Indicate materials to be used and steps to follow to conduct the investigation and describe how data will be recorded (journal, dates and times, etc.)
	Students share their research plans with others and revise them based on their suggestions	Sink and Float/ Light and Shadows/ Rocks and Minerals/ Crickets/ Insects/ Plant Requirements/ Sound	Explain the steps of a plan to others, actively listening to their suggestions for possible modification of the plan, seeking clarification and understanding of the suggestions and modifying the plan where appropriate
	Students carry out their plans for exploring phenomena through direct observation and through the use of simple instruments that permit measurements of quantities, such as length, mass, volume, temperature, and time	Sink and Float/ Light and Shadows/ Rocks and Minerals/ Crickets/ Insects/ Plant Requirements/ Sound	Use appropriate "inquiry and process skills" to collect data
		Sink and Float/ Light and Shadows/ Rocks and Minerals/	Record observations accurately and concisely
Scientific Inquiry: The observations made while testing proposed explanations, when analyzed using conventional and invented methods, provide new insights into phenomena	Students organize observations and measurements of objects and events through classification and the preparation of simple charts and tables	Sink and Float/ Light and Shadows/ Rocks and Minerals/ Crickets/ Insects/ Plant Requirements/ Sound	Accurately transfer data from a science journal or notes to appropriate graphic organizer
	Students interpret organized observations and measurements, recognizing simple patterns, sequences, and relationships.	Sink and Float/ Light and Shadows/ Rocks and Minerals/ Crickets/ Insects/ Plant Requirements/ Sound	State, orally and in writing, any inferences or generalizations indicated by the data collected
	Students share their findings with others and actively seek their interpretations and ideas MST1.E.SI3C:	Sink and Float/ Light and Shadows/ Rocks and Minerals/ Crickets/ Insects/ Plant Requirements/ Sound	Explain their findings to others, and actively listen to suggestions for possible interpretations and ideas
			State, orally and in writing, any inferences or generalizations indicated by the data, with appropriate modifications of their original prediction/explanation
			State, orally and in writing, any new questions that arise from their investigation
Engineering Design: Engineering design is an iterative process involving modeling and optimization (finding the best solution within given constraints); this process is used to develop technological solutions to problems within given constraints	Students engage in the following steps in a design process: describe objects, imaginary or real, that might be modeled or made differently and suggest ways in which the objects can be changed, fixed, or improved	Sink and Float	Identify a simple/common object which might be improved and state the purpose of the improvement
		Sink and Float	Identify features of an object that help or hinder the performance of the object
		Sink and Float	Suggest ways the object can be made differently, fixed, or improved within given constraints

		Sink and Float	Identify appropriate questions to ask about the design of an object
		Sink and Float	Identify the appropriate resources to use to find out about the design of an object
		Sink and Float	Describe prior designs of the object
		Sink and Float	List possible solutions, applying age-appropriate math and science skills

		Sink and Float	Develop and apply criteria to evaluate possible solutions
		Sink and Float	Select a solution consistent with given constraints and explain why it was chosen
		Sink and Float	Create a grade-appropriate graphic or plan listing all materials needed, showing sizes of parts, indicating how things will fit together, and detailing steps for assembly
		Sink and Float	Build a model of the object, modifying the plan as necessary
		Sink and Float	Determine a way to test the finished solution or model
		Sink and Float	Perform the test and record the results, numerically and/or graphically
		Sink and Float	Analyze results and suggest how to improve the solution or model, using oral, graphic, or written formats
Standard 2: Students will access, generate, process, and transfer information using appropriate technologies.			
Key ideas	**Performance Indicators**	**Harlem Success Academy Curriculum Units**	**Major Understandings/ Concepts Covered**
Information technology is used to retrieve, process, and communicate information and as a tool to enhance learning	Students use a variety of equipment and software packages to enter, process, display, and communicate information in different forms using text, tables, pictures, and sound	Sound	Use computer technology, traditional paper-based resources, and interpersonal discussions to learn, do, and share in the classroom.
	Students telecommunicate a message to a distant location with teacher help	Sound	
	Students access needed information from printed media, electronic databases, and community resources	Rocks and Minerals	
Knowledge of the impacts and limitations of information systems is essential to its effective and ethical use	Students describe the uses of information systems in homes, schools, and businesses		Use a variety of media to access scientific information. Consult several sources of information and points of view before drawing conclusions.
	Students understand that computers are used to store personal information.		
	Students demonstrate ability to evaluate information		
Information technology can have positive and negative impacts on society, depending upon how it is used.	Students describe the uses of information systems in homes and schools		Demonstrate an ability to critically evaluate information and misinformation
	Students demonstrate an ability to evaluate information critically		

Standard 4: Students will understand and apply scientific concepts, principles, and theories pertaining to the physical setting and living environment and recognize the historical development of ideas in science.			
Key ideas	**Performance Indicators**	**Harlem Success Academy Curriculum Units**	**Major Understandings/ Concepts Covered**
The Earth and celestial phenomena can be described by principles of relative motion and perspective	Students describe patterns of daily, monthly, and seasonal changes in their environment	Light and Shadow	Natural cycles and patterns include: *Earth spinning around once every 24 hours (rotation), resulting in day and night
			Humans organize time into units based on natural motions of Earth: *second, minute, hour *week,
			The Sun and other stars appear to move in a recognizable pattern both daily and seasonally.
Many of the phenomena that we observe on Earth involve interactions among components of air, water, and land.	Students describe the relationships among air, water, and land on Earth	Plant Requirements	Weather is the condition of the outside air at a particular moment
			Weather can be described and measured by: temperature, wind speed and direction, form and amount of precipitation, general sky conditions (cloudy, sunny, partly cloudy)
			Water is recycled by natural processes on Earth. *evaporation: changing of water (liquid) into water vapor (gas)
		Rocks and Mineral	Erosion and deposition result from the interaction among air, water, and land. *interaction between air and water breaks down earth materials
		Rocks and Mineral	Extreme natural events (floods, fires, earthquakes, volcanic eruptions, hurricanes, tornadoes, and other severe storms) may have positive or negative impacts on living things
Matter is made up of particles whose properties determine the observable characteristics of matter and its reactivity	Students observe and describe properties of materials using appropriate tools		Matter takes up space and has mass. Two objects cannot occupy the same place at the same time.
		Rocks and Minerals	Matter has properties (color, hardness, odor, sound, taste, etc.) that can be observed through the senses.

		Rocks and Minerals	Objects have properties that can be observed, described, and/or measured: length, width, volume, size, shape, mass or weight, temperature, texture, flexibility, reflectiveness of light
			Measurements can be made with standard metric units and nonstandard units. (Note: Exceptions to the metric system usage are found in meteorology.)

		Rocks and Mineral/ Sink and Float	The material(s) an object is made up of determine some specific properties of the object (sink/float, conductivity, magnetism). Properties can be observed or measured with tools such as hand lenses, metric rulers, thermometers, balances, magnets, circuit
		Rocks and Mineral/ Sink and Float	Objects and/or materials can be sorted or classified according to their properties.
			Some properties of an object are dependent on the conditions of the present surroundings in which the object exists. For example: *temperature - hot or cold
	Students describe chemical and physical changes, including changes in states of matter		Matter exists in three states: solid, liquid, gas. *solids have a definite shape and volume *liquid
			Temperature can affect the state of matter of a substance
			Changes in the properties or materials of objects can be observed and described
Energy exists in many forms, and when these forms change energy is conserved	Students describe a variety of forms of energy (e.g., heat, chemical, light) and the changes that occur in objects when they interact with those forms of energy	Sound	Energy exists in various forms: heat, electric, sound, chemical, mechanical, light
		Sound	Energy can be transferred from one place to another
		Sound	Some materials transfer energy better than others (heat and electricity).
			Energy and matter interact: water is evaporated by the Sun's heat; a bulb is lighted by means of electrical current; a musical instrument is played to produce sound; dark colors may absorb light, light colors may reflect light
			Electricity travels in a closed circuit
			Heat can be released in many ways, for example, by burning, rubbing (friction), or combining one substance with another

			Interactions with forms of energy can be either helpful or harmful
	Students observe the way one form of energy can be transformed into another form of energy present in common situations (e.g., mechanical to heat energy, mechanical to electrical energy, chemical to heat energy.)		* Content (Energy Exists in Many Forms) Everyday events involve one form of energy being changed to another.animals convert food to heat and motion *the Sun's energy warms the air and water

			Humans utilize interactions between matter and energy *chemical to electrical, light, and heat: battery and bulb
Energy and matter interact through forces that result in changes in motion.	Students describe the effects of common forces (pushes and pulls) on objects, such as those caused by gravity, magnetism, and mechanical forces.		The position of an object can be described by locating it relative to another object or the background (e.g., on top of, next to, over, under, etc.).
			The position or direction of motion of an object can be changed by pushing or pulling.
			The force of gravity pulls objects toward the center of Earth
			The amount of change in the motion of an object is affected by friction.
			Magnetism is a force that may attract or repel certain materials
			Mechanical energy may cause change in motion through the application of force and through the use of simple machines such as pulleys, levers, and inclined planes
	Students describe how forces can operate across distances		The forces of gravity and magnetism can affect objects through gases, liquids, and solids
			The force of magnetism on objects decreases as distance increases
Living things are both similar to and different from each other and from nonliving things	Students describe the characteristics of and variations between living and nonliving things	Plant Requirements	Animals need air, water, and food in order to live and thrive
		Plant Requirements	Plants require air, water, nutrients, and light in order to live and thrive.
		Plant Requirements/ Crickets/ Insects	Nonliving things do not live and thrive
		Plant Requirements/ Crickets/ Insects	Nonliving things can be human-created or naturally occurring
	Students describe the life processes common to all living things	Plant Requirements/ Crickets/ Insects	Living things grow, take in nutrients, breathe, reproduce, eliminate waste, and die

Organisms inherit genetic information in a variety of ways that result in continuity of structure and function between parents and offspring	Students recognize that traits of living things are both inherited and acquired or learned	Plant Requirements/ Crickets/ Insects	* Content (Plants and Animals have Similarities Such as Their Basic Needs, Ability to Grow, Change and Die; Plant and Animal Structures, Adaptations to Environment) Some traits of living things have been inherited (e.g., color of flowers and number of limbs of animals).
		Plant Requirements/ Crickets/ Insects	Some characteristics result from an individual's interactions with the environment and cannot be inherited by the next generation (e.g., having scars; riding a bicycle).

	Students recognize that for humans and other living things there is genetic continuity between generations	Plant Requirements/ Crickets/ Insects	Plants and animals closely resemble their parents and other individuals in their species
		Crickets/ Insects	Plants and animals can transfer specific traits to their offspring when they reproduce
Individual organisms and species change over time	Students describe how the structures of plants and animals complement the environment of the plant or animal	Plant Requirements/ Crickets/ Insects	Each animal has different structures that serve different functions in growth, survival, and reproduction. *wings, legs, or fins enable some animals to seek shelter and escape predators
		Plant Requirements/ Crickets/ Insects	Each plant has different structures that serve different functions in growth, survival, and reproduction. *roots help support the plant and take in water and nutrients
		Plant Requirements/ Crickets/ Insects	In order to survive in their environment, plants and animals must be adapted to that environment. *seeds disperse by a plant's own mechanism and/or in a variety of ways that can in
	Students observe that differences within a species may give individuals an advantage in surviving and reproducing	Plant Requirements/ Crickets/ Insects	Individuals within a species may compete with each other for food, mates, space, water, and shelter in their environment.
		Plant Requirements/ Crickets/ Insects	All individuals have variations, and because of these variations, individuals of a species may have an advantage in surviving and reproducing
The continuity of life is sustained through reproduction and development	Students describe the major stages in the life cycles of selected plants and animals	Crickets/ Insects	Plants and animals have life cycles. These may include beginning of a life, development into an adult, reproduction as an adult, and eventually death.
		Plant Requirements	Each kind of plant goes through its own stages of growth and development that may include seed, young plant, and mature plant.
		Plant Requirements	The length of time from beginning of development to death of the plant is called its life span.
		Plant Requirements	Life cycles of some plants include changes from seed to mature plant.

		Plant Requirements/ Crickets/ Insects	Each generation of animals goes through changes in form from young to adult. This completed sequence of changes in form is called a life cycle. Some insects change from egg to larva to pupa to adult
		Plant Requirements/ Crickets/ Insects	Each kind of animal goes through its own stages of growth and development during its life span.

		Plant Requirements/ Crickets/ Insects	The length of time from an animal's birth to its death is called its life span. Life spans of different animals vary
	Students describe evidence of growth, repair, and maintenance, such as nails, hair, and bone, and the healing of cuts and bruises	Plant Requirements/ Crickets/ Insects	Growth is the process by which plants and animals increase in size.
		Plant Requirements/ Crickets/ Insects	Food supplies the energy and materials necessary for growth and repair
Organisms maintain a dynamic equilibrium that sustains life.	Students describe basic life functions of common living specimens (guppy, mealworm, gerbil).	Plant Requirements/ Crickets/ Insects	All living things grow, take in nutrients, breathe, reproduce, and eliminate waste.
		Plant Requirements/ Crickets/ Insects	An organism's external physical features can enable it to carry out life functions in its particular environment
	Students describe some survival behaviors of common living specimens	Plant Requirements/ Crickets/ Insects	Plants respond to changes in their environment. For example, the leaves of some green plants change position as the direction of light changes; the parts of some plants undergo seasonal changes that enable the plant to grow; seeds germinate, and leaves fo
		Plant Requirements/ Crickets/ Insects	Animals respond to change in their environment, (e.g., perspiration, heart rate, breathing rate, eye blinking, shivering, and salivating).
		Plant Requirements/ Crickets/ Insects	Senses can provide essential information (regarding danger, food, mates, etc.) to animals about their environment
		Plant Requirements/ Crickets/ Insects	Some animals, including humans, move from place to place to meet their needs.
		Plant Requirements/ Crickets/ Insects	Particular animal characteristics are influenced by changing environmental conditions including: fat storage in winter, coat thickness in winter, camouflage, shedding of fur
		Plant Requirements/ Crickets/ Insects	Some animal behaviors are influenced by environmental conditions. These behaviors may include: nest building, hibernating, hunting, migrating, and communicating.
		Plant Requirements/ Crickets/ Insects	The health, growth, and development of organisms are affected by environmental conditions such as the availability of food, air, water, space, shelter, heat, and sunlight

	Students describe the factors that help promote good health and growth in humans		Humans need a variety of healthy foods, exercise, and rest in order to grow and maintain good health.
			Good health habits include hand washing and personal cleanliness; avoiding harmful substances (including alcohol, tobacco, illicit drugs); eating a balanced diet; engaging in regular exercise

Plants and animals depend on each other and their physical environment	Students describe how plants and animals, including humans, depend upon each other and the nonliving environment	Plant Requirements	Green plants are producers because they provide the basic food supply for themselves and animals
		Plant Requirements/ Insects/ Crickets	All animals depend on plants. Some animals (predators) eat other animals (prey).
		Plant Requirements/ Insects/ Crickets	Animals that eat plants for food may in turn become food for other animals. This sequence is called a food chain
		Plant Requirements/ Insects/ Crickets	Decomposers are living things that play a vital role in recycling nutrients
		Plant Requirements/ Insects/ Crickets	An organism's pattern of behavior is related to the nature of that organism's environment, including the kinds and numbers of other organisms present, the availability of food and other resources, and the physical characteristics of the environment
		Plant Requirements/ Insects/ Crickets	When the environment changes, some plants and animals survive and reproduce, and others die or move to new locations
	Students describe the relationship of the sun as an energy source for living and nonliving cycles	Plant Requirements	Plants manufacture food by utilizing air, water, and energy from the Sun.
		Plant Requirements	The Sun's energy is transferred on Earth from plants to animals through the food chain.
		Plant Requirements	Heat energy from the Sun powers the water cycle (see Physical Science Key Idea 2).
Human decisions and activities have had a profound impact on the physical and living environment	Students identify ways in which humans have changed their environments and the effects of those changes	Rocks and Minerals	Humans depend on their natural and constructed environments.
		Rocks and Minerals	Over time humans have changed their environment by cultivating crops and raising animals, creating shelter, using energy, manufacturing goods, developing means of transportation, changing populations, and carrying out other activities
		Rocks and Minerals	Humans, as individuals or communities, change environments in ways that can be either helpful or harmful for themselves and other organisms

Standard 6: Students will understand the relationships and common themes that connect mathematics, science, and technology and apply the themes to these and other areas of learning.

Key ideas	Performance Indicators	Harlem Success Academy Curriculum Units	Major Understandings/ Concepts Covered
Through systems thinking, people can recognize the commonalities that exist among all systems and how parts of a system interrelate and combine to perform specific functions	Students observe and describe interactions among components of simple systems		Work together to build a tower. Record stories, songs and conversation to demonstrate various scientific concepts.
	Students identify common things that can be considered to be systems (e.g., a plant population, a subway system, human beings).		
Models are simplified representations of objects, structures, or systems used in analysis, explanation, interpretation, or design	Students analyze, construct, and operate models in order to discover attributes of the real thing		
	Students discover that a model of something is different from the real thing but can be used to study the real thing		
The grouping of magnitudes of size, time, frequency, and pressures or other units of measurement into a series of relative order provides a useful way to deal with the immense range and the changes in scale that affect the behavior and design of systems	Students provide examples of natural and manufactured things that belong to the same category yet have very different sizes, weights, ages, speeds, and other measurements	Sink and Float/ Rocks and Minerals	Observe that things in nature and things that people make have very different sizes, weights, and ages
	Students identify the biggest and the smallest values as well as the average value of a system when given information about its characteristics and behavior		Recognize that almost anything has limits on how big or small it can be
Equilibrium is a state of stability due either to a lack of changes (static equilibrium) or a balance between opposing forces (dynamic equilibrium).	Students cite examples of systems in which some features stay the same while other features change	Insects/ Crickets	Observe that things change in some ways and stay the same in some ways. Recognize that things can change in different ways such as size, weight, color, and movement. Some small changes can be detected by taking measurements
	Students distinguish between reasons for stability, from lack of changes to changes that counterbalance one another, to changes within cycles	Insects/ Crickets	

Identifying patterns of change is necessary for making predictions about future behavior and conditions	Students use simple instruments to measure such quantities as distance, size, and weight and look for patterns in the data	Insects/ Crickets/ Rocks and Minerals	

In order to arrive at the best solution that meets criteria within constraints, it is often necessary to make trade-offs.	Students determine the criteria and constraints of a simple decision-making problem		* Content (Earth, Physical and Life Sciences; Questioning, Comparing, Observing) * Content (Using Systems to Solve Problems) Choose the best alternative from a set of solutions under given constraints. Explain the criteria used in selecting a solution orally and in writing
	Students use simple quantitative methods, such as ratios, to compare costs to benefits of a decision problem.		
Standard 7: Students will understand the relationships and common themes that connect mathematics, science, and technology and apply the themes to these and other areas of learning.			
Key ideas	**Performance Indicators**	**Harlem Success Academy Curriculum Units**	**Major Understandings/ Concepts Covered**
The knowledge and skills of mathematics, science, and technology are used together to make informed decisions and solve problems, especially those relating to issues of science/technology/society, consumer decision-making, design, and inquiry into phenomena	Students analyze science/technology/society problems and issues that affect their home, school, or community, and carry out a remedial course of action	Crickets/ Plant Requirements/ Sink and Float/ Light and Shadows/ Insects/ Sound/ Minerals and Rocks	Work Effectively- contributing to the work of a brainstorming group, laboratory partnership, cooperative learning group, or project team; planning procedures; identifying and managing responsibilities of team members; and staying on task, whether working
	Students make informed consumer decisions by applying knowledge about the attributes of particular products and making cost/benefit tradeoffs to arrive at an optimal choice		
	Students design solutions to problems involving a familiar and real context, investigate related science concepts to inform the solution, and use mathematics to model, quantify, measure, and compute	Crickets/ Plant Requirements/ Sink and Float/ Light and Shadows/ Insects/ Sound/ Minerals and Rocks	

	Students observe phenomena and evaluate them scientifically and mathematically by conducting a fair test of the effect of variables and using mathematical knowledge and technological tools to collect, analyze, and present data and conclusions	Crickets/ Plant Requirements/ Sink and Float/ Light and Shadows/ Insects/ Sound/ Minerals and Rocks	

Solving interdisciplinary problems involves a variety of skills and strategies, including effective work habits; gathering and processing information; generating and analyzing ideas; realizing ideas; making connections among the common themes of mathematics		Crickets/ Plant Requirements/ Sink and Float/ Light and Shadows/ Insects/ Sound/ Minerals and Rocks	

Beginning Level Science			
Grade 3			
Standard 1: Students will use mathematical analysis, scientific inquiry, and engineering design, as appropriate, to pose questions, seek answers, and develop solutions.			
Key ideas	**Performance Indicators**	**Harlem Success Academy Curriculum Units**	**Major Understandings/ Concepts Covered**
Mathematical Analysis: Abstraction and symbolic representation are used to communicate mathematically.	Students use special mathematical notation and symbolism to communicate in mathematics and to compare and describe quantities, express relationships, and relate mathematics to their immediate environment.		Use plus, minus, greater than, less than, equal to, multiplication, and division signs. Select the appropriate operation to solve mathematical problems. Apply mathematical skills to describe the natural world.
Mathematical Analysis: Deductive and inductive reasoning are used to reach mathematical conclusions.	Students use simple logical reasoning to develop conclusions, recognizing that patterns and relationships present in the environment assist them in reaching these conclusions.		Explain verbally, graphically, or in writing the reasoning used to develop mathematical conclusions
			Explain verbally, graphically, or in writing patterns and relationships observed in the physical and living environment
Mathematical Analysis: Critical thinking skills are used in the solution of mathematical problems.	Students explore and solve problems generated from school, home, and community situations, using concrete objects or manipulative materials when possible.	Force and Motion	Use appropriate scientific tools, such as metric rulers, spring scale, pan balance, graph paper, thermometers [Fahrenheit and Celsius], graduated cylinder to solve problems about the natural world
Scientific Inquiry: The central purpose of scientific inquiry is to develop explanations of natural phenomena in a continuing, creative process.	Students ask "why" questions in attempts to seek greater understanding concerning objects and events they have observed and heard about.	Snakes/ Plant Adaptations/ Hot and Cold/ Simple Machines/ Properties of Matter/ Force and Motion/ Ecocolumns/ Weather	Observe and discuss objects and events and record observations
		Snakes/ Plant Adaptations/ Hot and Cold/ Simple Machines/ Properties of Matter/ Force and Motion/	Articulate appropriate questions based on observations
	Students question the explanations they hear from others and read about, seeking clarification and comparing them with their own observations and understandings	Snakes/ Plant Adaptations/ Hot and Cold/ Simple Machines/ Properties of Matter/ Force and Motion/ Ecocolumns/ Weather	Identify similarities and differences between explanations received from others or in print and personal observations or understandings

	Students develop relationships among observations to construct descriptions of objects and events and to form their own tentative explanations of what they have observed	Snakes/ Plant Adaptations/ Hot and Cold/ Simple Machines/ Properties of Matter/ Force and Motion/ Ecocolumns/ Weather	Clearly express a tentative explanation or description which can be tested
Scientific Inquiry: Beyond the use of reasoning and consensus, scientific inquiry involves the testing of proposed explanations involving the use of conventional techniques and procedures and usually requiring considerable ingenuity.	Students develop written plans for exploring phenomena or for evaluating explanations guided by questions or proposed explanations that they have helped formulate.	Snakes/ Plant Adaptations/ Hot and Cold/ Simple Machines/ Properties of Matter/ Force and Motion/ Ecocolumns/ Weather	Indicate materials to be used and steps to follow to conduct the investigation and describe how data will be recorded (journal, dates and times, etc.)

	Students share their research plans with others and revise them based on their suggestions		Explain the steps of a plan to others, actively listening to their suggestions for possible modification of the plan, seeking clarification and understanding of the suggestions and modifying the plan where appropriate
	Students carry out their plans for exploring phenomena through direct observation and through the use of simple instruments that permit measurements of quantities, such as length, mass, volume, temperature, and time	Snakes/ Plant Adaptations/ Hot and Cold/ Simple Machines/ Properties of Matter/ Force and Motion/ Ecocolumns/ Weather	Use appropriate "inquiry and process skills" to collect data
			Record observations accurately and concisely
Scientific Inquiry: The observations made while testing proposed explanations, when analyzed using conventional and invented methods, provide new insights into phenomena	Students organize observations and measurements of objects and events through classification and the preparation of simple charts and tables	Snakes/ Plant Adaptations/ Hot and Cold/ Simple Machines/ Properties of Matter/ Force and Motion/ Ecocolumns/ Weather	Accurately transfer data from a science journal or notes to appropriate graphic organizer
	Students interpret organized observations and measurements, recognizing simple patterns, sequences, and relationships.	Snakes/ Plant Adaptations/ Hot and Cold/ Simple Machines/ Properties of Matter/ Force and Motion/ Ecocolumns/ Weather	State, orally and in writing, any inferences or generalizations indicated by the data collected
	Students share their findings with others and actively seek their interpretations and ideas	Snakes/ Plant Adaptations/ Hot and Cold/ Simple Machines/ Properties of Matter/ Force and Motion/ Ecocolumns/ Weather	Explain their findings to others, and actively listen to suggestions for possible interpretations and ideas
		Snakes/ Plant Adaptations/ Hot and Cold/ Simple Machines/ Properties of Matter/ Force and Motion/ Ecocolumns/ Weather	State, orally and in writing, any inferences or generalizations indicated by the data, with appropriate modifications of their original prediction/explanation
		Snakes/ Plant Adaptations/ Hot and Cold/ Simple Machines/ Properties of Matter/ Force and Motion/	State, orally and in writing, any new questions that arise from their investigation
Engineering Design: Engineering design is an iterative process involving modeling and optimization (finding the best solution within given constraints); this process is used to develop technological solutions to problems within given constraints	Students engage in the following steps in a design process: describe objects, imaginary or real, that might be modeled or made differently and suggest ways in which the objects can be changed, fixed, or improved.	Simple Machines	Identify a simple/common object which might be improved and state the purpose of the improvement
		Simple Machines	Identify features of an object that help or hinder the performance of the object
		Simple Machines	Suggest ways the object can be made differently, fixed, or improved within given constraints

	Students engage in the following steps in a design process: investigate prior solutions and ideas from books, magazines, family, friends, neighbors, and community members	Simple Machines	Identify appropriate questions to ask about the design of an object
		Simple Machines	Identify the appropriate resources to use to find out about the design of an object

		Simple Machines	Describe prior designs of the object
	Students engage in the following steps in a design process: generate ideas for possible solutions, individually and through group activity; apply age-appropriate mathematics and science skills; evaluate the ideas and determine the best solution; and explain reasons for the choices	Simple Machines	List possible solutions, applying age-appropriate math and science skills
		Simple Machines	Develop and apply criteria to evaluate possible solutions
		Simple Machines	Select a solution consistent with given constraints and explain why it was chosen
	Students engage in the following steps in a design process: plan and build, under supervision, a model of the solution using familiar materials, processes, and hand tools	Simple Machines	Create a grade-appropriate graphic or plan listing all materials needed, showing sizes of parts, indicating how things will fit together, and detailing steps for assembly
		Simple Machines	Build a model of the object, modifying the plan as necessary
	Students engage in the following steps in a design process: discuss how best to test the solution; perform the test under teacher supervision; record and portray results through numerical and graphic means; discuss orally why things worked or didn't work; and summarize results in writing, suggesting ways to make the solution better	Simple Machines	Determine a way to test the finished solution or model
		Simple Machines	Perform the test and record the results, numerically and/or graphically
		Simple Machines	Analyze results and suggest how to improve the solution or model, using oral, graphic, or written formats
Standard 2: Students will access, generate, process, and transfer information using appropriate technologies.			
Key ideas	**Performance Indicators**	**Harlem Success Academy Curriculum Units**	**Major Understandings/ Concepts Covered**

Information technology is used to retrieve, process, and communicate information and as a tool to enhance learning	Students use a variety of equipment and software packages to enter, process, display, and communicate information in different forms using text, tables, pictures, and sound		Use computer technology, traditional paper-based resources, and interpersonal discussions to learn, do, and share in the classroom. Select appropriate hardware and software that aids in word processing, creating databases, telecommunications, graphing, data display, and other tasks. Use information technology to link the classroom to world events
	Students telecommunicate a message to a distant location with teacher help		
	Students access needed information from printed media, electronic databases, and community resources		

Knowledge of the impacts and limitations of information systems is essential to its effective and ethical use	Students describe the uses of information systems in homes, schools, and businesses		
	Students understand that computers are used to store personal information.		Use a variety of media to access scientific information. Consult several sources of information and points of view before drawing conclusions. Identify and report sources in oral and written communication.
	Students demonstrate ability to evaluate information		
Information technology can have positive and negative impacts on society, depending upon how it is used.	Students describe the uses of information systems in homes and schools		
	Students demonstrate an ability to evaluate information critically		Distinguish fact from fiction (presenting opinion as fact is contrary to the scientific process). Demonstrate an ability to critically evaluate information and misinformation. Recognize the impact of information technology on the daily life of students.
Standard 4: Students will understand and apply scientific concepts, principles, and theories pertaining to the physical setting and living environment and recognize the historical development of ideas in science.			
Key ideas	**Performance Indicators**	**Harlem Success Academy Curriculum Units**	**Major Understandings/ Concepts Covered**
The Earth and celestial phenomena can be described by principles of relative motion and perspective	Students describe patterns of daily, monthly, and seasonal changes in their environment	Weather	Natural cycles and patterns include: *Earth spinning around once every 24 hours (rotation), resulting in day and night *Earth moving in a path around the Sun (revolution), resulting in one Earth year *the length of daylight and darkness varying with the seasons *weather changing from day to day and through the seasons *the appearance of the Moon changing as it moves in a path around Earth to complete a single cycle
			Humans organize time into units based on natural motions of Earth: *second, minute, hour *week, month
		Weather	The Sun and other stars appear to move in a recognizable pattern both daily and seasonally.

Many of the phenomena that we observe on Earth involve interactions among components of air, water, and land.	Students describe the relationships among air, water, and land on Earth	Weather	Weather is the condition of the outside air at a particular moment
		Weather	Weather can be described and measured by: temperature, wind speed and direction, form and amount of precipitation, general sky conditions (cloudy, sunny, partly cloudy)

			Water is recycled by natural processes on Earth. *evaporation: changing of water (liquid) into water vapor (gas) *condensation: changing of water vapor (gas) into water (liquid) *precipitation: rain, sleet, snow, hail *runoff: water flowing on Earth's surface *groundwater: water that moves downward into the ground
		Weather	Erosion and deposition result from the interaction among air, water, and land. *interaction between air and water breaks down earth materials *pieces of earth material may be moved by air, water, wind, and
		Weather	Extreme natural events (floods, fires, earthquakes, volcanic eruptions, hurricanes, tornadoes, and other severe storms) may have positive or negative impacts on living things
Matter is made up of particles whose properties determine the observable characteristics of matter and its reactivity	Students observe and describe properties of materials using appropriate tools	Properties of Matter	Matter takes up space and has mass. Two objects cannot occupy the same place at the same time.
		Properties of Matter/ Hot and Cold	Matter has properties (color, hardness, odor, sound, taste, etc.) that can be observed through the senses.
		Properties of Matter/ Hot and Cold	Objects have properties that can be observed, described, and/or measured: length, width, volume, size, shape, mass or weight, temperature, texture, flexibility, reflectiveness of light
		Properties of Matter/ Hot and Cold	Measurements can be made with standard metric units and nonstandard units. (Note: Exceptions to the metric system usage are found in meteorology.)
		Properties of Matter/ Hot and Cold	The material(s) an object is made up of determine some specific properties of the object (sink/float, conductivity, magnetism). Properties can be observed or measured with tools such as hand lenses, metric rulers, thermometers, balances, magnets, circuit
		Properties of Matter/ Hot and Cold	Objects and/or materials can be sorted or classified according to their properties.

		Properties of Matter/ Hot and Cold	Some properties of an object are dependent on the conditions of the present surroundings in which the object exists. For example: *temperature - hot or cold *lighting - shadows, color *moisture - wet or dry

	Students describe chemical and physical changes, including changes in states of matter	Properties of Matter	Matter exists in three states: solid, liquid, gas. *solids have a definite shape and volume *liquids do not have a definite shape but have a definite volume *gases do not hold their shape or volume
		Properties of Matter/ Hot and Cold	Temperature can affect the state of matter of a substance
		Properties of Matter/ Hot and Cold	Changes in the properties or materials of objects can be observed and described
Energy exists in many forms, and when these forms change energy is conserved	Students describe a variety of forms of energy (e.g., heat, chemical, light) and the changes that occur in objects when they interact with those forms of energy		Energy exists in various forms: heat, electric, sound, chemical, mechanical, light
			Energy can be transferred from one place to another
			Some materials transfer energy better than others (heat and electricity).
			Energy and matter interact: water is evaporated by the Sun's heat; a bulb is lighted by means of electrical current; a musical instrument is played to produce sound; dark colors may absorb light, light colors may reflect light
			Electricity travels in a closed circuit
		Hot and Cold	Heat can be released in many ways, for example, by burning, rubbing (friction), or combining one substance with another
			Interactions with forms of energy can be either helpful or harmful
	Students observe the way one form of energy can be transformed into another form of energy present in common situations (e.g., mechanical to heat energy, mechanical to electrical energy, chemical to heat energy.)		Everyday events involve one form of energy being changed to another. *animals convert food to heat and motion *the Sun's energy warms the air and water
			Humans utilize interactions between matter and energy *chemical to electrical, light, and heat: battery and bulb *electrical to sound (e.g., doorbell buzzer) *mechanical to sound (e.g., musical instruments, clapping) *light to electrical (e.g., solar-powered calculator)

Energy and matter interact through forces that result in changes in motion.	Students describe the effects of common forces (pushes and pulls) on objects, such as those caused by gravity, magnetism, and mechanical forces.	Force and Motion/ Simple Machines	The position of an object can be described by locating it relative to another object or the background (e.g., on top of, next to, over, under, etc.).
		Force and Motion/ Simple Machines	The position or direction of motion of an object can be changed by pushing or pulling.
		Force and Motion/ Simple Machines	The force of gravity pulls objects toward the center of Earth
		Force and Motion/ Simple Machines	The amount of change in the motion of an object is affected by friction.

		Force and Motion/ Simple Machines	Magnetism is a force that may attract or repel certain materials
		Force and Motion/ Simple Machines	Mechanical energy may cause change in motion through the application of force and through the use of simple machines such as pulleys, levers, and inclined planes
	Students describe how forces can operate across distances	Force and Motion/ Simple Machines	The forces of gravity and magnetism can affect objects through gases, liquids, and solids
		Force and Motion/ Simple Machines	The force of magnetism on objects decreases as distance increases
Living things are both similar to and different from each other and from nonliving things	Students describe the characteristics of and variations between living and nonliving things	Snakes/ Ecocolumn/ Plant Adaptations	Animals need air, water, and food in order to live and thrive
		Ecocolumn/ Plant Adaptations	Plants require air, water, nutrients, and light in order to live and thrive.
			Nonliving things do not live and thrive
			Nonliving things can be human-created or naturally occurring
	Students describe the life processes common to all living things	Snakes/ Ecocolumn/ Plant Adaptations	Living things grow, take in nutrients, breathe, reproduce, eliminate waste, and die
Organisms inherit genetic information in a variety of ways that result in continuity of structure and function between parents and offspring	Students recognize that traits of living things are both inherited and acquired or learned	Snakes/ Plant Adaptations	Some traits of living things have been inherited (e.g., color of flowers and number of limbs of animals).
		Snakes/ Plant Adaptations	Some characteristics result from an individual's interactions with the environment and cannot be inherited by the next generation (e.g., having scars; riding a bicycle).
	Students recognize that for humans and other living things there is genetic continuity between generations	Snakes/ Plant Adaptations	Plants and animals closely resemble their parents and other individuals in their species
		Snakes/ Plant Adaptations	Plants and animals can transfer specific traits to their offspring when they reproduce

Individual organisms and species change over time	Students describe how the structures of plants and animals complement the environment of the plant or animal	Ecocolumn/ Snakes/ Plant Adaptations	Each animal has different structures that serve different functions in growth, survival, and reproduction. *wings, legs, or fins enable some animals to seek shelter and escape predators *the mouth, including teeth, jaws, and tongue, enables some animals to eat and drink *eyes, nose, ears, tongue, and skin of some animals enable the animals to sense their surroundings *claws, shells, spines, feathers, fur, scales, and color of body covering enable some animals to protect themselves from predators and other environmental conditions, or enable them to obtain food *some animals have parts that are used to produce sounds and smells to help the animal meet its needs

		Snakes/ Plant Adaptations	*the characteristics of some animals change as seasonal conditions change (e.g., fur grows and is shed to help regulate body heat; body fat is a form of stored energy and it changes as the seasons change)
		Plant Adaptations	Each plant has different structures that serve different functions in growth, survival, and reproduction. *roots help support the plant and take in water and nutrients *leaves help plants utilize sunlight to make food for the plant *stems, stalks, trunks, and other similar structures provide support for the plant *some plants have flowers *flowers are reproductive structures of plants that produce fruit which contains seeds *seeds contain stored food that aids in germination and the growth of young plants
		Plant Adaptations/ Ecocolumns	In order to survive in their environment, plants and animals must be adapted to that environment. *seeds disperse by a plant's own mechanism and/or in a variety of ways that can include wind, water, and animals *leaf, flower, stem, and root adaptations may include variations in size, shape, thickness, color, smell, and texture *animal adaptations include coloration for warning or attraction, camouflage, defense mechanisms, movement, hibernation, and migration
	Students observe that differences within a species may give individuals an advantage in surviving and reproducing	Ecocolumns/ Plant Adaptations	Individuals within a species may compete with each other for food, mates, space, water, and shelter in their environment.
		Plant Adaptations	All individuals have variations, and because of these variations, individuals of a species may have an advantage in surviving and reproducing
The continuity of life is sustained through reproduction and development	Students describe the major stages in the life cycles of selected plants and animals	Snakes/ Ecocolumns	Plants and animals have life cycles. These may include beginning of a life, development into an adult, reproduction as an adult, and eventually death.
			Each kind of plant goes through its own stages of growth and development that may include seed, young plant, and mature plant.
			The length of time from beginning of development to death of the plant is called its life span.

			Life cycles of some plants include changes from seed to mature plant.
		Snakes	Each generation of animals goes through changes in form from young to adult. This completed sequence of changes in form is called a life cycle. Some insects change from egg to larva to pupa to adult

		Snakes	Each kind of animal goes through its own stages of growth and development during its life span.
		Snakes	The length of time from an animal's birth to its death is called its life span. Life spans of different animals vary
	Students describe evidence of growth, repair, and maintenance, such as nails, hair, and bone, and the healing of cuts and bruises	Snakes	Growth is the process by which plants and animals increase in size.
		Snakes	Food supplies the energy and materials necessary for growth and repair
Organisms maintain a dynamic equilibrium that sustains life.	Students describe basic life functions of common living specimens (guppy, mealworm, gerbil).		All living things grow, take in nutrients, breathe, reproduce, and eliminate waste.
		Snakes/ Plant Adaptations	An organism's external physical features can enable it to carry out life functions in its particular environment
	Students describe some survival behaviors of common living specimens	Snakes/ Plant Adaptations	Plants respond to changes in their environment. For example, the leaves of some green plants change position as the direction of light changes; the parts of some plants undergo seasonal changes that enable the plant to grow; seeds germinate, and leaves form and grow.
		Snakes/ Plant Adaptations	Animals respond to change in their environment, (e.g., perspiration, heart rate, breathing rate, eye blinking, shivering, and salivating).
		Snakes	Senses can provide essential information (regarding danger, food, mates, etc.) to animals about their environment
		Snakes	Some animals, including humans, move from place to place to meet their needs.
		Snakes	Particular animal characteristics are influenced by changing environmental conditions including: fat storage in winter, coat thickness in winter, camouflage, shedding of fur
		Snakes	Some animal behaviors are influenced by environmental conditions. These behaviors may include: nest building, hibernating, hunting, migrating, and communicating.

		Snakes	The health, growth, and development of organisms are affected by environmental conditions such as the availability of food, air, water, space, shelter, heat, and sunlight
	Students describe the factors that help promote good health and growth in humans		Humans need a variety of healthy foods, exercise, and rest in order to grow and maintain good health.
			Good health habits include hand washing and personal cleanliness; avoiding harmful substances (including alcohol, tobacco, illicit drugs); eating a balanced diet; engaging in regular exercise

Plants and animals depend on each other and their physical environment	Students describe how plants and animals, including humans, depend upon each other and the nonliving environment		Green plants are producers because they provide the basic food supply for themselves and animals
		Snakes/ Ecocolumns	All animals depend on plants. Some animals (predators) eat other animals (prey).
		Snakes/ Ecocolumns	Animals that eat plants for food may in turn become food for other animals. This sequence is called a food chain
		Ecocolumns	Decomposers are living things that play a vital role in recycling nutrients
		Ecocolumns	An organism's pattern of behavior is related to the nature of that organism's environment, including the kinds and numbers of other organisms present, the availability of food and other resources, and the physical characteristics of the environment
		Ecocolumns	When the environment changes, some plants and animals survive and reproduce, and others die or move to new locations
	Students describe the relationship of the sun as an energy source for living and nonliving cycles	Ecocolumns	Plants manufacture food by utilizing air, water, and energy from the Sun.
		Ecocolumns	The Sun's energy is transferred on Earth from plants to animals through the food chain.
		Ecocolumns	Heat energy from the Sun powers the water cycle (see Physical Science Key Idea 2).
Human decisions and activities have had a profound impact on the physical and living environment	Students identify ways in which humans have changed their environments and the effects of those changes		Humans depend on their natural and constructed environments.
		Plant Adaptations	Over time humans have changed their environment by cultivating crops and raising animals, creating shelter, using energy, manufacturing goods, developing means of transportation, changing populations, and carrying out other activities

			Humans, as individuals or communities, change environments in ways that can be either helpful or harmful for themselves and other organisms
Standard 6: Students will understand the relationships and common themes that connect mathematics, science, and technology and apply the themes to these and other areas of learning.			
Key ideas	**Performance Indicators**	**Harlem Success Academy Curriculum Units**	**Major Understandings/ Concepts Covered**
Through systems thinking, people can recognize the commonalities that exist among all systems and how parts of a system interrelate and combine to perform specific functions	Students observe and describe interactions among components of simple systems	Simple Machines/ Ecocolumns	Describe the criteria used to select a quality toy or game. Build a wind will.
	Students identify common things that can be considered to be systems (e.g., a plant population, a subway system, human beings).	Simple Machines/ Ecocolumns	
Models are simplified representations of objects, structures, or systems used in analysis, explanation, interpretation, or design	Students analyze, construct, and operate models in order to discover attributes of the real thing	Simple Machines/ Ecocolumns	
	Students use different types of models, such as graphs, sketches, diagrams, and maps, to represent various aspects of the real world	Simple Machines/ Ecocolumns	
The grouping of magnitudes of size, time, frequency, and pressures or other units of measurement into a series of relative order provides a useful way to deal with the immense range and the changes in scale that affect the behavior and design of systems	Students provide examples of natural and manufactured things that belong to the same category yet have very different sizes, weights, ages, speeds, and other measurements	Snakes	Observe that things in nature and things that people make have very different sizes, weights, and ages
	Students identify the biggest and the smallest values as well as the average value of a system when given information about its characteristics and behavior	Snakes	Recognize that almost anything has limits on how big or small it can be
Equilibrium is a state of stability due either to a lack of changes (static equilibrium) or a balance between opposing forces (dynamic equilibrium).	Students cite examples of systems in which some features stay the same while other features change	Ecocolumns	

	Students distinguish between reasons for stability, from lack of changes to changes that counterbalance one another, to changes within cycles	Ecocolumns	Observe that things change in some ways and stay the same in some ways. Recognize that things can change in different ways such as size, weight, color, and movement. Some small changes can be detected by taking measurements
Identifying patterns of change is necessary for making predictions about future behavior and conditions	Students use simple instruments to measure such quantities as distance, size, and weight and look for patterns in the data	Weather	

	Students analyze data by making tables and graphs and looking for patterns of change	Weather	
In order to arrive at the best solution that meets criteria within constraints, it is often necessary to make trade-offs.	Students determine the criteria and constraints of a simple decision-making problem	Weather	Choose the best alternative from a set of solutions under given constraints. Explain the criteria used in selecting a solution orally and in writing
	Students use simple quantitative methods, such as ratios, to compare costs to benefits of a decision problem.	Weather	
Standard 7: Students will understand the relationships and common themes that connect mathematics, science, and technology and apply the themes to these and other areas of learning.			
Key ideas	**Performance Indicators**	**Harlem Success Academy Curriculum Units**	**Major Understandings/ Concepts Covered**
The knowledge and skills of mathematics, science, and technology are used together to make informed decisions and solve problems, especially those relating to issues of science/technology/society, consumer decision-making, design, and inquiry into phenomena	Students analyze science/technology/society problems and issues that affect their home, school, or community, and carry out a remedial course of action	Snakes/ Plant Adaptations/ Hot and Cold/ Simple Machines/ Properties of Matter/ Force and Motion/ Ecocolumns/ Weather	Work Effectively- contributing to the work of a brainstorming group, laboratory partnership, cooperative learning group, or project team; planning procedures; identifying and managing responsibilities of team members; and staying on task, whether working alone or as part of a group *Gathering and Processing Information- accessing information from printed media, electronic databases, and community resources; using the information to develop a definition of the problem and to research possible solutions *Generating and Analyzing Ideas- developing ideas for proposed solutions, investigating ideas, collecting data, and showing relationships and patterns in the data *Common Themes- observing examples of common unifying themes, applying them to the problem, and using them to better understand the dimensions of the problem *Realizing Ideas- constructing components or models, arriving at a solution, and evaluating the results *Presenting Results- using a variety of media to present the solution and to communicate the results
	Students make informed consumer decisions by applying knowledge about the attributes of particular products and making cost/benefit tradeoffs to arrive at an optimal choice		
	Students design solutions to problems involving a familiar and real context, investigate related science concepts to inform the solution, and use mathematics to model, quantify, measure, and compute	Snakes/ Plant Adaptations/ Hot and Cold/ Simple Machines/ Properties of Matter/ Force and Motion/ Ecocolumns/ Weather	
	Students observe phenomena and evaluate them scientifically and mathematically by conducting a fair test of the effect of variables and using mathematical knowledge and technological tools to collect, analyze, and present data and conclusions	Snakes/ Plant Adaptations/ Hot and Cold/ Simple Machines/ Properties of Matter/ Force and Motion/ Ecocolumns/ Weather	

Solving interdisciplinary problems involves a variety of skills and strategies, including effective work habits; gathering and processing information; generating and analyzing ideas; realizing ideas; making connections among the common themes of mathematics, science, and technology; and presenting results	Students participate in an extended, culminating mathematics, science, and technology project	Snakes/ Plant Adaptations/ Hot and Cold/ Simple Machines/ Properties of Matter/ Force and Motion/ Ecocolumns/ Weather	solution and to communicate the results

Beginning Level Science			
Grade 4			
Standard 1: Students will use mathematical analysis, scientific inquiry, and engineering design, as appropriate, to pose questions, seek answers, and develop solutions.			
Key ideas	**Performance Indicators**	**Harlem Success Academy Curriculum Units**	**Major Understandings/ Concepts Covered**
Mathematical Analysis: Abstraction and symbolic representation are used to communicate mathematically	Students use special mathematical notation and symbolism to communicate in mathematics and to compare and describe quantities, express relationships, and relate mathematics to their immediate environment.		Use plus, minus, greater than, less than, equal to, multiplication, and division signs
			Select the appropriate operation to solve mathematical problems
			Apply mathematical skills to describe the natural world
Mathematical Analysis: Deductive and inductive reasoning are used to reach mathematical conclusions.	Students use simple logical reasoning to develop conclusions, recognizing that patterns and relationships present in the environment assist them in reaching these conclusions.		Explain verbally, graphically, or in writing the reasoning used to develop mathematical conclusions
			Explain verbally, graphically, or in writing patterns and relationships observed in the physical and living environment
Mathematical Analysis: Critical thinking skills are used in the solution of mathematical problems.	Students explore and solve problems generated from school, home, and community situations, using concrete objects or manipulative materials when possible.	Tree Frogs/ Mold/ Electrical Circuits/ Magnets/ Mystery Powders/ Acids and Bases/ Recycling/ Moons and Eclipses	Use appropriate scientific tools, such as metric rulers, spring scale, pan balance, graph paper, thermometers [Fahrenheit and Celsius], graduated cylinder to solve problems about the natural world
Scientific Inquiry: The central purpose of scientific inquiry is to develop explanations of natural phenomena in a continuing, creative process.	Students ask "why" questions in attempts to seek greater understanding concerning objects and events they have observed and heard about.	Tree Frogs/ Mold/ Electrical Circuits/ Magnets/ Mystery Powders/ Acids and Bases/ Recycling/ Moons and Eclipses	Observe and discuss objects and events and record observations
		Tree Frogs/ Mold/ Electrical Circuits/ Magnets/ Mystery Powders/ Acids and	Articulate appropriate questions based on observations
	Students question the explanations they hear from others and read about, seeking clarification and comparing them with their own observations and understandings	Tree Frogs/ Mold/ Electrical Circuits/ Magnets/ Mystery Powders/ Acids and Bases/ Recycling/ Moons and Eclipses	Identify similarities and differences between explanations received from others or in print and personal observations or understandings

	Students develop relationships among observations to construct descriptions of objects and events and to form their own tentative explanations of what they have observed	Tree Frogs/ Mold/ Electrical Circuits/ Magnets/ Mystery Powders/ Acids and Bases/ Recycling/ Moons and Eclipses	Clearly express a tentative explanation or description which can be tested

Scientific Inquiry: Beyond the use of reasoning and consensus, scientific inquiry involves the testing of proposed explanations involving the use of conventional techniques and procedures and usually requiring considerable ingenuity.	Students develop written plans for exploring phenomena or for evaluating explanations guided by questions or proposed explanations that they have helped formulate.	Tree Frogs/ Mold/ Electrical Circuits/ Magnets/ Mystery Powders/ Acids and Bases/ Recycling/ Moons and Eclipses	Indicate materials to be used and steps to follow to conduct the investigation and describe how data will be recorded (journal, dates and times, etc.)
	Students share their research plans with others and revise them based on their suggestions	Tree Frogs/ Mold/ Electrical Circuits/ Magnets/ Mystery Powders/ Acids and Bases/ Recycling/ Moons and Eclipses	Explain the steps of a plan to others, actively listening to their suggestions for possible modification of the plan, seeking clarification and understanding of the suggestions and modifying the plan where appropriate
	Students carry out their plans for exploring phenomena through direct observation and through the use of simple instruments that permit measurements of quantities, such as length, mass, volume, temperature, and time	Tree Frogs/ Mold/ Electrical Circuits/ Magnets/ Mystery Powders/ Acids and Bases/ Recycling/ Moons and Eclipses	Questioning, Comparing, Observing; Interpreting) Use appropriate "inquiry and process skills" to collect data
		Tree Frogs/ Mold/ Electrical Circuits/ Magnets/ Mystery Powders/ Acids and	Record observations accurately and concisely
Scientific Inquiry: The observations made while testing proposed explanations, when analyzed using conventional and invented methods, provide new insights into phenomena	Students organize observations and measurements of objects and events through classification and the preparation of simple charts and tables	Tree Frogs/ Mold/ Electrical Circuits/ Magnets/ Mystery Powders/ Acids and Bases/ Recycling/ Moons and Eclipses	Accurately transfer data from a science journal or notes to appropriate graphic organizer
	Students interpret organized observations and measurements, recognizing simple patterns, sequences, and relationships.	Tree Frogs/ Mold/ Electrical Circuits/ Magnets/ Mystery Powders/ Acids and Bases/ Recycling/ Moons and Eclipses	State, orally and in writing, any inferences or generalizations indicated by the data collected
	Students share their findings with others and actively seek their interpretations and ideas	Tree Frogs/ Mold/ Electrical Circuits/ Magnets/ Mystery Powders/ Acids and Bases/ Recycling/ Moons and Eclipses	Explain their findings to others, and actively listen to suggestions for possible interpretations and ideas
		Tree Frogs/ Mold/ Electrical Circuits/ Magnets/ Mystery Powders/ Acids and Bases/ Recycling/ Moons and Eclipses	State, orally and in writing, any inferences or generalizations indicated by the data, with appropriate modifications of their original prediction/explanation
		Tree Frogs/ Mold/ Electrical Circuits/ Magnets/ Mystery Powders/ Acids and Bases/ Recycling/ Moons and Eclipses	State, orally and in writing, any new questions that arise from their investigation
Engineering Design: Engineering design is an iterative process involving modeling and optimization (finding the best solution within given constraints); this process is used to develop technological solutions to problems within given constraints	Students engage in the following steps in a design process: describe objects, imaginary or real, that might be modeled or made differently and suggest ways in which the objects can be changed, fixed, or improved.	Electrical Circuits	Identify a simple/common object which might be improved and state the purpose of the improvement

		Electrical Circuits	Identify features of an object that help or hinder the performance of the object
		Electrical Circuits	Suggest ways the object can be made differently, fixed, or improved within given constraints
		Electrical Circuits	Identify appropriate questions to ask about the design of an object
		Electrical Circuits	Identify the appropriate resources to use to find out about the design of an object

		Electrical Circuits	Describe prior designs of the object
	Students engage in the following steps in a design process: generate ideas for possible solutions, individually and through group activity; apply age-appropriate mathematics and science skills; evaluate the ideas and determine the best solution; and explain reasons for the choices	Electrical Circuits	List possible solutions, applying age-appropriate math and science skills
		Electrical Circuits	Develop and apply criteria to evaluate possible solutions
		Electrical Circuits	Select a solution consistent with given constraints and explain why it was chosen
	Students engage in the following steps in a design process: plan and build, under supervision, a model of the solution using familiar materials, processes, and hand tools	Electrical Circuits	Create a grade-appropriate graphic or plan listing all materials needed, showing sizes of parts, indicating how things will fit together, and detailing steps for assembly
		Electrical Circuits	Build a model of the object, modifying the plan as necessary
	Students engage in the following steps in a design process: discuss how best to test the solution; perform the test under teacher supervision; record and portray results through numerical and graphic means; discuss orally why things worked or didn't work; and summarize results in writing, suggesting ways to make the solution better.	Electrical Circuits	Determine a way to test the finished solution or model
		Electrical Circuits	Perform the test and record the results, numerically and/or graphically
		Electrical Circuits	Analyze results and suggest how to improve the solution or model, using oral, graphic, or written formats
Standard 2: Students will access, generate, process, and transfer information using appropriate technologies.			
Key ideas	**Performance Indicators**	**Harlem Success Academy Curriculum Units**	**Major Understandings/ Concepts Covered**

Information technology is used to retrieve, process, and communicate information and as a tool to enhance learning	Students use a variety of equipment and software packages to enter, process, display, and communicate information in different forms using text, tables, pictures, and sound		Use computer technology, traditional paper-based resources, and interpersonal discussions to learn, do, and share in the classroom. Select appropriate hardware and software that aids in word processing, creating databases, telecommunications, graphing, data display, and other tasks. Use information
	Students telecommunicate a message to a distant location with teacher help		

	Students access needed information from printed media, electronic databases, and community resources		technology to link the classroom to world events.
Knowledge of the impacts and limitations of information systems is essential to its effective and ethical use	Students describe the uses of information systems in homes, schools, and businesses		Use a variety of media to access scientific information. Consult several sources of information and points of view before drawing conclusions. Identify and report sources in oral and written communication.
	Students understand that computers are used to store personal information.		
	Students demonstrate ability to evaluate information		
Information technology can have positive and negative impacts on society, depending upon how it is used.	Students describe the uses of information systems in homes and schools		Distinguish fact from fiction (presenting opinion as fact is contrary to the scientific process). Demonstrate an ability to critically evaluate information and misinformation. Recognize
	Students demonstrate an ability to evaluate information critically		

			the impact of information technology on the daily life of students.
Standard 4: Students will understand and apply scientific concepts, principles, and theories pertaining to the physical setting and living environment and recognize the historical development of ideas in science.			
Key ideas	**Performance Indicators**	**Harlem Success Academy Curriculum Units**	**Major Understandings/ Concepts Covered**
The Earth and celestial phenomena can be described by principles of relative motion and perspective	Students describe patterns of daily, monthly, and seasonal changes in their environment	Moons and Eclipses	Natural cycles and patterns include: *Earth spinning around once every 24 hours (rotation), resulting in day and night *Earth moving in a path around the Sun (revolution), resulting in one Earth year *the length of daylight and darkness varying with the seasons *weather changing from day to day and through the seasons *the appearance of the Moon changing as it moves in a path around Earth to complete a single cycle
		Moons and Eclipses	Humans organize time into units based on natural motions of Earth: *second, minute, hour *week, month
		Moons and Eclipses	The Sun and other stars appear to move in a recognizable pattern both daily and seasonally.
Many of the phenomena that we observe on Earth involve interactions among components of air, water, and land.	Students describe the relationships among air, water, and land on Earth		Demonstrate through experiments the interaction between water and earth materials. Explain the results of their experiment in group discussion and/or in written form.
			Weather can be described and measured by: temperature, wind speed and direction, form and amount of precipitation, general sky conditions (cloudy, sunny, partly cloudy)
			Water is recycled by natural processes on Earth. *evaporation: changing of water (liquid) into water vapor (gas) *condensation: changing of water vapor (gas) into water (liquid) *precipitation: rain, sleet, snow, hail

			Erosion and deposition result from the interaction among air, water, and land. *interaction between air and water breaks down earth materials *pieces of earth material may be moved by air, water, wind, and gravity *pieces of earth material will settle or deposit on land or in the water in different places *soil is composed of broken-down pieces of living and nonliving earth material
			Extreme natural events (floods, fires, earthquakes, volcanic eruptions, hurricanes, tornadoes, and other severe storms) may have positive or negative impacts on living things

Matter is made up of particles whose properties determine the observable characteristics of matter and its reactivity	Students observe and describe properties of materials using appropriate tools	Mystery Powders	Matter takes up space and has mass. Two objects cannot occupy the same place at the same time.
		Mystery Powders	Matter has properties (color, hardness, odor, sound, taste, etc.) that can be observed through the senses.
		Mystery Powders	Objects have properties that can be observed, described, and/or measured: length, width, volume, size, shape, mass or weight, temperature, texture, flexibility, reflectiveness of light
		Mystery Powders	Measurements can be made with standard metric units and nonstandard units. (Note: Exceptions to the metric system usage are found in meteorology.)
		Mystery Powders	The material(s) an object is made up of determine some specific properties of the object (sink/float, conductivity, magnetism). Properties can be observed or measured with tools such as hand lenses, metric rulers, thermometers, balances, magnets, circuit
		Mystery Powders	The material(s) an object is made up of determine some specific properties of the object (sink/float, conductivity, magnetism). Properties can be observed or measured with tools such as hand lenses, metric rulers, thermometers, balances, magnets, circuit
		Mystery Powders	Some properties of an object are dependent on the conditions of the present surroundings in which the object exists. For example: *temperature - hot or cold *lighting - shadows, color *moisture - wet or dry

	Students describe chemical and physical changes, including changes in states of matter	Mystery Powders	Matter exists in three states: solid, liquid, gas. *solids have a definite shape and volume *liquids do not have a definite shape but have a definite volume *gases do not hold their shape or volume
		Mystery Powders	Temperature can affect the state of matter of a substance
		Mystery Powders	Changes in the properties or materials of objects can be observed and described

Energy exists in many forms, and when these forms change energy is conserved	Students describe a variety of forms of energy (e.g., heat, chemical, light) and the changes that occur in objects when they interact with those forms of energy	Electrical Circuits	Energy exists in various forms: heat, electric, sound, chemical, mechanical, light
		Electrical Circuits	Energy can be transferred from one place to another
		Electrical Circuits	Some materials transfer energy better than others (heat and electricity).
		Electrical Circuits	Energy and matter interact: water is evaporated by the Sun's heat; a bulb is lighted by means of electrical current; a musical instrument is played to produce sound; dark colors may absorb light, light colors may reflect light
		Electrical Circuits	Electricity travels in a closed circuit
		Electrical Circuits	Heat can be released in many ways, for example, by burning, rubbing (friction), or combining one substance with another
		Electrical Circuits	Interactions with forms of energy can be either helpful or harmful
	Students observe the way one form of energy can be transformed into another form of energy present in common situations (e.g., mechanical to heat energy, mechanical to electrical energy, chemical to heat energy.)	Electrical Circuits	Everyday events involve one form of energy being changed to another. *animals convert food to heat and motion *the Sun's energy warms the air and water
		Electrical Circuits	Humans utilize interactions between matter and energy *chemical to electrical, light, and heat: battery and bulb *electrical to sound (e.g., doorbell buzzer) *mechanical to sound (e.g., musical instruments, clapping) *light to electrical (e.g., solar-powered calculator)
Energy and matter interact through forces that result in changes in motion.	Students describe the effects of common forces (pushes and pulls) on objects, such as those caused by gravity, magnetism, and mechanical forces.	Electrical Circuits/ Magnets	The position of an object can be described by locating it relative to another object or the background (e.g., on top of, next to, over, under, etc.).
		Electrical Circuits/ Magnets	The position or direction of motion of an object can be changed by pushing or pulling.
		Electrical Circuits/ Magnets	The force of gravity pulls objects toward the center of Earth

		Electrical Circuits/ Magnets	The amount of change in the motion of an object is affected by friction.
		Electrical Circuits/ Magnets	Magnetism is a force that may attract or repel certain materials

		Electrical Circuits/ Magnets	Mechanical energy may cause change in motion through the application of force and through the use of simple machines such as pulleys, levers, and inclined planes
	Students describe how forces can operate across distances	Magnets	The forces of gravity and magnetism can affect objects through gases, liquids, and solids
		Magnets	The force of magnetism on objects decreases as distance increases
Living things are both similar to and different from each other and from nonliving things	Students describe the characteristics of and variations between living and nonliving things	Tree Frogs	Animals need air, water, and food in order to live and thrive
		Mold	Plants require air, water, nutrients, and light in order to live and thrive.
			Nonliving things do not live and thrive
			Nonliving things can be human-created or naturally occurring
	Students describe the life processes common to all living things	Tree Frogs/ Mold	Living things grow, take in nutrients, breathe, reproduce, eliminate waste, and die
Organisms inherit genetic information in a variety of ways that result in continuity of structure and function between parents and offspring	Students recognize that traits of living things are both inherited and acquired or learned	Tree Frogs/ Mold	Some traits of living things have been inherited (e.g., color of flowers and number of limbs of animals).
		Tree Frogs/ Mold	Some characteristics result from an individual's interactions with the environment and cannot be inherited by the next generation (e.g., having scars; riding a bicycle).
	Students recognize that for humans and other living things there is genetic continuity between generations	Tree Frogs/ Mold	Plants and animals closely resemble their parents and other individuals in their species
		Tree Frogs/ Mold	Plants and animals can transfer specific traits to their offspring when they reproduce

Individual organisms and species change over time	Students describe how the structures of plants and animals complement the environment of the plant or animal	Tree Frogs	Each animal has different structures that serve different functions in growth, survival, and reproduction. *wings, legs, or fins enable some animals to seek shelter and escape predators *the mouth, including teeth, jaws, and tongue, enables some animals to eat and drink *eyes, nose, ears, tongue, and skin of some animals enable the animals to sense their surroundings *claws, shells, spines, feathers, fur, scales, and color of body covering enable some animals to protect themselves from predators and other environmental conditions, or enable them to obtain food *some animals have parts that are used to produce sounds and smells to help the animal meet its needs
		Tree Frogs	*the characteristics of some animals change as seasonal conditions change (e.g., fur grows and is shed to help regulate body heat; body fat is a form of stored energy and it changes as the seasons change)
		Mold	Each plant has different structures that serve different functions in growth, survival, and reproduction. *roots help support the plant and take in water and nutrients *leaves help plants utilize sunlight to make food for the plant *stems, stalks, trunks, and other similar structures provide support for the plant *some plants have flowers *flowers are reproductive structures of plants that produce fruit which contains seeds *seeds contain stored food that aids in germination and the growth of young plants

		Tree Frog	In order to survive in their environment, plants and animals must be adapted to that environment. *seeds disperse by a plant's own mechanism and/or in a variety of ways that can include wind, water, and animals *leaf, flower, stem, and root adaptations may include variations in size, shape, thickness, color, smell, and texture *animal adaptations include coloration for warning or attraction, camouflage, defense mechanisms, movement, hibernation, and migration
	Students observe that differences within a species may give individuals an advantage in surviving and reproducing	Tree Frog/ Mold	Individuals within a species may compete with each other for food, mates, space, water, and shelter in their environment.
		Tree Frog/ Mold	All individuals have variations, and because of these variations, individuals of a species may have an advantage in surviving and reproducing
The continuity of life is sustained through reproduction and development	Students describe the major stages in the life cycles of selected plants and animals	Tree Frog	Plants and animals have life cycles. These may include beginning of a life, development into an adult, reproduction as an adult, and eventually death.
		Mold	Each kind of plant goes through its own stages of growth and development that may include seed, young plant, and mature plant.
		Mold	The length of time from beginning of development to death of the plant is called its life span.
			Life cycles of some plants include changes from seed to mature plant.
		Tree Frog	Each generation of animals goes through changes in form from young to adult. This completed sequence of changes in form is called a life cycle. Some insects change from egg to larva to pupa to adult

		Tree Frog	Each kind of animal goes through its own stages of growth and development during its life span.
		Tree Frog	The length of time from an animal's birth to its death is called its life span. Life spans of different animals vary

	Students describe evidence of growth, repair, and maintenance, such as nails, hair, and bone, and the healing of cuts and bruises	Tree Frog	Growth is the process by which plants and animals increase in size.
			Food supplies the energy and materials necessary for growth and repair
Organisms maintain a dynamic equilibrium that sustains life.	Students describe basic life functions of common living specimens (guppy, mealworm, gerbil).	Tree Frog/ Mold	All living things grow, take in nutrients, breathe, reproduce, and eliminate waste.
		Tree Frog	An organism's external physical features can enable it to carry out life functions in its particular environment
	Students describe some survival behaviors of common living specimens	Mold	Plants respond to changes in their environment. For example, the leaves of some green plants change position as the direction of light changes; the parts of some plants undergo seasonal changes that enable the plant to grow; seeds germinate, and leaves form and grow.
		Tree Frog	Animals respond to change in their environment, (e.g., perspiration, heart rate, breathing rate, eye blinking, shivering, and salivating).
		Tree Frog/ Mold	Senses can provide essential information (regarding danger, food, mates, etc.) to animals about their environment
		Tree Frog	Some animals, including humans, move from place to place to meet their needs.
		Tree Frog	Particular animal characteristics are influenced by changing environmental conditions including: fat storage in winter, coat thickness in winter, camouflage, shedding of fur
		Tree Frog	Some animal behaviors are influenced by environmental conditions. These behaviors may include: nest building, hibernating, hunting, migrating, and communicating.

		Tree Frog	The health, growth, and development of organisms are affected by environmental conditions such as the availability of food, air, water, space, shelter, heat, and sunlight
	Students describe the factors that help promote good health and growth in humans		* Content (Life Science; Health) Humans need a variety of healthy foods, exercise, and rest in order to grow and maintain good health.

			Good health habits include hand washing and personal cleanliness; avoiding harmful substances (including alcohol, tobacco, illicit drugs); eating a balanced diet; engaging in regular exercise
Plants and animals depend on each other and their physical environment	Students describe how plants and animals, including humans, depend upon each other and the nonliving environment		* Content (Plants; Animals; Living Environment; Life Science; Ecosystems; Interdependence) Green plants are producers because they provide the basic food supply for themselves and animals
		Tree Frogs	All animals depend on plants. Some animals (predators) eat other animals (prey).
		Tree Frogs	Animals that eat plants for food may in turn become food for other animals. This sequence is called a food chain
			Decomposers are living things that play a vital role in recycling nutrients
		Tree Frogs	An organism's pattern of behavior is related to the nature of that organism's environment, including the kinds and numbers of other organisms present, the availability of food and other resources, and the physical characteristics of the environment
		Tree Frogs	When the environment changes, some plants and animals survive and reproduce, and others die or move to new locations
	Students describe the relationship of the sun as an energy source for living and nonliving cycles	Mold	Plants manufacture food by utilizing air, water, and energy from the Sun.
			The Sun's energy is transferred on Earth from plants to animals through the food chain.
			Heat energy from the Sun powers the water cycle (see Physical Science Key Idea 2).
Human decisions and activities have had a profound impact on the physical and living environment	Students identify ways in which humans have changed their environments and the effects of those changes	Recycling	Humans depend on their natural and constructed environments.

		Recycling	Over time humans have changed their environment by cultivating crops and raising animals, creating shelter, using energy, manufacturing goods, developing means of transportation, changing populations, and carrying out other activities
		Recycling	Humans, as individuals or communities, change environments in ways that can be either helpful or harmful for themselves and other organisms
Standard 6: Students will understand the relationships and common themes that connect mathematics, science, and technology and apply the themes to these and other areas of learning.			
Key ideas	**Performance Indicators**	**Harlem Success Academy Curriculum Units**	**Major Understandings/ Concepts Covered**
Through systems thinking, people can recognize the commonalities that exist among all systems and how parts of a system interrelate and combine to perform specific functions	Students observe and describe interactions among components of simple systems	Elicrtical Circuits/ Magnets/ Myster Powders/ Acids and Bases	Conduct an experiment of the effects of water on sand. Create an invention that will run on solar power. Create an invention to predict the weather.
	Students identify common things that can be considered to be systems (e.g., a plant population, a subway system, human beings).	Elicrtical Circuits/ Magnets/ Myster Powders/ Acids and Bases	
Models are simplified representations of objects, structures, or systems used in analysis, explanation, interpretation, or design	Students analyze, construct, and operate models in order to discover attributes of the real thing	Elicrtical Circuits/ Magnets/ Recycling	
	Students use different types of models, such as graphs, sketches, diagrams, and maps, to represent various aspects of the real world	Elicrtical Circuits/ Magnets/ Recycling	
The grouping of magnitudes of size, time, frequency, and pressures or other units of measurement into a series of relative order provides a useful way to deal with the immense range and the changes in scale that affect the behavior and design of systems	Students provide examples of natural and manufactured things that belong to the same category yet have very different sizes, weights, ages, speeds, and other measurements		Observe that things in nature and things that people make have very different sizes, weights, and ages

	Students identify the biggest and the smallest values as well as the average value of a system when given information about its characteristics and behavior		Recognize that almost anything has limits on how big or small it can be
Equilibrium is a state of stability due either to a lack of changes (static equilibrium) or a balance between opposing forces (dynamic equilibrium).	Students cite examples of systems in which some features stay the same while other features change	Moons and Eclipses/ Acids and Bases	

	Students distinguish between reasons for stability, from lack of changes to changes that counterbalance one another, to changes within cycles		* Content (Earth, Physical and Life Sciences; Questioning, Comparing, Observing; Interpreting) * Content (Using Systems to Solve Problems; How People Use Technology to Solve Problems) Observe that things change in some ways and stay the same in some ways. Recognize that things can change in different ways such as size, weight, color, and movement. Some small changes can be detected by taking measurements.
Identifying patterns of change is necessary for making predictions about future behavior and conditions	Students use simple instruments to measure such quantities as distance, size, and weight and look for patterns in the data	Acids and Bases/ Mystery Powders/ Moons and Eclipses	
	Students analyze data by making tables and graphs and looking for patterns of change	Acids and Bases/ Mystery Powders/ Moons and Eclipses	
In order to arrive at the best solution that meets criteria within constraints, it is often necessary to make trade-offs.	Students determine the criteria and constraints of a simple decision-making problem	Recycling	Choose the best alternative from a set of solutions under given constraints. Explain the criteria used in selecting a solution orally and in writing
	Students use simple quantitative methods, such as ratios, to compare costs to benefits of a decision problem.	Recycling	
Standard 7: Students will understand the relationships and common themes that connect mathematics, science, and technology and apply the themes to these and other areas of learning.			
Key ideas	**Performance Indicators**	**Harlem Success Academy Curriculum Units**	**Major Understandings/ Concepts Covered**
The knowledge and skills of mathematics, science, and technology are used together to make informed decisions and solve problems, especially those relating to issues of science/technology/society, consumer decision-making, design, and inquiry into phenomena	Students analyze science/technology/society problems and issues that affect their home, school, or community, and carry out a remedial course of action	Recycling	
	Students make informed consumer decisions by applying knowledge about the attributes of particular products and making cost/benefit tradeoffs to arrive at an optimal choice	Recycling	Work Effectively- contributing to the work of a brainstorming group, laboratory partnership, cooperative learning group, or project team; planning procedures; identifying and managing responsibilities of team members; and staying on task, whether

	Students design solutions to problems involving a familiar and real context, investigate related science concepts to inform the solution, and use mathematics to model, quantify, measure, and compute	Recycling	working alone or as part of a group *Gathering and Processing Information- accessing information from printed media, electronic databases, and community resources; using the information to develop a definition of the problem and to research possible solutions *Generating and Analyzing Ideas- developing ideas for proposed solutions, investigating ideas, collecting data, and showing relationships and patterns in the data *Common Themes- observing examples of common unifying themes, applying them to the problem, and using them to better understand the dimensions of the problem *Realizing Ideas- constructing components or models, arriving at a solution, and evaluating the results *Presenting Results- using a variety of media to present the solution and to communicate the results
	Students observe phenomena and evaluate them scientifically and mathematically by conducting a fair test of the effect of variables and using mathematical knowledge and technological tools to collect, analyze, and present data and conclusions	Mold/ Eclectrical Circuits/ Magnets/ Mystery Powders/ Acids and Bases	

Solving interdisciplinary problems involves a variety of skills and strategies, including effective work habits; gathering and processing information; generating and analyzing ideas; realizing ideas; making connections among the common themes of mathematics	Students participate in an extended, culminating mathematics, science, and technology project	Tree Frogs/ Mold/ Electrical Circuits/ Recycling/ Magnets/ Mystery Powders/ Moons and Eclipses	

Intermediate Level Science			
Grade 5			
Standard 1: Students will use mathematical analysis, scientific inquiry, and engineering design, as appropriate, to pose questions, seek answers, and develop solutions.			
Key ideas	**Performance Indicators**	**Harlem Success Academy Curriculum Units**	**Major Understandings/ Concepts Covered**
Mathematical Analysis: Abstraction and symbolic representation are used to communicate mathematically	Students extend mathematical notation and symbolism to include variables and algebraic expressions in order to describe and compare quantities and express mathematical relationships	Incorporated into curriculum throughout school year	Identify independent and dependent variables
		Incorporated into curriculum throughout school year	Identify relationships among variables including: direct, indirect, cyclic, constant; identify non-related material
		Incorporated into curriculum throughout school year	Apply mathematical equations to describe relationships among variables in the natural world
Mathematical Analysis: Deductive and inductive reasoning are used to reach mathematical conclusions.	Students use inductive reasoning to construct, evaluate, and validate conjectures and arguments, recognizing that patterns and relationships can assist in explaining and extending mathematical phenomena	Incorporated into curriculum throughout school year	Interpolate and extrapolate from data
			Quantify patterns and trends
Mathematical Analysis: Critical thinking skills are used in the solution of mathematical problems.	Students apply mathematical knowledge to solve real-world problems and problems that arise from the investigation of mathematical ideas, using representations such as pictures, charts and tables	Incorporated into curriculum throughout school year	Use appropriate scientific tools to solve problems about the natural world
Scientific Inquiry: The central purpose of scientific inquiry is to develop explanations of natural phenomena in a continuing, creative process.	Students formulate questions independently with the aid of references appropriate for guiding the search for explanations of everyday observations	Crayfish/ The Human Body	Formulate questions about natural phenomena
		Crayfish/ The Human Body/ Robotics	Identify appropriate references to investigate a question
		Crayfish/ The Human Body/ Robotics	Refine and clarify questions so that they are subject to scientific investigation
	Students construct explanations independently for natural phenomena, especially by proposing preliminary visual models of phenomena	Crayfish/ The Human Body	Independently formulate a hypothesis. Propose a model of a natural phenomenon. Differentiate among observations, inferences, predictions, and explanations
	Students represent, present, and defend their proposed explanations of everyday observations so that they can be understood and assessed by others	Crayfish/ The Human Body	
	Students seek to clarify, to assess critically, and to reconcile with their own thinking the ideas presented by others, including peers, teachers, authors, and scientists	Crayfish/ The Human Body	
Scientific Inquiry: Beyond the use of reasoning and consensus, scientific inquiry involves the testing of proposed explanations involving the use of conventional techniques and procedures and usually requiring considerable ingenuity.	Students use conventional techniques and those of their own design to make further observations and refine their explanations, guided by a need for more information	Crayfish/ Robotics	Demonstrate appropriate safety techniques

			Conduct an experiment designed by others
			Design and conduct an experiment to test a hypothesis
		Crayfish	Use appropriate tools and conventional techniques to solve problems about the natural world, including: *measuring *observing *describing *classifying *sequencing
		Crayfish	Include appropriate safety procedures
			Design scientific investigations (e.g., observing, describing, and comparing; collecting samples; seeking more information, conducting a controlled experiment; discovering new objects or phenomena; making models)
			Design a simple controlled experiment
			Identify independent variables (manipulated), dependent variables (responding), and constants in a simple controlled experiment
			Choose appropriate sample size and number of trials
	Students carry out their research proposals, recording observations and measurements (e.g., lab notes, audiotape, computer disk, videotape) to help assess the explanation	Crafyfish/ Robotics	Use appropriate safety procedures
			Conduct a scientific investigation
			Collect quantitative and qualitative data
Scientific Inquiry: The observations made while testing proposed explanations, when analyzed using conventional and invented methods, provide new insights into phenomena	Students design charts, tables, graphs, and other representations of observations in conventional and creative ways to help them address their research question or hypothesis.	Incorporated into curriculum throughout school year	Organize results, using appropriate graphs, diagrams, data tables, and other models to show relationships
			Generate and use scales, create legends, and appropriately label axes
	Students interpret the organized data to answer the research question or hypothesis and to gain insight into the problem	Incorporated into curriculum throughout school year	Accurately describe the procedures used and the data gathered. Identify sources of error and the limitations of data collected. Evaluate the original hypothesis in light of the data. Formulate and defend explanations and conclusions as they relate to scientific phenomena. Form and defend a logical argument about cause-and-effect relationships in an investigation. Make predictions based on experimental data.
	Students modify their personal understanding of phenomena based on evaluation of their hypothesis	Incorporated into curriculum throughout school year	
			*Suggest improvements and recommendations for further studying *Use and interpret graphs and data tables
Engineering Design: Engineering design is an iterative process involving modeling and optimization (finding the best solution within given constraints); this process is used to develop technological solutions to problems within given constraints	Students engage in the following steps in a design process: identify needs and opportunities for technical solutions from an investigation of situations of general or social interest	Robotics/ Structures and Bridges	Identify a scientific or human need that is subject to a technological solution which applies scientific principles

	Students engage in the following steps in a design process: locate and utilize a range of printed, electronic, and human information resources to obtain ideas	Robotics/ Structures and Bridges	Use all available information systems for a preliminary search that addresses the need
	Students engage in the following steps in a design process: consider constraints and generate several ideas for alternative solutions, using group and individual ideation techniques (group discussion, brainstorming, forced connections, role play); defer judgment until a number of ideas have been generated; evaluate (critique) ideas; and explain why the chosen solution is optimal	Robotics/ Structures and Bridges	Generate ideas for alternative solutions
		Robotics/ Structures and Bridges	Evaluate alternatives based on the constraints of design
	Students engage in the following steps in a design process: develop plans, including drawings with measurements and details of construction, and construct a model of the solution, exhibiting a degree of craftsmanship	Robotics	Design and construct a model of the product or process
		Robotics/ Structures and Bridges	Construct a model of the product or process
		Robotics/ Structures and Bridges	Test a design
		Robotics/ Structures and Bridges	Evaluate a design
Standard 2: Students will access, generate, process, and transfer information using appropriate technologies.			
Key ideas	**Performance Indicators**	**Harlem Success Academy Curriculum Units**	**Major Understandings/ Concepts Covered**
Information technology is used to retrieve, process, and communicate information and as a tool to enhance learning	Students use a range of equipment and software to integrate several forms of information in order to create good quality audio, video, graphic, and text-based presentations	Incorporated into curriculum throughout school year	Collect the data, using the appropriate, available tool. Organize the data. Use the collected data to communicate a scientific concept.
	Students use spreadsheets and database software to collect, process, display, and analyze information. Students access needed information from electronic databases and on-line telecommunication services	Incorporated into curriculum throughout school year	
	Students systematically obtain accurate and relevant information pertaining to a particular topic from a range of sources, including local and national media, libraries, museums, governmental agencies, industries, and individuals	Incorporated into curriculum throughout school year	
	Students collect data from probes to measure events and phenomena	Incorporated into curriculum throughout school year	
	Students use simple modeling programs to make predictions	Incorporated into curriculum throughout school year	
Knowledge of the impacts and limitations of information systems is essential to its effective and ethical use	Students understand the need to question the accuracy of information displayed on a computer because the results produced by a computer may be affected by incorrect data entry	Incorporated into curriculum throughout school year	

	Students identify advantages and limitations of data-handling programs and graphics programs	Incorporated into curriculum throughout school year	Critically analyze data to exclude erroneous information. Identify and explain sources of error in a data collection.
	Students understand why electronically stored personal information has greater potential for misuse than records kept in conventional form	Incorporated into curriculum throughout school year	
Information technology can have positive and negative impacts on society, depending upon how it is used.	Students use graphical, statistical, and presentation software to present projects to fellow classmates	Incorporated into curriculum throughout school year	
	Students describe applications of information technology in mathematics, science, and other technologies that address needs and solve problems in the community.	Incorporated into curriculum throughout school year	
Standard 4: Students will understand and apply scientific concepts, principles, and theories pertaining to the physical setting and living environment and recognize the historical development of ideas in science.			
Key ideas	**Performance Indicators**	**Harlem Success Academy Curriculum Units**	**Major Understandings/ Concepts Covered**
The Earth and celestial phenomena can be described by principles of relative motion and perspective	Students explain daily, monthly, and seasonal changes on Earth		Earth's Sun is an average-sized star. The Sun is more than a million times greater in volume than Earth.
			Other stars are like the Sun but are so far away that they look like points of light. Distances between stars are vast compared to distances within our solar system.
			The Sun and the planets that revolve around it are the major bodies in the solar system. Other members include comets, moons, and asteroids. Earth's orbit is nearly circular.
			Gravity is the force that keeps planets in orbit around the Sun and the Moon in orbit around the Earth.
			The latitude/longitude coordinate system and our system of time are based on celestial observations.
			Moons are seen by reflected light. Our Moon orbits Earth, while Earth orbits the Sun. The Moon's phases as observed from Earth are the result of seeing different portions of the lighted area of the Moon's surface. The phases repeat in a cyclic pattern in about one month.
			The apparent motions of the Sun, Moon, planets, and stars across the sky can be explained by Earth's rotation and revolution. Earth's rotation causes the length of one day to be approximately 24 hours. This rotation also causes the Sun and Moon to appear to rise along the eastern horizon and to set along the western horizon. Earth's revolution around the Sun defines the length of the year as
			The tilt of Earth's axis of rotation and the revolution of Earth around the Sun cause seasons on Earth. The length of daylight varies depending on latitude and season.
			The shape of Earth, the other planets, and stars is nearly spherical

Many of the phenomena that we observe on Earth involve interactions among components of air, water, and land.	Students explain how the atmosphere (air), hydrosphere (water), and lithosphere (land) interact, evolve, and change		Nearly all the atmosphere is confined to a thin shell surrounding Earth. The atmosphere is a mixture of gases, including nitrogen and oxygen with small amounts of water vapor, carbon dioxide, and other trace gases. The atmosphere is stratified into layers, each having distinct properties. Nearly all weather occurs in the lowest layer of the atmosphere.
			As altitude increases, air pressure decreases.
			The rock at Earth's surface forms a nearly continuous shell around Earth called the lithosphere.
			The majority of the lithosphere is covered by a relatively thin layer of water called the hydrosphere.
			Rocks are composed of minerals. Only a few rock-forming minerals make up most of the rocks of Earth. Minerals are identified on the basis of physical properties such as streak, hardness, and reaction to acid.
			Fossils are usually found in sedimentary rocks. Fossils can be used to study past climates and environments.
			The dynamic processes that wear away Earth's surface include weathering and erosion.
			The process of weathering breaks down rocks to form sediment. Soil consists of sediment, organic material, water, and air.
			Erosion is the transport of sediment. Gravity is the driving force behind erosion. Gravity can act directly or through agents such as moving water, wind, and glaciers.
			Water circulates through the atmosphere, lithosphere, and hydrosphere in what is known as the water cycle.
	Students describe volcano and earthquake patterns, the rock cycle, and weather and climate changes		The interior of Earth is hot. Heat flow and movement of material within Earth cause sections of Earth's crust to move. This may result in earthquakes, volcanic eruption, and the creation of mountains and ocean basins.
			Analysis of earthquake wave data (vibrational disturbances) leads to the conclusion that there are layers within Earth. These layers - the crust, mantle, outer core, and inner core - have distinct properties.
			Folded, tilted, faulted, and displaced rock layers suggest past crustal movement.
			Continents fitting together like puzzle parts and fossil correlations provided initial evidence that continents were once together.
			The Theory of Plate Tectonics explains how the "solid" lithosphere consists of a series of plates that "float" on the partially molten section of the mantle. Convection cells within the mantle may be the driving force for the movement of the plates.

			Plates may collide, move apart, or slide past one another. Most volcanic activity and mountain building occur at the boundaries of these plates, often resulting in earthquakes.
			Rocks are classified according to their method of formation. The three classes of rocks are sedimentary, metamorphic, and igneous. Most rocks show characteristics that give clues to their formation conditions.
			The rock cycle model shows how types of rock or rock material may be transformed from one type of rock to another.
			Weather describes the conditions of the atmosphere at a given location for a short period of time.
			Climate is the characteristic weather that prevails from season to season and year to year.
			The uneven heating of Earth's surface is the cause of weather.
			Air masses form when air remains nearly stationary over a large section of Earth's surface and takes on the conditions of temperature and humidity from that location. Weather conditions at a location are determined primarily by temperature, humidity, and pressure of air masses over that location.
			Most local weather condition changes are caused by movement of air masses.
			The movement of air masses is determined by prevailing winds and upper air currents.
			Fronts are boundaries between air masses. Precipitation is likely to occur at these boundaries.
			High-pressure systems generally bring fair weather. Low-pressure systems usually bring cloudy, unstable conditions. The general movement of highs and lows is from west to east across the United States.
			Hazardous weather conditions include thunderstorms, tornadoes, hurricanes, ice storms, and blizzards. Humans can prepare for and respond to these conditions if given sufficient warning.
			Substances enter the atmosphere naturally and from human activity. Some of these substances include dust from volcanic eruptions and greenhouse gases such as carbon dioxide, methane, and water vapor. These substances can affect weather,
Matter is made up of particles whose properties determine the observable characteristics of matter and its reactivity	Students observe and describe properties of materials, such as density, conductivity, and solubility		Substances have characteristic properties. Some of these properties include color, odor, phase at room temperature, density, solubility, heat and electrical conductivity, hardness, and boiling and freezing points.

			Solubility can be affected by the nature of the solute and solvent, temperature, and pressure. The rate of solution can be affected by the size of the particles, stirring, temperature, and the amount of solute already dissolved.
			The motion of particles helps to explain the phases (states) of matter as well as changes from one phase to another. The phase in which matter exists depends on the attractive forces among its particles.
			Gases have neither a determined shape nor a definite volume. Gases assume the shape and volume of a closed container.
			A liquid has definite volume, but takes the shape of a container.
			A solid has definite shape and volume. Particles resist a change in position.
			Characteristic properties can be used to identify different materials, and separate a mixture of substances into its components. For example, iron can be removed from a mixture by means of a magnet. An insoluble substance can be separated from a soluble substance by such processes as
			Density can be described as the amount of matter that is in a given amount of space. If two objects have equal volume, but one has more mass, the one with more mass is denser.
			Buoyancy is determined by comparative densities
	Students distinguish between chemical and physical changes		During a physical change a substance keeps its chemical composition and properties. Examples of physical changes include freezing, melting, condensation, boiling, evaporation, tearing, and crushing.
			Mixtures are physical combinations of materials and can be separated by physical means.
			During a chemical change, substances react in characteristic ways to form new substances with different physical and chemical properties. Examples of chemical changes include burning of wood, cooking of an egg, rusting of iron, and souring of milk.
			Substances are often placed in categories if they react in similar ways. Examples include metals, nonmetals, and noble gases.
			The Law of Conservation of Mass states that during an ordinary chemical reaction matter cannot be created or destroyed. In chemical reactions, the total mass of the reactants equals the total mass of the products
	Students develop mental models to explain common chemical reactions and changes in states of matter		All matter is made up of atoms. Atoms are far too small to see with a light microscope.

			Atoms and molecules are perpetually in motion. The greater the temperature, the greater the motion.
			Atoms may join together in well-defined molecules or may be arranged in regular geometric patterns.
			Interactions among atoms and/or molecules result in chemical reactions.
			The atoms of any one element are different from the atoms of other elements.
			There are more than 100 elements. Elements combine in a multitude of ways to produce compounds that account for all living and nonliving substances. Few elements are found in their pure form.
Energy exists in many forms, and when these forms change energy is conserved	Students describe the sources and identify the transformations of energy observed in everyday life		The Sun is a major source of energy for Earth. Other sources of energy include nuclear and geothermal energy.
			Fossil fuels contain stored solar energy and are considered nonrenewable resources. They are a major source of energy in the United States. Solar energy, wind, moving water, and biomass are some examples of renewable energy resources.
			Most activities in everyday life involve one form of energy being transformed into another. For example, the chemical energy in gasoline is transformed into mechanical energy in an automobile engine. Energy, in the form of heat, is almost always one of the products of energy transformations.
			Different forms of energy include heat, light, electrical, mechanical, sound, nuclear, and chemical. Energy is transformed in many ways.
			Energy can be considered to be either kinetic energy, which is the energy of motion, or potential energy, which depends on relative position
			The periodic table is one useful model for classifying elements. The periodic table can be used to predict properties of elements (metals, nonmetals, noble
	Students observe and describe heating and cooling events		Heat moves in predictable ways, flowing from warmer objects to cooler ones, until both reach the same temperature.
			Heat can be transferred through matter by the collisions of atoms and/or molecules (conduction) or through space (radiation). In a liquid or gas, currents will facilitate the transfer of heat (convection).
			During a phase change, heat energy is absorbed or released. Energy is absorbed when a solid changes to a liquid and when a liquid changes to a gas. Energy is released when a gas changes to a liquid and when a liquid changes to a solid.
			Most substances expand when heated and contract when cooled. Water is an exception, expanding when changing to ice.

			Temperature affects the solubility of some substances in water
	Students observe and describe energy changes as related to chemical reactions		In chemical reactions, energy is transferred into or out of a system. Light, electricity, or mechanical motion may be involved in such transfers in addition to heat.
	Students observe and describe the properties of sound, light, magnetism, and electricity		Different forms of electromagnetic energy have different wavelengths. Some examples of electromagnetic energy are microwaves, infrared light, visible light, ultraviolet light, X-rays, and gamma rays.
			Light passes through some materials, sometimes refracting in the process. Materials absorb and reflect light, and may transmit light. To see an object, light from that object, emitted by or reflected from it, must enter the eye.
			Vibrations in materials set up wave-like disturbances that spread away from the source. Sound waves are an example. Vibrational waves move at different speeds in different materials. Sound cannot travel in a vacuum.
		Robotics	Electrical energy can be produced from a variety of energy sources and can be transformed into almost any other form of energy.
		Robotics	Electrical circuits provide a means of transferring electrical energy.
		Robotics	Without touching them, material that has been electrically charged attracts uncharged material, and may either attract or repel other charged material.
	Students describe situations that support the principle of conservation of energy		Energy cannot be created or destroyed, but only changed from one form into another.
			Energy can change from one form to another, although in the process some energy is always converted to heat. Some systems transform energy with less loss of heat than others
Energy and matter interact through forces that result in changes in motion.	Students describe different patterns of motion of objects		The motion of an object is always judged with respect to some other object or point. The idea of absolute motion or rest is misleading.
			The motion of an object can be described by its position, direction of motion, and speed.
			An object's motion is the result of the combined effect of all forces acting on the object. A moving object that is not subjected to a force will continue to move at a constant speed in a straight line. An object at rest will remain at rest.

			Force is directly related to an object's mass and acceleration. The greater the force, the greater the change in motion.
			For every action there is an equal and opposite reaction
	Students observe, describe, and compare effects of forces (gravity, electric current, and magnetism) on the motion of objects		Every object exerts gravitational force on every other object. Gravitational force depends on how much mass the objects have and on how far apart they are. Gravity is one of the forces acting on orbiting objects and projectiles.
			Electric currents and magnets can exert a force on each other.
		Robotics	Machines transfer mechanical energy from one object to another.
			Friction is a force that opposes motion.
		Robotics	A machine can be made more efficient by reducing friction. Some common ways of reducing friction include lubricating or waxing surfaces.
			Machines can change the direction or amount of force, or the distance or speed of force required to do work.
			Simple machines include a lever, a pulley, a wheel and axle, and an inclined plane. A complex machine uses a combination of interacting simple machines, e.g., a bicycle.
Living things are both similar to and different from each other and from nonliving things	Students compare and contrast the parts of plants, animals, and one-celled organisms		Living things are composed of cells. Cells provide structure and carry on major functions to sustain life. Cells are usually microscopic in size.
			The way in which cells function is similar in all living things. Cells grow and divide, producing more cells. Cells take in nutrients, which they use to provide energy for the work that cells do and to make the materials that a cell or an organism needs.
			Most cells have cell membranes, genetic material, and cytoplasm. Some cells have a cell wall and/or chloroplasts. Many cells have a nucleus.
		The Human Body	Some organisms are single cells; others, including humans, are multicellular.
		The Human Body	Cells are organized for more effective functioning in multicellular organisms. Levels of organization for structure and function of a multicellular organism include cells, tissues, organs, and organ systems.
			Many plants have roots, stems, leaves, and reproductive structures. These organized groups of tissues are responsible for a plant's life activities.
			Multicellular animals often have similar organs and specialized systems for carrying out major life activities.

			Living things are classified by shared characteristics on the cellular and organism level. In classifying organisms, biologists consider details of internal and external structures. Biological classification systems are arranged from general (kingdom) to specific (species)
	Students explain the functioning of the major human organ systems and their interactions		Each system is composed of organs and tissues which perform specific functions and interact with each other, e.g., digestion, gas exchange, excretion, circulation, locomotion, control, coordination, reproduction, and protection from disease.
		The Human Body	Tissues, organs, and organ systems help to provide all cells with nutrients, oxygen, and waste removal.
		The Human Body	The digestive system consists of organs that are responsible for the mechanical and chemical breakdown of food. The breakdown process results in molecules that can be absorbed and transported to cells.
		The Human Body	During respiration, cells use oxygen to release the energy stored in food. The respiratory system supplies oxygen and removes carbon dioxide (gas exchange).
		The Human Body	The excretory system functions in the disposal of dissolved waste molecules, the elimination of liquid and gaseous wastes, and the removal of excess heat energy.
		The Human Body	The circulatory system moves substances to and from cells, where they are needed or produced, responding to changing demands.
		The Human Body	Locomotion, necessary to escape danger, obtain food and shelter, and reproduce, is accomplished by the interaction of the skeletal and muscular systems, and coordinated by the nervous system.
		The Human Body	The nervous and endocrine systems interact to control and coordinate the body's responses to changes in the environment, and to regulate growth, development, and reproduction. Hormones are chemicals produced by the endocrine system; hormones regulate many body functions.
		The Human Body	The male and female reproductive systems are responsible for producing sex cells necessary for the production of offspring.
		The Human Body	Disease breaks down the structures or functions of an organism. Some diseases are the result of failures of the system. Other diseases are the result of damage by infection from other organisms (germ theory). Specialized cells protect the body from infectious disease. The chemicals they produce identify and destroy microbes that enter the body

Organisms inherit genetic information in a variety of ways that result in continuity of structure and function between parents and offspring	Students describe sexual and asexual mechanisms for passing genetic materials from generation to generation	The Human Body	Hereditary information is contained in genes. Genes are composed of DNA that makes up the chromosomes of cells.
		The Human Body	Each gene carries a single unit of information. A single inherited trait of an individual can be determined by one pair or by many pairs of genes. A human cell contains thousands of different genes.
		The Human Body	Each human cell contains a copy of all the genes needed to produce a human being.
		The Human Body	In asexual reproduction, all the genes come from a single parent. Asexually produced offspring are genetically identical to the parent.
		The Human Body	In sexual reproduction typically half of the genes come from each parent. Sexually produced offspring are not identical to either parent
	Students describe simple mechanisms related to the inheritance of some physical traits in offspring	The Human Body	In all organisms, genetic traits are passed on from generation to generation.
		The Human Body	Some genes are dominant and some are recessive. Some traits are inherited by mechanisms other than dominance and recessiveness.
		The Human Body	The probability of traits being expressed can be determined using models of genetic inheritance. Some models of prediction are pedigree charts and Punnett squares
Individual organisms and species change over time	Students describe sources of variation in organisms and their structures and relate the variations to survival	The Human Body	The processes of sexual reproduction and mutation have given rise to a variety of traits within a species.
			Changes in environmental conditions can affect the survival of individual organisms with a particular trait. Small differences between parents and offspring can accumulate in successive generations so that descendants are very different from their ancestors. Individual organisms with certain traits are more likely to survive and have offspring than individuals without those traits.
			Human activities such as selective breeding and advances in genetic engineering may affect the variations of species
	Students describe factors responsible for competition within species and the significance of that competition		In all environments, organisms with similar needs may compete with one another for resources.
			Extinction of a species occurs when the environment changes and the adaptive characteristics of a species are insufficient to permit its survival. Extinction of species is common. Fossils are evidence that a great variety of species existed in the past.

			Many thousands of layers of sedimentary rock provide evidence for the long history of Earth and for the long history of changing life forms whose remains are found in the rocks. Recently deposited rock layers are more likely to contain fossils resembling existing species.
			Although the time needed for change in a species is usually great, some species of insects and bacteria have undergone significant change in just a few years
The continuity of life is sustained through reproduction and development	Students observe and describe the variations in reproductive patterns of organisms, including asexual and sexual reproduction		Some organisms reproduce asexually. Other organisms reproduce sexually. Some organisms can reproduce both sexually and asexually.
			There are many methods of asexual reproduction, including division of a cell into two cells, or separation of part of an animal or plant from the parent, resulting in the growth of another individual.
			Methods of sexual reproduction depend upon the species. All methods involve the merging of sex cells to begin the development of a new individual. In many species, including plants and humans, eggs and sperm are produced.
			Fertilization and/or development in organisms may be internal or external
	Students explain the role of sperm and egg cells in sexual reproduction		The male sex cell is the sperm. The female sex cell is the egg. The fertilization of an egg by a sperm results in a fertilized egg.
			In sexual reproduction, sperm and egg each carry one-half of the genetic information for the new individual. Therefore, the fertilized egg contains genetic information from each parent
	Students observe and describe developmental patterns in selected plants and animals (e.g., insects, frogs, humans, seed-bearing plants).		Multicellular organisms exhibit complex changes in development, which begin after fertilization. The fertilized egg undergoes numerous cellular divisions that will result in a multicellular organism, with each cell having identical genetic information.
			In humans, the fertilized egg grows into tissue which develops into organs and organ systems before birth.
			Various body structures and functions change as an organism goes through its life cycle.

			Patterns of development vary among animals. In some species the young resemble the adult, while in others they do not. Some insects and amphibians undergo metamorphosis as they mature.
			Patterns of development vary among plants. In seed-bearing plants, seeds contain stored food for early development. Their later development into adulthood is characterized by varying patterns of growth from species to species.
			As an individual organism ages, various body structures and functions change
	Students observe and describe cell division at the microscopic level and its macroscopic effects		In multicellular organisms, cell division is responsible for growth, maintenance, and repair. In some one-celled organisms, cell division is a method of asexual reproduction.
			In one type of cell division, chromosomes are duplicated and then separated into two identical and complete sets to be passed to each of the two resulting cells. In this type of cell division, the hereditary information is identical in all the cells that result.
			Another type of cell division accounts for the production of egg and sperm cells in sexually reproducing organisms. The eggs and sperm resulting from this type of cell division contain one-half of the hereditary information.
			Cancers are a result of abnormal cell division
Organisms maintain a dynamic equilibrium that sustains life.	Students compare the way a variety of living specimens carry out basic life functions and maintain dynamic equilibrium		Animals and plants have a great variety of body plans and internal structures that contribute to their ability to maintain a balanced condition.
			An organism's overall body plan and its environment determine the way that the organism carries out the life processes.
			All organisms require energy to survive. The amount of energy needed and the method for obtaining this energy vary among cells. Some cells use oxygen to release the energy stored in food.
			The methods for obtaining nutrients vary among organisms. Producers, such as green plants, use light energy to make their food. Consumers, such as animals, take in energy-rich foods.
			Herbivores obtain energy from plants. Carnivores obtain energy from animals. Omnivores obtain energy from both plants and animals. Decomposers, such as bacteria and fungi, obtain energy by consuming wastes and/or dead organisms.
			Regulation of an organism's internal environment involves sensing the internal environment and changing physiological activities to keep conditions within the range required for survival. Regulation includes a variety of nervous and hormonal

			The survival of an organism depends on its ability to sense and respond to its external environment
	Students describe the importance of major nutrients, vitamins, and minerals in maintaining health and promoting growth, and explain the need for a constant input of energy for living organisms		Food provides molecules that serve as fuel and building material for all organisms. All living things, including plants, must release energy from their food, using it to carry on their life processes.
			Foods contain a variety of substances, which include carbohydrates, fats, vitamins, proteins, minerals, and water. Each substance is vital to the survival of the organism.
			Metabolism is the sum of all chemical reactions in an organism. Metabolism can be influenced by hormones, exercise, diet, and aging.
			Energy in foods is measured in Calories. The total caloric value of each type of food varies. The number of Calories a person requires varies from person to person.
			In order to maintain a balanced state, all organisms have a minimum daily intake of each type of nutrient based on species, size, age, sex, activity, etc. An imbalance in any of the nutrients might result in weight gain, weight loss, or a diseased state.
			Contraction of infectious disease, and personal behaviors such as use of toxic substances and some dietary habits, may interfere with one's dynamic equilibrium. During pregnancy these conditions may also affect the development of the child. Some effects of these conditions are immediate; others may not appear for many years
Plants and animals depend on each other and their physical environment	Students describe the flow of energy and matter through food chains and food webs		Energy flows through ecosystems in one direction, usually from the Sun, through producers to consumers and then to decomposers. This process may be visualized with food chains or energy pyramids.
			Food webs identify feeding relationships among producers, consumers, and decomposers in an ecosystem.
			Matter is transferred from one organism to another and between organisms and their physical environment. Water, nitrogen, carbon dioxide, and oxygen are examples of substances cycled between the living and nonliving environment

	Students provide evidence that green plants make food and explain the significance of this process to other organisms.		Photosynthesis is carried on by green plants and other organisms containing chlorophyll. In this process, the Sun's energy is converted into and stored as chemical energy in the form of a sugar. The quantity of sugar molecules increases in green plants during photosynthesis in the presence of sunlight.
			The major source of atmospheric oxygen is photosynthesis. Carbon dioxide is removed from the atmosphere and oxygen is released during photosynthesis.
			Green plants are the producers of food which is used directly or indirectly by consumers
Human decisions and activities have had a profound impact on the physical and living environment	Students describe how living things, including humans, depend upon the living and nonliving environment for their survival		A population consists of all individuals of a species that are found together at a given place and time. Populations living in one place form a community. The community and the physical factors with which it interacts compose an ecosystem.
			Given adequate resources and no disease or predators, populations (including humans) increase. Lack of resources, habitat destruction, and other factors such as predation and climate limit the growth of certain populations in the ecosystem.
			In all environments, organisms interact with one another in many ways. Relationships among organisms may be competitive, harmful, or beneficial. Some species have adapted to be dependent upon each other with the result that neither could survive without the other.
			Some microorganisms are essential to the survival of other living things.
			The environment may contain dangerous levels of substances (pollutants) that are harmful to organisms. Therefore, the good health of environments and individuals requires the monitoring of soil, air, and water, and taking steps to keep them safe
	Students describe the effects of environmental changes on humans and other populations		In ecosystems, balance is the result of interactions between community members and their environment.
			The environment may be altered through the activities of organisms. Alterations are sometimes abrupt. Some species may replace others over time, resulting in long-term gradual changes (ecological succession)
			Overpopulation by any species impacts the environment due to the increased use of resources. Human activities can bring about environmental degradation through resource acquisition, urban growth, land-use decisions, waste disposal, etc.
			Since the Industrial Revolution, human activities have resulted in major pollution of air, water, and soil. Pollution has cumulative ecological effects such as acid rain, global warming, or ozone depletion. The survival of living things on our planet depends on the conservation and protection of Earth's resources.

Standard 6: Students will understand the relationships and common themes that connect mathematics, science, and technology and apply the themes to these and other areas of learning.

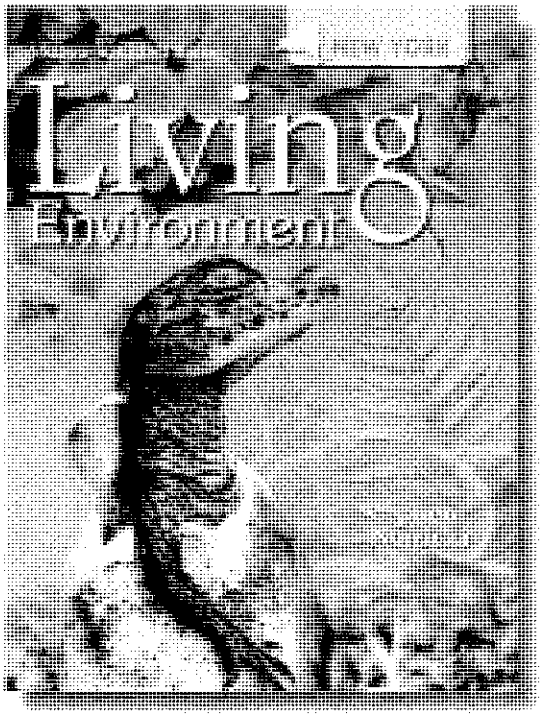
Key ideas	Performance Indicators	Harlem Success Academy Curriculum Units	Major Understandings/ Concepts Covered
Through systems thinking, people can recognize the commonalities that exist among all systems and how parts of a system interrelate and combine to perform specific functions	Students describe the differences between dynamic systems and organizational systems		Students will use a balance scale to compare and contrast the three types of rocks. Students will create a device for measuring distances in space. Students will create their own invention, using one of the six simple machines
	Students describe the differences and similarities between engineering systems, natural systems, and social systems		
	Students describe the differences between open- and closed-loop systems		
	Students describe how the output from one part of a system (which can include material, energy, or information) can become the input to other parts		
Models are simplified representations of objects, structures, or systems used in analysis, explanation, interpretation, or design	Students select an appropriate model to begin the search for answers or solutions to a question or problem		
	Students use models to study processes that cannot be studied directly (e.g., when the real process is too slow, too fast, or too dangerous for direct observation)		
	Students demonstrate the effectiveness of different models to represent the same thing and the same model to represent different things.		
The grouping of magnitudes of size, time, frequency, and pressures or other units of measurement into a series of relative order provides a useful way to deal with the immense range and the changes in scale that affect the behavior and design of systems	Students cite examples of how different aspects of natural and designed systems change at different rates with changes in scale		
	Students use powers of ten notation to represent very small and very large numbers		
Equilibrium is a state of stability due either to a lack of changes (static equilibrium) or a balance between opposing forces (dynamic equilibrium).	Students describe how feedback mechanisms are used in both designed and natural systems to keep changes within desired limits.		
	Students describe changes within equilibrium cycles in terms of frequency or cycle length and determine the highest and lowest values and when they occur		
Identifying patterns of change is necessary for making predictions about future behavior and conditions	Students observe patterns of change in trends or cycles and make predictions on what might happen in the future		
In order to arrive at the best solution that meets criteria within constraints, it is often necessary to make trade-offs.	Students determine the criteria and constraints and make trade-offs to determine the best decision		
	Students use graphs of information for a decision-making problem to determine the optimum solution		

Standard 7: Students will understand the relationships and common themes that connect mathematics, science, and technology and apply the themes to these and other areas of learning.

Key ideas	Performance Indicators	Harlem Success Academy Curriculum Units	Major Understandings/ Concepts Covered
The knowledge and skills of mathematics, science, and technology are used together to make informed decisions and solve problems, especially those relating to issues of science/technology/society, consumer decision-making, design, and inquiry into phenomena	Students analyze science/technology/society problems and issues at the local level and plan and carry out a remedial course of action		Work Effectively- contributing to the work of a brainstorming group, laboratory partnership, cooperative learning group, or project team; planning procedures; identifying and managing responsibilities of team members; and staying on task, whether working alone or as part of a group *Gathering and Processing Information- accessing information from printed media, electronic databases, and community resources; using the information to develop a definition of the problem and to research possible solutions *Generating and Analyzing Ideas- developing ideas for proposed solutions, investigating ideas, collecting data, and showing relationships and patterns in the data *Common Themes- observing examples of common unifying themes, applying them to the problem, and using them to better understand the dimensions of the problem *Realizing Ideas- constructing components or models, arriving at a solution, and evaluating the results *Presenting Results- using a variety of media to present the solution and to communicate the results
	Students make informed consumer decisions by seeking answers to appropriate questions about products, services, and systems; determining the cost/benefit and risk/benefit tradeoffs; and applying this knowledge to a potential purchase		
	Students design solutions to real-world problems of general social interest related to home, school, or community using scientific experimentation to inform the solution and applying mathematical concepts and reasoning to assist in		
	Students describe and explain phenomena by designing and conducting investigations involving systematic observations, accurate measurements, and the identification and control of variables; by inquiring into relevant mathematical ideas; and by using mathematical and technological tools and procedures to assist in the investigation		
Solving interdisciplinary problems involves a variety of skills and strategies, including effective work habits; gathering and processing information; generating and analyzing ideas; realizing ideas; making connections among the common themes of mathematics	Students participate in an extended, culminating mathematics, science, and technology project		

Success Charter Network
Science Curriculum Alignment
Grades 6-8

The Harlem Success Academy Charter School science program will be founded in rich, hands-on, inquiry and discovery based science experiments and projects. These experiments and projects emphasize observing, hypothesizing, designing and conducting experiments, collecting and analyzing data, drawing conclusions based on the data and lab writing skills. Students will explore the life and physical sciences through hands-on learning activities, design and implementation of scientific investigations and analysis of data. In addition, the Harlem Success Academy Charter School 5^{th} – 8^{th} grade science program will use the McDougal-Littell Science program as a framework for the middle school science curriculum. The McDougal-Littell Science program will allow HSACS to customize a science program that meets the needs of students and focuses on content when it is most relevant and appropriate.



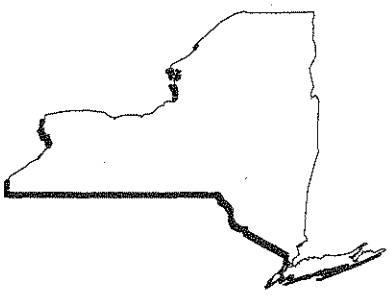
McDougal Littell Biology

New York

Living Environment

correlated to

The New York Living Environment Core Curriculum



McDougal Littell
A DIVISION OF HOUGHTON MIFFLIN

McDougal Littell Biology: Living Environment

correlated to

The New York Living Environment Core Curriculum

Performance Indicator	Pupil Edition
Standard 1 - Students will use mathematical analysis, scientific inquiry, and engineering design, as appropriate, to pose questions, seek answers, and develop solutions.	
Key Idea 1: The central purpose of scientific inquiry is to develop explanations of natural phenomena in a continuing and creative process.	
Performance Indicator 1.1 Elaborate on basic scientific and personal explanations of natural phenomena, and develop extended visual models and mathematical formulations to represent one's thinking. Major Understandings:	
1.1a Scientific explanations are built by combining evidence that can be observed with what people already know about the world.	13, 177, 298–314, 399
1.1b Learning about the historical development of scientific concepts or about individuals who have contributed to scientific knowledge provides a better understanding of scientific inquiry and the relationship between science and society.	70, 177–179, 183, 209, 226–228, 231–232, 269, 298–305, 314, 316–319, 518, 533, 547, 826, 940–941
1.1c Science provides knowledge, but values are also essential to making effective and ethical decisions about the application of scientific knowledge.	26, 29, 64–66, 162–164, 279, 284, 294
Performance Indicator 1.2 Hone ideas through reasoning, library research, and discussion with others, including experts. Major Understandings:	
1.2a Inquiry involves asking questions and locating, interpreting, and processing information from a variety of sources.	13, 22, 29, 58, 59, 157, 362, 365, 369, 398–400, 449, 522–523, 537, 567, 601, 781, 811, 841, 866, 903, 965, 1045
1.2b Inquiry involves making judgments about the reliability of the source and relevance of information.	895, 947, 985
Performance Indicator 1.3 Work toward reconciling competing explanations; clarify points of agreement and disagreement. Major Understandings:	
1.3a Scientific explanations are accepted when they are consistent with experimental and observational evidence and when they lead to accurate predictions.	16–17, 71, 177–179, 231–232, 304–307, 317–319, 925
1.3b All scientific explanations are tentative and subject to change or improvement. Each new hit of evidence can create more questions than it answers. This leads to increasingly better understanding of how things work in the living world.	70, 209, 226–228, 231–232, 298–301, 313–319, 533

Performance Indicator	Pupil Edition
Performance Indicator 1.4 Coordinate explanations at different levels of scale, points of focus, and degrees of complexity and specificity, and recognize the need for such alternative representations of the natural world. Major Understandings:	
1.4a Well-accepted theories are ones that are supported by different kinds of scientific investigations often involving the contributions of individuals from different disciplines.	16, 71, 298–303, 314–319, 457, 941
Key Idea 2: Beyond the use of reasoning and consensus, scientific inquiry involves the testing of proposed explanations involving the use of conventional techniques and procedures and usually requiring considerable ingenuity.	
Performance Indicator 2.1 Devise ways of making observations to test proposed explanations.	88, 143, 268, 384, 493, 824, 830, 840, 857, 902, 933, 947
Performance Indicator 2.2 Refine research ideas through library investigations, including electronic information retrieval and reviews of the literature, and through peer feedback obtained from review and discussion. Major Understandings:	
2.2a Development of a research plan involves researching background information and understanding the major concepts in the area being investigated. Recommendations for methodologies, use of technologies, proper equipment, and safety precautions should also be included.	*Opportunities to address this standard can be found:* 18, 28, 88, 106, 107, 124, 127, 143, 157, 256, 268, 384, 405, 475, 476, 537, 562, 566, 601, 633, 684, 811, 841, 867, 902, 903, 933, 965, 1045
Performance Indicator 2.3 Develop and present proposals including formal hypotheses to test explanations; i.e., predict what should be observed under specific conditions if the explanation is true. Major Understandings:	
2.3a Hypotheses are predictions based upon both research and observation.	14, 32, 179, 388, R11
2.3b Hypotheses are widely used in science for determining what data to collect and as a guide for interpreting the data.	14, 369–371
2.3c Development of a research plan for testing a hypothesis requires planning to avoid bias (e.g., repeated trials, large sample size, and objective data-collection techniques).	16, 29, 586, 649, 739, 947, R11–R15
Performance Indicator 2.4 Carry out a research plan for testing explanations, including selecting and developing techniques, acquiring and building apparatus, and recording observations as necessary.	18, 28, 88, 106, 107, 124, 127, 143, 256, 268, 384, 405, 475, 476, 562, 566, 601, 684, 902, 933

Performance Indicator	Pupil Edition
Key Idea 3: The observations made while testing proposed explanations, when analyzed using conventional and invented methods, provide new insights into natural phenomena.	
Performance Indicator 3.1 Use various methods of representing and organizing observations (e.g., diagrams, tables, charts, graphs, equations, matrices) and insightfully interpret the organized data. Major Understandings:	
3.1a Interpretation of data leads to development of additional hypotheses, the formulation of generalizations, or explanations of natural phenomena.	18, 22, 28, 51, 88, 92, 107, 124, 126, 143, 156, 229, 268, 278, 315, 334, 337, 339, 352, 356, 364, 375, 381, 384, 399, 401, 405, 421, 435, 438, 442, 448, 460, 461, 475, 476, 477, 493, 506, 507, 525, 529, 536, 546, 560, 562, 566, 579, 595, 600, 620, 623, 628, 632, 647, 649, 654, 656, 657, 669, 676, 684, 685, 709, 714, 721, 722, 733, 739, 742, 750, 751, 770, 772, 776, 780, 781, 792, 802, 804, 810, 824, 830, 836, 840, 857, 861, 865, 866, 884, 886, 895, 902, 921, 925, 928, 932, 933, 943, 947, 949, 981, 983, 985, 985, 992, 993, 1011, 1012, 1014, 1016, 1031, 1033, 1038, 1044, R13
Performance Indicator 3.2 Apply statistical analysis techniques when appropriate to test if chance alone explains the results.	187, 193, 628
Performance Indicator 3.3 Assess correspondence between the predicted result contained in the hypothesis and actual result, and reach a conclusion as to whether the explanation on which the prediction was based is supported.	28, 57, 88
Performance Indicator 3.4 Based on the results of the test and through public discussion, revise the explanation and contemplate additional research. Major Understandings:	
3.4a Hypotheses are valuable, even if they turn out not to be true, because they may lead to further investigation.	14, 28, 71, R11
3.4b Claims should be questioned if the data are based on samples that are very small, biased, or inadequately controlled or if the conclusions are based on the faulty, incomplete, or misleading use of numbers.	674, 947
3.4c Claims should be questioned if fact and opinion are intermingled, if adequate evidence is not cited, or if the conclusions do not follow logically from the evidence given.	25, 298–303

Performance Indicator	Pupil Edition
Performance Indicator 3.5 Develop a written report for public scrutiny that describes the proposed explanation, including a literature review, the research carried out, its result, and suggestions for further research. Major Understandings:	
3.5a One assumption of science is that other individuals could arrive at the same explanation if they had access to similar evidence. Scientists make the results of their investigations public; they should describe the investigations in ways that enable others to repeat the investigations.	71, 231, 306
3.5b Scientists use peer review to evaluate the results of scientific investigations and the explanations proposed by other scientists. They analyze the experimental procedures, examine the evidence, identify faulty reasoning, point out statements that go beyond the evidence, and suggest alternative explanations for the same observations.	14, 71, 298–301, 586
Standard 4 - Students will understand and apply scientific concepts, principles, and theories pertaining to the physical setting and living environment and recognize the historical development of ideas in science.	
Key Idea 1: Living things are both similar to and different from each other and from nonliving things.	
Performance Indicator 1.1 Explain how diversity of populations within ecosystems relates to the stability of ecosystems. Major Understandings:	
1.1a Populations can be categorized by the function they serve. Food webs identify the relationships among producers, consumers, and decomposers carrying out either autotropic or heterotropic nutrition.	406–411, 742
1.1b An ecosystem is shaped by the nonliving environment as well as its interacting species. The world contains a wide diversity of physical conditions, which creates a variety of environments.	7, 402–404, 456–474, 477
1.1c In all environments, organisms compete for vital resources. The linked and changing interactions of populations and the environment compose the total ecosystem.	406–407, 428–434, 441–442
1.1d The interdependence of organisms in an established ecosystem often results in approximate stability over hundreds and thousands of years. For example, as one population increases, it is held in check by one or more environmental factors or another species.	396–397, 403–404, 408–411, 429–430, 440–444
1.1e Ecosystems, like many other complex systems, tend to show cyclic changes around a state of approximate equilibrium.	412–416, 456–457
1.1f Every population is linked, directly or indirectly, with many others in an ecosystem. Disruptions in the numbers and types of species and environmental changes can upset ecosystem stability.	396–397, 403–404, 408–411, 429–430, 440–444

Performance Indicator	Pupil Edition
Performance Indicator 1.2 Describe and explain the structures and functions of the human body at different organizational levels (e.g., systems, tissues, cells, organelles). Major Understandings:	
1.2a Important levels of organization for structure and function include organelles, cells, tissues, organs, organ systems, and whole organisms.	8, 73, 151, 640–643, 648–654, 852–856
1.2b Humans are complex organisms. They require multiple systems for digestion, respiration, reproduction, circulation, excretion, movement, coordination, and immunity. The systems interact to perform the life functions.	122–123, 151–153, 852–856, 862–865, 874–875, 885–890, 896–901, 910–920, 922–924, 926–931, 972–980, 982–984, 986–989, 1000–1011, 1013–1015, 1024–1031
1.2c The components of the human body, from organ systems to cell organelles, interact to maintain a balanced internal environment. To successfully accomplish this, organisms possess a diversity of control mechanisms that detect deviations and make corrective actions.	83, 122, 134–137, 144, 862–865, 874–883, 885–890, 896–901, 945–948, 950–954, 986–989, 1005, 1013–1015, 1034–1037, 1041–1043
1.2d If there is a disruption in any human system, there may be a corresponding imbalance in homeostasis.	122–123, 144–147, 858–865, 867, 891–894, 940–944, 957, 987, 1015, 1019, 1038–1039
1.2e The organs and systems of the body help to provide all the cells with their basic needs. The cells of the body are of different kinds and are grouped in ways that enhance how they function together.	852–854, 926–929, 977–980, 982–984
1.2f Cells have particular structures that perform specific jobs. These structures perform the actual work of the cell. Just as systems are coordinated and work together, cell parts must also be coordinated and work together.	72–79, 104, 556–557, 644–646, 655, 706–707, 853, 876–879
1.2g Each cell is covered by a membrane that performs a number of important functions for the cell. These include: separation from its outside environment, controlling which molecules enter and leave the cell, and recognition of chemical signals. The processes of diffusion and active transport are important in the movement of materials in and out of cells.	81–91, 93
1.2h Many organic and inorganic substances dissolved in cells allow necessary chemical reactions to take place in order to maintain life. Large organic food molecules such as proteins and starches must initially be broken down (digested to amino acids and simple sugars respectively), in order to enter cells. Once nutrients enter a cell, the cell will use them as building blocks in the synthesis of compounds necessary for life.	100–102, 108–115, 117–123
1.2i Inside the cell a variety of specialized structures, formed from many different molecules, carry out the transport of materials (cytoplasm), extraction of energy from nutrients (mitochondria), protein building (ribosomes), waste disposal (cell membrane), storage (vacuole), and information storage (nucleus).	73–79, 92, 93, 108–115, 117–121, 245

Performance Indicator	Pupil Edition
1.2j Receptor molecules play an important role in the interactions between cells. Two primary agents of cellular communication are hormones and chemicals produced by nerve cells. If nerve or hormone signals are blocked, cellular communication is disrupted and the organism's stability is affected.	680–681, 859, 864–865, 874–879, 891–894, 896–901, 1010, 1024–1025, 1027–1030, 1034–1036, 1039
Performance Indicator 1.3 Explain how a one-celled organism is able to function despite lacking the levels of organization present in more complex organisms. Major Understandings:	
1.3a The structures present in some single-celled organisms act in a manner similar to the tissues and systems found in multicellular organisms, thus enabling them to perform all of the life processes needed to maintain homeostasis.	372, 556–557, 574–575, 577–580, 584
Key Idea 2: Organisms inherit genetic information in a variety of ways that result in continuity of structure and function between parents and offspring.	
Performance Indicator 2.1 Explain how the structure and replication of genetic material result in offspring that resemble their parents. Major Understandings:	
2.1a Genes are inherited, but their expression can be modified by interactions with the environment.	207
2.1b Every organism requires a set of coded instructions for specifying its traits. For offspring to resemble their parents, there must be a reliable way to transfer information from one generation to the next. Heredity is the passage of these instructions from one generation to another.	177, 180–182, 188, 212–218, 304, 698, 700, 1024, 1031, R32–R35
2.1c Hereditary information is contained in genes, located in the chromosomes of each cell. An inherited trait of an individual can be determined by one or by many genes, and a single gene can influence more than one trait. A human cell contains many thousands of different genes in its nucleus.	180–183, 185, 200–217, 219
2.1d In asexually reproducing organisms, all the genes come from a single parent. Asexually produced offspring are normally genetically identical to the parent.	148–150, 171, 374, 678–679, 698, 707
2.1e In sexually reproducing organisms, the new individual receives half of the genetic information from its mother (via the egg) and half from its father (via the sperm). Sexually produced offspring often resemble, but are not identical to, either of their parents.	170, 176, 207, 212–217, 374, 698, 719, 1031, R32–R35
2.1f In all organisms, the coded instructions for specifying the characteristics of the organism are carried in DNA, a large molecule formed from subunits arranged in a sequence with bases of four kinds (represented by A, G, C, and T). The chemical and structural properties of DNA are the basis for how the genetic information that underlies heredity is both encoded in genes (as a string of molecular "bases") and replicated by means of a template.	226–228, 230–231, 233, 235–242

Performance Indicator	Pupil Edition
2.1g Cells store and use coded information. The genetic information stored in DNA is used to direct the synthesis of the thousands of proteins that each cell requires.	243–251
2.1h Genes are segments of DNA molecules. Any alteration of the DNA sequence is a mutation. Usually, an altered gene will be passed on to every cell that develops from it.	252–255, 530–532
2.1i The work of the cell is carried out by the many different types of molecules it assembles, mostly proteins. Protein molecules are long, usually folded chains made from 20 different kinds of amino acids in a specific sequence. This sequence influences the shape of the protein. The shape of the protein, in turn, determines its function.	47–48, 243–247, 640, 643–646
2.1j Offspring resemble their parents because they inherit similar genes that code for the production of proteins that form similar structures and perform similar functions.	272, 532
2.1k The many body cells in an individual can be very different from one another, even though they are all descended from a single cell and thus have essentially identical genetic instructions. This is because different parts of these instructions are used in different types of cells, and are influenced by the cells environment and past history.	151–155
Performance Indicator 2.2 Explain how the technology of genetic engineering allows humans to alter genetic makeup of organisms. Major Understandings:	
2.2a For thousands of years new varieties of cultivated plants and domestic animals have resulted from selective breeding for particular traits.	304, 630
2.2b In recent years new varieties of farm plants and animals have been engineered by manipulating their genetic instructions to produce new characteristics.	276–279, 691, 748
2.2c Different enzymes can be used to cut, copy, and move segments of DNA. Characteristics produced by the segments of DNA may be expressed when these segments are inserted into new organisms, such as bacteria.	264–267, 269–272
2.2d Inserting, deleting, or substituting DNA segments can alter genes. An altered gene may be passed on to every cell that develops from it.	146, 252–255, 275–279, 284–286, 748
2.2e Knowledge of genetics is making possible new fields of health care; for example, finding genes which may have mutations that can cause disease will aid in the development of preventive measures to fight disease. Substances, such as hormones and enzymes, from genetically engineered organisms may reduce the cost and side effects of replacing missing body chemicals.	201, 252, 269, 271, 275–279, 283–285, 293–294

Performance Indicator	Pupil Edition
Key Idea 3: Individual organisms and species change over time.	
Performance Indicator 3.1 Explain the mechanisms and patterns of evolution. Major Understandings:	
3.1a The basic theory of biological evolution states that the Earth's present-day species developed from earlier, distinctly different species.	10–11, 360–363, 372–374, 524–528, 533–535, 612–613, 624, 700, 741, 760–762, 765, 773, 789–790, 798–799, 805–809
3.1b New inheritable characteristics can result from new combinations of existing genes or from mutations of genes in reproductive cells.	254, 275–279, 328–329, 530–532, 700
3.1c Mutation and the sorting and recombining of genes during meiosis and fertilization result in a great variety of possible gene combinations.	184, 186, 189–191, 252–255, 287, 328–329
3.1d Mutations occur as random chance events. Gene mutations can also be caused by such agents as radiation and chemicals. When they occur in sex cells, the mutations can be passed on to offspring; if they occur in other cells, they can be passed on to other body cells only.	146–147, 255–256, 329, 391–392, 955
3.1e Natural selection and its evolutionary consequences provide a scientific explanation for the fossil record of ancient life forms, as well as for the molecular and structural similarities observed among the diverse species of living organisms.	310–314, 316–319, 360–363, 365, 379–383, 524–532, 734, 765, 773, 794–799, 805–808
3.1f Species evolve over time. Evolution is the consequence of the interactions of (1) the potential for a species to increase its numbers, (2) the genetic variability of offspring due to mutation and recombination of genes, (3) a finite supply of the resources required for life, and (4) the ensuing selection by the environment of those offspring better able to survive and leave offspring.	304–319, 330–333, 340–346
3.1g Some characteristics give individuals an advantage over others in surviving and reproducing, and the advantaged offspring, in turn, are more likely than others to survive and reproduce. The proportion of individuals that have advantageous characteristics will increase.	10, 304–315, 328–334, 342–343, 391–392, 429
3.1h The variation of organisms within a species increases the likelihood that at least some members of the species will survive under changed environmental conditions.	302, 305–309, 329–333, 335–338, 347–351
3.1i Behaviors have evolved through natural selection. The broad patterns of behavior exhibited by organisms are those that have resulted in greater reproductive success.	338–339, 432–433, 437–439, 790, 818–829, 831–839
3.1j Billions of years ago, life on Earth is thought by many scientists to have begun as simple, single-celled organisms. About a billion years ago, increasingly complex multicellular organisms began to evolve.	366–367, 372–374, 376–383, 581, 702–705, 734

Performance Indicator	Pupil Edition
3.1k Evolution does not necessitate long-term progress in some set direction. Evolutionary changes appear to be like the growth of a bush: Some branches survive from the beginning with little or no change, many die out altogether, and others branch repeatedly, sometimes giving rise to more complex organisms.	11, 308, 335–338, 347–351, 702–704, 765, 770–771, 793–795
3.1l Extinction of a species occurs when the environment changes and the adaptive characteristics of a species are insufficient to allow its survival. Fossils indicate that many organisms that lived long ago are extinct. Extinction of species is common; most of the species that have lived on Earth no longer exist.	308, 316, 350, 624, 765, 793–795
Key Idea 4: The continuity of life is sustained through reproduction and development.	
Performance Indicator 4.1 Explain how organisms, including humans, reproduce their own kind. Major Understandings:	
4.1a Reproduction and development are necessary for the continuation of any species.	613–614, 664–675, 678–679, 1024
4.1b Some organisms reproduce asexually with all the genetic information coming from one parent. Other organisms reproduce sexually with half the genetic information typically contributed by each parent. Cloning is the production of identical genetic copies.	148–150, 168–169, 275–276, 374, 584–585, 591–594, 698, 705, 707, 715, 717
4.1c The processes of meiosis and fertilization are key to sexual reproduction in a wide variety of organisms. The process of meiosis results in the production of eggs and sperm which each contain half of the genetic information. During fertilization, gametes unite to form a zygote, which contains the complete genetic information for the offspring.	170, 173–176, 192, 667, 1030–1031
4.1d The zygote may divide by mitosis and differentiate to form the specialized cells, tissues, and organs of multicellular organisms.	666, 1036–1037
4.1e Human reproduction and development are influenced by factors such as gene expression, hormones, and the environment. The reproductive cycle in both males and females is regulated by hormones such as testosterone, estrogen, and progesterone.	1024–1027, 1033–1037, 1040–1043
4.1f The structures and functions of the human female reproductive system, as in almost all other mammals, are designed to produce gametes in ovaries, allow for internal fertilization, support the internal development of the embryo and fetus in the uterus, and provide essential materials through the placenta, and nutrition through milk for the newborn.	1024–1031, 1034–1039
4.1g The structures and functions of the human male reproductive system, as in other mammals, are designed to produce gametes in testes and make possible the delivery of these gametes for fertilization.	1024–1026, 1030–1031

Performance Indicator	Pupil Edition
4.1h In humans, the embryonic development of essential organs occurs in early stages of pregnancy. The embryo may encounter risks from faults in its genes and from its mother's exposure to environmental factors such as inadequate diet, use of alcohol/drugs/tobacco, other toxins, or infections throughout her pregnancy.	1036–1039
Key Idea 5: Organisms maintain a dynamic equilibrium that sustains life.	
Performance Indicator 5.1 Explain the basic biochemical processes in living organisms and their importance in maintaining dynamic equilibrium. Major Understandings:	
5.1a The energy for life comes primarily from the Sun. Photosynthesis provides a vital connection between the Sun and the energy needs of living systems.	103, 407
5.1b Plant cells and some one-celled organisms contain chloroplasts, the site of photosynthesis. The process of photosynthesis uses solar energy to combine the inorganic molecules carbon dioxide and water into energy-rich organic compounds (e.g., glucose) and release oxygen to the environment.	103–112, 116, 121, 560–561, 654, 667
5.1c In all organisms, organic compounds can be used to assemble other molecules such as proteins, DNA, starch, and fats. The chemical energy stored in bonds can be used as a source of energy for life processes.	42, 44–48, 53, 100–102, 117–125, 666
5.1d In all organisms, the energy stored in organic molecules may be released during cellular respiration. This energy is temporarily stored in ATP molecules. In many organisms, the process of cellular respiration is concluded in mitochondria, in which ATP is produced more efficiently, oxygen is used, and carbon dioxide and water are released as wastes.	108–115, 117–123, 126, 852–856
5.1e The energy from ATP is used by the organism to obtain, transform, and transport materials, and to eliminate wastes.	123, 646
5.1f Biochemical processes, both breakdown and synthesis, are made possible by a large set of biological catalysts called enzymes. Enzymes can affect the rates of chemical change. The rate at which enzymes work can be influenced by internal environmental factors such as pH and temperature	55, 264–267, 977–980, 984
5.1g Enzymes and other molecules, such as hormones, receptor molecules, and antibodies, have specific shapes that influence both how they function and how they interact with other molecules.	56, 84, 264–267, 947, 952–953, 956, 962

Performance Indicator	Pupil Edition
Performance Indicator 5.2 Explain disease as a failure of homeostasis. Major Understandings:	
5.2a Homeostasis in an organism is constantly threatened. Failure to respond effectively can result in disease or death.	9, 122–123, 144–147, 945–948, 950–954, 961–963, 1042
5.2b Viruses, bacteria, fungi, and other parasites may infect plants and animals and interfere with normal life functions.	544–545, 547–554, 563–565, 580, 588, 597, 606–608, 711, 717, 748–749, 940–944, 947, 950–956, 961–963
5.2c The immune system protects against antigens associated with pathogenic organisms or foreign substances and some cancer cells.	928, 930–931, 945–948, 950–956
5.2d Some white blood cells engulf invaders. Others produce antibodies that attack them or mark them for killing. Some specialized white blood cells will remain, able to fight off subsequent invaders of the same kind.	946–947, 951
5.2e Vaccinations use weakened microbes (or parts of them) to stimulate the immune system to react. This reaction prepares the body to fight subsequent invasions by the same microbes.	554, 956
5.2f Some viral diseases, such as AIDS, damage the immune system, leaving the body unable to deal with multiple infectious agents and cancerous cells.	553, 961–963
5.2g Some allergic reactions are caused by the body's immune responses to usually harmless environmental substances. Sometimes the immune system may attack some of the body's own cells or transplanted organs.	692, 864, 901, 957–959, 982
5.2h Disease may also be caused by inheritance, toxic substances, poor nutrition, organ malfunction, and some personal behavior. Some effects show up right away; others may not show up for many years.	146, 201, 208, 213, 217, 255, 283, 864–865, 867, 892–894, 916, 924, 929, 957–959, 972, 1032
5.2i Gene mutations in a cell can result in uncontrolled cell division, called cancer. Exposure of cells to certain chemicals and radiation increases mutations and thus increases the chance of cancer.	146–147, 256, 960–961
5.2j Biological research generates knowledge used to design ways of diagnosing, preventing, treating, controlling, or curing diseases of plants and animals.	26, 64–66, 147, 155, 162–164, 252, 256, 264, 269, 284–285, 292–294, 547–554, 563–565, 597, 599, 606–608, 631, 690–692, 892, 940–941, 955–956, 959, 963, 1050–1052

Performance Indicator	Pupil Edition
Performance Indicator 5.3 Relate processes at the system level to the cellular level in order to explain dynamic equilibrium in multicelled organisms. Major Understandings:	
5.3a Dynamic equilibrium results from detection of and response to stimuli. Organisms detect and respond to change in a variety of ways both at the cellular level and at the organismal level.	680–683, 791–792, 818–823, 1013–1015
5.3b Feedback mechanisms have evolved that maintain homeostasis. Examples include the changes in heart rate or respiratory rate in response to increased activity in muscle cells, the maintenance of blood sugar levels by insulin from the pancreas, and the changes in openings in the leaves of plants by guard cells to regulate water loss and gas exchange.	9, 144, 643–646, 653, 680–683, 791–792, 818–819, 857, 858–865, 874–875, 880–883, 885–890, 926, 977–980, 987, 1005–1006, 1008, 1010–1011, 1013–1015, 1041–1042
Key Idea 6: Plants and animals depend on each other and their physical environment.	
Performance Indicator 6.1 Explain factors that limit growth of individuals and populations. Major Understandings:	
6.1a Energy flows through ecosystems in one direction, typically from the Sun, through photosynthetic organisms including green plants and algae, to herbivores to carnivores and decomposers.	115, 406–407, 417–419
6.1b The atoms and molecules on the Earth cycle among the living and nonliving components of the biosphere. For example, carbon dioxide and water molecules used in photosynthesis to form energy-rich organic compounds are returned to the environment when the energy in these compounds is eventually released by cells. Continual input of energy from sunlight keeps the process going. This concept may be illustrated with an energy pyramid.	412–419
6.1c The chemical elements, such as carbon, hydrogen, nitrogen, and oxygen, that make up the molecules of living things pass through food webs and are combined and recombined in different ways. At each link in a food web, some energy is stored in newly made structures but much is dissipated into the environment as heat.	412–419, R36–R37
6.1d The number of organisms any habitat can support (carrying capacity) is limited by the available energy, water, oxygen, and minerals, and by the ability of ecosystems to recycle the residue of dead organisms through the activities of bacteria and fungi.	442, 484–485, 559–561, 587–588, 590, 596
6.1e In any particular environment, the growth and survival of organisms depend on the physical conditions including light intensity, temperature range, mineral availability, soil/rock type, and relative acidity (pH).	682–683, 771, 774
6.1f Living organisms have the capacity to produce populations of unlimited size, but environments and resources are finite. This has profound effects on the interactions among organisms.	440–444, 468, 472, 772

Performance Indicator	Pupil Edition
6.1g Relationships between organisms may be negative, neutral, or positive. Some organisms may interact with one another in several ways. They may be in a producer/consumer, predator/prey, or parasite/host relationship; or one organism may cause disease in, scavenge, or decompose another.	435, 561, 587, 596–598, 616, 655, 711, 717, 738, 741–742, 746, 747, 762, 776–777, 802, 984
Performance Indicator 6.2 Explain the importance of preserving diversity of species and habitats. Major Understandings:	
6.2a As a result of evolutionary processes, there is a diversity of organisms and roles in ecosystems. This diversity of species increases the chance that at least some will survive in the face of large environmental changes. Biodiversity increases the stability of the ecosystem.	498, 576, 582–584, 624, 696–697, 738, 768–769, 771, 776–777, 846–847
6.2b Biodiversity also ensures the availability of a rich variety of genetic material that may lead to future agricultural or medical discoveries with significant value to humankind. As diversity is lost, potential sources of these materials may be lost with it.	499–501, 633, 847–848
Performance Indicator 6.3 Explain how the living and nonliving environments change over time and respond to disturbances. Major Understandings:	
6.3a The interrelationships and interdependencies of organisms affect the development of stable ecosystems.	402–404, 406–411, 417–419, 428–434, 436–444, 560–561, 596–599, 616, 655
6.3b Through ecological succession, all ecosystems progress through a sequence of changes during which one ecological community modifies the environment, making it more suitable for another community. These long-term gradual changes result in the community reaching a point of stability that can last for hundreds or thousands of years.	445–447
6.3c A stable ecosystem can be altered, either rapidly or slowly, through the activities of organisms (including humans), or through climatic changes or natural disasters. The altered ecosystem can usually recover through gradual changes back to a point of long term stability.	444–447, 457

Performance Indicator	Pupil Edition
Key Idea 7: Human decisions and activities have had a profound impact on the physical and living environment.	
Performance Indicator 7.1 Describe the range of interrelationships of humans with the living and nonliving environment. Major Understandings:	
7.1a The Earth has finite resources; increasing human consumption of resources places stress on the natural processes that renew some resources and deplete those resources that cannot he renewed.	484–487, 502–505
7.1b Natural ecosystems provide an array of basic processes that affect humans. Those processes include but are not limited to: maintenance of the quality of the atmosphere, generation of soils, control of the water cycle, removal of wastes, energy flow, and recycling of nutrients. Humans are changing many of these basic processes and the changes may be detrimental.	444, 469–470, 472, 483–492, 494–496, 498–501, 512–514, 848
7.1c Human beings are part of the Earth's ecosystems. Human activities can, deliberately or inadvertently, alter the equilibrium in ecosystems. Humans modify ecosystems as a result of population growth, consumption, and technology. Human destruction of habitats through direct harvesting, pollution, atmospheric changes, and other factors is threatening current global stability, and if not addressed, ecosystems may be irreversibly affected.	25, 444, 470, 472, 483–492, 494–496, 498–501, 512–514, 846–848
Performance Indicator 7.2 Explain the impact of technological development and growth in the human population on he living and nonliving environment. Major Understandings:	
7.2a Human activities that degrade ecosystems result in a loss of diversity of the living and nonliving environment. For example, the influenee of humans on other organisms occurs through land use and pollution. Land use decreases the space and resources available to other species, and pollution changes the chemical composition of air, soil, and water.	444, 470, 472, 483–492, 494–496, 498–501, 512–514, 846–848
7.2b When humans alter ecosystems either by adding or removing specific organisms, serious consequences may result. For example, planting large expanses of one crop reduces the biodiversity of the area.	498–501, 631, 692, 846–848
7.2c Industrialization brings an increased demand for and use of energy and other resources including fossil and nuclear fuels. This usage can have positive and negative effects on humans and ecosystems.	484–487, 488–492, 494–496

Performance Indicator	Pupil Edition
Performance Indicator 7.3 Explain how individual choices and societal actions can contribute to improving the environment. Major Understandings:	
7.3a Societies must decide on proposals which involve the introduction of new technologies. Individuals need to make decisions which will assess risks, costs, benefits, and trade-offs.	26–27, 65, 502–505
7.3b The decisions of one generation both provide and limit the range of possibilities open to the next generation.	504–505

APPENDIX A
LIVING ENVIRONMENT—LABORATORY CHECKLIST

Skills	Pupil Edition
1. Follows safety rules in the laboratory	All Lab Activities are labeled with appropriate safety symbols.
2. Selects and uses correct instruments a. Uses graduated cylinders to measure volume b. Uses metric ruler to measure length c. Uses thermometer to measure temperature d. Uses triple-beam or electronic balance to measure mass	18, 28, 57, 58, 88, 106, 124, 126, 156, 257, 268, 448, 475, 476, 493, 506, 566, 654, 656, 676, 685, 739, 804, 840, 921, 932, 981, 992, R6
3. Uses a compound microscope/stereoscope effectively to see specimens clearly, using different magnifications a. Identifies and compares parts of a variety of cells b. Compares relative sizes of cells and organelles c. Prepares wet-mount slides and uses appropriate staining techniques	22, 92, 93, 143, 560, 579, 623, 647, 657, 949, 1017, 1044, R6, R9
4. Designs and uses dichotomous keys to identify specimens	522–523
5. Makes observations of biological processes	18, 28, 57, 88, 124, 126, 185, 268, 435, 448, 475, 476, 493, 529, 536, 566, 579, 654, 656, 676, 677, 709, 723, 750, 776, 830, 840, 857, 861, 884, 886, 902, 921, 932, 933, 981, 1016
6. Dissects plant and/or animal specimens to expose and identify internal structures	92, 143, 595, 623, 647, 669, 685, 714, 722, 751, 780, 804, 810
7. Follows directions to correctly use and interpret chemical indicators	18, 57, 566, 579, 921, R2, R9
8. Uses chromatography and/or electrophoresis to separate molecules	268, 656
9. Designs and carries out a controlled, scientific experiment based on biological processes	18, 28, 88, 106, 107, 124, 127, 143, 256, 268, 384, 405, 475, 476, 562, 566, 601, 684, 902, 933
10. States an appropriate hypothesis	143, 493, 632, 739, 840, 857, 886, 902, 921, 932, 933, 949, 1014, R11
11. Differentiates between independent and dependent variables	18, 28, 49, 57, 88, 107, 405, 493, 566, 857, 902, 933, 981, 992, R11
12. Identifies the control group and/or controlled variables	28, 107, 684, 981, R12
13. Collects, organizes, and analyzes data, using a computer and/or other laboratory equipment	22, 28, 92, 268, 600, 647, 685, 866, 949
14. Organizes data through the use of data tables and graphs	18, 57, 88, 107, 124, 126, 142, 143, 156, 185, 188, 202, 208, 210, 218, 219, 234, 256, 257, 268, 282, 315, 321, 334, 352, 364, 381, 384, 399, 401, 405, 420, 435, 438, 448, 461, 475, 476, 477, 493, 506, 522, 523, 525, 529, 536, 562, 566, 600, 623, 632, 647, 656, 657, 676, 684, 739, 742, 750, 770, 772, 781, 792, 824, 830, 836, 840, 857, 886, 902, 921, 932, 933, 981, 992, 1012, 1016, 1033, 1044, R13, R15–R17

Skills	Pupil Edition
15. Analyzes results from observations/expressed data	18, 22, 51, 57, 88, 92, 107, 116, 124, 126, 143, 147, 156, 172, 185, 202, 208, 210, 218, 219, 234, 256, 257, 268, 278, 282, 308, 313, 315, 320, 321, 334, 337, 339, 352, 353, 356, 364, 375, 381, 384, 385, 399, 401, 405, 420, 435, 438, 442, 448, 460, 461, 475, 476, 477, 493, 506, 507, 522, 523, 525, 529, 536, 560, 562, 566, 579, 595, 600, 620, 623, 628, 632, 647, 649, 656, 657, 676, 684, 685, 709, 714, 721, 722, 733, 739, 742, 750, 770, 772, 776, 780, 781, 802, 804, 810, 824, 830, 836, 840, 857, 861, 865, 866, 884, 886, 895, 902, 921, 925, 928, 932, 933, 943, 947, 949, 981, 983, 985, 992, 993, 1011, 1012, 1014, 1016, 1033, 1038, 1044, 1045, R13
16. Formulates an appropriate conclusion or generalization from the results of an experiment	18, 22, 28, 51, 88, 92, 107, 124, 126, 143, 156, 229, 268, 278, 315, 334, 337, 339, 352, 356, 364, 375, 381, 384, 399, 401, 405, 421, 435, 438, 442, 448, 460, 461, 475, 476, 477, 493, 506, 507, 525, 529, 536, 546, 560, 562, 566, 579, 595, 600, 620, 623, 628, 632, 647, 649, 654, 656, 657, 669, 676, 684, 685, 709, 714, 721, 722, 733, 739, 742, 750, 751, 770, 772, 776, 780, 781, 792, 802, 804, 810, 824, 830, 836, 840, 857, 861, 865, 866, 884, 886, 895, 902, 921, 925, 928, 932, 933, 943, 947, 949, 981, 983, 985, 985, 992, 993, 1011, 1012, 1014, 1016, 1031, 1033, 1038, 1044, R13
17. Recognizes assumptions and limitations of the experiment	28, 57, 88, 107, 143, 268, 313, 405, 420, 600, 649, 684, 739, 750, 857, 933, 947, 985, 1014

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New York State Physical Setting/Earth Science Core Curriculum

correlated to

EARTH SCIENCE

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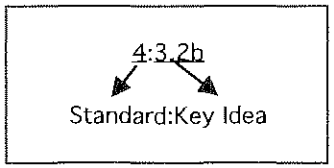
EARTH SCIENCE

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The pages that follow contain a correlation between the 2003 edition of *Earth Science* and the Key Ideas in the New York State "Physical Setting/Earth Science Core Curriculum." Each page of the correlation contains the chapters for a single unit of the textbook. Topics within each chapter appear in the column below the chapter number and title. For each topic with a specific correlation to the Core Curriculum, the number of the Standard and the Key Idea from the core are indicated. Such topics are also shaded. Thus the shaded blocks within each chapter column indicate the *minimum* amount of material to be covered from the textbook to meet the requirements of the Core Curriculum. For easy reference, the Key Ideas from Standards 1, 2, 6, and 7 (the process skills standards) and the Major Understandings within each Key Idea in Standard 4 (the content standard) are included on the pages following the correlation.

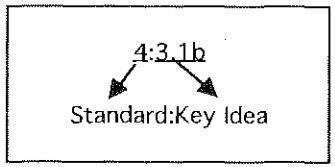
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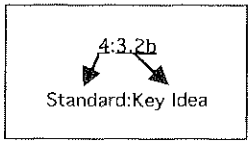
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4:3.2b
Standard:Key Idea

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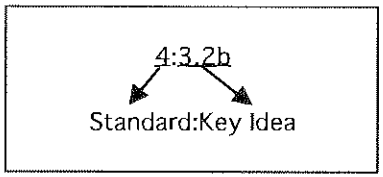
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Standard:Key Idea

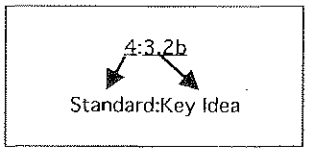
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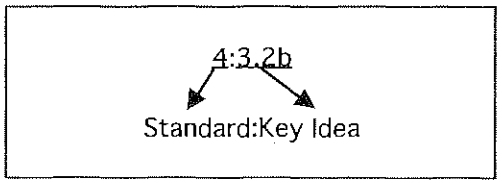
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PROCESS SKILLS
BASED ON STANDARDS 1, 2, 6, AND 7

STANDARD 1 — Analysis, Inquiry, and Design

Students will use mathematical analysis, scientific inquiry, and engineering design, as appropriate, to pose questions, seek answers, and develop solutions.

Mathematical Analysis

Key Idea M1: Abstraction and symbolic representation are used to communicate mathematically.

- Use eccentricity, rate, gradient, standard error of measurement, and density in context.

Key Idea M2: Deductive and inductive reasoning are used to reach mathematical conclusions.

- Determine the relationships among velocity, slope, sediment size, channel shape, and volume of a stream.
- Understand the relationships among: the planets distance from the sun, gravitational force, period of revolution, and speed of revolution.

Key Idea M3: Critical thinking skills are used in the solution of mathematical problems.

- In a field, use isolines to determine a source of pollution.

Scientific Inquiry

Key Idea S1: The central purpose of scientific inquiry is to develop explanations of natural phenomena in a continuing, creative process.

- Show how our observation of celestial motions supports the idea of stars moving around a stationary Earth (the geocentric model), but further investigation has led scientists to understand that most of these changes are a result of Earth s motion around the Sun (heliocentric model).

Key Idea S2: Beyond the use of reasoning and consensus, scientific inquiry involves the testing of proposed explanations involving the use of conventional techniques and procedures and usually requiring considerable ingenuity.

- Test sediment properties and the rate of deposition.

Key Idea S3: The observations made while testing proposed explanations, when analyzed using conventional and invented methods, provide new insights into phenomena.

- Determine the changing length of a shadow based on the motion of the Sun.

Engineering Design

Key Idea T1: Engineering design is an iterative process involving modeling and optimization (finding the best solution within given constraints); this process is used to develop technological solutions to problems within given constraints.

- After experimenting with conduction of heat (using calorimeters and aluminum bars), make recommendations to create a more efficient system of heat transfer.
- Determine patterns of topography and drainage around your school and design solutions to effectively deal with runoff.

STANDARD 2 — Information Systems

Students will access, generate, process, and transfer information using appropriate technologies.

Key Idea 1: Information technology is used to retrieve, process, and communicate information as a tool to enhance learning.

- Analyze weather maps to predict future weather events.
- Use library or electronic references to obtain information to support a laboratory conclusion.

Key Idea 2: Knowledge of the impacts and limitations of information systems is essential to its effective and ethical use.

- Obtain printed or electronic materials which exemplify miscommunication and/or misconceptions of current commonly accepted scientific knowledge.

Key Idea 3: Information technology can have positive and negative impacts on society, depending upon how it is used.

- Discuss how early warning systems can protect society and the environment from natural disasters such as hurricanes, tornadoes, earthquakes, tsunamis, floods, and volcanoes.

STANDARD 6 — Interconnectedness: Common Themes

Students will understand the relationships and common themes that connect mathematics, science, and technology and apply the themes to these and other areas of learning.

Systems Thinking

Key Idea 1: Through systems thinking, people can recognize the commonalities that exist among all systems and how parts of a system interrelate and combine to perform specific functions.

- Analyze a depositional-erosional system of a stream.

Models

Key Idea 2: Models are simplified representations of objects, structure, or systems used in analysis, explanation, interpretation, or design.

- Draw a simple contour map of a model landform.
- Design a 3-D landscape model from a contour map.
- Construct and interpret a profile based on an isoline map.
- Use flowcharts to identify rocks and minerals.

Magnitude and Scale

Key Idea 3: The grouping of magnitudes of size, time, frequency, and pressure or other units of measurement into a serious of relative order provides a useful way to deal with the immense range and the changes in scale that affect the behavior and design of systems.

- Develop a scale model to represent planet size and/or distance.
- Develop a scale model of units of geologic time.
- Use topographic maps to determine distances and elevations.

Equilibrium and Stability

Key Idea 4: Equilibrium is a state of stability due either to a lack of change (static equilibrium) or a balance between opposing forces (dynamic equilibrium).

- Analyze the interrelationship between gravity and inertia and it s effects on the orbit of planets or satellites.

Patterns of Change

Key Idea 5: Identify patterns of change is necessary for making predictions about future behavior and conditions.

- Graph and interpret the nature of cyclic change such as sunspots, tides, and atmospheric carbon dioxide.
- Based on present data of plate movement, determine past and future positions of land masses.
- Using given weather data, identify the interface between air masses, such as cold fronts, warm fronts, and stationary fronts.

Optimization

Key Idea 6: In order to arrive at the best solution that meets criteria within constraints, it is often necessary to make trade-offs.

- Debate the effect of human activities as they relate to quality of life on Earth systems (global warming, land use, preservation of natural resources, pollution).

STANDARD 7 —Interdisciplinary Problem Solving

Students will apply the knowledge and thinking skills of mathematics, science, and technology to address real-life problems and make informed decisions.

Connections

Key Idea 1: The knowledge and skills of mathematics, science, and technology are used together to make informed decisions and solve problems, especially those relating to issues of science/technology/society, consumer decision making, design, and inquiry into phenomena.

- Analyze the issues related to local energy needs and develop a viable energy generation plan for the community.
- Investigate two similar fossils to determine if they represent a developmental change over time.
- Investigate the political, economic, and environmental impact of global distribution and use of mineral resources and fossil fuels.
- Consider environmental and social implications of various solutions to an environmental Earth resources problem.

Key Idea 2: Solving interdisciplinary problems involves a variety of skills and strategies, including effective work habits; gathering and processing information; generating and analyzing ideas; realizing ideas; making connections among the common themes of mathematics, science, and technology; and presenting results.

- Collect, collate, and process data concerning potential natural disasters (tornadoes, thunderstorms, blizzards, earthquakes, tsunamis, floods, volcanic eruptions, asteroid impacts, etc.) in an area and develop an emergency action plan.
- Using a topographic map, determine the safest and most efficient route for rescue purposes.

STANDARD 4

Students will understand and apply scientific concepts, principles, and theories pertaining to the physical setting and living environment and recognize the historical development of ideas in science.

KEY IDEA 1:

The Earth and celestial phenomena can be described by principles of relative motion and perspective.

People have observed the stars for thousands of years, using them to find direction, note the passage of time, and to express their values and traditions. As our technology has progressed, so has our understanding of celestial objects and events.

Theories of the universe have developed over many centuries. Although to a casual observer celestial bodies appeared to orbit a stationary Earth, scientific discoveries led us to the understanding that Earth is one planet that orbits the Sun, a typical star in a vast and ancient universe. We now infer an origin and an age and evolution of the universe, as we speculate about its future.

As we look at Earth, we find clues to its origin and how it has changed through nearly five billion years, as well as the evolution of life on Earth.

PERFORMANCE INDICATOR 1.1 Explain complex phenomena, such as tides, variations in day length, solar insolation, apparent motion of the planets, and annual traverse of the constellations.

Major Understandings:

1.1a Most objects in the solar system are in regular and predictable motion.

- These motions explain such phenomena as the day, the year, seasons, phases of the moon, ellipses, and tides.
- Gravity influences the motion of celestial objects. The force of gravity between two objects in the universe depends on their masses and the distance between them.

1.1h Nine planets move around the Sun in nearly circular orbits.

- The orbit of each planet is an ellipse with the Sun located at one of the foci.
- Earth is orbited by one moon and many artificial satellites.

1.1c Earth s coordinate system of latitude and longitude, with the Equator and Prime Meridian as reference lines, is based upon earth s rotation and our observation of the Sun and stars.

1.1d Earth rotates on an imaginary axis at a rate of 15 degrees per hour. To people on Earth, this turning of the planet makes it seem as though the Sun, the moon, and the stars are moving around Earth once a day. Rotation provides a basis for our system of local time; meridians of longitude are the basis for time zones.

1.1e The Foucault Pendulum, the shape of Earth, and the Coriolis Effect provide evidence of Earth s rotation.

1.1f Earth s chauging position with regard to the Sun and the moon has noticeable effects.

- Earth revolves around the Sun with its rotational axis at 23.5 degrees to a line perpendicular to the plane of its orbit, with the North Pole aligned with Polaris.
- During Earth s one year period of revolution, the tilt of its axis results in changes in the angle of incidence of the Sun s rays at a given latitude; these changes cause variation in the heating of the surface. This produces seasonal variation in weather.

1.1g Seasonal changes in the apparent positions of constellations provide evidence of Earth s revolution.

1.1h The Sun s apparent path through the sky varies with latitude and season.

1.1i Approximately 70 percent of Earth s surface is covered by a relatively thin layer of water which responds to the gravitational attraction of the moon and the Sun with a daily cycle of high and low tides.

PERFORMANCE INDICATOR 1.2 Describe current theories about the origin of the universe and solar system.

Major Understandings:

1.2a The universe is vast and estimated to be over ten billion years old. The current theory is that the universe was created from an explosion called the Big Bang. Evidence for this theory includes:

- Cosmic background radiation;
- A red-shift (the Doppler Effect) in the light from very distant galaxies.

1.2b Stars form when gravity causes clouds of molecules to contract until nuclear fusion of light elements into heavier ones occurs. Fusion releases great amounts of energy over millions of years.

- The stars differ from each other in size, temperature, and age.
- Our Sun is a medium-sized star within a spiral galaxy of stars known as the Milky Way. Our galaxy contains billions of stars, and the universe contains billions of such galaxies.

1.2c Our solar system formed about five billion years ago from a giant cloud of gas and debris. Gravity caused Earth and the other planets to become layered according to density differences in their materials.

- The characteristics of the planets of the solar system are affected by each planet s location in relationship to the sun.
- The terrestrial planets are small, rocky, and dense. The Jovian planets are large, gaseous, and of low density.

1.2d Asteroids, comets, and meteors are components of our solar system.

- Impact events have been correlated with mass extinction and global climatic change.
- Impact craters can be identified in Earth s crust.

1.2e Earth s early atmosphere formed as a result of the outgassing of water vapor, carbon dioxide, nitrogen, and lesser amounts of other gases from its interior.

1.2f Earth s oceans formed as a result of precipitation over millions of years. The presence of an early ocean is indicated by sedimentary rocks of marine origin, dating back about four billion years.

1.2g Earth has continuously been recycling water since the outgassing of water early in its history. This constant recirculation of water at and near Earth s surface is described by the hydrologic (water) cycle.

- Water is returned from the atmosphere to Earth s surface by precipitation. Water returns to the atmosphere by evaporation or transpiration from plants. A portion of the precipitation becomes runoff over the land or infiltrates into the ground to become stored in the soil or ground water below the water table. Soil capillarity influences these processes. The amount of precipitation that seeps into the ground or runs off is influenced by climate, slope of the land, soil, rock type, vegetation, land use, and degree of saturation.
- Porosity, permeability, and water retention affect runoff and infiltration.

1.2h The evolution of life caused dramatic changes in the composition of Earth s atmosphere. Free oxygen did not form in the atmosphere until oxygen producing organisms evolved.

1.2i The pattern of evolution of life forms on Earth is at least partially preserved in the rock record.

- Fossil evidence indicates that a wide variety of life-forms has existed in the past and most of these forms have become extinct.
- Human existence has been very brief compared of the expanse of geologic time.

1.2j Geologic history can be reconstructed by observing sequences of rock types and fossils to correlate bedrock at various locations.

- The characteristics of rocks indicate the processes by which they formed and the environments in which these processes took place.
- Fossils preserved in rocks provide information about past environmental conditions.
- Geologists have divided Earth history into time units based upon the fossil record.
- Age relationships among bodies of rocks can be determined using principles of original horizontality, superposition, inclusion, cross-cutting relationships, contact metamorphism, and unconformities. The presence of volcanic ash layers, index fossils, and meteoritic debris can provide additional information.
- The regular rate of nuclear decay (half-life time period) of radioactive isotopes allows geologists to determine the absolute age of minerals found in some rocks.

KEY IDEA 2

Many of the phenomena that we observe on Earth involve interactions among components of air, water, and land.

Earth may be considered a huge machine driven by two engines, one internal and one external. These heat engines convert heat energy into mechanical energy.

Earth s external heat engine is powered primarily by solar energy and influenced by gravity. Nearly all the energy for circulating the atmosphere and oceans is supplied by the Sun. As insolation strakes tbe atmosphere, a small percentage is directly absorbed, especially by gases such as ozone, carbon dioxide, and water vapor. Clouds and Earth s surface reflect some energy back to space, and Earth s surface absorbs some energy. Energy is transferred between Earth s surface and the atmosphere by radiation, conduction, evaporation, and convection. Temperature variations within the Atmosphere cause differences in density that cause atmospheric circulation, which is affected by Earth s rotation. The interaction of these processes results in the complex atmospheric occurrence known as weather.

Average temperatures on Earth are the result of the total amount of insolation absorbed by Earth s surface and it s atmosphere and the amount of long-wave energy radiated back into space. However, throughout geologic time, ice ages occurred in the middle latitudes. In addition, average temperatures may have been significantly warmer at times in the geologic past. This suggests that Earth had climate changes tbat were most likely associated with long periods of imbalances of its heat budget.

Earth s internal heat engine is powered by heat from the decay of radioactive materials and residual heat from Earth s formation. Differences in density results in from heat flow within Earth s interior caused the changes explained by the theory of plate tectonics: movement of the lithospheric plates; earthquakes; volcanoes; and the deformation and metamorphism of rocks during the formation of young mountains.

Precipitation resulting from the external heat engine s weather systems supplies moisture to Earth s surface that contributes to the weathering of rocks. Running water erodes mountains that were originally uplifted by Earth s internal heat engine and transports sediments to other location, where they are deposited and may undergo the processes that transform them into sedimentary rocks.

Global climate is determined by the interaction of solar energy with Eartb s surface and atmosphere. This energy transfer is influenced by dynamic processes such as cloud cover and Earth rotation, and the positions of mountain ranges and oceans.

PERFORMANCE INDICATOR 2.1 Use the concepts of density and heat energy to explain observations of weather patterns, seasonal changes, and the movements of Earth s plates.

Major Understandings:

2.1a Earth systems have internal and external sources of energy, both of which create heat.

2.1b The transfer of heat energy within the atmosphere, the hydrosphere, and Earth s interior results in the formation of regions of different densities. These density differences result in motion.

2.1c Weather patterns become evident when weather variables are observed, measured, and recorded. These variables include air temperature, air pressure, moisture (relative humidity and dewpoint), precipitation (rain, snow hail, sleet, etc), wind speed and direction, and cloud cover.

2.1d Weather variables are measured using instruments such as thermometers, barometers, psychrometers, precipitation gauges, anemometers, and wind vanes.

2.1e Weather variables are interrelated.
For example:
- Temperature and humidity affect air pressure and probability of precipitation
- Air pressure gradient controls wind velocity

2.1f Air temperature, dewpoint, cloud formation, and precipitation are affected by the expansion and contraction of air due to vertical atmospheric movement.

2.1g Weather variables can be represented in a variety of formats including radar and satellite images, weather maps, (including station models, isobars, and fronts), atmospheric cross-sections, and computer models.

2.1h Atmospheric moisture, temperature and pressure distributions; jet streams, wind; air masses and frontal boundaries; and the movement of cyclonic systems and associated tornadoes, thunderstorms, and hurricanes occur in observable patterns. Loss of property, personal injury, and loss of life ean be reduced by effective emergency preparedness.

2.1i Seasonal changes can be explained using concepts of density and heat energy. These changes include the shifting of global temperature zones, the shifting of planetary wind and ocean current patterns, the occurrence of monsoons, hurricanes, flooding, and severe weather.

2.1j Properties of Earth s internal structure (erust, mantle, inner core, and outer core) can be inferred from the analysis of the behavior of seismic waves (including velocity and refraction).

- Analysis of seismic waves allows the determination of the location of earthquake epicenters, and the measurement of earthquake magnitude; this analysis leads to the inference that Earth s interior is composed of layers that differ in composition and stares of matter.

2.1k The outward transfer of Earth s internal heat drives convective circulation in the mantle that moves the lithospheric plates comprising Earth s surface.

2.1l The lithosphere consists of separate plates that ride on the more fluid asthenosphere and move slowly in relationship to one another, creating convergent, divergent, and transform plate boundaries. These motions indicate Earth is a dynamic geologic system.

- These plate boundaries are the sites of most earthquakes, volcanoes, and young mountain ranges.
- Compared to continental crust, ocean crust is thinner and denser. New ocean crust continues to form at mid-ocean ridges.
- Earthquakes and volcanoes present geologic hazards to humans. Loss of property, personal injury, and loss of life can be reduced by effective emergency preparedness.

2.1m Many processes of the rock cycle are consequences of plate dynamics. These include the production of magma (and subsequent igneous rock formation and contact metamorphism) at both subduction and rifting regions, regional metamorphism within subduction zones and the creation of major depositional basins through down-warping of the crust.

2.1n Many of Earth s surface features such as mid-ocean ridges/rifts, trenches/subduction zones/island arcs, mountain ranges (folded, faulted, and volcanic) hot spots, and the magnetic and age patterns in surface bedrock are a consequence of forces associated with plate motion and interaction.

2.1o Plate motions have resulted in global changes in geography, climate, and the patterns of organic evolution.

2.1p Landforms are the result of the interaction of tectonic forces and the processes of weathering, erosion, and deposition.

2.1q Topographic maps represent landforms through the use of contour lines that are isolines connecting points of equal elevation. Gradients and profiles can be determined from changes in elevation over a given distance.

2.1r Climate variations, structure, and characteristics of bedrock influence the development of landscape features including mountains, plateaus, plains, valleys, ridges, escarpments, and stream drainage patterns.

2.1s Weathering is the physical and chemical breakdown of rocks at or near Earth s surface. Soils are the result of weathering and biological activity over long periods of time.

2.1t Natural agents of erosion, generally driven by gravity, remove, transport, and deposit weathered rock particles. Each agent of erosion produces distinctive changes in the material that it transports and creates characteristic surface features and landscapes. In certain erosional situations, loss of property, personal injury, and loss of life can be reduced by effective emergency preparedness.

2.1u The natural agents of erosion include:

- Streams (running water): Gradient, discharge, and channel shape influence a stream s velocity and the erosion and deposition of sediments. Sediments transported by streams tend to become rounded as a result of abrasion. Stream features include V-shaped valleys, deltas, flood plains, and meanders. A watershed is the area drained by a stream and its tributaries.
- Glaciers (moving ice): Glacial erosional processes include the formation of U-shaped valleys, parallel scratches, and grooves in bedrock. Glacial features include moraines, drumlins, kettle lakes, finger lakes, and outwash plains.

- Wave Action: Erosion and deposition cause changes in shoreline features, including beaches, sand bars, and barrier islands. Wave action rounds sediments as a result of abrasion. Waves approaching a shoreline move sand parallel to the shore within the zone of breaking waves.
- Wind: Erosion of sediments by wind is most common in arid climates and along shorelines. Wind-generated features include dunes and sand-blasted bedrock.
- Mass Movement: Earth materials move downslope under the influence of gravity.

2.1v Patterns of deposition result from a loss of energy within the transporting system are influenced by the size, shape, and density of the transported particles. Sediment deposits may be sorted or unsorted.

2.1w Sediments of inorganic and organic origin often accumulate in depositional environments. Sedimentary rocks form when sediments are compacted and /or cemented after burial or as the result of chemical precipitation from seawater.

PERFORMANCE INDICATOR 2.2 Explain how incoming solar radiation, ocean currents, and land masses affect weather and climate.

2.2a Insolation (solar radiation) heats Earth s surface and atmosphere unequally due to variations in:
- The intensity caused by differences in atmospheric transparency and angle of incidence which vary with time of day, latitude, and season
- Characteristics of the materials absorbing the energy such as color, texture, transparency, state of matter, and specific heat
- Duration, which varies with seasons and latitude.

2.2b The transfer of heat energy within the atmosphere, the hydrosphere, and Earth s surface occurs as the result of radiation, convection, and conduction.
- Heating the Earth s surface and atmosphere by the Sun drives convection within the atmosphere and oceans, producing winds and ocean currents.

2.2c A location s climate is influenced by latitude, proximity to large bodies of water, ocean currents, prevailing winds, vegetative cover, elevation, and mountain ranges.

2.2d Temperature and precipitation patterns are altered by:

- natural events such as El Nino and volcanic eruptions
- human influences including deforestation, urbanization, and the production of greenhouse gases such as carbon dioxide and methane.

KEY IDEA 3

Matter is made up of particles whose properties determine the observable characteristics of matter and it s reactivity.

Observation and classification have helped us understand the great variety and complexity of Earth materials. Minerals are the naturally occurring inorganic solid elements, compounds, and mixtures from which rocks are made. We classify minerals on the basis of their chemical composition and observable properties. Rocks are generally classified by their origin (igueous, metamorphic, and sedimentary), texture, and mineral content.

Rocks and minerals help us understand Earth s historical development and its dynamics. They are important to us because of their availability and properties. The use and distribution of mineral resources and fossil fuels have important economic aud environmental impacts. As limited resources, they must be used wisely.

PERFORMANCE INDICATOR 3.1 Explain the properties of materials iu terms of the arrangement of properties of the atoms that compose them.

Major Understandings:

3.1a Minerals have physical properties determined by their chemical composition and crystal structure.

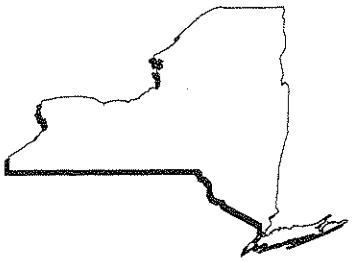
- Minerals can be identified by well-defined physical and chemical properties, such as cleavage, fracture, color, density, hardness, streak, luster, crystal shape, and reaction with acid.
- Chemical composition and physical properties determine how minerals are used by humans.

3.1b Minerals are formed inorganically hy the process of crystallization as a result of specific enviroumental conditions. These include:

- Cooling and solidification of magma;
- Precipitation from water caused hy such processes as evaporatiou, chemical reactions, and temperature changes;
- Rearrangement of atoms in existing minerals subjected to conditions of high temperature and pressure.

3.1c Rocks are usually composed of one or more minerals.

- Rocks are classified by their origin, mineral content and texture.
- Conditions that existed when a rock formed can be inferred from the rock s mineral content and texture.
- The properties of rocks determine how tbey are used and also influence land usage by humans.



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Correlated by Alice Veyvoda, retired New York Chemistry teacher

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3/2002
2003

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The left-hand column of this document contains the title of each section of the text and the corresponding lab experiments. The standards that correlate to each section/lab are listed in the right-hand column in the following format:

Standard: Key Idea

For example, if Standard 1, Key Idea 1, M1.1: "Use algebraic and geometric representations to describe and compare data" is taught in a particular section, it would be referenced as 1:M1.1.

Standards designated as "4Skills" can be found in the standards document under Standard 4: The Physical Setting–SKILLS. Other references to Standard 4 can be found under Standard 4: The Physical Setting–CONCEPTS.

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Physical Setting/Chemistry Core Curriculum Standards

Standard 1–Analysis, Inquiry, and Design

Students will use mathematical analysis, scientific inquiry, and engineering design, as appropriate, to pose questions, seek answers, and develop solutions.

MATHEMATICAL ANALYSIS

Key Idea 1

Abstraction and symbolic representation are used to communicate mathematically.

M1.1 Use algebraic and geometric representations to describe and compare data.

- organize, graph, and analyze data gathered from laboratory activities or other sources
- measure and record experimental data and use data in calculations
- recognize and convert various scales of measurement
- use knowledge of geometric arrangements to predict particle properties or behavior

Key Idea 2

Deductive and inductive reasoning are used to reach mathematical conclusions.

M2.1 Use deductive reasoning to construct and evaluate conjectures and arguments, recognizing that patterns and relationships in mathematics assist them in arriving at these conjectures and arguments.

- interpret a graph constructed from experimentally obtained data

Key Idea 3

M3.1 Critical thinking skills are used in the solution of mathematical problems.

- state assumptions which apply to the use of a particular mathematical equation and evaluate these assumptions to see if they have been met
- evaluate the appropriateness of an answer, based on given data

SCIENTIFIC INQUIRY

Key Idea 1
The central purpose of scientific inquiry is to develop explanations of natural phenomena in a continuing, creative process.

S1.1 Elaborate on basic scientific and personal explanations of natural phenomena, and develop extended visual models and mathematical formulations to represent thinking.

- use theories and/or models to represent and explain observations
- use theories and/or principles to make predictions about natural phenomena
- develop models to explain observations

S1.2 Hone ideas through reasoning, library research, and discussion with others, including experts.

- locate data from published sources to support/defend/explain patterns observed in natural phenomena

S1.3 Work towards reconciling competing explanations, clarifying points of agreement and disagreement.

- evaluate the merits of various scientific theories and indicate why one theory was accepted over another

Key Idea 2
Beyond the use of reasoning and consensus, scientific inquiry involves the testing of proposed explanations involving the use of conventional techniques and procedures and usually requiring considerable ingenuity.

S2.1 Devise ways of making observations to test proposed explanations.

- design and/or carry out experiments, using scientific methodology to test proposed calculations

S2.2 Refine research ideas through library investigations, including information retrieval and reviews of the literature, and through peer feedback obtained from review and discussion.

- use library investigations, retrieved information, and literature reviews to improve the experimental design of an experiment

S2.3 Develop and present proposals including formal hypotheses to test explanations, i.e.: they predict what should be observed under specific conditions if their explanation is true.

- develop research proposals in the form of "if X is true and a particular test Y is done, then prediction Z will occur"

S2.4 Carry out a research plan for testing explanations, including selecting and developing techniques, acquiring and building apparatus, and recording observations as necessary.

- determine safety procedures to accompany a research plan

Key Idea 3
The observations made while testing proposed explanations, when analyzed using conventional and invented methods, provide new insights into phenomena.

S3.1 Use various means of representing and organizing observations (e.g., diagrams, tables, charts, graphs, equations, and matrices) and insightfully interpret the organized data.

- organize observations in a data table, analyze the data for trends or patterns, and interpret the trends or patterns, using scientific concepts

S3.2 Apply statistical analysis techniques when appropriate to test if chance alone explains the result.

S3.3 Assess correspondence between the predicted result contained in the hypothesis and the actual result, and reach a conclusion as to whether or not the explanation on which the prediction is supported.

- evaluate experimental methodology for inherent sources of error and analyze the possible effect on the result
- compare the experimental result to the expected result; calculate the percent error as appropriate

S3.4 Using results of the test and through public discussion, revise the explanation and contemplate additional research.

S3.5 Develop a written report for public scrutiny that describes the proposed explanation, including a literature review, the research carried out, its results, and suggestions for further research.

ENGINEERING DESIGN

Key Idea 1
Engineering design is an iterative process involving modeling and optimization (finding the best solution within given constraints); this process is used to develop technological solutions to problems within given constraints.

E1.1 If students are asked to do a design project, then:

- Initiate and carry out a thorough investigation of an unfamiliar situation and identify needs and opportunities for technological invention or innovation.
- Identify, locate, and use a wide range of information resources, and document through notes and sketches how findings relate to the problem.
- Generate creative solutions, break ideas into significant functional elements, and explore possible refinements; predict possible outcomes, using mathematical and functional modeling techniques; choose the optimal solution to the problem, clearly documenting ideas against design criteria and constraints; and explain how human understandings, economics, ergonomics, and environmental considerations have influenced the solution.
- Develop work schedules and working plans which include optimal use and cost of materials, processes, time, and expertise; construct a model of the solution, incorporating developmental modifications while working to a high degree of quality (craftsmanship).
- Devise a test of the solution according to the design criteria and perform the test; record, portray, and logically evaluate performance test results through quantitative, graphic, and verbal means. Use a variety of creative verbal and graphic techniques effectively and persuasively to present conclusions, predict impact and new problems, and suggest and pursue modifications.

Standard 2–Information Systems

Students will access, generate, process, and transfer information using appropriate technologies.

INFORMATION SYSTEMS

Key Idea 1

Information technology is used to retrieve, process, and communicate information as a tool to enhance learning.

Examples include:

- use the Internet as a source to retrieve information for classroom use, e.g., Periodic Table, acid rain

Key Idea 2

Knowledge of the impacts and limitations of information systems is essential to its effectiveness and ethical use.

Examples include:

- critically assess the value of information with or without benefit of scientific backing and supporting data, and evaluate the effect such information could have on public judgment or opinion, e.g., environmental issues
- discuss the use of the peer-review process in the scientific community and explain its value in maintaining the integrity of scientific publication, e.g., "cold fusion"

Standard 6–Interconnectedness: Common Themes

Students will understand the relationships and common themes that connect mathematics, science, and technology and apply the themes to these and other areas of learning.

SYSTEMS THINKING

Key Idea 1

Through systems thinking, people can recognize the commonalities that exist among all systems and how parts of a system interrelate and combine to perform specific functions.

Examples include:

- use the concept of systems and surroundings to describe heat flow in a chemical or physical change, e.g., dissolving process

MODELS

Key Idea 2

Models are simplified representations of objects, structures, or systems used in analysis, explanation, interpretation, or design.

2.1 Revise a model to create a more complete or improved representation of the system.

- show how models are revised in response to experimental evidence, e.g., atomic theory, Periodic Table

2.2 Collect information about the behavior of a system and use modeling tools to represent the operation of the system.

- show how information about a system is used to create a model, e.g., kinetic molecular theory (KMT)

2.3 Find and use mathematical models that behave in the same manner as the processes under investigation.

- show how mathematical models (equations) describe a process, e.g., combined gas law

2.4 Compare predictions to actual observations, using test models.

- compare experimental results to a predicted value, e.g., percent error

MAGNITUDE AND SCALE

Key Idea3
The grouping of magnitudes of size, time, frequency, and pressures or other units of measurement into a series of relative order provides a useful way to deal with the immense range and the changes in scale that affect the behavior and design of systems.

3.1 Describe the effects of changes in scale on the functioning of physical, biological, or designed information systems.

- show how microscale processes can resemble or differ from real-world processes, e.g., microscale chemistry

3.2 Extend the use of powers of ten notation to understanding the exponential function and performing operations with exponential factors.

- use powers often to represent a large range of values for a physical quantity, e.g., pH scale

EQUILIBRIUM AND STABILITY

Key Idea 4
Equilibrium is a state of stability due either to a lack of change (static equilibrium) or a balance between opposing forces (dynamic equilibrium).

4.1 Describe specific instances of how disturbances might affect a system's equilibrium, from small disturbances that do not upset the equilibrium to larger disturbances (threshold level) that cause the system to become unstable.

- explain how a small change might not affect a system, e.g., activation energy

4.2 Cite specific examples of how dynamic equilibrium is achieved by equality of change in opposing directions.

- explain how a system returns to equilibrium in response to a stress, e.g., LeChatelier's principle

PATTERNS OF CHANGE

Key Idea 5
Identifying patterns of change is necessary for making predictions about future behavior and conditions.

Examples include:

- use graphs to make predictions, e.g., half-life, solubility
- use graphs to identify patterns and interpret experimental data, e.g., heating and cooling curves

Standard 7–Interdisciplinary Problem Solving

Students will apply the knowledge and thinking skills of mathematics, science, and technology to address real-life problems and make informed decisions.

CONNECTIONS

Key Idea 1

The knowledge and skills of mathematics, science, and technology are used together to make informed decisions and solve problems, especially those relating to issues of science/technology/society, consumer decision making, design, and inquiry into phenomena.

1.1 Analyze science/technology/society problems and issues on a community, national, or global scale and plan and carry out a remedial course of action.

- carry out a remedial course of action by communicating the plan to others, e.g., writing and sending "a letter to the editor"

1.2 Analyze and quantify consumer product data, understand environmental and economic impacts, develop a method for judging the value and efficacy of competing products, and discuss cost-benefit and risk-benefit trade-offs made in arriving at the optimal choice.

- compare and analyze specific consumer products, e.g., antacids, vitamin C

1.3 Design solutions to real-world problems on a community, national, or global scale, using a technological design process that integrates scientific investigation and rigorous mathematical analysis of the problem and of the solution.

- design a potential solution to a regional problem, e.g., suggest a plan to adjust the acidity of a lake in the Adirondacks

1.4 Explain and evaluate phenomena mathematically and scientifically by formulating a testable hypothesis, demonstrating the logical connections between the scientific concepts guiding the hypothesis and the design of an experiment, applying and inquiring into the mathematical ideas relating to investigation of phenomena, and using (and if needed, designing) technological tools and procedures to assist in the investigation and in the communication of results.

- design an experiment that requires the use of a mathematical concept to solve a scientific problems, e.g., an experiment to compare the density of different types of soda pop

STRATEGIES

Key Idea 2
Solving interdisciplinary problems involves a variety of skills and strategies, including effective work habits; gathering and processing information; generating and analyzing ideas; realizing ideas; making connections among the common themes of mathematics, science, and technology; and presenting results.

If students are asked to do a project, then the project would require students to:

- work effectively
- gather and process information
- generate and analyze ideas
- observe common themes
- realize ideas
- present results

Standard 4–The Physical Setting–SKILLS

Students will understand and apply scientific concepts, principles, and theories pertaining to the physical setting and living environment and recognize the historical development of ideas in science.

Key Idea 3

Matter is made up of particles whose properties determine the observable characteristics of matter and its reactivity.

3.1 Explain the properties of materials in terms of the arrangement and properties of the atoms that compose them.

A. use models to describe the structure of an atom
B. relate experimental evidence (given in the introduction of Key Idea 3) to models of the atom
C. determine the number of protons or electrons in an atom or ion when given one of these values
D. calculate the mass of an atom, the number of neutrons or the number of protons, given the other two values
E. distinguish between valence and non-valence electrons, given an electron configuration, e.g., 2–8–2
F. draw a Lewis electron-dot structure of an atom
G. determine decay mode and write nuclear equations showing alpha and beta decay
H. interpret and write isotopic notation
I. given an atomic mass, determine the most abundant isotope
J. calculate the atomic mass of an element, given the masses and ratios of naturally occurring isotopes
K. classify elements as metals, nonmetals, metalloids, or noble gases by their properties
L. compare and contrast properties of elements within a group or a period for Groups 1, 2, 13–18 on the Periodic Table
M. determine the group of an element, given the chemical formula of a compound, e.g., XCl or XCl_2
N. explain the placement of an unknown element on the Periodic Table based on its properties
O. classify an organic compound based on its structural or condensed structural formula (i.e., CH_3COOH)
P. describe the states of the elements as STP
Q. distinguish among ionic, molecular, and metallic substances, given their properties
R. draw a structural formula with the functional group(s) on a straight chain hydrocarbon backbone, when given the IUPAC name for the compound
S. draw structural formulas for alkanes, alkenes, and alkynes containing a maximum of ten carbon atoms

T. use a simple particle model to differentiate among properties of solids, liquids, and gases
U. compare the entropy of phases of matter
V. describe the processes and uses of filtration, distillation, and chromatography in the separation of a mixture
W. interpret and construct solubility curves
X. apply the adage "like dissolves like" to real-world situations
Y. interpret solution concentration data
Z. use solubility curves to distinguish among saturated, supersaturated, and unsaturated solutions
AA. calculate solution concentration in molarity (M), percent mass, and parts per million (ppm)
BB. describe the preparation of a solution, given the molarity
CC. given properties, identify substances as Arrhenius acids or Arrhenius bases
DD. identify solutions as acid, base, or neutral based upon the pH
EE. interpret changes in acid-base indicator color
FF. write simple neutralization reactions when given the reactants
GG. calculate the concentration or volume of a solution, using titration data
HH. use particle models/diagrams to differentiate among elements, compounds, and mixtures

3.2 Use atomic and molecular models to explain common chemical reactions.

A. distinguish between chemical and physical changes
B. identify types of chemical reactions
C. determine a missing reactant or product in a balanced equation
D. identify organic reactions
E. balance equations, given the formulas of reactants and products
F. write and balance half-reactions for oxidation and reduction of free elements and their monatomic ion
G. identify and label the parts of a voltaic cell (cathode, anode, salt bridge) and direction of electron flow, given the reaction equation
H. identify and label the parts of an electrolytic cell (cathode, anode) and direction of electron flow, given the reaction equation
I. compare and contrast voltaic and electrolytic cells
J. use an activity series to determine whether a redox reaction is spontaneous

3.3 Apply the principle of conservation of mass to chemical reactions.

A. balance equations, given the formulas for reactants and products
B. interpret balanced chemical equations in terms of conservation of matter and energy
C. create and use models of particles to demonstrate balanced equations
D. calculate simple mole-mole stoichiometry problems, given a balanced equation
E. determine the empirical formula from a molecular formula
F. determine the mass of a given number of moles of a substance

G. determine the molecular formula, given the empirical formula and the molecular mass
H. calculate the formula mass and gram-formula mass
I. determine the number of moles of a substance, given its mass

3.4 Use kinetic molecular theory (KMT) to explain rates of reactions and the relationships among temperature, pressure, and volume of a substance.

A. explain the gas laws in terms of KMT
B. solve problems, using the combined gas laws
C. convert temperatures in Celsius degrees (°C) to kelvins (K), and kelvins to Celsius degrees
D. describe the concentration of particles and rates of opposing reactions in an equilibrium system
E. qualitatively describe the effect of stress on equilibrium, using LeChatelier's principle
F. use collision theory to explain how various factors, such as temperature, surface area, and concentration, influence the rate of reaction
G. identify examples of physical equilibria as solution equilibrium and phase equilibrium, including the concept that a saturated solution is at equilibrium

Key Idea 4
Energy exists in many forms, and when these forms change, energy is conserved.

4.1 Observe and describe transmission of various forms of energy.

A. distinguish between endothermic and exothermic reactions, using energy terms in a reaction equation, ΔH, potential energy diagrams, or experimental data
B. read and interpret potential energy diagrams: PE reactants, PE products, activation energy (with or without a catalyst), heat of reaction

4.2 Explain heat in terms of kinetic molecular theory.

A. distinguish between heat energy and temperature in terms of molecular motion and amount of matter
B. explain phase change in terms of the changes in energy and intermolecular distances
C. qualitatively interpret heating and cooling curves in terms of changes in kinetic and potential energy, heat of vaporization, heat of fusion, and phase changes
D. calculate the heat involved in a phase or temperature change for a given sample of matter

4.4 Explain the benefits and risks of radioactivity.

A. calculate the initial amount, the fraction remaining, or the half-life of a radioactive isotope, given two of the three variables
B. compare and contrast fission and fusion reactions
C. complete nuclear equations; predict missing particles from nuclear equations
D. identify specific uses of some common radioisotopes, such as I–131 in diagnosing and treating thyroid disorders, C–14 to C–12 ratio in dating once-living organisms, U–238 to Pb–206 ratio in dating geological formations, and Co–60 in treating cancer

Key Idea 5
Energy and matter interact through forces that result in changes in motion.

5.2 Students will explain chemical bonding in terms of the behavior of electrons.

A. demonstrate bonding concepts, using Lewis dot structures representing valence electrons
B. compare the physical properties of substances based on chemical bonds and intermolecular forces, e.g., conductivity, malleability, solubility, hardness, melting point, and boiling point
C. explain vapor pressure, evaporation rate, and phase changes in terms of intermolecular forces
D. determine the noble gas configuration an atom will achieve by bonding
E. distinguish between nonpolar covalent bonds (two of the same nonmetals) and polar covalent bonds

Standard 4–The Physical Setting–CONCEPTS

Students will understand and apply scientific concepts, principles, and theories pertaining to the physical setting and living environment and recognize the historical development of ideas in science.

Key Idea 3

Matter is made up of particles whose properties determine the observable characteristics of matter and its reactivity.

Performance Indicator 3.1

Explain the properties of materials in terms of the arrangement and properties of the atoms that compose them.

Major Understandings:

3.1a The modern model of the atom has evolved over a long period of time through the work of many scientists.

3.1b Each atom has a nucleus, with an overall positive charge, surrounded by negatively charged electrons.

3.1c Subatomic particles contained in the nucleus include protons and neutrons.

3.1d The proton is positively charged, and the neutron has no charge. The electron is negatively charged.

3.1e Protons and electrous have equal but opposite charges. The number of protons equals the number of electrons in an atom.

3.1f The mass of each proton and each neutron is approximately equal to one atomic mass unit. An electron is much less massive than a proton or a neutron.

3.1g The number of protons in an atom (atomic number) identifies the element. The sum of the protons and neutrons in an atom (mass number) identifies an isotope. Common notations that represent isotopes include: ^{14}C, $^{14}_{6}C$, carbon-14, C-14.

3.1h In the wave-mechanical model (electron cloud model) the electrons are in orbitals, which are defined as the regions of the most probable electron location (ground state).

3.1I Each electron in an atom has its own distinct amount of energy.

3.1j When an electron in an atom gains a specific amount of energy, the electron is at a higher energy state (excited state).

3.1k When an electron returns from a higher energy state to a lower energy state, a specific amount of energy is emitted. This emitted energy can be used to identify an element.

3.1l The outermost electrons in an atom are called the valence electrons. In general, the number of valence electrons affects the chemical properties of an element.

3.1m Atoms of an element that contain the same number of protons but a different number of neutrons are called isotopes of that element.

3.1n The average atomic mass of an element is the weighted average of the masses of its naturally occurring isotopes.

3.1o Stability of an isotope is based on the ratio of neutrons and protons in its nucleus. Although most nuclei are stable, some are unstable and spontaneously decay, emitting radiation.

3.1p Spontaneous decay can involve the release of alpha particles, beta particles, positrons, and/or gamma radiation from the nucleus of an unstable isotope. These emissions differ in mass, charge, ionizing power, and penetrating power.

3.1q Matter is classified as a pure substance or as a mixture of substances.

3.1r A pure substance (element or compound) has a constant composition and constant properties throughout a given sample, and from sample to sample.

3.1s Mixtures are composed of two or more different substances that can be separated by physical means. When different substances are mixed together, a homogeneous or heterogeneous mixture is formed.

3.1t The proportions of components in a mixture can be varied. Each component in a mixture retains its original properties.

3.1u Elements are substances that are composed of atoms that have the same atomic number. Elements cannot be broken down by chemical change.

3.1v Elements can be classified by their properties and located on the Periodic Table as metals, nonmetals, metalloids (B, Si, Ge, As, Sb, Te), and noble gases.

3.1w Elements can be differentiated by physical properties. Physical properties of substances, such as density, conductivity, malleability, solubility, and hardness, differ among elements.

3.1x Elements can also be differentiated by chemical properties. Chemical properties describe how an element behaves during a chemical reaction.

3.1y The placement or location of an element on the Periodic Table gives an indication of the physical and chemical properties of that element. The elements on the Periodic Table are arranged in order of increasing atomic number.

3.1z For Groups 1, 2, and 13-18 on the Periodic Table, elements within the same group have the same number of valence electrons (helium is an exception) and therefore similar chemical properties.

3.1aa The succession of elements within the same group demonstrates characteristic trends: differences in atomic radius, ionic radius, electronegativity, first ionization energy, metallic/nonmetallic properties.

3.1bb The succession of elements across the same period demonstrates characteristic trends: differences in atomic radius, ionic radius, electronegativity, first ionization energy, metallic/nonmetallic properties.

3.1cc A compound is a substance composed of two or more different elements that are chemically combined in a fixed proportion. A chemical compound can be broken down by chemical means. A chemical compound can be represented by a specific chemical formula and assigned a name based on the IUPAC system.

3.1dd Compounds can be differentiated by their physical and chemical properties.

3.1ee Types of chemical formulas include empirical, molecular, and structural.

3.1ff Organic compounds contain carbon atoms, which bond to one another in chains, rings, and networks to form a variety of structures. Organic compounds can be named using the IUPAC system.

3.1gg Hydrocarbons are compounds that contain only carbon and hydrogen. Saturated hydrocarbons contain only single carbon-carbon bonds. Unsaturated hydrocarbons contain at least one multiple carbon-carbon bond.

3.1hh Organic acids, alcohols, esters, aldehydes, ketones, ethers, halides, amines, amides, and amino acids are categories of organic compounds that differ in their structures. Functional groups impart distinctive physical and chemical properties to organic compounds.

3.1ii Isomers of organic compounds have the same molecular formula, but different structures and properties.

3.1jj The structure and arrangement of particles and their interactions determine the physical state of a substance at a given temperature and pressure.

3.1kk The three phases of matter (solids, liquids, and gases) have different properties.

3.1ll Entropy is a measure of the randomness or disorder of a system. A system with greater disorder has greater entropy.

3.1mm Systems in nature tend to undergo changes toward lower energy and higher entropy.

3.1nn Differences in properties such as density, particle size, molecular polarity, boiling and freezing points, and solubility permit physical separation of the components of the mixture.

3.1oo A solution is a homogeneous mixture of a solute dissolved in a solvent. The solubility of a solute in a given amount of solvent is dependent on the temperature, the pressure, and the chemical natures of the solute and solvent.

3.1pp The concentration of a solution may be expressed in molarity (M), percent by volume, percent by mass, or parts per million (ppm).

3.1qq The addition of a nonvolatile solute to a solvent causes the boiling point of the solvent to increase and the freezing point of the solvent to decrease. The greater the concentration of solute particles, the greater the effect.

3.1rr An electrolyte is a substance which, when dissolved in water, forms a solution capable of conducting an electric current. The ability of a solution to conduct an electric current depends on the concentration of ions.

3.1ss The acidity or alkalinity of an aqueous solution can be measured by its pH value. The relative level of acidity or alkalinity of these solutions can be shown by using indicators.

3.1tt On the pH scale, each decrease of one unit of pH represents a tenfold increase in hydronium ion concentration.

3.1uu Behavior of many acids and bases can be explained by the Arrhenius theory. Arrhenius acids and bases are electrolytes.

3.1vv Arrhenius acids yield H^+ (aq), hydrogen ion as the only positive ion in an aqueous solution. The hydrogen ion may also be written as H_3O^+ (aq), hydronium ion.

3.1ww Arrhenius bases yield OH^- (aq), hydroxide ion as the only negative ion in an aqueous solution.

3.1xx In the process of neutralization, an Arrhenius acid and an Arrhenius base react to form a salt and water.

3.1yy. There are alternate acid-base theories. One theory states that an acid is an H^+ donor and a base is an H^+ acceptor.

3.1zz Titration is a laboratory process in which a volume of a solution of known concentration is used to determine the concentration of another solution.

Performance Indicator 3.2
Use atomic and molecular models to explain common chemical reactions.

Major Understandings:

3.2a A physical change results in the rearrangement of existing particles in a substance. A chemical change results in the formation of different substances with changed properties.

3.2b Types of chemical reactions include synthesis, decomposition, single replacement, and double replacement.

3.2c Types of organic reactions include addition, substitution, polymerization, esterification, fermentation, saponification, and combustion.

3.2d An oxidation-reduction (redox) reaction involves the transfer of electrons (e^-).

3.2e Reduction is the gain of electrons.

3.2f A half-reaction can be written to represent reduction.

3.2g Oxidation is the loss of electrons.

3.2h A half-reaction can be written to represent reduction.

3.2i Oxidation numbers (states) can be assigned to atoms and ions. Changes in oxidation numbers indicate that oxidation and reduction have occurred.

3.2j An electrochemical cell can be either voltaic or electrolytic. In an electrochemical cell, oxidation occurs at the anode and reduction at the cathode.

3.2k A voltaic cell spontaneously converts chemical energy to electrical energy.

3.2l An electrolytic cell requires electrical energy to produce a chemical change. This process is known as electrolysis.

Performance Indicator 3.3
Apply the principle of conservation of mass to chemical reactions.

Major Understandings:

3.3a In all chemical reactions there is a conservation of mass, energy, and charge.

3.3b In a redox reaction the number of electrons lost is equal to the number of electrons gained.

3.3c A balanced chemical equation represents conservation of atoms. The coefficients in a balanced chemical equation can be used to determine mole ratios in the reaction.

3.3d The empirical formula of a compound is the simplest whole-number ratio of atoms of the elements in a compound. It may be different from the molecular formula, which is the actual ratio of atoms in a molecule of that compound.

3.3e The formula mass of a substance is the sum of the atomic masses of its atoms. The molar mass (gram-formula mass) of a substance equals one mole of that substance.

3.3f The percent composition by mass of each element in a compound can be calculated mathematically.

Performance Indicator 3.4
Use kinetic molecular theory (KMT) to explain rates of reactions and the relationships among temperature, pressure, and volume of a suhstance.

Major Understandings:

3.4a The concept of an ideal gas is a model to explain the behavior of gases. A real gas is most like an ideal gas when the real gas is at low pressure and high temperature.

3.4b Kinetic molecular theory (KMT) for an ideal gas states that all gas particles:
- are in random, constant, straight-line motion.
- are separated by great distances relative to their size; the volume of the gas particles is considered negligible.
- have no attractive forces between them.

- have collisions that may result in a transfer of energy between gas particles, but the total energy of the system remains constant.

3.4c Kinetic molecular theory describes the relationships of pressure, volume, temperature, velocity, and frequency and force of collisions among gas molecules.

3.4d Collision theory states that a reaction is most likely to occur if reactant particles collide with the proper energy and orientation.

3.4e Equal volumes of gases at the same temperature and pressure contain an equal number of particles.

3.4f The rate of a chemical reaction depends on several factors: temperature, concentration, nature of the reactants, surface area, and the presence of a catalyst.

3.4g A catalyst provides an alternate reaction pathway, which has a lower activation energy than an uncatalyzed reaction.

3.4h Some chemical and physical changes can reach equilibrium.

3.4i At equilibrium the rate of the forward reaction equals the rate of the reverse reaction. The measurable quantities of reactants and products remain constant at equilibrium.

3.4j LeChatelier's principle can be used to predict the effect of stress (change in pressure, volume, concentration, and temperature) on a system at equilibrium.

Key Idea 4
Energy exists in many forms, and when these forms change energy is conserved.

Performance Indicator 4.1
Observe and describe transmission of various forms of energy.

Major Understandings:

4.1a Energy can exist in different forms, such as chemical, electrical, electromagnetic, thermal, mechanical, nuclear.

4.1b Chemical and physical changes can be exothermic or endothermic.

4.1c Energy released or absorbed during a chemical reaction can be represented by a potential energy diagram.

4.1d Energy released or absorbed during a chemical reaction (heat of reaction) is equal to the difference between the potential energy of the products and potential energy of the reactants.

Performance Indicator 4.2
Explain heat in terms of kinetic molecular theory.

Major Understandings:

4.2a Heat is a transfer of energy (usually thermal energy) from a body of higher temperature to a body of lower temperature. Thermal energy is the energy associated with the random motion of atoms and molecules.

4.2b Temperature is a measurement of the average kinetic energy of the particles in a sample of material. Temperature is not a form of energy.

4.2c The concepts of kinetic and potential energy can be used to explain physical processes that include: fusion (melting), solidification (freezing), vaporization (boiling, evaporation), condensation, sublimation, and deposition.

Performance Indicator 4.4
Explain the benefits and risks of radioactivity.

Major Understandings:

4.4a Each radioactive isotope has a specific mode and rate of decay (half-life).

4.4b Nuclear reactions include natural and artificial transmutation, fission, and fusion.

4.4c Nuclear reactions can be represented by equations that include symbols which represent atomic nuclei (with mass number and atomic number), subatomic particles (with mass number and charge), and/or emissions such as gamma radiation.

4.4d Radioactive isotopes have many beneficial uses. Radioactive isotopes are used in medicine and industrial chemistry for radioactive dating, tracing chemical and biological processes, industrial measurement, nuclear power, and detection and treatment of diseases.

4.4e There are inherent risks associated with radioactivity and the use of radioactive isotopes. Risks can include biological exposure, long-term storage and disposal, and nuclear accidents.

4.4f There are benefits and risks associated with fission and fusion reactions.

Key Idea 5
Energy and matter interact through forces that result in changes in motion.

Performance Indicator 5.2
Explain chemical bonding in terms of the behavior of electrons.

Major Understandings:

5.2a Chemical bonds are formed when valence electrons are:
- transferred from one atom to another (ionic)
- shared between atoms (covalent)
- mobile within a metal (metallic)

5.2b Atoms attain a stable valence electron configuration by bonding with other atoms. Noble gases have stable valence configurations and tend not to bond.

5.2c When an atom gains one or more electrons, it becomes a negative ion and its radius increases. When an atom loses one or more electrons, it becomes a positive ion and its radius decreases.

5.2d Electron-dot diagrams (Lewis structures) can represent the valence electron arrangement in elements, compounds, and ions.

5.2e In a multiple covalent bond, more than one pair of electrons are shared between two atoms. Unsaturated organic compounds contain at least one double or triple bond.

5.2f Some elements exist in two or more forms in the same phase. These forms differ in their molecular or crystal structure, and hence in their properties.

5.2g Two major categories of compounds are ionic and molecular (covalent) compounds.

5.2h Metals tend to react with nonmetals to form ionic compounds. Nonmetals tend to react with other nonmetals to form molecular (covalent) compounds. Ionic compounds containing polyatomic ions have both ionic and covalent bonding.

5.2i When a bond is broken, energy is absorbed. When a bond is formed, energy is released.

5.2j Electronegativity indicates how strongly an atom of an element attracts electrons in a chemical bond. Electronegativity values are assigned according to arbitrary scales.

5.2k The electronegativity difference between two bonded atoms is used to assess the degree of polarity in the bond.

5.2l Molecular polarity can be determined by the shape of the molecule and distribution of charge. Symmetrical (nonpolar) molecules include CO_2, CH_4, and diatomic elements. Asymmetrical (polar) molecules include HCl, NH_3, and H_2O.

5.2m Intermolecular forces created by the unequal distribution of charge result in varying degrees of attraction between molecules. Hydrogen bonding is an example of a strong intermolecular force.

5.2n Physical properties of substances can be explained in terms of chemical bonds and intermolecular forces. These properties include conductivity, malleability, solubility, hardness, melting point, and boiling point.

Performance Indicator 5.3
Compare energy relationships within an atom's nucleus to those outside the nucleus.

Major Understandings:

5.3a A change in the nucleus of an atom that converts it from one element to another is called transmutation. This can occur naturally or can be induced by the bombardment of the nucleus with high-energy particles.

5.3b Energy released in a nuclear reaction (fission or fusion) comes from the fractional amount of mass that is converted into energy. Nuclear changes convert matter into energy.

5.3c Energy released during nuclear reactions is much greater than energy released during chemical reactions.

Beginning Level Social Studies
Grade 1

Standard 1: Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in the history of the United States and New York.

Key Idea	Performance Indicators	Core Curriculum
SS.1. The study of New York State and United States history requires an analysis of the development of American culture, its diversity and multicultural context, and the ways people are unified by many values, practices, and traditions.	Students know the roots of American culture, its development from many different traditions, and the ways many people from a variety of groups and backgrounds played a role in creating it.	* Self and Others (Multiculturalism, Culture, Empathy, Identity) * Concept/Themes (Culture, Identity, Multiculturalism, Citizenship, Nation-State) Students will compare and contrast the present-day customs and traditions surrounding the 4th of July with those of the past
	Students understand the basic ideals of American democracy as explained in the Declaration of Independence and the Constitution and other important documents	* Self and Others (Multiculturalism, Culture, Empathy, Identity) * Concept/Themes (Culture, Identity, Multiculturalism, Citizenship, Nation-State) Students learn the pledge of allegiance
	Students explain those values, practices, and traditions that unite all Americans	* Self and Others (Multiculturalism, Culture, Empathy, Identity) Students will demonstrate in a picture and a sentence their own dream of how they would make the world better using the ideals of Martin Luther King
SS1.2 Important ideas, social and cultural values, beliefs, and traditions from New York State and United States history illustrate the connections and interactions of people and events across time and from a	Students gather and organize information about the traditions transmitted by various groups living in their neighborhood and community	* My family & other families (Identity) * Concept/Themes (Culture, Beliefs, Identity) Students will exchange information regarding family customs and traditions
	Students recognize how traditions and practices were passed from one generation to the next	* My family & other families (Identity) * Concept/Themes (Culture, Beliefs, Identity) Students will compare and contrast the present-day customs and traditions surrounding the 4th of July with those of the past
	Students distinguish between near and distant past and interpret simple timelines	* Self & Others (Change) * Concept/Themes (Culture, Beliefs, Identity) Students will learn the terms today, yesterday and tomorrow *Citizenship & Civic Life * Symbols of Citizenship Use calendars to discuss holidays and holiday traditions

SS1.3.Study about the major social, political, economic, cultural, and religious developments in New York State and United States history involves learning about the important roles and contributions of individuals and groups.	Students gather and organize information about the important accomplishments of individuals and groups, including Native American Indians, living in their neighborhoods and communities.	* Concept/Themes (Multiculturalism, Culture, Empathy, Beliefs, Identity) Students will identify the ethnic/national origin of foods commonly found in America

	Students identify individuals who have helped to strengthen democracy in the United States and throughout the world	* Concept/Themes (Identity, Government, Citizenship, Nation-State, Multiculturalism, Culture, Change, Empathy) * Symbols of Citizenship Students will use US currency to identify founding fathers
SS1.4. The skills of historical analysis include the ability to: explain the significance of historical evidence; weigh the importance, reliability, and validity of evidence; understand the concept of multiple causation; understand the importance of changing and competing interpretations of different historical	Students consider different interpretations of key events and/or issues in history and understand the differences in these accounts.	* Concept/Themes (Identity, Government, Citizenship, Nation-State, Multiculturalism, Culture, Change, Empathy) Students will learn about the Revolutionary War
	Students explore different experiences, beliefs, motives, and traditions of people living in their neighborhoods, communities, and state	* Concept/Themes (Multiculturalism, Culture, Empathy, Beliefs, Identity) Students will identify the ethnic/national origin of foods commonly found in America
	Students view historic events through the eyes of those who were there, as shown in their art, writings, music, and artifacts	* Concept/Themes (Multiculturalism, Culture, Empathy, Beliefs, Identity) Students will investigate the music and dance of the early Native Americans

Standard 2: Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in world history and examine the broad sweep of history from a variety of perspectives.

Key Idea	Performance Indicators	Core Curriculum
SS2.1 The study of world history requires an understanding of world cultures and civilizations, including an analysis of important ideas, social and cultural values, beliefs, and traditions. This study also examines the human condition and the connections and interactions of people across time and space and the ways different people view the same event or issue from a variety of perspectives.	Students read historical narratives, myths, legends, biographies, and autobiographies to learn about how historical figures lived, their motivations, hopes, fears, strengths, and weaknesses	* Concept/Themes (Identity, Nation-State, Culture, Empathy) Students will learn about Abraham Lincoln and why he is called a Patriot. After reading the story "Young Abraham Lincoln: Log Cabin President", students will discuss what a President is and why Abe Lincoln was so important to the development of America.

	Students explore narrative accounts of important events from world history to learn about different accounts of the past to begin to understand how interpretations and perspectives develop	* Concept/Themes (Identity, Nation-State, Culture, Multiculturalism, Empathy) Students will learn about immigration and the history of Ellis Island
	Students study about different world cultures and civilizations focusing on their accomplishments, contributions, values, beliefs, and traditions.	* Concept/Themes (Identity, Nation-State, Culture, Multiculturalism, Empathy) Students will learn folk songs and dances from the countries their ancestors originated from
SS2.2 Establishing timeframes, exploring different periodizations, examining themes across time and within cultures, and focusing on important turning points in world history help organize the study of world cultures and civilizations.	Students distinguish between past, present, and future time periods.	* Concept/Themes (Citizenship, Nation-State, Culture, Change) Students will examine the classrooms (e.g.. One-room school house) and learning of the 19th century
	Students develop timelines that display important events and eras from world history.	* Concept/Themes (Identity, Government, Citizenship, Nation-State, Culture, Change, Empathy) Students will examine a specific time period of New York State history (e.g.. Building New York City)
	Students measure and understand the meaning of calendar time in terms of years, decades, centuries, and millennia, using BC and AD as reference points	* Concept/Themes (Citizenship, Nation-State, Culture, Change) * Symbols of Citizenship Use calendars to discuss holidays and holiday traditions.
	Students compare important events and accomplishments from different time periods in world history.	* Concept/Themes (Identity, Government, Citizenship, Nation-State, Culture, Change, Empathy) Students will examine a specific event in a certain time period of New York State history and United States history
SS2.3 Study of the major social, political, cultural, and religious developments in world history involves learning about the important roles and contributions of individuals and groups.	Students understand the roles and contributions of individuals and groups to social, political, economic, cultural, scientific, technological, and religious practices and activities	* Concept/Themes (Identity, Government, Citizenship, Nation-State, Multiculturalism, Culture, Change, Empathy) Students will sample breads from many cultures like cornbread, tortillas, Mexican sweet bread, matzo, pita bread, steamed buns, chapattis, scones, black bread, fry bread, lefse, and piki

	Students gather and present information about important developments from world history	* Concept/Themes (Identity, Nation-State, Culture, Multiculturalism, Empathy) Students will learn about immigration and the history of Ellis Island
	Students understand how the terms social, political, economic, and cultural can be used to describe human activities or practices	* Concept/Themes (Identity, Nation-State, Culture, Multiculturalism, Empathy, Environment) Students will trace the route Columbus took from Spain to the New World
SS2.4 The skills of historical analysis include the ability to investigate differing and competing interpretations of the theories of history, hypothesize about why interpretations change over time, explain the importance of historical evidence, and understand the concepts of change and continuity over	Students consider different interpretations of key events and developments in world history and understand the differences in these accounts	* Concept/Themes (Identity, Nation-State, Culture, Multiculturalism, Empathy, Environment) Students explain different perspectives on the same phenomenon by listening to myths from several civilizations, recognizing the different ways those people explained the same phenomenon (e.g., how the world was created)
	Students explore the lifestyles, beliefs, traditions, rules and laws, and social/cultural needs and wants of people during different periods in history and in different parts of the world.	* Concept/Themes (Identity, Nation-State, Change, Culture, Multiculturalism, Empathy, Environment) Students will research customs of various countries or ethnic groups within the context of holidays around the world
	Students view historic events through the eyes of those who were there, as shown in their art, writing, music, and artifacts	* Concept/Themes (Multiculturalism, Culture, Empathy, Beliefs, Identity) Students will investigate the music and dance of the early Native Americans

Standard 3: Students will use a variety of intellectual skills to demonstrate their understanding of the geography of the interdependent world in which we live—local, national, and global—including the distribution of people, places, and environments over the Earth's surface.

Key Idea	Performance Indicators	Core Curriculum
SS3.1 Geography can be divided into six essential elements which can be used to analyze important historic, geographic, economic, and environmental questions and issues. These six elements include: the world in spatial terms, places and regions, physical settings (including natural resources), human systems, environment and society, and the use of	Students study how people live, work, and utilize natural resources	* Concept/Themes (Identity, Environment, Culture, Change, Empathy, Interdependence) * Places and Regions * Human Systems Students will name a natural resource they use, explain why this resource is important and how they acquire it and explain how other people use this resource.
	Students will draw maps and diagrams that serve as representations of places, physical features, and objects.	* Concept/Themes (Environment) * Places and Regions * Human Systems Students will draw maps of their neighborhood
	Students locate places within the local community, state, and nation; locate the earth's continents in relation to each other and to principal parallels and meridians.	* Concept/Themes (Environment) * Places and Regions * Human Systems Students will recognize that a globe represents the earth with emphasis that the earth is round and our planet is earth. Also, that blue areas on globe or map indicate water and that brown/green areas indicate land. Students may recognize the United
	Students investigate how people depend on and modify the physical environment	* Concept/Themes (Identity, Environment, Culture, Multiculturalism, Change, Empathy) Students will study the Erie Canal
SS32. Geography requires the development and application of the skills of asking and answering geographic questions; analyzing theories of geography; and acquiring, organizing, and analyzing geographic information	Students will ask geographic questions about where places are located; why they are located where they are; what is important about their locations; and how their locations are related to the location of other people and places	* Concept/Themes (Nation-State, Environment, Culture, Multiculturalism) * Places and Regions Students will trace the route Columbus took from Spain to the New World
	Students gather and organize geographic information from a variety of sources and display in a number of ways.	* Concept/Themes (Nation-State, Environment, Culture) * Places and Regions Students will study the cities of New York

Standard 4: Students will use a variety of intellectual skills to demonstrate their understanding of how the United States and other societies develop economic systems and associated institutions to allocate scarce resources, how major decision-making units function in the United States and other national economies, and how an economy solves the scarcity problem through market and nonmarket mechanisms.

Key Idea	Performance Indicators	Core Curriculum
SS4.1 The study of economics requires an understanding of major economic concepts and systems, the principles of economic decision making, and the interdependence of economies and economic systems throughout the world.	SS4.1.1 Students know some ways individuals and groups attempt to satisfy their basic needs and wants by utilizing scarce resources.	* Concept/Themes (Environment, Change, Interdependence, Scarcity) Students will able to identify between his/her own "Needs" and "Wants". Students will be able to identify scarce resources. They will be able to name a good or service they use in their daily lives and explain why they need these
	Students explain how people's wants exceed their limited resources and that this condition defines scarcity.	* Concept/Themes (Scarcity, Environment, Change, Interdependence) * Places and Regions Students will become aware of the importance of the roles of people on farms and in the cities.
	Students understand how societies organize their economies to answer three fundamental economic questions: What goods and services shall be produced and what quantities? How shall goods and services be produced? For whom shall goods and services be produced?	* Concept/Themes (Scarcity, Environment, Change, Interdependence) Students may make a mural of people who work in a supermarket, a farm.
	Students investigate how production, distribution, exchange, and consumption of goods and services are economic decisions with which all societies and nations must deal.	* Concept/Themes (Scarcity, Environment, Change, Interdependence) * Human Systems Students may role play shopping with a set dollar amount (buying goods, services, food)
		* Concept/Themes (Scarcity, Technology, Interdependence) Students will use the monetary system.
SS4.2 Economics requires the development and application of the skills needed to make informed and well-reasoned economic decisions in daily and national life.	Students collect economic information from textbooks, standard references, newspapers, periodicals, and other primary and secondary sources.	* Concept/Themes (Scarcity, Technology) Students will clip coupons
		* Concept/Themes (Scarcity, Technology, Multiculturalism) Students will identify foreign coins.

	Students present economic information by developing charts, tables, diagrams and simple graphs	* Concept/Themes (Scarcity, Technology) Students may role play shopping with a set dollar amount (buying goods, services, food) and then diagram how that amount was spent.

Standard 5: Students will use a variety of intellectual skills to demonstrate their understanding of the necessity for establishing governments; the governmental system of the United States and other nations; the United States Constitution; the basic civic values of American constitutional democracy; and the roles, rights, and responsibilities of citizenship, including avenues of participation.

Key Idea	Performance Indicators	Core Curriculum
SS5.1 The study of civics, citizenship, and government involves learning about political systems; the purposes of government and civic life; and the differing assumptions held by people across time and place regarding power,	Students know the meaning of key terms and concepts related to government including democracy, power, citizenship, nation-state, and justice	Students hold elections for class president
	Students explain the probable consequences of the absence of government and rules	Students may create classroom rules. Students may discuss safety rules for the cafeteria and playground. Students will share rules at home. Students will learn rules for riding on the bus.
	Students describe the basic purposes of government and the importance of civic life	Students will learn about voting responsibilities.
	Students understand that social and political systems are based upon people's beliefs	Students study colonial America
SS5.1 The study of civics, citizenship, and government involves learning about political systems; the purposes of government and civic life; and the differing assumptions held by people across time and place regarding power,	Students know the meaning of key terms and concepts related to government including democracy, power, citizenship, nation-state, and justice	* Concept/Themes (Nation-State, Government, Citizenship, Culture, Interdependence) Students may create classroom rules. Students may discuss safety rules for the cafeteria and playground. Students will share rules at home. Students will learn rules for riding on the bus. Students will identify safety and traffic rules in place in our community.
	Students explain the probable consequences of the absence of government and rules.	
	Students describe the basic purposes of government and the importance of civic life	
	Students understand that social and political systems are based upon people's beliefs	

SS5.2 The state and federal governments established by the Constitutions of the United States and the State of New York embody basic civic values (such as justice, honesty, self-discipline, due process, equality, majority rule with respect for minority rights, and respect for self, others, and property), principles, and practices and establish a system of shared and limited	Students understand the basic civil values that are the foundation of American constitutional democracy.	* Concept/Themes (Citizenship, Nation-State, Culture) * Symbols of Citizenship Students will learn the meaning of the flag
		* Concept/Themes (Citizenship, Nation-State, Culture) * Symbols of Citizenship Students will recite the Pledge of Allegiance
		* Concept/Themes (Citizenship, Nation-State, Culture) * Symbols of Citizenship Students will recognize patriotic symbols, the flag, the statue of Liberty, the bald eagle
		* Concept/Themes (Citizenship, Nation-State, Culture) * Symbols of Citizenship Students increase their knowledge of patriotic holidays
		* Concept/Themes (Citizenship, Nation-State, Culture) * Symbols of Citizenship Students sing patriotic songs
	Students know what the United States Constitution is and why it is important	* Concept/Themes (Citizenship, Nation-State) * Symbols of Citizenship Students will study the Constitution
	Students identify their legislative and executive representatives at the local, state, and national governments.	* Concept/Themes (Citizenship, Nation-State) * Symbols of Citizenship Students may take a field trip to City Hall
SS5.3 Central to civics and citizenship is an understanding of the roles of the citizen within American constitutional democracy and the scope of a citizen's rights and responsibilities.	Students understand that citizenship includes an awareness of the holidays, celebrations, and symbols of our nation.	* Concept/Themes (Citizenship, Nation-State, Culture) * Symbols of Citizenship Students will begin to build an understanding of national holidays (Columbus Day, Veterans Day, Thanksgiving, Christmas, Mother's Day, President's Day, Valentine's Day, Independence Day, Martin Luther King Day, Election Day, Earth Day, Father's
	Students examine what it means to be a good citizen in the classroom, school, home, and community	* Concept/Themes (Nation-State, Government, Citizenship, Culture, Interdependence, Empathy) * Civic Values Students may create classroom rules. Students may discuss safety rules for the cafeteria and playground.
	Students identify and describe the rules and responsibilities students have at home, in the classroom, and at school	Students will share rules at home

	Students examine the basic principles of the Declaration of Independence and the Constitutions of the United States and New York State	* Concept/Themes (Citizenship, Nation-State) Students will study the Constitution
	Students understand that effective, informed citizenship is a duty of each citizen, demonstrated by jury service, voting, and community service	* Concept/Themes (Nation-State, Government, Citizenship) * Civic Values Students hold elections for class president
	Students identify basic rights that students have and those that they will acquire as they age	* Concept/Themes (Nation-State, Government, Citizenship, Empathy) * Civic Values Students will learn about voting responsibilities
SS5.4The study of civics and citizenship requires the ability to probe ideas and assumptions, ask and answer analytical questions, take a skeptical attitude toward questionable arguments, evaluate evidence, formulate rational conclusions, and develop and refine participatory	Students show a willingness to consider other points of view before drawing conclusions or making judgments	* Concept/Themes (Nation-State, Change, Identity, Citizenship, Empathy) * Decision Making Students will work in groups to solve issues
	Students participate in activities that focus on a classroom, school, or community issue or problem	
	Students suggest alternative solutions or courses of action to hypothetical or historic problems	* Concept/Themes (Interdependence, Identity, Citizenship, Empathy) Students will lead a schoolwide campaign (e.g.. To recycle paper)
	Students evaluate the consequences for each alternative solution or course of action	
	Students prioritize the solutions based on established criteria	
	Students propose an action plan to address the issue of how to solve the problem	

Grade 2: My Community and Other United States Communities
Cotent Understanding

In the grade 2 social studies program, students explore rural, urban, and suburban communities, concentrating on communities in the United States. The student's own community can serve as an example for studying about and understanding other communities. Students study about communities from the perspectives of the five social studies learning standards. Community studies should include content examples from cultures other than the students' own, and from a variety of perspectives including geographic, socioeconomic, and ethnic. Students continue to learn how to locate places on maps and globes and how different communities are influenced by geographic and environmental factors. They also study about the rights and responsibilities of citizenship in their communities

My community and region today

- My urban, suburban, or rural community can be located on a map.
- Urban, suburban, and rural communities differ from place to place.
- Events, people, traditions, practices, and ideas make up my urban, suburban, or rural community.
- Communities in the future may be different in many ways.
- My urban, suburban, or rural community has changed over time.

People depending on and modifying the physical environment

- Rural, urban, and suburban communities are influenced by geographic and environmental factors.
- Lifestyles in rural, urban, and suburban communities are influenced by environmental and geographic fact

Challenge of meeting needs and wants

- Rural, urban, and suburban communities provide facilities and services to help meet the needs and wants of the people who live there.
- People in rural, urban, and suburban communities are producers and consumers of goods and services.
- People in rural, urban, and suburban communities must make choices due to unlimited needs and wants and limited resources

People using human, capital, and natural resources

- Scarcity of resources requires people to make choices in urban, rural, and suburban communities

Economic decision making

- Rural, urban, and suburban communities collect taxes to provide services for the public benefit.
- Rural, urban, and suburban communities make decisions about how to spend the taxes they collect

Symbols of citizenship

- Citizenship includes an understanding of the significance of the flag of the United States of America, includ an understanding about its display and use.
- People living in urban, rural, and suburban communities celebrate various holidays

Rights, responsibilities, and roles of citizenship

- People living in rural, urban, and suburban communities may have conflicts over rules, rights, and respons
- Citizens can participate in decision making, problem solving, and conflict resolution

Making and changing rules and laws

- People in rural, urban, and suburban communities develop rules and laws to govern and protect communit
- Our local communities have elected and appointed leaders who make, enforce, and interpret rules and law

Beginning Level Social Studies
Grade 2

Standard 1: Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in the history of the United States and New York.

Key Idea	Performance Indicators	Core Curriculum
SS.1. The study of New York State and United States history requires an analysis of the development of American culture, its diversity and multicultural context, and the ways people are unified by many values, practices, and traditions.	Students know the roots of American culture, its development from many different traditions, and the ways many people from a variety of groups and backgrounds played a role in creating it.	* Self and Others (Multiculturalism, Culture, Empathy, Identity) * Concept/Themes (Culture, Identity, Interdependence, Multiculturalism, Change, Nation-State) Students will study the first inhabitants of America
	Students understand the basic ideals of American democracy as explained in the Declaration of Independence and the Constitution and other important documents	* Concept/Themes (Culture, Citizenship, Identity, Interdependence, Multiculturalism, Nation-State) Students will study the first American colonies
	Students explain those values, practices, and traditions that unite all Americans	* Self and Others (Multiculturalism, Culture, Empathy, Identity, Nation-State, Citizenship) Students will explain how an ideal of Martin Luther King transfers into their own life experience
SS1.2 Important ideas, social and cultural values, beliefs, and traditions from New York State and United States history illustrate the connections and interactions of people and events across time and from a variety of perspectives	Students gather and organize information about the traditions transmitted by various groups living in their neighborhood and community	* My family & other families (Identity) * Concept/Themes (Empathy, Multiculturalism, Culture, Identity, Nation-State, Interdependence, Change) Students will conduct family interviews, collect family memorabilia such as letters, diaries, photographs
	Students recognize how traditions and practices were passed from one generation to the next	
	Students distinguish between near and distant past and interpret simple timelines	* My family & other families (Identity) * Concept/Themes (Change, Empathy, Multiculturalism, Culture, Interdependence, Citizenship) Students will create family trees
SS1.3.Study about the major social, political, economic, cultural, and religious developments in New York State and United States history involves learning about the important roles and contributions of individuals and groups.	Students gather and organize information about the important accomplishments of individuals and groups, including Native American Indians, living in their neighborhoods and communities.	* Self & Others (Identity, Change) * Concept/Themes (Empathy, Culture, Multiculturalism, Interdependence, Change, Technology, Nation-State) Students will identify cooking and eating utensils used by people of other cultures.

	Students classify information by type of activity; social, political, economic, technological, scientific, cultural, or religious	* Concept/Themes (Identity, Empathy, Culture, Interdependence, Multiculturalism, Change, Technology, Nation-State) *Citizenship & Civic Life * Symbols of Citizenship Students will investigate American folklore, including Johnny Apple seed, Pocahontas, etc.
	Students identify individuals who have helped to strengthen democracy in the United States and throughout the world	* Concept/Themes (Identity, Empathy, Culture, Interdependence, Multiculturalism, Change, Technology, Nation-State) *Citizenship & Civic Life * Symbols of Citizenship Students will draw portraits of the founding fathers
SS1.4. The skills of historical analysis include the ability to: explain the significance of historical evidence; weigh the importance, reliability, and validity of evidence; understand the concept of multiple causation; understand the importance of changing and competing interpretations of different historical	Students consider different interpretations of key events and/or issues in history and understand the differences in these accounts.	* Concept/Themes (Identity, Empathy, Culture, Interdependence, Multiculturalism, Change, Nation-State) Students will learn about the Revolutionary War
	Students explore different experiences, beliefs, motives, and traditions of people living in their neighborhoods, communities, and state.	* Self & Others (Identity, Change) * Concept/Themes (Empathy, Culture, Multiculturalism, Interdependence, Change, Technology, Nation-State) Students will identify cooking and eating utensils used by people of other cultures
	Students view historic events through the eyes of those who were there, as shown in their art, writings, music, and artifacts	* Self & Others (Identity, Change) * Concept/Themes (Empathy, Culture, Multiculturalism, Interdependence, Nation-State) Students may act out stories, fables, myths and legends to learn how individuals have solved problems, made important contributions, and influenced the lives of others as shown in their writings, music, art and artifacts

Standard 2: Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in world history and examine the broad sweep of history from a variety of perspectives.

Key Idea	Performance Indicators	Core Curriculum
SS2.1 The study of world history requires an understanding of world cultures and civilizations, including an analysis of important ideas, social and cultural values, beliefs, and traditions. This study also examines the human condition and the connections and interactions of people across time and space and the ways different people view the same event or issue from a variety of perspectives.	Students read historical narratives, myths, legends, biographies, and autobiographies to learn about how historical figures lived, their motivations, hopes, fears, strengths, and weaknesses	* Concept/Themes (Environment, Identity, Change, Culture, Empathy, Nation-State) Students will investigate colonization, immigration, early settlements and westward movement. Students will read about children from the past who lived in different countries. Students may celebrate Harriet Tubman Day and may discuss the Underground Railroad Students will learn about immigration and the history of Ellis Island

	Students explore narrative accounts of important events from world history to learn about different accounts of the past to begin to understand how interpretations and perspectives develop	
	Students study about different world cultures and civilizations focusing on their accomplishments, contributions, values, beliefs, and traditions.	* Concept/Themes (Identity, Nation-State, Culture, Multiculturalism, Empathy) Students will research customs of various countries or ethnic groups within the context of holidays around the world
SS2.2 Establishing timeframes, exploring different periodizations, examining themes across time and within cultures, and focusing on important turning points in world history help organize the study of world cultures and civilizations.	Students distinguish between past, present, and future time periods.	* Concept/Themes (Citizenship, Nation-State, Culture, Change) Students will research the one-room school house of the 19th century
	Students develop timelines that display important events and eras from world history.	* Concept/Themes (Identity, Government, Citizenship, Nation-State, Culture, Change, Empathy) Students will examine a specific time period of New York State history (e.g.. Building New York City)
	Students measure and understand the meaning of calendar time in terms of years, decades, centuries, and millennia, using BC and AD as reference points	* Concept/Themes (Citizenship, Nation-State, Culture, Change) * Symbols of Citizenship Use calendars from 19th century and today to compare holidays and holiday traditions
		* Concept/Themes (Citizenship, Nation-State, Culture, Change) * Symbols of Citizenship Students will construct picture timelines that show important events in their own lives, including descriptions of the events and explanations of why they were important
	Students compare important events and accomplishments from different time periods in world history.	* Concept/Themes (Identity, Government, Citizenship, Nation-State, Culture, Change, Empathy) Students will examine a specific event in a certain time period of New York State history and United States history
SS2.3 Study of the major social, political, cultural, and religious developments in world history involves learning about the important roles and contributions of individuals and groups.	Students understand the roles and contributions of individuals and groups to social, political, economic, cultural, scientific, technological, and religious practices and activities	* Concept/Themes (Identity, Government, Citizenship, Nation-State, Multiculturalism, Culture, Change, Empathy) Students will research customs of various countries or ethnic groups within the context of holidays around the world

	Students gather and present information about important developments from world history	* Self & Others (Identity, Change) * Concept/Themes (Empathy, Culture, Multiculturalism, Interdependence, Change, Technology, Nation-State) Students will present their family immigration history
	Students understand how the terms social, political, economic, and cultural can be used to describe human activities or practices.	* Concept/Themes (Identity, Interdependence, Government, Citizenship, Nation-State, Multiculturalism, Culture, Change, Empathy) * Environment and Society * Factors of Production * Economic Systems Compare and contrast urban, rural, and suburban communities
SS2.4 The skills of historical analysis include the ability to investigate differing and competing interpretations of the theories of history, hypothesize about why interpretations change over time, explain the importance of historical evidence, and understand the concepts of change and continuity over	Students consider different interpretations of key events and developments in world history and understand the differences in these accounts	* Concept/Themes (Identity, Nation-State, Culture, Multiculturalism, Empathy, Environment) Students explain different perspectives on the same phenomenon by listening to myths from several civilizations, recognizing the different ways those people explained the same phenomenon (e.g., how the world was created)
	Students explore the lifestyles, beliefs, traditions, rules and laws, and social/cultural needs and wants of people during different periods in history and in different parts of the world.	* Concept/Themes (Identity, Nation-State, Change, Culture, Multiculturalism, Empathy, Environment) Students will research customs of various countries or ethnic groups within the context of holidays around the world
	Students view historic events through the eyes of those who were there, as shown in their art, writing, music, and artifacts.	* Concept/Themes (Multiculturalism, Culture, Empathy, Beliefs, Identity, Environment, Change) Students may act out stories, fables, myths and legends to learn how individuals have solved problems, made important contributions, and influenced the lives of others as shown in their writings, music, art and artifacts

Standard 3: Students will use a variety of intellectual skills to demonstrate their understanding of the geography of the interdependent world in which we live—local, national, and global—including the distribution of people, places, and environments over the Earth's surface.

Key Idea	Performance Indicators	Core Curriculum
SS3.1 Geography can be divided into six essential elements which can be used to analyze important historic, geographic, economic, and environmental questions and issues. These six elements include: the world in spatial terms, places and regions, physical settings (including natural resources), human systems, environment and society, and the use of	Students study how people live, work, and utilize natural resources	* Concept/Themes (Identity, Culture, Multiculturalism, Change, Empathy, Interdependence) * Places and Regions * Environment and Society Students will read about children living in other cultures to learn about their customs, beliefs, and traditions: natural resource use; food; shelter; socialization and schooling; and other important components of culture.
	Students will draw maps and diagrams that serve as representations of places, physical features, and objects.	* Concept/Themes (Change, Nation-State) * Places and Regions * Environment and Society Students will identify and explain that different types of information can be found on maps and globes
	Students locate places within the local community, state, and nation; locate the earth's continents in relation to each other and to principal parallels and meridians.	* Concept/Themes (Change, Nation-State) * Places and Regions * Environment and Society Students will recognize that a globe represents the earth with emphasis that the earth is round and our planet is earth. Also, that blue areas on globe or map indicate water and that brown/green areas indicate land and that the land is divided into political entities. Students will recognize lands
	Students identify and compare the physical, human, and cultural characteristics of different regions and people.	* Concept/Themes (Identity, Culture, Multiculturalism, Change, Empathy, Interdependence, Technology, Nation-State, Interdependence) * Places and Regions * Environment and Society Students will read about children living in other regions to learn about their customs, beliefs, and traditions: natural resource use; food; shelter; socialization and schooling; and other important
	Students investigate how people depend on and modify the physical environment	* Concept/Themes (Scarcity, Interdependence, Change, Culture, Technology) * Places and Regions * Environment and Society * Needs and Wants * Factors of Production * Economic Systems Compare and contrast urban rural, and suburban communities

SS32. Geography requires the development and application of the skills of asking and answering geographic questions; analyzing theories of geography; and acquiring, organizing, and analyzing geographic information	Students ask geographic questions about where places are located; why they are located where they are, what is important about their locations, and how their locations are related to the location of other people and places	* Concept/Themes (Interdependence, Nation-State, Culture) * Places and Regions * Environment and Society Students will demonstrate the use of a compass rose. Students will recognize lands and water bordering the United States
	Students gather and organize geographic information from a variety of sources and display in a number of ways.	* Concept/Themes (Interdependence, Nation-State, Change, Culture, Identity) * Places and Regions * Environment and Society Students will map out the cities of NY

Standard 4: Students will use a variety of intellectual skills to demonstrate their understanding of how the United States and other societies develop economic systems and associated institutions to allocate scarce resources, how major decision-making units function in the United States and other national economies, and how an economy solves the scarcity problem through market and nonmarket mechanisms.

Key Idea	Performance Indicators	Core Curriculum
SS4.1 The study of economics requires an understanding of major economic concepts and systems, the principles of economic decision making, and the interdependence of economies and economic systems throughout the world.	SS4.1.1 Students know some ways individuals and groups attempt to satisfy their basic needs and wants by utilizing scarce resources.	* Concept/Themes (Interdependence, Change, Culture) * Places and Regions * Environment and Society * Needs and Wants * Factors of Production Students will share information on parent professions and workplaces. They will read stories about various community helpers. They may visit a farm to learn the importance of farming and agriculture.
	Students explain how people's wants exceed their limited resources and that this condition defines scarcity.	* Concept/Themes (Scarcity, Interdependence, Change, Culture, Technology) * Places and Regions * Environment and Society * Needs and Wants * Factors of Production * Economic Systems Compare and contrast urban rural, and
	Students know that scarcity requires individuals to make choices and that those choices involve costs.	* Concept/Themes (Scarcity, Interdependence, Change, Culture) * Places and Regions * Environment and Society *Needs and Wants Students will read about children living in other cultures to learn about their customs, beliefs, and traditions: natural resource use; food; shelter; socialization and schooling; and other important
	Students study about how the availability and distribution of resources is important to a nation's economic growth	* Concept/Themes (Interdependence, Change, Culture, Scarcity) * Places and Regions * Environment and Society *Needs and Wants *Factors of Production Students will sequence a product from its origin to its final form (e.g. peanuts
	Students understand how societies organize their economies to answer three fundamental economic questions: What goods and services shall be produced and what quantities? How shall goods and services be produced? For whom shall goods and services be produced?	* Concept/Themes (Interdependence, Change, Culture, Scarcity, Technology) * Places and Regions * Environment and Society *Needs and Wants *Factors of Production Identify basic goods and services that are used in their community including how they are produced, for whom they are produced, and who produces or

	Students investigate how production, distribution, exchange, and consumption of goods and services are economic decisions with which all societies and nations must deal.	* Concept/Themes (Interdependence, Change, Culture, Scarcity, Technology) * Places and Regions * Environment and Society *Needs and Wants *Factors of Production Students may role play shopping (merchant and customer) with a set dollar amount (buying goods, services, food)
SS4.2 Economics requires the development and application of the skills needed to make informed and well-reasoned economic decisions in daily and national life.	Students locate economic information, using card catalogs, computer databases, indices, and library guides	* Concept/Themes (Scarcity, Technology) * Places and Regions * Environment and Society *Needs and Wants *Factors of Production * Economic Systems Students will continue to learn about how to save, add and subtract money
		* Concept/Themes (Scarcity, Technology, Culture, Multiculturalism) * Places and Regions * Environment and Society * Economic Systems Students will compare various currencies
	Students collect economic information from textbooks, standard references, newspapers, periodicals, and other primary and secondary sources. Students make hypotheses about economic issues and problems, testing, refining, and eliminating hypotheses and developing new ones when necessary	* Concept/Themes (Scarcity, Technology) * Places and Regions * Environment and Society * Needs and Wants * Factors of Production Students will compare prices for same items in different locations (e.g.. New York vs. New Jersey)
	Students present economic information by developing charts, tables, diagrams and simple graphs	* Concept/Themes (Scarcity, Technology) * Places and Regions * Environment and Society * Needs and Wants * Factors of Production Students may role play shopping with a set dollar amount (buying goods, services, food) and then diagram how much was spent and on what items

Standard 5: Students will use a variety of intellectual skills to demonstrate their understanding of the necessity for establishing governments; the governmental system of the United States and other nations; the United States Constitution; the basic civic values of American constitutional democracy; and the roles, rights, and responsibilities of citizenship, including avenues of participation.

Key Idea	Performance Indicators	Core Curriculum
SS5.1 The study of civics, citizenship, and government involves learning about political systems; the purposes of government and civic life; and the differing assumptions held by people across time and place regarding power, authority, governance, and law	Students know the meaning of key terms and concepts related to government including democracy, power, citizenship, nation-state, and justice	Students hold elections for class president
	Students explain the probable consequences of the absence of government and rules	Students may create classroom rules. Students may discuss safety rules for the cafeteria and playground. Students will share rules at home. Students will learn rules for riding on the bus
	Students describe the basic purposes of government and the importance of civic life	Students will learn about voting responsibilities.
	Students understand that social and political systems are based upon people's beliefs	Students study colonial America
SS5.1 The study of civics, citizenship, and government involves learning about political systems; the purposes of government and civic life; and the differing assumptions held by people across time and place regarding power, authority, governance, and law	Students know the meaning of key terms and concepts related to government including democracy, power, citizenship, nation-state, and justice	* Concept/Themes (Nation-State, Government, Culture, Interdependence, Empathy, Change) * Citizenship and Civic Life Students will identify and explain the key terms and concepts related to our democratic government, including freedom, power, justice and choice.
	Students explain the probable consequences of the absence of government and rules.	Students will explain why we need rules and demonstrate what would happen if there were no rules. Students will explain the role of the police and how they are 'supposed' to enforce the rules and laws that govern our community
	Students describe the basic purposes of government and the importance of civic life	
	Students understand that social and political systems are based upon people's beliefs	* Concept/Themes (Nation-State, Culture, Multiculturalism, Empathy, Change)
	Students discuss how and why the world is divided into nations and what kinds of governments other nations have	* Citizenship and Civic Life * Environment and Society Students will read about children living in other cultures to learn about their
SS5.2 The state and federal governments established by the Constitutions of the United States and the State of New York embody basic civic values (such as justice, honesty, self-discipline, due process, equality, majority rule with respect for minority rights, and respect for self, others, and property), principles, and practices and establish a system of shared and limited government.	Students explain how the Constitution of New York State and the United States and the Bill of Rights are the basis for democratic values in the United States	* Concept/Themes (Nation-State, Government, Culture, Interdependence, Empathy, Change) * Citizenship and Civic Life Students compare governmental structures of the United States and create a list of basic civic values and discuss how these can best be modeled on the personal and classroom level

	Students understand the basic civil values that are the foundation of American constitutional democracy.	* Concept/Themes (Citizenship, Nation-State, Culture) * Citizenship and Civic Life Students will recognize patriotic symbols, the flag, the statue of Liberty, the bald eagle
		* Concept/Themes (Citizenship, Nation-State, Culture) * Citizenship and Civic Life Students increase their knowledge of patriotic holidays
		* Concept/Themes (Citizenship, Nation-State, Culture) * Citizenship and Civic Life Students sing patriotic songs
		* Concept/Themes (Citizenship, Nation-State, Culture, Empathy) * Citizenship and Civic Life Students may participate in community service projects like making cards for servicemen and visiting the elderly
	Students know what the United States Constitution is and why it is important	* Concept/Themes (Nation-State, Government, Culture) * Citizenship and Civic Life Students will study why the U. S. Constitution was written
	Students understand that the United States Constitution and the Constitution of the State of New York are written plans for organizing the functions of government	* Concept/Themes (Nation-State, Government, Culture) * Citizenship and Civic Life Students will study why the U. S. and NY Constitutions were written
	Students identify their legislative and executive representatives at the local, state, and national governments.	* Concept/Themes (Nation-State, Government, Culture) * Citizenship and Civic Life Students will explore the qualifications of candidates for the office of President of the United States
SS5.3 Central to civics and citizenship is an understanding of the roles of the citizen within American constitutional democracy and the scope of a citizen's rights and responsibilities	Students understand that citizenship includes an awareness of the holidays, celebrations, and symbols of our nation.	* Concept/Themes (Nation-State, Government, Culture) * Citizenship and Civic Life Students will demonstrate an understanding of patriotic holidays.
	Students examine what it means to be a good citizen in the classroom, school, home, and community	* Concept/Themes (Nation-State, Government, Culture, Interdependence, Empathy, Change) * Citizenship and Civic Life Students may create classroom rules. Students may discuss safety rules for the cafeteria and playground. Students will share rules at home
	Students identify and describe the rules and responsibilities students have at home, in the classroom, and at school	Interdependence
	Students examine the basic principles of the Declaration of Independence and the Constitutions of the United States and New York State	
	Students understand that effective, informed citizenship is a duty of each citizen, demonstrated by jury service, voting, and community service	* Concept/Themes (Nation-State, Government, Culture, Empathy, Interdependence) * Citizenship and Civic Life Students will learn about volunteer work (e.g., Soup kitchens)

	Students identify basic rights that students have and those that they will acquire as they age	* Concept/Themes (Nation-State, Government, Culture, Empathy, Interdependence) * Citizenship and Civic Life Students will learn about civic responsibilities
SS5.4The study of civics and citizenship requires the ability to probe ideas and assumptions, ask and answer analytical questions, take a skeptical attitude toward questionable arguments, evaluate evidence, formulate rational conclusions, and develop and refine participatory	Students show a willingness to consider other points of view before drawing conclusions or making judgments	* Concept/Themes (Nation-State, Government, Culture, Empathy,Interdependence) * Citizenship and Civic Life * Decision Making Students will work in groups to solve issues
	Students participate in activities that focus on a classroom, school, or community issue or problem	
	Students suggest alternative solutions or courses of action to hypothetical or historic problems	* Concept/Themes (Nation-State, Government, Culture, Empathy, Interdependence) * Citizenship and Civic Life * Decision Making Students will learn about homelessness and what they may do to help (e.g.. volunteer work, donations, advocacy)
	Students evaluate the consequences for each alternative solution or course of action	
	Students prioritize the solutions based on established criteria	
	Students propose an action plan to address the issue of how to solve the problem	

Grade 3: Communities Around the World—Learning About People and Places

Cotent Understanding

In the grade 3 social studies program, students study about communities throughout the world. The five social studies standards form the basis for this investigation as students learn about the social, political, geographic, economic, and historic characteristics of different world communities. Students learn about communities that reflect the diversity of the world's peoples and cultures. They study Western and non-Western examples from a variety of geographic areas. Students also begin to learn about historic chronology by placing important events on timelines. Students locate world communities and learn how different communities meet their basic needs and wants. Students begin to compare the roles of citizenship and the kinds of governments found in various world communities

Cultures and civilizations

- What is a culture? What is a civilization?
- How and why do cultures change?
- Where do people settle and live? Why?
- People in world communities exchange elements of their cultures.
- People in world communities use legends, folktales, oral histories, biographies, autobiographies, and histo narratives to transmit values, ideas, beliefs, and traditions.
- People in world communities celebrate their accomplishments, achievements, and contributions.
- Historic events can be viewed through the eyes of those who were there, as shown in their art, writings, music, and artifacts.

Communities around the world

- People of similar and different cultural groups often live together in world communities.
- World communities have social, political, economic, and cultural similarities and differences.
- World communities change over time.
- Important events and eras of the near and distant past can be displayed on timelines.
- Calendar time can be measured in terms of years, decades, centuries, and millennia, using BC & AD as re
- All people in world communities need to learn and they learn in different ways.
- Families in world communities differ from place to place.
- Beliefs, customs, and traditions in world communities are learned from others and may differ from place to
- Different events, people, problems, and ideas make up world communities.
- People in world communities may have different interpretations and perspectives about important issues and historic events.

The location of world communities

- World communities can be located on maps and globes (latitude and longitude).
- The spatial relationships of world communities can be described by direction, location, distance, and scale
- Regions represent areas of Earth's surface with unifying geographic characteristics.
- World communities can be located in relation to each other and to principal parallels and meridians.
- Geographic representations such as aerial photographs and satellite-produced images can be used to loc world communities.
- Earth's continents and oceans can be located in relation to each other and to principal parallels and meridi

Physical, human, and cultural characteristics of world communities

- The causes and effects of human migration vary in different world regions.
- The physical, ł an understanding about its display and use.
- Interactions between economic activities and geographic factors differ in world communities.
- The factors that influence human settlements differ in world communities

People depending on and modifying their physical environments

- People living in world communities depend on and modify their physical environments in different ways.
- Lifestyles in world communities are influenced by environmental and geographic factors.
- The development of world communities is influenced by environmental and geographic factors

Challenge of meeting needs and wants in world communities

Societies organize their economies to answer three fundamental economic questions: What goods and services should be produced and in what quantities? How shall goods and services be produced? For whom shall goods and services be produced?

Human needs and wants differ from place to place.

People in world communities make choices due to unlimited needs and wants and limited resources.

People in world communities must depend on others to meet their needs and wants.

Production, distribution, exchange, and consumption of goods and services are economic decisions all societies must make.

People in world communities use human, capital, and natural resources.

People in world communities locate, develop, and make use of natural resources.

Resources are important to economic growth in world communities.

Economic decision making in world communities

Production, distribution, exchange, and consumption of goods and services are economic decisions which communities must make.

Economic decisions in world communities are influenced by many factors

Symbols of citizenship in world communities

People in world communities celebrate various holidays and festivals.

People in world communities use monuments and memorials to represent symbols of their nations

People making and changing rules and laws

People in world communities form governments to develop rules and laws to govern community members.

People in world communities may have conflicts over rules, rights, and responsibilities.

The processes of selecting leaders, solving problems, and making decisions differ in world communities

Governments around the world

Governments in world communities organize to provide functions people cannot provide as individuals.

Governments in world communities have the authority to make, carry out, and enforce laws and manage disputes among them.

Governments in world communities develop rules and laws.

Governments in world communities plan, organize, and make decisions

Beginning Level Social Studies
Grade3

Standard 1: Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in the history of the United States and New York.

Key Idea	Performance Indicators	Core Curriculum
SS.1. The study of New York State and United States history requires an analysis of the development of American culture, its diversity and multicultural context, and the ways people are unified by many values, practices, and traditions.	Students know the roots of American culture, its development from many different traditions, and the ways many people from a variety of groups and backgrounds played a role in creating it.	* Concept/Themes (Culture, Identity, Interdependence, Change, Nation-State, Traditions) Students read stories about the early days of American society and discuss the way of life of those times.
	Students understand the basic ideals of American democracy as explained in the Declaration of Independence and the Constitution and other important documents	* Concept/Themes (Culture, Identity, Change, Nation-State, Traditions) Students compare the characters and events described in historical fiction with primary sources such as historic sites themselves; artifacts of the times found in museums and at state historic sites; journals, diaries, and photographs of the historical figures in stories; and news articles and other records from the period in order to judge the historical accuracy and determine the variety of perspectives included in the
	Students explain those values, practices, and traditions that unite all Americans	* Concepts/Themes (Culture, Empathy, Identity, Nation-State, American Traditions, Rights, Responsibilities) * Civic Values * Citizenship and Civic Life Students will explain how an ideal of Martin Luther King transfers into their
SS1.2 Important ideas, social and cultural values, beliefs, and traditions from New York State and United States history illustrate the connections and interactions of people and events across time and from a variety of perspectives.	Students gather and organize information about the traditions transmitted by various groups living in their neighborhood and community	* Concept/Themes (Traditions, Diversity, Empathy, Multiculturalism, Culture, Identity, Nation-State, Change) Students compare and contrast various ethnic experiences in New York State and the United States. Create table maps comparing past ethnic settlements and present day
		* Concept/Themes (Traditions, Diversity, Empathy, Multiculturalism, Culture, Identity) Discuss the importance of values and tolerance of others in different
	Students recognize how traditions and practices were passed from one generation to the next	* Concept/Themes (Traditions, Diversity, Empathy, Multiculturalism, Culture, Identity, Change) List the various elements of culture
	Students distinguish between near and distant past and interpret simple timelines	* Concept/Themes (Historic Events, Sequence, Empathy, Nation-State, Change) Students may chose one of the original colonies and create a timeline of its

SS1.3.Study about the major social, political, economic, cultural, and religious developments in New York State and United States history involves learning about the important roles and contributions of individuals and groups.	Students gather and organize information about the important accomplishments of individuals and groups, including Native American Indians, living in their neighborhoods and communities.	* Concept/Themes (Empathy, Multiculturalism, Culture, Interdependence, Change) Students may research and present an oral report on famous African American
	Students classify information by type of activity; social, political, economic, technological, scientific, cultural, or religious	* Concept/Themes (Culture, Technology, Citizenship, Change) Students will give examples of three contributions made by individuals and groups in the development of US History. Students will compare and contrast similarities and differences between their contributions.

	Students identify individuals who have helped to strengthen democracy in the United States and throughout the world	* Concept/Themes (Nation-State, Culture, Empathy, Identity, Change) *Citizenship and Civic Life Students will identify Americans who have helped to strengthen democracy (e.g. Martin Luther King, George Washington, Squanto) * Concept/Themes (Culture, Change, Interdependence, Nation-State, Technology) Students may research and present an oral report on famous African American
SS1.4. The skills of historical analysis include the ability to: explain the significance of historical evidence; weigh the importance, reliability, and validity of evidence; understand the concept of multiple causation; understand the importance of changing and competing interpretations of different historical	Students consider different interpretations of key events and/or issues in history and understand the differences in these accounts.	* Concept/Themes (Historic Events, Sequence, Empathy, Nation-State, Change, Technology, Culture, Interdependence) Students will learn about the Revolutionary War
	Students explore different experiences, beliefs, motives, and traditions of people living in their neighborhoods, communities, and state.	* Concept/Themes (Identity, Change, Empathy, Culture, Multiculturalism, Interdependence, Change, Technology, Nation-State) Students compare and contrast various ethnic experiences in New York State and the United States. Create table maps comparing past ethnic settlements and present day
	Students view historic events through the eyes of those who were there, as shown in their art, writings, music, and artifacts	* Concept/Themes (Culture, Identity, Change, Nation-State, Traditions) Students compare the characters and events described in historical fiction with primary sources such as historic sites themselves; artifacts of the times found in museums and at state historic sites; journals, diaries, and photographs of the historical figures in stories; and news articles and other records from the period in order to judge the historical accuracy and determine the variety of perspectives included in the story. (then and now).

Standard 2: Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in world history and examine the broad sweep of history from a variety of perspectives.

Key Idea	Performance Indicators	Core Curriculum

SS2.1 The study of world history requires an understanding of world cultures and civilizations, including an analysis of important ideas, social and cultural values, beliefs, and traditions. This study also examines the human condition and the connections and interactions of people across time and space and the ways different people view the same event or issue from a variety of perspectives.	Students read historical narratives, myths, legends, biographies, and autobiographies to learn about how historical figures lived, their motivations, hopes, fears, strengths, and weaknesses	* Concept/Themes (Environment, Identity, Change, Culture, Empathy, Nation-State, Multiculturalism, Technology) Students will investigate colonization, immigration, early settlements and westward movement. Students will read about children from the past who lived in different countries.
	Students explore narrative accounts of important events from world history to learn about different accounts of the past to begin to understand how interpretations and perspectives develop	* Concept/Themes (Culture, Identity, Change, Nation-State, Traditions) Students compare the characters and events described in historical fiction with primary sources such as historic sites themselves; artifacts of the times found in museums and at state historic sites; journals, diaries, and photographs of the historical figures in stories; and news articles and other records from the period in order to judge the historical accuracy and determine the variety of perspectives included in the
	Students study about different world cultures and civilizations focusing on their accomplishments, contributions, values, beliefs, and traditions.	* Concept/Themes (Culture, Multiculturalism, Identity, Change, Nation-State, Traditions) Students will research customs of various countries or ethnic groups within the context of holidays around the world
SS2.2 Establishing timeframes, exploring different periodizations, examining themes across time and within cultures, and focusing on important turning points in world history help organize the study of world cultures and civilizations.	Students distinguish between past, present, and future time periods.	* Concept/Themes (Interdependence, Culture, Identity, Change, Nation-State, Technology, Empathy) Students may chose an early invention and describe the changes over time.
	Students develop timelines that display important events and eras from world history.	* Concept/Themes (Historic Events, Sequence, Empathy, Nation-State, Change) Students may chose one of the original colonies and create a timeline of its important events.
	Students measure and understand the meaning of calendar time in terms of years, decades, centuries, and millennia, using BC and AD as reference points	* Concept/Themes (Sequence, Interdependence, Culture, Change, Nation-State, Technology, Empathy) Make a timeline using a theme that can be traced throughout world history (e.g. the history of farming)

		* Concept/Themes (Historic Events, Sequence, Empathy, Nation-State, Change) Students may chose one of the original colonies and create a timeline of its important events. * Concept/Themes (Culture, Identity, Change, Traditions, Sequence) Students will construct picture timelines that show important events in their own lives, including descriptions of the events and explanations of why they were important.
	Students compare important events and accomplishments from different time periods in world history.	Students will learn about the Revolutionary War
SS2.3 Study of the major social, political, cultural, and religious developments in world history involves learning about the important roles and contributions of individuals and groups.	Students understand the roles and contributions of individuals and groups to social, political, economic, cultural, scientific, technological, and religious practices and activities	* Concept/Themes (Historic Events, Sequence, Empathy, Nation-State, Change, Technology) Students read stories about the colonies of early days of American society and discuss the way of life of those times. * Concept/Themes (Culture, Multiculturalism, Empathy, Nation-State, Change) Students will research customs of various countries or ethnic groups within the context of holidays around the world

	Students gather and present information about important developments from world history	* Concept/Themes (Historic Events, Sequence, Empathy, Nation-State, Change) Students may chose one of the original colonies and create a timeline of its important events.
	Students understand how the terms social, political, economic, and cultural can be used to describe human activities or practices.	* Concept/Themes (Historic Events, Sequence, Empathy, Nation-State, Change) * Places and Regions * Environment and Society Students will investigate colonization, immigration, early settlements and [illegible]
SS2.4 The skills of historical analysis include the ability to investigate differing and competing interpretations of the theories of history, hypothesize about why interpretations change over time, explain the importance of historical evidence, and understand the concepts of change and continuity over	Students consider different interpretations of key events and developments in world history and understand the differences in these accounts	* Concept/Themes (interdependence, Historic Events, Nation-State, Culture, Change) Students state the pros/cons of a trend in world history (e.g. colonization of Africa vs. the preservation of the animals)
	Students explore the lifestyles, beliefs, traditions, rules and laws, and social/cultural needs and wants of people during different periods in history and in different parts of the world.	* Concept/Themes (interdependence, Empathy, Culture, Change) * Citizenship and Civic Life Students will research common customs (e.g. Marriage) of various countries or ethnic groups
	Students view historic events through the eyes of those who were there, as shown in their art, writing, music, and artifacts.	* Concept/Themes (Culture, Identity, Change, Nation-State, Traditions) Students compare the characters and events described in historical fiction with primary sources such as historic sites themselves; artifacts of the times found in museums and at state historic sites; journals, diaries, and photographs of the historical figures in stories; and news articles and other records from the period in order to judge the historical accuracy and determine the variety of perspectives included in the

Standard 3: Students will use a variety of intellectual skills to demonstrate their understanding of the geography of the interdependent world in which we live—local, national, and global—including the distribution of people, places, and environments over the Earth's surface.

Key Idea	Performance Indicators	Core Curriculum
SS3.1 Geography can be divided into six essential elements which can be used to analyze important historic, geographic, economic, and environmental questions and issues. These six elements include: the world in spatial terms, places and regions, physical settings (including natural resources), human systems, environment and society, and the use of geography.	Students study how people live, work, and utilize natural resources	* Concept/Themes (Technology, Scarcity, Culture, Change, Interdependence, Uses of Geography, Human Activities) * Places and Regions * Environment and Society * Physical Systems Students will investigate historic uses of water in agriculture, as transportation, as power supply, etc.
	Students will draw maps and diagrams that serve as representations of places, physical features, and objects.	* Concept/Themes (Culture, Multiculturalism, Change, Interdependence, Uses of Geography, Human Activities) * Places and Regions * Environment and Society Students compare and contrast various ethnic experiences in New York State and the United States. Create table maps comparing past ethnic settlements and present day
	Students locate places within the local community, state, and nation; locate the earth's continents in relation to each other and to principal parallels and meridians.	* Concept/Themes (Community, Change, Uses of Geography) * Places and Regions Students may create flash cards defining the following: continents, oceans, hemispheres, poles, equator.
	Students identify and compare the physical, human, and cultural characteristics of different regions and people.	* Concept/Themes (Culture, Multiculturalism, Interdependence, Uses of Geography, Human Activities) * Places and Regions * Environment and Society Students will read about children living in other regions to learn about their customs, beliefs, and traditions: natural resource use; food; shelter; socialization and schooling; and other important
	Students investigate how people depend on and modify the physical environment	* Concept/Themes (Technology, Scarcity, Culture, Change, Interdependence, Uses of Geography, Human Activities) * Places and Regions * Environment and Society * Physical Systems Students will investigate historic uses of water in agriculture, as transportation, as power supply, etc.

SS32. Geography requires the development and application of the skills of asking and answering geographic questions; analyzing theories of geography; and acquiring, organizing, and analyzing geographic information	Students ask geographic questions about where places are located; why they are located where they are, what is important about their locations, and how their locations are related to the location of other people and places	* Concept/Themes (Use of Geography, Multiculturalism) *Places and Regions Locate and discuss various climactic regions of the world.
	Students gather and organize geographic information from a variety of sources and display in a number of ways.	* Concept/Themes (Technology, Culture, Change, Uses of Geography) * Places and Regions Students may label map of world identifying hemispheres, prime meridians, equator and north, south, east, and west directions.
	Students analyze geographic information by making relationships, interpreting trends and relationships, and analyzing geographic data	* Concept/Themes (Use of Geography, Historic Events, Interdependence, Change) *Places and Regions *Environment and Society Students will investigate the importance of the location of the New York

Standard 4: Students will use a variety of intellectual skills to demonstrate their understanding of how the United States and other societies develop economic systems and associated institutions to allocate scarce resources, how major decision-making units function in the United States and other national economies, and how an economy solves the scarcity problem through market and nonmarket mechanisms.

Key Idea	Performance Indicators	Core Curriculum
SS4.1 The study of economics requires an understanding of major economic concepts and systems, the principles of economic decision making, and the interdependence of economies and economic systems throughout the world.	Students know some ways individuals and groups attempt to satisfy their basic needs and wants by utilizing scarce resources.	* Concept/Themes (Scarcity, Use of Geography, Interdependence, Change) *Places and Regions *Environment and Society * Needs and Wants Students may compile a list of local needs and wants and show how they have changed over time (farms to towns to cities to suburbs.)
	Students explain how people's wants exceed their limited resources and that this condition defines scarcity.	* Concept/Themes (Scarcity, Use of Geography, Interdependence, Change) *Places and Regions *Environment and Society * Needs and Wants Students may explain the difference between renewable and non-renewable resources and make posters urging the
	Students know that scarcity requires individuals to make choices and that those choices involve costs.	* Concept/Themes (Scarcity, Use of Geography, Interdependence, Change) *Places and Regions *Environment and Society * Needs and Wants Students give an example of how people in a particular region have made a choice to compensate for a scarce
	Students study about how the availability and distribution of resources is important to a nation's economic growth	* Concept/Themes (Scarcity, Interdependence, Change, Technology, Nation-State) * Economic Systems *Places and Regions *Environment and Society * Needs and Wants Students state how a natural resource such as coal, petroleum, lumber, has influenced the growth of an area. Students state how availability or lack of availability of resources has an impact on economic growth.
	Students understand how societies organize their economies to answer three fundamental economic questions: What goods and services shall be produced and what quantities? How shall goods and services be produced? For whom shall goods and services be produced?	* Concept/Themes (Scarcity, Interdependence, Change, Technology, Nation-State) *Economic Systems *Environment and Society * Needs and Wants Students will state how societies determine what goods and services to produce, how much and for whom. Students stat why the automobile or airplane was produced. Students state how it was produced and state for whom it was produced.

Students investigate how production, distribution, exchange, and consumption of goods and services are economic decisions with which all societies and nations must deal.	* Concept/Themes (Scarcity, Interdependence, Change, Technology, Nation-State) *Economic Systems *Environment and Society * Needs and Wants * Factors of Production Students state who the production of the automobile has influenced an urban economy.
Students investigate how people in the United States and throughout the world answer the three fundamental economic questions and solve basic economic problems.	* Concept/Themes (Scarcity, Interdependence, Change, Technology, Nation-State) *Economic Systems *Environment and Society * Needs and Wants Students will exhibit an understanding of the power of the consumer

SS4.2 Economics requires the development and application of the skills needed to make informed and well-reasoned economic decisions in daily and national life.	Students locate economic information, using card catalogs, computer databases, indices, and library guides	* Concept/Themes (Scarcity, Interdependence, Change, Technology, Nation-State) Students will locate information about a particular region or product in the library or on the computer using various resources.
	Students collect economic information from textbooks, standard references, newspapers, periodicals, and other primary and secondary sources. Students make hypotheses about economic issues and problems, testing, refining, and eliminating hypotheses and developing new ones when necessary	* Concept/Themes (Scarcity, Technology, Multiculturalism) * Places and Regions * Environment and Society * Needs and Wants * Factors of Production Students will compare prices for same items in different locations (e.g.. New York vs. London)
	Students present economic information by developing charts, tables, diagrams and simple graphs	Concept/Themes (Scarcity, Interdependence, Nation-State, Technology) * Places and Regions * Environment and Society * Needs and Wants * Factors of Production * Economic Systems Students will chart the differences in price of similar goods in different locations (e.g.. New York vs. London)

Standard 5: Students will use a variety of intellectual skills to demonstrate their understanding of the necessity for establishing governments; the governmental system of the United States and other nations; the United States Constitution; the basic civic values of American constitutional democracy; and the roles, rights, and responsibilities of citizenship, including avenues of participation.

Key Idea	Performance Indicators	Core Curriculum
SS5.1 The study of civics, citizenship, and government involves learning about political systems; the purposes of government and civic life; and the differing assumptions held by people across time and place regarding power, authority,	Students know the meaning of key terms and concepts related to government including democracy, power, citizenship, nation-state, and justice Students explain the probable consequences of the absence of government and rules. Students describe the basic purposes of government and the importance of civic life Students understand that social and political systems are based upon people's beliefs	* Concept/Themes (Nation-State, Government, Culture, Interdependence, Political Systems, Power/Authority) * Citizenship and Civic Life * Civic Values Discuss how citizenship plays an important role in the classroom (use classroom rules as a jumping off point.) Students may compose a list of classroom rules and discuss their importance. Discuss the importance of values and tolerance of others in different communities (local, regional, etc.) * Concept/Themes (Historic Events, Political Systems, Power/Authority, Nation-State, Government, Change, Technology, Culture, Interdependence, Sequence) Students will compare and contrast the colonial government with the U.S. government after the Revolutionary War.

	Students discuss how and why the world is divided into nations and what kinds of governments other nations have	* Concept/Themes (Nation-State, Government, Culture, Interdependence, Political Systems) * Citizenship and Civic Life * Civic Values Students will compare and contrast their community with Mexico City
SS5.2 The state and federal governments established by the Constitutions of the United States and the State of New York embody basic civic values (such as justice, honesty, self-discipline, due process, equality, majority rule with respect for minority rights, and respect for self, others, and property), principles, and practices and establish a system of shared and limited government.	Students explain how the Constitution of New York State and the United States and the Bill of Rights are the basis for democratic values in the United States	* Concept/Themes (Nation-State, Government, Interdependence, Political Systems, Rights, Human Rights) * Citizenship and Civic Life * Civic Values Students compare governmental structures of the United States and create a list of basic civic values and discuss how these can best be modeled on the personal and classroom level. Students will investigate the terms civics, justice, equality and respect for self, others and property. Students may design flash cards to define the following the terms: democracy, the three branches of government.
	Students understand the basic civil values that are the foundation of American constitutional democracy	
	Students know what the United States Constitution is and why it is important	* Concept/Themes (Government, Political Systems, Rights, Human Rights) * Citizenship and Civic Life * Civic Values Students will study why the U. S. Constitution was written
	Students understand that the United States Constitution and the Constitution of the State of New York are written plans for organizing the functions of government	* Concept/Themes (Government, Political Systems, Rights, Human Rights) * Citizenship and Civic Life * Civic Values Students will study why the U. S. and NY Constitutions were written
	Students understand the structure of New York State and local governments, including executive, legislative, and judicial branches.	* Concept/Themes (Nation-State, Government, Political Systems, Interdependence) * Citizenship and Civic Life * Civic Values Students will discover how local government functions (roads, garbage,
	Students identify their legislative and executive representatives at the local, state, and national governments.	* Concept/Themes (Nation-State, Government, Political Systems, Rights, Human Rights) * Citizenship and Civic Life * Civic Values Students will explore the qualifications of candidates for the office of Governor

SS5.3 Central to civics and citizenship is an understanding of the roles of the citizen within American constitutional democracy and the scope of a citizen's rights and responsibilities.	Students understand that citizenship includes an awareness of the holidays, celebrations, and symbols of our nation.	* Concept/Themes (Government, Political Systems, Rights, Human Rights) * Citizenship and Civic Life * Civic Values Students understand the definitions of the following holidays: Lincoln's birthday, Washington's birthday, Independence Day, MLK Day, Labor Day, Columbus Day, Veteran's Day, Thanksgiving Day, Election Day, Flag Day, Memorial Day, Earth Day
	Students examine what it means to be a good citizen in the classroom, school, home, and community Students identify and describe the rules and responsibilities students have at home, in the classroom, and at school	* Concept/Themes (Government, Political Systems, Rights, Human Rights) * Citizenship and Civic Life * Civic Values Students state one way they can be good citizens at home, at school and in their community.
	Students examine the basic principles of the Declaration of Independence and the Constitutions of the United States and New York State	* Concept/Themes (Government, Political Systems, Rights, Human Rights) * Citizenship and Civic Life * Civic Values Students will discuss how an informed citizen can bring about change (local issues.)
	Students understand that effective, informed citizenship is a duty of each citizen, demonstrated by jury service, voting, and community service	* Concept/Themes (Government, Political Systems, Empathy) * Citizenship and Civic Life * Civic Values * Environment and Society Students will learn about volunteer work (e.g.. Conservation & recycling)
		* Concept/Themes (Government) * Citizenship and Civic Life * Civic Values *Decision Making Students hold elections for class president
	Students identify basic rights that students have and those that they will acquire as they age	* Concept/Themes (Nation-State, Government, Political Systems, Rights, Human Rights) * Citizenship and Civic Life * Civic Values Students will discuss how an informed citizen can bring about change (local
SS5.4The study of civics and citizenship requires the ability to probe ideas and assumptions, ask and answer analytical questions, take a skeptical attitude toward questionable arguments, evaluate evidence, formulate rational conclusions, and develop and refine participatory skills	Students show a willingness to consider other points of view before drawing conclusions or making judgments	* Concept/Themes (Nation-State, Empathy, Rights) * Citizenship and Civic Life * Civic Values * Decision Making Students will work in groups to solve issues. Students will discuss their different points of views; demonstrate considering different points of view before passing judgment; and demonstrate the differences between fact or opinions when making a judgment.

Students participate in activities that focus on a classroom, school, or community issue or problem	
Students suggest alternative solutions or courses of action to hypothetical or historic problems	* Concept/Themes (Nation-State, Empathy, Culture, Interdependence, Technology, Problem Solving) * Citizenship and Civic Life * Civic Values * Environment and Society Students will learn about landfills and what they may do to help (e.g. recycling, conservation, advocacy)
Students evaluate the consequences for each alternative solution or course of action	
Students prioritize the solutions based on established criteria	
Students propose an action plan to address the issue of how to solve the problem	

Grade 4: Local History and Local Government

Cotent Understanding

The grade 4 social studies program builds on the students' understanding of families, schools, and communities and highlights the political institutions and historic development of their local communities with connections to New York State and the United States. The in-depth study of local government will emphasize the structure and function of the different branches and the roles of civic leaders. Students continue to learn about the rights, responsibilities, and duties of citizenship. By participating in school activities that teach democratic values, students develop a sense of political efficacy and a better understanding of the roles of supporters and leaders. Students expand their civic concepts of power, equality, justice, and citizenship as they learn about local government.

The historic study of local communities focuses on the social/cultural, political, and economic factors that helped to shape these communities. Students study about the significant people, places, events, and issues that influenced life in their local communities. Students can investigate local events and issues and connect them to national events and issues. The grade 4 program should consider the following themes and events at the local level: Native American Indians of New York State, the European encounter, the colonial and Revolutionary War period, the new nation, and the period of industrial growth and development in New York State. This chronological framework will help students to organize information about local history and connect it to United States history.

Connect local, New York State, and United States history, focusing on the following themes:

Native American Indians of New York State

European encounter: Three worlds (Europe, Africa, and the Americas) meet in the Americas

Colonial and Revolutionary periods

The new nation

Industrial growth and expansion

Government-lc narratives to transmit values, ideas, beliefs, and traditions.

Native American Indians of New York State

Native American Indians were the first inhabitants of our local region and State.

The Iroquois (Haudenosaunee—People of the Longhouse) and the Algonquian were the early inhabitants of our State.

Meeting basic needs—food, clothing, and shelter.
Uses of the environment and how Native American Indian settlements were influenced by environmental and geographic factors.

Important accomplishments and contributions of Native American Indians who lived in our community and State

Three worlds (Europe, the Americas, Africa) meet in the Americas

Major explorers of New York State Impacts of exploration—social/cultural, economic, political, and geographic.

The slave trade and slavery in the colonies.

Groups of people who migrated to our local region and into our State.

Ways that people depended on and modified their physical environments

Colonial and Revolutionary periods

Dutch, English, and French influences in New York State.

Lifestyles in the colonies—comparisons during different time periods.

Different types of daily activities including social/cultural, political, economic, scientific/technological, or religious.

Ways that colonists depended on and modified their physical environments.
Cultural similarities and differences, including folklore, ideas, and other cultural contributions that helped shape our community, local region, and State.

Colonial governments.
Colonial societies were organized to answer three fundamental economic questions: What goods and services do we produce? How do we produce them? For whom do we produce them?

Ways of making a living in our local region and State.

Causes for revolution: social, political, economic.

Important accomplishments of individuals and groups living in our community and region

The Revolutionary War in New York State

Location of New York State.

The significance of New York State's location and its relationship to the locations of other people and places.

Geographic features that influenced the War.

Native American Indians in New York State influenced the War.

The war strategy: Saratoga and other local battles.

Loyalists and patriots in New York State.

Leaders of the Revolution.

Effects of th an understanding about its display and use.

The new nation

Foundations for a new government and the ideals of American democracy as expressed in the Mayflower Compact, the Declaration of Independence, and the Constitutions of the State of New York and the United States of America.

The importance of the Bill of Rights.

Individuals and groups who helped to strengthen democracy in the United States.
The roots of American culture, how it developed from many different traditions, and the ways many people from a variety of groups and backgrounds played a role in creating it.

Those values, practices, and traditions that unite all Americans

Industrial growth and expansion

Transportation, inventions, communication, and technology (e.g., 1800s—Erie Canal, railroads, steamboats, turnpikes, telegraph, cable; 1900s—automobiles, subways, air travel, seaways, telephones, radios and televisions, computer).

Immigration and migration (e.g., Ellis Island; the mass starvation in Ireland, 1845-50; forced relocation of Native American Indians in New York State).

The important contributions of immigrants to New York State.
Geographic influences of industrialization and expansion (e.g., natural resources, location); the interactions between economic and geographic factors

Urbanization: economic, political, and social impacts

Rural to urban to suburban migration Economic interdependence (e.g., resource use; from farm to market).

Ways of learning and public education in our community and State.

The labor movement and child labor

Government

Basic democratic values (Taken from: National Standards for Civics and Government).
The fundamental values of American democracy include an understanding of the following concepts: individual rights to life, liberty, property, and the pursuit of happiness; the public or common good; justice; equality of opportunity; diversity; truth; and patriotism.

The fundamental values and principles of American democracy are expressed in the Declaration of Independence, Preamble to the United States Constitution, Bill of Rights, Pledge of Allegiance, speeches, songs, and stories.

Purposes of government

The basic purposes of government in the United States are to protect the rights of individuals and to promote the common good. (Taken from: National Standards for Civics and Government)

Local and State governments

An introduction to the probable consequences of the absence of government.
The structure and function of the branches of government of New York State and local governments, including executive, legislative, and judicial branches The meaning of key terms and concepts related to government, including democracy, power, and citizenship .

The United States Constitution and the Constitution of the State of New York and their respective Bills of Rights were developed as written plans for organizing the functions of government and safeguarding individual liberties.

Representatives in the legislative, executive, and judicial branches at the local, State, and national levels of government and how they are elected or appointed to office.

People elect and/or appoint leaders who make, enforce, and interpret laws. Citizenship and the rules and responsibilities of citizenship in the classroom, school, home, and local community.

Citizenship includes an awareness of the holidays, celebrations, and symbols of our nation, including the flag of the United States of America, its proper display, and use.

Effective, informed citizenship involves duties such as voting, jury service, and other service to the local community.

Citizens can participate in political decision making and problem solving at the local, State, and national levels.

Beginning Level Social Studies
Grade 4

Standard 1: Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in the history of the United States and New York.

Key Idea	Performance Indicators	Core Curriculum
SS.1. The study of New York State and United States history requires an analysis of the development of American culture, its diversity and multicultural context, and the ways people are unified by many values, practices, and traditions.	Students know the roots of American culture, its development from many different traditions, and the ways many people from a variety of groups and backgrounds played a role in creating it.	* Concept/Themes (Immigration, Multiculturalism, Culture, Technology, Identity, Change) * Citizenship and Civic Life Students read stories about the early days of American society and discuss the way of life of those times. Students prepare an original piece of work focusing on the contributions of a particular ethnic group (possibly their own). Produce a list of reasons why
	Students understand the basic ideals of American democracy as explained in the Declaration of Independence and the Constitution and other important documents	* Concept/Themes (Democracy, Nation-State, Human Rights and Dignity) * Citizenship and Civic Life Students define the following terms: equality, democracy, freedom, rights. Students list components of the Bill of Rights. Create a chart, web or list stating which rights, freedoms, responsibilities, are guaranteed under each of the three documents. Debate, role play, dramatize or create a venn diagram of the pros/cons of individual
	Students explain those values, practices, and traditions that unite all Americans	* Concepts/Themes (American Traditions, Dignity, Empathy, Identity, Nation-State, Rights, Responsibilities) * Civic Values * Citizenship and Civic Life Students will explain how an ideal of Martin Luther King transfers into their
SS1.2 Important ideas, social and cultural values, beliefs, and traditions from New York State and United States history illustrate the connections and interactions of people and events across time and from a	Students gather and organize information about the traditions transmitted by various groups living in their neighborhood and community	* Concept/Themes (Traditions, Diversity, Empathy, Multiculturalism, Culture, Identity, Nation-State, Change) * Place and Region Students investigate the roots of the local community. Create table maps comparing past ethnic settlements in
		* Concept/Themes (Traditions, Diversity, Values, Interdependence, Empathy, Multiculturalism, Identity, Rights, Responsibilities) * Civic Values * Place and Region Discuss the importance of values and tolerance of others in different
	Students recognize how traditions and practices were passed from one generation to the next	* Concept/Themes (Traditions, Diversity, Values, Interdependence, Empathy, Multiculturalism, Identity) List the various elements of culture (religion, customs, traditions, etc.) Students will use examples of native American culture (emphasis on Iroquois

	Students distinguish between near and distant past and interpret simple timelines	* Concept/Themes (Historic Events, Sequencing, Nation-State, Change, Technology, Traditions, Multiculturalism) Students may chose one native American tribes of New York and create a timeline of its important events.
SS1.3.Study about the major social, political, economic, cultural, and religious developments in New York State and United States history involves learning about the important roles and contributions of individuals and groups.	Students gather and organize information about the important accomplishments of individuals and groups, including Native American Indians, living in their neighborhoods and communities.	* Concept/Themes (Iroquois Confederacy, Interdependence, Empathy, Multiculturalism) * Environment and Society * Places and Regions Students investigate and explain contributions of Native Americans in New York State. Name the Native American tribes in New York State, including those of the Iroquois
	Students classify information by type of activity; social, political, economic, technological, scientific, cultural, or religious	* Concept/Themes (Culture, Technology, Change, Interdependence) * Environment and Society * Places and Regions Students will examine waterways in New York State (Hudson and Mohawk Rivers, Great Lakes and Erie Canal)

	Students identify individuals who have helped to strengthen democracy in the United States and throughout the world	* Concept/Themes (Nation-State, Culture, Identity, Empathy, Change, Technology) *Citizenship and Civic Life Students will explore the contributions of famous African Americans (Sojourner Truth, Elijah McCoy, Rosa Parks,
SS1.4. The skills of historical analysis include the ability to: explain the significance of historical evidence; weigh the importance, reliability, and validity of evidence; understand the concept of multiple causation; understand the importance of changing and competing interpretations of different historical developments.	Students consider different interpretations of key events and/or issues in history and understand the differences in these accounts.	* Concept/Themes (Nation-State, Culture, Identity, Empathy, Change, Interdependence) *Citizenship and Civic Life * Environment and Society Students will compare and interpret tow points of view of an important historic issue or key event (e.g. Columbus Day, Civil War, Native American Displacement). Students organize their information in some way to show both points of view. Summarize the conflicts inherent in the issues.
	Students explore different experiences, beliefs, motives, and traditions of people living in their neighborhoods, communities, and state.	* Concept/Themes (Identity, Culture, Empathy, Change) *Citizenship and Civic Life * Environment and Society * Places and Regions Students investigate the roots of the local community. Create table maps comparing past ethnic settlements in
	Students view historic events through the eyes of those who were there, as shown in their art, writings, music, and artifacts	* Concept/Themes (Culture, Identity, Empathy) Students interpret historic events using primary sources (art, music, writing, artifacts). Identify and locate a place in their community that has historic significance (museum, cemeteries,

Standard 2: Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in world history and examine the broad sweep of history from a variety of perspectives.

Key Idea	Performance Indicators	Core Curriculum
SS2.1 The study of world history requires an understanding of world cultures and civilizations, including an analysis of important ideas, social and cultural values, beliefs, and traditions. This study also examines the human condition and the connections and interactions of people across time and space and the ways different people view the same event or issue from a variety of perspectives.	Students read historical narratives, myths, legends, biographies, and autobiographies to learn about how historical figures lived, their motivations, hopes, fears, strengths, and weaknesses	* Concept/Themes (Identity, Culture, Empathy, Change, Nation-State) *Citizenship and Civic Life * Environment and Society * Places and Regions Investigate and orally report on exploration and colonization of New York State.
		* Concept/Themes (Immigration, Multiculturalism, Culture, Technology, Identity, Change) * Citizenship and Civic Life Create a list of reasons why immigrants came to this country after reading stories about Ellis Island

		* Concept/Themes (Identity, Culture, Empathy, Change, Nation-State) Create a graphic organizer on the history of the Iroquois Confederacy (including the 5 W's)
	Students explore narrative accounts of important events from world history to learn about different accounts of the past to begin to understand how interpretations and perspectives develop	* Concept/Themes (Identity, Culture, Multiculturalism, Empathy, Change, Nation-State) * Environment and Society * Places and Regions Investigate and orally report on exploration and colonization of New York State by studying journals, diaries, photographs, news articles and other records from the period for a variety of perspectives. Use examples of colonists
	Students study about different world cultures and civilizations focusing on their accomplishments, contributions, values, beliefs, and traditions.	* Concept/Themes (Identity, Culture, Empathy, Change, Nation-State, Multiculturalism) * Environment and Society * Places and Regions Students investigate Native Americans in New York State (emphasis on Iroquois and Algonquin). Explore Native
SS2.2 Establishing timeframes, exploring different periodizations, examining themes across time and within cultures, and focusing on important turning points in world history help organize the study of world cultures and civilizations.	Students distinguish between past, present, and future time periods.	* Concept/Themes (Identity, Culture, Empathy, Change, Nation-State, Multiculturalism, Technology, Interdependence) * Environment and Society * Places and Regions Students compare the Iroquois and Algonquin tribes during the colonial period with modern times.
	Students develop timelines that display important events and eras from world history.	* Concept/Themes (Historic Events, Sequencing, Nation-State, Change, Technology, Traditions, Multiculturalism) Students may chose one native American tribes of New York and create a timeline of its important events.
	Students measure and understand the meaning of calendar time in terms of years, decades, centuries, and millennia, using BC and AD as reference points	* Concept/Themes (Historic Events, Sequencing, Nation-State, Change, Technology, Traditions, Multiculturalism) Students compare calendars from different countries and past centuries with the United States and a modern
		* Concept/Themes (Historic Events, Sequencing, Nation-State, Change, Technology, Traditions, Multiculturalism) Students may chose one native American tribes of New York and create a timeline of its important events.
		* Concept/Themes (Historic Events, Sequencing, Nation-State, Change, Technology, Traditions, Multiculturalism) Students will construct picture timelines that show important events in their own lives, including descriptions of the events and explanations of why they

	Students compare important events and accomplishments from different time periods in world history.	* Concept/Themes (Historic Events, Change, Identity, Interdependence, Empathy, Technology, Multiculturalism) Students sequence important events and accomplishments in world history. Compare and contrast important events and accomplishments in world history from different time periods stating similarities and differences. Explain the importance of a historical event.

SS2.3 Study of the major social, political, cultural, and religious developments in world history involves learning about the important roles and contributions of individuals and groups.	Students understand the roles and contributions of individuals and groups to social, political, economic, cultural, scientific, technological, and religious practices and activities	* Concept/Themes (Nation-State, Historic Events, Change, Identity, Interdependence, Empathy, Technology) * Citizenship and Civic Life Students read stories about the colonies of early days of American society and discuss the way of life of Students investigate Native Americans in New York State .Emphasis on Iroquois and Algonquin.
	Students gather and present information about important developments from world history	* Concept/Themes (Historic Events, Sequencing, Nation-State, Change, Technology, Traditions, Multiculturalism) Students may chose one native American tribes of New York and create a timeline of its important events.
	Students understand how the terms social, political, economic, and cultural can be used to describe human activities or practices.	* Concept/Themes (Identity, Culture, Empathy, Change, Nation-State) *Citizenship and Civic Life * Environment and Society * Places and Regions Investigate and orally report on exploration and colonization of New
SS2.4 The skills of historical analysis include the ability to investigate differing and competing interpretations of the theories of history, hypothesize about why interpretations change over time, explain the importance of historical evidence, and understand the concepts of change and continuity over time.	Students consider different interpretations of key events and developments in world history and understand the differences in these accounts	* Concept/Themes (Identity, Culture, Empathy, Change, Nation-State, Interdependence, Technology) *Citizenship and Civic Life * Environment and Society * Places and Regions Identify and define important events in world history. Compare and contrast two different accounts of an important event in world history from the same time period. Compare and contrast two different accounts of an important event in world history from different
	Students explore the lifestyles, beliefs, traditions, rules and laws, and social/cultural needs and wants of people during different periods in history and in different parts of the world.	* Concept/Themes (Identity, Culture, Multiculturalism, Empathy, Change, Nation-State, Interdependence, Technology) *Citizenship and Civic Life * Environment and Society * Places and Regions Students will research common customs of various ethnic groups during colonial New York (e.g.. Marriage, funerals)
	Students view historic events through the eyes of those who were there, as shown in their art, writing, music, and artifacts.	* Concept/Themes (Culture, Identity, Empathy) Students interpret historic events using primary sources (art, music, writing, artifacts). Identify and locate a place in their community that has historic significance (museum, cemeteries,

Standard 3: Students will use a variety of intellectual skills to demonstrate their understanding of the geography of the interdependent world in which we live—local, national, and global—including the distribution of people, places, and environments over the Earth's surface.

Key Idea	Performance Indicators	Core Curriculum
SS3.1 Geography can be divided into six essential elements which can be used to analyze important historic, geographic, economic, and environmental questions and issues. These six elements include: the world in spatial terms, places and regions, physical settings (including natural resources), human systems, environment and society, and the use of	Students study how people live, work, and utilize natural resources	* Concepts/Themes (Culture, Uses of Geography) * Physical Settings * Places and Regions * Human Systems Students may create a salt map showing the path of the Erie Canal and its affect on growth of cities. Create a "T" graph comparing and contrasting rural and urban life. Construct a needs and resources tree.
	Students will draw maps and diagrams that serve as representations of places, physical features, and objects.	* Concepts/Themes (Culture, Uses of Geography) * Physical Settings * Places and Regions * Human Systems Students may create a salt map showing the path of the Erie Canal and
	Students locate places within the local community, state, and nation; locate the earth's continents in relation to each other and to principal parallels and meridians.	* Concepts/Themes (Culture, Uses of Geography) * Physical Settings * Places and Regions * Human Systems Using a map of NY State, students may label the following features: rivers, mountain ranges, cities and lakes. Students may create a Regional Tree of the five regions of New York State including characteristics for each region.
	Students identify and compare the physical, human, and cultural characteristics of different regions and people.	* Concepts/Themes (Culture, Multiculturalism, Uses of Geography) * Physical Settings * Places and Regions * Human Systems Students will read about children living in other regions to learn about their customs, beliefs, and traditions: natural resource use; food; shelter; socialization and schooling; and other important
	Students investigate how people depend on and modify the physical environment	* Concepts/Themes (Culture, Uses of Geography) * Physical Settings * Places and Regions * Human Systems Students will investigate historic uses of water (namely the Erie Canal) in agriculture, as transportation, as power
		* Concepts/Themes (Culture, Uses of Geography) * Physical Settings * Places and Regions * Human Systems Students may create a salt map showing the path of the Erie Canal and

SS32. Geography requires the development and application of the skills of asking and answering geographic questions; analyzing theories of geography; and acquiring, organizing, and analyzing geographic information	Students ask geographic questions about where places are located; why they are located where they are, what is important about their locations, and how their locations are related to the location of other people and places	* Concepts/Themes (Culture, Uses of Geography, Technology) * Environment and Society * Places and Regions * Human Systems Using knowledge of the four seasons in NY state diagram the Iroquois pattern of life
	Students gather and organize geographic information from a variety of sources and display in a number of ways.	* Concepts/Themes (Culture, Uses of Geography) * Physical Settings * Places and Regions * Human Systems Practice using compass rose, longitude and latitude lines, map symbols and scales with NY State maps and world maps. Students may practice reading a
	Students analyze geographic information by making relationships, interpreting trends and relationships, and analyzing geographic data	* Concepts/Themes (Culture, Uses of Geography, Historical Events, Technology) * Environment and Society * Places and Regions Students will investigate the importance of the location of the New York during the American Revolutionary War

Standard 4: Students will use a variety of intellectual skills to demonstrate their understanding of how the United States and other societies develop economic systems and associated institutions to allocate scarce resources, how major decision-making units function in the United States and other national economies, and how an economy solves the scarcity problem through market and nonmarket mechanisms.

Key Idea	Performance Indicators	Core Curriculum
SS4.1 The study of economics requires an understanding of major economic concepts and systems, the principles of economic decision making, and the interdependence of economies and economic systems throughout the world.	Students know some ways individuals and groups attempt to satisfy their basic needs and wants by utilizing scarce resources.	* Concepts/Themes (Scarcity, Interdependence, Change, Culture, Uses of Geography, Technology, Empathy) * Environment and Society * Places and Regions * Human Systems * Needs and Wants Students may use a diagram of an Iroquois village to list the ways needs and wants were met.
		* Concepts/Themes (Culture, Uses of Geography) * Physical Settings * Places and Regions * Human Systems * Economic Systems Students may explain in a report how the Erie Canal, Western Movement and railroads brought about economic
	Students explain how people's wants exceed their limited resources and that this condition defines scarcity	* Concepts/Themes (Scarcity, Interdependence, Change, Technology, Empathy) * Environment and Society * Places and Regions * Human Systems * Needs and Wants Students may discuss the waste and
	Students know that scarcity requires individuals to make choices and that those choices involve costs	
	Students study about how the availability and distribution of resources is important to a nation's economic growth	* Concepts/Themes (Scarcity, Interdependence, Change, Culture, Uses of Geography, Technology, Empathy) * Environment and Society * Places and Regions * Human Systems * Economic Systems Students will investigate the importance of the location of the New York
		* Concepts/Themes (Culture, Uses of Geography) * Physical Settings * Places and Regions * Human Systems * Economic Systems Students may explain in a report how the Erie Canal, Western Movement and railroads brought about economic
		* Concepts/Themes (Culture, Uses of Geography) * Physical Settings * Places and Regions * Human Systems * Economic Systems Students may create a salt map showing the path of the Erie Canal and

	Students understand how societies organize their economies to answer three fundamental economic questions: What goods and services shall be produced and what quantities? How shall goods and services be produced? For whom shall goods and services be produced?	* Concepts/Themes (Scarcity, Interdependence, Change, Technology) * Environment and Society * Human Systems * Needs and Wants Students may trace the growth and changes brought about by the computer age.
	Students investigate how production, distribution, exchange, and consumption of goods and services are economic decisions with which all societies and nations must deal.	* Concepts/Themes (Scarcity, Interdependence, Change, Technology) * Environment and Society * Human Systems * Needs and Wants * Economic Systems Students will increase their awareness of technological and economic changes
	Students investigate how people in the United States and throughout the world answer the three fundamental economic questions and solve basic economic problems.	* Concepts/Themes (Scarcity, Interdependence, Change, Technology, Multiculturalism) * Environment and Society * Human Systems * Needs and Wants * Economic Systems Discuss through current events and how trade agreements between the
SS4.2 Economics requires the development and application of the skills needed to make informed and well-reasoned economic decisions in daily and national life.	Students locate economic information, using card catalogs, computer databases, indices, and library guides	* Concepts/Themes (Scarcity, Interdependence, Technology, Multiculturalism) * Environment and Society * Human Systems * Needs and Wants * Economic Systems Students will increase their awareness of technological and economic changes on a global scale by focusing on a
		* Concepts/Themes (Scarcity, Change, Technology) * Environment and Society Students may compare how information gathering has changed since their grandparents and parents day.
	Students collect economic information from textbooks, standard references, newspapers, periodicals, and other primary and secondary sources.	* Concepts/Themes (Scarcity, Interdependence, Technology, Multiculturalism) * Environment and Society * Needs and Wants * Economic Systems Students will increase their awareness of technological and economic changes on a global scale by focusing on a consumer product (e.g.. Televisions)
	Students make hypotheses about economic issues and problems, testing, refining, and eliminating hypotheses and developing new ones when necessary	
	Students present economic information by developing charts, tables, diagrams and simple graphs	* Concepts/Themes (Scarcity, Interdependence, Technology, Multiculturalism) * Environment and Society * Human Systems * Needs and Wants * Economic Systems Students will chart the economic growth of countries via consumer purchases, possibly focusing on one

Standard 5: Students will use a variety of intellectual skills to demonstrate their understanding of the necessity for establishing governments; the governmental system of the United States and other nations; the United States Constitution; the basic civic values of American constitutional democracy; and the roles, rights, and responsibilities of citizenship, including avenues of participation.

Key Idea	Performance Indicators	Core Curriculum
SS5.1 The study of civics, citizenship, and government involves learning about political systems; the purposes of government and civic life; and the differing assumptions held by people across time and place regarding power, authority,	Students know the meaning of key terms and concepts related to government including democracy, power, citizenship, nation-state, and justice	Students hold elections for class president
	Students explain the probable consequences of the absence of government and rules	Students may create classroom rules. Students may discuss safety rules for the cafeteria and playground. Students will share rules at home. Students will learn rules for riding on the bus
	Students describe the basic purposes of government and the importance of civic life	Students will learn about voting responsibilities.
	Students understand that social and political systems are based upon people's beliefs	Students study colonial America
SS5.1 The study of civics, citizenship, and government involves learning about political systems; the purposes of government and civic life; and the differing assumptions held by people across time and place regarding power, authority,	Students know the meaning of key terms and concepts related to government including democracy, power, citizenship, nation-state, and justice	* Concept/Themes (Nation-State, Government, Culture, Interdependence, Political Systems, Power/Authority) * Citizenship and Civic Life * Civic Values Discuss how citizenship plays an important role in the classroom (use classroom rules as a jumping off point.)
	Students explain the probable consequences of the absence of government and rules.	Students may compose a list of classroom rules and discuss their. importance. Discuss the importance of values and tolerance of others in different communities (local, regional, etc.). Students may construct a chart
	Students describe the basic purposes of government and the importance of civic life	
	Students understand that social and political systems are based upon people's beliefs	* Concept/Themes (Nation-State, Government, Culture, Interdependence, Political Systems, Power/Authority) * Citizenship and Civic Life * Civic Values Students may read biographies of people who have implemented change (leaders of the American Revolution.)
		Students may research African Americans who contributed to the Revolution, including Crispus Attucks, Salem Poor, James Forton, Phillis Wheatley, James Armistead and Benjamin Bannaker
	Students discuss how and why the world is divided into nations and what kinds of governments other nations have	* Concept/Themes (Nation-State, Government, Change, Interdependence, Political Systems, Power/Authority) * Citizenship and Civic Life Students will compare and contrast the development of the New York State Constitution back to the Iroquois Confederacy

SS5.2 The state and federal governments established by the Constitutions of the United States and the State of New York embody basic civic values (such as justice, honesty, self-discipline, due process, equality, majority rule with respect for minority rights, and respect for self, others, and property), principles, and practices and establish a system of shared and limited government.	Students explain how the Constitution of New York State and the United States and the Bill of Rights are the basis for democratic values in the United States	* Concept/Themes (Nation-State, Government, Interdependence, Political Systems, Power/Authority) * Citizenship and Civic Life * Civic Values Students compare governmental structures of the United States and create a list of basic civic values and discuss how these can best be modeled on the personal and classroom level. Students will investigate the terms civics, justice, equality and respect for self, others and property. Students may design flash cards to define the following the terms: democracy, the three branches of government.
	Students understand the basic civil values that are the foundation of American constitutional democracy	
	Students know what the United States Constitution is and why it is important	* Concept/Themes (Nation-State, Government, Empathy, Interdependence) * Citizenship and Civic Life * Civic Values Students may compare the Constitution with the following documents to further their understanding of our democratic system: Mayflower Compact, Declaration of Independence, Articles of Confederation, and Bill of Rights.
	Students understand that the United States Constitution and the Constitution of the State of New York are written plans for organizing the functions of government	* Concept/Themes (Nation-State, Government, Empathy, Interdependence) * Citizenship and Civic Life * Civic Values Students may compare and contrast the rights guaranteed by the New York State Constitution as opposed to the rights guaranteed in the United States
	Students understand the structure of New York State and local governments, including executive, legislative, and judicial branches.	* Concept/Themes (Nation-State, Government, Empathy, Interdependence) * Citizenship and Civic Life * Civic Values Students may construct a graphic organizer explaining the role and responsibilities of the three branches of In a group activity students may compare and contrast the three branches of government in local, state and national government. Students may diagram in chart form the electoral process.
	Students identify their legislative and executive representatives at the local, state, and national governments.	* Concept/Themes (Nation-State, Government, Empathy, Interdependence) * Citizenship and Civic Life * Civic Values Students will explore the qualifications of candidates for the office of Mayor of

SS5.3 Central to civics and citizenship is an understanding of the roles of the citizen within American constitutional democracy and the scope of a citizen's rights and responsibilities.	Students understand that citizenship includes an awareness of the holidays, celebrations, and symbols of our nation.	* Concept/Themes (Government, Political Systems, Rights, Human Rights, Empathy) * Citizenship and Civic Life * Civic Values Students may create a timeline showing the establishment of national holidays .
	Students examine what it means to be a good citizen in the classroom, school, home, and community	* Concept/Themes (Government, Political Systems, Rights, Human Rights) * Citizenship and Civic Life * Civic Values
	Students identify and describe the rules and responsibilities students have at home, in the classroom, and at school	Discuss how citizenship plays an important role in the classroom (use classroom rules as a jumping off point.). Students may compose a list of classroom rules and discuss their importance. Discuss the importance of values and tolerance of others in different communities (local, regional, etc.)
	Students examine the basic principles of the Declaration of Independence and the Constitutions of the United States and New York State	* Concept/Themes (Government, Political Systems, Rights, Human Rights, Empathy) * Citizenship and Civic Life * Civic Values Students will demonstrate an understanding of due process, majority rule and minority rights and will investigate how these words are applied in the New York State and U.S.
	Students understand that effective, informed citizenship is a duty of each citizen, demonstrated by jury service, voting, and community service	* Concept/Themes (Government, Political Systems, Rights, Human Rights, Empathy) * Citizenship and Civic Life * Civic Values Students may participate in community service activities such as collecting food for food pantries, spring and fall clean-ups for the sick and elderly, organizing and running recycling program in school.
		* Concept/Themes (Government) * Citizenship and Civic Life * Civic Values *Decision Making Students hold elections for class president
	Students identify basic rights that students have and those that they will acquire as they age	* Concept/Themes (Government, Political Systems, Rights, Human Rights, Empathy) * Citizenship and Civic Life * Civic Values Students will discuss how an informed citizen can bring about change (local issues) Students will be able to explain the voting process.

SS5.4The study of civics and citizenship requires the ability to probe ideas and assumptions, ask and answer analytical questions, take a skeptical attitude toward questionable arguments, evaluate evidence, formulate rational conclusions, and develop and refine participatory skills	Students show a willingness to consider other points of view before drawing conclusions or making judgments	* Concept/Themes (Nation-State, Empathy, Rights) * Citizenship and Civic Life * Civic Values Students will work in groups to solve issues. State the differences between fact and an opinion. Identify whether a stated argument in support of an issue is a fact or opinion. State an opinion from each of the two sides of an argument about a particular issue or problem that arises in their daily life or
	Students participate in activities that focus on a classroom, school, or community issue or problem Students suggest alternative solutions or courses of action to hypothetical or historic problems Students evaluate the consequences for each alternative solution or course of action Students prioritize the solutions based on established criteria Students propose an action plan to address the issue of how to solve the problem	* Concept/Themes (Nation-State, Empathy, Culture, Interdependence, Technology) * Citizenship and Civic Life * Civic Values * Environment and Society Students choose a community service activity (such as collecting food for food pantries, spring and fall clean-ups for the sick and elderly, organizing and running recycling program in school) based on their local community needs

Grade 5: The United States, Canada, and Latin America

Cotent Understanding

The grade 5 social studies program stresses geographic, economic, and social/cultural understandings related to the United States, Canada, and nations in Latin America today. These perspectives build on and reinforce historic and political content about the United States included in the grade 4 social studies program. When appropriate, the grade 5 program should use contemporary examples of case studies to help students understand the content understandings that follow. The content understandings were developed to assist in selecting specific factual information and case studies. For additional guidance in selecting content, case studies, activities, evaluation questions, and resources, consult *Social Studies Program: Grade 5* (New York State Education Department, 1987).

History of the United States, Canada, and Latin America

- Different ethnic, national, and religious groups, including Native American Indians, have contributed to the diversity of these nations and regions by sharing their customs, traditions, beliefs, ideas, and languages.
- Different people living in the Western Hemisphere may view the same event or issue from different perspe
- The migration of groups of people in the United States, Canada, and Latin America has led to cultural diffu because people carry their ideas and ways of life with them when they move from place to
- Connections and exchanges exist between and among the peoples of Europe, sub-Saharan Africa, Canad America, the Caribbean, and the United States. These connections and exchanges include social/cultural, migration/immigration, and scientific/technological.
- Key turning points and events in the histories of Canada, Latin America, and the United States can be orga into different historical time periods. For example, key turning points might include: 18th-century exploration and encounter; 19th-century westward migration and expansion, 20th-century population movement from rural to suburban areas.
- Important historic figures and groups have made significant contributions to the development of Canada, Latin America, and the United States.
- Industrial growth and development and urbanization have had important impacts on Canada, Latin Americ and the United States.

Geography of the United States, Canada, and Latin America

- Maps and other geographic representations, tools, and technologies such as aerial and other photographs satellite-produced images, and computer models can be used to gather, process, and report information about the United States, Canada, and Latin America today.
- Political boundaries change over time and place.
- Different geological processes shaped the physical environments of the United States, Canada, and Latin
- The nations and regions of the Western Hemisphere can be analyzed in terms of spatial organization, plac regions, physical settings (including natural resources), human systems, and environment and society. A region is an area that is tied together for some identifiable reason, such as physical, political, economic, or cultural features.
- The physical and human characteristics of places in the United States, Canada, and Latin America today.
- Culture and experiences influence people's perceptions of places and regions in the United States, Canad and Latin America today.
- The characteristics, distribution, and complexity of cultures found in the United States, Canada, and Latin A
- Human actions modify the physical environments of the United States, Canada, and Latin America

The economies of the United States, Canada, and Latin American nations

- Concepts such as scarcity, supply and demand, markets, opportunity costs, resources, productivity, econo growth, and systems can be used to study the economies and economic systems of the United States, Canada, and Latin America.
- Individuals and groups in the United States, Canada, and Latin America attempt to satisfy their basic need and wants by utilizing scarce capital, natural, and human resources.
- Types and availability of resources are important to economic development in the United States, Canada, and Latin America today.
- The nations of North, Central, and South America depend on one another for various resources & products

Production, distribution, exchange, and consumption of goods and services are economic decisions which nations of North and South America must make.

Science and technology have influenced the standard of living in nations in North, Central, and South Ame

Exchanges of technologies, plants, animals, and diseases between and among nations of the Americas ar and sub-Saharan Africa have changed life in these regions.

Nations in North, Central, and South America form organizations and make agreements to promote econo growth and development.

As the economic systems of the global community have become more interdependent, decisions made in or region in the Western Hemisphere have implications for all nations or regions

The governments of the United States, Canada, and Latin American nations

Across time and place, the people of the Western Hemisphere have held differing assumptions regarding authority, governance, and law.

Basic civic values such as justice, due process, equality, and majority rule with respect for minority rights a expressed in the constitutions and laws of the United States, Canada, and nations of Latin

Constitutions, rules, and laws are developed in democratic societies in order to maintain order, provide sec and protect individual rights.

The rights of citizens in the United States are similar to and different from the rights of citizens in other nati of the Western Hemisphere.

The roles of citizenship are defined by different constitutions in the Western Hemisphere.

Governmental structures vary from place to place, as do the structure and functions of governments in the United States, Canada, and Latin American countries today.

Concepts such as civic life, politics, and government can be used to answer questions about what governr can and should do, how people should live their lives together, and how citizens can support the proper use of authority or combat the abuse of political power.

(Adapted from: Civics Framework for the 1998 NAEP, p. 19) .

Legal, political, and historic documents define the values, beliefs, and principles of constitutional democrac In the United States these documents include the Declaration of Independence, the United States Constitution, and the Bill of Rights. In Canada these documents include the British North America Act and the Canadian Bill of Rights.

Citizenship in the United States, Canada, and nations of Latin America includes an awareness of the patri celebrations of those nations. In the United States these celebrations include: Lincoln's Birt

Washington's Birthday, Independence Day, Dr. Martin Luther King, Jr. Day, Labor Day, Columbus Day, Veterans Day, Thanksgiving Day, Election Day, Flag Day, Memorial Day, and Conservation

International organizations were formed to promote peace, economic development, and cultural understan The United Nations was created to prevent war and to fight hunger, disease, and ignorance

Intermediate Level Social Studies
Grade 5

Standard 1: Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in the history of the United States and New York.

Key Idea	Performance Indicators	Core Curriculum
SS.1. The study of New York State and United States history requires an analysis of the development of American culture, its diversity and multicultural context, and the ways people are unified by many values, practices, and traditions.	Students explore the meaning of American culture by identifying the key ideas, beliefs, and patterns of behavior and traditions that help define it and unite all Americans.	* Concept/Themes (Culture, Melting Pot, Democracy, Freedoms, Colonization, Immigration, Forced Migration/Slavery, Empathy, Technology) * Places and Regions Students study the Buffalo Pan-American exposition of 1901
	Students interpret the ideas, values and beliefs contained in the Declaration of Independence and the New York State Constitution and United States Constitution, Bill of Rights, and other important historical documents.	* Concept/Themes (Mayflower Compact, Fundamental Orders of Connecticut, Declaration of Independence, Bill of Rights, US Constitution, Emancipation Proclamation) Students identify ideas expressed in early government documents. Students describe the progression of democratic ideas found in government documents. Students explain how the US Constitution incorporated these
SS1.2 Important ideas, social and cultural values, beliefs, and traditions from New York State and United States history illustrate the connections and interactions of people and events across time and from a variety of perspectives.	Students describe the reasons for periodizing history in different ways.	* Concept/Themes (Age of Exploration, Colonial Period, American Revolution, Western Expansion, Industrial Revolution, Civil Strife) * Places and Regions Students investigate and compare pre- and post- colonial Canada, the US, and Mexico
	Students investigate key turning points in New York State and United States history and explain why these events or developments are significant.	* Concept/Themes (Culture, Melting Pot, Democracy, Freedoms, Colonization, Immigration, Forced Migration/Slavery, Empathy, Technology) * Places and Regions Students study the Buffalo Pan-American exposition of 1901
	Students understand the relationship between the relative importance of United States domestic and foreign policies over time.	* Concept/Themes (Culture, Melting Pot, Democracy, Freedoms, Colonization, Immigration, Forced Migration/Slavery, Empathy, Technology) * Places and Regions Students study the Buffalo Pan-American exposition of 1901

	Students analyze the role played by the United States in international politics, past and present.	* Concept/Themes (Culture, Melting Pot, Democracy, Freedoms, Colonization, Cause/Effect of US Involvement, US Involvement in Foreign Wars, Empathy, Technology) * Places and Regions Students study the Buffalo Pan-American exposition of 1901 and compare the current relationships of Canada, the US and Mexico
SS1.3.Study about the major social, political, economic, cultural, and religious developments in New York State and United States history involves learning about the important roles and contributions of individuals and groups.	Students complete well-documented and historically accurate case studies about individuals and groups who represent different ethnic, national and religious groups, including Native American Indians, in New York State and the United States at different	* Concept/Themes (Pocahontas/Settlers, Puritans/Dissenters, Plantation Owners/Slaves, Patriots/Tories, Native Americans/Europeans Settlers, Culture, Democracy, Empathy) Students examine both sides of an issue to understand different points of view or perspective.
	Students gather and organize information about the important achievements and contributions of individuals and groups living in New York State and the United States.	* Concept/Themes (Identity, Culture, Multiculturalism, Contributions) Students compare and contrast various ethnic experiences in New York State and the United States, focus on various Hispanic populations (Mexicans, Puerto Ricans,)
	Students describe how ordinary people and famous historic figures in the local community, State, and the United States have advanced the fundamental democratic values, beliefs, and traditions expressed in the Declaration of Independence, the New York State and the United States Constitutions, the Bill of Rights, and other important	* Concept/Themes (Thomas Paine - *Common Sense*; Thomas Jefferson - *Declaration of Independence*; James Madison - *Constitution*; Francis Scott Key - *The Star Spangled Banner*; Abraham Lincoln - *Emancipation Proclamation*) Students link fundamental values, beliefs, and traditions to the person responsible for its inception and development.
	Students classify major developments into categories such as social, political, economic, geographic, technological, scientific, cultural, or religious.	* Concept/Themes (Nation-State, Identity, Culture, Interdependence, Scarcity, Empathy, Technology, Change) * Citizenship and Civic Life * Civic Values * Environment and Society Students conduct a historical case study about an important environmental concern affecting their city's or neighborhood's water supply, housing accommodations, or transportation system, and examine competing views on the issues ideas evident in the source and identify the purpose or point of view from which the source was created; discuss how interpretations or perspectives develop

SS1.4. The skills of historical analysis include the ability to: explain the significance of historical evidence; weigh the importance, reliability, and validity of evidence; understand the concept of multiple causation; understand the importance of changing and competing interpretations of different historical	Students consider the sources of historical documents, narratives, or artifacts and evaluate their reliability.	* Concept/Themes (Mayflower Compact, Fundamental Orders of Connecticut, *Common Sense, Uncle Tom's Cabin*) Students recognize authors' purpose and point of view in historical documents or narratives.

	Students understand how different experiences, beliefs, values, traditions, and motives cause individuals and groups to interpret historic events and issues from different perspectives.	* Concept/Themes (Exploration, Early Colonization, American Revolution, Slavery) *Places and Regions *Human Systems Students investigate the roots of the local community. Create table maps comparing past ethnic settlements in
	Students describe historic events through the eyes and experiences of those who where there.	* Concept/Themes (Culture, Melting Pot, Democracy, Freedoms, Colonization, Immigration, Forced Migration/Slavery, Empathy, Technology) * Places and Regions Students study the Buffalo Pan-

Standard 2: Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in world history and examine the broad sweep of history from a variety of perspectives.

Key Idea	Performance Indicators	Core Curriculum
SS2.1 The study of world history requires an understanding of world cultures and civilizations, including an analysis of important ideas, social and cultural values, beliefs, and traditions. This study also examines the human condition and the connections and interactions of people across time and space and the ways different people view the same event or issue from a variety of perspectives.	Students know the social and economic characteristics, such as customs, traditions, child-rearing practices, ways of making a living, education, and socialization practices, gender roles, foods, and religious and spiritual beliefs that distinguish different cultures and civilizations.	* Concept/Themes (Sequence, Civilization, Culture, Multiculturalism, Colonization, Empire Building, Anasazi, Aztec, Incan, Mayan, Mound Builders) * Places and Regions * Environment and Society * Human Systems Expand on the impact of colonization to the Western Hemisphere on indigenous peoples (emphasis on Spanish colonization).
		* Concept/Themes (Sequence, Civilization, Colonization, Exploration, Empire Building, Anasazi, Aztec, Incan, Mayan, Mound Builders, Iroquois) * Places and Regions * Environment and Society * Human Systems Have students trace and create a timeline of the history of various regions in Canada and Latin America.

	* Concept/Themes (Identity, Culture, Change, Sequence, Civilization, Empire Building) * Places and Regions * Environment and Society * Human Systems Students create personal and family timelines to distinguish between near and distant past and identify family origins; interpret simple timelines by recognizing correct chronological order of major events such as Native American settlement of North America, Columbus's voyage in 1492, the American Revolution, writing the Constitution, the presidency of Abraham Lincoln, World War I, and the
Students know some important historical events and developments of past civilizations.	* Concept/Themes (Sequence, Civilization, Culture, Multiculturalism, Colonization) * Places and Regions * Environment and Society * Human Systems Expand Students interpret and analyze documents and artifacts related to significant developments and events in
	* Concept/Themes (Sequence, Civilization, Culture, Multiculturalism, Colonization, Empire Building, Anasazi, Aztec, Incan, Mayan, Mound Builders) * Places and Regions * Environment and Society * Human Systems Expand Students may study the first North and South Americans (such the Mayan)
Students interpret and analyze documents and artifacts related to significant developments and events in world history.	* Concepts/Themes (Written Language, Written Law, Archaeology, Primary Sources, Technology, Change) Students may use newspaper want ads to study the effects of technology on our society.
	* Concepts/Themes (Written Language, Written Law, Archaeology, Primary Sources, Technology, Change) Students may create a list of important inventions of the last century

SS2.2 Establishing timeframes, exploring different periodizations, examining themes across time and within cultures, and focusing on important turning points in world history help organize the study of world cultures and civilizations.	Students develop timelines by placing important events and developments in world history in their correct chronological order.	* Concepts/Themes (Decade, Century, Millennium, Historical Analysis, Cause and Effect, Pros/Cons, Fact and Opinion) *Places and Regions *Human Systems * Environment and Society
	Students measure time periods by years, decades, centuries, and millennia.	Students know how to organize key turning points and events in the histories of Canada, Latin America, and the United States into different historical time periods. (e.g. key turning points might include: 18th century exploration and encounter; 19th century westward migration and expansion, 20th century population movement from rural to suburban areas.) Students create personal and family timelines to distinguish between near and distant past and identify family origins; interpret simple timelines by recognizing correct chronological order of major events such as Native American settlement of North America, Columbus's voyage in 1492, the American Revolution, writing the Constitution, the presidency of Abraham Lincoln, World War I, and the beginning of space exploration.
SS2.3 Study of the major social, political, cultural, and religious developments in world history involves learning about the important roles and contributions of individuals and groups.	Students investigate the roles and contributions of individuals and groups in relation to key social, political, cultural, and religious practices throughout world history.	* Concepts/Themes (Identity, Empathy, Fact and Opinion) *Places and Regions *Civic Values * Environment and Society Students study Pablo Picasso and how his art work reflected the art, political,
	Students interpret and analyze documents and artifacts related to significant developments and events in world history.	* Concepts/Themes (Written Language, Written Law, Primary Sources, Historical Analysis, Cause and Effect, Pros/Cons, US Constitution, Multiculturalism) *Places and Regions *Citizenship and Civic Life * Environment and Society Students compare the American and Mexican constitutions.
	Students classify historic information according to the type of activity or practice: social/cultural, political, economic, geographic, scientific, technological, and historic.	* Concept/Themes (Identity, Culture, Multiculturalism, Change, Sequence, Civilization, Empire Building, Historical Analysis) * Places and Regions * Environment and Society * Human Systems Students investigate the Spanish-American War, studying the American,
SS2.4 The skills of historical analysis include the ability to investigate differing and competing interpretations of the theories of history, hypothesize about why interpretations change over time, explain the importance of historical evidence, and understand the concepts of change and continuity over	Students explain the literal meaning of a historical passage or primary source document, identifying who was involved, what happened, where it happened, what events led up to these developments, and what consequences or outcomes followed.	* Concepts/Themes (Written Language, Written Law, Primary Sources, Historical Analysis, Cause and Effect, Pros/Cons, US Constitution, Multiculturalism) *Places and Regions *Citizenship and Civic Life * Environment and Society Students compare the American and Mexican constitutions.

Students analyze different interpretations of important events and themes in world history and explain the various frames of reference expressed by different historians.	* Concept/Themes (Identity, Culture, Multiculturalism, Change, Sequence, Civilization, Empire Building, Historical Analysis) * Places and Regions * Environment and Society * Human Systems Students investigate the Spanish-American War, studying the American,	*

	Students view history through the eyes of those who witnessed key events and developments in world history by analyzing their literature, diary accounts, letters, artifacts, art, music, architectural, drawings, and other	* Concepts/Themes (Identity, Empathy, Fact and Opinion) *Places and Regions *Civic Values * Environment and Society Students study Pablo Picasso and how his art work reflected the art, political,
	Student investigate important events and developments in world history by posing analytical questions, selecting relevant data, distinguishing fact from opinion, hypothesizing cause-and-effect relationships, testing these hypotheses, and forming conclusions.	* Concept/Themes (Identity, Culture, Multiculturalism, Change, Sequence, Civilization, Empire Building, Historical Analysis) * Places and Regions * Environment and Society * Human Systems Students investigate the Spanish-American War, studying the American,

Standard 3: Students will use a variety of intellectual skills to demonstrate their understanding of the geography of the interdependent world in which we live—local, national, and global—including the distribution of people, places, and environments over the Earth's surface.

Key Idea	Performance Indicators	Core Curriculum
SS3.1 Geography can be divided into six essential elements which can be used to analyze important historic, geographic, economic, and environmental questions and issues. These six elements include: the world in spatial terms, places and regions, physical settings (including natural resources), human systems, environment and society, and the use of	Students map information about people, places, and environments.	* Concepts/Themes (World in Spatial Terms, Uses of Geography) * Places and Regions * Environment and Society * Physical System Students use maps and other geographic representations, tools, and technologies such as Arial and other photographs, satellite-produced images and computer models to gather, process, and report information about the United States, Canada, and Latin America today. Construct a "T" graph that explores the changes from an agricultural to an industrial society. Compose a list of technological changes over time.
	Students understand the characteristics, functions, and applications of maps, global, aerial and other photographs, satellite-produced images, and models.	* Concepts/Themes (World in Spatial Terms, Uses of Geography) * Places and Regions * Environment and Society * Physical System Using political and physical maps students will explain the importance of Students may interpret various types of maps (distribution, historical, political and physical.)
	Students investigate why people and places are located where they are located and what patterns can be perceived in these locations.	* Concepts/Themes (World in Spatial Terms, Uses of Geography) * Places and Regions * Environment and Society * Physical System * Human Systems Using climactic maps, compare and contrast climates and population densities in the US and rest of the

	Students describe the relationship between people and environments and the connections between people and places	* Concepts/Themes (Identity, People and Places, Empathy, Basic Needs, Interdependence) * Places and Regions * Environment and Society * Physical System Students will read about children living in other regions to learn about their customs, beliefs, and traditions: natural resource use; food; shelter; socialization and schooling; and other important
		* Concepts/Themes (World in Spatial Terms, Uses of Geography) * Places and Regions * Environment and Society * Physical System Using climactic maps, compare and contrast climates and population densities in the US and rest of the Western Hemisphere.
SS3.2. Geography requires the development and application of the skills of asking and answering geographic questions; analyzing theories of geography; and acquiring, organizing, and analyzing geographic information.	Students present geographic information in a variety of formats, including maps, tables, graphs, charts, diagrams, and computer-generated models.	* Concepts/Themes (World in Spatial Terms, Uses of Geography, Technology) * Places and Regions * Environment and Society * Physical System Students create maps of South America using the internet as one primary sources
	Students interpret geographic information by synthesizing data and developing conclusions and generalizations about geographic issues and problems.	* Concepts/Themes (World in Spatial Terms, Fundamental Themes of Geography, Technology) * Places and Regions * Environment and Society * Physical System * Human Systems Practice using compass rose, longitude and latitude lines, map symbols and scales with North and South American
	Students formulate geographic questions and define geographic issues and problems.	* Concepts/Themes (World in Spatial Terms, Fundamental Themes of Geography, Technology, Colonization, Empire Building, Historical Analysis) * Places and Regions * Environment and Society * Physical System * Human Systems Students investigate the different colonization patterns of North and South America, focusing on accessibility
	Students use a number of research skills (e.g. computer databases, periodicals, census reports, maps, standard reference works, interviews, surveys) to locate and gather geographical information about issues and problems.	* Concepts/Themes (World in Spatial Terms, Fundamental Themes of Geography, Technology, Historical Analysis) * Places and Regions * Environment and Society * Physical System * Human Systems Students study the historic relationship

Standard 4: Students will use a variety of intellectual skills to demonstrate their understanding of how the United States and other societies develop economic systems and associated institutions to allocate scarce resources, how major decision-making units function in the United States and other national economies, and how an economy solves the scarcity problem through market and nonmarket mechanisms.

Key Idea	Performance Indicators	Core Curriculum
SS4.1 The study of economics requires an understanding of major economic concepts and systems, the principles of economic decision making, and the interdependence of economies and economic systems throughout the world.	Students explain how societies and nations attempt to satisfy their basic needs and wants by utilizing scarce capital, natural, and human resources.	* Concept/Themes (Scarcity, Representation, Historical Analysis) * Citizenship and Civil Life * Economic System * Factors of Production * Needs and Wants Students may diagram how communities in the US , Canada and Latin America have grown economically over the last century.
		* Concept/Themes (Representation, Historical Analysis) * Citizenship and Civil Life * Economic System Using population graphs, students may be able to draw conclusions about how population growth influences economies.
	Students define basic economic concepts such as scarcity, supply and demand, markets, opportunity costs, resources, productivity, economic growth, and systems.	* Concept/Themes (Scarcity, Representation, Historical Analysis) * Citizenship and Civil Life * Economic System * Human Systems * Factors of Production * Needs and Wants Students understand that industrial growth and development and urbanization have had important impacts on Canada, Latin America, and the United States.
	Students understand how scarcity requires people and nations to make choices which involve costs and future considerations.	* Concept/Themes (Scarcity) * Citizenship and Civil Life * Economic System * Human Systems * Factors of Production * Needs and Wants Students may report how NAFTA developed an interdependence between countries of the Western Hemisphere.
		* Concept/Themes (Representation, Historical Analysis) * Citizenship and Civil Life * Economic System * Human Systems Students know concepts such as scarcity, supply and demand, markets, opportunity costs, resources, productivity, economic growth and systems can be used to study the economies and economic systems of the United States, Canada and Latin

Students understand how people in the United States and throughout the world are both producers and consumers of goods and service.	* Concept/Themes (Representation) * Citizenship and Civil Life * Economic System * Human Systems * Factors of Production * Needs and Wants Students demonstrate an understanding that production, distribution, exchange, and consumption of goods and services are economic decisions which the nations of North and South America must make.
	* Concept/Themes (Representation) * Citizenship and Civil Life * Economic System * Human Systems * Factors of Production * Needs and Wants Students may compare and contrast how local industries made an impact and may impact the world (steel, medical advances.)
Students investigate how people in the United States and throughout the world answer the three fundamental economic questions and solve basic economic problems.	* Concept/Themes (Scarcity) * Citizenship and Civil Life * Economic System * Human Systems * Factors of Production * Needs and Wants Students may report how NAFTA developed an interdependence between countries of the Western Hemisphere.
	Students understand that industrial growth and development and urbanization have had important impacts on Canada, Latin America, and the United States
Students explain how nations throughout the world have joined with one another to promote economic development and growth	* Concept/Themes (Scarcity) * Citizenship and Civil Life * Economic System * Human Systems * Factors of Production * Needs and Wants Students may report how NAFTA developed an interdependence between countries of the Western Hemisphere.
	* Concept/Themes (Representation, Historical Analysis) * Citizenship and Civil Life * Economic System * Human Systems Students know concepts such as scarcity, supply and demand, markets, opportunity costs, resources, productivity, economic growth and systems can be used to study the economies and economic systems of the United States, Canada and Latin

		* Concept/Themes (Representation, Historical Analysis) * Citizenship and Civil Life * Economic System * Human Systems Students understand that as the economic systems of the global community have become more interdependent. Decisions made in one nation or region in the Western Hemisphere have implications for all nations or regions.
		* Concept/Themes (Representation, Historical Analysis) * Citizenship and Civil Life * Economic System * Human Systems Students demonstrate an understanding that production, distribution, exchange, and consumption of goods and services are economic decisions which the nations of North and South America must make.
SS4.2 Economics requires the development and application of the skills needed to make informed and well-reasoned economic decisions in daily and national life.	Students identify and collect economic information from standard reference works, newspapers, periodicals, computer databases, textbooks, and other primary and secondary sources.	* Concept/Themes (Representation) * Citizenship and Civil Life * Economic System * Human Systems Students may compare and contrast how local industries made an impact and may impact the world (steel, medical advances.)
	Students organize and classify economic information by distinguishing relevant from irrelevant information, placing ideas in chronological order, and selecting appropriate labels for data.	* Concept/Themes (Representation, Technology) * Citizenship and Civil Life * Economic System * Human Systems Students may compare and contrast how the standards of living in the Western Hemisphere have been affected by changing science and technology.
	Students evaluate economic data by differentiating fact from opinion and identifying frames of reference.	* Concept/Themes (Representation) * Citizenship and Civil Life * Economic System * Human Systems Students will compare economic allocations at a national level
		* Concept/Themes (Representation, Identity) * Citizenship and Civil Life * Economic System * Human Systems Students will explain allocation of economic resources in their own lives

	Students develop conclusions about economic issues and problems by creating broad statements which summarize findings and solutions.	* Concept/Themes (Representation, Technology) * Citizenship and Civil Life * Economic System * Human Systems Students may compare and contrast how the standards of living in the Western Hemisphere have been affected by changing science and
	Students present economic information by using media and other appropriate visuals such as tables, charts, and graphs to communicate ideas and conclusions.	* Concept/Themes (Representation, Technology) * Citizenship and Civil Life * Economic System * Human Systems Students report on the similarities and differences of the standards of living in

Standard 5: Students will use a variety of intellectual skills to demonstrate their understanding of the necessity for establishing governments; the governmental system of the United States and other nations; the United States Constitution; the basic civic values of American constitutional democracy; and the roles, rights, and responsibilities of citizenship, including avenues of participation.

Key Idea	Performance Indicators	Core Curriculum
SS5.1 The study of civics, citizenship, and government involves learning about political systems; the purposes of government and civic life; and the differing assumptions held by people across time and place regarding power, authority, governance, and law	Students analyze how the values of a nation affect the guarantee of human rights and make provisions for human needs	* Concept/Themes (Representation, Historical Analysis, Democracy, Freedoms, Human Rights, Rights) * Citizenship and Civil Life * Civic Values * Human Systems * Places and Regions Students will compare and contrast the independence movements in Latin
		* Concept/Themes (Government, Representation, Democracy, Freedoms, Human Rights, Rights) * Citizenship and Civil Life * Civic Values * Human Systems Students will use concepts such as civic life, politics and government to answer questions about what governments can and should do, how people should live their lives together, and how citizens can support the proper use of authority or combat the abuse of political power
	Students consider the nature and evolution of constitutional democracies.	* Concept/Themes (Written Language, Written Law, Primary Sources, Representation, Historical Analysis, Democracy, Freedoms, Human Rights, Rights) * Citizenship and Civil Life * Civic Values * Human Systems * Places and Regions Students will compare and contrast the evolution of the United States Constitution to those of Latin American countries. Students may write biographical sketches of Latin American liberators (Simon Bolivar, etc.)

	Students explore the rights of citizens in other parts of the hemisphere and determine how they are similar to and different from the rights of American citizens.	* Concept/Themes (Representation, Historical Analysis, Democracy, Freedoms, Human Rights, Rights) * Citizenship and Civil Life * Civic Values * Human Systems Students may compare the right of citizens in the United States to the rights of citizens in an Latin American
	Students analyze the sources of a nation's values as embodied in its constitution, statutes, and important court cases	* Concept/Themes (Representation, Historical Analysis, Democracy, Freedoms, Human Rights, Rights) * Citizenship and Civil Life * Civic Values * Human Systems Students may review the three branches of government
		* Concept/Themes (Written Language, Written Law, Primary Sources, Representation, Historical Analysis, Democracy, Freedoms, Human Rights, Rights) * Citizenship and Civil Life * Civic Values * Human Systems * Places and Regions Compare and contrast the constitutions of Canada, the US and various Latin
SS5.2 The state and federal governments established by the Constitutions of the United States and the State of New York embody basic civic values (such as justice, honesty, self-discipline, due process, equality, majority rule with respect for minority rights, and respect for self, others, and property), principles, and practices and establish a system of shared and limited government.	Students understand how civic values reflected in the United States and New York State Constitutions have been implemented through laws and practices	* Concept/Themes (Written Language, Written Law, Primary Sources, Representation, Historical Analysis, Democracy, Freedoms, Human Rights, Rights) * Citizenship and Civil Life * Civic Values * Human Systems * Places and Regions Students will apply the terms justice, honesty, self discipline, due process, equality, majority rule etc, and apply the terms to a constitution of a Latin Students may participate in composing a list of classroom rules.
		* Concept/Themes (Written Language, Written Law, Primary Sources, Representation, Historical Analysis, Democracy, Freedoms, Human Rights, Rights) * Citizenship and Civil Life * Civic Values * Human Systems * Places and Regions Compare and contrast human rights in the Western Hemisphere (newspapers
	Students understand that the New York State Constitution, along with a number of other documents, served as a model for the development of the United States Constitution	* Concept/Themes (Constitution, Written Language, Written Law, Primary Sources, Representation, Historical Analysis, Democracy, Freedoms, Human Rights, Rights)

		Rights, Rights) * Citizenship and Civil Life * Civic Values * Human Systems * Places and Regions Students may compare the Constitution with the following documents to further their understanding of our democratic system: New York Constitution, Mayflower Compact, Declaration of Independence, Articles of Confederation, and Bill of Rights.
	Students define federalism and describe the powers granted the national and state governments by the United States Constitution.	Concept/Themes (Representation, Historical Analysis, Democracy, Freedoms, Human Rights, Rights) * Citizenship and Civil Life * Civic Values * Human Systems In a group activity students may compare and contrast the three branches of government in local, state
	Students value the principles, ideals, and the core values of the American democratic system based upon the premises of human dignity, liberty, justice, and equality.	* Concept/Themes (Written Language, Written Law, Primary Sources, Representation, Historical Analysis, Democracy, Freedoms, Human Rights, Rights) * Citizenship and Civil Life * Civic Values * Human Systems * Places and Regions Students will apply the terms justice, honesty, self discipline, due process, equality, majority rule etc, and apply the terms to a constitution of a Latin
	Students understand how the United States and the New York State Constitutions support majority rule but also protect the rights of the minority	* Concept/Themes (Written Language, Written Law, Primary Sources, Representation, Historical Analysis, Democracy, Freedoms, Human Rights, Rights) * Citizenship and Civil Life * Civic Values * Human Systems * Places and Regions Students will demonstrate an understanding of due process, majority rule and minority rights and will investigate how these words are applied in the New York State and U.S.
		* Concept/Themes (Written Language, Written Law, Primary Sources, Representation, Historical Analysis, Democracy, Freedoms, Human Rights, Rights) * Citizenship and Civil Life * Civic Values * Human Systems * Places and Regions Compare and contrast human rights in the Western Hemisphere (newspapers
SS5.3 Central to civics and citizenship is an understanding of the roles of the citizen within American constitutional democracy and the scope of a citizen's rights and responsibilities.	Students explain what citizenship means in a democratic society, how citizenship is defined in the Constitution and other laws of the land, and how the definition of citizenship has changed in the United States and New York State over time.	* Concept/Themes (Democracy, Freedoms, Human Rights, Rights, Empathy) * Citizenship and Civil Life * Civic Values * Human Systems * Places and Regions

	Students understand that the American legal and political systems guarantee and protect the rights of citizens and assume that citizens will hold and exercise certain civic values and fulfill certain civic responsibilities. Students discuss the role of an informed citizen in today's changing world.	Discuss how citizenship plays an important role in the classroom (use classroom rules as a jumping off point.). Students may compose a list of classroom rules and discuss their importance. Discuss the importance of values and tolerance of others in different communities (local, regional, etc.)
	Students explain how Americans are citizens of their states and the United States.	* Concept/Themes (Identity, Human Rights, Rights, Empathy) * Citizenship and Civil Life * Civic Values Students may participate in community service activities such as collecting food for food pantries, spring and fall clean-ups for the sick and elderly, organizing and running recycling program in school. * Concept/Themes (Identity, Human Rights, Rights, Empathy) * Citizenship and Civil Life * Civic Values Students hold elections for class president.
SS5.4The study of civics and citizenship requires the ability to probe ideas and assumptions, ask and answer analytical questions, take a skeptical attitude toward questionable arguments, evaluate evidence, formulate rational conclusions, and develop and refine participatory	Students respect the rights of others in discussions and classroom debates regardless of whether or not one agrees with their viewpoint.	* Concept/Themes (Government, Empathy, Rights, Debate Format) * Citizenship and Civic Life * Civic Values Students will work in groups to solve issues Students study controversial historical figures (Che Guevara, etc)
	Students explain the role civility plays in promoting effective citizenship in preserving democracy. Students participate in negotiation and compromise to resolve classroom, school, and community disagreements and problems.	* Concept/Themes (Government, Empathy, Rights, Debate Format) * Citizenship and Civic Life * Civic Values Students take a community issue (such as unemployment), choose opposing arguments and hold a formal class room debate on the topic.

6th Grade Social Studies
NYS Standards Alignment

Grade 6: The Eastern Hemisphere

The grade 6 social studies program emphasizes the interdependence of all people, keying on the Eastern Hemisphere. Many of the lessons and activities for this grade level draw on specific examples of nations and regions in the Eastern Hemisphere chosen by the district. It is highly recommended that lessons also compare and contrast this specific information with similar data from the United States, Canada, and Latin America.
The grade 6 program focuses on a social science perspective emphasizing the interaction of geography and economics. The core disciplines of geography and economics are used to develop and draw relationships and understandings about social/cultural, political, and historic aspects of life in the Eastern Hemisphere. Historical insights are used as a means of developing a total perspective rather than an organizing framework. The focus should be on major turning points that segue into the 7th-grade social history of the United States.
Each district has a responsibility for extending the student's content examples from cultures other than the student's own, and from a variety of geographic, socioeconomic, ethnic, and racial groups.

History of Eastern Hemisphere nations

Time can be measured in years, decades, centuries, and millennia.
Key turning points and events in the histories of Eastern Hemisphere nations can be organized into different historical time periods. The study of Eastern Hemisphere nations should include countries from each continent.
Different peoples may view the same event or issue from different perspectives.
The Neolithic Revolution was a technological development that radically changed the nature of human society.
As the river civilizations of the Eastern Hemisphere (Mesopotamia, Egypt, China, and the Indus Valley) turned to agriculture, world populations grew. (Focus on two of these.)

Across time, technological innovations have had both positive and negative effects on people, places, and regions. For example, the invention of writing made more complex civilizations and more advanced technologies possible.
Civilizations and cultures of the Eastern Hemisphere (China, India, Greece, and Rome) are explored through the arts and sciences, key documents, and other important artifacts.
Religions and other belief systems (animism, ancestor worship, Confucianism, Hinduism, Buddhism, Judaism, Christianity, Islam) have both united and divided the peoples of the Eastern Hemisphere.

The civilizations and cultures of the Eastern Hemisphere have contributed important ideas, beliefs, and traditions to the history of humankind.
From earliest times, networks of trade have connected the various civilizations of the Eastern Hemisphere.
Individuals and groups in the Eastern Hemisphere have played important roles and made important contributions to world history.
Slavery has existed across eras and regions in the Eastern Hemisphere.
Internal and external factors altered civilizations in the Eastern Hemisphere and eventually contributed to their decline.
During the late Middle Ages and Renaissance periods, new long distance trade routes emerged, linking the peoples of Africa, Asia, and Europe.
In Europe, the Renaissance was marked by major achievements in literature, music, painting, sculpture, and architecture.
The crime of genocide crosses cultures and eras. Jews and other groups experienced devastation at the hands of Nazi Germany.

6th Grade Social Studies
NYS Standards Alignment

Geography of Eastern Hemisphere nations

The use of various grids, symbols, and notations makes it possible to locate specific places and indicate distance and direction in the Eastern Hemisphere.
Special purpose maps can be used to show various geographic aspects of Earth's surface as seen in the Eastern Hemisphere.
The nations and regions of the Eastern Hemisphere can be studied using maps, globes, aerial and other photographs, satellite-produced images, and models. (Taken from: National Geography Standards, 1994).
The nations and regions of the Eastern Hemisphere can be analyzed in terms of spatial organization, places and regions, physical settings (including natural resources), human systems, and environment and society.
A region is an area which is tied together for some identifiable reason, such as physical, political, economic, or cultural features.
Civilizations developed where geographic conditions were most favorable.
Geographic features and climatic conditions in the Eastern Hemisphere influence land use.
The geographic diversity of the Eastern Hemisphere has significantly influenced physical mobility and the course of human development.
The migration of groups of people has led to cultural diffusion because people carry their ideas and ways of life with them when they move from one place to another.
Overpopulation and widespread poverty threaten the political stability of some nations in the Eastern Hemisphere.
Urbanization has been a characteristic of the civilizations and cultures of the Eastern Hemisphere.
The environment is affected by people as they interact with it.
The effects of geographic conditions are moderated by technology.

Economies of Eastern Hemisphere nations

The three basic economic questions that must be addressed by every society are: What goods and services shall be produced and in what quantities? How shall goods and services be produced? For whom shall goods and services be produced?
The ways resources are used impact the economic, political, and historic aspects of life throughout the world.
People have unlimited needs and wants which they must meet with limited resources.
A nation with limited natural resources must interact with other nations to secure its resource needs.
In many areas of the world, improvement in life expectancy and health care have contributed to rapid population growth.
Throughout the Eastern Hemisphere, there is great diversity in the standard of living.
Concepts such as scarcity, supply and demand, markets, opportunity costs, resources, productivity, economic growth, and systems can be used to study the economies and economic systems of the various nations of the Eastern Hemisphere.
The economic systems of the world have become an interdependent network.
Different economic systems have evolved to deal with economic decision making.
In traditional economies, decision making and problem solving are guided by the past.
In market economies, decisions regarding what is to be produced are based upon patterns of consumer purchases.
In command economies, decisions regarding the control and use of the means of production and distribution are planned by the government.

In many countries “mixed” economies have evolved to deal with economic decision making.
Nations have joined with one another in organizations which promote economic development and growth. For example, the European Union was formed to promote free trade and a common economic policy among its members.
As the economic systems of the global community have become more interdependent, decisions made in one nation or region have implications for all regions.
Some of the nations of the Eastern Hemisphere play leadership roles in the global economy.
Many of the communist nations and former communist nations in the Eastern Hemisphere are moving toward market economies.

Governments of Eastern Hemisphere nations

Family, clan, and tribal groups act to maintain law and order.
As settlement patterns changed, new forms of political order developed to meet the more complex needs of societies.
Across time and place, the people of the Eastern Hemisphere have held differing assumptions regarding power, authority, governance, and law.
Governments change over time and place to meet the changing needs and wants of their people.
Present systems of government have their origins in the past.
The values of Eastern Hemisphere nations affect the guarantee of human rights and how human needs are met.

The values of Eastern Hemisphere nations are embodied in their constitutions, statutes, and important court cases.
In modern political states, formalized governmental structures play a major role in maintaining social order and control.
Political boundaries change over time and place.
The extent to which human rights are protected becomes a key issue in totalitarian societies.
International organizations were formed to promote peace, economic development, and cultural understanding. The United Nations was created to prevent war and to fight hunger, disease, and ignorance.
Citizens of the nations of the Eastern Hemisphere have rights and responsibilities as defined by their constitutions and by other laws of their nations.

Intermediate Level Social Studies
6th Grade

Standard 1: Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in the history of the United States and New York.

Key Idea	Performance Indicators	Core Curriculum
SS.1. The study of New York State and United States history requires an analysis of the development of American culture, its diversity and multicultural context, and the ways people are unified by many values, practices, and traditions.	Students explore the meaning of American culture by identifying the key ideas, beliefs, and patterns of behavior, and traditions that help define it and unite all Americans	
	Students interpret the ideas, values, and beliefs contained in the Declaration of Independence and the New York State Constitution and United States Constitution, Bill of Rights, and other important historical	
SS1.2 Important ideas, social and cultural values, beliefs, and traditions from New York State and United States history illustrate the connections and interactions of people and events across time and from a	Students describe the reasons for periodizing history in different ways	* Concept/Themes (Change) Students will learn that time can be measured in years, decades, centuries or millennia and will be able to describe the reasons for classifying history into different time periods.
	Students investigate key turning points in New York State and United States history and explain why these events or	
	Students understand the relationship between the relative importance of United States domestic and foreign policies over time	* Concept/Themes (Government, Interdependence) Students will examine United States foreign policy from the perspective of citizens living in nation in the Eastern
	Students analyze the role played by the United States in international politics, past and present.	* Concept/Themes (Government) Students will examine the role played by the United States and other nations in international politics, past and present.

SS1.3.Study about the major social, political, economic, cultural, and religious developments in New York State and United States history involves learning about the important roles and contributions of individuals and groups.	Students complete well-documented and historically accurate case studies about individuals and groups who represent different ethnic, national, and religious groups, including Native American Indians, in New York State and the United States at different	
	Students gather and organize information about the important achievements and contributions of individuals and groups living in New York State and the United States	
	Students describe how ordinary people and famous historic figures in the local community, State, and the United States have advanced the fundamental democratic values, beliefs, and traditions expressed in the Declaration of Independence, the New York State and United States Constitutions, the Bill of Rights, and other important	
	Students classify major developments into categories such as social, political, economic, geographic, technological, scientific, cultural, or religious	Incorporated into the curriculum throughout the year.
SS1.4. The skills of historical analysis include the ability to: explain the significance of historical evidence; weigh the importance, reliability, and validity of evidence; understand the concept of multiple causation; understand the importance of changing and competing interpretations of different historical	Students consider the sources of historic documents, narratives, or artifacts and evaluate their reliability	* Concept/Themes (Culture, Beliefs, Identity) Students will examine various historical documents, narratives, or artifacts to evaluate their reliability and discuss their significance.
	Students understand how different experiences, beliefs, values, traditions, and motives cause individuals and groups to interpret historic events and issues from different perspectives	Students will examine key events and themes in world history from several different perspectives to better understand how different experiences, beliefs, values, traditions and motives can be interpreted differently by different groups
	Students compare and contrast different interpretations of key events and issues in New York State and United States history and explain reasons for these different accounts	

Students describe historic events through the eyes and experiences of those who were there.	* Concept/Themes (Culture, Beliefs, Identity) Students will examine historical events from the perspective of those who were there by examining literature, diary accounts, letters, artifacts, art, music, architectural drawings, and other documents

Standard 2: Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in world history and examine the broad sweep of history from a variety of perspectives.

Key Idea	Performance Indicators	Core Curriculum
SS2.1 The study of world history requires an understanding of world cultures and civilizations, including an analysis of important ideas, social and cultural values, beliefs, and traditions. This study also examines the human condition and the connections and interactions of people across time and space and the ways different people view the same event or issue from a variety of perspectives.	Students know the social and economic characteristics, such as customs, traditions, child-rearing practices, ways of making a living, education and socialization practices, gender roles, foods, and religious and spiritual beliefs that distinguish different cultures and civilizations	* Concept/Themes (Values, Identity, Culture, Empathy) Students will examine belief systems, cultures, and civilizations of the Eastern Hemisphere from the earliest known civilizations to modern countries.
	Students know some important historic events and developments of past civilizations	* Concept/Themes (Identity, Change) Students will learn about Mesopotamia, Egypt, China and the Indus Valley.

	Students interpret and analyze documents and artifacts related to significant developments and events in world history	Incorporated into the curriculum throughout the year
SS2.2 Establishing timeframes, exploring different periodizations, examining themes across time and within cultures, and focusing on important turning points in world history help organize the study of world cultures and civilizations.	Students develop timelines by placing important events and developments in world history in their correct chronological order	* Concept/Themes (Culture, Change) Students learn that time can be measured in years, decades, centuries and millennia and will be able to organize key events in history on a timeline
	Students measure time periods by years, decades, centuries, and millennia	* Concept/Themes (Identity, Change) Students learn that time can be measured in years, decades, centuries, and millennia as they examine civilizations throughout history
	Students study about major turning points in world history by investigating the causes and other factors that brought about change and the results of these changes.	* Concept/Themes (Identity, Change, Technology) Students learn about key events and turning points in the histories of Eastern Hemisphere nations. Students learn that the Neolithic Revolution was a technological development that radically chance the nature of human society.
SS2.3 Study of the major social, political, cultural, and religious developments in world history involves learning about the important roles and contributions of individuals and groups	Students investigate the roles and contributions of individuals and groups in relation to key social, political, cultural, and religious practices throughout world history	* Concept/Themes (Identity, Government, Interdependence, Change) Students examine key figures and events in Eastern Hemisphere history and learn how they have contributed important ideas, beliefs, and traditions to the history of humankind
	Students interpret and analyze documents and artifacts related to significant developments and events in world history	Incorporated into the curriculum throughout the year.
	Students classify historic information according to the type of activity or practice: social/cultural, political, economic, geographic, scientific, technological, and historic	Incorporated into the curriculum throughout the year.
SS2.4 The skills of historical analysis include the ability to investigate differing and competing interpretations of the theories of history, hypothesize about why interpretations change over time, explain the importance of historical evidence, and understand the concepts of change and continuity over	Students explain the literal meaning of a historical passage or primary source document, identifying who was involved, what happened, where it happened, what events led up to these developments, and what consequences or outcomes followed	Incorporated into the curriculum throughout the year.

Students analyze different interpretations of important events and themes in world history and explain the various frames of reference expressed by different historians	Incorporated into the curriculum throughout the year.
Students view history through the eyes of those who witnessed key events and developments in world history by analyzing their literature, diary accounts, letters, artifacts, art, music, architectural drawings, and other documents	* Concept/Themes (Culture, Empathy, Identity) Students will examine historical events from the perspective of those who were there by examining literature, diary accounts, letters, artifacts, art, music, architectural drawings, and other documents
Students investigate important events and developments in world history by posing analytical questions, selecting relevant data, distinguishing fact from opinion, hypothesizing cause-and-effect relationships, testing these hypotheses, and forming conclusions.	Incorporated into the curriculum throughout the year.

Standard 3: Students will use a variety of intellectual skills to demonstrate their understanding of the geography of the interdependent world in which we live—local, national, and global—including the distribution of people, places, and environments over the Earth's surface.

Key Idea	Performance Indicators	Core Curriculum
SS3.1 Geography can be divided into six essential elements which can be used to analyze important historic, geographic, economic, and environmental questions and issues. These six elements include: the world in spatial terms, places and regions, physical settings (including natural resources), human systems, environment and society, and the use of	Students map information about people, places, and environments	* Concept/Themes (The World in Spatial Terms, Human Systems) Students will use various grids, symbols and notations to locate specific places and indicate direction and distance in the Eastern Hemisphere.
	Students understand the characteristics, functions, and applications of maps, globes, aerial and other photographs, satellite-produced images, and models	* Concept/Themes (The World in Spatial Terms) * Places and Regions Students will learn that nations and regions can be studied using globes, maps, aerial and other photographs, satellite-produced images and models
	Students investigate why people and places are located where they are located and what patterns can be perceived in these locations	* Concept/Themes (Human Systems, Places and Regions) Students will analyze nations and regions in terms of spatial organization, places and regions, physical settings, human systems and environment and society. Students will recognize that a region is an area which is tied together
	Students describe the relationships between people and environments and the connections between people and places.	* Concept/Themes (Environment, Human Systems) Students examine the relationship between location of early civilizations and the environment. Students will learn about migration of groups and the effect they have on cultures, places, and people
SS32. Geography requires the development and application of the skills of asking and answering geographic questions; analyzing theories of geography; and acquiring, organizing, and analyzing geographic information	Students will formulate geographic questions and define geographic issues and problems	Incorporated into the curriculum throughout the year.

Students use a number of research skills (e.g., computer databases, periodicals, census reports, maps, standard reference works, interviews, surveys) to locate and gather geographical information about	* Concept/Themes (The World in Spatial Terms) Incorporated into the curriculum throughout the year.
Students present geographic information in a variety of formats, including maps, tables, graphs, charts, diagrams, and computer-generated models	Incorporated into the curriculum throughout the year.
Students interpret geographic information by synthesizing data and developing conclusions and generalizations about geographic issues and problems	Incorporated into the curriculum throughout the year.

Standard 4: Students will use a variety of intellectual skills to demonstrate their understanding of how the United States and other societies develop economic systems and associated institutions to allocate scarce resources, how major decision-making units function in the United States and other national economies, and how an economy solves the scarcity problem through market and nonmarket mechanisms.

Key Idea	Performance Indicators	Core Curriculum
SS4.1 The study of economics requires an understanding of major economic concepts and systems, the principles of economic decision making, and the interdependence of economies and economic systems throughout the world.	SS4.1.1 Students explain how societies and nations attempt to satisfy their basic needs and wants by utilizing scarce capital, natural, and human resources	* Concept/Themes (Scarcity, Environment, Economic Systems, Needs and Wants) Students will be able to explain how nations and societies satisfy their basic needs and wants and how they interact with other nations to secure other resource needs.
	Students define basic economic concepts such as scarcity, supply and demand, markets, opportunity costs, resources, productivity, economic growth, and systems	* Concept/Themes (Scarcity, Environment, Change, Interdependence) Students will distinguish between these terms and will use them to discuss how societies answer the three basic economic questions.
	Students understand how scarcity requires people and nations to make choices which involve costs and future considerations	* Concept/Themes (Scarcity, Interdependence) Students examine how nations interact with other nations to secure resource needs.
	Students understand how people in the United States and throughout the world are both producers and consumers of goods and services	* Concept/Themes (Scarcity, Change, Interdependence) Students will understand that economic systems of the world have become an interdependent network
	Students investigate how people in the United States and throughout the world answer the three fundamental economic questions and solve basic economic problems	* Concept/Themes (Scarcity, Interdependence)
	Students describe how traditional, command, market, and mixed economies answer the three fundamental economic questions	* Concept/Themes (Scarcity, Interdependence) Students will be able to distinguish between types of economies and will learn how the different economic systems have evolved and why
	Students explain how nations throughout the world have joined with one another to promote economic development and growth.	* Concept/Themes (Economic Systems, Interdependence) Students will examine organizations (such as the European Union) which promote economic development and growth.

SS4.2 Economics requires the development and application of the skills needed to make informed and well-reasoned economic decisions in daily and national life.	Students identify and collect economic information from standard reference works, newspapers, periodicals, computer databases, textbooks, and other primary and secondary sources	* Concept/Themes (Economic Systems) Incorporated into curriculum throughout year.
	Students organize and classify economic information by distinguishing relevant from irrelevant information, placing ideas in chronological order, and selecting appropriate labels for data	Concept/Themes (Economic Systems) Incorporated into curriculum throughout year.
	Students evaluate economic data by differentiating fact from opinion and identifying frames of reference	* Concept/Themes (Economic Systems) Incorporated into curriculum throughout year.
	Students develop conclusions about economic issues and problems by creating broad statements which summarize findings and solutions	* Concept/Themes (Economic Systems) Students will examine different types of economies and develop conclusion about why these different economies develop
	Students present economic information by using media and other appropriate visuals such as tables, charts, and graphs to communicate ideas and conclusions	* Concept/Themes (Economic Systems) Incorporated into curriculum throughout year.

Standard 5: Students will use a variety of intellectual skills to demonstrate their understanding of the necessity for establishing governments; the governmental system of the United States and other nations; the United States Constitution; the basic civic values of American constitutional democracy; and the roles, rights, and responsibilities of citizenship, including avenues of participation.

Key Idea	Performance Indicators	Core Curriculum
SS5.1 The study of civics, citizenship, and government involves learning about political systems; the purposes of government and civic life; and the differing assumptions held by people across time and place regarding power, authority,	Students analyze how the values of a nation affect the guarantee of human rights and make provisions for human needs	* Concept/Themes (Government, Values,) Students will examine the values held by various Eastern Hemisphere nations and discuss how those values affect the guarantee of human rights
	Students consider the nature and evolution of constitutional democracies	* Concept/Themes (Government, Values,) Students will examine various types of government and be able to distinguish between them
	Students explore the rights of citizens in other parts of the hemisphere and determine how they are similar to and different from the rights of American citizens	* Concept/Themes (Government, Values,) Students will be able to compare and contrast the rights of citizens in various regions of the world and discuss the causes for the differences
	Students analyze the sources of a nation's values as embodied in its constitution, statutes, and important court cases	* Concept/Themes (Government, Values) Students will read primary documents such as constitutions, court cases, and statues to discover how a nation's values are embodied within them.
SS5.2. The state and federal governments established by the Constitutions of the United States and the State of New York embody basic civic values (such as justice, honesty, self-discipline, due process, equality, majority rule with respect for minority rights, and respect for self, others, and property), principles, and practices	Students understand how civic values reflected in United States and New York State Constitutions have been implemented through laws and practices	* Concept/Themes (Citizenship and Civic Life, Nation-State, Culture) Students will compare the civic values reflected in the constitutions and laws of various nations.
	Students understand that the New York State Constitution, along with a number of other documents, served as a model for the development of the United States Constitution	
	Students compare and contrast the development and evolution of the constitutions of the United States and New York State	

	Students define federalism and describe the powers granted the the national and state governments by the United States Constitution	
	Students value the principles, ideals, and core values of the American democratic system based upon the premises of human dignity, liberty, justice, and equality	
	Students understand how the United States and New York State Constitutions support majority rule but also protect the rights of the minority	
SS5.3 Central to civics and citizenship is an understanding of the roles of the citizen within American constitutional democracy and the scope of a citizen's rights and responsibilities.	Students explain what citizenship means in a democratic society, how citizenship is defined in the Constitution and other laws of the land, and how the definition of citizenship has changed in the United States and New York State over time	* Concept/Themes (Citizenship, Nation-State, Culture) Students will examine Constiutions or similar documents from several different countries and discuss the similarities and differences between them.
	Students understand that the American legal and political systems guarantee and protect the rights of citizens and assume that citizens will hold and exercise certain civic values and fulfill certain civic responsibilities	
	Students discuss the role of an informed citizen in today's changing world	
	Students explain how Americans are citizens of their states and of the United States	
SS5.4The study of civics and citizenship requires the ability to probe ideas and assumptions, ask and answer analytical questions, take a skeptical attitude toward questionable arguments, evaluate evidence, formulate rational conclusions, and develop and refine participatory	Students respect the rights of others in discussions and classroom debates regardless of whether or not one agrees with their viewpoint	
	Students explain the role that civility plays in promoting effective citizenship in preserving democracies	Incorporated throughout the curriculum
	Students evaluate the consequences for each alternative solution or course of action	

Students participate in negotiation and compromise to resolve classroom, school, and community disagreements and problems

UNIT ONE: THE GLOBAL HERITAGE OF THE AMERICAN PEOPLE PRIOR TO 1500			
I. HISTORY AND THE SOCIAL SCIENCES: THE STUDY OF PEOPLE			
Content	Standards	Concepts/Themes	Connections
Objectives: 1. To understand the social scientific method and techniques used by social scientists to study human cultures 2. To understand how the social scientific method and techniques can be applied to a variety of situations and problems 3. To formulate social science questions and define social science issues and problems **Content Outline:** A. History and the other social sciences provide a framework and methodology for a systematic study of human cultures 1. The role of history and the historian 2. The other social sciences including anthropology, economics, geography, political science, psychology, and sociology B. The social scientific method as a technique for problem solving and decision making	1,2,3,4,5	Change	**ESSENTIAL QUESTIONS:** **- How do historians research the past?** **- What are primary and secondary sources?** **- How do anthropology, economics,** **geography, political science, psychology, and sociology assist historians as they uncover the past,** **research the present and forecast the** **future?** **CLASSROOM IDEAS:** **• Analyze primary and secondary source documents to understand the purpose and usefulness of both.** **• Create a web graphic organizer to demonstrate the interrelationships of the social sciences.** **These understandings may be introduced at the beginning of both grades 7 and 8, but will be infused and applied whenever possible in all units.**
II. GEOGRAPHIC FACTORS INFLUENCE CULTURE			
Content	Standards	Concepts/Themes	Connections

Objectives: 1. To describe the relationships between people and environments and the connections between people and places 2. To describe the reasons for periodizing history in different ways 3. To map information about people, places, and environments 4. To identify and compare the physical, human, and cultural characteristics of different regions and people 5. To understand the geography of settlement patterns and the development of cultural patterns			**CLASSROOM IDEAS:** • Use physical, topographical, political, and economic maps to compare and contrast the three early American civilizations. • Conduct a three-way debate to discuss the comparative contributions and accomplishments of the Mayan, Aztec, and Incan civilizations. • Create a timeline to track major events and dates. Teachers may wish to introduce the six essential elements of the national geography standards at this point (see Standard 3).
Content Outline: A. Theories attempt to explain human settlement in the Americas 1. Anthropologists theorize that Asians migrated across a land bridge between Asia and the Americas 2. Native American Indians believe in indigenous development with migration patterns in both directions B. Geographic factors affected the settlement patterns and living conditions of the earliest Americans C. Major Native American civilizations in Central and South America 1. The Aztecs 2. The Mayas 3. The Incas	2,3 2,3,4	Movements World in Spatial Terms Environment and Society Science and Technology Culture Diversity	Developments in Aztec, Mayan, and Incan culture (i.e., religion, government, technology) may be compared and contrasted to contemporaneous European culture (see Standard 2: Establishing time frames, exploring different periodizations…)
III. IROQUOIAN AND ALGONQUIAN CULTURES ON THE ATLANTIC COAST OF NORTH AMERICA			
Content	Standards	Concepts/Themes	Connections

A. Iroquois (Haudenosaunee—People of the Longhouse) and Algonquian People adapted to the environment in which they settled 1. Geographic regions of New York 2. Diversity of flora and fauna 3. Seasons and weather patterns 4. Kinds of settlements and settlement patterns	1,3,4,5	Places and Regions Culture Human Systems	**CLASSROOM IDEAS:** • Use New York State maps and local resources to examine the Native American inhabitants of our region. • Examine Native American folklore, stories, and oral history as an interdisciplinary project with English. Study the natural resources and climate of the Native American habitat as an interdisciplinary project with science. • Compare the Iroquois and the Algonquians in a Venn diagram. • Make a chart to show the political, economic, and social aspects of life in the Native American culture areas of North America.
B. The Iroquois (Haudenosaunee) developed cultural patterns that reflected their needs and values 1. Creation and religious beliefs 2. Importance of the laws of nature and the wise use of natural resources 3. Patterns of time and space 4. Family and kinship 5. Education 6. Government: Iroquois Confederacy and political organizations at the village level (tribal organization) 7. Conceptions of land ownership and use 8. Language	1,4	Environment and Society Belief Systems Government	• The effects of geographic environment on culture may be examined further by comparing and contrasting Iroquois and Algonquian cultures with native people in other cultural areas, such as the Great Tribes. In later units, comparison of the effect of environment may also be made with colonists (UNIT TWO) and Preindustrial Age pioneers (UNIT FIVE).
IV. EUROPEAN CONCEPTIONS OF THE WORLD IN 1500			
Content	Standards	Concepts/Themes	Connections

Objectives: **1. To understand the worldview held by Europeans prior to 1500** **2. To understand the ways different** **people view the same event or issues from a variety of perspectives** **Content Outline:** **A. European knowledge was based on a variety of sources** **1. Accounts of early travelers and** **explorers** **2. A variety of different maps** **3. Writing of ancient scholars** **4. Guesswork** **5. Oral traditions and histories** **B. Different worldviews and ethnocentrism resulted in many misconceptions**	2	Movement of People and Goods	**ESSENTIAL QUESTIONS:** - How was the European worldview demonstrated in maps, artwork, and writing from the time? - How can misconceptions lead to stereotyping? **CLASSROOM IDEAS:** • Rate the reliability of a variety of sources of information. • Find examples of stereotyping in historic and current events.
UNIT TWO: EUROPEAN EXPLORATION AND COLONIZATION OF THE AMERICAS			
I. EUROPEAN EXPLORATION AND SETTLEMENT			
Content	Standards	Concepts/Themes	Connections
Objectives: 1. To understand major turning points, such as the European exploration of and settlement in the Americas, by investigating the causes and other factors that brought about change and the results of these changes 2. To understand the impacts of European settlement on Native American Indians and Europeans 3. To investigate why people and places are located where they are located and what patterns can be perceived in these locations 4. To understand the ways different people view the same event or issues from a variety of perspectives			**ESSENTIAL QUESTIONS:** - What were the major causes and effects of European exploration? - How have the events of exploration and colonization been interpreted throughout history? Teachers may convey the changes in interpretation of history (see Standard 1: The skills of historical analysis. . .) when describing differences between “discovery” and “contact.”

7th - 8th Grade Social Studies
NYS Standards Alignment

Content Outline:			**CLASSROOM IDEAS:**
A. Motivating factors 1. Technological improvements in navigation 2. Consolidation of political power within certain countries in Europe 3. Desire to break into the Eastern trade markets 4. Missionary zeal B. Geographic factors influenced European exploration and settlement in North and South America 1. Effects of weather and natural hazards on the Atlantic crossings 2. Characteristics of different physical environments in the Americas and where different Europeans settled 3. The development of “New England,” “New France,” “New Netherland,” and “New Spain”	2,4,5 3	Interdependence Science and Technology Environment and Society	• Draw/make models of new inventions that aided exploration. • Compare and contrast New England, New France, and New Spain in political, social, and economic aspects of life. • Study the Columbian exchange as an interdisciplinary unit with science. • Compare the Dutch and English settlement of the New York region, using a Venn diagram. Compare political, social, and economic characteristics of the settlements. Suggested Document: Journal of Christopher Columbus
C. Effects of exploration and settlement in America and Europe— human-induced changes in the physical environment in the Americas caused changes in other places 1. Introduction of new diseases to the Americas was devastating 2. The continued growth of population in the colonies resulted in the unjust acquisition of Native American lands 3. New types of foods improved both European and Native American health and life spans 4. Economic and political changes in the balance of power in Europe and the Americas 5. Introduction of African slaves into the Americas	2,4	Culture Imperialism Belief Systems Economic Systems	The results of contact (the Columbian exchange) may be viewed in terms of positive and negative effects for all participants; however, students should be aware that some groups were unwilling participants.

D. Exploration and settlement of the New York State area by the Dutch and English 1. Relationships between the colonists and the Native American Indians 2. Similarities between the Europeans and Native American Indians a. The role of tradition b. The importance of families and kinship ties c. The hierarchical nature of the community and family d. The need to be self-sufficient 3. Differences a. Ideas about land ownership b. Roles of men and women c. Beliefs about how people from different cultures should be addressed 4. Rivalry between the Dutch and English eventually resulted in English supremacy		Culture Imperialism Belief Systems Economic Systems	A look at eastern and western Long Island or settlements in the Hudson Valley can form a basis for a comparison between Dutch and English rule in New York.
II. COLONIAL SETTLEMENT: GEOGRAPHIC, POLITICAL, AND ECONOMIC FACTORS			
Content	Standards	Concepts/Themes	Connections
Objectives: 1. To investigate the roles and contributions of individuals and groups in relation to key social, political, cultural, and religious practices throughout the colonial period 2. To investigate why people and places are located where they are located and what patterns can be perceived in these locations 3. To explain how societies and nations attempt to satisfy their basic needs and wants by utilizing scarce capital and natural and human re sources 4. To analyze how the values of colonial powers affected the guarantee of civil rights and made provisions for human needs			**ESSENTIAL QUESTIONS:** - What are the political, economic, and social roots of colonial settlements in the Americas? - What role did geography play in the settlement pattern? This section includes comparisons between European nations, their colonial objectives, and the methods they used to reach their goals (see Standard 2: The study of world history requires an understanding of world cultures and civilizations. . .).

Content Outline:			**CLASSROOM IDEAS:**
A. English colonies: New England, Middle Atlantic, Southern 1. Reviewed as a geographic region—criteria to define regions, types of regions 2. Settlement patterns: who? when? why? 3. Economic patterns emerge to meet diverse needs: agricultural and urban settlements 4. Political systems: the Mayflower Compact 5. Social order B. New Netherland; French and Spanish colonies 1. Reviewed as a geographic region—types, connections between regions 2. Settlement patterns: who? when? why? 3. Economic patterns emerge to meet diverse needs 4. Political systems and social order	1,2,3,4,5	Culture Diversity Places and Regions Human Systems Economic Systems Political Systems	• Compare and contrast the English, French, and Spanish colonies, using a chart to show political, economic, and social differences. • Map the geography of each type of colony. Use the geography to explain differences in the types of settlements in each region. Suggested Document: The Mayflower Compact (1620): ". . .do enact, constitute, and frame, such just and equal laws. . ." • Comparison between English colonial governments and the Iroquois Confederacy
III. LIFE IN COLONIAL COMMUNITIES			
Content	Standards	Concepts/Themes	Connections

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Objectives: 1. To understand how European and other settlers adapted to life in the American colonies 2. To classify major developments in categories such as social, political, geographic, technological, scientific, cultural, or religious 3. To investigate the roles and contributions of individuals and groups in relation to key social, political, cultural, and religious practices throughout the American colonies 4. To present geographical information in a variety of formats, including maps, tables, graphs, charts, diagrams, and computer-generated models 5. To investigate how people in colonial communities answered the three fundamental economic questions (What goods and services shall be produced and in what quantities? How shall goods and services be produced? For whom shall goods and services be produced?) and solved their economic problems 6. To analyze how values of a people affect the guarantee of civil rights and make provision for human needs			**ESSENTIAL QUESTIONS:** - How did settlers adapt to the new environments? - How did colonial life evolve? - What kinds of political systems were created to provide order and justice? - What kinds of economic systems were created to answer the three basic economic questions: What goods and services shall be produced? How shall they be produced? For whom shall they be produced? - What kinds of social systems were created to satisfy religious and cultural needs? Teachers may emphasize the evolving nature of colonial culture that was different than that of the English mother country and resulted in a new American culture.

A. Colonial communities were the center of social, economic, and political life and tended to develop along European patterns **1. Variations were found** **a. Religious-based** **b. Slave and free black communities** **c. Place of national origin** **2. The social structure promoted interdependence** **3. Social goals promoted community consciousness over individual rights** **4. Role of religions** **a. Puritans** **b. Quakers** **c. Catholics** **d. Others** **5. Survival demanded cooperation and a strong work ethic** **6. Importance of waterways** **7. A hierarchical social order created social inequity** **B. Structure and roles of colonial families** **1. Nuclear families made up the basic social and economic unit** **2. Authority and obligation followed kinship lines**	1,4	Culture Diversity Interdependence Belief Systems	**CLASSROOM IDEAS:** • Recreate colonial communities on paper or in play form to show how people lived in colonial times. • Case study of a colonial community. • Field trip to a restored colonial village. • Make maps to show geographic features that affected colonial life such as waterways, topography, climate, and natural resources. • Study colonial life through historical fiction during an interdisciplinary English/social studies unit. • Use primary sources such as letters, diaries, inventories, newspapers, and documents such as the Mayflower Compact to bring the colonial era to life. • Create colonial newspapers addressing political, social, and economic issues and events in different colonies. Each paper should have a patriot or loyalist point of view.

C. Life in colonial communities was a reflection of geographic and social conditions 1. Impact of physical environments on a. Travel b. Communication c. Settlements d. Resource use 2. Social conditions led to a. Different forms of government b. Varying roles of religion c. Inequalities of economic conditions d. Unequal treatment of blacks 3. The impact of geographic and social conditions could be seen in the divergent landholding systems that developed in: a. New England b. New Netherland: patronship system c. Southern colonies: plantation system 4. Life in French and Spanish colonies was both similar to and different from life in other colonies	1,2,3,4	Culture Diversity Places and Regions Human Systems Economic Systems	Teachers may emphasize differences between New England, Middle, and Southern colonies (see Standard 3: Geography can be divided into six essential elements. . .). Differences observed in this unit may be reviewed while studying the writing of the Constitution (UNIT FOUR), sectionalism in the Preindustrial Age (UNIT FIVE), and the causes of the Civil War (UNIT SIX).
UNIT THREE: A NATION IS CREATED			
I. BACKGROUND CAUSES OF THE AMERICAN REVOLUTION			
Content	Standards	Concepts/Themes	Connections
Objectives: 1. To understand the economic, political, and social causes of the American Revolution 2. To compare and contrast different interpretations of key events and issues in New York State and United States history and explain reasons for these different accounts 3. To investigate how people in the United States and throughout the world answer the three fundamental economic questions and solve basic economic problems 4. To consider the nature and evolution of a constitutional democracy			**ESSENTIAL QUESTIONS:** **- What are the political, economic, and social causes of the American Revolution?** **- How did public opinion evolve in regard to the movement for independence?**

Content Outline: A. Economic factors 1. Growth of mercantilism: triangular trade 2. Rise of an influential business community in the colonies 3. Cost of colonial wars against the French B. Political factors 1. The role of the British Civil War 2. Periods of political freedom in the colonies 3. Impact of the French and Indian War: Albany Plan of Union 4. Political thought of the Enlightenment influenced prominent colonial leaders C. New social relationships between European powers and the American colonies: development of a new colonial identity	1,3 5	Imperialism Economic Systems Decision Making Culture Identity	**CLASSROOM IDEAS:** • Map the triangular trade route. Use a key. • Use primary sources such as the "Join or Die" cartoon and the text of the Albany Plan of Union to examine the French and Indian War as a cause of the Revolution. • Read writings of Enlightenment thinkers such as John Locke and Baron de Montesquieu to analyze the rationale for the movement toward independence. • Identify factors which led to a colonial American identity. Students should define and apply major economic concepts such as scarcity, supply and demand, markets, opportunity costs, resources, productivity, economic growth, and systems (see Standard 4).
II. THE SHIFT FROM PROTEST TO SEPARATION			
Content	Standards	Concepts/Themes	Connections
Objectives: 1. To understand how colonists' concerns regarding political and economic issues resulted in the movement for independence 2. To compare and contrast different interpretations of key events and issues in New York State and United States history and explain reasons for these different accounts 3. To consider the nature and evolution of constitutional democracies			**ESSENTIAL QUESTIONS:** **- How did colonial protests against Britain escalate?** **- What specific British policies galvanized public opinion in the colonies?**

Content Outline: A. New British attitude toward colonies following victory over France 1. Colonies could not protect themselves 2. Colonies were not paying a fair amount toward their support B. New British policies antagonized many Americans 1. Various acts of Parliament such as the Quebec Act 2. New tax policies and taxes: Stamp Act and others 3. Other acts of repression: Zenger case and others C. Public opinion was shaped in different forums 1. Political bodies 2. Public display and demonstration 3. Print media D. Wide variety of viewpoints evolved 1. Complete separation 2. More autonomy for the colonies 3. No change in status quo: the Loyalist position	1,2 4,5 1,5 1	Imperialism Economic Systems Scarcity Justice Choice Decision Making	**CLASSROOM IDEAS:** • Illustrate famous quotations from the period with relevant cartoons or drawings in an interdisciplinary art/social studies unit. • Compare the shaping of public opinion in colonial times with modern media techniques in an interdisciplinary English/social studies unit. Role-play differing views on separation from England given differing political, economic, and social interests. Suggested Documents: Thomas Paine, Common Sense ; artwork, Paul Revere's engraving of the Boston Massacre (1770) Students should apply the concept of multiple causation while reviewing the events leading up to the American Revolution (see Standard 1: The skills of historical analysis. . .).
III. EARLY ATTEMPTS TO GOVERN THE NEWLY INDEPENDENT STATES			
Content	Standards	Concepts/Themes	Connections

Objectives: **1. To understand how the colonists attempted to establish new forms of self-government** **2. To investigate key turning points in New York State and United States history and explain why these events or developments are significant** **3. To compare and contrast different interpretations of key events and issues in New York State and United States history and explain reasons or these different accounts** **4. To describe how ordinary people and famous historic figures in the local community, State, and the United States have advanced the fundamental democratic values, beliefs, and traditions expressed in the Declaration of Independence, the New York State and United States constitutions, the Bill of Rights, and other important historic documents**			**ESSENTIAL QUESTIONS:** **- What political systems were established in the colonies?** **- How did the American Revolution parallel the move toward self-government?** **- What were the major documents of the independence movement and how were they produced?**

Content Outline: **A. The Revolution begins** **1. Early confrontations** **2. Important leaders** **3. First Continental Congress** **B. The Second Continental Congress represented the first attempt to govern the colonies** **1. "Republican" government** **2. Request for state constitutions and political systems** **3. Asserting independence** **C. A movement for independence evolved from the political debate of the day** **D. Declaration of Independence** **1. Origins** **2. Content** **3. Impact** **4. Ideals embodied** **E. Independence creates problems for New Yorkers** **1. O organizing new State government** **2. Economic problems** **3. Political factions** **4. Slavery** **5. Recruiting soldiers for the war**	1 5 1,4,5	Change Nationalism Political Systems Decision Making Belief Systems	**CLASSROOM IDEAS:** • Research the lives of people who made a difference in the American Revolution. • After a roundtable sharing session, students can rate the individuals according to their relative contributions to the Revolution. • Rewrite the Declaration of Independence in modern language. • Write a constitution for New York State and compare it to the original 1777 version. • Role-play the writing of the Declaration of Independence, using words and music from 1776. • Make a timeline of events in the move toward independence. Suggested Documents: Declaration of Independence (1776), New York State Constitution of 1777 Student understanding of the Declaration of Independence (i.e., unalienable rights, the purpose of government) is essential in understanding such related topics as the Bill of Rights (UNIT FOUR), the Progressive movement (UNIT SEVEN), and the civil rights movement (UNIT ELEVEN).
IV. MILITARY AND POLITICAL ASPECTS OF THE REVOLUTION			
Content	Standards	Concepts/Themes	Connections

Objectives: 1. To understand how the colonists were able to unite against British power to win a major military and political victory 2. To understand how events on the national level influenced and affected New Yorkers 3. To complete well-documented and historically accurate case studies about individuals and groups who represent different ethnic, national, and religious groups 4. To explain how societies and nations attempt to satisfy their basic needs and wants by utilizing capital, natural, and human resources			**ESSENTIAL QUESTIONS** - What was the military course of the Revolutionary War? - What role did leadership, commitment, and luck play in the American victory over the British? - What political, economic, and social issues brought people together against the British?
Content Outline A. Strategies of the principal military engagements 1. Washington's leadership 2. New York as the object of strategic planning 3. Evolution of the war from the North to the South: Lexington and Concord to Saratoga to Yorktown B. Role of the Loyalists 1. In New York City 2. Colonists of Nova Scotia, Quebec, and Prince Edward Island did not join the Revolution a. Refuge for Loyalists b. Staging ground for attacks on New York's patriots	1	Change Identity	**CLASSROOM IDEAS:** • Map the battle sites and create a detailed key. • Analyze artwork from the Revolutionary era, e.g., "Washington Crossing the Delaware" by Emanuel Leutze; analyze music from the period, e.g., "Yankee Doodle" • Read biographies of little-known participants in the Revolution—Marquis de Lafayette, Baron von Steuben, Lydia Darragh, Peter Salem—to accent the multicultural backgrounds of the participants. • View a reenactment of a Revolutionary battle or engage a reenactment soldier to visit your classroom and speak about military life.

C. The outcome of the war was influenced by many factors 1. Personalities and leadership 2. Geography: importance of various physical features 3. Allocation of resources 4. Foreign aid: funds and volunteers 5. Role of women, blacks, and Native American Indians 6. Haphazard occurrences of events: the human factor 7. Clash between colonial authority and Second Continental Congress	3 4 5	Change Scarcity Environment and Society Power	• Make supply-and-demand graphs for wartime supplies such as ammunition, shoes, wool. Suggested Documents: Thomas Paine, The Crisis; artwork, "Washington Crossing the Delaware,"; song, "Yankee Doodle"
V. ECONOMIC, POLITICAL, AND SOCIAL CHANGES BROUGHT ABOUT BY THE AMERICAN REVOLUTION			
Content	Standards	Concepts/Themes	Connections
Objectives: 1. To understand how a revolution can have a profound effect on the economic, political, and social fabric of a nation 2. To analyze how the values of a nation affect the guarantee of human rights and make provisions for human needs 3. To present information by using media and other appropriate visuals such as tables, charts, and graphs to communicate ideas and conclusions 4. To understand how different experiences, beliefs, values, traditions, and motives cause individuals and groups to interpret historic events and issues from different perspectives 5. To explain how societies and nations attempt to satisfy their basic needs and wants by utilizing capital, natural, and human resources			**ESSENTIAL QUESTIONS:** - How did the Revolution change people's lives? - How have these political, economic, and social changes been interpreted by different analysts? - Was the American Revolution a "revolution" for all of the participants? Why or why not?

Content Outline: **A. On the national level** **1. Britain gave up claims to govern** **2. Slavery began to emerge as a divisive sectional issue because slaves did not receive their independence** **3. American economy was plagued by inflation and hurt by isolation from world markets** **B. In New York State** **1. The effects of the American Revolution on the Iroquois Confederacy** **2. Disposition of Loyalist property and resettlement of many Loyalists after the Revolution to Canada, thus changing the French/British balance** **3. A republican ideology developed which emphasized shared power and citizenship participation**	1,4 1,5	Change Scarcity Power	**CLASSROOM IDEAS:** • Make a graphic organizer to show the effects of the Revolution on international, national, and state levels. • Classify the effects into political, social, and economic categories
C. In the Western Hemisphere 1. Britain did not accept the notion of American dominance of the hemisphere 2. The remaining British colonies in Canada strengthened their ties to Great Britain 3. Many leaders in South America drew inspiration from American ideas and actions in their struggle against Spanish rule	1,2	Imperialism Nationalism	
UNIT FOUR: EXPERIMENTS IN GOVERNMENT			
I. THE ARTICLES OF CONFEDERATION AND THE CRITICAL PERIOD			
Content	Standards	Concepts/Themes	Connections
Objectives: 1. To understand the earliest formal structure of the United States government as expressed in the Articles of Confederation 2. To consider the nature and evolution of constitutional democracies	1,5	Political Systems	**ESSENTIAL QUESTIONS:** - What is a government? - How did the first United States government operate?

Content Outline: A. Need for a formal plan of union 1. Historical precedent: the Albany Plan of Union 2. Development of state constitutions 3. Inadequacy of Continental Congress as a national government B. Development of a formal plan of government 1. Draft and debate in Congress, 1776-1777 2. Ratification by the states, 1778-1781; period of operation, 1781-1789	1,5	Political Systems	**CLASSROOM IDEAS**: • Make a Venn diagram to show the powers of the national government and the powers of the state governments under the Articles of Confederation. • Debate the pros and cons of the Articles of Confederation. • Chart the weaknesses and achievements of the Articles of Confederation government. Suggested Documents: Albany Plan of Union (1754), Articles of Confederation
C. The structure of government under the Articles of Confederation 1. Congress was the only branch of government 2. Each state had equal representation 3. Congress's power under the Articles included: a. Making war and peace b. Conducting foreign and Native American Indian affairs c. The settlement of disputes between and among states d. Issuance of currency and borrowing	4,5	Scarcity Political Systems	

D. The Articles suffered from many weaknesses 1. Indirect representation 2. No coercive power; decisions more advisory than binding: e.g., Shay's Rebellion 3. Lack of national executive and judicial functions 4. Lack of taxing power 5. Difficulty in passing legislation E. The Articles did have several achievements and contributions 1. The Land Ordinance of 1785 and the Northwest Ordinance, 1787 2. Developed the privileges and immunities of citizenship 3. Developed the concept of limited government	3,5	Human Systems Government	
II. THE NEW YORK STATE CONSTITUTION OF 1777			
Content	Standards	Concepts/Themes	Connections
Objectives: 1. To understand the earliest formal structure of the New York State government, as expressed in the first New York State Constitution 2. To compare and contrast the development and evolution of the United States and New York State constitutions 3. To understand how the United States and New York State constitutions support majority rule but also protect the rights of the minority			**ESSENTIAL QUESTIONS:** **- How did the New York State Constitution reflect the principles embodied in the Declaration of Independence?** **- How are the New York State Constitution and the United States Constitution alike? How are they different?** **- The Declaration of Independence ended the legality of colonial government. Students should understand that all states developed new institutions and laws and that several, such as New York, influenced the writing of the United States Constitution**

Content Outline: **A. Adopted by convention without submission to popular vote** **1. Included Declaration of Independence** **2. Influence of leaders such as John Jay** **B. Chronology of the document** **1. Draft and debate in convention, 1776-1777** **2. Period of operation, 1777-1822** **C. Form of early State government** **1. Similar to colonial government** **2. Governor with limited authority and three-year term** **3. Inclusion of rights and liberties** **4. First system of State courts** **5. Limited franchise** **6. Bicameral legislature: Senate— four-year term; Assembly— one-year term** **D. Effectiveness** **1. Smoother functioning than national government under the Articles of Confederation** **2. Cumbersome administrative procedures** **3. Excessive use of veto**	1,5	Power Government Political Systems	**CLASSROOM IDEAS:** • Make a three-way Venn diagram to compare the Articles of Confederation, the New York State Constitution, and the United States Constitution. • Evaluate the positive and negative aspects of the State laws. • Diagram the three branches of the new State government. Suggested Documents: United States Constitution, New York State Constitution of 1777, Articles of Confederation, Declaration of Independence
III. THE WRITING, STRUCTURE, AND ADOPTION OF THE UNITES STATES CONSTITUTION			
Content	Standards	Concepts/Themes	Connections

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Objectives: 1. To understand the importance of the events that took place during the writing and adoption of the United States Constitution and to recognize their significance beyond their time and place 2. To explain what citizenship means in a democratic society, how citizenship is defined in the Constitution and other laws of the land, and how the definition of citizenship has changed in the United States and New York State over time 3. To understand that the New York State Constitution, along with other documents, served as a model for the development of the United States Constitution 4. To compare and contrast the development and evolution of the constitutions of the United States and New York State 5. To define federalism and describe the powers granted to the national and state governments by the United States Constitution			**ESSENTIAL QUESTIONS:** **- Why was a new constitution necessary?** **- How does the Constitution embody the principles of the Declaration of Independence?** **- How do federalism and separation of powers promote those principles in the Constitution?**

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Content Outline: A. Annapolis Convention, 1786 1. Impracticality of correcting weaknesses in Articles of Confederation 2. Need for an improved form of government without losing key elements of a new philosophy of government 3. Decision to write a constitution B. Constitutional Convention: setting and composition C. Major issues 1. Limits of power: national versus state 2. Representation: slaves and apportionment 3. Electoral procedures: direct versus indirect election 4. Rights of individuals D. The need for compromise 1. The issue of a “federal” or a “national” government 2. The Great Compromise on representation 3. The three-fifths compromise on slavery 4. The commerce compromises	1,5	Change Political Systems Decision	**CLASSROOM IDEAS:** • Hold a mock constitutional convention in the classroom. Assign roles. • Examine compromises made by federalists and anti-federalists, slave owners and non-slave owners in the Constitution. • Write the Preamble in your own words and memorize it. • Make a graphic organizer of Articles I, II, and III. • Write the Bill of Rights in your own words. • Illustrate one of the first 10 amendments. • Have a Bill of Rights guessing gallery. • Use primary sources such as the Federalist Papers to identify key issues in the convention debates and the ratification debates. Hold a mock ratification convention for New York State. • Propose new amendments to the Constitution.
E. The underlying legal and political principles of the Constitution 1. Federalism 2. Separation of powers 3. Provisions for change 4. Protection of individual rights F. The Constitution and the functioning of the federal government 1. The Preamble states the purpose of the document 2. The structure and function of the legislative, executive, and judicial branches (Articles I, II, III) 3. The relation of states to the federal union (Article IV) 4. Assuming the responsibility for a federal system (Article VI)	5	Political Systems Government	Suggested Documents: United States Constitution (1789), Bill of Rights, the Federalist Papers This section focuses upon the basic civic values of the American people (Standard 5: Civics, Citizenship, and Government) as implemented through laws and practices.

G. The Constitution as a living document 1. The elastic clause and delegated power facilitate action 2. Amendment procedure as a mechanism for change (Article V) 3. The Bill of Rights 4. Supreme Court decision (e.g., Tinker v. DesMoines School District, 1969) H. The evolution of an "unwritten constitution" 1. Political parties 2. The President's cabinet 3. President's relation to Congress 4. Committee system in Congress 5. Traditional limitations on Presidential term	1,5	Government Justice Change Power	As a "living document," the Constitution should be revisited throughout grades 7 and 8 as questions of the federal government are examined, as well as when amendments are added.
I. The ratification process 1. The debates in the states, especially New York State 2. The Federalist Papers 3. Poughkeepsie Convention a. Federalists—Hamilton b. Anti-Federalists—Clinton 4. Formal ratification of the Constitution and launching of the new government 5. The personal leadership of people like Washington, Franklin, Hamilton, Madison	1,5	Change Decision Making	Suggested Document: Excerpts from the Federalist Papers
UNIT FIVE: LIFE IN THE NEW WORLD			
I. NEW GOVERNMENT IN OPERATION			
Content	Standards	Concepts/Themes	Connections

Objectives: 1. To understand how the new nation established itself and began to operate 2. To understand how political parties emerged in response to concerns at the local, State, and national levels 3. To understand how civic values reflected in the United States and New York State constitutions have been implemented through law and practice 4. To understand the relationship between and the relative importance of United States domestic and foreign policies over time			**ESSENTIAL QUESTIONS:** **- What political, economic, and social** **issues did the new nation confront under the Constitution?** **- How did perspectives differ on the** **new nation's viability under the Constitution?**
5. To analyze the role played by the United States in international politics, past and present 6. To explain how societies and nations attempt to satisfy their basic needs and wants by utilizing scarce capital, natural, and human resources 7. To investigate how people in the United States solve the three fundamental economic questions and solve basic economic problems 8. To complete well-documented and historically correct case studies about individuals and groups who represent different ethnic, national, and religious groups, including Native American Indians in New York State and the United States			

Content Outline:			**CLASSROOM IDEAS:**
A. Washington as President: precedents B. Establishing stability 1. Hamilton's economic plan 2. The Whiskey Rebellion 3. Preserving neutrality: the French Revolution, Citizen Genet, Jay, and Pinckney treaties 4. Political parties 5. Election of 1800 6. Judicial review: Marbury v. Madison (1803) C. Expanding the nation's boundaries 1. Pinckney Treaty with Spain 2. Louisiana Purchase 3. War of 1812: guaranteeing boundaries 4. Monroe Doctrine: sphere of influence 5. Purchase of Florida 6. Native American Indian concessions and treaties	4 1,2 5,3	Scarcity Interdependence Government Places and Regions	**• Research important people and events and devise skits to show how precedents were set in the new nation, e.g., Marbury v. Madison, Pinckney Treaty, Louisiana Purchase, Monroe Doctrine.** **• Make a cause-and-effect diagram for the War of 1812.** **• Map the geographic expansion westward and the ensuing expansion of slavery.** **Suggested Documents: Journals of Lewis and Clark; song, "The Star Spangled Banner"**
D. Challenges to stability 1. French and English trade barriers and the Embargo Act 2. War of 1812: second war for independence E. The Era of Good Feelings 1. Clay's American system 2. Internal expansion: new roads, canals, and railroads 3. Protective tariffs 4. National assertions: Marshall's decision, i.e., Gibbons v. Ogden (1824) 5. Extension of slavery by the Missouri Compromise 6. Threats to Latin America: the Monroe Doctrine 7. Disputed election of 1824	1,2 1,3,5	Change Economic Systems Government	
II. THE AGE OF JACKSON			
Content	Standards	Concepts/Themes	Connections

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Objectives: 1. To understand how an American consciousness began to develop during Jackson's administration 2. To complete well-documented and historically accurate case studies about individuals and groups who represent diff e rent ethnic, national, and religious groups, including Native American Indians, in New York State and the United States at different times and in different locations			
3. To describe how ordinary people and famous historic figures in the local community, the State, and the United States have advanced the fundamental democratic values, beliefs, and traditions expressed in the Declaration of Independence, the New York State and United States constitutions, the Bill of Rights, and other important historic documents 4. To gather and organize information about the important achievements and contributions of individuals and groups living in New York State and the United States 5. To develop conclusions about economic issues and problems by creating broad statements that summarize findings and solutions			

Content Outline: A. The age of the "common man" 1. Expansion of suffrage 2. Citizenship 3. Election of 1828 4. Jackson: man, politician, President 5. The "spoils system" 6. New political parties B. Jackson's Native American policy reflected frontier attitudes 1. Some Native Americans resisted government attempts to negotiate their removal by treaty 2. Government policy of forced removals (1820-1840) resulted in widespread suffering and death 3. Native American Indian territory C. Intensifying sectional differences 1. Protective tariff, 1828 2. Nullification controversy, 1828, 1832 3. Clay's compromise tariff, 1833	1,5 3,4,5	Identity Citizenship Power Diversity Human Rights Places and Regions Factors of Production Government	**CLASSROOM IDEAS:** • Use primary source documents to examine differing points of view on Jackson's policies. • Make cartoons to show differing viewpoints. • Evaluate Jackson as a President, using his actions as a basis. • Write a journal as a Cherokee boy or girl traveling the Trail of Tears. Teachers may examine the irony of Jacksonian democracy that extended suffrage while supporting Indian removal Students should have the opportunity to explore interactions between Native American Indians and European Americans on the American frontier and to examine these interactions from a variety of perspectives. In UNIT SIX, review growing sectionalism as an underlying cause of the Civil War.
III. PREINDUSTRIAL AGE: 1790-1860s			
Content	Standards	Concepts/Themes	Connections
Objectives: 1. To understand the way of life of an agrarian society 2. To understand the nature and effect of changes on society and individuals as the United States began to move from an agrarian to an industrial economy 3. To describe historic events through the eyes and experiences of those who were there 4. To explore the meaning of American culture by identifying the key ideas, beliefs, patterns of behavior, and traditions that help define it and unite all Americans 5. To define basic economic concepts such as scarcity, supply and demand, markets, resources, and economic systems			**ESSENTIAL QUESTIONS:** - How did social and economic life change as the United States began to move from an agrarian to an industrial society? - How did geographic factors contribute to this change? - How do statistics support historians as they research an era? Several of the understandings in this section (i.e., rise of technology, industrialization and urbanization, reform) are mirrored in the second half of the 19th century (UNIT SEVEN).

6. To understand how scarcity requires people and nations to make choices that involve costs and future considerations 7. To develop conclusions about economic issues and problems by creating broad statements that summarize findings and solutions 8. To describe the relationships between people and environments and the connections between people and places 9. To use a number of research skills (e.g., computer databases, periodicals, census reports, maps, standard reference works, interviews, surveys) to locate and gather geographical information about issues and problems			Teachers may use examples from this section to illustrate key ideas from Standard 1 (The study of New York State and United States history requires an analysis of the development of American culture.).
Content Outline: A. Portrait of the United States, 1800 1. Agriculturally based economy 2. Urban centers on the coast 3. Poor communication and transportation systems 4. Self-sufficiency 5. Regional differences	3	Human Systems	**CLASSROOM IDEAS:** • Use local resources for primary and secondary sources—statistics, documents, artwork from the time—to create a portrait of life in 1800. • Produce a case study of the Erie Canal and compare it with a canal or roadway in your local area. • Show the interaction of social and economic changes, e.g., education, temperance, women's rights.
B. Patterns of community organization, work, and family life in agrarian America	1	Culture	
C. Technological changes altered the way people dealt with one another 1. Improved transportation made travel and communication easier 2. Greater ties between communities were possible 3. The Erie Canal and its impact a. Reasons for building the Erie Canal b. Technology involved in its construction c. Types and sources of labor: ethnic and racial labor force d. Results of building the Erie Canal	3,4	Science and Technology Environment and Society	• Study the abolition movement and map the major stations on the underground railroad. • Examine the literature and art of the time and how it reflects American life, e.g., writings of James Fenimore Cooper, Washington Irving, Herman Melville, and Henry David Thoreau and art of the Hudson River School. • Map sectional differences in 1860. Show political, economic, and social differences. Teachers may wish to work with museums or local historical societies to explore this topic.

D. The impact of early industrialization and technological changes on work and workers, the family, and the community 1. An increase in the production of goods for sale rather than personal use 2. Increased purchasing of what was formerly produced at home 3. Emergence of a new work ethic	4	Factors of Production Science and Technology	
E. Family roles changed, affecting society in general 1. Changing role of women 2. Childhood became a more distinct stage of life 3. Roles of private agencies	1	Culture	Suggested Documents: Frederick Douglass, Independence Day speech at Rochester (1852): “What, to the American slave, is your Fourth of July?”; song, “The Erie Canal”
F. Slavery and abolition 1. Review the institution of slavery 2. The meaning and morality of slavery 3. Abolition movement a. Leadership (Harriet Tu b m a n, Garrison, and others) b. Activities (e.g., freedom trail and the underground railroad) 4. Abolition in New York State 5. Canada’s role 6. Effects of abolition	5	Human Rights	
G. Social changes 1. Religious revival 2. Women’s rights 3. Mental hospital and prison reform 4. Education 5. Temperance	1	Culture Change	Suggested Document: Seneca Falls Declaration of Sentiments (1848): “. . .that all men and women are created equal.”
H. An American culture begins to emerge 1. Literature 2. Art	1	Culture	

I. Portrait of the United States, 1860 1. Growth brought about many changes and regions—the spatial patterns of settlement in different regions in the United States a. The size and shape of communities b. Environmental impacts due to development of natural resources and industry—human modification of the physical environment c. The diversity of people within the larger communities and regions d. The ability of the political system within communities to deal with deviance e. The Preindustrial Age took place at different times in different places	1,3,4	Diversity Places and Regions Factors of Production	
2. The North a. Industrial base b. Increasing population c. Urban centered—"causes and consequences of urbanization" 3. The South a. Agricultural base (cotton) b. Impact of Industrial Revolution on agriculture c. Increasing slave population		Places and Regions Human Systems	
UNIT SIX: DIVISION AND REUNION			
I. UNDERLYING CAUSES OF THE CIVIL WAR			
Content	Standards	Concepts/Themes	Connections
Objectives: 1. To understand the series of events and resulting conditions that led to the American Civil War 2. To understand how different experiences, beliefs, values, traditions, and motives cause individuals and groups to interpret historic events and issues from different perspectives 3. To participate in a negotiating and compromising role-playing activity that mirrors the attempts at political compromise in the 1850s			**ESSENTIAL QUESTIONS:** **- What political, social, and economic factors caused the Civil War?** **- What were the conflicting perspectives on slavery?** **- What kind of nation did the founding fathers create?** **- What is to be done with the institution of slavery?** **- Must sectionalism ultimately lead to disunion?**

Content Outline: A. Territorial expansion and slavery 1. The secession of Texas, 1836 2. The Mexican War, 1846-1848 3. Oregon Territory 4. The westward movement and its effects on the physical, social, and cultural environments	1,2	Change Geography	**CLASSROOM IDEAS:** • Categorize the causes of the Civil War. • Define the northern and southern perspectives on these issues. • Map the westward movement and its effects. • Use primary sources to examine art, literature, and documents relevant to the pre-Civil War period. • Role-play the compromises and debates. Suggested Document: Harriet Beecher Stowe, Uncle Tom's Cabin
B. The emotional impact of slavery 1. Uncle Tom's Cabin 2. John Brown's raid on Harper's Ferry 3. Fugitive slave laws	1,5	Diversity Decision Making	
C. Failure of political compromise 1. Compromise of 1850 2. Kansas-Nebraska Act, 1854 3. Founding of the Republican Party, 1854-1856 4. Dred Scott v. Sanford (1857) 5. Lincoln-Douglas debate, 1858 6. Election of 1860 7. Firing on Fort Sumter, 1861	1,5	Change Decision Making	
II. THE CIVIL WAR BREAKS OUT			
Content	Standards	Concepts/Themes	Connections

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Objectives: 1. To understand the development and progress of the Civil War 2. To investigate key turning points in the Civil War in New York State and United States history and explain why these events or developments are significant 3. To map information about people, places, and environments 4. To describe the relationships between people and environments and the connections between people and places 5. To identify and collect economic information related to the Civil War from standard reference works, newspapers, periodicals, computer databases, textbooks, and other primary and secondary sources			ESSENTIAL QUESTIONS: - What was the course of the Civil War? - What were its political, social, and economic ramifications?
Content Outline: A. The Presidency of Lincoln 1. Personal leadership 2. Opposition 3. Emancipation Proclamation	1,5	Power	**CLASSROOM IDEAS:** • Biographical focus on Abraham Lincoln. • Analyze the strengths and weaknesses of the North and the South at the beginning of the war. • Categorize the advantages and disadvantages—political, economic, and social. • Use local resources to examine the role of your community in the Civil War and local attitudes toward it. • Use primary sources such as diaries, letters, songs, and photographs to study personalities and issues involved in the Civil War. • Write the Gettysburg Address in your own words and memorize part of it. • Map the progress of the war and make a detailed key.

B. Advantages and disadvantages of each side 1. Advantages a. South 1) Military leadership 2) Commitment of people to preserve their way of life b. North 1) Effective navy 2) Larger army 3) Manufacturing 4) Agricultural production 5) Transportation system 2. Disadvantages a. South 1) Lacked manufacturing 2) Lacked a navy 3) Not prepared for war b. North 1) Lacked quality military leadership 2) Not prepared for war c. The military and political dimensions of the war	1,4,5	Diversity Factors of Production Government	Suggested Documents: Lincoln's Gettysburg Address (1863): ". . .government of the people, by the people, for the people. . .,"; Emancipation Proclamation; artwork, Matthew Brady's Civil War photographs
3. Geographic factors influenced the war's progress and outcome—role of physical and other barriers 4. Major campaigns evolved around a changing strategy on both sides 5. Wartime problems and political issues	3,5	Environment and Society Government	
6. Foreign policy maneuvering was crucial to the final outcome a. Seward's concern with Mexico b. Emancipation Proclamation as an element of foreign policy	1,2	Interdependence	
7. Technology of the war	4		
C. New York State in the Civil War 1. Military role 2. Political opposition in New York City 3. Conscription laws and draft riots a. Undemocratic nature of the draft b. Conscription as a factor in racism	5	Science and Technology Government	
III. RESULTS OF THE CIVIL WAR			
Content	Standards	Concepts/Themes	Connections

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Objectives: 1. To understand how the Civil War affected the development of the postwar United States and influenced other countries 2. To describe how ordinary people and famous historic figures in the local community, the State, and the United States have advanced fundamental democratic values, beliefs, and traditions expressed in the Declaration of Independence, the New York State and United States constitutions, the Bill of Rights, and other important historic documents			**ESSENTIAL QUESTIONS:** **- What were the political, social, and economic effects of the Civil War?** **- What happened to the South after the Civil War?** **- What were the long-term economic, political, and social implications of Reconstruction?**
3. To consider the sources of historic documents, narratives, or artifacts and evaluate their reliability 4. To value the principles, ideals, and core values of the American democratic system based upon the premises of human dignity, liberty, justice, and equality 5. To analyze the role played by the United States in international politics, past and present			
Content Outline: A. Preservation of the Union	1	Change	**CLASSROOM IDEAS:** • Analyze primary source documents such as the Emancipation Proclamation and the Civil War Amendments. • Debate Lincoln's plan, Johnson's plan, and the Radical Republicans' plan for Reconstruction. • Compare the impeachment of Andrew Johnson with that of William Jefferson Clinton. Suggested Documents: Civil War Amendments 13, 14, 15
B. Abolition of slavery 1. The Emancipation Proclamation	5	Nationalism Human Rights	
2. Civil Rights and the 13th Amendment		Power	

C. Political power and decision making 1. Secession 2. States' rights D. Reconstruction—theory, practice, and termination 1. Lincoln's plan 2. Johnson's plan and Congressional opposition resulted in his impeachment 3. Congressional Reconstruction 4. Constitutional Amendments 14 and 15 guarantee equal rights for all races except Native American Indians 5. Problems of economic and social reconstruction led to sharecropping as a substitute for slavery	1,5	Change Citizenship Government Human Rights	
6. The official end of Reconstruction in 1877 7. Segregation held legal: Plessy v. Ferguson (1896) E. The enormous human suffering and loss of life caused by the war	1	Empathy	
UNIT SEVEN: AN INDUSTRIAL SOCIETY			
I. THE MATURING OF AN INDUSTRIAL SOCIETY IN THE SECOND HALF OF THE 19TH CENTURY			
Content	Standards	Concepts/Themes	Connections
Objectives: 1. To understand how industrialization led to significant changes in the economic patterns for producing, distributing, and consuming goods and services 2. To explain how societies and nations attempt to satisfy their basic needs and wants by utilizing scarce capital, natural, and human re s o u rc e s 3. To define basic economic concepts such as scarcity, supply and demand, markets, resources, and economic growth 4. To understand how scarcity requires people and nations to make choices that involve costs and future considerations 5. To understand how people in the United States and throughout the world are both producers and consumers of goods and services			**ESSENTIAL QUESTIONS:** - What are the causes and effects of scarcity? - How did the United States respond to the three basic economic questions in the late 1800s? - What goods and services shall be produced and in what quantities? - How shall goods and services be produced? - For whom shall goods and services be produced?

Content Outline: A. Problems and progress in American politics: Framework for a changing United States 1. New problems created a changing role for government and the political system 2. Scandals, depressions, and limitations of traditional politics resulted in reluctant change, e.g., civil service 3. National politics were dominated by the Democratic and Republican parties, but third parties occasionally arose to meet special interests	1,5	Change Government	**CLASSROOM IDEAS:** • Compare the industrialization, urbanization, and reforms of the last half of the 19th century to similar developments during the first half of that century. • Identify ideas associated with the American economy and list the costs and benefits of each. - individual entrepreneurship - laissez-faire economy - cheap labor - free enterprise - monopolies - government regulation • Analyze political cartoons of the era. What was the role of journalists in exposing corruption?
4. New York State and New York City in an era of machine politics, e.g., the Tweed Ring and Tammany Hall 5. Prevailing attitude of noninterference (“laissez-faire”) as the appropriate role for government, with some regulations to meet excesses		Economic Systems	
B. The United States developed as an industrial power 1. Changes in the methods of production and distribution of manufactured goods a. Transportation developments and their effects on economic developments,1865-1900 b. Communication developments, 1865-1900 c. Industrial technology, 1865-1900 d. Rise of banking and financial institutions 2. Increase in the number and size of firms engaged in manufacture and distribution of goods 3. Increase in the number and skill level of workers; new labor markets	4	Factors of Production Science and Technology	• In 1876 the nation celebrated its 100th birthday. Describe an event or invention of this period that changed methods of transportation, communication, business, or manufacturing. • Analyze photographs of city slums, such as those taken by Jacob Riis. Describe conditions, speculate about causes, and suggest solutions.

4. Expansion of markets for manufactured goods 5. The growth and emerging problems of the cities		Urbanization	
C. Growth of the corporation as a form of business organization: Case studies— oil, railroads, steel 1. One of several forms of business organization 2. Many firms maintained traditional ways of doing business 3. Advantages and disadvantages of a corporation	4,5	Factors of Production Power	
D. Government response to industrial development and abuses 1. Laissez-faire versus regulation 2. Interstate commerce: state and national control 3. Sherman Antitrust Act: bigness as a threat	4,5	Factors of Production Government	• Organize a debate of the topic: How much government regulation of the economy is enough?
E. Changing patterns of agricultural organization and activity in the United States and New York State 1. Unprecedented growth in agriculture 2. Changes in the methods of production and distribution of farm products—spatial distribution of economic activities 3. Efficient use of resources combined with competition and the profit motive to improve methods of production	3,4	Environment and Society Factors of Production	• Make maps showing those parts of the country being farmed in 1850 as compared to 1900. Graph the agricultural population and compare it to the total population. Identify a trend. • Create advertisements for new farm tools and methods.

F. Occurrence of many significant and influential changes 1. Communities grew in size and number 2. Interdependence increased 3. Decision-making procedures changed 4. Technology advanced 5. Adaptation of, rather than to, the environment—human modifications of the physical environment 6. Perceptions of time became more formal, e.g., railroad schedules 7. Political machines influenced daily life	1,3,4,5	Change Interdependence Environment and Society Power	• Using census data from 1850 to 1900, graph the growth of population in the United States. Use maps to show the shift in the center of population. • Select one of the changes listed in the content outline and find before-and-after pictures.
G. The response of labor to industrialization 1. Industrialization created a larger workforce and more complex work 2. Working conditions underwent extensive change, which often placed hardships on the workers; roles of women, children, minorities, disabled changed 3. Early attempts to unionize the workforce met with resistance and failure, e.g., the Knights of Labor and the Haymarket Riot, American Railway Union, the Industrial Workers of the World 4. Roots of modern labor unionism, e.g., the American Federation of Labor 5. Labor as a reform movement in other aspects of society	1,4,5	Identity Factors of Production Decision Making	• Compare child labor in the 1800s to that which occurs today. Present findings as a photo collage, skit, news report, or video. • Examine pictures of people doing different jobs in the late 1800s. Which show self-sufficiency and which show interdependence? • Compare labor unions in the past with unions that exist today. What are differences and similarities?
H. The response of the farmer to industrialization 1. Expanding agricultural production and railroads 2. Cheap money and high railroad rates 3. The Grange and state reforms 4. The Populist movement 5. The closing of the frontier—limitations of physical environment	1,3,4,5	Identity Factors of Production Decision Making Environment and Society	• Read accounts of the lives of an upstate farmer, a Midwest farmer, and a Southern sharecropper. Role-play a meeting in which they discuss their lives. Suggested Documents: Emma Lazarus, “The New Colossus”; artwork, photographs from Jacob Riis, *How the Other Half Lives*
II. CHANGES IN THE SOCIAL STRUCTURE ALTERED THE AMERICAN SCENE			
Content	Standards	Concepts/Themes	Connections

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Objectives: 1. To understand how industrialization altered the traditional social pattern of American society and created a need for reform 2. To investigate key turning points in New York State and United States history and explain why these events or developments are significant 3. To complete well-documented and historically accurate case studies about individuals and groups who represent different ethnic, national, and religious groups, including Native American Indians, in New York State and the United States at diff e rent times and in different locations 4. To consider the sources of historic documents, narratives, or artifacts and evaluate their reliability 5. To describe historic events through the eyes and experiences of those who were there 6. To understand how scarcity requires people and nations to make choices that involve costs and future considerations			**ESSENTIAL QUESTIONS:** **- Is there an American culture?** **- How is cultural diversity both a benefit and a problem?** **- How did massive immigration lead to new social patterns and conflicts?** **- Why do some people view the same** **event differently?** **- Why was the United States a magnet to so many people?**
Content Outline: A. The immigration experience 1. Two distinct waves occurred , from the 1840s to the 1890s, and from the 1890s to the early 1920s; migration streams over time 2. Differences were based on national origins, cultural patterns, and religion 3. Similarities included motivations for coming and patterns of community settlement 4. Initial clashes ended in varying degrees of acculturation 5. Occupational and political experiences varied	1,2,3	Movement of People and Goods Culture Places and Regions	**CLASSROOM IDEAS:** • Write a letter as a new immigrant back to your homeland. How has America met your expectations? • Explain the “push-pull” theory of immigration.

B. Case studies of the immigrant experience in the United States and New York State—population characteristics 1. A comparison of European immigrants and the black slave experience—human migration's effects on the character of different places and regions	1,2,3,4	Culture	• Do a case study of a particular immigrant group. Use demographic information, maps, and interviews. Determine the effect this group had on American society and culture.
2. Immigrants as rural settlers in the Midwest 3. The Chinese experience in the Far West 4. Mexicans in the Southwest 5. New York City's ethnic neighborhoods 6. French-Canadian settlement in northern New York State 7. Immigration patterns and experiences throughout New York State 8. Irish immigration: Mass starvation in Ireland, 1845-1850 9. Immigrants in the local community		Diversity Places and Regions Scarcity	• Essay topic: Compare immigration past and present. Compare countries of origin, reasons for emigration, and degree of acceptance by Americans. • Interview a recent immigrant to the United States. <u>Suggested Document:</u> Chinese Exclusion Act, 1882
C. Legal basis for citizenship in the United States 1. Citizenship by the "law of the soil" 2. Citizenship by birth to an American parent 3. Citizenship through naturalization D. Responsibilities of citizenship 1. Civic: A citizen should be: a. Knowledgeable about the process of government b. Informed about major issues c. A participant in the political process 2. Legal: A citizen should: a. Be knowledgeable about the law b. Obey the laws c. Respect the rights of others d. Understand the importance of law in a democratic society 3. The changing role of the citizen	5	Citizenship	• Investigate the steps to becoming a United States citizen. • Explain and rewrite the naturalization oath.

E. America becomes an increasingly mobile society 1. Motivated by new economic opportunities 2. Changing patterns of movement, e.g., blacks begin to move North 3. Westward settlement 4. The disappearance of the frontier—physical limits of geography	1,3	Change Movement of People and Goods Human Systems	• Explain the conflict between Native Americans, farmers, and cowboys over scarce resources in the West. What was the role of the cavalry and Buffalo Soldiers? • Show how the movement of people from one geographic area to another creates both opportunity and conflict.
F. America developed as a consumer society 1. Improved standard of living increased consumption 2. G reater variety of goods available 3. Continually rising expectations	4	Needs and Wants	
G. Leisure activities reflected the prevailing attitudes and views of the time 1. Greater variety of leisure activities became available as less time was spent on work 2. Leisure activities reflected general characteristics of modern society, i.e., organized use of technology, emphasis on the individual role, and reliance on experts	1,4		• Research a particular activity of the time period or provide a demonstration. Some suggestions might be vaudeville, amusement parks, Buffalo Bill shows, a particular fad of the time, or dime novels.
III. THE PROGRESSIVE MOVEMENT, 1900-1920: EFFORTS TO REFORM THE NEW SOCIETY			
Content	Standards	Concepts/Themes	Connections

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Objectives: 1. To understand how industrialization led to a need for reevaluating and changing the traditional role of government in relation to the economy and social conditions 2. To investigate key turning points in New York State and United States history and explain why these events or developments are significant 3. To gather and organize information about the important achievements and contributions of individuals and groups living in New York State and the United States 4. To classify major developments into categories such as social, political, economic, geographic, technological, scientific, cultural, or religious 5. To describe historic events through the eyes and experiences of those who were there			**ESSENTIAL QUESTIONS:** - What specific social, economic, and political problems needed reform in the late-19th century? - How can an individual help to bring about change in society? - What is the amendment process? - How did the federal government help the reform movement through amendments and legislation? Do these problems exist today? To what extent?
Content Outline: A. Social ills 1. The Muckrakers—exposing corruption and abuses in industry, government, and urban living conditions 2. Fighting racial discrimination, e.g., the formation of the NAACP 3. Temperance and prohibition 4. Settlement houses	1,4,5	Change Belief Systems Decision Making	
B. Efforts to reform government and politics 1. Need for responsive government, e.g., primary elections, the initiative, the referendum, the recall election 2. Progressive leaders, e.g., LaFollette, Theodore Roosevelt, Taft, Debs 3. The Socialist Party challenges the political establishment 4. Direct election of Senators—the 17th Amendment 5. Women's suffrage—the 19th Amendment	1,5	Change Decision Making Civic Values	**CLASSROOM IDEAS:** • Select one reform movement, identify leaders, and create a broadside inviting people to one of their meetings. • Create mock interviews of reformers of the time period.

C. Economic reform efforts 1. Labor-related legislation, e.g., minimum wage laws, workmen's compensation insurance, safety regulations, child labor laws 2. Prosecuting trusts 3. Government regulation of the railroads 4. The Federal Reserve Act 5. Graduated income tax—the 16th Amendment	1,4,5	Change Factors of Production Government	• Research organizations and individuals who are seeking to reform conditions in the United States today and compare them to reformers in the past. Suggested Documents: Upton Sinclair,*The Jungle*,; Ida Tarbell, *The History of the Standard Oil Company*; artwork, photographs from Jacob Riis, *How the Other Half Lives*
UNIT EIGHT: THE UNITED STATES AS AN INDEPENDENT NATION IN AN INCREASINGLY INTERDEPENDENT WORLD			
I. THE UNITED STATES EXPANDS ITS TERRITORIES AND BUILDS AN OVERSEAS EMPIRE			
Content	Standards	Concepts/Themes	Connections
Objectives: 1. To understand how and why the United States grew during the 19th century 2. To recognize that American territorial and economic growth had widespread economic, political, and social impacts both at home and abroad 3. To describe the reasons for periodizing history in different ways 4. To understand the relative importance of United States domestic and foreign policies over time 5. To analyze the role played by the United States in international politics, past and present 6. To compare and contrast different interpretations of key events and issues in New York State and United States history and offer reasons for these different accounts			**ESSENTIAL QUESTIONS:** - What were the causes and effects of United States involvement in foreign affairs at the turn of the 20th century? - What were the domestic and foreign issues of this time period?

A. Growth of imperialist sentiment was caused by several factors **1. A belief that the nation had a right to the land, i.e., Manifest Destiny—"people's differing perceptions of places, people, and resources"** **2. Perceived moral obligations to extend America's way of life to others, i.e., ethnocentrism and racism** **3. American citizens were already migrating into new lands in North America—the effects of human migration on the characteristics of different places** **4. Increased foreign trade led to a growing interest in gaining control over some foreign markets** **5. Fear that other foreign nations would gain control of strategic locations at the expense of the United States** **6. Developing technology in transportation and communication contributed to American expansion potential—the importance of location and**	1,2,4,5	Nationalism Imperialism Scarcity Power	**CLASSROOM IDEAS:** • Make comparisons between the economic, political, and social motives for 19th-century imperialism and the European colonization of the Americas. • Given our own history, debate the pros and cons of American imperialism. • Make a cultural comparison collage of the United States and lands acquired in Latin America and the Pacific.
B. The Spanish-American War signaled the emergence of the United States as a world power 1. The war's origins lay in Cuban attempts to gain freedom from Spain 2. Concerns of the United States, i.e., pro-expansionist sentiment, Cuba's location, Spanish tactics 3. Newspapers shaped public opinion over the Maine incident—" yellow journalism" 4. Conduct of the war created domestic and international problems 5. Opposition to American imperialist movement	1,2,5		• Demonstrate the causes and effects of the ideas of Manifest Destiny. • Map the battles of the Spanish-American War. • Create headlines regarding foreign or domestic problems today in the style of yellow journalism.

C. Victory in the Spanish-American War created a need for a new foreign policy 1. Acquisition of land far from America's shores—importance of resources and markets 2. Emphasis on doing what the government felt was necessary and possible to protect American interests, i.e., maintaining a strong navy, gaining control of other strategic locations, advocating equal trading rights in Asia, e.g., the Open Door Policy 3. Actions created conflict with Filipinos and Japanese	1,2,3,4,5	Human Systems Factors of Production	• Write an account of the Spanish-American War in the Philippines from the perspective of an American, a Spaniard, and a Filipino. • Review the constitutional foreign policy roles of the President and Congress.
D. United States policies in Latin America 1. The United States attempted to control a number of locations in Latin America for economic and political reasons 2. The quest for Latin American stability through the Roosevelt Corollary to the Monroe Doctrine: Panama Canal 3. Armed intervention in Latin America		Imperialism Science and Technology Power	• Make maps showing the growth of the United States from 1783 to 1867 and from 1868 to 1914. • Create the front page of a newspaper reporting on the building of the Panama Canal. Suggested Document: Frederick JacksonTurner, *The Turner Thesis*
II. THE UNITED STATES BEGINS TO TAKE A ROLE IN GLOBAL POLITICS			
Content	Standards	Concepts/Themes	Connections
Objectives: 1. To understand how American relations with other nations developed between the end of the Civil War and the end of World War I 2. To describe the reasons for periodizing history in different ways 3. To understand the relative importance of United States domestic and foreign policies over time 4. To analyze the role played by the United States in international politics, past and present 5. To describe the relationships between people and environments and the connections between people and places			**ESSENTIAL QUESTIONS:** - What are the costs and benefits of neutrality and foreign intervention? - How did the role of the United States in foreign affairs change at the turn of the century?

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Content Outline:			**CLASSROOM IDEAS:**
A. United States policy on noninvolvement in European political affairs was based on a number of factors 1. Tradition dating back to the earliest days of the country 2. Focus on the international problems of the new nation 3. Recognition of United States military unpreparedness 4. Impacts of geography (e.g., location, resources) on United States foreign policy	1,2,3	Choice Environment and Society	• Create a timeline that indicates periods of United States isolationism and foreign involvement from 1900 to the present. • Show areas of the world in which the United States was involved at the turn of the 20th century.
B. Pre-World War I involvements 1. Application of the Monroe Doctrine to the Western Hemisphere 2. Threats to American foreign trade 3. Roosevelt's Treaty of Portsmouth	1,2	Interdependence	
C. World War I occurred as a result of international problems 1. Intense nationalism 2. Power struggles among European nations 3. A failure of leadership 4. European alliances	1,2,5	Nationalism Power	• **Debate:** Was the United States neutral in practice as well as policy (1913-1917)?
D. Events led to United States involvement in World War I 1. The American people were divided in ways that made involvement difficult	1,2,4,5	Interdependence Scarcity Decision Making	• List the causes of United States involvement in World War I. • Analyze World War I posters and identify the propaganda techniques used.

2. Fear that United States involvement would increase intolerance at home 3. Initial attempts to follow traditional policy of neutrality failed 4. Unwillingness of warring nations to accept President Wilson as a mediator 5. England was a major United States trade partner 6. Despite varied ethnic backgrounds in the United States, leaders felt closer to the English than to the Germans 7. While both sides attempted to restrict United States trade with their opponent, Germany did so by sinking American ships 8. Recognition that the United States would have no say at any peace conference if it remained neutral			• Write a letter home from the perspective of a soldier in Europe, a German immigrant, or an African-American who moved North.
E. The United States entered the war 1. Combining new technology with old strategies e.g., chemical warfare led to the death of millions 2. The war was supported by the majority of Americans 3. The war effort created changes on the home front, e.g., economic controls, the role of women in the workforce, black migrations to the North, and attempts to organize labor to improve conditions 4. War promoted intolerance, e.g., the Espionage Act of 1917 and the Sedition Act of 1918; "hyphenated Americans" have their loyalty questioned	1,2,4	Nationalism Factors of Production Science and Technology	• Examine themes such as major events and battles, roles played by great leaders; the effect of the war on diverse people, new weapons technology, the role of women, and contributions of African-Americans to the war effort.
F. The United States and the peace negotiations 1. Wilson's failed attempts to establish leadership with his Fourteen Points 2. Senate opposition to the League of Nations 3. The Versailles Treaty	1,2,5	Choice Nation State	• Convene a mock Versailles Peace Conference with students representing each country. <u>Suggested Documents:</u> The Versailles Treaty; songs, "Over There," "Oh, How I Hate to Get Up in the Morning," "The Marine Hymn"

G. The Bolshevik Revolution 1. Effect of World War I 2. Civil war in Russia 3. Western intervention 4 . Threat of international communism	1,2	Change	
UNIT NINE: THE UNITED STATES BETWEEN THE WARS			
I. THE ROARING TWENTIES REFLECTED THE SPIRIT OF THE POSTWAR PERIOD			
Content	Standards	Concepts/Themes	Connections
Objectives: 1. To understand the economic, social, and political development of America in the period between World War I and World War II 2. To understand the relative importance of United States domestic and foreign policies over time 3. To analyze the role played by the United States in international politics, past and present 4. To classify major developments into categories such as social, political, economic, geographic, technological, scientific, cultural, or religious 5. To understand how people in the United States and throughout the world are both producers and consumers of goods and services			**ESSENTIAL QUESTIONS:** - What were the economic, political, and social changes of the 1920s? - How was Prohibition an outgrowth of the earlier temperance movement? - How did the role of government change from the 1920s to the 1930s?
Content Outline: A. Prohibition and the 18th Amendment 1. End of reform era 2. The rise of organized crime 3. Economic, social, political effects B. The Republican decade 1. Political developments a. Back to “normalcy”; the election of 1920 b. Scandals c. Coolidge: austerity and integrity d. Government and business: laissez-faire and protection e. Election of 1928	1,4,5	Culture Needs and Wants Decision Making Choice Government	**CLASSROOM IDEAS:** • Debate the pros and cons of Prohibition. • Research, list, and illustrate the “firsts” that occurred in the 1920s; e.g., the first trans-Atlantic flight.

C. Relative isolation of the United States in world political affairs 1. General policy of noninvolvement in European affairs; the League of Nations controversy 2. Limited participation in international activities a. World Court b. Naval disarmament 1924 c. Efforts for peace; Kellogg-Briand Pact, 1928 d. Postwar reparation talks e. Relief efforts in Europe 3. Expansion of international trade and tariffs 4. Restrictions on immigration, e.g., Quota Act, 1924	1,2,3,4	Interdependence Movement of People and Goods Human Systems Scarcity	• Predict the effects of United States noninvolvement in foreign affairs as the world became more interdependent.
D. Arising standard of living resulted in the growth of a consumer economy and the rise of the middle class 1. Increase in single-family homes; move to nuclear families 2. Emergence of suburbs 3. Spread of middle-class values 4. Increased use of credit E. Changes in the workplace 1. Shift from agrarian to industrial workforce 2. Lessened demand for skilled workers 3. Working conditions and wages improved 4 . Increase in white-collar employees 5. Women continued to increase their presence in the workforce	1,4	Urbanization Belief Systems Factors of Production	• Compare and contrast trends described in this section (i.e., rising standard of living, changes in the workplace, immigration, use of leisure time) with similar trends in the late-19th century. • Using advertisements, determine what consumer goods a family of the 1920s would have owned. • Make a chart of the percentage of people in farming and nonfarming occupations from 1840 to 1930. Determine the trend.
F. Problems developed in the midst of unprecedented prosperity 1. Not all groups benefited equally a. Low farm prices b. High black unemployment c. Millions of poor 2. New trends conflicted with tradition 3. Environmental balance was jeopardized	3,4	Factors of Production Environment	• How did the plight of farmers foreshadow the Great Depression?

G. Foreign immigration and black migration resulted in a very diverse population and an increase in social tensions—the effects of human migrations on the nature and character of places and regions 1. Restrictions on immigration 2. Black migration to Northern cities 3. Growth of organizations to fight discrimination; e.g., NAACP 4. Growth of black art, music, and cultural identity; e.g., the Harlem Renaissance 5. Generational conflicts 6. Widespread emergence of retired workers 7. Right-wing hate groups	1,5	Diversity Movement of People and Goods Justice	• Essay topic: How were the 1920s an age of intolerance toward immigrants and African-Americans? • Defend the statement: Not all Americans enjoyed the fruits of economic prosperity during the 1920s. • Research the writings of such African-American writers as Claude McKay, Countee Cullen, James Weldon Johnson, and Langston Hughes.
H. New ideas about the use of leisure time emerged 1. Impact of the automobile: Henry Ford 2. Organized sports: Babe Ruth 3. Search for heroes and heroines: Lindbergh, Amelia Earhart 4. Motion pictures 5. Popular literature 6. Fads and fashion 7. Changes in social behavior	1	Culture	• Compare and contrast the growth of celebrity culture and mass media in the 1920s to current trends in these areas. • Create a “Meeting of the Minds” of personalities from the 1920s. Have students research their lives and answer questions in character.
I. The stock market crash marked the beginning of the worst economic time the country has ever known 1. National prosperity had been structured on the investments of the wealthy 2. There were problems with the economic structure 3. People lost faith in the system 4. The government was unwilling or unable to correct the downturn 5. The economic depression that followed was the worst in our history	1,4,5	Change Factors of Production Scarcity Government	• Assign students a stock and have them find out its price before October 1929 and after the market crashed.
II. THE GREAT DEPRESSION			
Content	Standards	Concepts/Themes	Connections

7th - 8th Grade Social Studies
NYS Standards Alignment

Objectives : 1 . To understand the economic, political, and social impacts of the Great Depression on the United States 2 . To understand the economic, political, and social changes that took place in the world during the 1930s 3 . To explain how societies and nations attempt to satisfy their basic needs and wants by utilizing scarce capital, natural, and human resources 4 . To understand how scarcity requires people and nations to make choices that involve costs and future considerations 5 . To evaluate economic data by differentiating fact from opinion and identifying frames of reference 6 . To develop conclusions about economic issues and problems by creating broad statements that summarize findings and solutions			**ESSENTIAL QUESTIONS:** - Why did the crash of the market affect those who did not own stock? - How did the concept of checks and balances relate to the New Deal? - How was New York a model for federal programs? - What parts of the New Deal legislation are still in effect today?
Content Outline: A . Contributing factors 1 . Economic growth declined during the late 1920s 2 . Stock purchases were made on margin / credit 3 . Corporations and individuals became overextended 4 . The stock market crash led to a cycle of low demand and high unemployment	4	Needs and Wants Factors of Production Scarcity	
B . Responses to deepening economic woes 1 . Hoover administration response: too little, too late 2 . Local and State actions a . Soup kitchens and outstretched hands b . A modified “new deal” in New York 3 . Election of 1932; question of confidence	5	Government	**CLASSROOM IDEAS:** • Compare Hoover’s attempt to solve economic problems with Roosevelt’s.

C . The New Deal 1 . Psychological boost; FDR at the fireside 2 . Relieving human suffering; providing for dignity and jobs 3 . Helping business and industry recover 4 . Adjusting the economic system to prevent recurrence a . Government regulation of business and banking b . Instituting Social Security c . Providing a guaranteed labor voice: the Wagner Act 5 . Other voices a . Court-packing scheme b . Alternative solutions: Father Coughlin, the Townsend Plan, Huey Long, socialism, communism 1) The economics of war versus depression conditions; climbing out of depression and into war	1,4,5	Change Economic Systems Government	• Use the Constitution to examine why the New Deal was considered unconstitutional. • Chart New Deal legislation in terms of relief, recovery, and reform efforts. • Write a persuasive article from the point of view of a political activist of the 1930s. <u>Suggested Document:</u> Roosevelt's first inaugural address (1933): "This nation asks for action, and action now. . ."
D . Effects on work, family, and communities 1 . Even though unemployment reached new heights, most people continued to hold jobs but at reduced hours and lower wages 2 . The loss of jobs fell unequally on women, blacks, and the unskilled 3 . The threat of possible job loss was a psychological strain on those who were employed 4 . Unemployment affected the traditional male role of provider, especially for those who equated success at work with success as a husband and father 5 . Charities' resources were inadequate 6 . Local communities attempted to meet the needs of their people 7 . The Dust Bowl and the Okies—human modification of the physical environment	1,4	Change Scarcity Needs and Wants	• Have students interview someone who lived during the Great Depression. • Use newspaper archives to examine the economic, social, and political impact of the Great Depression on your local community.

E . The cultural environment during the Great Depression 1 . The times were reflected in the arts and literature 2 . Escapism was popular in fiction and the cinema 3 . Many works of social commentary and criticism appeared 4 . Federal government supported the arts through the Works Project Administration (WPA)	1,5	Environment and Society Culture Government	• Make a cultural scrapbook incorporating literature, music, and art from the 1930s. • Read selections from *The Grapes of Wrath*. Write a journal describing your journey as a migrant teen in the 1930s.
F. Effects of the Great Depression on industrialized Europe 1 . Trade and loans tied Western economies together 2 . The Great Depression followed similar patterns in affected nations a . Tighter credit b . Business failures c . Decreased money supply d . Lowered demand e . Lower production f . Widespread unemployment	1,2,4	Interdependence Scarcity	• Have groups of students research different countries and the conditions they faced during the Great Depression. Compare Hitler with Roosevelt. Use a Venn diagram. Suggested Documents: Speeches of Franklin Roosevelt; Studs Turkel, *Hard Times*; song, “Brother, Can You Spare a Dime?”
3 . Developing totalitarian responses: Germany, Italy, Spain, Japan; intensified communism characterized by: a . One-party governments headed by a strong individual b . Armies and police forces fostered national goals and eliminated opposition c . Use of propaganda in the media and schools to support national goals d . Art and literature were used to endorse official policies in totalitarian countries	2,5	Nationalism Change Political Systems	

G . European conflicts resulted in several basic problems for United States policy makers 1 . The question of whether to shift focus from domestic problems to foreign policy 2 . Issue of neutrality versus the growing power of totalitarian states 3 . Continued efforts to improve Latin American relations through the “Good Neighbor Policy” without losing influence in that area’s affairs	1,2	Interdependence	
UNIT TEN: THE UNITED STATES ASSUMES WORLDWIDE			
I. WORLD WAR II			
Content	Standards	Concepts/Themes	Connections
Objectives: 1. To understand why World War II began and how it changed the lives of millions of people 2. To be aware of the much different world left as a legacy of World War II 3. To investigate key turning points in New York State and United States history and explain why these events or developments are significant 4. To understand the relative importance of United States domestic and foreign policies over time 5. To analyze the role played by the United States in international politics, past and present 6. To describe historic events through the eyes and experiences of those who were there			**ESSENTIAL QUESTIONS:** - How did the Versailles Treaty lead to World War II? - How could the use of the first atomic bomb be considered a turning point in United States history? - Why is World War II considered a “total war” affecting all aspects of American life?

Content Outline: A. Origins of the war 1. The Versailles Treaty 2. The Great Depression 3. Rise of totalitarianism; expansionism and persecution 4. The rearming of Germany 5. Isolationism 6. Failure of the League of Nations B. Prewar alliances 1. Axis powers 2. Allied powers 3. Role of the United States C. Failure of peace 1. Aggression by Germany in Europe, Italy in Europe and Africa, and Japan in Asia 2. Appeasement; Chamberlain in Munich 3. German attack on Poland; World War II begins 4. United States role to 1941—guarded isolation, aid to allies D. The United States in World War II 1. Japanese attack on Pearl Harbor 2. Atwo-front war a. Europe—Eisenhower b. Pacific—MacArthur	1,2	Change Choice Interdependence	**CLASSROOM IDEAS:** • Compare and contrast the origins of World War I and World War II. • Debate the topic: United States membership in the League of Nations would have prevented World War II. • Make a timeline of major events that occurred during the war. • On a world map, indicate the Allied and Axis powers. • Write a news report about the bombing of Pearl Harbor from the American and Japanese points of view.
E. New aspects of the war 1. German blitzkrieg 2. Aerial bombing 3. New technology and its impact on people and the physical environment 4. Atomic bomb—the Manhattan Project 5. The Nazi Holocaust 6. Concept of unconditional surrender	1,2,4	Science and Technology Empathy	• Take the role of one of the following—a soldier in the Pacific, a Jewish person in Europe, a Japanese-American, or a student in high school. How might the war have affected their lives? • Interview those who lived during World War II and those who did not. Compare their attitudes toward the dropping of the atomic bomb.
F. The home front 1. Total mobilization of resources 2. Rationing 3. Role of women 4. War bonds 5. Internment to incarceration of Japanese-Americans 6. Limited progress toward economic, political, and social equality for black Americans, i.e., Roosevelt's Executive Order 8802	1,4,5	Nationalism Diversity Scarcity Human Rights	• Explain the causes and effects of rationing during World War II. • Have groups research how the war affected minorities.

G. End of the war 1. Allied agreement—Yalta Conference 2. Defeat of Germany 3. Defeat of Japan H. Impact of the war 1. Entire countries were physically and demographically devastated—effects of physical and human geographic factors 2. Millions of families suffered the loss of loved ones 3. The Nazi Holocaust—Hitler's "Final Solution"; worldwide horror; human rights violations 4. United States response to the Holocaust: Fort Ontario; Oswego, New York 5. The Nuremberg Trials 6. Global impact; rise of nationalism in Africa and Asia 7. Advent of the United Nations 8. Advent of the nuclear age	1,2,3,5	Environment and Society Empathy Decision Making Nationalism	• Chart the casualties of the war. What were the human and economic costs? • Compare the League of Nations and the United Nations in a Venn diagram. Suggested Documents: United Nations Charter; United States military recruitment posters, and Rosie the Riveter posters; songs, "God Bless America," "This is the Army, Mr. Jones," "This Land is Your Land," and "Praise the Lord and Pass the Ammunition"
II. THE UNITED STATES AS LEADER OF THE FREE WORLD			
Content	Standards	Concepts/Themes	Connections
Objectives: 1. To understand why the United States assumed a leadership role in the post-World War II world 2. To appreciate the historical background for the formation of United States foreign policy of this era 3. To understand the relative importance of United States domestic and foreign policies over time 4. To analyze the role played by the United States in international politics, past and present			**ESSENTIAL QUESTIONS:** - How and why did the leadership role of the United States differ after World War II and World War I? - How and why did the United States help the nations of Europe after World War II? - What was the Cold War? How was it different from previous wars?
Content Outline: A. Role of the United Nations 1. Human rights issues; United Nations Universal Declaration of Human Rights (1948)—role played by Eleanor Roosevelt on the United Nations Commission on Human Rights 2. Actions of the United Nations to promote peace	1,2,5	Human Rights Interdependence	**CLASSROOM IDEAS:** • Research human rights violations since World War II and the United Nations' response to them.

B. United States and the Soviet Union emerge as world leaders 1. The Cold War 2. Truman Doctrine and Marshall Plan 3. Alliance systems: e.g., NATO, Warsaw Pact	1,2,4,5	Interdependence Economic Systems Political Systems	• Make a chart comparing the United States and the Soviet Union in size, population, government, allies, economy, and religion.
C. Communist expansion leads to United States policy of containment 1. In Europe: Berlin airlift, Berlin Wall 2. In Asia: Communist China, Korean War 3. In Latin America: Cuban missile crisis 4. In Southeast Asia: Vietnam War	1,2,3,5	Interdependence Places and Regions Decision Making	• Create an illustrated timeline of Cold War events. • List the causes and results of the Korean War. • Invite a Korean War veteran to class. • Examine foreign policy issues of the Cold War and actions taken by presidents of the United States. Suggested Document: United Nations Universal Declaration of Human Rights, December 10, 1948
D. Superpower rivalry 1. The spread of nuclear weapons 2. The arms race 3. From Sputnik to astronauts on the Moon	1,2,5	Nationalism Decision Making	
III. THE UNITED STATES IN THE POST-COLD WAR WORLD			
Content	Standards	Concepts/Themes	Connections
Objectives: 1. To understand the historic, political, and social context in which United States foreign policy has evolved during the post-Cold War era 2. To understand the relative importance of United States domestic and foreign policy over time 3. To analyze the role played by the United States in international politics, past and present			**ESSENTIAL QUESTIONS:** - How were World War II and the Vietnam War different? - How were the Vietnam War and the Gulf War different? - How has our relationship with Latin America changed?
Content Outline: A. Shifting foreign policies help lead to the end of the Cold War 1. Detente and arms control beginning with President Nixon 2. Military buildup and treaties to bring about reductions 3. Fall of the Berlin Wall (1989) and the collapse of the Soviet Union	1,2,5	Change Interdependence Political Systems	

B. The United States seeks a new role in the world 1. Arab-Israeli conflicts; Camp David Accord 2. Persian Gulf War 3. Peacekeeping missions; Somalia, Bosnia C. Western Hemisphere relations 1. Economic competition and cooperation: NAFTA 2. Immigration patterns between the United States and Mexico, Latin America 3. Spread of democratic principles in Latin America	1,2,3,4,5	Change Places and Regions Power Interdependence Movement of People and Goods Scarcity Factors of Production Political Systems	**CLASSROOM IDEAS:** • Make a poster comparing the weapons of World War I, the Vietnam War, and the Gulf War. Draw conclusions. • Use the study of current events to convey the ongoing nature of United States foreign policy. • Research a timeline to show involvement in the Middle East. • Research products made in Mexico and Latin America. Analyze the economic effects on business and labor in the United States. Suggested Documents: Gulf of Tonkin Resolution; song Pete Seeger, "Where Have All the Flowers Gone?"
UNIT ELEVEN: THE CHANGING NATURE OF THE AMERICAN PEOPLE			
I. POSTWAR SOCIETY CHARACTERIZED BY PROSPERITY AND OPTIMISM			
Content	Standards	Concepts/Themes	Connections
Objectives: 1. To understand that the period immediately following World War II was a prolonged period of prosperity with a high level of public confidence in the United States 2. To investigate key turning points in New York State and United States history and explain why these events or developments are significant 3. To compare and contrast different interpretations of key events and issues in New York State and United States history and explain reasons for these different accounts			**ESSENTIAL QUESTIONS:** - How did the Cold War affect the lives of people in the United States? - How did the United States deal with the assassination of one president and the resignation of another?
Content Outline: A . Changing patterns of production and consumption resulted in economic expansion 1 . Increased productivity, a result of improving technology and rising consumer demand, led to higher wages and declining unemployment 2 . Number of service jobs, women in the workforce increased 3 . Poverty continued to exist in the midst of plenty	1,4,5	Change Factors of Production Justice Citizenship	**CLASSROOM IDEAS:** • Graph the economic cycles of prosperity and recession after World War II.

B . Families and communities underwent significant changes 1 . Postwar baby boom had major effects on social and economic decisions made by families 2 . Growth of suburbs paralleled by movement from major cities 3 . Effect of automobiles reflected in interstate highway system, shopping centers, increased commuting to work	1,3,4	Change Places and Regions Science and Technology	• Show how the baby boom generation has affected the social, economic, and political life of the United States.
C . Civil rights movement placed focus on equality and democracy 1 . Important executive and judicial decisions supported equal rights 2 . *Brown v. Board of Education of Topeka* (1954) overturned legal basis of segregation 3 . Activists and leaders such as Dr. Martin Luther King, Jr. developed strategies to secure civil rights for African-Americans 4 . Women, Native American Indians, and others also sought greater equality 5 . Supreme Court moved to protect individual rights: *Miranda v. Arizona* (1966), *Tinker v. Des Moines Independent School District* (1 9 6 9)	1,5	Diversity Justice Civic Values Human Rights	• Analyze the conflict between federal and State law concerning the issue of school desegregation, using primary source documents. • What method did minority groups use in their attempts to gain equal rights? • Create a poster indicating the significant people and events in the struggle for equal rights of a particular minority group. Suggested Documents: Dr. Martin Luther King, Jr.'s address at the Lincoln Memorial (1963): "I have a dream. . . ,"; Kennedy's inaugural speech; song, "We Shall Overcome"
D . Self-confidence of early postwar years eroded by series of events 1 . Assassinations of major leaders: Kennedy, King 2 . Nation split over involvement in Vietnam War 3. Groups in society turn to violence to reach their goals 4. Resignation of President Nixon 5. Oil crisis and skyrocketing inflation	1,2,5	Change Power	
II. THE UNITED STATES BEGINS A NEW CENTURY			
Content	Standards	Concepts/Themes	Connections

7th - 8th Grade Social Studies
NYS Standards Alignment

Objectives: 1. To understand the economic, social, and political trends that shaped the end of the 20th century and point to the 21st century 2. To investigate problems and opportunities the United States faces in its immediate future			**ESSENTIAL QUESTIONS:** - How has the fall of communism changed the balance of power in the world? - What will be the role of the United States in the 21st century?
Content Outline: A. The United States competes in a world economy 1. Competition from Europe, Asia, rest of Western Hemisphere 2. Effects on economy of the United States	1,2,4	Interdependence Factors of Production	**CLASSROOM IDEAS:** • Read the labels on your clothing. Where were the clothes made? How does this affect supply and demand in the American economy?
B. Federal and state governments reevaluate their roles 1. Fiscal and monetary policies: taxation, regulation, deregulation 2. Social programs: health, welfare, education	1,5	Change Government Decision Making	
C. Technology changes: the home and the workplace	1	Science and Technology	
D. Old and new problems must be addressed 1. Violent crime and substance abuse 2. Protection of the environment 3. Growing number of elderly Americans 4. The continuing struggle for economic and social justice for all citizens 5. Balancing the ideals of national unity with growing cultural diversity 6. Civic and legal responsibilities of citizenship	1,2,3,4	Culture Environment and Society Needs and Wants Justice Citizenship	• Research an enduring problem or issue from different points of view. • Compare the beginning of the 20th century with that of the 21st century.

Curriculum Framework

Subject Area: Physical Education **Grade Level (Please specify):** K-2

Required	***Required***	***Required***	***Required***	*Optional*	*Optional*
New York State Content Standards	New York State Skills Standards	New York State Performance Indicators (if any)	Assessments (Formal/ including state assessments and Informal)	Resources	Suggested Pacing
What should students know? (Indicate which content is a benchmark standard that will be assessed at this grade level. For those standards assessed at this grade level, identify the tool to be used in the assessment column. Optional: You can also identify essential questions based on the content standards.)	What should students be able to do? (Indicate which skill is a benchmark standard that will be assessed at this grade level (A), and which skills are introduced (I) and/or practiced (P) at this grade level. For those standards assessed at this grade level, identify the tool to be used in the assessment column.)	Indices of quality – What is the nature of the evidence required to demonstrate the standard has been met and the quality of the performance that will be deemed acceptable?	What specific tools will be used to assess which content standard or skills standard at this grade level?	Provide **examples** of the types of materials or programs to be used to support instruction in the content area	When and in what order will the standards be taught and assessed?
Standard 1: Personal Health and Fitness Students will have the necessary knowledge and skills to establish and maintain physical fitness, participate in physical activity, and	1a: perform basic motor and manipulative skills. They will attain competency in a variety of physical activities and proficiency in a few select complex motor and sports activities. (I,	• participate in physical activities (games, sports, exercises) that provide conditioning for each fitness area • develop physical fitness skills through	Team Sports Tournaments		

maintain personal health.	P) 1b: design personal fitness programs to improve cardiorespiratory endurance, flexibility, muscular strength, endurance, and body composition. (I, P)	regular practice, effort, and perseverance • demonstrate mastery of fundamental motor, non-locomotor, and manipulative skills, and understand fundamental principles of movement • understand the effects of activity on the body, the risks associated with inactivity, and the basic components of health-related fitness (cardiovascular, muscle strength, muscle endurance, flexibility, and body composition • demonstrate and assess their fitness by performing exercises or activities related to each health-related fitness component, and establish personal goals to improve their fitness • understand the relationship between physical activity and individual well being			

Standard 2: A Safe and Healthy Environment Students will acquire the knowledge and ability necessary to create and maintain a safe and healthy environment.	2a: demonstrate responsible personal and social behavior while engaged in physical activity. They will understand that physical activity provides the opportunity for enjoyment, challenge, self-expression, and communication. (I, P) 2b: be able to identify safety hazards and react effectively to ensure a safe and positive experience for all participants. (I, P)	• contribute to a safe and healthy environment by observing safe conditions for games, recreation, and outdoor activities • come to know and practice appropriate participant and spectator behaviors to produce a safe and positive environment • work constructively with others to accomplish a variety of goals and tasks • know how injuries from physical activity can be prevented or treated • demonstrate care, consideration, and respect of self and others during physical activity	Team Sports Tournaments		

Standard 3: Resource Management Students will understand and be able to manage their personal and community resources.	3a: will be aware of and able to access opportunities available to them within their community to engage in physical activity. (I, P) 3b: be informed consumers and be able to evaluate facilities and programs.(I, P) 3c: be aware of some career options in the field of physical fitness and sports. (I, P)	• know that resources available at home and in the community offer opportunities to participate in and enjoy a variety of physical activities in their leisure time • become discriminating consumers of fitness information, health-related fitness activities in their communities, and fitness and sports equipment • demonstrate the ability to apply the decision making process to physical activity	Team Sports Tournaments		

Curriculum Framework

Subject Area: Visual Arts **Grade Level (Please specify):** K-2

Required	***Required***	***Required***	***Required***	*Optional*	*Optional*
New York State Content Standards	New York State Skills Standards	New York State Performance Indicators (if any)	Assessments (Formal/ including state assessments and Informal)	Resources	Suggested Pacing
What should students know? (Indicate which content is a benchmark standard that will be assessed at this grade level. For those standards assessed at this grade level, identify the tool to be used in the assessment column. Optional: You can also identify essential questions based on the content standards.)	What should students be able to do? (Indicate which skill is a benchmark standard that will be assessed at this grade level (A), and which skills are introduced (I) and/or practiced (P) at this grade level. For those standards assessed at this grade level, identify the tool to be used in the assessment column.)	Indices of quality – What is the nature of the evidence required to demonstrate the standard has been met and the quality of the performance that will be deemed acceptable?	What specific tools will be used to assess which content standard or skills standard at this grade level?	Provide **examples** of the types of materials or programs to be used to support instruction in the content area	When and in what order will the standards be taught and assessed?

Standard 1: Students will actively engage in the processes that constitute creation and performance in the arts (dance, music, theatre, and visual arts) and participate in various roles in the arts.	Students will make works of art that explore different kinds of subject matter, topics, themes, and metaphors. (I, P) Students will understand and use sensory elements, organizational principles, and expressive images to communicate their own ideas in works of art. (I, P) Students will use a variety of art materials, processes, mediums, and techniques, and use appropriate technologies for creating and exhibiting visual art works. (I, P)	• experiment and create art works, in a variety of mediums (drawing, painting, sculpture, ceramics, printmaking, video, and computer graphics), based on a range of individual and collective experiences • develop their own ideas and images through the exploration and creation of art works based on themes, symbols, and events • understand and use the elements and principles of art (line, color, texture, shape) in order to communicate their ideas • reveal through their own art work understanding of how art mediums and techniques influence their creative decisions • identify and use, in individual and group experiences, some of the roles and means for designing, producing, and exhibiting art works	Student-Produced Artwork		Exhibit C

Standard 2: Students will be knowledgeable about and make use of the materials and resources available for participation in arts in various roles.	Students will know and use a variety of visual arts materials, techniques, and processes. (I, P) Students will know about resources and opportunities for participation in visual arts in the community (exhibitions, libraries, museums, galleries) and use appropriate materials (art reproductions, slides, print materials, electronic media). (I, P) Students will be aware of vocational options available in the visual arts. (I, P)	• understand the characteristics of various mediums (two-dimensional, three-dimensional, electronic images) in order to select those that are appropriate for their purposes and intent • develop skills with electronic media as a means of expressing visual ideas • know about some cultural institutions (museums and galleries) and community opportunities (art festivals) for looking at original art and talking to visiting artists, to increase their understanding of art • give examples of adults who make their living in the arts professions	Student-Produced Artwork		

Standard 3: Students will respond critically to a variety of works in the arts, connecting the individual work to other works and to other aspects of human endeavor and thought.	Students will reflect on, interpret, and evaluate works of art, using the language of art criticism. (I, P) Students will analyze the visual characteristics of the natural and built environment and explain the social, cultural, psychological, and environmental dimensions of the visual arts. (I, P) Students will compare the ways in which a variety of ideas, themes, and concepts are expressed through the visual arts with the ways they are expressed in other disciplines. (I, P)	• explain their reflections about the meanings, purposes, and sources of works of art; describe their responses to the works and the reasons for those responses • explain the visual and other sensory qualities (surfaces, colors, textures, shape, sizes, volumes) found in a wide variety of art works • explain the themes that are found in works of visual art and how the art works are related to other forms of art (dance, music, theatre, etc.) • explain how ideas, themes, or concepts in the visual arts are expressed in other disciplines (e.g., mathematics, science, literature, social studies, etc.)	Student-Produced Artwork		

Standard 4: Students will develop an understanding of the personal and cultural forces that shape artistic communication and how the arts in turn shape the diverse cultures of past and present society.	Students will explore art and artifacts from various historical periods and world cultures to discover the roles that art plays in the lives of people of a given time and place and to understand how the time and place influence the visual characteristics of the art work. (I, P) Students will explore art to understand the social, cultural, and environmental dimensions of human society. (I, P)	• look at and discuss a variety of art works and artifacts from world cultures to discover some important ideas, issues, and events of those cultures • look at a variety of art works and artifacts from diverse cultures of the United States and identify some distinguishing characteristics • create art works that show the influence of a particular culture	Student-Produced Artwork		

Curriculum Framework

Subject Area: Chess **Grade Level (Please specify):** K-2

Required	***Required***	***Required***	***Required***	*Optional*	*Optional*
New York State Content Standards	Skills Standards	New York State Performance Indicators (if any)	Assessments (Formal/ including state assessments and Informal)	Resources	Suggested Pacing
What should students know? (Indicate which content is a benchmark standard that will be assessed at this grade level. For those standards assessed at this grade level, identify the tool to be used in the assessment column. Optional: You can also identify essential questions based on the content standards.)	What should students be able to do? (Indicate which skill is a benchmark standard that will be assessed at this grade level (A), and which skills are introduced (I) and/or practiced (P) at this grade level. For those standards assessed at this grade level, identify the tool to be used in the assessment column.)	Indices of quality – What is the nature of the evidence required to demonstrate the standard has been met and the quality of the performance that will be deemed acceptable?	What specific tools will be used to assess which content standard or skills standard at this grade level?	Provide **examples** of the types of materials or programs to be used to support instruction in the content area	When and in what order will the standards be taught and assessed?
1. Students will learn the basic vocabulary for playing chess	1.1 Students will be able to define basic vocabulary words (checkmate, various chess pieces, etc) (I/P)		Chess Tournaments		
2. Students will learn	2.1 Students will be able	•	Chess Tournaments		

Required	***Required***	***Required***	***Required***	*Optional*	*Optional*
New York State Content Standards	Skills Standards	New York State Performance Indicators (if any)	Assessments (Formal/ including state assessments and Informal)	Resources	Suggested Pacing
basic strategy for playing chess	to play a simple game of chess, with assistance (I/P) 2.2 Students will be able to apply the rules of the game (I/P)				
3. Students will learn to plan their actions	3.1 Students will be able to think about the next move(s) before taking their turn (I/P)		Chess Tournaments		
4. Students will learn the meaning of good sportsmanship	4.1. Students will be able to lose and win graciously (I/P)		Chess Tournaments		

New York State Standards Alignment

Subject Area: Physical Education **Grade Level (Please specify):** Intermediate 6-8

Required	***Required***	***Required***	***Required***	*Optional*	*Optional*
New York State Content Standards	New York State Skills Standards	New York State Performance Indicators (if any)	Assessments (Formal/ including state assessments and Informal)	Resources	Suggested Pacing
What should students know? (Indicate which content is a benchmark standard that will be assessed at this grade level. For those standards assessed at this grade level, identify the tool to be used in the assessment column. Optional: You can also identify essential questions based on the content standards.)	What should students be able to do? (Indicate which skill is a benchmark standard that will be assessed at this grade level (A), and which skills are introduced (I) and/or practiced (P) at this grade level. For those standards assessed at this grade level, identify the tool to be used in the assessment column.)	Indices of quality – What is the nature of the evidence required to demonstrate the standard has been met and the quality of the performance that will be deemed acceptable?	What specific tools will be used to assess which content standard or skills standard at this grade level?	Provide **examples** of the types of materials or programs to be used to support instruction in the content area	When and in what order will the standards be taught and assessed?
Standard 1: Personal Health and Fitness Students will have the necessary knowledge and skills to establish and maintain physical fitness, participate in physical activity, and	1a: perform basic motor and manipulative skills. They will attain competency in a variety of physical activities and proficiency in a few select complex motor	• Demonstrate competency in a variety of physical activities (games, sports, exercises) that provide conditioning for each fitness area	Team Sports Tournaments		

maintain personal health.	and sports activities. (I, P) 1b: design personal fitness programs to improve cardio respiratory endurance, flexibility, muscular strength, endurance, and body composition. (I, P)	• Know that motor skills progress in complexity and need to be used in the context of games and sports with additional environmental constraints • Combine and integrate fundamental skills and adjust technique based on feedback, including self-assessment • Understand the relationship between physical activity and the prevention of illness, disease, and premature death • Develop and implement a personal fitness plan based on self-assessment and goal setting, understand physiological changes that result from training, and			

		understand the health benefits of regular participation in activity • Develop leadership, problem solving, cooperation, and team work by participating in group activities			
Standard 2: A Safe and Healthy Environment Students will acquire the knowledge and ability necessary to create and maintain a safe and healthy environment.	2a: demonstrate responsible personal and social behavior while engaged in physical activity. They will understand that physical activity provides the opportunity for enjoyment, challenge, self-expression, and communication. (I, P) 2b: be able to identify safety hazards and react effectively to ensure a safe and positive experience for all participants. (I, P)	• Understand the risks of injury if physical activity is per-formed incorrectly or performed in extreme environmental conditions, and recognize the importance of safe physical conditions (equipment, facilities) as well as the emotional conditions essential for safety • Develop skills of cooperation and collaboration, as well as fairness, sportsmanship, and respect for others • Work constructively with others to accomplish a goal in a	Team Sports Tournaments		

		group activity, demonstrating consideration for others involved • Understand the physical and environmental dangers associated with particular activities and demonstrate proper procedures for safe participation in games, sports, and recreational pursuits • Understand the role of physical activity, sport, and games as a balance between cooperative and competitive behaviors and as a possible arena in which to develop and sharpen leadership and problem solving skills, and understand the physical, emotional, and social benefits of participation in physical activities			

Standard 3: Resource Management Students will understand and be able to manage their personal and community resources.	3a: will be aware of and able to access opportunities available to them within their community to engage in physical activity. (I, P) 3b: be informed consumers and be able to evaluate facilities and programs. (I, P) 3c: be aware of some career options in the field of physical fitness and sports. (I, P)	• Should be informed consumers, aware of the alternatives available to them within their communities for physical activity and should be able to evaluate facilities and programs available • Demonstrate the ability to locate physical activity information, products, and services • Know some career options in the field of physical fitness and sports	Team Sports Tournaments		

New York State Standards Alignment

Subject Area: Visual Arts **Grade Level (Please specify):** Intermediate 6-8

Required	***Required***	***Required***	***Required***	*Optional*	*Optional*
New York State Content Standards	New York State Skills Standards	New York State Performance Indicators (if any)	Assessments (Formal/ including state assessments and Informal)	Resources	Suggested Pacing
What should students know? (Indicate which content is a benchmark standard that will be assessed at this grade level. For those standards assessed at this grade level, identify the tool to be used in the assessment column. Optional: You can also identify essential questions based on the content standards.)	What should students be able to do? (Indicate which skill is a benchmark standard that will be assessed at this grade level (A), and which skills are introduced (I) and/or practiced (P) at this grade level. For those standards assessed at this grade level, identify the tool to be used in the assessment column.)	Indices of quality – What is the nature of the evidence required to demonstrate the standard has been met and the quality of the performance that will be deemed acceptable?	What specific tools will be used to assess which content standard or skills standard at this grade level?	Provide **examples** of the types of materials or programs to be used to support instruction in the content area	When and in what order will the standards be taught and assessed?

Standard 1: Students will actively engage in the processes that constitute creation and performance in the arts (dance, music, theatre, and visual arts) and participate in various roles in the arts.	Students will make works of art that explore different kinds of subject matter, topics, themes, and metaphors. (I, P) Students will understand and use sensory elements, organizational principles, and expressive images to communicate their own ideas in works of art. (I, P) Students will use a variety of art materials, processes, mediums, and techniques, and use appropriate technologies for creating and exhibiting visual art works. (I, P)	• Produce a collection of art works, in a variety of mediums, based on a range of individual and collective experiences (a) • Know and use a variety of sources for developing and conveying ideas, images, themes, symbols, and events in their creation of art (b) • Use the elements and principles of art to communicate specific meanings to others in their art work (c) • During the creative process, reflect on the effectiveness of selected mediums or techniques to convey intended meanings (d) • Identify and use, in individual and group experiences, some of the roles and means for designing, producing, and exhibiting art works and discuss ways to improve them (e).	Student-Produced Artwork		

Standard 2: Students will be knowledgeable about and make use of the materials and resources available for participation in arts in various roles.	Students will know and use a variety of visual arts materials, techniques, and processes. (I, P) Students will know about resources and opportunities for participation in visual arts in the community (exhibitions, libraries, museums, galleries) and use appropriate materials (art reproductions, slides, print materials, electronic media). (I, P) Students will be aware of vocational options available in the visual arts. (I, P)	• Develop skills with a variety of art materials and competence in at least one medium (a) • Use the computer and other electronic media as designing tools and to communicate visual ideas (b) • Take advantage of community opportunities and cultural institutions to learn from professional artists, look at original art, and increase their understanding of art (c) • Understand the variety of careers related to the visual arts and the skills necessary to pursue some of them (d).	Student-Produced Artwork		

Standard 3: Students will respond critically to a variety of works in the arts, connecting the individual work to other works and to other aspects of human endeavor and thought.	Students will reflect on, interpret, and evaluate works of art, using the language of art criticism. (I, P) Students will analyze the visual characteristics of the natural and built environment and explain the social, cultural, psychological, and environmental dimensions of the visual arts. (I, P) Students will compare the ways in which a variety of ideas, themes, and concepts are expressed through the visual arts with the ways they are expressed in other disciplines. (I, P)	• Discuss and write their analyses and interpretations of their own works of art and the art of others, using appropriate critical language (a) • Identify, analyze, and interpret the visual and sensory characteristics that they discover in natural and human-made forms (b) • Compare the ways ideas and concepts are communicated through visual art with the various ways that those ideas and concepts are manifested in other art forms (c). • Compare the ways ideas, themes, and concepts are communicated through the visual arts in other disciplines, and the various ways	Student-Produced Artwork		

		that those ideas, themes, and concepts are manifested within the discipline (d).			

Standard 4: Students will develop an understanding of the personal and cultural forces that shape artistic communication and how the arts in turn shape the diverse cultures of past and present society.	Students will Explore art and artifacts from various historical periods and world cultures to discover the roles that art plays in the lives of people of a given time and place and to understand how the time and place influence the visual characteristics of the artwork. (I, P) Students will explore art to understand the social, cultural, and environmental dimensions of human society. (I, P)	• Demonstrate how art works and artifacts from diverse world cultures reflect aspects of those cultures (a) • Demonstrate the ways in which some particular art works and artifacts reflect important aspects of the diverse cultures of the United States (b) • Create art works that reflect a particular historical period of a culture (c).	Student-Produced Artwork		

New York State Standards Alignment

Subject Area: Health **Grade Level (Please specify):** Intermediate 6-8

Required	***Required***	***Required***	***Required***	*Optional*	*Optional*
New York State Content Standards	Skills Standards	New York State Performance Indicators (if any)	Assessments (Formal/ including state assessments and Informal)	Resources	Suggested Pacing
What should students know? (Indicate which content is a benchmark standard that will be assessed at this grade level. For those standards assessed at this grade level, identify the tool to be used in the assessment column. Optional: You can also identify essential questions based on the content standards.)	What should students be able to do? (Indicate which skill is a benchmark standard that will be assessed at this grade level (A), and which skills are introduced (I) and/or practiced (P) at this grade level. For those standards assessed at this grade level, identify the tool to be used in the assessment column.)	Indices of quality – What is the nature of the evidence required to demonstrate the standard has been met and the quality of the performance that will be deemed acceptable?	What specific tools will be used to assess which content standard or skills standard at this grade level?	Provide **examples** of the types of materials or programs to be used to support instruction in the content area	When and in what order will the standards be taught and assessed?
1. Students will have the necessary knowledge and skills to establish and maintain physical fitness, participate in physical activity, and maintain personal health.	1.1 Students will understand human growth and development and recognize the relationship between behaviors and healthy development. They will understand ways to promote health and prevent disease and	• integrate knowledge of basic body systems with an understanding of the changes that accompany puberty (a) • apply prevention and risk reduction strategies to adolescent health problems. (b)	Unit exams, independent and group projects.	Units: Growth and Development; Active Lifestyles; Foods and Nutrition; Disease Prevention These units focus on explaining how personal decisions about active lifestyles relates to health	

	will demonstrate and practice positive health behaviors.	• demonstrate the necessary knowledge and skills to promote healthy adolescent development. (c) • analyze the multiple influences, which affect health decisions and behaviors. (d)		problems among adolescents and on explaining how personal decisions about active lifestyles relates to health problems among adolescents	
2. A Safe and Healthy Environment. Students will acquire the knowledge and ability necessary to create and maintain a safe and healthy environment.	2.1 Students will demonstrate personally and socially responsible behaviors. They will care for and respect themselves and others. They will recognize threats to the environment and offer appropriate strategies to minimize them.	• assess potentially dangerous situations and demonstrate the skills to avoid or reduce their risks. (a) • demonstrate personal and social skills, which enhance personal health and safety. (b) • understand the need for personal involvement in improving the environment. (c)	Unit exams, independent and group projects.	Units: Alcohol and Drug Use and Abuse; Growing with Family and Friends; Students will focus on identifying ways to express care, consideration, and respect for self and others to build positive relationships and will learn skills to examine situations and choices involving alcohol and then select and apply those skills to avoid use.	
3. Resource Management. Students will understand and be able to manage their personal and community resources	3.1 Students will understand the influence of culture, media, and technology in making decisions about personal and community health issues. They will know about and use valid health information, products, and services. Students will advocate for healthy families and communities.	• distinguish between valid and invalid health information, products and services (a) • recognize how cultural beliefs influence health behaviors and the use of health services (b) • demonstrate the ability to work cooperatively when advocating for healthy individuals, families and schools (c) • analyze how media and	Unit exams, independent and group projects.	Units: Food & Nutrition; Active Lifestyles; Wellness Students will focus on developing consumer skills to help them distinguish between advertisement strategies, and valid and invalid health information. Students will analyze advertisements and discuss the influence of media and society on information, products,	

		technology influence the selection of information, products and services (d) • recognize the need to be an advocate for family and community health (e) • demonstrate the ability to access community health services for prevention, illness, and emergency care. (f)		and services. Students will display knowledge of various community health resources and will identify the services each provides.	

16(b). Discuss how the proposed charter school will implement its curriculum. More specifically:

- **Who will be involved in creating or selecting curricular materials before the school opens and each year that new grades or classes are added? What will the process be for selecting and/or creating curriculum?**
- **What curriculum guidance resources will be available to support instructional planning, e.g., curriculum maps, scope and sequences, pacing calendars, curriculum developers or other instructional support staff?**
- **What instructional materials will be used in the classroom? (If commercial or other pre-existing curriculum programs will be used, explain the process for their selection. If already selected, provide any evidence regarding their effectiveness with the target population(s).)**
- **What process will the school use to review and revise the curriculum on, at least, an annual basis to ensure its alignment to state standards, and alignment from grade to grade? How will teachers be involved in that process?**
- **What will be the school's procedures for evaluating whether the curriculum is successfully implemented and effective for all students?**

The Success Charter Network has from day one systematically documented its curriculum, forms, databases, policies, and procedures to ease the implementation of the Success school model in future charter schools. Having these systems in place helps ease the opening and operating of the school and allows school leaders and teachers to focus solely on student achievement.

As new grades and classes are added, it becomes necessary to create new curricula materials or modify existing programs. The Director of Literacy, school leaders, and the SCN Instructional Development team research best practices from other successful schools and learn from their successes and failures, building on the best aspects they identify. For example, research was done examining several math programs to determine the most rigorous and effective curriculum. The Director of Instruction, Instructional Development Team and schools leaders researched seven different math programs, met with representatives or each curriculum, pored over curriculum materials and observed model lessons. After three months of intensive research, the team recommended the implementation of an augmented version of TERC Investigations math for a comprehensive, rigorous, and NY State Standards-aligned program.

Curriculum at SCN schools is determined through careful research and collaboration between the school leader and the SCN Instructional Development team and Director of Literacy. SCN's Literacy and Instructional Development teams first examine the most rigorous goals, including the New York State Standards, Common Core standards, school accountability plans, and internal research. The team conducts extensive research of

existing programs, including examining and drawing from the programs used at other high-performing public, private, and charter schools across the country. The team then obtains sample materials for each of the promising curricula and creates sample lesson plans, enabling them to select the most effective and rigorous instructional program. After a wide-ranging search, the Literacy and Instructional Development teams determined that the commercial literacy programs available were not demanding enough, so, building on the philosophy of balanced literacy, SCN developed the THINK Literacy curriculum.

The SCN team partners with school leaders to provide extensive guidance and resources to faculty. Before faculty orientation begins each summer, the SCN and school leadership teams map out year long scope and sequence plans for each subject area. They also create a system of challenging goals and specific unit and lesson objectives, planned backwards from accountability goals, particularly in core subject areas of math, literacy, and writing. This is paired with strong, standards- and vertically-aligned assessments designed to gauge teaching effectiveness and ensure a constant stream of data on student master of skills and objectives.

SCN also partners with leaders to provide and extensive program of both network-wide and school-based professional development. This includes ongoing professional development and training prior to the launch of each unit and to track student progress against end of unit benchmarks and end of semester benchmarks. This generally occurs during the weekly professional development time scheduled for each Wednesday afternoon. A more in-depth discussion of the professional development program can be found in Attachment 13.

Evaluating the overall effectiveness of the curriculum is based on student achievement measured against end of year goals. When students consistently meet or exceed planned goals, the curriculum and its implementation is judged to have been effective. If performance is anything less than excellent, the SCN team and leaders go back to the drawing board to further analyze student and faculty performance and determine the specific structural flaws that led to the deficiency. Each year leaders also solicit input from teachers and use this, paired with achievement data, to examine and refine teaching, professional development, standards, skills, and sequencing.

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

Success Charter Network schools provide an educational program and a learning environment that allow each student, regardless of background knowledge or prior educational opportunity, to meet or exceed New York State performance goals on each state assessment administered within the school. Additionally, the following student achievement goals have been set:

ENGLISH LANGUAGE ARTS

Goal**: Students will demonstrate proficiency in reading, writing, and comprehending the English language.**

Absolute Measures

- Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at or above Level 3 on the New York State ELA exam.

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

Comparative Measures

- Each year, the percent of all tested students who are enrolled in at least their second year and performing at or above Level 3 on the State ELA exam will be greater than that of students in the same tested grades in the local school district.

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

Growth Measures

- Each year, all grade-level cohorts of students will reduce by one-half the gap between the percent at or above Level 3 on the previous year's State ELA exam and 75 percent at or above Level 3 on the current year's State ELA exam. If a grade-level cohort exceeds 75 percent at or above Level 3 in the previous year, the cohort is expected to show a positive gain in the current year.

- Each student, beginning in the second grade, will take the Scholastic Reading Inventory (SRI) and the Fountas & Pinnell Benchmark Assessment System (F&P) or similar reading assessments, and at least 75% of students will increase in reading performance by a minimum of one grade level equivalent each year.

- Each student will take a nationally normed assessment (such as the Terra Nova) each year and, and at least 75% of students will increase by a minimum of one grade level equivalent each year.

MATHEMATICS

Goal**: Students will show competency in their understanding and application of mathematical computation and problem solving.**

Absolute Measures

- Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at or above Level 3 on the New York State mathematics exam.

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

Comparative Measures

- Each year, the percent of all tested students who are enrolled in at least their second year and performing at or above Level 3 on the State mathematics exam will be greater than that of students in the same tested grades in the local school district.

- Each year, the school will exceed its predicted level of performance on the State mathematics exam by at least a small Effect Size (performing higher than expected to a small degree) according to a regression analysis controlling for students eligible for free lunch among all public schools in New York State.

Growth Measures

- Each year, all grade-level cohorts of students will reduce by one-half the gap between the percent at or above Level 3 on the previous year's State mathematics exam and 75 percent at or above Level 3 on the current year's State mathematics exam. If a grade-level cohort exceeds 75 percent at or

above Level 3 in the previous year, the cohort is expected to show a positive gain in the current year.

- Each student will take a nationally normed assessment (such as the Terra Nova) each year and, and at least 75% of students will increase by a minimum of one grade level equivalent each year.

SCIENCE

Goal**: Students will understand and apply scientific principles at a proficient level.**

Absolute Measures

- Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at or above Level 3 on the New York State science exam.

Comparative Measures

- Each year, the percent of all tested students who are enrolled in at least their second year and performing at or above Level 3 on a State science exam will be greater than that of students in the same tested grades in the local school district.

SOCIAL STUDIES

Goal**: Students will demonstrate proficient understanding and application of social studies principles.**

Absolute Measures

- Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at or above Level 3 on the New York State social studies exam.

Comparative Measures

- Each year, the percent of all tested students who are enrolled in at least their second year and performing at or above Level 3 on the State social studies exam will be greater than that of students in the same tested grades in the local school district.

NCLB

Goal: The school will make Adequate Yearly Progress.

Absolute Measure

- Under the state's NCLB accountability system, the school's Accountability Status will be "Good Standing" each year.

17(b). How will the proposed charter school utilize high-quality assessments (diagnostic, formative and summative) designed to measure a scholar's knowledge, understanding of, and ability to apply critical concepts through the use of a variety of item types and formats? Your response to this question must, at least, address the following:

- **Plans for selecting or developing relevant high-quality assessments;**
- **Identification of who will be responsible for administering assessments and collecting and analyzing the data; and**
- **How the school's stakeholders (board of trustees, school administrators, teachers, parents and scholars) will use these assessment results and for what purpose.**

In addition to the required New York State assessments, scholars will be required to take the Success for All Roots Assessment and the Fountas & Pinnell Benchmark Assessment (F&P).

The Success for All Roots Assessment was developed by the Success for All Foundation and was reviewed by the U.S. Department of Education as part of a reading development contract. It supports "No Child Left Behind" requirements by providing immediate, actionable data on scholars' reading levels and growth over time. It is an assessment geared toward scholars in the kindergarten and first grade and will allow the school to track scholar performance and progress toward the English/Language Arts state standards.

All assessments are carefully aligned to scholar achievement goals, and the state standards serve as the foundation of school-created assessments. Progress toward specific achievement goals is tracked through each assessment, and scholar performance on assessments is considered when reevaluating instruction and curriculum.

To right-track scholars and teachers towards ambitious goals, we administer a practice third grade New York state ELA test from a previous year to all our second graders in May. These tests are administered almost a full year before scholars take the actual ELA test. Even so, we expect at least 70% of our scholars will get 3's and 4's on this test. We have been administering this practice test for the last three years and so far between 45 and 55% of our second graders have passed. We strive to hit our 70% mark because we believe the state ELA provides us with a low bar and the sooner we can get scholars to meet the bar, the more time teachers will have to move beyond test prep and explore a rich variety of literature.

SCN schools use a variety of tests that provide qualitative and quantitative data on scholars' academic progress. Math interim assessments, for example, are mostly multiple-choice, paper-and-pencil tests that yield percent-correct scores to show how well scholars have retained cumulative skills over a two- or three-month period. Most of these interim

assessments also include some open-ended questions, which ask scholars to explain their conceptual understanding in writing. Teachers will likely also assign performance tasks in math to see how a scholar is able to problem-solve. To assess writing, the school will administer writing prompts approximately five times each year that teachers grade holistically based on a rubric with very specific criteria. In reading, the Fountas & Pinnell test asks scholars to read a story and answer questions about what they just read. The teacher then determines the scholar's independent reading level based on their accuracy and comprehension. As one can see, SCN schools plan to administer assessments with a variety of formats and item types that will ask scholars to apply skills and knowledge in different contexts. This data will give our teachers an even richer understanding of scholar performance.

The Success Charter Network (SCN) enforces specific protocols for how schools collect, distribute, and analyze data. These protocols work to help teachers and school leaders freely access information in real-time. In a fast-paced and constantly changing school environment, having data at one's fingertips empowers the staff to better decide how to expend time and resources so as to maximize scholar achievement. In order to maximize classroom time, SCN seeks out more efficient ways to raise scholar test scores by carefully examining high-stakes tests like the New York State English Language Arts Test. Dissecting these tests helps the instructional development team determine how best to quickly teach scholars how to ace these tests, giving teachers more time to focus on teaching above and beyond the tests.

The process by which SCN schools collect data plays an important role in how schools will handle data. At the school site, teachers administer tests in two ways. First, paper-and-pencil tests will feature barcodes and response bubbles that will allow for rapid transfer of scholar responses to a digital format. Second, for some tests teachers will be able to input scores and results online. Both formats will allow teachers to spend less time correcting tests and more time analyzing test data in order to improve teaching and learning. A data director at SCN will work with school leaders to design report templates that teachers and school leaders can readily access for actionable data. Once all information has been uploaded, the manager can then transmit it to SCN for the director who will oversee the process. This system gives certain advantages:

- Decisions about instructional modifications can be made quickly so as to improve teaching and learning
- It allows SCN and school-based administrators to easily monitor and troubleshoot.
- It gives SCN both an overall snapshot of school performance and the ability to hone in on specific problem areas.

This data distribution process will allow teachers and school leaders to make informed decisions quickly and collaboratively. As data is collected, the instructional team gains statistical information on all scholars, teachers, and schools. In addition, for each test, the data collection list skills and subskills tested on each question, which gives teachers and school leaders a line-by-line breakdown of scholar performance. Teachers administer monthly math assessments and a reading assessment once every eight weeks. These tests

are identical for all classes grade-wide, allowing teachers to share ideas and compare results. The frequency of these tests gives volumes of data and an ongoing overview of how scholars are doing. In addition, all scholar data is accessible to all administrators and teachers. This free circulation of data reinforces the collaborative culture.

Collaboration is central to how SCN schools analyze data. Teachers and school leaders meet once a week to discuss how scholars performed on tests. Meetings generally center on the following questions:

- How did the school perform overall?
- How can instruction be individualized for scholars who did not perform well on this test?
- What skills were not mastered and need to be retaught?
- Which teachers were successful in teaching these skills and how did they teach these skills?
- Is instruction being driven in a way that challenges all scholars?

State test results allow us to compare our performance with other schools throughout New York. For the past two years, HSA1 has taken state tests, the results of which validate our schools' academic excellence. The stats below summarize how we stacked up against other schools on the 2009-2010 third and fourth grade ELA and math tests:

<u>ELA - 3rd Grade</u>

- HSA ranks #37 in the state. HSA is in the top 1%
- Icahn Charter School 2 and Brighter Choice Charter School for Boys are the only charters who scored higher than HSA. However, both of these schools tested fewer than 50 students.
- If you exclude schools who tested less than 50 students, HSA ranks 20th in the state and is the #1 Charter School in NY
- More HSA 3rd graders passed with 3's and 4's than students at PS 6, PS 234, PS 87
- HSA outperformed our co-located school (19% passed @ PS 149), District 3, District 2, The Edgemont District, and the Scarsdale District

- <u>ELA - 4th Grade</u>
  - Among all schools, HSA is ranked #105. HSA is in the top 5%
  - However, HSA is the #1 charter school in 4th Grade ELA.
  - More HSA 4th graders passed with 3's and 4's than students at PS 234 and PS 87. PS 6 beat us by 0.8%
  - HSA outperformed our co-located school (36% passed @ PS 149), District 3, District 2, The Edgemont District, and the Scarsdale District

<u>Math - 3rd Grade</u>

- HSA ranks #14 in the state. HSA is in the top 1%
- Icahn Charter School 2 is ranked #2 and is the only charter school ranked higher

than HSA. However, Icahn only tested 33 students and HSA tested 62 students

- If you exclude schools who tested less than 50 students, HSA ranks #6 in the state and is the #1 charter school in NY
- More HSA 3rd graders passed with 3's and 4's than students at PS 6, PS 234, PS 87
- HSA outperformed our co-located school (18% passed @ PS 149), District 3, District 2, The Edgemont District, and the Scarsdale District

Math - 4th Grade

- HSA ranks #88 in the state - Top 4%
- HSA is the #3 charter school in the state. Albany Community Charter (tested 29 students) is #1 and Charter School of Educational Excellence (tested 44 students) is #2.
- If you exclude schools who tested less than 50 students, HSA is the #1 charter school in NY
- More HSA 4th graders passed with 3's and 4's than students at PS 87. PS 6 and PS 234 outperformed HSA
- HSA outperformed our co-located school (28% passed @ PS 149), District 3, District 2, and The Edgemont District. The Scarsdale District outperformed HSA - see comparison chart

Test	Grades	Why Assessment Was Selected/Created	Measures	Academic Goal	How we know these tests measure what is being taught
Fountas & Pinnell Benchmark Assessment	K-5	- nationally recognized, widely used - strong comprehension component - benchmarked against Fountas & Pinnell book-leveling system	Reading ability: Fluency, Accuracy and Comprehension	100% attain K: level D Gr1: level J Gr2: level M Gr3: Level P Gr4: Level S	The F&P test ties in with our balanced literacy program. We observe scholars' independent reading levels and how quickly they are able to grow. We compare our observations with results from the test as well as informal results to get a holistic sense of scholar performance and growth.
LAB-R	K-8	state requirement	English language acquisition	None.	This test is "designed to measure the English language proficiency of students who have been identifies as limited English proficient (LEP)."
Writing Prompt	K-8	- ambitious, sets a high bar: scholar writing is benchmarked against exemplary writing samples gathered from high-performing charters, private and public schools around New York	How well scholars can write based on four components: - ideas, - structure, - details, - conventions	100% will be writing on grade level by year-end (score at least 12 out of 15 on writing rubric)	Our Director of Literacy creates writing prompt assessments alongside our writing curriculum. As a result, rubrics tied to the writing prompt relate to what is being taught in class at the time.
Stepping Stones	K	- part of Success For All literacy curriculum for kindergarten - tells how well scholars are mastering letters, letter-sounds, sight words and consonant-vowel-consonant words	Pre-literacy skills: - identifying letter - identifying letter-sounds - writing letters - reading sight words (e.g. her, that) - reading consonant-vowel-consonant words (e.g. cat, bit)	100% will master all pre-literacy skills (identify all letters, letter-sounds, read sight words, read consonant-vowel-consonant words)	This test is tied to our Success For All Kindercorner literacy curriculum and covers all of the pre-literacy skills covered in class. This test provides baseline data and helps us understand any deficiencies among our more struggling scholars.
Reading Roots	1	- part of Success For All literacy curriculum for grade 1, known as Roots - shows how well first graders are advancing through the Roots curriculum	Reading ability: Fluency, Accuracy and Comprehension	100% will score at least a level 8 (out of 9) on Roots test.	This test is tied to our Success For All first grade literacy curriculum (called Roots) and covers all of decoding and comprehension skills covered in class. We use results to create reading groups. From our experience, this test helps us accurately place scholars in the correct reading level. In the few cases where the data might be off, we quickly switch a scholar's group to match their ability.
State Math Test	3-8	state requirement	Performance with respect to state math standards	100% proficiency (score of 3 or 4)	We align instruction to state math standards.
State Science Test	4, 8	state requirement	Performance with respect to state ELA standards	100% proficiency (score of 3 or 4)	We align instruction to state science standards.
Interim Assessment - Math	1-2	- cumulative tests show how well scholars are learning and retaining math skills	% of covered math skills scholar has mastered/retained	100% will score at least an 80%.	These assessments test scholars on all skills taught over several math units. The questions are based on unit tests, which relate to big skills and competencies scholars learn in class.
State ELA Test	3-8	state requirement	Performance with respect to state ELA standards	100% proficiency (score of 3 or 4)	We align instruction to state ELA standards.
NYSESLAT	K-8	state requirement	English language acquisition	100% graduation from ELL	This test is "designed to measure the English language proficiency of students who have been identifies as limited English proficient (LEP)."

18. How will the school monitor progress towards the achievement of its mission?

The proposed school endeavors to educate children and provide them with the knowledge, skills, and education needed to succeed in higher education and life beyond school. The school will carefully monitor the longitudinal progress of each of its students from their entry into the school to the time they graduate, ensuring that they either remain on grade level or are remediated and continue to gain with their peers.

As discussed in detail in Attachment 17(b), the school will use a variety of assessments beyond those required. In addition to the required New York State assessments, students will be required to take the Success for All Roots Assessment, the Fountas & Pinnell Benchmark Assessment (F&P), and a range of internal assessments.

The Success for All Roots Assessment was developed by the Success for All Foundation and was reviewed by the U.S. Department of Education as part of a reading development contract. It supports "No Child Left Behind" requirements by providing immediate, actionable data on students' reading levels and growth over time. It is an assessment geared toward students in the kindergarten and first grade and will allow the school to track student performance and progress toward the English/Language Arts state standards.

All assessments are carefully aligned to student achievement goals, and the state standards serve as the foundation of school-created assessments. Progress toward specific achievement goals is tracked through each assessment, and student performance on assessments is considered when reevaluating instruction and curriculum.

Finally, in second grade and beyond, we administer state tests from previous years to gauge how well students are hitting grade-level benchmarks. For example, before third graders at HSA1 took the 2009 New York State math test in March, we administered these state tests from 2006-2008 in January and February to gauge how well students were mastering third grade math concepts.

By using this wide variety of assessments and meticulously tracking student performance as they grow and progress, the school will have a clear understanding of the success of each student, each class, each teacher, and each cohort. This, combined with SCN schools' unique ability to aggregate and analyze information, will allow the school to ensure that it is exceeding its accountability plan targets and goals.

19. If the proposed charter school would serve students in the 12th grade within the charter term, stipulate whether, and to what extent, you will abide by State Education Commissioner Regulations (8 NYCRR) §100.5 High School Diploma Requirements. Specifically, you should indicate whether you will hold students to Regents diploma requirements, as specified in the regulations.

If you intend to hold students to additional requirements or to confer a non-Regents high school diploma, attach a description of these requirements, including credit accumulation and graduation requirements.

This question is not applicable to this application, as the school will not serve a 12th grade.

20. Provide an organizational chart for the school and a narrative description of the chart. The chart should clearly indicate the reporting structure of staff to the board of trustees, and staff to the school leader(s). If the charter school intends to contract or partner with an entity for management or educational services, the organizational chart should also reflect that relationship and the narrative should include a discussion of the role of the management or partner organization.

School Organizational Chart
[graphic image corrupted]

The school is governed by the Board of Trustees. The principal was recommended to the Board of Trustees by the Success Charter Network (SCN) with the Board having the ultimate authority to hire said individual. The principal reports directly to the Success Charter Network, which is responsible for coaching and supervising the principal, and the Board of Trustees, which is responsible for evaluating the principal's performance each year. The principal is an at-will employee whose yearly renewal status is contingent upon the approval of both the SCN and the Board of Trustees.

The principal is the school leader responsible for implementing the mission and policies set by the Board of Trustees and supervises a staff that includes a Dean of Students beginning in Year 3 who is responsible for student discipline and culture, a School Leadership Resident beginning in year 2, and the teaching staff. The School Leadership Resident assists in the supervision of the teaching staff, but the principal will be the final authority. Additionally, there is an operations team at the school that, in its first year, consists of a business manager, operations coordinator, community relations coordinator, and student achievement coordinator. These four individuals are responsible for all non-instructional operations and administration at the school. They all report to the principal but the business manager is largely managed by SCN. In subsequent years, this operational team will expand by two additional coordinators to share in its duties.

The Success Charter Network works actively and closely with the principal to see that the Success Charter Network curriculum is implemented effectively and that the teaching staff is given effective professional development, coaching, and feedback. SCN has an extremely hands-on approach and does not manage its schools from a distance. Members of the SCN staff are a regular presence at the school coaching, observing, and providing feedback. The Chief Executive Officer, Chief Operating Officer, and Director of Instruction spend a significant portion of their time in the schools and participate in all correspondence going to and from school leaders and teachers related to instruction. This allows them to identify best practices that should be implemented at multiple schools as well as potential problems before they become serious. Similarly, the Chief Operating Officer and Director of Operations participate in all email discussions related to school operations to ensure that innovative ideas are implemented and replicated and potential problems are caught immediately.

SCN also provides opportunities for the principal to visit and learn from high-performing schools both within and without its network of schools. It provides the principal with professional development opportunities designed to enhance his leadership, management, and pedagogical skills. SCN also regularly examines the school's performance data and holds the principal directly accountable for the success of the school. SCN expects all of its schools and employees to be in a state of constant improvement working towards competitive greatness, and its interactions with and accountability standards for the school principal will reflect that expectation. SCN uses these extensive interactions and examinations of school performance data to make an informed and accurate report to the Board regarding the principal's performance at the school.

A more detailed explanation of the duties and can be found in Attachment 22.

The Success Charter Network has entered into a contract with the Board of Trustees to provide prescribed services to the school. SCN reports directly to the Board and regularly provides the Board with updates and data related to the performance of its contracted services. Examples of information SCN provides to the Board include number of applicants applied, interviewed, and recommended for hire, student recruitment goals and figures, school budgeting forecasting, and special education compliance reports.

21(a). Provide a list of instructional staff for the proposed charter school. The list should indicate and identify classroom teachers, and any teaching aides or assistants, as well as any specialty teachers. In addition, the list should identify the number of instructional personnel in each classroom, e.g., one teacher, one teaching assistant, one paraprofessional for each class.

The Success Charter Network (SCN) model employs one lead teacher in each classroom. A lead teacher typically has at least three years of classroom experience, New York State teaching certification, and a Master's degree. Each grade level also has associate teachers who have less classroom experience. Associate teachers are shared between grade level teachers and push in to do small group instruction and individual tutoring. SCN schools also employ specialty teachers such as science teachers, special education teachers, art teachers, chess teachers, music teachers, dance teachers, and athletic coaches.

Before being hired at a Success Charter Network school, teaching applicants are put through a rigorous application process that includes: submission of resume and writing sample, phone interview, personal interview, demo lesson, feedback from school leadership, and reference checks. The school principal then has final decision-making authority in hiring teachers.

In its second year of instruction, the school will also have a school leadership resident. This person teaches and assists the principal while being trained and mentored by the Director of Instruction at SCN to take over a principal position in a future SCN school.

Below is a chart listing the roster of instructional personnel that will be employed at the school during the length of the charter.

	Year 1	Year 2	Year 3	Year 4	Year 5
Lead Teachers	7	10	17	21	24
Associate Teachers	2	5	7	10	13
Specialty Teachers[1]	5	6	10	11	13
Principal	1	1	1	1	1
School Leadership Resident	0	1	1	1	2
Total	15	23	36	44	53

[1] Specialty Teachers includes full time science and arts teachers as well as part time special education, chess, and physical education teachers.

Lead teachers will have responsibility for a class of students. Their responsibilities shall include, but not be limited to:

- Maintaining and enriching their expertise in the subject area(s) they teach.
- Developing lesson plans that ensure the attainment of state learning standards and are aligned with the school's curriculum.
- Coordinating lesson plans with other teachers to reinforce student knowledge on an interdisciplinary basis.
- Providing direct and indirect instruction.
- Creating long-term and short-term plans to address individual student needs.
- Preparing students excellently for all required assessments.
- Evaluating student progress.
- Using data effectively to improve instruction and student learning.
- Providing an inviting, exciting, innovative learning environment.
- Engaging in effective and appropriate classroom management.
- Serving as advisors to students.
- Ensuring students with special education, ELL, or gifted needs are serviced at an extremely high level.
- Performing other duties, as deemed appropriate, by the principal.

Associate teachers will provide assistance to lead teachers and individualized tutoring to meet students' needs. Their responsibilities shall include, but not be limited to:

- Maintaining and enriching their expertise in the subject area(s) they teach.
- Assisting a lead teacher.
- Providing tutoring in both one-on-one and small group settings to meet individual student needs.
- Administering assessments to evaluate student progress.
- Checking student homework assignments.
- Monitoring student behavior in the cafeteria, play yard, and hallways.
- Performing general administrative duties for lead teachers.
- Serving as advisors to students.
- Performing other duties, as deemed appropriate, by the principal.

Specialty teachers will teach classes in science, the arts, chess, or physical education. Specialty teachers also include special education teachers. Their responsibilities shall include, but not be limited to:

- Maintaining and enriching their expertise in the subject area(s) they teach.
- Developing lesson plans that ensure the attainment of state learning standards and are aligned with the school's curriculum.
- Coordinating lesson plans with other teachers to reinforce student knowledge on an interdisciplinary basis.
- Providing direct and indirect instruction.

- Creating long-term and short-term plans to address individual student needs.
- Preparing students excellently for all required assessments.
- Evaluating student progress.
- Using data effectively to improve student instruction.
- Providing an inviting, exciting, innovative learning environment.
- Engaging in effective and appropriate classroom management.
- Serving as advisors to students.
- Serving a student's Individualized Education Program (if applicable).
- Performing other duties, as deemed appropriate, by the principal.

The responsibilities of the principal will include, but not be limited to:

- Providing leadership and direction to all school staff members.
- Ensuring the highest levels of teaching and learning occur consistently throughout the school.
- Hiring, evaluating, and terminating staff members.
- Administering scheduling, enrollment, and curriculum.
- Ensuring the proper use of student data to drive and improve instruction.
- Facilitating parent involvement.
- Making formal reports to the Board of Trustees, the Success Charter Network, and the charter entity.
- Implementing the school policies and procedures as directed by the Board of Trustees.
- Managing the delivery of services to students requiring special education and ELL services.
- Managing the tutoring program for students who are academically behind their peers as well as the accelerated learning tutoring program for gifted students.
- Monitoring and improving the quality of all components of the SCN curriculum including literacy, mathematics, discovery science, social studies, arts, chess, and physical education.
- Providing a safe learning environment.
- Setting academic and fiscal priorities.
- Assisting SCN in the training and mentoring of school leadership residents.
- Providing guidance and support to teachers to improve instruction.

The responsibilities of the school leadership resident will include, but not be limited to:

- Developing lesson plans and providing quality instruction to assigned classes in their area of expertise. This teaching will comprise fifty percent of their time.
- Mastering the SCN curriculum.
- Mastering the proper usage of student data to drive and improve instruction.
- Mastering the successful teacher observation and feedback process.

- Mastering the SCN culture.
- Participating in mentoring activities with SCN staff and SCN school principals.

Qualifications of all teachers of the school will include:

- Relentless commitment to academic excellence.
- Dedication to the Success Charter Network's mission, culture, and values.
- Relevant teaching experience, preferably in an urban setting.
- Demonstrated ability to engage students and deliver effective instruction.
- Commitment to data-driven instruction.
- High level of organization and resourcefulness.
- Prior success.
- Excellent oral and written communication skills.
- College degree, advanced degrees, certifications.
- Recommendations from previous employers.

Qualifications of a successful school principal or school leadership resident include:

- Demonstrated commitment to student academic excellence.
- High standards for themselves, their staff, and their students.
- A strong fit and dedication to the Success Charter Network's mission, goals, culture, and values.
- Teaching and leadership experience, especially in an urban setting.
- Commitment to data-driven instruction.
- Experience hiring and managing employees.
- High level of organization and resourcefulness.
- Strong ability to multi-task, handle numerous tasks, and set priorities effectively.
- Exemplary oral and written communication skills and sophisticated analytical analysis.
- Strong interpersonal skills and the ability to thrive in a collaborative environment.
- College degree, advanced degrees, and certifications.
- Recommendations from prior employers, colleagues, and employees.

21(b). Provide a list of all other staff of the proposed charter school.

The Success Charter Network (SCN) model employs a lean administrative staff. The office is staffed by a Business Manager who oversees all non-instructional operations, a School Operations Manager/Coordinator, a Community Relations Coordinator, and a Student Achievement Coordinator/Manager who manages student assessments and coordinates Special Education evaluations and services.

All instructional and non-instructional staff are subjected to a rigorous recruitment and screening process. The SCN Human Resources department sources and screens thousands of resumes each year. Candidates are interviewed by phone and then in person, and some are invited in to perform a trial day of sample tasks. Finally, recommendations for hire are made by SCN Human Resources to the school principal, who makes a final selection of employees.

Descriptions for these positions follow.

The responsibilities of the business manager shall include, but not be limited to:

- Manage a team of back office personnel
- Plan logistics for school-wide events including family academic nights, field trips, hearing and vision tests, school picture days, and flu shots
- Establish arrival, breakfast, lunch, recess, dismissal, and class transition procedures
- Monitor procurement and manage school budget
- Determine staff scheduling for back office
- Oversee parent communication, supplies procurement, and building maintenance
- Manage student data collection and information updates
- Develop a system for scheduling during the school day around available facilities and co-tenants
- Negotiate shared space with co-tenants
- Maintain school health and safety protocols, including school safety plan and fire drill routes

The responsibilities of the school operations coordinator/manager shall include, but not be limited to:

- Anticipate and prevent maintenance and cleanliness issues.
- Coordinate school procurement and get needed supplies to staff in a timely fashion.
- Ensure school safety agent is on premises and performing job adequately when needed.
- Ensure fire drills happen when necessary and appropriate.
- Ensure compliance with necessary laws and regulations related to school food.

- Ensure students and staff have access to appropriate food in a timely fashion in a clean cafeteria.
- Manage basic technology needs at school level.
- Ensuring the school operates in compliance with all federal, state, and local laws as well as its charter.
- Creating and maintaining a school emergency response plan.

The responsibilities of the community relations coordinator/manager shall include, but not be limited to:

- Being the first point of contact for all visitors to the school.
- Preparing weekly fliers announcing upcoming events for student families.
- Answering the telephone in the main office and taking messages or forwarding calls as appropriate
- Creating graphs from data of student attendance.
- Maintaining a system for incoming and outgoing mail and facsimiles.
- Ensuring the office is clean, organized, and stocked with necessary supplies.
- Tracking student attendance.
- Maintaining student files.
- Attending to minor student health needs.
- Planning and coordinating student field studies.

Student achievement coordinator/manager responsibilities will include, but not be limited to:

- Managing all student information related to assessments and special education services.
- Distributing, collecting, and insuring that assessment materials have been completed correctly.
- Coordinating schedule for data meetings, tutoring, and special education services.
- Scheduling and managing all student Individualized Education Programs (IEP).
- Managing and synthesizing all data from all meetings, assessments, initial referrals, and IEPs.
- Communicating data results to school leadership and the Director of Data and Accountability at the Success Charter Network.
- Overseeing faculty summer training and professional development operations

22. How will the proposed charter school demonstrate the management and leadership techniques necessary to overcome initial start-up problems to establish a thriving, financially viable charter school? Your response to this request must, at least, address the following:

- **Describe the envisioned initial management structure of the charter school, including the roles and responsibilities of both instructional and operational leaders, especially in relation to:**
  - **Teacher support, supervision and evaluation, selection and/or development of curriculum and assessment, and professional development;**
  - **Overall financial and facility operation of the proposed charter school;**
  - **Reporting of financial and facility-related information to the school board;**
  - **Explain how the board will communicate and address identified issues; and**
  - **The lines of reporting, supervision, and plans for growth of the management team over the charter period.**

The Success Charter Network has consistently demonstrated that it has the capacity to train leaders and provide managerial and administrative support to its schools. SCN was founded to create a replicable elementary school model that would give all students a phenomenal education and bring high quality education to underserved parts of New York described in Attachment 6. Each SCN school is dedicated to the mission of providing New York City elementary students, particularly those from economically disadvantaged neighborhoods, with the knowledge, skills, character, and disposition to meet and exceed New York State standards and give them the resources to lead and succeed in the school, college, and life.

Consisting of intelligent, hard-working, and passionate individuals with impressive accomplishments and experience in the education field, SCN is in a unique position to provide considerable support to ensure that the school opens smoothly and operates at a consistently high level. Because of its highly skilled and experienced staff, SCN is fully capable to provide excellent support in the fields of finance, operations, human resources, data and accountability, instructional development, technology, and external affairs.

The SCN staffing plan is highly unique and unlike that of any other charter management organization. Most charter management organizations begin with just enough staffers to open and run a single school, and then grow their team as they open new schools. SCN takes a different approach. With a clear understanding of the risks of advance staffing, and with a close and continuous evaluation of the finances, SCN assembled in its first year virtually the entire team it would need over the next five years. This allowed SCN

to develop the systems and structures necessary for replicating its successful school model now and to begin executing these replication plans as soon as its next three charters were granted without having to scramble to find additional staff members when the SCN team needed to be focused on executing its replication plans rather than finding and hiring additional employees.

After opening its first school in 2006 and three more in 2008, SCN is now ready to use what it has already learned about opening, running, and replicating schools to open its next set of schools in August 2010.

SCN schools are in a strong position to overcome problems often associated with initial startup. They are also able to thrive financially, quickly attaining a balanced budget supported by per-pupil government funding. As of fall 2010, SCN has successfully opened seven schools in two boroughs in a very short timeframe. This process has included gauging and documenting community interest and support; identifying, obtaining, and renovating facilities; developing and implementing a replicable procurement process; recruiting, qualifying, hiring, and training full complements of teachers and leaders; recruiting and enrolling students; and raising startup and initial operating funds.

The school will be led primarily by the principal, who shall serve as the instructional leader. All SCN schools also have a business manager who supervises all non-instructional staff, including the operations manager/coordinator, the community relations coordinator, and others. Detailed descriptions of both instructional and non-instructional staff and their reporting structures can be found in Attachments 20, 21(a), and 21(b).

Teachers are supported instructionally by the instructional team, including their principal, leadership resident, grade team leader, and instructional support personnel at the Success Charter Network. The SCN Director of Literacy and the Director of Instructional Development provide curricular guidance, new faculty orientation, lesson plans, best practices, and professional development to faculty and leaders network-wide. The SCN Data & Accountability Department provides up-to-date assessments that effectively evaluate students' progress against accountability goals and curricular goals. The continual analysis and on-demand availability of these data allow for the extremely data-driven instruction that is a hallmark of SCN schools.

SCN will recruit the most effective teachers, administrators, and other school personnel to work in the school. While the school principal will have final authority to hire and fire school staff, SCN will conduct extensive screening and interviewing so that it can recommend only the best candidates to the principal. The SCN hiring process consists of submission of a cover letter, resume, and application; phone interview; reference checks; scheduling of a demo lesson; post-lesson debriefing with the candidate; and finally a recommendation to the school principal if SCN determines the candidate will be an excellent fit. If the candidate is hired, SCN will then create an employment letter and conduct an orientation for the new employee. This year, SCN schools were so selective

and competitive that the Human Resources reviewed over 5,600 resumes since January for only 130 hired.

Prior to the start of the school year, teachers receive four weeks of training, orientation, and professional development in a concentrated summer session. All teachers receive the equivalent of an additional four weeks of professional development throughout each school year. This extensive professional development is combined with regular observations and feedback from a variety of others. Not only do principals and leadership residents provide comments, but SCN schools use an in-house system called Edutube that allows teachers, equipped with video cameras, to record their lessons and upload them to a network resource. This, in turn, allows other teachers to learn best practices and things to avoid by observing their fellow faculty.

SCN also has extensive infrastructure to support the operational and financial needs of a new school through its startup and into the regular operation. Through careful research conducted at other successful charter schools, extensive financial modeling, and experience with the Harlem Success Academy Charter School, SCN has already developed a start-up budget and proposed operating budget for the first five years of the school's operation and drafted internal controls, protocols, and procedures. In consultation with the school principal and the Board of Trustees, SCN will refine this projected annual operating budget for the school each year. It will then produce monthly and quarterly variance reports and conduct meetings with the school's leadership and Board of Trustees to go over these reports and give recommendations to ensure the fiscal health of the school. At the end of each fiscal year, SCN will ensure that annual fiscal audits are conducted by an independent Certified Public Accountant; it will also ensure the school is prepared for the audit by following proper financial and record keeping procedures throughout the year. SCN will also set up operating bank accounts and credit card accounts and will manage the accounting, bookkeeping, payroll, accounts payable, and accounts receivable for the school. SCN will fill out the bi-monthly reports required by the New York City Department of Education in order to receive per pupil funding. SCN will also secure grants for the school by maintaining relationships with philanthropic foundations and individuals and by writing grant applications and budget proposals to the Walton Foundation, the Buck Foundation, the New York State Charter School Program, and the State Stimulus Fund. Additionally, SCN will manage grant compliance by submitting all post-award financial, statistical, and narrative documentation as required by the grant's terms. SCN conducts extensive research looking for new grant opportunities and will apply for additional grants for the school whenever an appropriate opportunity is found. SCN will also manage title funding for the school by completing the consolidated title application each year and submitting all required paperwork to ensure continued funding.

The school's operational requirements will be met by two teams: and on-site team led by the school's business manager and an SCN team led by the Director of Operations and Family Affairs. Together, they manage the preparation of new facilities and procurement and open schools in record time. The Operations team at SCN has successfully condensed the preparation of a school down to only about twenty-five business days.

More detail about the financial and operations management provided by SCN can be found in Attachment 7(a).

The board of trustees will receive frequent updates from the school regarding finances, facilities, and academics. In addition to regularly scheduled board meetings, email and telephone communication abounds to consult, inform, and obtain approval for large expenditures and key instructional decisions. Board members are not shy about their involvement: board members of other SCN schools routinely request information, clarification, and further due diligence as a matter of standard operating procedure. Transparency is extremely important to the schools' culture; both school and SCN staff are very responsive to board requests making it as easy as possible for trustees to fulfill their fiduciary and governance responsibilities. SCN schools are also fortunate to have highly talented board members with a wide range of skills, allowing them to hold the school and SCN to very high standards.

The lines of reporting at the school level are clear. The principal manages the instructional staff, including instructional leaders, and the student achievement manager. Non-instructional staff is managed by the school's business manager. For more detail, please see the organizational chart in Attachment 20. In the first year, the senior management team is small, consisting of the principal and business manager. In year two, the school will likely add a dean of students and a leadership resident who will function in a capacity similar to that of an assistant principal who is in training to ultimately lead an SCN school.

23. How will the proposed charter school increase the acquisition, adoption and use of local instructional improvement systems that provide teachers, principals and administrators with the information and resources they need to inform and improve their instructional practices, decision-making and overall effectiveness? Your response to this question must, at least, address the following:

- **The method the proposed charter school will use to identify, hire and retain a quality school leader.**
- **How the school leader and instructional staff will be evaluated in a manner that holds them responsible for student attainment of Accountability Plan and school goals, and that can be used to improve their professional growth.**
- **The process for administrators, school leaders and instructional staff to use student achievement data to improve student achievement.**
- **The process by which decisions will be made by the school's board and leadership regarding the allocation of resources to support instruction.**
- **The approach the school will take to evaluate the overall effectiveness of its systems.**

The proposed charter school will increase the acquisition, adoption, and use of local instructional improvement systems in a variety of ways, providing teachers, principals, and administrators with the information and resources needed to inform and improve their effectiveness.

SCN has an extensive sourcing process to identify and qualify potential school leaders. With over 250 teachers in the Network, SCN first searches for leaders internally. Teachers with leadership potential will initially become grade-team leads. Ultimately, if they find that they are interested and their leaders feel that they have the skills and talent needed, they would apply for the leadership position and undergo an extensive interview and trial process to become a leadership resident. To prevent the organization from becoming too insular and provide for a continuing stream of new and fresh ideas, SCN also sources talent from without the organization. SCN's human resources department has an extensive process for recruiting leaders nationwide, including a dedicated team of in-house recruiters and partnerships with third-party firms to seek out top talent in every corner of the country. This proposed charter school will likely be led by one of the twelve leadership residents currently in training at one of the existing seven SCN schools.

All school leaders in the Success Charter Network are held accountable not only to specific quantitative academic and school culture goals but also to strong leadership competencies. These areas are carefully and explicitly enumerated. All leaders undergo regular performance reviews and leaders meet weekly with SCN staff to review their challenges and performance.

School leaders, teachers, and other instructional staff members always utilize up-to-date assessment data to improve student achievement. There are bimonthly data meetings by grade and regular school wide meetings to gauge where the population is and what needs to be modified to ensure that all children are meeting rigorous academic goals.

School budgets are developed and refined based on per-pupil allocations and ongoing reviews with school leaders and SCN staff to determine what achieves the greatest instructional gain for each dollar spent. It is an iterative process, with the SCN Finance team poring over numbers, principals giving insights into what is most instructionally beneficial, and teachers providing feedback on the most effective use of resources. Lastly, the board weighs all of this input and their own, drafting and redrafting new policies. In April or May, the board votes to adopt the final budget for the coming year, incorporating lessons of past years of instruction at all SCN schools.

At every SCN school, every system is reevaluated both on a continuous and annual basis. These evaluations and proposed reforms are often done in real-time. Immediately following any event, leaders and relevant faculty will solicit informal input from all stakeholders to ensure that all suggestions can be included in improving the process for the next time. This is true for instruction, events, and processes such as test administration. SCN schools pride themselves on a culture of continuous improvement that is operationalized on a consistently high level.

24(a). Please describe how parents will be involved in the charter school, including, in particular, the *governance and administration* of the charter school and note whether a parent organization (e.g. PTA, PTO) is anticipated.

Parental involvement in a child's education is a cornerstone of the Success Charter Network's educational philosophy. While the Board does not believe in asking parents to fundraise, the school will ask and hopes for them to be involved in their children's academic, developmental, and psychological success. Parents will be directly involved in their child's education every night as they are strongly encouraged to check their child's homework for completion and accuracy and read a story with their child every night. They will be invited and strongly encouraged to attend family academic events including: family reading nights, family math nights, science fairs, chess tournaments, dance recitals, and soccer games. These events are important and well-liked as demonstrated by the fact that attendance at family academic events at the four existing Harlem Success Academies is above 96%.

Parents will be in regular communication with teachers and school administrators regarding their child's academic progress and performance. They will be given the mobile phone number of their child's teachers as well as the mobile phone number of every other adult in the school building. The school will have an open door policy that allows parents to visit and meet with school staff. Additionally, all messages left by parents on voice mail will be returned by a school staff person within one business day.

Each class will have a set of class parents that will work with the teacher to convey parental concerns and work with the school to organize school and class events, including finding chaperones for field studies, find classroom volunteers to assist the teacher as necessary, and plan special celebrations for the students. Parents will be asked to speak at important school events such as convocation, the admissions lottery, and the success stories ceremony.

A Parent Council will help organize family events, help plan and chaperone meaningful field study experiences, and address parent questions and concerns with the school leadership. The Parent Council will also support the parent body in achieving school culture goals.

One parent of a student currently enrolled in the school will serve as a non-voting ex-officio member of the school's Board of Trustees, giving the parents a substantial voice in school governance decisions.

24(b). Please describe how staff will be involved in the charter school, in particular, in the *governance and administration* of the charter school.

The Success Charter Network has an extensive recruitment and interview process to ensure its schools have talented staff members who are dedicated to the school's mission and its students' success. Therefore, staff members are expected to do much more than just teach. They are expected to help develop and implement the school model. They assist in the creation of the curriculum, the school schedule, and the school assessment and data-analysis plans.

Success Charter Network schools are set up as collaborative environments. While the principal has the power and skill to make tough decisions and lead the team, teacher input and leadership is expected at all levels of decision making. Teachers are not expected to be passive employees accepting management decisions. They are invested in the school and its students, so they are given the opportunity to participate in shared reflection, problem solving, and planning with the school leadership.

25. Provide a description of the specific attributes you will look for in a school leader or leaders, depending on your organizational model.

As the person ultimately responsible for the success of the school and its students, the school principal must be strong, effective, and passionate. The Success Charter Network (SCN) recruitment team spends a great deal of time and energy finding, interviewing, and ultimately recommending for hire the best possible candidate.

The School will also have a school leadership residency program to train future school principals. This is a one to two year program that is designed to provide training, resources, and coaching to aspiring school principals to minimize the challenges of school start up in new schools that are opened by the Success Charter Network. During the year, Residents will teach in their area of expertise, assist in overseeing curriculum development and implementation, contribute to maintaining a disciplined school culture of scholarship, and participate in reviewing and using student achievement data to drive instruction. This program is an intensive training program where residents will learn how to be an effective school leader through observation, training, and mentoring. It is similar to a medical intern program: the residents are present at the operation, but they are observing and learning from the skilled doctor who actually performs the operation. These Residents are paid directly by SCN, not the school.

Attributes of a successful school leader (principal or school leader resident) include:

- Demonstrated commitment to student academic excellence.
- High standards for themselves, their staff, and their students.
- A strong fit and dedication to the Success Charter Network's mission, goals, culture, and values.
- Teaching and leadership experience, especially in an urban setting.
- Commitment to data-driven instruction.
- Experience hiring and managing employees.
- High level of organization and resourcefulness.
- Strong ability to multi-task, handle numerous tasks, and set priorities effectively.
- Exemplary oral and written communication skills and sophisticated analytical analysis.
- College degree, advanced degrees, and certifications.
- Recommendations from prior employers, colleagues, and employees.

The responsibilities of the principal will include, but not be limited to:

- Providing leadership and direction to all school staff members.
- Hiring, evaluating, and terminating staff members.
- Administering scheduling, enrollment, and curriculum.
- Ensuring the proper use of student data to drive and improve instruction.
- Facilitating parent involvement.

- Making formal reports to the Board of Trustees, the Success Charter Network, and the charter entity.
- Implementing the school policies and procedures as directed by the Board of Trustees.
- Providing a safe learning environment.
- Ensuring proper budgeting.
- Assisting SCN in the training and mentoring of school leadership residents.
- Providing guidance and support to teachers to improve instruction.

The responsibilities of the school leadership resident will include, but not be limited to:

- Developing lesson plans and providing quality instruction to assigned classes in their area of expertise. This teaching will comprise fifty percent of their time.
- Mastering the SCN curriculum.
- Mastering the proper usage of student data to drive and improve instruction.
- Mastering the successful teacher observation and feedback process.
- Mastering the SCN culture.
- Participating in mentoring activities with SCN staff and SCN school principals

26. Attach the qualifications for service on the school's board of trustees.

In order to satisfactorily carry out the above duties, members of the Board of Trustees should have the following qualifications:

- Belief in and support of the mission and design of the school.
- An expectation that all children can and will achieve academic excellence.
- Willingness to attend board meetings and volunteer for necessary board functions.
- Experience and expertise in one of the following industries: education, business, accounting, law, government, or community development.
- The capacity to examine school performance data and make informed decisions in the best interest of students' education.
- The capacity to examine financial documents and make informed decisions in the best interest of the school's financial integrity.
- Be at least 18 years of age.

Board Members
Success Academy

Board Members
Dan Nir (Chair)
Andrew Feldstein
Andrew Glaze
Elena Dillion
Gideon Stein
Jarrett Posner
Lorenzo Smith
Orlando Muyshondt
Scott Gaynor

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FILING FOR SCHOOL YEAR: _____
DATE RECEIVED: _____

DISCLOSURE OF FINANCIAL INTEREST BY A CHARTER SCHOOL TRUSTEE[1]

1. Name of charter school: Success Academy 8
2.
3. Trustee's name (print) Daniel L. Nir

4. Position(s) on board (e.g., chair, treasurer, committee chair, etc. Chairman

5. Home address [redacted]
6. Business Address: [redacted]
7. Daytime phone: [redacted]
8. E-mail: [redacted]

9. Is Trustee an employee of the school? ____Yes. __X_No. If you checked yes, please provide a description of the position you hold, your salary and your start date.
   _____

10. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members have held or engaged in with the charter school during the prior school year. If there has been no such financial interest or transaction, please *write* "*None*." Please note that if you answered yes to Question 8, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of Financial Interest/Transaction	Steps Taken to Avoid a Conflict of Interest, (e.g., did not vote, did not participate in discussion)	Identity of Person Holding Interest or Engaging in Transaction (e.g., you and/or immediate family member (name)
	NONE		

[1] *Form Revised May 24, 2006*

11. Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the charter school *and* in which such entity, during the preceding school year, you and/or your immediate family member(s) had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the school that is doing business with the school through a management or services agreement, you need not list every transaction between such entity and the school that is pursuant to such agreement; rather, please identify only the name of the entity, your position in the entity as well as the relationship between such entity and the charter school. If there was no financial interest, please *write "None."*

Entity Conducting Business with the School	**Nature of Business Conducted**	**Approximate Value of the Business Conducted**	**Name of Trustee and/or Immediate Family Holding an Interest in the Entity Conducting Business with the School and the Nature of the Interest**	**Steps Taken to Avoid Conflict of Interest**
None	None	None	None	N/A

Signature

8/13/10
Date

Request for Information from Prospective Charter School Trustee

Please provide the following information.

Background

1. Name of Charter School for which you intend to server as a trustee. SA8
2. Full name: Daniel L. Nir
   Home Address: [redacted]
   Business Name and Address: [redacted]
   Cell telephone No.: [redacted]
   Work telephone No:. [redacted]
   E-mail address: [redacted]
3. A brief educational and employment history (you may attach a resume): I am the founder and Managing Partner of Gracie Capital and of Gracie Credit, a billion dollar hedge fund based in New York City that focuses on the credit markets. From 1985-1997 I was a Partner at Gotham Capital. I graduated with a Bachelor of Science Degree in Economics from the Wharton School in 1982. My philanthropic activities include being the president of the Ira Sohn Conference Foundation, assisting children with cancer and other life-threatening diseases, and serving as Vice Chairman of the Board of the Harlem Success Academy 3, a charter school based in New York City.
4. Please affirm that you will be at least 18 years old by the date of appointment to the charter school's board. X I affirm.
5. Please indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 3, above). ☐ Does not apply to me. X Yes, I serve on Columbia Prep Board .
6. Please indicate if you have ever been convicted of a misdemeanor related to honesty or trustworthiness, or a felony. If the answer to this question is yes, please provide details of the offense, the date, disposition, etc.
   X Does not apply to me. ☐ Yes, .
7. Please indicate if you have ever entered into a settlement agreement, consent decree, adjournment in contemplation of dismissal, assurance of discontinuance or other, similar agreement with the Securities Exchange Commission, Internal Revenue Service, the U.S. attorney general or the attorney general of any state, a U.S. or district attorney or any other law enforcement or regulatory body concerning the discharge of your duties as a board member of a for-profit or not-for profit entity or as an executive of such entity. If the answer to this question is yes, please provide details of the agreement.
   X Does not apply to me. ☐ Yes, .

Conflicts

8. Please indicate whether you or your spouse know any of the other school trustees, or prospective or former school trustees. If so, please indicate the precise nature of your relationship. ☐ I / we do not know any such trustees. X Yes, Orlando Muyshondt and I worked together for 7 years. We are currently social friends and I am investor in his fund.

Jarrett Posner and I are social acquaintances and I am an investor in his fund

9. Please indicate whether you or your spouse knows any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship.
X I / we do not know any such employees. ☐ Yes

10. Please indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school. X I / we do not know any such persons. ☐ Yes, .

11. Please indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, please indicate the precise nature of the business that is being or will be conducted. X I / we do not anticipate conducting any such business. ☐ Yes, .

12. If the school contracts with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you or your spouse know any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.
☐ Not applicable because the school does not contact with a management company or charter management organization.
☐ I / we do not know any such persons.
X Yes Our management company (educational service provider) is Success Charter Network.

I was a business colleague of Joel Greenblatt and serve with him on the board of HSA 3. He is a trustee of the network

13. If the school contracts with an educational service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, please provide a detailed description. ☐ N/A. X I / we have no such interest. ☐ Yes, .

14. If the school is partnered with an educational service provider, please indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted. ☐ N/A. X I / we or my family do not anticipate conducting any such business. ☐ Yes, .

15. Please indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization which filed an application in conjunction with the charter school, i.e., is partnered with the charter school. (For the identity of all such organizations, please consult with the chair of the charter school board.) To the extent you have provided this information in response to prior items, you may so indicate. X Does not apply to me, my spouse or family. ☐ Yes, .

16. Please indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you be approved for service on the school's board. Please note that being a parent of a school student, serving on another charter school's board or being employed by the school are conflicts that should be disclosed, but do not make you automatically ineligible to serve as a trustee. X None. ☐ Yes, .

17. Please indicate how you would handle a situation in which you believe one or more members of the school's board are involved in self-dealing (working for their own

benefit, or the benefit of their friends and family). Please note that simply confronting the involved trustee is not usually a sufficient answer. An investigation would be conducted by a committee appointed by the board. If the committee concluded that the board member in question was involved in self-dealing, the trustee would be voted off the board.

Other

18. Please affirm that you have read the school board's by-laws and conflict-of-interest policies (Code of Ethics). X I affirm.
19. Please provide any other information that you feel pertinent to the Charter Schools Institute's review.

Certification

I, Dan Nir , certify to the best of my knowledge and ability that the information I am providing to the State University Trustees/Charter Schools Institute in regards to my application to serve as a member of the board of trustees of the Charter School 8 is true and correct in every respect.

Signature

8/13/10
Date

Please submit this form with the RFI form to the charter school or via mail, facsimile or e-mail (in PDF with signature) to:

Charter Schools Institute
State University of New York
41 State Street, Suite 700, Albany, NY 12207
Telephone: 518/433-8277; Facsimile 518/427-6510
E-mail: charters@suny.edu

Request for Information from Prospective Charter School Trustee

Please provide the following information.

Background

1. Name of Charter School for which you intend to server as a trustee.
2. Full name: Andrew Goldstein
   Home Address: [redacted]
   Business Name and Address: [redacted]
   Home telephone No.: [redacted]
   Work telephone No:.
   E-mail address: [redacted]
3. A brief educational and employment history (you may attach a resume):
   ☒ Resume attached.
4. Please affirm that you will be at least 18 years old by the date of appointment to the charter school's board. ☒ I affirm.
5. Please indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 3, above). ☒ Does not apply to me. ☐ Yes, .
6. Please indicate if you have ever been convicted of a misdemeanor related to honesty or trustworthiness, or a felony. If the answer to this question is yes, please provide details of the offense, the date, disposition, etc. ☒ Does not apply to me. ☐ Yes, .
7. Please indicate if you have ever entered into a settlement agreement, consent decree, adjournment in contemplation of dismissal, assurance of discontinuance or other, similar agreement with the Securities Exchange Commission, Internal Revenue Service, the U.S. attorney general or the attorney general of any state, a U.S. or district attorney or any other law enforcement or regulatory body concerning the discharge of your duties as a board member of a for-profit or not-for profit entity or as an executive of such entity. If the answer to this question is yes, please provide details of the agreement.
   ☒ Does not apply to me. ☐ Yes, .

Conflicts

8. Please indicate whether you or your spouse know any of the other school trustees, or prospective or former school trustees. If so, please indicate the precise nature of your relationship. ☐ I / we do not know any such trustees. ☒ Yes, Dan Nir, Gideon Stein
9. Please indicate whether you or your spouse knows any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship.
   ☒ I / we do not know any such employees. ☐ Yes, .
10. Please indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school. ☐ I / we do not know any such persons. ☒ Yes, .
    Eva Moskowitz, Harlem Success Academy

11. Please indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, please indicate the precise nature of the business that is being or will be conducted. ☒ I / we do not anticipate conducting any such business. ☐ Yes, .

12. If the school contracts with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you or your spouse know any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.
☐ Not applicable because the school does not contact with a management company or charter management organization.
☐ I / we do not know any such persons.
☒ Yes, Success Charter Network.

13. If the school contracts with an educational service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, please provide a detailed description. ☐ N/A. ☒ I / we have no such interest. ☐ Yes, .

14. If the school is partnered with an educational service provider, please indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted. ☐ N/A. ☒ I / we or my family do not anticipate conducting any such business. ☐ Yes, .

15. Please indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization which filed an application in conjunction with the charter school, i.e., is partnered with the charter school. (For the identity of all such organizations, please consult with the chair of the charter school board.) To the extent you have provided this information in response to prior items, you may so indicate. ☒ Does not apply to me, my spouse or family. ☐ Yes, .

16. Please indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you be approved for service on the school's board. Please note that being a parent of a school student, serving on another charter school's board or being employed by the school are conflicts that should be disclosed, but do not make you automatically ineligible to serve as a trustee. ☒ None. ☐ Yes, .

17. Please indicate how you would handle a situation in which you believe one or more members of the school's board are involved in self-dealing (working for their own benefit, or the benefit of their friends and family). Please note that simply confronting the involved trustee is not usually a sufficient answer. Please see attached document.

Other

18. Please affirm that you have read the school board's by-laws and conflict-of-interest policies (Code of Ethics). ☒ I affirm.

19. Please provide any other information that you feel pertinent to the Charter Schools Institute's review.

Certification

I, , certify to the best of my knowledge and ability that the information I am providing to the State University Trustees/Charter Schools Institute in regards to my application to serve as a member of the board of trustees of the Charter School is true and correct in every respect.

Signature

7/12/10
Date

Please submit this form with the RFI form to the charter school or via mail, facsimile or e-mail (in PDF with signature) to:

Charter Schools Institute
State University of New York
41 State Street, Suite 700, Albany, NY 12207
Telephone: 518/433-8277; Facsimile 518/427-6510
E-mail: charters@suny.edu

FOR INSTITUTE USE ONLY
FILING FOR SCHOOL YEAR: _____
DATE RECEIVED: _____

DISCLOSURE OF FINANCIAL INTEREST
BY A CHARTER SCHOOL TRUSTEE[1]

1. Name of charter school: Harlem Success Academy 7
2. Trustee's name (print): Andrew Feldstein
3. Position(s) on board (e.g., chair, treasurer, committee chair, etc.): _____
4. Home address: [redacted]
5. Business Address: [redacted]
6. Daytime phone: [redacted]
7. E-mail: [redacted]
8. Is Trustee an employee of the school? ____Yes. X No. If you checked yes, please provide a description of the position you hold, your salary and your start date.

   _____

9. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members have held or engaged in with the charter school during the prior school year. If there has been no such financial interest or transaction, please *write "None."* Please note that if you answered yes to Question 8, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of Financial Interest/Transaction	Steps Taken to Avoid a Conflict of Interest, (e.g., did not vote, did not participate in discussion)	Identity of Person Holding Interest or Engaging in Transaction (e.g., you and/or immediate family member (name)
Please write "None" if applicable. Do not leave this space blank. NONE			

[1] *Form Revised May 24, 2006*

10. Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the charter school *and* in which such entity, during the preceding school year, you and/or your immediate family member(s) had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the school that is doing business with the school through a management or services agreement, you need not list every transaction between such entity and the school that is pursuant to such agreement; rather, please identify only the name of the entity, your position in the entity as well as the relationship between such entity and the charter school. If there was no financial interest, please *write* "*None*."

Entity Conducting Business with the School	**Nature of Business Conducted**	**Approximate Value of the Business Conducted**	**Name of Trustee and/or Immediate Family Holding an Interest in the Entity Conducting Business with the School and the Nature of the Interest**	**Steps Taken to Avoid Conflict of Interest**
Please write "None" if applicable. Do not leave this space blank.				

Signature

7/12/10

Date

Blue Mountain
CAPITAL MANAGEMENT LLC

[redacted]

[redacted]

[redacted]

Request for Information from Prospective Charter School Trustee

Please provide the following information.

Background

1. Name of Charter School for which you intend to server as a trustee. Success Academy 8
2. Full name: Andrew Glaze
   Home Address: [redacted]
   Business Name and Address: [redacted]
   Home telephone No.: [redacted]
   Work telephone No:.
   E-mail address: [redacted]
3. A brief educational and employment history (you may attach a resume):
   ☒ Resume attached.
4. Please affirm that you will be at least 18 years old by the date of appointment to the charter school's board. ☒ I affirm.
5. Please indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 3, above). ☒ Does not apply to me. ☐ Yes, .
6. Please indicate if you have ever been convicted of a misdemeanor related to honesty or trustworthiness, or a felony. If the answer to this question is yes, please provide details of the offense, the date, disposition, etc. ☒ Does not apply to me. ☐ Yes, .
7. Please indicate if you have ever entered into a settlement agreement, consent decree, adjournment in contemplation of dismissal, assurance of discontinuance or other, similar agreement with the Securities Exchange Commission, Internal Revenue Service, the U.S. attorney general or the attorney general of any state, a U.S. or district attorney or any other law enforcement or regulatory body concerning the discharge of your duties as a board member of a for-profit or not-for profit entity or as an executive of such entity. If the answer to this question is yes, please provide details of the agreement.
   ☒ Does not apply to me. ☐ Yes, .

Conflicts

8. Please indicate whether you or your spouse know any of the other school trustees, or prospective or former school trustees. If so, please indicate the precise nature of your relationship. ☐ I / we do not know any such trustees. ☒ Yes, I attended West Point and Columbia Business School with Lorenzo Smith. We also both worked at Merrill Lynch at the same time. Joel Greenblatt and Mark Cooper were instructors of mine at Columbia Business School. .
9. Please indicate whether you or your spouse knows any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship.
   ☒ I / we do not know any such employees. ☐ Yes, .
10. Please indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee

or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school. ☒ I / we do not know any such persons. ☐ Yes, .

11. Please indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, please indicate the precise nature of the business that is being or will be conducted. ☒ I / we do not anticipate conducting any such business. ☐ Yes, .

12. If the school contracts with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you or your spouse know any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.
☐ Not applicable because the school does not contact with a management company or charter management organization.
☒ I / we do not know any such persons.
☐ Yes, .

13. If the school contracts with an educational service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, please provide a detailed description. ☒ N/A. ☐ I / we have no such interest. ☐ Yes, .

14. If the school is partnered with an educational service provider, please indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted. ☒ N/A. ☐ I / we or my family do not anticipate conducting any such business. ☐ Yes, .

15. Please indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization which filed an application in conjunction with the charter school, i.e., is partnered with the charter school. (For the identity of all such organizations, please consult with the chair of the charter school board.) To the extent you have provided this information in response to prior items, you may so indicate. ☒ Does not apply to me, my spouse or family. ☐ Yes, .

16. Please indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you be approved for service on the school's board. Please note that being a parent of a school student, serving on another charter school's board or being employed by the school are conflicts that should be disclosed, but do not make you automatically ineligible to serve as a trustee. ☒ None. ☐ Yes, .

17. Please indicate how you would handle a situation in which you believe one or more members of the school's board are involved in self-dealing (working for their own benefit, or the benefit of their friends and family). Please note that simply confronting the involved trustee is not usually a sufficient answer. An investigation would be conducted by a committee appointed by the board. If the committee concluded that the board member in question was involved in self-dealing, the trustee would be voted off the board.

Other

18. Please affirm that you have read the school board's by-laws and conflict-of-interest policies (Code of Ethics). ☒ I affirm.

19. Please provide any other information that you feel pertinent to the Charter Schools Institute's review.

Certification

I, Andrew Glaze, certify to the best of my knowledge and ability that the information I am providing to the State University Trustees/Charter Schools Institute in regards to my application to serve as a member of the board of trustees of the Success Academy 8 Charter School is true and correct in every respect.

Signature

6/20/2010
Date

Please submit this form with the RFI form to the charter school or via mail, facsimile or e-mail (in PDF with signature) to:

Charter Schools Institute
State University of New York
41 State Street, Suite 700, Albany, NY 12207
Telephone: 518/433-8277; Facsimile 518/427-6510
E-mail: charters@suny.edu

Andrew Glaze Biography

[redacted]. Mr. Glaze also attended the United States Military Academy at West Point where he graduated with a Bachelor's of Science degree in Computer Science. [redacted] He is a CFA charterholder and a member of the CFA Institute and the New York Society of Security Analysts.

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FILING FOR SCHOOL YEAR: _____

DATE RECEIVED: _____

DISCLOSURE OF FINANCIAL INTEREST BY A CHARTER SCHOOL TRUSTEE[1]

1. Name of charter school: Success Academy 8
2. Trustee's name (print): Andrew Glaze
3. Position(s) on board (e.g., chair, treasurer, committee chair, etc.): General Member
4. Home address [redacted]
5. Business Address: [redacted]
6. Daytime phone: [redacted]
7. E-mail: [redacted]
8. Is Trustee an employee of the school? ____Yes. X___No. If you checked yes, please provide a description of the position you hold, your salary and your start date.

   _____

9. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members have held or engaged in with the charter school during the prior school year. If there has been no such financial interest or transaction, please *write "None."* Please note that if you answered yes to Question 8, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of Financial Interest/Transaction	Steps Taken to Avoid a Conflict of Interest, (e.g., did not vote, did not participate in discussion)	Identity of Person Holding Interest or Engaging in Transaction (e.g., you and/or immediate family member (name)
None			

[1] *Form Revised May 24, 2006*

10. Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the charter school *and* in which such entity, during the preceding school year, you and/or your immediate family member(s) had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the school that is doing business with the school through a management or services agreement, you need not list every transaction between such entity and the school that is pursuant to such agreement; rather, please identify only the name of the entity, your position in the entity as well as the relationship between such entity and the charter school. If there was no financial interest, please *write "None."*

Entity Conducting Business with the School	**Nature of Business Conducted**	**Approximate Value of the Business Conducted**	**Name of Trustee and/or Immediate Family Holding an Interest in the Entity Conducting Business with the School and the Nature of the Interest**	**Steps Taken to Avoid Conflict of Interest**
None.				

Signature

6 / 20 / 2010
Date

ANDREW GLAZE, CFA
[redacted]

EXPERIENCE

[redacted]

EDUCATION

2005 - 2007 **COLUMBIA BUSINESS SCHOOL** **New York, NY**
MBA, Finance, May 2007 (3.5/4.0 GPA). *GMAT: 760 (99th Percentile)*
Merrill Lynch Fellow, Value Investing Program, Dean's List

1996 - 2000 **UNITED STATES MILITARY ACADEMY** **West Point, NY**
BS, Computer Science, May 2000. *SAT: 1480 (99th Percentile)*
Club President of the Year (African American Lit. Forum)

1992 - 1996 **STUYVESANT HIGH SCHOOL** **New York, NY**

OTHER EXPERIENCE AND ACTIVITIES

[redacted]

Request for Information from Prospective Charter School Trustee

Please provide the following information.

Background

1. Name of Charter School for which you intend to server as a trustee. Success Academy
2. Full name: Elena Dilion
   Home Address: [redacted]
   Business Name and Address: [redacted]
   Home telephone No.: [redacted]
   Work telephone No.:
   E-mail address: [redacted]
3. A brief educational and employment history (you may attach a resume):
   I taught ESL in East Harlem. I served as ESL Instructional Support Specialist in former Region 10, in NYC. I am now the ELL and Dual Language Supervisor K-12 in New Rochelle School District.
   My licenses are from NYS, in Education, ESL, Bilingual, School and District Administrator and Supervisor. My latest degree was the SAS at Hunter College, CUNY through the Federal Leadership Grant offered to 25 NYC teachers every year.
   ☐ Resume attached.
4. Please affirm that you will be at least 18 years old by the date of appointment to the charter school's board. ☒ I affirm.
5. Please indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 3, above). ☐ Does not apply to me. ☒ Yes, Enterate, Inc. A not-for-profit associated with the Mexican Consulate created to provide information to immigrant families in regards to the educational public system and others.
6. Please indicate if you have ever been convicted of a misdemeanor related to honesty or trustworthiness, or a felony. If the answer to this question is yes, please provide details of the offense, the date, disposition, etc. ☒ Does not apply to me. ☐ Yes, .
7. Please indicate if you have ever entered into a settlement agreement, consent decree, adjournment in contemplation of dismissal, assurance of discontinuance or other, similar agreement with the Securities Exchange Commission, Internal Revenue Service, the U.S. attorney general or the attorney general of any state, a U.S. or district attorney or any other law enforcement or regulatory body concerning the discharge of your duties as a board member of a for-profit or not-for profit entity or as an executive of such entity. If the answer to this question is yes, please provide details of the agreement.
   ☒ Does not apply to me. ☐ Yes, .

Conflicts

8. Please indicate whether you or your spouse know any of the other school trustees, or prospective or former school trustees. If so, please indicate the precise nature of your relationship. ☒ I / we do not know any such trustees. ☐ Yes, .

9. Please indicate whether you or your spouse knows any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship.
☒ I / we do not know any such employees. ☐ Yes, .

10. Please indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school. ☒ I / we do not know any such persons. ☐ Yes, .

11. Please indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, please indicate the precise nature of the business that is being or will be conducted. ☒ I / we do not anticipate conducting any such business. ☐ Yes, .

12. If the school contracts with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you or your spouse know any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.
☐ Not applicable because the school does not contact with a management company or charter management organization.
☒ I / we do not know any such persons.
☐ Yes, .

13. If the school contracts with an educational service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, please provide a detailed description. ☐ N/A. ☒ I / we have no such interest. ☐ Yes, .

14. If the school is partnered with an educational service provider, please indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted. ☐ N/A. ☒ I / we or my family do not anticipate conducting any such business. ☐ Yes, .

15. Please indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization which filed an application in conjunction with the charter school, i.e., is partnered with the charter school. (For the identity of all such organizations, please consult with the chair of the charter school board.) To the extent you have provided this information in response to prior items, you may so indicate. ☒ Does not apply to me, my spouse or family. ☐ Yes, .

16. Please indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you be approved for service on the school's board. Please note that being a parent of a school student, serving on another charter school's board or being employed by the school are conflicts that should be disclosed, but do not make you automatically ineligible to serve as a trustee. ☒ None. ☐ Yes, .

17. Please indicate how you would handle a situation in which you believe one or more members of the school's board are involved in self-dealing (working for their own benefit, or the benefit of their friends and family). Please note that simply confronting the involved trustee is not usually a sufficient answer. An investigation would be conducted by a committee appointed by the board. If the committee concluded that the board member in question was involved in self-dealing, the trustee would be voted off the board.

Other

18. Please affirm that you have read the school board's by-laws and conflict-of-interest policies (Code of Ethics). ☒ I affirm.

19. Please provide any other information that you feel pertinent to the Charter Schools Institute's review.

Certification

I, Elena Dilion, certify to the best of my knowledge and ability that the information I am providing to the State University Trustees/Charter Schools Institute in regards to my application to serve as a member of the board of trustees of the Success Academy Charter School is true and correct in every respect.

Elena Dilion
Signature

September 16, 2010
Date

Please submit this form with the RFI form to the charter school or via mail, facsimile or e-mail (in PDF with signature) to:

Charter Schools Institute
State University of New York
41 State Street, Suite 700, Albany, NY 12207
Telephone: 518/433-8277; Facsimile 518/427-6510
E-mail: charters@suny.edu

FOR INSTITUTE USE ONLY

FILING FOR SCHOOL YEAR: _____

DATE RECEIVED: _____

DISCLOSURE OF FINANCIAL INTEREST BY A CHARTER SCHOOL TRUSTEE[1]

1. Name of charter school: Success Academy 8
2. Trustee's name (print): Elena Dilion
3. Position(s) on board (e.g., chair, treasurer, committee chair, etc.): Instructional Excellence and Accountability Committee Chair
4. Home address: [redacted]
5. Business Address: [redacted]
6. Daytime phone: [redacted]
7. E-mail: [redacted]
8. Is Trustee an employee of the school? ____Yes. _No__No. If you checked yes, please provide a description of the position you hold, your salary and your start date.

   _____

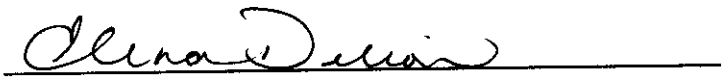
9. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members have held or engaged in with the charter school during the prior school year. If there has been no such financial interest or transaction, please *write "None."* Please note that if you answered yes to Question 8, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of Financial Interest/Transaction	Steps Taken to Avoid a Conflict of Interest, (e.g., did not vote, did not participate in discussion)	Identity of Person Holding Interest or Engaging in Transaction (e.g., you and/or immediate family member (name)
None	None	None	None

[1] *Form Revised May 24, 2006*

10. Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the charter school *and* in which such entity, during the preceding school year, you and/or your immediate family member(s) had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the school that is doing business with the school through a management or services agreement, you need not list every transaction between such entity and the school that is pursuant to such agreement; rather, please identify only the name of the entity, your position in the entity as well as the relationship between such entity and the charter school. If there was no financial interest, please *write "None."*

Entity Conducting Business with the School	**Nature of Business Conducted**	**Approximate Value of the Business Conducted**	**Name of Trustee and/or Immediate Family Holding an Interest in the Entity Conducting Business with the School and the Nature of the Interest**	**Steps Taken to Avoid Conflict of Interest**
None	None	None	None	None



Signature

September 16, 2010
Date

Request for Information from Prospective Charter School Trustee

Please provide the following information.

Background

1. Name of Charter School for which you intend to server as a trustee. Success Academy Charter School 8

2. Full name: Gideon Stein
   Home Address: [redacted]
   NY 10007
   Home telephone No.: [redacted]
   Work telephone No:. [redacted]
   E-mail address: [redacted]

A brief educational and employment history (you may attach a resume):

Gideon Stein is currently a partner with Argyle Holdings LLC, a real estate development company of premier residential properties in Northern Manhattan. Mr. Stein was formerly founder, CEO and Chairman of Omnipod, Inc., the leading on-demand provider of real-time messaging to the enterprise market. Before Omnipod's sale to MessageLabs Group, Ltd., one of the world's largest private software companies (and now a division of Symantec), Omnipod amassed a client base of several hundred customers including Agilent Technologies, PepsiCo, Mayo Clinic, and the States of Florida and Pennsylvania. Mr. Stein was also a founding partner of MR Ventures, a private investment firm with a portfolio of companies concentrated in media, commerce and software, including 360merch (sold to iPROMOTEu), Blue Media Ventures, and E! the Magazine (a joint venture with Interpublic Group of Companies and E! Entertainment Television). In addition, Mr. Stein is the chairman of the board of Harlem Success Academy 5, a Harlem-based charter school; he serves on the board of directors of Success Charter Network, a charter school management organization; Green Dot America, a non-profit school turn around organization; and the Moriah Fund, a private foundation. Mr. Stein also served on the board of directors of the Real Silk Investment Company, a publicly traded regulated investment company, until its sale to Lord Abbett Affiliated Funds. Mr. Stein graduated with honors from Wesleyan University with a degree in Economics and History.

☐ Resume attached.

3. Please affirm that you will be at least 18 years old by the date of appointment to the charter school's board. ☒ I affirm.

4. Please indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 3, above). ☐ Does not apply to me. ☒ Yes, please see my board service as listed in my bio above.

5. Please indicate if you have ever been convicted of a misdemeanor related to honesty or trustworthiness, or a felony. If the answer to this question is yes, please provide details of the offense, the date, disposition, etc. ☒ Does not apply to me. ☐ Yes, .

6. Please indicate if you have ever entered into a settlement agreement, consent decree, adjournment in contemplation of dismissal, assurance of discontinuance or other, similar agreement with the Securities Exchange Commission, Internal Revenue Service, the U.S. attorney general or the attorney general of any state, a U.S. or district attorney or any other law enforcement or regulatory body concerning the discharge of your duties as a board member of a for-profit or not-for profit entity or as an executive of such entity. If the answer to this question is yes, please provide details of the agreement.
☒ Does not apply to me. ☐ Yes, .

Conflicts

8. Please indicate whether you or your spouse know any of the other school trustees, or prospective or former school trustees. If so, please indicate the precise nature of your relationship. ☐ I / we do not know any such trustees. ☒ Yes, I was introduced to the Harlem Success Academies though John Petry and know many of the board members for many of Harlem Success' schools.

9. Please indicate whether you or your spouse knows any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship.
☒ I / we do not know any such employees. ☐ Yes, .

10. Please indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school. ☒ I / we do not know any such persons. ☐ Yes, .

11. Please indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, please indicate the precise nature of the business that is being or will be conducted. ☒ I / we do not anticipate conducting any such business. ☐ Yes, .

12. If the school contracts with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you or your spouse know any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.
☐ Not applicable because the school does not contact with a management company or charter management organization.
☐ I / we do not know any such persons.
☒ Yes, in my ongoing capacity as a board chair for Harlem Success Academy 5, I deal extensively with Eva Moskowitz, Keri Hoyt, Jenny Sedlis, Chuck Klein and numerous others.

13. If the school contracts with an educational service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, please provide a detailed description. ☐ N/A. ☒ I / we have no such interest. ☐ Yes,
.

14. If the school is partnered with an educational service provider, please indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted. ☐ N/A. ☒ I / we or my family do not anticipate conducting any such business. ☐ Yes, .

15. Please indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization which filed an application in conjunction with the charter school, i.e., is partnered with the charter school. (For the identity of all such organizations, please consult with the chair of the charter school board.) To the extent you have provided this information in response to prior items, you may so indicate. ☒ Does not apply to me, my spouse or family. ☐ Yes, .

16. Please indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you be approved for service on the school's board. Please note that being a parent of a school student, serving on another charter school's board or being employed by the school are conflicts that should be disclosed, but do not make you automatically ineligible to serve as a trustee. ☒ None. ☐ Yes, .

17. Please indicate how you would handle a situation in which you believe one or more members of the school's board are involved in self-dealing (working for their own benefit, or the benefit of their friends and family). Please note that simply confronting the involved trustee is not usually a sufficient answer.
I would ensure that I had sufficient evidence and brought in any necessary parties who could provide further insight. After considering the situation, I would work with any other board members, if necessary, to develop a plan of action.

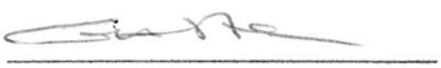
Other

18. Please affirm that you have read the school board's by-laws and conflict-of-interest policies (Code of Ethics). ☒ I affirm.

19. Please provide any other information that you feel pertinent to the Charter Schools Institute's review.
I believe that serving on the board of Success Academy 8 aligns well with my previous philanthropic and service commitments. As the chair of Harlem Success Academy 5 and a member of the board of directors of Success Charter Network, Green Dot America and the Moriah Fund, I have a deep commitment to providing excellent educational opportunities to underserved communities and children.

Certification

I, Gideon Stein, certify to the best of my knowledge and ability that the information I am providing to the State University Trustees/Charter Schools Institute in regards to my application to serve as a member of the board of trustees of the Harlem Success Academy Charter School 5 is true and correct in every respect.



Signature

8/13/10

Date

Please submit this form with the RFI form to the charter school or via mail, facsimile or e-mail (in PDF with signature) to:

Charter Schools Institute
State University of New York
41 State Street, Suite 700, Albany, NY 12207
Telephone: 518/433-8277; Facsimile 518/427-6510
E-mail: charters@suny.edu

FOR INSTITUTE USE ONLY
FILING FOR SCHOOL YEAR: _____
DATE RECEIVED: _____

DISCLOSURE OF FINANCIAL INTEREST BY A CHARTER SCHOOL TRUSTEE[1]

1. Name of charter school: Success Academy 8
2. Trustee's name (print): Gideon Stein
3. Position(s) on board (e.g., chair, treasurer, committee chair, etc.): board member
4. Home address: [redacted]
5. Business Address: [redacted]
6. Daytime phone: [redacted]
7. E-mail: [redacted]
8. Is Trustee an employee of the school? ____Yes. _x__No. If you checked yes, please provide a description of the position you hold, your salary and your start date.

   _____

9. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members have held or engaged in with the charter school during the prior school year. If there has been no such financial interest or transaction, please *write "None."* Please note that if you answered yes to Question 8, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of Financial Interest/Transaction	Steps Taken to Avoid a Conflict of Interest, (e.g., did not vote, did not participate in discussion)	Identity of Person Holding Interest or Engaging in Transaction (e.g., you and/or immediate family member (name)
NONE	None		

[1] *Form Revised May 24, 2006*

10. Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the charter school *and* in which such entity, during the preceding school year, you and/or your immediate family member(s) had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the school that is doing business with the school through a management or services agreement, you need not list every transaction between such entity and the school that is pursuant to such agreement; rather, please identify only the name of the entity, your position in the entity as well as the relationship between such entity and the charter school. If there was no financial interest, please *write* "*None*."

Entity Conducting Business with the School	**Nature of Business Conducted**	**Approximate Value of the Business Conducted**	**Name of Trustee and/or Immediate Family Holding an Interest in the Entity Conducting Business with the School and the Nature of the Interest**	**Steps Taken to Avoid Conflict of Interest**
NONE		None		

Signature

8/13/10

Date

Request for Information from Prospective Charter School Trustee

Please provide the following information.

Background

1. Name of Charter School for which you intend to server as a trustee.
2. Full name: Jarrett Posner
   Home Address: [redacted]
   Business Name and Address: [redacted]
   Home telephone No.: [redacted]
   Work telephone No:.
   E-mail address: [redacted]
3. A brief educational and employment history (you may attach a resume): Please see enclosed
   ☐ Resume attached.
4. Please affirm that you will be at least 18 years old by the date of appointment to the charter school's board. X☐ I affirm.
5. Please indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 3, above). X☐ Does not apply to me. ☐ Yes, .
6. Please indicate if you have ever been convicted of a misdemeanor related to honesty or trustworthiness, or a felony. If the answer to this question is yes, please provide details of the offense, the date, disposition. etc. X☐ Does not apply to me. ☐ Yes, .
7. Please indicate if you have ever entered into a settlement agreement, consent decree, adjournment in contemplation of dismissal, assurance of discontinuance or other, similar agreement with the Securities Exchange Commission, Internal Revenue Service, the U.S. attorney general or the attorney general of any state, a U.S. or district attorney or any other law enforcement or regulatory body concerning the discharge of your duties as a board member of a for-profit or not-for profit entity or as an executive of such entity. If the answer to this question is yes, please provide details of the agreement.
   X☐ Does not apply to me. ☐ Yes, .

Conflicts

8. Please indicate whether you or your spouse know any of the other school trustees, or prospective or former school trustees. If so, please indicate the precise nature of your relationship. X☐ I / we do not know any such trustees. X☐ Yes, .
9. Please indicate whether you or your spouse knows any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship.
   X☐ I / we do not know any such employees. ☐ Yes, .
10. Please indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school. X☐ I / we do not know any such persons. ☐ Yes, .

11. Please indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, please indicate the precise nature of the business that is being or will be conducted. ☐ I / we do not anticipate conducting any such business. X☐ Yes, .

12. If the school contracts with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you or your spouse know any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.
☐ Not applicable because the school does not contact with a management company or charter management organization.
X☐ I / we do not know any such persons.
☐ Yes, .

13. If the school contracts with an educational service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, please provide a detailed description. ☐ N/A. X☐ I / we have no such interest. ☐ Yes, .

14. If the school is partnered with an educational service provider, please indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted. ☐ N/A. X☐ I / we or my family do not anticipate conducting any such business. ☐ Yes, .

15. Please indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization which filed an application in conjunction with the charter school, i.e., is partnered with the charter school. (For the identity of all such organizations, please consult with the chair of the charter school board.) To the extent you have provided this information in response to prior items, you may so indicate. X☐ Does not apply to me, my spouse or family. ☐ Yes, .

16. Please indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you be approved for service on the school's board. Please note that being a parent of a school student, serving on another charter school's board or being employed by the school are conflicts that should be disclosed, but do not make you automatically ineligible to serve as a trustee. X☐ None. ☐ Yes, .

17. Please indicate how you would handle a situation in which you believe one or more members of the school's board are involved in self-dealing (working for their own benefit, or the benefit of their friends and family). Please note that simply confronting the involved trustee is not usually a sufficient answer. I would support and expect a thorough investigation of the matter. If any board members were found to have acted inappropriately, I would move to have the board member resign and return any financial gain.

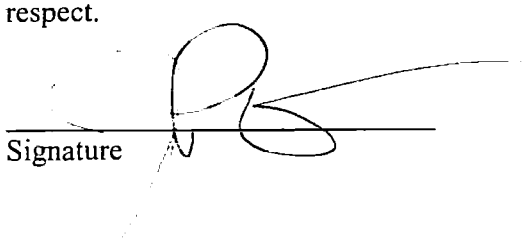
Other

18. Please affirm that you have read the school board's by-laws and conflict-of-interest policies (Code of Ethics). X☐ I affirm.

19. Please provide any other information that you feel pertinent to the Charter Schools Institute's review. None

Certification

I, Jarret Posner, certify to the best of my knowledge and ability that the information I am providing to the State University Trustees/Charter Schools Institute in regards to my application to serve as a member of the board of trustees of the Charter School is true and correct in every respect.



Signature

June 17, 2010
Date

Please submit this form with the RFI form to the charter school or via mail, facsimile or e-mail (in PDF with signature) to:

Charter Schools Institute
State University of New York
41 State Street, Suite 700, Albany, NY 12207
Telephone: 518/433-8277; Facsimile 518/427-6510
E-mail: charters@suny.edu

FOR INSTITUTE USE ONLY

FILING FOR SCHOOL YEAR: _____

DATE RECEIVED: _____

DISCLOSURE OF FINANCIAL INTEREST BY A CHARTER SCHOOL TRUSTEE[1]

1. Name of charter school: _____
2. Trustee's name (print): Jarrett Posner _____
3. Position(s) on board (e.g., chair, treasurer, committee chair, etc.): board member _____
4. Home address: [redacted] _____
5. Business Address: [redacted] _____
6. Daytime phone: [redacted] _____
7. E-mail: [redacted] _____
8. Is Trustee an employee of the school? ____Yes. __X__No. If you checked yes, please provide a description of the position you hold, your salary and your start date.

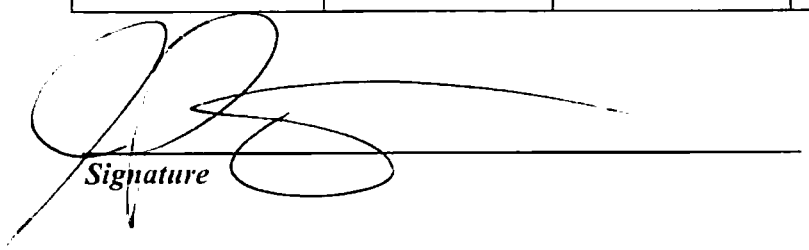
   _____
9. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members have held or engaged in with the charter school during the prior school year. If there has been no such financial interest or transaction, please *write "None."* Please note that if you answered yes to Question 8, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of Financial Interest/Transaction	Steps Taken to Avoid a Conflict of Interest, (e.g., did not vote, did not participate in discussion)	Identity of Person Holding Interest or Engaging in Transaction (e.g., you and/or immediate family member (name)
Please write None	*"None" if applicable. Do not leave this space blank.*		

[1] *Form Revised May 24, 2006*

10. Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the charter school *and* in which such entity, during the preceding school year, you and/or your immediate family member(s) had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the school that is doing business with the school through a management or services agreement, you need not list every transaction between such entity and the school that is pursuant to such agreement; rather, please identify only the name of the entity, your position in the entity as well as the relationship between such entity and the charter school. If there was no financial interest, please *write "None."*

Entity Conducting Business with the School	Nature of Business Conducted	Approximate Value of the Business Conducted	Name of Trustee and/or Immediate Family Holding an Interest in the Entity Conducting Business with the School and the Nature of the Interest	Steps Taken to Avoid Conflict of Interest
None *Please write "None" if applicable.*			*Do not leave this space blank.*	



Signature

June 17, 2010

Date

JARRETT B. POSNER

[redacted]

Mr. Posner received a B.A in Economics from Brown University and is currently a member of the Leadership Council for the Brown Annual Fund.

hat

FOR INSTITUTE USE ONLY
FILING FOR SCHOOL YEAR: _____
DATE RECEIVED: _____

DISCLOSURE OF FINANCIAL INTEREST BY A CHARTER SCHOOL TRUSTEE[1]

1. Name of charter school:__Success Academy 8_____
2. Trustee's name (print):__Lorenzo Smith III_____
3. Position(s) on board (e.g., chair, treasurer, committee chair, etc.):__TBD_____
4. Home address:___[redacted]
5. Business Address:_[redacted]_____
6. Daytime phone:__[redacted]
7. E-mail:_[redacted]
8. Is Trustee an employee of the school? ____Yes. __x__No. If you checked yes, please provide a description of the position you hold, your salary and your start date.

   _____

9. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members have held or engaged in with the charter school during the prior school year. If there has been no such financial interest or transaction, please *write "None*." Please note that if you answered yes to Question 8, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of Financial Interest/Transaction	Steps Taken to Avoid a Conflict of Interest, (e.g., did not vote, did not participate in discussion)	Identity of Person Holding Interest or Engaging in Transaction (e.g., you and/or immediate family member (name)
	NONE		

[1] *Form Revised May 24, 2006*

10. Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the charter school *and* in which such entity, during the preceding school year, you and/or your immediate family member(s) had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the school that is doing business with the school through a management or services agreement, you need not list every transaction between such entity and the school that is pursuant to such agreement; rather, please identify only the name of the entity, your position in the entity as well as the relationship between such entity and the charter school. If there was no financial interest, please *write* "*None*."

Entity Conducting Business with the School	**Nature of Business Conducted**	**Approximate Value of the Business Conducted**	**Name of Trustee and/or Immediate Family Holding an Interest in the Entity Conducting Business with the School and the Nature of the Interest**	**Steps Taken to Avoid Conflict of Interest**
None				

Signature

23 Jun 10

Date

Request for Information from Prospective Charter School Trustee

Please provide the following information.

Background

1. Name of Charter School for which you intend to server as a trustee. Success Academy 8
2. Full name: Lorenzo Smith III
   Home Address: [redacted]
   Business Name and Address: [redacted]
   Home telephone No.: [redacted]
   Work telephone No: [redacted]
   E-mail address: [redacted] or Lorenzo_smithiii@yahoo.com
3. A brief educational and employment history (you may attach a resume):
   x Resume attached.
4. Please affirm that you will be at least 18 years old by the date of appointment to the charter school's board. x I affirm.
5. Please indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 3, above). x Does not apply to me. ☐ Yes, .
6. Please indicate if you have ever been convicted of a misdemeanor related to honesty or trustworthiness, or a felony. If the answer to this question is yes, please provide details of the offense, the date, disposition, etc. x Does not apply to me. ☐ Yes, .
7. Please indicate if you have ever entered into a settlement agreement, consent decree, adjournment in contemplation of dismissal, assurance of discontinuance or other, similar agreement with the Securities Exchange Commission, Internal Revenue Service, the U.S. attorney general or the attorney general of any state, a U.S. or district attorney or any other law enforcement or regulatory body concerning the discharge of your duties as a board member of a for-profit or not-for profit entity or as an executive of such entity. If the answer to this question is yes, please provide details of the agreement.
   x Does not apply to me. ☐ Yes, .

Conflicts

8. Please indicate whether you or your spouse know any of the other school trustees, or prospective or former school trustees. If so, please indicate the precise nature of your relationship. ☐ I / we do not know any such trustees. x Yes, I attended West Point and Columbia Business School with Andrew Glaze. Andrew and I also worked together at Merrill Lynch.
9. Please indicate whether you or your spouse knows any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship.
   x I / we do not know any such employees. ☐ Yes, .
10. Please indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and

the nature of the business that such person or entity is transacting or will be transacting with the school. x I / we do not know any such persons. ☐ Yes, .

11. Please indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, please indicate the precise nature of the business that is being or will be conducted. x I / we do not anticipate conducting any such business. ☐ Yes, .

12. If the school contracts with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you or your spouse know any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.
☐ Not applicable because the school does not contact with a management company or charter management organization.
x I / we do not know any such persons.
☐ Yes, .

13. If the school contracts with an educational service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, please provide a detailed description. ☐ N/A. x I / we have no such interest. ☐ Yes, .

14. If the school is partnered with an educational service provider, please indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted. ☐ N/A. x I / we or my family do not anticipate conducting any such business. ☐ Yes, .

15. Please indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization which filed an application in conjunction with the charter school, i.e., is partnered with the charter school. (For the identity of all such organizations, please consult with the chair of the charter school board.) To the extent you have provided this information in response to prior items, you may so indicate. x Does not apply to me, my spouse or family. ☐ Yes, .

16. Please indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you be approved for service on the school's board. Please note that being a parent of a school student, serving on another charter school's board or being employed by the school are conflicts that should be disclosed, but do not make you automatically ineligible to serve as a trustee. ☐ None. x Yes, Federal Reserve Bank of New York employees are limited by federal law and the Bank's Code of Conduct when engaging in activities for outside organizations. I am not permitted to negotiate with commercial banks on behalf of Success Academy 8 or join SA8's investment committee, or offer investment advice to SA8. I request the right to recuse myself from unforeseen matters with SA8 that may conflict with my duties at the Bank.

17. Please indicate how you would handle a situation in which you believe one or more members of the school's board are involved in self-dealing (working for their own benefit, or the benefit of their friends and family). Please note that simply confronting the involved trustee is not usually a sufficient answer. First, I would confront the alleged parties to ensure that I do indeed have the correct information and the board member(s) is/are involved with self-dealing. Secondly, I'd bring the issue to the rest of the board requesting a formal investigation and a vote to remove such members from Success Academy 8's board of directors if the alleged were indeed involved in self-dealing. It is of upmost importance that

our board maintains a high ethical standard; therefore, such behavior of self-dealing should not be prohibited as it jeopardizes our mission.

Other

18. Please affirm that you have read the school board's by-laws and conflict-of-interest policies (Code of Ethics). X I affirm.

19. Please provide any other information that you feel pertinent to the Charter Schools Institute's review. N/A

Certification

I, Lorenzo Smith III, certify to the best of my knowledge and ability that the information I am providing to the State University Trustees/Charter Schools Institute in regards to my application to serve as a member of the board of trustees of the Charter School is true and correct in every respect.

L Smith III
Signature

23 Jun 10
Date

Please submit this form with the RFI form to the charter school or via mail, facsimile or e-mail (in PDF with signature) to:

Charter Schools Institute
State University of New York
41 State Street, Suite 700, Albany, NY 12207
Telephone: 518/433-8277; Facsimile 518/427-6510
E-mail: charters@suny.edu

Biography



While at West Point, Lorenzo played two years of football and ran two years on the track team. He was a member of 4x100 meter relay team that still holds the Academy record in this event. He graduated from the United States Military Academy [redacted] with a Bachelor of Science degree in the field of Engineering Management and was commissioned as a second lieutenant in the Air Defense Artillery branch.

[redacted]

[redacted] Lorenzo transitioned to Columbia Business School to pursue his interest in finance. [redacted]

Lorenzo Smith
[redacted]

EDUCATION

2006 - 2008 **COLUMBIA BUSINESS SCHOOL** **New York, NY**

MBA, May 2008, Finance/Management

Merrill Lynch Summer Associate – Conducted credit analysis of a $150M high yield bond issuance; presented recommendations on how to better analyze underlying subprime and Alt A home loans in a $1.2 billion collateralized debt obligation.

Clubs: Investment Management Association and Sales and Trading Club

1996 - 2000 **UNITED STATES MILITARY ACADEMY** **West Point, NY**

BS, May 2000, Engineering Management/Environmental Engineering

Academic: Worked as part of a cross-discipline team to research and develop a $25M counter-terrorism proposal for West Point; the majority of infrastructure and logistical recommendations were implemented.

Activities: Two-year Track & Field Letterman and Varsity Football Member

[redacted]

ADDITIONAL INFORMATION

- Serves on the West Point Associate of Graduates Advisory Council
- Elected to the Athlete's Advisory Committee for the U.S. Bobsled Federation
- Chartered Financial Analyst Level II candidate
- Licenses - Series 7 and 63

Request for Information from Prospective Charter School Trustee

Please provide the following information.

Background

1. Name of Charter School for which you intend to server as a trustee. **Success Academy 8**
2. Full name: **Orlando Muyshondt**
   Home Address: [redacted]
   Business Name and Address: [redacted]
10178
   Home telephone No.: [redacted]
   Work telephone No:.
   E-mail address: [redacted]
3. A brief educational and employment history: **Please see attached**
4. Please affirm that you will be at least 18 years old by the date of appointment to the charter school's board. **I affirm.**
5. Please indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 3, above). **I currently serve on the board of Worldfund, a 501c3 organization focused on improving education in Latin America. Aside from that, I have never served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation**
6. Please indicate if you have ever been convicted of a misdemeanor related to honesty or trustworthiness, or a felony. If the answer to this question is yes, please provide details of the offense, the date, disposition, etc. **No, I have not.**
7. Please indicate if you have ever entered into a settlement agreement, consent decree, adjournment in contemplation of dismissal, assurance of discontinuance or other, similar agreement with the Securities Exchange Commission, Internal Revenue Service, the U.S. attorney general or the attorney general of any state, a U.S. or district attorney or any other law enforcement or regulatory body concerning the discharge of your duties as a board member of a for-profit or not-for profit entity or as an executive of such entity. If the answer to this question is yes, please provide details of the agreement.
   Does not apply to me.

Conflicts

8. Please indicate whether you or your spouse know any of the other school trustees, or prospective or former school trustees. If so, please indicate the precise nature of your relationship. **Yes, we know Dan Nir. We are friends, and we worked together in the past. I am also friends with Jarret Posner who is another prospective board member.**
9. Please indicate whether you or your spouse knows any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship.
   I / we do not know any such employees.

10. Please indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school. **I / we do not know any such persons.**

11. Please indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, please indicate the precise nature of the business that is being or will be conducted. **I / we do not anticipate conducting any such business.**

12. If the school contracts with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you or your spouse know any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.
I / we do not know any such persons.

13. If the school contracts with an educational service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, please provide a detailed description. **I/ we have no such interest.**

14. If the school is partnered with an educational service provider, please indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted. **I / we or my family do not anticipate conducting any such business.**

15. Please indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization which filed an application in conjunction with the charter school, i.e., is partnered with the charter school. (For the identity of all such organizations, please consult with the chair of the charter school board.) To the extent you have provided this information in response to prior items, you may so indicate. **Does not apply to me, my spouse or family.**

16. Please indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you be approved for service on the school's board. Please note that being a parent of a school student, serving on another charter school's board or being employed by the school are conflicts that should be disclosed, but do not make you automatically ineligible to serve as a trustee. **None.**

17. Please indicate how you would handle a situation in which you believe one or more members of the school's board are involved in self-dealing (working for their own benefit, or the benefit of their friends and family). Please note that simply confronting the involved trustee is not usually a sufficient answer. I would immediately bring to the attention of the other trustees and would discuss it with the board's legal advisors, whoever they may be at the time.

Other

18. Please affirm that you have read the school board's by-laws and conflict-of-interest policies (Code of Ethics). **I affirm.**

19. Please provide any other information that you feel pertinent to the Charter Schools Institute's review. **None comes to mind.**

Certification

I, Orlando Muyshondt, certify to the best of my knowledge and ability that the information I am providing to the State University Trustees/Charter Schools Institute in regards to my application to serve as a member of the board of trustees of the Charter School, Success Academy 8, is true and correct in every respect.

Orlando Muyshondt
Signature

8/27/10
Date

Please submit this form with the RFI form to the charter school or via mail, facsimile or e-mail (in PDF with signature) to:

Charter Schools Institute
State University of New York
41 State Street, Suite 700, Albany, NY 12207
Telephone: 518/433-8277; Facsimile 518/427-6510
E-mail: charters@suny.edu

[redacted]

[redacted] Mr. Muyshondt earned a B.A. with a concentration in History and Economics from The University of Vermont in 1990. He earned an M.B.A. with a concentration in Finance from Columbia Business School in 1994.

[redacted]

FOR INSTITUTE USE ONLY
FILING FOR SCHOOL YEAR: _____
DATE RECEIVED: _____

DISCLOSURE OF FINANCIAL INTEREST BY A CHARTER SCHOOL TRUSTEE[1]

1. Name of charter school: Success Academy 8
2. Trustee's name (print): Scott Gaynor
3. Position(s) on board (e.g., chair, treasurer, committee chair, etc.): _____
4. Home address: [redacted]
5. Business Address: [redacted]
6. Daytime phone: [redacted]
7. E-mail: [redacted]
8. Is Trustee an employee of the school? ____Yes. ✓ No. If you checked yes, please provide a description of the position you hold, your salary and your start date.

   _____

9. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members have held or engaged in with the charter school during the prior school year. If there has been no such financial interest or transaction, please *write "None."* Please note that if you answered yes to Question 8, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of Financial Interest/Transaction	Steps Taken to Avoid a Conflict of Interest, (e.g., did not vote, did not participate in discussion)	Identity of Person Holding Interest or Engaging in Transaction (e.g., you and/or immediate family member (name)
Please write "None" if applicable. Do not leave this space blank. None			

[1] *Form Revised May 24, 2006*

10. Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the charter school *and* in which such entity, during the preceding school year, you and/or your immediate family member(s) had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the school that is doing business with the school through a management or services agreement, you need not list every transaction between such entity and the school that is pursuant to such agreement; rather, please identify only the name of the entity, your position in the entity as well as the relationship between such entity and the charter school. If there was no financial interest, please *write "None."*

Entity Conducting Business with the School	**Nature of Business Conducted**	**Approximate Value of the Business Conducted**	**Name of Trustee and/or Immediate Family Holding an Interest in the Entity Conducting Business with the School and the Nature of the Interest**	**Steps Taken to Avoid Couflict of Interest**
Please write "None" if applicable.			*Do not leave this space blank.*	

Signature

9/16/10

Date

Request for Information from Prospective Charter School Trustee

Please provide the following information.

Background

1. Name of Charter School for which you intend to server as a trustee. Success Academy
2. Full name: Scott Gaynor
   Home Address: [redacted]
   Business Name and Address: [redacted]
   Home telephone No.: [redacted]
   Work telephone No:.
   E-mail address: [redacted]
3. A brief educational and employment history (you may attach a resume):
   ☒ Resume attached.
4. Please affirm that you will be at least 18 years old by the date of appointment to the charter school's board. ☒ I affirm.
5. Please indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 3, above). ☐ Does not apply to me. ☒ Yes, .
6. Please indicate if you have ever been convicted of a misdemeanor related to honesty or trustworthiness, or a felony. If the answer to this question is yes, please provide details of the offense, the date, disposition, etc. ☒ Does not apply to me. ☐ Yes, .
7. Please indicate if you have ever entered into a settlement agreement, consent decree, adjournment in contemplation of dismissal, assurance of discontinuance or other, similar agreement with the Securities Exchange Commission, Internal Revenue Service, the U.S. attorney general or the attorney general of any state, a U.S. or district attorney or any other law enforcement or regulatory body concerning the discharge of your duties as a board member of a for-profit or not-for profit entity or as an executive of such entity. If the answer to this question is yes, please provide details of the agreement.
   ☒ Does not apply to me. ☐ Yes, .

Conflicts

8. Please indicate whether you or your spouse know any of the other school trustees, or prospective or former school trustees. If so, please indicate the precise nature of your relationship. ☒ I / we do not know any such trustees. ☐ Yes, .
9. Please indicate whether you or your spouse knows any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship.
   ☒ I / we do not know any such employees. ☐ Yes, Gideon Stein is a current student at the school I work at.
10. Please indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school. ☒ I / we do not know any such persons. ☐ Yes, .

11. Please indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, please indicate the precise nature of the business that is being or will be conducted. ☒ I / we do not anticipate conducting any such business. ☐ Yes, .

12. If the school contracts with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you or your spouse know any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.
☐ Not applicable because the school does not contact with a management company or charter management organization.
☒ I / we do not know any such persons.
☐ Yes, .

13. If the school contracts with an educational service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, please provide a detailed description. ☐ N/A. ☒ I / we have no such interest. ☐ Yes, .

14. If the school is partnered with an educational service provider, please indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted. ☐ N/A. ☒ I / we or my family do not anticipate conducting any such business. ☐ Yes, .

15. Please indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization which filed an application in conjunction with the charter school, i.e., is partnered with the charter school. (For the identity of all such organizations, please consult with the chair of the charter school board.) To the extent you have provided this information in response to prior items, you may so indicate. ☒ Does not apply to me, my spouse or family. ☐ Yes, .

16. Please indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you be approved for service on the school's board. Please note that being a parent of a school student, serving on another charter school's board or being employed by the school are conflicts that should be disclosed, but do not make you automatically ineligible to serve as a trustee. ☒ None. ☐ Yes, .

17. Please indicate how you would handle a situation in which you believe one or more members of the school's board are involved in self-dealing (working for their own benefit, or the benefit of their friends and family). Please note that simply confronting the involved trustee is not usually a sufficient answer. An investigation would be conducted by a committee appointed by the board. If the committee concluded that the board member in question was involved in self-dealing, the trustee would be voted off the board.

<u>Other</u>

18. Please affirm that you have read the school board's by-laws and conflict-of-interest policies (Code of Ethics). ☒ I affirm.

19. Please provide any other information that you feel pertinent to the Charter Schools Institute's review.

Certification

I, Scott Gaynor, certify to the best of my knowledge and ability that the information I am providing to the State University Trustees/Charter Schools Institute in regards to my application to serve as a member of the board of trustees of the Success Academy Charter School is true and correct in every respect.

Signature _____ Date 9/16/10

Please submit this form with the RFI form to the charter school or via mail, facsimile or e-mail (in PDF with signature) to:

Charter Schools Institute
State University of New York
41 State Street, Suite 700, Albany, NY 12207
Telephone: 518/433-8277; Facsimile 518/427-6510
E-mail: charters@suny.edu

Scott Michael Gaynor
[redacted]

Education

COLUMBIA UNIVERSITY, TEACHERS COLLEGE — **New York, NY**
Doctor of Education, February 2004
Major: Organization and Leadership

COLUMBIA UNIVERSITY, TEACHERS COLLEGE — **NEW YORK, NY**
Masters of Arts, February 1999
Major: Private School Leadership

NEW YORK UNIVERSITY, STERN SCHOOL OF BUSINESS — **New York, NY**
Masters of Business Administration, May 1995
Major: Finance

UNIVERSITY OF VERMONT — **Burlington, VT**
Bachelors of Arts, May 1989
Major: Economics and Political Science

Work Experience

[redacted] — **New York, NY**

[redacted]

[redacted]

Related Experience

[redacted]

27(b). Describe the responsibilities and obligations of the charter school trustees, as well as how the board would be structured to fulfill such responsibilities and obligations. If the school intends to engage the services of a not-for-profit management or partner organization, the description should entail how the board of trustees would hold the organization accountable.

The school will be governed by a Board of Trustees consisting of at least five members. These members will possess the diversity of community skills and the professional skills necessary for the successful operation of the school. They will provide academic and fiscal guidance and oversight to the school. Specifically their duties will include:

- Evaluate and monitor the school's academic performance.
- Provide financial guidance and develop the school's budget in conjunction with the principal and the Success Charter Network.
- Provide legal and ethical oversight to school operations.
- Evaluate the principal and the Success Charter Network annually.

The Board of Trustees will have ultimate authority on school issues including, but not limited to, fiscal and academic decisions. The Board will follow all applicable laws governing frequency of meetings. During these meetings, the Board will review student performance data including assessment results, homework completion rates, and student attendance rates, as well as financial documents including budget projections and actual expense reports. The examination of these documents will allow the Board to make informed decisions regarding the academic and fiscal operations of the school.

While the Success Charter Network (SCN) will screen principal candidates and make a recommendation to the Board, the Board will have final hiring authority. The Board will then delegate authority for the day-to-day operations of the school to the principal and to SCN the responsibilities outlined in Attachment 7(a). This principal will oversee all operations of the school and report directly to the Board. The Board believes that delegating this authority to the principal is the best way to hold him or her accountable for school performance.

The principal will attend regularly scheduled Board meetings throughout the year to discuss school performance and the quality of teaching and learning at his or her school. Board members will also be given the student assessment data, student attendance and discipline data, budget data, and parent satisfaction data in real time. This direct reporting by the principal to the Board and timely presentation of data and reports related to school performance will allow the Board to evaluate and hold the principal accountable for the performance of the school.

A representative from SCN will also be present at Board meetings in order to present information related to the activities it is contracted to carry out for the school as outlined in Attachment 7(a). Examples of information that SCN will present to the Board include, but are not limited to, numbers of applicants applied, interviewed, and recommended for hire, student recruitment goals and figures, school budgeting forecasting, and special

education compliance reports. The presentation of information directly related to SCN's contracted services will allow the Board to hold SCN accountable and to evaluate its performance.

The Board will also have separate annual meetings with teachers, school leaders, and school operations staff. These meetings will take place without the presence of an SCN representative and will provide an opportunity for the Board to hear directly from the school employees regarding the state of the school, and it will allow the school employees an opportunity to express to the Board their thoughts and concerns about the school.

The board of the school evaluates the management organization in a similar fashion to how it evaluates the progress of the school itself. At regular meetings, the board reviews student achievement and culture data relative to SCN and other schools. The board also discusses the performance of the Success Charter Network with the school leader at regular meetings and with the school faculty at annual teacher meetings. It also reviews financial data at each meeting including the provision of services by the management organization compared to the cost of the services provided. The school leader and board also work with the management organization frequently to informally evaluate the day-to-day operations.

Any individual or group may bring complaints to the Board of Trustees. Complaints must be submitted to the Board at least one week prior to the next scheduled meeting. Complaints submitted later will be addressed at the subsequent meeting. Emergency issues will be dealt with on an as-needed basis. As necessary, the Board may delegate the principal or other responsible party to act upon a complaint and report back to the Board.

27(c). Please note that no more than 40% of the board of trustees may be affiliated with any single entity, except another charter school. On a case by case basis the SUNY Trustees may waive this SUNY charter requirement. Indicate if you wish to seek a waiver and your reasons for seeking it. Also note the restrictions on board membership for persons affiliated with a not-for-profit management company outlined under Request No. 7.

The applicants do not wish to seek a waiver for this SUNY charter requirement.

28. How will the proposed charter school partner with low performing public schools in the area to share best educational practices and innovations? Your response to this request must, at least, address the following:

- **The proposed charter school's plan for identifying low performing traditional public schools in the area of location of the charter school.**
- **The proposed charter school's strategies for establishing relationships with the identified low-performing schools.**
- **How the proposed charter school would determine the best educational practices/innovations to share with a traditional public school.**

The proposed charter school will partner with low performing public schools in the area to facilitate the sharing of best practices. Unfortunately, in the District in which the proposed charter school will be located, there are many low-performing zone public schools that can be readily identified by lists published by the New York State Department of Eduction, the New York City Department of Education, and the New York Times school ranking web site.

Neither the applicants nor the Success Charter Network (SCN) are interested in an "us" and "them" mentality between charter schools and traditional zone schools. SCN and the applicants are deeply dedicated to ensuring an exceptional education for all children and welcome partnerships and the sharing of best practices. At all of SCN's co-located schools to date, the Success Academy has had joint activities and inter-visitations with co-located staff. Each partnership is unique, depending on the specific circumstances of the schools involved and their unique school cultures. In one school, there was an excellent dance program whereas another had a particular wealth of special education expertise from which there was tremendous benefit. Because the final location of the proposed school has yet to be determined, the type of partnership that will form is, as yet, unclear. What is clear is that as a new school, the applicants are eager to learn from others and confident that the SCN school design has something to offer to even the most seasoned educators.

The vast majority of SCN schools enjoy strong relationships with the co-located school or schools. The Success Academies have consistently brought resources to the building that SCN and the school leaders use to renovate facilities in a mutually beneficial way. Whether it is ensuring that physically handicapped children have accessible lunch tables or that all the children in a school site have access to a safe and modern playground, SCN schools come to their buildings with a perspective of improving the school community—zone, charter, and District 75 alike. SCN schools and co-located zone schools have co-existed remarkably harmoniously and the applicants expect this to be the case in this proposed school's location. Educators tend to be deeply committed to children and the children's futures, allowing them to focus on the important business of teaching and learning above all else.

Aaron Listhaus
Acting Executive Director
Charter Schools Office

[redacted]

September 7, 2010

Jonas Chartock
Executive Director
Charter Schools Institute
The State University of New York
41 State Street, Suite 700
Albany, NY 12207

Dear Mr. Chartock,

This letter is to express our support for the application submitted to you on behalf of Success Charter Network.

We have worked with Harlem Success now for 5 years to support high-quality educational options for all children, and their schools have a strong track record.

Harlem Success Academy 1, the first Success Academy, was in the top 1% of schools in NYC.

97% of third-graders and 93% of fourth-graders passed the 2009-10 state math test. 89% of third-graders and 86% of fourth-graders passed the 2009-2010 reading test.

The NYC DOE supports the expansion of high-quality options for parents in New York City. We look forward to our ongoing relationship with Success Charter Network as they expand to provide even more strong options for families.

Aaron Listhaus
Acting Executive Director
Charter Schools Office
NYC Department of Education

30(a). Provide a plan for public outreach that conforms to the process prescribed by the SUNY Trustees (herein and in the Scoring Rubric) for the purpose of soliciting community input regarding the proposed charter school and to address comments received from the impacted community regarding student educational and programmatic needs. Discuss any methods or strategies to be used to inform the intended community stakeholders about the proposed charter school and engage them in considering its establishment. Describe methods or strategies to be used to gauge community interest and support for the proposed charter school. In addition, the plan must also indicate the related documentation to be submitted to the Institute.

The applicants and board of trustees of the proposed charter school are eager to solicit the input of community leaders and parents in the community. The applicants plan to use a variety of methods to ensure the involvement of local stakeholders and opportunities to provide feedback on the proposed programming of the school.

All Success Charter Network (SCN) schools hold information sessions as part of the robust SCN student recruitment process each year. In order to present the key elements of the proposed charter school, the applicants, collaborating with SCN, will hold community meetings to provide information to community members and solicit their feedback.

The community meeting will be held in the community school district (CSD) of the proposed school's location. In advance of the meeting, a variety of strategies will be employed to ensure ample opportunity for participation. The school will advertise the meeting and the proposed school in local news media or other publications in advance of the meeting. The school will also partner with local community organizations that may include the YMCA, the local branch of the Children's Aid Society, and/or other youth and family oriented organizations in the community school district in order to increase awareness. The school plans to provide the community organizations with literature for distribution and flyers to post in their locations. The school will also invite local elected official and members of the local Community Education Council to ensure that stakeholders are adequately informed and represented.

The school will then hold one or more meetings in the community school district to provide information to the community about the proposed school. Representatives from the applicant, board, or the Success Charter Network will host the meeting and present information about the school's proposed instructional program; information about the school's random lottery and enrollment process; and the programs used at other SCN schools, their successes, and summaries of feedback received from parents of enrolled students at other SCN schools. Similar sessions are already a part of the Success Charter Network's robust student recruitment process and are held each enrollment season at local schools, day care centers, and community organizations.

The applicants have already secured significant community input prior to the submission of this proposal, and will continue to solicit input as the applicants proceeds. In the initial implementation of this outreach plan, the applicant reached out to elected officials, the local Community Board, and the Community Education Council. It has already held one public meeting in the District and plans to hold more meetings following the submission of this proposal. The applicant also took out advertisements in local newspapers to make the community aware of the opportunity to provide comment and has been in contact with numerous community groups about the proposed school, from which the applicant has received enthusiastic support. Finally, the applicants have collected signatures from 1,400 interested community members who expressed support for the proposed school, contained in Attachment 30, Community Support Exhibits.

SCN has a strong track record of a robust bilingual outreach program, including knocking on doors and ensuring that *everyone* who wants to enter the lottery can. For the 2009-2010 school year, 7,000 families applied to the Success Academy Charter Schools. The community has been voting with its feet and demanding better options.

The representatives that hold the meeting will then respond to parent questions about the school and its proposed programs and policies and solicit feedback from the parents for consideration. A school representative will record notes from oral comments and will also collect written comments from those who wish to provide it. A committee will then review the feedback to consider possible modifications to the school's instructional programs and charter proposal. This committee will likely include a member of the board, the primary applicant, and one or more employees of the Success Charter Network. Comments received will be evaluated and the applicant team will propose appropriate revisions to the school's proposal for charter.

30(b). Provide evidence of adequate community support for, and interest in, the proposed charter school sufficient to allow the school to reach its anticipated enrollment.

As engaged members of the community, the Success Academy Charter Schools have received much support from fellow community members. Furthermore, these community members fully support the opening of additional charter schools by the Success Charter Network (SCN). Please see the attached letters of support from members of the proposed school's community. These letters include support from educational, political and community leaders. These powerful letters of support attest to the fact that the expansion of this school in Harlem is necessary and desired.

SCN has also identified over 1,400 individuals in the area who support the opening of this charter school and are interested in sending their children to the school. Please see the attached petitions.

Further evidence of community support is found in the applications submitted by parents for admission to the Success Academy Charter Schools. The schools received 7,000 applications to fill just 1,100 spots for the 2010-2011 school year. These parents clearly have the desire for additional charter schools to be opened in the Harlem community for their children.

HARLEM SUCCESS ACADEMY
Charter School

Community Petition

Spring 2010

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	Date	Name	Street Address	Borough / Zip
1	4/8/10	Print: Chad Feldheim Sign:	[redacted]	Manhattan, NY Zip 10026
2	4/8/10	Print: Shaunna Royal Sign:		Bronx, NY Zip 10456
3	4/8/10	Print: Deborah Royal Sign:		Bronx, NY Zip 10473
4	4/8/10	Print: Nikisha Lewis Sign:		NY, NY Zip 10025
5	4/8/10	Print: Rochelle Hayes Sign:		NY, NY Zip 10029
6	4/8/10	Print: Yasemin Healy Sign:		live BX, NY Zip 10462
7	4/8/10	Print: SONIA NORTIZ Sign:		NY, NY Zip 10039
8	4/8/10	Print: Diana Ortiz Sign:		Bronx, NY Zip 10455
9	4/8/10	Print: Sonia Fulco Sign:		NY, NY Zip 10039
10	4/8/10	Print: Nefta Vazquez Sign:		NY, NY Zip 10039

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	Date	Name	Street Address	Borough / Zip
1	4/8/10	Print: Ana Ramirez Sign:	[redacted]	Bronx, NY Zip 10472
2	4/8/10	Print: KATIE CARBALLO Sign: Katie Carballo		New York, NY Zip 10029
3	4/8/10	Print: Veronica Olmedo Sign: Veronica Olmedo		Bronx, NY Zip 10454
4	4/8/10	Print: Cassandra Pinto Sign:		Bronx, NY Zip 10454
5	4/8/10	Print: ANGELA RODRIGUEZ Sign:		NY, NY Zip 10030
6	4/8/10	Print: Joyce Copeland Sign:		N.Y., NY Zip 10030
7	4/8/10	Print: [illegible] Sign:		NY, NY Zip 11221
8	4/8/10	Print: [illegible] Sign:		NY, NY Zip 10467
9	4/8/10	Print: Veronica Garcia Sign: Veronica Garcia		NY, NY Zip 10035
10	4/8/10	Print: Josie Malave Sign: Josie Malave		NY, NY Zip 10030

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	Date	Name	Street Address	Borough / Zip
1	4/7/10	Print: Gordon Miles Sign:	[redacted]	ny ,NY Zip 10027
2	4/7/10	Print: John Singh Sign:		Jamaica ,NY Zip 11432
3	4/7/10	Print: Valeria Vegas Sign:		NY ,NY Zip 10027
4	4/7/10	Print: Kristen Bush Sign:		NY ,NY Zip 10027
5	4/7/10	Print: Beatriz Torres Sign:		NY ,NY Zip 10025
6	4/7/10	Print: [illegible] Sign:		NY ,NY Zip 10027
7	4/7/10	Print: Devanta Bumpers Sign:		NY ,NY Zip 10027
8	4/7/10	Print: Kim Reed Sign:		NY ,NY Zip 10467
9	4/7/10	Print: Deborah Ward Sign:		NY ,NY Zip 11225
10	4/7/10	Print: Matthew Sapia		NY NY Zip 10029

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	Date	Name	Street Address	Borough / Zip
1	4/7/10	Print: Kasha Johnson Sign:	[redacted]	Bronx, NY Zip 10459
2	4/7/10	Print: Vicki Carter Sign: Vicki Carter		Bronx, NY Zip 10459
3	4/7/10	Print: Joseph Johnson Sign:		BX21, NY Zip 10459
4	4/7/10	Print: Jacqueline Bumpers Sign: Jacqueline Bumpers		Man., NY Zip 10027
5	4/7/10	Print: Regina Estes Sign:		Bx, NY Zip 10453
6	4/7/10	Print: Margaret Estes Sign:		Bx, NY Zip 10453
7	4/7/10	Print: Justin Courtenay Sign:		Bx, NY Zip 10452
8	4/7/10	Print: Princess Gelson Sign:		NY, NY Zip 10030
9	4/7/10	Print: Tiffany Gregory Sign:		NY, NY Zip 10035
10	4/7/10	Print: E. Matthews		BK, NY Zip 11213

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	Date	Name	Street Address	Borough / Zip
1	4/7/10	Print: Lauren Esparza Sign:	[redacted]	NY, NY Zip 10029
2	4/7/10	Print: Jasmine Arnold Sign:		NY, NY Zip 10025
3	4/7/10	Print: TINISHA Davis Sign:		NY, NY Zip 10030
4	4/7/10	Print: Sherry Ma Sign:		NY, NY Zip 10026
5	4/7/10	Print: Michael Hazzard Sign:		BX, NY Zip 10451
6	4/7/10	Print: Kaaryn Naylor Sign:		NY, NY Zip 10026
7	4/7/10	Print: FREDERICK IRV Sign:		NYC, NY Zip 10039
8	4/7/10	Print: Nicolle Davis Sign:		BK, NY Zip 11206
9	4/7/10	Print: Shandra Washington Sign:		BX, NY Zip 10472
10	4/7/10	Print: ASHA AZIM		BK, NY Zip 11249

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	Date	Name	Street Address	Borough / Zip
1	4/8/10	Print: Sasha Haggerl Sign:	[redacted]	New York, NY Zip 10029
2	4/8/10	Print: Denise Council Sign: Denise Council		NY, NY Zip 10029
3	4/8/10	Print: Shanique Merritt Sign:		NY, NY Zip 10029
4	4/8/10	Print: Helen Merritt Sign:		NY, NY Zip 10029
5	4/8/10	Print: Maribel Velez Sign: Maribel Velez		NY, NY Zip 10029
6	4/8/10	Print: Aj Watkins Sign:		Harlem, NY Zip 10026
7	4/8/10	Print: April Cuevas Sign: April Cuevas		NY, NY Zip 10037
8	4/8/10	Print: Sharon P Sign: S P		NY, NY Zip 10029
9	4/8/10	Print: Alexis King Sign:		NY, NY Zip 10037
10	4/8/10	Print: JACQUELINE ELDER Sign:		NY BK, NY Zip 10452

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	Date	Name	Street Address	Borough / Zip
1	4/8/10	Print: Gisel Paulino Sign: GPaulino	[redacted]	NY, NY Zip 10039
2	4/8/10	Print: Jessy Torres Sign:		NY, NY Zip 10029
3	4/8/10	Print: Nancy Mineros Sign: Nancy Mineros		NY, NY Zip 10029
4	4/8/10	Print: Jomaica Bell Sign: Jdmarra		NY, NY Zip 10035
*	4/8/10	Print: Crystal Perez Sign: Crystal P		NY, NY Zip 10454
*	4/8/10	Print: Ralph Davis Sign: Ralph Davis		NY, NY Zip 10466
*	4/8/10	Print: Angela Jimenez Sign:		NY, NY Zip 10029
*	4/8/10	Print: Nisa Jones Sign:		NY, NY Zip 0026
*	4/8/10	Print: Edwin Tapia Sign:		NY, NY Zip 10035
*	4/8/10	Print: Lauren Mangham Sign:		NY NY, NY Zip 10035

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	Date	Name	Street Address	Borough / Zip
1	4/8/10	Print: Kathy Hernandez Sign: Kathy Hernandez	[redacted]	Bronx, NY Zip 10453
2	4/8/10	Print: Celina Dos S Sign: Celina D.		BKlyn, NY Zip 11221
3	4/8/10	Print: Jacqueline Concepc Sign: J. Concepcion		Bx, NY Zip 10457
4	4/8/10	Print: Noelia Berrios Sign: Noelia Berrios		Brooklyn, NY Zip 11214
5	4/8/10	Print: Michelle A. Aiken Sign: Michelle Aiken		Man, NY Zip 10037
6	4/8/10	Print: Aisha Aiken Sign: Aisha Aiken		Man, NY Zip 10037
7	4/8/10	Print: Monique Jack Sign: Monique Jack		Queens, NY Zip 11434
8	4/8/10	Print: Jennifer SanAntonio Sign: Jennifer SanAntonio		Manh, NY Zip 10030
9	4/8/10	Print: Helen Hane Sign: Helen Hane		BKlyn, NY Zip 11210
10	4/8/10	Print: Michael Cannon		NY, NY Zip 10029

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	Date	Name	Street Address	Borough / Zip
1	4/8/10	Print: Chanda Adams Sign: Chanda Adams	[redacted]	Bronx, NY Zip 10473
2	4/8/10	Print: Benton Boyd Sign: Benton Boyd		Brooklyn, NY Zip 11207
3	4/8/10	Print: Ivany Zuniga Sign: Ivany Zuniga		NY, NY Zip 10456
4	4/8/10	Print: Edward Barnes Sign: Edward Barnes		L.I.C, NY Zip 11101
5	4/8/10	Print: Vonnea Sign: Johnson		Bronx, NY Zip 10451
6	4/8/10	Print: Gabriela Talley Sign: Gabriela Talley		New York, NY Zip 10031
7	4/8/10	Print: Lindsay W. Sign: Lindsay W.		Bklyn, NY Zip 11217
8	4/8/10	Print: Ebony Sumpter Sign: Ebony Sumpter		Manhattan, NY Zip 10035
9	4/8/10	Print: Monica Taylor Sign: Monica Taylor		Bronx, NY Zip 10454
10	4/8/10	Print: Sachi Beckford		N.J. [illegible]

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	Date	Name	Street Address	Borough / Zip
1	4/8/10	Print: Julissa Domingue Sign: Julissa Domingue	[redacted]	Bronx, NY Zip 10453
2	4/8/10	Print: Gladys Hamilton Sign: Sheena Tull		NY, NY Zip 10035
3	4/8/10	Print: Sheena Tull Sign: Sheena Tull		Ve NY, NY Zip 11237
4	4/8/10	Print: Tina Ngala Sign: ~~Tina~~		NY, NY Zip 10037
5	4/8/10	Print: Tiffany Jenkins Sign: Tiffany Jenkins		Queens V, NY Zip 11429
6	4/8/10	Print: Ivory Taylor Sign: ~~Ivory Taylor~~		Queens, NY Zip 11429
7	4/8/10	Print: Ebony Sabroni's Sign: Ebony Sabroni's		NY, NY Zip 11429
8	4/8/10	Print: Brenda Lowell Sign: Brenda Lowell		Bx, NY Zip 10475
9	4/8/10	Print: Tyesha Bradford Sign: Tyesha Bradford		NY, NY Zip 10035
10	4/8/10	Print: Doreeta Bradford Sign: Doreeta Bradford		NY, NY Zip 10035

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	Date	Name	Street Address	Borough / Zip
1	4/8/10	Print: Rachelle Sanon Sign:	[redacted]	NY, NY Zip 10026
2	4/8/10	Print: Manuel Ortega Sign:		NY, NY Zip 10035
3	4/8/10	Print: Jennifer Jennings Sign:		NY, NY Zip 10029
4	4/8/10	Print: Sidney Jennings Sign:		NY, NY Zip 10029
5	4/8/10	Print: Rochelle Milligan Sign:		NY, NY Zip 10029
6	4/8/10	Print: Erica D. Rocco Sign:		NY, NY Zip 10029
7	4/8/10	Print: Sign: Andrea Mapp		NY, NY Zip 10029
8	4/8/10	Print: Sign:		NY, NY Zip 10029
9	4/8/10	Print: Eudora Pizarro Sign: Eudora Pizarro		NY, NY Zip 10035
10	4/8/10	Print: Kenneth Johnson		NY, NY Zip 10029

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	Date	Name	Street Address	Borough / Zip
1	4/8/10	Print: Rosemarie Lee Sign: R. Lee	[redacted]	10029 NY Zip
2	4/8/10	Print: Jonathan Buckley Sign:		10029 NY Zip
3	4/8/10	Print: Elizabeth Ann Sign:		10035 NY Zip N.Y.
4	4/8/10	Print: Sign: M. Brown		~~N.Y. 10029~~ NY Zip 10027
5	4/8/10	Print: Roslyn Cintron Sign:		NY NY Zip 10029
6	4/8/10	Print: Carie Cosme Sign: C Cosme		NY NY Zip 10029
7	4/8/10	Print: C. D'Aquila Sign:		Bx NY Zip 10455
8	4/8/10	Print: Tiffany Smith Sign: Tyniya Smith		NY NY Zip 10029
9	4/8/10	Print: THOMAS BUTLER Sign:		NY NY Zip 10035
10	4/8/10	Print: Sign: JASON Grant		NY NY Zip 10037

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	Date	Name	Borough / Zip
1	4/8/10	Print: Mayra Collado Sign:	NY ,NY Zip 10029
2	4/8/10	Print: Cora. L. Esparza Sign:	New York ,NY Zip 10029
3	4/8/10	Print: MARK GREENFIELDS Sign:	NY ,NY Zip 10031
4	4/8/10	Print: KAREN LUCAS Sign:	NY ,NY Zip 10030
5	4/8/10	Print: FRANCES GARLAND Sign:	11368 ,NY Zip 11368
6	4/8/10	Print: TA-SHA Mitchell Sign:	NY ,NY Zip 10029
7	4/8/10	Print: Amy Prandy Sign:	NY ,NY Zip 10029
8	4/8/10	Print: Brandon Espinal Sign:	NY ,NY Zip 10029
9	4/8/10	Print: BERTINA FRANCIS Sign:	NY ,NY Zip 10029
*	4/8/10	Print: Walter Benjamin	NY ,NY Zip 10453

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	Date	Name	Street Address	Borough / Zip
1	4/7/10	Print: Hai Ouyen Sign:	[redacted]	NY, NY Zip 10027
2	4/7/10	Print: Christine Thompson Sign:		NY, NY Zip 10027
3	4/7/10	Print: Madeline [illegible] Sign:		NY, NY Zip 10027
4	4/7/10	Print: Patrieshe Cabey Sign: Patrieshe Cabey		NY, NY Zip 10027
5	4/7/10	Print: Josephine Thyfa Sign: Josephine Thyfa		BKLYN, NY Zip 11215
6	4/7/10	Print: Sandra Cortes Sign: Sandra Cortes		Bronx, NY Zip 10452
7	4/7/10	Print: Denisha Warren Sign: Denisha Warren		10035, NY Zip
8	4/7/10	Print: Denisha Warren Sign: D. Warren		10039, NY Zip
9	4/7/10	Print: Selina Millard Sign: Selina Millard		11221, NY Zip
0	4/7/10	Print: Chante Harrison Sign:		BX, NY Zip 10467

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	Date	Name Dorothy Williams	Street Address	Borough / Zip
1	4/7/10	Print: Sign: Dwilliams	[redacted]	NYC, NY Zip 10027
2	4/7/10	Print: Tia Williams Sign:		BK, NY Zip 11217
3	4/7/10	Print: Shanette Zeigler Sign:		NY, NY Zip 10027
4	4/7/10	Print: Jay Mitchell Sign: Jay Mitchell		NY, NY Zip 11233
5	4/7/10	Print: Tanya martin Sign: tanya martin		NY, NY Zip 10027
6	4/7/10	Print: T. Reed Sign:		NY, NY Zip 10030
7	4/7/10	Print: Sylvia Smith Sign: Sylvia Smith		NY, NY Zip 10472
8	4/7/10	Print: Michelle Rabinson Sign:		NY, NY Zip 10037
9	4/7/10	Print: Damien Wright Sign:		NY, NY Zip 10037
10	4/7/10	Print: Teresa Lew Sign:		NY, NY Zip 10027

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Charter School

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	Date	Name	Street Address	Borough / Zip
1	4/7/10	Print: ABELARDO TEXTAS Sign: Abelardo Texas	[redacted]	NY, NY Zip 10029
2	4/7/10	Print: Michael Ellman Sign: Michael Ellman		NY, NY Zip 10026
3	4/7/10	Print: Roosevelt Benjamin Sign: Roosevelt Benjamin		NY, NY Zip 10027
4	4/7/10	Print: C Walters Sign: C Walters		NY, NY Zip 10038
5	4/7/10	Print: Edward Abraham Sign: Edward Abraham		NY, NY Zip 10029
6	4/7/10	Print: CARLOS ALEGRE Sign: Carlos Alegre		NY, NY Zip 10027
7	4/7/10	Print: [illegible] Sign: [illegible]		BX, NY Zip 10468
8	4/7/10	Print: David Smith Sign: David Smith		NY, NY Zip 10035
9	4/7/10	Print: Kendra Roberson Sign: Kendra Roberson		NY, NY Zip 10035
	4/7/10	Print: Shanita Andrews Sign:		NY, NY Zip 10027

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	Date	Name	Street Address	Borough / Zip
1	4/7/10	Print: [illegible] Sign: [illegible]	[redacted]	NY, NY Zip 10027
2	4/7/10	Print: Morgan Nesbitt Sign: [illegible]	[redacted]	NY, NY Zip 10027
3	4/7/10	Print: Jacob Carter Sign: J Carter	[redacted]	NY, NY Zip 10027
4	4/7/10	Print: Nicole Alvarez Sign: [illegible]	[redacted]	NY, NY Zip 11211
5	4/7/10	Print: Glenn White Sign: [illegible]	[redacted]	N.Y, NY Zip 10037
6	4/7/10	Print: Dannie White Sign: [illegible]	[redacted]	N.Y, NY Zip 10026
7	4/7/10	Print: Monique Brown Sign: [illegible]	[redacted]	NY, NY Zip 10039
8	4/07/10	Print: Sonjii Harper Sign: [illegible]	[redacted]	Laurelton, NY Zip 11413
9	4/07/10	Print: Mantsetse Kgama Sign: [illegible]	[redacted]	NY, NY Zip 10039
10	4/7/10	Print: [illegible] Sign: [illegible]	[redacted]	NY, NY Zip 10039

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	Date	Name	Street Address	Borough / Zip
1	4/7/10	Print: [illegible] Sign:	[redacted]	Bklyn, NY Zip 11233
2	4/7/10	Print: Martha Hunter Sign: Martha Hunter		Man, NY Zip 10027
3	4/7/10	Print: Tiffany Hunter Sign: Tiffany Conway		NY, NY Zip 10037
4	4/7/10	Print: [illegible] Sign: [illegible]		NY, NY Zip 10027
5	4/7/10	Print: Ajani Holm Sign: Ajani Holm		NY, NY Zip 10037
6	4/7/10	Print: Catherine London Sign: Catherine London		Bronx, NY Zip 10473
7	4/7/10	Print: Aaron Franklin Sign: Aaron Franklin		New York, NY Zip 10026
8	4/7/10	Print: [illegible] Sign: [illegible]		NY, NY Zip 10027
9	4/7/10	Print: [illegible] Sign: [illegible]		Bx, NY Zip 10466
10	4/7/10	Print: [illegible] Sign: [illegible]		[illegible], NY Zip 10304

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	Date	Name KEN WEST HOUSE	Street Address	Borough / Zip
1	04/07/10	Print: " Sign: [illegible]	[redacted]	N.Y. ,NY Zip 10027
2	04/07/10	Print: Victoria Cassiter Sign: Victoria Cassiter		10030 ,NY Zip N.Y.
3	4/07/10	Print: Ilya Fate Sign: Ilya Fate		10452 ,NY Zip NY.
4	4/7/10	Print: Selina White Sign: Selina White		11421 ,NY Zip [illegible]
5	4/7/10	Print: Tamara Hicks Sign: Tamara Hicks		NY ,NY Zip 10031
6	4/7/10	Print: Dixie Morgan Sign: [illegible]		BX ,NY Zip 10458
7	4/7/	Print: Mary Johnson Sign: Mary Johnson		Bx ,NY Zip 10472
8	4/7/10	Print: Nikal Woods Sign: Nika Woods		Bx ,NY Zip 10472
9	4/7/10	Print: Chrystn Gumbs Sign: [illegible]		NY ,NY Zip 10026
10	4/7/10	Print: C. HACKWELL		NY ,NY Zip 11075

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	Date	Name	Street Address	Borough / Zip
1	4/7/10	Print: Shyrae Jackson Sign: Shyrae Jackson	[redacted]	Bronx, NY Zip 10456
2	4/7/10	Print: Jessica Cameron Sign: Jessica Cameron		N.Y., NY Zip 10030
3	4/7/10	Print: PETER BOYCE Sign: Peter Boyce		NY, NY Zip 11205
4	4/7/10	Print: Michelle Jackson Sign: Michelle Jackson		NY, NY Zip 10002
5	4/7/10	Print: Eric Samson Sign: Eric Samson		N.Y., NY Zip 10459
6	4/7/10	Print: Nereeha Bandy Sign: Nereeha Bandy		NY, NY Zip 10017
7	4/7/10	Print: Jaton Holden Sign:		NY, NY Zip 10037
8	4/7/10	Print: Shantay Gaither Sign:		504th NY, NY Zip 10466
9	4/7/10	Print: Mitchell Jean Sign: Mitchell Jean		Bronx, NY Zip 10458
10	4/7/10	Print: Cedric Adam		NY, NY Zip 10032

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	Date	Name	Street Address	Borough / Zip
1	4/7/10	Print: RAS. MALKIEL Sign:	[redacted]	NY ,NY Zip 10035
2	4/7/10	Print: Adrie Mines Sign:		N/1/10 ,NY Zip
3	4/7/10	Print: Robert Scott Sign:		NYC ,NY Zip 10035
4	4/7/10	Print: Sign:		NyNy ,NY Zip 10035
5	4/7/10	Print: Cicely Lloyd Sign:		Bronx ,NY Zip 10462
6	4/7/10	Print: Sign:		Bronx ,NY Zip 10456
7	4/7/10	Print: GERALD PIERCE Sign:		NY ,NY Zip 10459
8	4/7/10	Print: James C. Moeller Sign:		10027 ,NY Zip
9	4/7/10	Print: Lillian Mel Sign:		Bronx ,NY Zip 10454
10	4/7/10	Print: Derrick Braun Sign:		NY ,NY Zip 10035

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	Date	Name	Street Address	Borough / Zip
1	4/7/10	Print: Audrey Kornegay Sign:	[redacted]	Bx, NY Zip 10451
2	4/7/10	Print: Brittney Kornega Sign:		bx, NY Zip 10451
3	4/7/10	Print: MARY-Ann PRince Sign:		bx, NY Zip 10451
4	4/7/10	Print: Carlos Figuella Sign:		NY, NY Zip 10030
5	4/7/10	Print: Tamara Simpson Sign:		NY, NY Zip 10030
6	4/7/10	Print: Nancy Hodrick Sign:		NY, NY Zip 10027
7	4/7/10	Print: Kryshon Plummer Sign:		NY, NY Zip 10037
8	4/7/10	Print: Darryl Branch Sign:		NY, NY Zip 10459
9	4/7/10	Print: Salomé Bankhead Sign:		bx, NY Zip 10455
10	4/7/10	Print: MOET PRIMO Sign:		Bronx, NY Zip 10450

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	Date	Name	Street Address	Borough / Zip
1	4/7/10	Print: MARIAM SANOGO Sign: Mariam Sanogo	[redacted]	BK ,NY Zip 10457
2	4/7/10	Print: Darlene Coker Sign: Darlene Coker		NY ,NY Zip 10027
3	4/7/10	Print: Carl Skeete III Sign:		NY ,NY Zip 10031
4	4/7/10	Print: Sasha Jones Sign:		BK ,NY Zip 11215
5	4/7/10	Print: Anthony Richard Sign:		NY ,NY Zip 10027
6	4/7/10	Print: Missie Merritt Sign: Missie Merritt		NY ,NY Zip 10026
7	4/7/10	Print: Ebony Hazel Sign: Ebony Hazel		NY ,NY Zip 10039
8	4/7/10	Print: Erica Hazel Sign: Erica Hazel		NY ,NY Zip 10039
9	4/7/10	Print: James Nunez Sign:		NY ,NY Zip 10035
10	4/7/10	Print: Lillian Lee Sign:		NY ,NY Zip 10026

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	Date	Name	Street Address	Borough / Zip
1	4/7/10	Print: Linda Townsend Sign: Linda Townsend	[redacted]	NY, NY Zip 10037
2	4/7/10	Print: FREDERICK MABIE Sign: Frederick Mabie		MANHATTAN, NY Zip 10039
3	4/7/10	Print: Diamond Aledand Sign: Diamond Aledander		BX, NY Zip 10541
4	4/7/10	Print: Lakeisha Cheek Sign: Lakeisha Cheek		BX, NY Zip 10463
5	4/7/10	Print: Mireily Rivera Sign: Mireily Rivera		BX, NY Zip 10454
6	4/7/10	Print: Lanie Miranda Sign:		BX, NY Zip 10454
7	4/7/10	Print: Tiffany Holloway Sign: Tiffany Holloway		NY, NY Zip 10002
8	4/7/10	Print: ROSA WILLIAMS Sign: Rosa Williams		BRONX, NY Zip 10453
9	4/7/10	Print: Estelle Wilson Sign: Estelle Wilson		BRONX, NY Zip 10453
10	4/7/10	Print: Carolyn Coleman Sign:		NY, NY Zip 10030

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	Date	Name	Street Address	Borough / Zip
1	4/7/10	Print: WILMA Morton Sign: Wilma Morton	[redacted]	Bx, NY Zip 10468
2	4/7/10	Print: DANIEL COLON Sign: Daniel Colon		NY, NY Zip 10039
3	4/7/10	Print: Marshall Ellis Sign: M Ellis		Bx, NY Zip 10458
4	4/7/10	Print: Jelid Arroyo Sign: Julia arroyo		Bx, NY Zip 10472
5	4/7/10	Print: Mike Simmons Sign: Mike Simmons		Bx, NY Zip 10472
6	4/7/10	Print: Robert James Sign: Robert James		Bk, NY Zip 11217
7	4/7/10	Print: DAVE PETERS Sign: Dave Peters		Bk, NY Zip 11237
8	4/7/10	Print: [illegible] Sign: [illegible]		NY, NY Zip 10027
9	4/7/10	Print: Eugene Davis Sign: Eugene Davis		NY, NY Zip 10011
10	4/7/10	Print: M. Summers Sign: [illegible]		0024, NY Zip

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	Date	Name	Street Address	Borough / Zip
1	4/7/10	Print: Stephanie Cohen Sign: Stephanie Cohen	[redacted]	Manhattan, NY Zip 10026
2	4/7/10	Print: Carl Alexander Sign: Carl Alexander		Manhattan, NY Zip 10026
3	4/7/10	Print: Isaac James Sign:		B.X, NY Zip 10549
4	4/7/10	Print: John Shelton Sign: John Shelton		Bklyn, NY Zip 11205
5	4/7/10	Print: JONAH LEVINE Sign:		BROOKLYN, NY Zip 11211
6	4/7/10	Print: Hector Morales Sign: Hector		Bronx, NY Zip 10459
7	4/7/10	Print: SABRINA WILLIAMS Sign: Sabrina Williams		MAN, NY Zip 10035
8	4/7/10	Print: MARJORIE CRAWFORD Sign: Marjorie Crawford		MANHATTAN 100 3, NY Zip 10032
9	4/7/10	Print: Timothy White Sign: Timothy White		New York, NY Zip 10027
10	4/7/10	Print: Holmes Sign:		NY, NY Zip 10032

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	Date	Name	Street Address	Borough / Zip
1	4/7/10	Print: RASHON CRADDOCK Sign:	[redacted]	NY, NY Zip 10031
2	4/7/10	Print: Gloria Ellis Sign:		NY, NY Zip 10027
3	4/7/10	Print: Ana Maria Irizarry Sign:		NY, NY Zip 10027
4	4/7/10	Print: Mbatjiua Kanguatjina Sign:		NY, NY Zip 11432
5	4/7/10	Print: Regina Oliver Sign:		NY, NY Zip 10035
6	4/7/10	Print: Kamia Hinchess Sign:		NY, NY Zip 10027
7	4/7/10	Print: M. Stefano Davidson Sign: M. Stefano Davidson		New York, NY Zip 10027
8	4/7/10	Print: Ashley Acosta Sign:		NY, NY Zip 10031
9	4/7/10	Print: Ryan Boyd Sign: Ryan Boyd		NY, NY Zip 10026
10	4/7/10	Print: Cynthia [illegible]		

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	Date	Name	Street Address	Borough / Zip
1	4/7/10	Print: Jessica Prado Sign: Jessica Prado	[redacted]	NY, NY Zip 10026
2	4/7/10	Print: Jorge Burgos Sign: Jorge Burgos		NY, NY Zip 10456
3	4/7/10	Print: TAHIRA ABDUS[illegible] Sign:		Drive, 10039, NY Zip 10039
4	4/7/10	Print: Geraldine Summer Sign: Geraldine Summer		Bx, NY Zip 10473
5	4/7/10	Print: THOMAS PHIFER Sign: Thomas Phifer		NY, NY Zip 10035
6	4/7/10	Print: J. Goggin Sign:		NY, NY Zip 10035
7	4/7/10	Print: Ronald Newmark Sign: Ronald Newmark		NY mann, NY Zip 10026
8	4/7/10	Print: Denise Latmore Sign: Denise Latmore		NY, NY Zip 10027
9	4/7/10	Print: TYRONE JACKSON Sign: Tyrone Jackson		N.Y. #34C, NY Zip 10453
10	4/7/10	Print: Janiece Jennings Sign: Janiece Jennings		NY, NY Zip 10029

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	Date	Name	Street Address	Borough / Zip
1	04/07/10	Print: Sodaul Ellis Sign: Sodaul Ellis	[redacted]	New York, NY Zip 10035
2	04/07/10	Print: Angel Rivera Sign:		Bronx, NY Zip 10454
3	4/7/10	Print: Presley Gadson Sign: Presley Gadson		NY, NY Zip 10035
4	4/7/10	Print: Alicia William Sign: Alicia William		NY, NY Zip 10035
5	4/7/10	Print: Lakeisha York Sign: Lakeisha York		New York City, NY Zip 10040
6	4/7/10	Print: Chantel Powell Sign: Chantel Powell		New York City, NY Zip 10026
7	4/7/10	Print: Charles McDonald Sign: Charles McDonald		N.Y, NY Zip 10026
8	4/7/10	Print: Maria Ortiz Sign: Maria Ortiz		NY, NY Zip 10128
9	4/7/10	Print: Evelina Melitis Sign:		N.Y, NY Zip 10472
10	4/7/10	Print: Shawn Blake Sign:		N.Y, NY Zip 10035

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	Date	Name	Street Address	Borough / Zip
1	4/7/10	Print: Iris Pacheco Sign: Iris Pacheco	[redacted]	Ny Ny ,NY Zip 10035
2	4/7/10	Print: April Burkett Sign: April Burkett		NY ,NY Zip 10035
3	4/7/10	Print: Tiera Grayles Sign: Tiera Grayles		NY NY ,NY Zip 10035
4	4/7/10	Print: Jeanette Michael Sign: Jeanette Michael		NY NY ,NY Zip 10031
5	4/7/10	Print: DEBORAH CALHOUN Sign: Deborah Calhoun		NEW YORK ,NY Zip 10031
6	4/7/10	Print: Carlos Ramos Sign: Carlos Ramos		Brooklyn ,NY Zip 11237
7	4/7/10	Print: Wilmer Caraballo Jr. Sign: Wilmer Caraballo Jr.		NY ,NY Zip 10031
8	4/7/10	Print: Kaw Walker Sign: Kaw Walker		NY NY ,NY Zip 10031
9	4/7/10	Print: Rigoberto Lopez Sign: Rigoberto Lopez		NP ,NY Zip 10035
10	4/7/10	Print: Jacqueline Torres Sign: [illegible]		N.Y. N.Y. ,NY Zip 10032

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	Date	Name	Street Address	Borough / Zip
1	4/7/10	Print: T. Wellington Sign:	[redacted]	BX ,NY Zip 10466
2	4/7/10	Print: Gail Baez Sign:		N.Y ,NY Zip 10039
3	4/7/10	Print: Matherba Murrell Sign:		Bk ,NY Zip 11226
4	4/7/10	Print: Ernest Seeley Sign:		NY ,NY Zip 10035
5	4/7/10	Print: Susan Classen Sign:		NY ,NY Zip 10029
6	4/7/10	Print: Wallace Anderson Sign:		NY ,NY Zip 10039
7	4/7/10	Print: JESSICA MARTIN Sign:		BX ,NY Zip 10458
8	4/7/10	Print: WALTON WILLIAMS Sign:		10039 ,NY Zip NY
9	4/7/10	Print: SHARON COOPER Sign:		NY ,NY Zip 10027
10	4/7/10	Print: ARTURO A Hoffe Sign:		NY ,NY Zip 10026

HARLEM SUCCESS ACADEMY
Charter School

Community Petition

Spring 2010

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	Date	Name	Street Address	Borough / Zip
1	4/7/10	Print: Charleen Booker Sign: Charleen Booker	[redacted]	Manhattan, NY Zip 10027
2	4/7/10	Print: Nazi Adam Sign:		Bronx, NY Zip 10453
3	4/7/10	Print: Roderick Crawford Sign:		Manhattan, NY Zip 10032
4	4/7/10	Print: Krystle Neidkoosh Sign:		NY, NY Zip 10039
5	4/7/10	Print: Chelsea Akwei Sign: Chelsea Akwei		NY, NY Zip 10031
6	4/7/10	Print: Cindy Jocelyn Sign: Cindy Jocelyn		Bk, NY Zip 11213
7	4/7/10	Print: Carol Taylor Sign: Carol Taylor		Bx, NY Zip 10454
8	4/7/10	Print: Yumelco Klein Sign:		NY, NY Zip 10026
9	4/7/10	Print: Peter Rodriguez Sign:		NY, NY Zip 10035
10	4/7/10	Print: Ayanna Stelle Sign:		Brooklyn, NY Zip 11207

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	Date	Name	Street Address	Borough / Zip
1	4/7/10	Print: Lisa Semidey Sign: Lisa Semidey	[redacted]	NY ,NY Zip 10027
2	4/7/10	Print: Tashia Burgess Sign: Tashia Burgess		NY ,NY Zip 10027
3	4/7/10	Print: Khadijah Flowers Sign: Khadijah Flowers		Ny ,NY Zip 10026
4	4/7/10	Print: Milan Chaney Sign: Milan Chaney		Ny ,NY Zip 10454
5	4/7/10	Print: Nicole Wilson Sign: Nicole Wilson		NY ,NY Zip 10027
6	4/7/10	Print: Celinna Garces Sign: Celinna Garces		NY ,NY Zip 10035
7	4/7/10	Print: Solomen Z. Sign: Solomen Zarzeve		NY ,NY Zip 10035
8	4/7/10	Print: Tekoa L. Wright Sign: Tekoa L. Wright		NY ,NY Zip 10025
9	4/7/10	Print: Rashad Muhammad Sign: Rashad Muhammad		NY ,NY Zip 11435
10	4/7/10	Print: George Nelson Sign: George Nelson		NY ,NY Zip 10027

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	Date	Name	Street Address	Borough / Zip
1	4/7/10	Print: Reinaldo Bonilla Sign: [redacted]	[redacted]	Manh ,NY Zip 10037
2	4/7/10	Print: Guillermo Chassen Sign: G. Chassen		NY ,NY Zip 10029
3	4/7/10	Print: Dexter Gordon Sign: Dexter Gordon		NY ,NY Zip 10029
4	4/7/10	Print: Russell Brown Sign: Russell Brown		NY ,NY Zip 10027
5	4/7/10	Print: Crystal Daniels Sign: Crystal Daniels		NY ,NY Zip 10027
6	4/7/10	Print: HAROLD PAYNE Sign: Harold Payne		NY ,NY Zip 10027
7	4/7/10	Print: Tanya Nolin Sign: Tanya Nolin		Bx ,NY Zip 10468
8	4/7/10	Print: Thomas Ortiz Sign: Thomas Ortiz		Bx ,NY Zip 10453
9	4/7/10	Print: Paulette Patterson Sign: Paulette Patterson		BK ,NY Zip 11203
10	4/7/10	Print: MUHAMMAD ABDULLAH Sign: Muhammad Abdullah		Bklyn ,NY Zip 11205

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	Date	Name	Street Address	Borough / Zip
1	4/5/10	Print: Eneida Villanueva Sign:	[redacted]	NY, NY Zip 10035
2	4/5/10	Print: Tracy L. Sheffield Sign: Tracy L. Sheffield		NY, NY Zip 10039
3	4/5/10	Print: JOEL MCCANN Sign:		NYC, NY Zip 1003
4	4/5/10	Print: DAPHNE BURTON Sign: Daphne Burton		N.Y.C, NY Zip 10452
5	4/5/10	Print: E BOUMAJOR Sign:		NYC, NY Zip 10027
6	4/5/10	Print: William LARDER Sign: William Larder		NY, NY Zip 10027
7	4/5/10	Print: Zelma Usher Sign:		NY, NY Zip 0475
8	4/5/10	Print: Keiala HORTON Sign:		NY, NY Zip 10026
9	4/5/10	Print: Shonna Oldham Sign: Shonna Oldham		NY, NY Zip 10027
10	4/5/10	Print: Claudia Torres Sign:		N.N, NY Zip 10039

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	Date	Name	Street Address	Borough / Zip
1	4/5/10	Print: Lynnee Warner Sign: Lynnee Warner	[redacted]	NY, NY Zip 10029
2	4/5/10	Print: Immaculata Edouard Sign:		NY, NY Zip 10461
3	4/5/10	Print: Khristina Wingate Sign: Khristina Wingate		NY, NY Zip 10030
4	4/5/10	Print: Georgia Bethea Sign: Georgia Bethea		NY, NY Zip 10035
5	4/5/10	Print: Priscilla Johnson Sign: Priscilla Johnson		NY, NY Zip 10031
6	4/5/10	Print: Andrea Green Sign: Andrea Green		NY, NY Zip 10030
7	4/5/10	Print: Nicole Croote Sign: Nicole K. Croote		NY, NY Zip 10035
8	4/5/10	Print: Tiffany Fisher Sign: Tiffany Fisher		NY, NY Zip 10025
9	4/5/10	Print: Dominique Russell Sign: Dominique Russell		NY, NY Zip 10029
10	4/5/10	Print: Nicole Acevedo Sign:		N-Y, NY Zip 10029

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	Date	Name	Street Address	Borough / Zip
1	4/5/10	Print: Batina White Sign: Batina White	[redacted]	NY, NY Zip 10026
2	4/5/10	Print: Karen Morris Sign: Karen Morris		10026, NY Zip
3	4/5/10	Print: Jengaraj Mathi Sign: J Math		Man, NY Zip 10027
4	4/5/10	Print: Denise Seme Sign: Denise Seme		Man, NY Zip 10026
5	4/5/10	Print: V. Overton Sign: Valora Overton		NY, NY Zip 1002
6	4/5/10	Print: Tatiana Rosario Sign: Tatiana Rosario		NY, NY Zip 10026
7	4/5/10	Print: MD. MOAZZEM HOSSAI Sign:		NY, NY Zip 10026
8	4/5/10	Print: Mayana Joseph Sign: Mayana Joseph		New York, NY Zip 10026
9	4/5/10	Print: Lekeisha. Sign: Lekeisha.		NY, NY Zip 10027
10	4/5/10	Print: Michael Alexander Sign:		NY, NY Zip 10031

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	Date	Name	Street Address	Borough / Zip
1	4/5/10	Print: [illegible] Sign: Abou Toure	[redacted]	NY, NY Zip 10027
2	4/5/10	Print: Laurie Clayborne Sign: [illegible]		NY, NY Zip 10030
3	4/5/10	Print: Marcus Johnson Sign: Marcus John		NY, NY Zip 10031
4	4/5/10	Print: Lamont Alston Sign: Lamont Alston		NYC, NY Zip 10027
5	4/5/10	Print: Sonja Hughes Sign: Sonja Hughes		NY, NY Zip 10039
6	4/5/10	Print: Darline Wiley Sign: D. Wiley		NY, NY Zip 10026
7	4/5/10	Print: Lee Thomas Sign: Lee Thomas		NY, NY Zip 10035
8	4/5/10	Print: Darryl C Young Sign: D C Young		NYC, NY Zip 10472
9	/ /	Print: Angelique Brown Sign: [illegible]		NY, NY Zip 10026
10	4/5/10	Print: IRANIA VASQUEZ Sign: [illegible]		NY, NY Zip 1002[illegible]

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	Date	Name	Street Address	Borough / Zip
1	4/5/10	Print: Aubrey Wonder Jr Sign: Aubrey Wonder Jr	[redacted]	NEW Y, NY Zip 10037
2	4/5/10	Print: Elizabeth Anderson Sign: Elizabeth Anderson		BRONX, NY Zip 10469
3	4/5/10	Print: MARIEVA Sign: [illegible]		NY, NY Zip 10027
4	4/5/10	Print: Richard Coster Sign:		NY, NY Zip 10128
5	4/5/10	Print: Beverly Willis Sign: Beverly Willis		New York, NY Zip 10027
6	4/5/10	Print: CHARLIE DAVIS Sign: [illegible]		New York, NY Zip 10025
7	4/5/10	Print: SATTER Dupuil Sign: [illegible]		[illegible], NY Zip 11428
8	4/5/10	Print: Katrina Billings Sign: [illegible]		NY, NY Zip 10025
9	4/5/10	Print: REVA MOTEN Sign: Reva Moten		New York, NY Zip 10026
10	4/5/10	Print: Charles Goodlen Sign: Charles Goodlen		N.Y., NY, NY Zip 10026

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	Date	Name	Street Address	Borough / Zip
1	4/5/10	Print: Larisa Beachy Sign:	[redacted]	Harlem, NY Zip 10027
2	4/5/10	Print: Drew Madison Sign:		New York, NY Zip 10034
3	4/5/10	Print: Erica Tober Sign:		NY, NY Zip 10025
4	4/5/10	Print: Z Muhammad Sign:		NYC, NY Zip 10026
5	4/5/10	Print: Kassa Keita Sign:		NYC., NY Zip
6	4/5/10	Print: KENDRICK BARKER Sign:		BRONX, NY Zip 10459
7	4/5/10	Print: Sharina Reed Sign:		NY, NY Zip 10027
8	4/5/10	Print: Michael Jackson Sign:		NY, NY Zip 10026
9	4/5/10	Print: GEORGE TURNER Sign:		NY, NY Zip 10026
10	4/5/10	Print: KADIATA BOKARI Sign:		NY, NY Zip 10026

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	Date	Name	Street Address	Borough / Zip
1	/ /	Print: Olmaca Arallo Sign:	[redacted]	NY, Ny, NY Zip 10026
2	/ /	Print: DARRYL Booth Sign:		NY, NY Zip 10030
3	/ /	Print: YVONNE DiGuglielmo Sign:		Brooklyn, NY Zip 11226
4	/ /	Print: Enrique Fabian Sign:		NY, NY Zip 10028
5	/ /	Print: J. DAVIS Sign:		NY, NY Zip 10027
6	/ /	Print: DEBBY JAMES Sign:		NY, NY Zip 10026
7	/ /	Print: Irving Johnson Sign:		NY, NY Zip 10035
8	/ /	Print: Claudia Carravetta Sign:		NY, NY Zip 10026
9	/ /	Print: Sign: Myra Williams		NY, NY Zip 10026
10	/ /	Print: Denise Leiva Sign:		NY, NY Zip 10039

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	Date	Name	Street Address	Borough / Zip
1	4/5/10	Print: Jonay Rojas Sign:	[redacted]	NY, NY Zip 10026
2	4/5/10	Print: Bukeesa Johnson Sign: J. Johnson		NY, NY Zip 10026
3	4/5/10	Print: Dambe Mafi Sign: D Mafi		NY, NY Zip 10026
4	4/5/10	Print: Perrette M. Murray Sign: Perrette M Murray		NY, NY Zip 10026
5	4/5/10	Print: Sandra Cabrera Sign: Sandra Cabrera		NY, NY Zip 10029
6	4/5/10	Print: Leton Ahmed Sign: Leton Ahmed		N.Y.C, NY Zip 10035
7	4/5/10	Print: Dorys Guzman Sign:		NY, NY Zip 10035
8	4/5/10	Print: Paul Bailey Sign: Paul Bailey		NY, NY Zip 10039
9	4/5/10	Print: Yvonne Maldonado Sign: Yvonne Maldonado		NY, NY Zip 10026
10	4/5/10	Print: Natasha Lawrence Sign: Natasha Lawrence		NY, NY Zip 11236

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	Date	Name	Street Address	Borough / Zip
1	4/5/10	Print: M. Ka Mohamed Sign: M. Ka Mohamed	[redacted]	NY, NY Zip 10026
2	4/5/10	Print: Kiara Diaz Sign: Kiara Diaz		NY, NY Zip 10026
3	4/5/10	Print: Jose M. Feres Sign: Jose M. Feres		NY, NY Zip 10026
4	4/5/10	Print: Heriberto Sanchez Sign: Heriberto Sanchez		NY, NY Zip 10026
5	4/5/10	Print: Shawnda Cunningham Sign: Shawnda L. Cunningham		BX, NY Zip 10467
6	4/5/10	Print: Lenns Charlemagne Sign: Lenns Charlemagne		NY, NY Zip 10025
7	4/5/10	Print: Clark Chaires Sign:		NY, NY Zip 10026
8	4/5/10	Print: Sign:		NY, NY Zip 10026
9	4/5/10	Print: Grégoire Remy Sign: Grégoire Remy		NY, NY Zip 10032
10	4/5/10	Print: Darell Alston Sign:		NY, NY Zip 10027

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	Date	Name	Street Address	Borough / Zip
1	4/5/10	Print: Donna Bannister Sign: Donna Bannister	[redacted]	10026, NY Zip
2	4/5/10	Print: Margarita Young Sign: MARGARITA YOUNG		10026, NY Zip
3	4/5/10	Print: Vuelk Rivera Sign: Vuelk Rivera		10033, NY Zip
4	4/5/10	Print: MARTHA HOLLAND Sign: Martha Holland		10026, NY Zip
5	4/5/10	Print: Shemika McNeil Sign: Shemika McNeil		10026, NY Zip
6	4/5/10	Print: Gissell Vandyhorst Sign: Gissell Vandyhorst		10026, NY Zip
7	4/5/10	Print: Carmen Gonzalez Sign: Carmen Gonzalez		NY, NY Zip 10026
8	4/5/10	Print: J Quenzel Sign: JQ		10027, NY Zip
9	4/5/10	Print: Norma Braun Sign:		NY, NY Zip 11436
10	4/5/10	Print: Monique Samuels Sign: Monique Samuels		BX, NY Zip 10463

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	Date	Name Marie Southwell	Street Address	Borough / Zip
1	04/05/10	Print: Marie Southwell Sign: Marie Southwell	[redacted]	NY, NY Zip 10026
2	04/5/10	Print: Karl Linnn Sign:		N.Y, NY Zip 10026
3	4/5/10	Print: Saundra Dwett Sign: Saundra Dwett		M, NY Zip 10035
4	4/5/10	Print: Louise Mensah Sign: Louise Mensah		N.Y, NY Zip 10026
5	4/5/10	Print: Mary Fenn Sign:		N.Y, NY Zip 10026
6	4/5/10	Print: Sign: Lidaving Travieso		NY, NY Zip 10035
7	4/5/10	Print: Ashanti Daniels Sign:		N.Y, NY Zip 10029
8	4/5/10	Print: Audrey Cunningham Sign: Audrey Cunningham		NY, NY Zip 10026
9	4/5/10	Print: Sign: ~~Leah Goldman~~		N.Y, NY Zip 10027
10	4/5/10	Print: Leah Goltman Sign: Leah Goldman		N.Y, NY Zip 10026

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	Date	Name	Street Address	Borough / Zip
1	4/5/10	Print: Hilda Sandoval Sign: Hilda Sandoval	[redacted]	Bronx, NY Zip 10452
2	4/5/10	Print: Sherelle Coles Sign: Sherelle Coles	[redacted]	NY, NY Zip 10029
3	4/5/10	Print: Ivelisse Urena Sign: Ivelisse Urena	[redacted]	N.Y., NY Zip N.Y.
4	4/5/10	Print: R. Brown Sign: R. Brown	[redacted]	NY, NY Zip 10026
5	4/5/10	Print: J. Brown Sign: J. Brown	[redacted]	N.Y., NY Zip 10026
6	4/5/10	Print: Patrice Goode Sign: Teema Cooper	[redacted]	N.Y., NY, NY Zip 10035
7	4/5/10	Print: Teema Cooper Sign:	[redacted]	NY, NY Zip 10026
8	4/5/10	Print: Shegmane Clam Sign: Shegmane Clam	[redacted]	NY, NY Zip 10029
9	4/5/10	Print: Badiallo Keita Sign: Badiallo	[redacted]	NY, NY Zip 10035
10	4/5/10	Print: Ny Whitaker Sign:	[redacted]	NY, NY Zip 10029

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	Date	Name	Street Address	Borough / Zip
1	4/5/10	Print: Jean Jeudy Sign:	[redacted]	Brooklyn, NY Zip 11234
2	4/5/10	Print: Sign: Enrique Nunez		N.Y.N.Y, NY Zip 10026
3	4/5/10	Print: Andy Perez Sign:		New York, NY Zip 10024
4	4/5/10	Print: Hang Chan Sign:		10029, NY Zip
5	4/5/10	Print: George Dagbeyo Sign: George Dagbeyo		N.Y. 10029, NY Zip 10029
6	4/5/10	Print: Sign: Mattick Hamelbraw		NY, NY Zip 10029
7	4/5/10	Print: Maria Justiniano Sign: Maria Justiniano		N. Y., NY Zip 10026
8	4/5/10	Print: CLARA BAEZ Sign: Clara Baez		NY, NY Zip 10026
9	4/5/10	Print: Sandra Harris Sign: Sandra Harris		NY, NY Zip 10025
10	4/5/10	Print: EXODUS Nicholas Sign:		NY, NY Zip 10026

HARLEM SUCCESS ACADEMY
Charter School

Community Petition

Spring 2010

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	Date	Name	Street Address	Borough / Zip
1	4/5/10	Print: Kwame Bailey Sign:	[redacted]	NY, NY Zip 10026
2	4/5/10	Print: Dante Ferguson Sign:		NY, NY Zip 10026
3	4/5/10	Print: Robert Thomas Sign: Robert Thomas		NY, NY Zip 10026
4	4/5/10	Print: Dana Bailey Sign: Dana Bailey		NY, NY Zip 10026
5	4/5/10	Print: L Anderson Carr Sign: L Anderson Carr		NY, NY Zip 10026
6	4/5/10	Print: [illegible] Sign:		NY, NY Zip 0026
7	4/5/10	Print: Joel Alabee Sign: joel alabee		NY, NY Zip 10026
8	4/5/10	Print: Steven Hold Sign:		NY, NY Zip 10026
9	4/5/10	Print: [illegible] Sign:		NY, NY Zip 10026
10	4/5/10	Print: [illegible] Sign:		NY, NY Zip 0026

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	Date	Name	Street Address	Borough / Zip
1	4/5/10	Print: Manuel Lampon Sign: Manuel Lampon	[redacted]	NY ,NY Zip 10024
2	4/5/10	Print: Nestor Blanco Sign:		NY ,NY Zip 10027
3	4/5/10	Print: Wm. Johnson Sign:		NY ,NY Zip 10035
4	4/5/10	Print: Tomika Collins Sign:		NY ,NY Zip 10035
5	4/5/10	Print: Armando Sorcia Sign:		NY ,NY Zip 10035
6	4/5/10	Print: Maria Calderon Sign:		NY ,NY Zip 10035
7	4/5/10	Print: Ben Atim Sign:		NY ,NY Zip 10021
8	4/5/10	Print: Toni McCullers Sign: Toni McCullers		NY ,NY Zip 10457
9	4/5/10	Print: Khalif Massey Sign:		NY ,NY Zip 11418
10	4/5/10	Print: Carlton Frederick Sign:		N.Y. ,NY Zip 10025

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	Date	Name	Street Address	Borough / Zip
1	4/5/10	Print: Hector Orlando Sign:	[redacted]	NY, NY Zip 10006
2	4/5/10	Print: CAROLINA Sign: Caroline Garcia		NY, NY Zip 10026
3	4/5/10	Print: Elliott Green Sign: Elliott Green		NY, NY Zip 10025
4	4/5/10	Print: Stanley Frederico Sign: Stanley Frederico		NY, NY Zip 10026
5	4/5/10	Print: Nicky Jackson Sign: Nicky Jackson		Bklyn, NY Zip 11221
6	4/5/10	Print: EUGENE HARRIS Sign: Eugene Harris		NY, NY Zip 10026
7	4/5/10	Print: Judy Perry Sign: Judy Perry		NY, NY Zip 10025
8	4/5/10	Print: RONALD BROWN Sign: Ronald Brown		NY, NY Zip 10026
9	4/5/10	Print: PAUL RUTLEDGE Sign: Paul Rutledge		NY, NY Zip 10026
10	4/5/10	Print: William Calhoun Sign: William Calh		NY, NY 10026 Zip

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	Date	Name	Street Address	Borough / Zip
1	4/5/10	Print: LUIS SANCHEZ Sign:	[redacted]	N.Y. ,NY Zip 10026
2	4/5/10	Print: Roberto Franklin Sign:	[redacted]	NY ,NY Zip 10026
3	4/5/10	Print: Tania Acosta Sign:	[redacted]	NY ,NY Zip 10037
4	4/5/10	Print: Jennifer Warren Sign:	[redacted]	NY ,NY Zip 10048
5	4/5/10	Print: Tanya Derrell Wright Sign:	[redacted]	ny ,NY Zip 10026
6	4/5/10	Print: Lizbeth Ramirez Sign:	[redacted]	NY ,NY Zip 10029
7	4/5/10	Print: DERRICK FARRIS Sign:	[redacted]	NY ,NY Zip 10026
8	4/5/10	Print: BASANA Charles Sign:	[redacted]	NY ,NY Zip 10026
9	4/5/10	Print: Mohamed Barrie Sign:	[redacted]	NY ,NY Zip 10026
10	4/5/10	Print: Moha G Deen Sign:	[redacted]	NY ,NY Zip 10026

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	Date	Name	Street Address	Borough / Zip
1	4/5/10	Print: Jacqueline Smith Sign: Jacqueline Smith	[redacted]	Man ,NY Zip 10026
2	4/5/10	Print: Shannice Jackson Sign: S Jackson		Bx ,NY Zip 10472
3	4/5/10	Print: Ivet Hernandez Sign:		NY ,NY Zip 10026
4	4/5/10	Print: Jacqueline Stovell Sign: Jacqueline Stovell		NY ,NY Zip 10026
5	4/5/10	Print: Edward Thomas Sign:		N.Y. ,NY Zip 10026
6	4/5/10	Print: John Brown Sign: John Brown		NY ,NY Zip 10026
7	4/5/10	Print: Mr. R. DAVIS Sign:		NY ,NY Zip 10026
8	4/5/10	Print: Rickey McNeill Sign: Rickey McNeill		N.Y.C. ,NY Zip 10026
9	4/5/10	Print: HASSAN-ALI BARRY Sign: HB		NY ,NY Zip 10026
10	4/5/10	Print: FATOUMATA BAH Sign: Fatoumata Bah		Bronx ,NY Zip 10451

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	Date	Name	Street Address	Borough / Zip
1	4/5/10	Print: Wanda Gelin Sign: Wanda Gelin	[redacted]	NY, NY Zip 10026
2	4/5/10	Print: Geraldine Griffin Sign: Geraldine Griffin		NY, NY Zip 10027
3	4/5/10	Print: Ohnie Sillum Sign: Ohnie Sillum		NY, NY Zip 10026
4	4/5/10	Print: LaSharn Gibson Sign: LaSharn Gibson		NY, NY Zip 10026
5	4/5/10	Print: Alimatou Kaba Sign: [redacted] Alimatou Kaba		NY, NY Zip 10026
6	4/5/10	Print: Maty Diaw Sign: Maty Diaw		NY, NY Zip 10026
7	4/5/10	Print: Sharniece Herbert Sign: S. Herbert		NY, NY Zip 10026
8	4/5/10	Print: Vasana Bveris Sign: VB		NY, NY Zip 10026
9	4/5/10	Print: Celica Camarena Sign: Celica Camarena		Brooklyn, NY Zip 11208
10	4/5/10	Print: Deborah Gay Sign: D. Gay		NY, NY Zip 10026

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	Date	Name	Street Address	Borough / Zip
1	4/8/10	Print: Kiana Clark Sign: Kiana Clark	[redacted]	NY, NY Zip 10039
2	4/8/10	Print: Donkey Phillips Sign: Donkey Phillips		Brooklyn, NY Zip 11226
3	4/8/10	Print: Valeria Rivera Sign: Valeria Rivera		NY, NY Zip 10039
4	4/8/10	Print: Deshawn Wilson Sign: Deshawn Wilson		N.Y., NY Zip 10039
5	4/8/10	Print: Jashaude Hunter Sign:		N.Y., NY Zip 12035
6	4/8/10	Print: Gerald Potter Sign: Gerald Potter		Bx, NY Zip 11451
7	4/8/10	Print: John Grant Jr Sign: John Grant		N.Y., NY Zip 10035
8	4/8/10	Print: GREGORY PARRATT Sign: Gregory Parratt		NY, NY Zip 10035
9	4/8/10	Print: Santos Rodriguez Sign: Santos Rodriguez		NY, NY Zip 10027
10	4/8/10	Print: Sheila Head Sign:		New York, NY Zip 10035

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	Date	Name	Street Address	Borough / Zip
1	4/8/10	Print: Yonda Clark Sign: Yonda Clark	[redacted]	NY, NY Zip 10039
2	4/8/10	Print: albert Perez Sign:		Bx, NY Zip 10459
3	4/8/10	Print: Peter Povet Sign:		NY, NY Zip 10028
4	4/8/10	Print: JOSE COLON Sign:		NY, NY Zip 10035
5	4/8/10	Print: Milagros Jimenez Sign:		NY, NY Zip 10035
6	4/8/10	Print: PATRICIA A ASKEW Sign:		NY, NY Zip 10035
7	4/8/10	Print: Anita Soto Sign:		Bx., NY Zip 10452
8	4/8/10	Print: Rosalyn Abante Sign:		Mon., NY Zip 10035
9	4/8/10	Print: STEVEN Colon Sign:		Mon, NY Zip 10029
10	4/8/10	Print: CARolyn Gray Sign:		NY, NY Zip 10035

HARLEM SUCCESS ACADEMY
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	Date	Name	Street Address	Borough / Zip
1	4/8/10	Print: [illegible] Sign: [illegible]	[redacted]	NY, NY Zip 10035
2	4/8/10	Print: Joshua Sosa Sign: [illegible]		NY, NY Zip 10035
3	4/8/10	Print: Talcim Jackson Sign: [illegible]		NY, NY Zip 10035
4	4/8/10	Print: Willy Monte Sign: [illegible]		NY, NY Zip 10035
5	4/8/10	Print: Jeremy Fantauzzi Sign: [illegible]		NY, NY Zip 10035
6	4/8/10	Print: Shree Stewart Sign: [illegible]		NY, NY Zip 10029
7	4/8/10	Print: Yoselin Terrero Sign: [illegible]		NY, NY Zip 10035
8	4/8/10	Print: Diana Soto Sign: [illegible]		NY, NY Zip 10035
9	4/8/10	Print: Hope Kuniscz Sign: [illegible]		NY, NY Zip 10454
10	4/8/10	Print: Yadon Zeledon		NY, NY Zip 10035

HARLEM SUCCESS ACADEMY
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	Date	Name	Street Address	Borough / Zip
1	4/8/10	Print: Dorcas Cruz Sign: Dorcas Cruz	[redacted]	NY, NY Zip 10009
2	4/8/10	Print: Robert Arroyo Sign: Arroyo Robert		NY, NY Zip 10009
3	4/8/10	Print: MARGARITA Garcia Sign: Margarita Garcia		NY, NY Zip 10009
4	4/8/10	Print: IBRAHIM DOUMBIA Sign:		NYC, NY Zip 10009
5	4/8/10	Print: Tamara wray Sign: Tamara wray		NYC, NY Zip 10031
6	4/8/10	Print: Itzel Omeya Sign: I. Omeya		NYC, NY Zip 10037
7	4/8/10	Print: Kudeza Miah Sign:		NY, NY Zip 10029
8	4/8/10	Print: Anaya Almestica Sign: Almestica		NY, NY Zip 10029
9	4/8/10	Print: Daniella Davis Sign: Daniella Davis		NY, NY Zip 10029
10	4/8/10	Print: Natascha Workm Sign:		NY, NY Zip 10026

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	Date	Name	Street Address	Borough / Zip
1	4/8/10	Print: KIARA A. FLORES Sign: KIARA A FLORES	[redacted]	Man ,NY Zip 10029
2	4/8/10	Print: Olivia Green Sign: Olivia Green		Man ,NY Zip 10026
3	4/8/10	Print: Binta Ba Sign: Binta		Man ,NY Zip 10035
4	4/8/10	Print: Solange Smith Sign: Solange Smith		Bronx,NY Zip 10462
5	4/8/10	Print: Jannetta Lang Sign:		Bronx,NY Zip 10462
6	4/8/10	Print: Maybelyn Flowers Sign: Maybelyn Flowers		Mann. ,NY Zip 10029
7	4/8/10	Print: Michelle Garay Sign: Michelle Garay		NYC ,NY Zip 10029
8	4/8/10	Print: Desiree Simmonds Sign: Desiree Simmonds		BX ,NY Zip 10462
9	4/8/10	Print: Miriam Garcia Sign: Miriam Garcia		LIC ,NY Zip 11101
10	4/8/10	Print: Betsy Cancel Quintana Sign:		25 NY ,NY Zip 10035

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	Date	Name	Street Address	Borough / Zip
1	4/8/10	Print: Santa Gomez Sign: Santa Gomez	[redacted]	Bx ,NY Zip 10457
2	4/8/10	Print: DERRICK HOPE Sign:		NY ,NY Zip 10035
3	4/8/10	Print: ORLANDO PEREZ Sign: Orlando Perez		Mn ,NY Zip 10030
4	4/8/10	Print: MARTHA Rivera Sign: MRivera		ny ,NY Zip 10029
5	4/8/10	Print: Marlene Gomez Sign: Marlene Gomez		Bklyn ,NY Zip 11224
6	4/8/10	Print: Robert naynor Sign: Robert naynor		NY ,NY Zip 10036
7	4/8/10	Print: Johnny Cruz Sign: Johnny Cruz		N.Y. ,NY Zip 11212
8	4/8/10	Print: Doris San Diego Sign: Doris San Diego		NY ,NY Zip 11212
9	4/8/10	Print: Sarah Johnson Sign: Sarah Johnson		NY NY ,NY Zip 10027
10	4/8/10	Print: Pat M Watkins Sign:		NY ,NY Zip 10035

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	Date	Name	Street Address	Borough / Zip
1	4/8/10	Print: Kathleen Sullivan Sign: Kathleen Sullivan	[redacted]	Manhattan, NY Zip 10030
2	4/8/10	Print: John Colon Sign: John Colon		Bklyn, NY Zip 11232
3	4/8/10	Print: Kaye Fonte Sign:		Bronx, NY Zip 10467
4	4/8/10	Print: Jody Taylor Sign:		Bklyn, NY Zip 11207
5	4/8/10	Print: Philip Nieves Sign:		N.Y., NY Zip 10029
6	4/8/10	Print: Rafelito Nieves Sign:		NY, NY Zip 10002
7	4/8/10	Print: Randy Sign:		NY, NY Zip 10002
8	4/8/10	Print: Sandra Davis Sign: Sandra Davis		Bx, NY Zip 10472
9	4/8/10	Print: Fidyk Cocca Sign:		NY, NY Zip 10035
10	4/8/10	Print: C Davis		NY, NY Zip 10028

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	Date	Name	Street Address	Borough / Zip
1	4/8/10	Print: Pamela Lampon Sign: Pamela Lampon	[redacted]	Bklyn, NY Zip 11206
2	4/8/10	Print: Reina Lampon Sign: Reina Lampon		Bklyn, NY Zip 11206
3	4/8/10	Print: [illegible] Sign: [illegible]		NY, NY Zip 10029
4	4/8/10	Print: TERRY GLOSTER Sign: Terry Gloster		NY, NY Zip 10040
5	4/8/10	Print: Vanessa Lawrence Sign: Vanessa Lawrence		NY, NY Zip 10029
6	4/8/10	Print: DeWanda Miller Sign: DeWanda Miller		BX, NY Zip 10459
7	4/8/10	Print: Alana Miller Sign: Alana Miller		Bx, NY Zip 10459
8	4/8/10	Print: [illegible] Sign: [illegible]		NY, NY Zip 10035
9	4/8/10	Print: [illegible] Sign: [illegible]		NY, NY Zip 10029
10	4/8/10	Print: [illegible] Sign: [illegible]		NY, NY Zip [illegible]

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	Date	Name	Street Address	Borough / Zip
1	4/8/10	Print: GARY MARTIN Sign: Gary Martin	[redacted]	NY, NY Zip 10029
2	4/8/10	Print: Celeste Henry Sign: Celeste Henry		Bx, NY Zip 10458
3	4/8/10	Print: JACKIE GRANT Sign: Jackie Grant		NY, NY Zip 10029
4	4/8/10	Print: Nikey Carter Sign: Nikey Carter		Bx, NY Zip 10455
5	4/8/10	Print: [illegible] RAMOS Sign: [illegible]		NY, NY Zip 10029
6	4/8/10	Print: Latasha Proctor Sign: [illegible]		NY, NY Zip 10030
7	4/8/10	Print: Jenice Williams Sign: [illegible]		Bx, NY Zip [illegible]
8	4/8/10	Print: Danielle Todd Sign: [illegible]		NY, NY Zip 10034
9	4/8/10	Print: Carlos Ramos Sign: [illegible]		NY, NY Zip 10034
10	4/8/10	Print: [illegible] Sign: [illegible]		BKLYN, NY Zip 11206

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	Date	Name	Street Address	Borough / Zip
1	4/8/10	Print: Almamy SANE Sign:	[redacted]	NY, NY Zip 10027
2	4/8/10	Print: Yvonne Delcan Sign:		NY, NY Zip 10029
3	4/8/10	Print: Gilberto VARQUEZ Sign:		NY, NY Zip 10025
4	4/8/10	Print: Yaritza Peralta Sign:		NY, NY Zip 10032
5	4/8/10	Print: Lena Melendez Sign:		BX, NY Zip 10456
6	4/8/10	Print: Gisela Skinner Sign:		Bx, NY Zip 10467
7	4/8/10	Print: Lourdes DeLaCruz Sign:		BX, NY Zip 10467
8	4/8/10	Print: Derrick Lewis Sign:		NY, NY Zip 10026
9	4/8/10	Print: Shantell Watson Sign:		Bx, NY Zip 10469
10	4/8/10	Print: Youssouf Bakayoko		NY, NY Zip 10026

HARLEM SUCCESS ACADEMY
Charter School

Community Petition

Spring 2010

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	Date	Name	Street Address	Borough / Zip
1	4/8/10	Print: MARTIN Vasquez Sign: Martin Vasquez	[redacted]	NY, NY Zip 10035
2	4/8/10	Print: Luis Gonzalez Sign: Luis Gonzalez		NY, NY Zip 10459
3	4/8/10	Print: MARY Rodriguez Sign: Mary Rodriguez		BX, NY Zip 10457
4	4/8/10	Print: José Luis Zabala Sign: José Luis Skarmeta		Bx, NY Zip 10459
5	4/8/10	Print: Rossely Stubbs Sign: Rossely Stubbs		BX, NY Zip 10450
6	4/8/10	Print: Adolfo Guevara Sign: Adolfo Guevara		Bronx, NY Zip 10473
7	4/8/10	Print: Javier Quiroz Sign:		Bronx, NY Zip 10454
8	4/5/10	Print: Geneviève Hantiel Sign: Geneviève Hantiel		NY, NY Zip 10035
9	4/8/10	Print: Elaine Hernandez Sign: Elaine Hernandez		NY, NY Zip 10035
10	4/8/10	Print: [illegible]		NY, NY Zip 10035

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	Date	Name	Street Address	Borough / Zip
1	4/8/10	Print: Ana Giraud Sign: Ana Giraud	[redacted]	manh., NY Zip 10035
2	4/8/10	Print: EMMA BANKS Sign: Emma Banks		NY, NY Zip 10025
3	4/8/10	Print: Marisol Sito Sign: Marisol S.		NY, NY Zip 10035
4	4/8/10	Print: Samantha Norma Sign: S. Norman		NY, NY Zip 10035
5	4/8/10	Print: Jeremy Garcia Sign:		NY, NY Zip 10035
6	4/8/10	Print: Marcus Delgado Sign:		NY, NY Zip 10035
7	4/8/10	Print: Shawna Denver Sign: Shawn Denver		N.Y., NY Zip 1003
8	4/8/10	Print: Luis Rodriguez Sign: Luis Rodriguez		N.Y., NY Zip 10035
9	4/8/10	Print: Carlos Ruiz Sign: Carlos Ruiz		NY, NY Zip 10035
10	4/8/10	Print: Gerardo Beauto		NY, NY Zip 10035

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	Date	Name	Street Address	Borough / Zip
1	04/8/2010	Print: CLAUDIA BASTIEN Sign: Claudia Bastien	[redacted]	N.Y. ,NY Zip 10035
2	04/8/2010	Print: Eugenia Barclay Sign: Eugenia Barclay		N.Y. ,NY Zip 10045
3	4/8/10	Print: Carlos Jordan Sign: Carlos Jordan		NY ,NY Zip 10035
4	4/8/10	Print: José F Mercado Sign: Jose Mercado		NY ,NY Zip 10035
5	4/8/10	Print: TREVOR HARRISON Sign:		NY ,NY Zip 10035
6	4/8/10	Print: [illegible] Sign:		[illegible] ,NY Zip 10029
7	4/8/10	Print: DAVID GALINDEZ Sign: David Galindez		NY ,NY Zip 10030
8	4/8/10	Print: Carmen De Jesus Sign: Carmen De Jesus		N Y ,NY Zip 10035
9	4/8/10	Print: Debra Grey Sign: Debra Grey		NY ,NY Zip 10035
10	4/8/10	Print: PATRICIA TORRES		NY ,NY Zip 10029

HARLEM SUCCESS ACADEMY
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	Date	Name	Street Address	Borough / Zip
1	4/8/10	Print: NEREIDA MARTIN Sign: Nereida Martin	[redacted]	NY, NY Zip 10037
2	4/8/10	Print: Robin MARTIN Sign: Robin Martin		NY, NY Zip 10035
3	4/8/10	Print: Eugena Corley Sign: Eugena Corley		NY, NY Zip 10037
4	4/8/10	Print: Derek Davies Sign: Derek Davies		NY, NY Zip 10035
5	4/8/10	Print: Joan Colby Sign:		NY, NY Zip 10035
6	4/8/10	Print: Derek Harris Sign:		NY, NY Zip 10035
7	4/8/10	Print: Queann Johnson Sign:		NY, NY Zip 10035
8	4/8/10	Print: Delores Graves Sign:		NY, NY Zip 10035
9	4/8/10	Print: Dameen Davis Sign:		NY, NY Zip 10035
10	4/8/10	Print: JAMES SMITH		N.Y. NY Zip 10035

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Charter School

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	Date	Name	Street Address	Borough / Zip
1	4/8/10	Print: Anthony Lynes Sign: Anthony Lynes	[redacted]	NY, NY Zip 10037
2	4/8/10	Print: GERALDINE GILMART Sign: Geraldine	[redacted]	NY, NY Zip 10035
3	4/8/10	Print: SIOBHAN GILMARTIN Sign: S Gilmartin	[redacted]	NY, NY Zip 10035
4	4/8/10	Print: Linda Pryce Sign: Linda Pryce	[redacted]	NY, NY Zip 11225
5	4/8/10	Print: Tracy Forgash Sign: Tracy Forgash	[redacted]	NY, NY Zip 10457
6	4/8/10	Print: ERIC MCKAIN Sign: Eric McKain	[redacted]	NY, NY Zip 10454
7	4/8/10	Print: JAMYLES BROOKS MCALLISTER Sign: Jamyles McAllister	[redacted]	NY, NY Zip 10453
8	4/8/10	Print: Annette Webb Sign: Annette Webb	[redacted]	NY, NY Zip 10027
9	4/8/10	Print: JAMES WEBB Sign: James Webb	[redacted]	10027, NY Zip
*	4/8/10	Print: Tamika Butt Sign: Tamika Butt	[redacted]	NY, NY Zip 10029

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	Date	Name	Street Address	Borough / Zip
1	4/8/10	Print: Anthony Okanta Sign: Anthony Okanta	[redacted]	Bronx, NY Zip 10453
2	4/8/10	Print: Jocelyn Sign: Jocelyn	[redacted]	Manhattan, NY Zip 10029
3	4/8/10	Print: Marie DeJean Sign: MDeJean	[redacted]	Manhattan, NY Zip 10029
4	4/8/10	Print: Marie Crespi Sign: Marie Crespi	[redacted]	BX, NY Zip 10468
5	4/8/10	Print: [illegible] Sign: [illegible]	[redacted]	BRO, NY Zip 10455
6	4/8/10	Print: KARIM MONTBOLI Sign: [illegible]	[redacted]	NY, NY Zip 10037
7	4/8/10	Print: [illegible] Sign: [illegible]	[redacted]	NY, NY Zip 10027
8	4/8/10	Print: Elizabeth Delabosse Sign: [illegible]	[redacted]	NY, NY Zip 10465
9	4/8/10	Print: [illegible] Sign:	[redacted]	NY, NY Zip 10027
10	4/8/10	Print: [illegible]	[redacted]	N.Y. NY Zip 11212

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	Date	Name	Street Address	Borough / Zip
1	4/8/10	Print: RITA ROGERS-WRIGHT Sign: R Rodriguez-W	[redacted]	Bx-4 ,NY Zip 10035
2	4/8/10	Print: Yvonne Fradejas Sign: Yvonne Fradejas		NY ,NY Zip 10026
3	4/8/10	Print: Jim Torres Sign:		M-1 ,NY Zip 10303
4	4/8/10	Print: Malika White Sign: MALIKA WHITE		M-Y ,NY Zip 10025
5	4/8/10	Print: ADRIANA ROSADO Sign:		NY ,NY Zip 10039
6	4/8/10	Print: Tamairi Morales Sign:		NY ,NY Zip 10009
7	4/8/10	Print: Diana Castro Sign:		NY ,NY Zip 10029
8	4/8/10	Print: Catrina Turner Sign:		NY ,NY Zip 10026
9	4/8/10	Print: MARTHA Andrade Sign:		NY ,NY Zip 10035
10	4/8/10	Print: Jennifer Pappagallo Sign:		NY ,NY Zip 10025

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	Date	Name	Street Address	Borough / Zip
1	4/8/10	Print: Azza Adams Sign:	[redacted]	[illegible] NY Zip [illegible] New York, NY 10035
2	4/8/10	Print: Ynez Guzman Sign:		NY, NY Zip 10035
3	4/8/10	Print: Tyanna James Sign:		NY, NY Zip 10473
4	4/8/10	Print: Keenan Saxton Sign:		NY, NY Zip 10473
5	4/8/10	Print: [illegible] Sign:		NY, NY Zip 10452
6	4/8/10	Print: Alba Mazzini Sign:		NY, NY Zip 10452
*	4/8/10	Print: Vonnea Sign: Johnson		Bx, NY Zip 10457
8	4/8/10	Print: [illegible] Sign:		[illegible] NY Zip 10037
9	4/8/10	Print: Laurenze Marcelin Sign: Laurenze Marcelin		Queens, NY Zip 11429
10	4/9/10	Print: Natividad Ventura Sign:		Bronx, NY Zip 10453

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	Date	Name	Street Address	Borough / Zip
1	4/8/10	Print: Mrs. DAVIS Sign: Mrs. DAVIS	[redacted]	Bronx, NY Zip 10453
2	4/8/10	Print: Belinda Lucas Sign: Belinda Lucas		Bronx, NY Zip 10459
3	4/8/10	Print: Alice Moss Sign: Alice Moss		NY, NY Zip 10029
4	4/8/10	Print: Ayana Hernandez Sign: Ayana Hernandez		NY, NY Zip 10035
5	4/8/10	Print: Hermin Hernandez Sign: Hermin Hernandez		NY, NY Zip 10035
6	4/8/10	Print: Marilenny Lopez Sign: Marilenny Lopez		Ny, NY Zip 10035
7	4/8/10	Print: J. PARKINSON Sign: J Parkinson		NY, NY Zip 10027
8	4/8/10	Print: Mario Bland Sign: Mario Bland		NY, NY Zip 10030
9	4/8/10	Print: Quamion McNeal Sign:		Bronx, NY Zip 10473
10	4/8/10	Print: William Rodriguez Sign:		BK, NY Zip 11206

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	Date	Name	Street Address	Borough / Zip
1	4/8/10	Print: Joseph Marvin Sign:	[redacted]	NY, NY Zip 10029
2	4/8/10	Print: Leila Walters Sign: Leila Walters		NY, NY Zip 10035
3	4/8/10	Print: Orlando Correa Sign:		Harlem, NY Zip 10029
4	4/8/10	Print: SUSAN LANG Sign: Susan A. Lang		St NY, NY Zip 10029
5	4/8/10	Print: Sonia Graña Sign:		NY, NY Zip 10033
6	4/8/10	Print: Sandra Graña Sign:		NY, NY Zip 10033
7	4/8/10	Print: Veronica Graña Sign:		NY, NY Zip 10033
8	4/8/10	Print: Rachel Schu Sign:		NY, NY Zip 10128
9	4/8/10	Print: Althea George Sign:		NY, NY Zip 10029
10	4/8/10	Print: Tanchan Robinson Sign:		NY, NY Zip 10029

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	Date	Name Kath	Street Address	Borough / Zip
1	4/8/10	Print: Kathyleen Corbin Sign: Kathyleen Corbin	[redacted]	Bronx, NY Zip 10454
2	4/8/10	Print: Jocelyn Lambert Sign: Jocelyn Lambert		MAN, NY Zip 10029
3	4/8/10	Print: Cathy Lambert Sign: Cathy Lambert		MAN, NY Zip 10029
*	4/8/10	Print: monique Hill Sign: monique Hill		NY, NY Zip
5	4/8/10	Print: Nicole Deveaux Sign: Nicole Deveaux		Man, NY Zip 10029
6	4/8/10	Print: MADEMBA SARR Sign: Mademba Sarr		Bronx, NY Zip 10453
7	4/8/10	Print: DESIREE SANGARE Sign: Desiree Sangare		BX, NY Zip 10454
8	4/8/10	Print: FATOUMATA TOUNKARA Sign: FATOUMATA TOUNKARA		New York, NY Zip 10029
9	4/8/10	Print: Clara Gomez Sign: Clara Gomez		NY, NY Zip 10029
10	4/8/10	Print: Jason Peralta Sign: Jason Peralta		BX, NY Zip 10469

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	Date	Name	Street Address	Borough / Zip
1	04/08/10	Print: Angie Luciano Sign: Angie Luciano	[redacted]	Bronx, NY Zip 10468
2	4/08/10	Print: Devon Robinson Sign:		Manhattan, NY Zip 10029
3	4/8/10	Print: Dineshia Bailey Sign:		NY, NY Zip 10026
4	4/8/10	Print: Assylan galkoa Sign:		BX, NY Zip 10451
5	4/8/10	Print: Alabaton N Doye Sign:		Bronx, NY Zip 10451
6	4/8/10	Print: Rosha Quinones Sign:		NY, NY Zip 10029
7	4/8/10	Print: Elsie Sign:		NY, NY Zip 10029
8	4/8/10	Print: Elvin Pena Sign:		NY, NY Zip 10467
9	4/8/10	Print: MARIA TORRES Sign:		NY, NY Zip 10029
10	4/8/10	Print: Dan Okaumaba Sign:		NY, NY Zip 10035

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	Date	Name	Street Address	Borough / Zip
1	4/8/10	Print: Nicole McCathern Sign: Nicole McCathern	[redacted]	BX ,NY Zip 10473
2	4/8/10	Print: Odetta Gaylord Sign: Odetta Gaylord		NY ,NY Zip 10035
3	4/8/10	Print: Jennifer R Sign: Jennifer R		NY ,NY Zip 10456
4	4/8/10	Print: Lisa A Brown Sign: Lisa Brown		NYC ,NY Zip 10025
5	4/8/10	Print: Karen White Sign: Karen White		NY ,NY Zip 10462
6	4/8/10	Print: Tykeska Jackson Sign: Tykeska Jackson		NY ,NY Zip 10035
7	4/8/10	Print: Andre' Gilliam Sign: Andre Gilliam		NY ,NY Zip 10456
8	4/8/10	Print: Sara Boyarsk Sign:		NY ,NY Zip 10037
9	4/8/10	Print: Sylvia Rosado Sign: Sylvia Rosado		NY ,NY Zip 10035
*	4/8/10	Print: [illegible] Sign:		NY ,NY Zip 10452

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	Date	Name	Street Address	Borough / Zip
1	4/8/10	Print: Chantrice Jordan Sign:	[redacted]	BX, NY Zip 10471
2	4/8/10	Print: Schemeka Johnson Sign: Schemeka Johnson		BX, NY Zip 10473
3	4/8/10	Print: [illegible] Sign:		BX, NY Zip 10461
4	4/8/10	Print: Tatianna Mcleod Sign: Tatianna Mcleod		NY, NY Zip 10035
5	4/8/10	Print: Chukuma Challenger Sign:		NY, NY Zip 10035
6	4/8/10	Print: Angelica Morales Sign:		NY, NY Zip 10035
7	4/8/10	Print: Stephanie Santiago Sign:		NY, NY Zip 10036
8	4/8/10	Print: Crucita Hill Sign:		NY, NY Zip 10452
9	4/8/10	Print: Tracy Gonzalez Sign:		BX, NY Zip 10472
10	4/8/10	Print: Sharaine Bailey Sign:		NY, NY Zip 10035

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	Date	Name	Street Address	Borough / Zip
1	4/8/10	Print: ZIKKIYA SMALLS Sign: Z. Smalls	[redacted]	BK, NY Zip 11233
2	4/8/10	Print: Jessica Foster Sign: Jessica Foster		Bk, NY Zip 11233
3	4/8/10	Print: Sarah Diaz Sign: Sarah Diaz		Bronx, NY Zip 10472
4	4/8/10	Print: Shirley McKinley Sign: Shirley McKinley		NY, NY Zip 10035
5	4/8/10	Print: Rochelle Gogeyl Sign: R Gogeyl		NY, NY Zip 10035
6	4/8/10	Print: Stephen Martin Sign: Stephen Martin		Sugarnotch PA, NY Zip 18706
7	4/8/10	Print: Donzella Baker Sign: Don Baker		NY, NY Zip 10029
8	4/8/10	Print: R Gr 15705 Sign: R Gr		NY, NY Zip 10035
9	4/8/10	Print: Chris Muse Sign: Chris Muse		NY, NY Zip 10035
*	4/8/10	Print: Tashorn Upston Sign:		NY, NY Zip 10037

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HARLEM SUCCESS ACADEMY
Charter School

Community Petition

Spring 2010

"It's amazing performance...
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- Mayor Bloomberg

Harlem Success Academy plans to open a free, public charter school in Harlem that will serve students in kindergarten through fifth grade. **Harlem Success will operate seven high-performing schools in Harlem for the 2010-11 school year*. Parent demand for these schools is so high that there were over 6,000 applicants for just 1,000 spots this year. Harlem Success Academy recruits dedicated and talented teachers and teaches students to work hard and go to college. The school has a safe learning environment, a longer school day, a high level of parental involvement, and a proven track record. Please sign below if you would be interested in sending your child to this school or would support this school opening in your neighborhood.** **subject to government approval*

	Date	Name	Street Address	Borough / Zip
1	4/8/10	Print: Lynnette Green Sign:	[redacted]	Bronx, NY Zip 10472
2	4/8/10	Print: Patricia Soto Sign:		Bk, NY Zip 11208
3	4/8/10	Print: Javon Smalls Sign:		NY, NY Zip 10029
4	4/8/10	Print: Monique Crumble Sign:		NY, NY Zip 10035
5	4/8/10	Print: Marie Vera Sign:		Bronx, NY Zip 10452
6	4/8/10	Print: Esmeralda Vera Sign:		Brooklyn, NY Zip 11208
7	4/8/10	Print: Janice Joseph Sign:		New York, NY Zip 10029
8	4/8/10	Print: [illegible] Sign:		NY, NY Zip 10039
9	4/8/10	Print: Simone Lee Sign:		Bronx, NY Zip 10468
10	4/8/10	Print: Jennyfer Rodriguez Sign:		Bronx, NY Zip 10457

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	Date	Name	Street Address	Borough / Zip
1	4/8/10	Print: Braian Rodriguez Sign: Braian Rodriguez	[redacted]	Bronx, NY Zip 10452
2	4/8/10	Print: Daquan Scott Sign: Daquan Scott	[redacted]	NY, NY Zip 10027
3	4/8/10	Print: Kendra Dunbar Sign: Kendra Dunbar	[redacted]	NY, NY Zip 10035
4	4/8/10	Print: Nigel Manu Sign: Nigel Manu	[redacted]	Bronx, NY Zip 10453
5	4/8/10	Print: Shirley Tenner Sign: Shirley Tenner	[redacted]	~~N.Y. Bronx~~, NY Zip 10034
6	4/8/10	Print: Deborah Albarran Sign: Deborah Albarran	[redacted]	Bronx, NY Zip 10455
7	4/8/10	Print: Adam Grafman Sign: Adam Grafman	[redacted]	NY, NY Zip 10463
8	4/8/10	Print: Gwendolyn Bass Sign: Gwendolyn Bass	[redacted]	NY, NY Zip 10035
9	4/8/10	Print: Doris B. Yhoca Sign: Doris B. Yhoca	[redacted]	N.Y, NY Zip 11206
10	4/8/10	Print: Randi Coxton Sign: Randi Coxton	[redacted]	NY, NY Zip 10030

HARLEM SUCCESS ACADEMY
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	Date	Name	Street Address	Borough / Zip
1	4/8/10	Print: Yarelys Carrasquillo Sign:	[redacted]	Bronx, NY Zip 10456
2	4/8/10	Print: Ingrid Carrasquillo Sign:		Bronx, NY Zip 10451
3	4/8/10	Print: Nelson Delon Sign:		Bronx, NY Zip 10456
4	4/8/10	Print: Molerson Felician Sign:		Astoria, NY Zip
5	4/8/10	Print: Sabrina Cedeno Sign:		NY NY, NY Zip 10035
*	4/8/10	Print: Yisha Bennett Sign:		Bronx, NY Zip 10466
7	4/8/10	Print: F. Lo Bello Jr Sign:		NY, NY Zip 10471
*	4/8/10	Print: ANA ROSARIO Sign:		NY, NY Zip 10021
9	4/8/10	Print: TYESHA FLOWERS Sign:		BX, NY Zip 10462
10	4/8/10	Print: Lebere Stokes Sign:		BX, NY Zip 10473

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	Date	Name	Street Address	Borough / Zip
1	4/8/10	Print: Jenea Osborne Sign: Jenea Osborne	[redacted]	Bronx, NY Zip 10457
2	4/8/10	Print: Sally Sanchez Sign: Sally Sanchez		NY, NY Zip 10035
3	4/8/10	Print: Peter Quiroes Sign: Peter Quiroes		Brooklyn, NY Zip 11213
4	4/8/10	Print: Jisliam Rivera Sign: Jisliam Rivera		NY, NY Zip 10035
5	4/8/10	Print: NATOON ECKLES Sign: N Eckles		NY, NY Zip 10035
6	4/8/10	Print: Crystal Brown Sign: Crystal Brown		NY, NY Zip 10029
7	4/8/10	Print: Nicole Cabral Sign: Nicole Cabral		NY, NY Zip 10035
8	4/8/10	Print: Calvin Tyson Sign: Calvin Tyson		Bronx, NY Zip 10459
9	4/8/10	Print: Dock Watson Sign: Dock Watson		Man, NY Zip 10035
10	4/8/10	Print: Queen Tyson Sign: Queen Tyson		Man, NY Zip 10031

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	Date	Name	Street Address	Borough / Zip
1	4/8/10	Print: Felissa Sign:	[redacted]	NY, NY Zip 10035
2	4/8/10	Print: Lydia Gonzalez Sign: L. Gonzalez		NY, NY Zip 10029
3	4/8/10	Print: Janet Cadiz Sign: Janet Cadiz		NY, NY Zip 10030
4	4/8/10	Print: C J Brown Sign:		NY, NY Zip 10035
5	4/8/10	Print: Rosemarie Baker Sign: Rosemarie Baker		NY, NY Zip 10462
6	4/8/10	Print: Jenny Linares Sign: Jenny Linares		10035, NY Zip NY
7	4/8/10	Print: Sherry Morris Sign:		~~10456~~ NY, NY Zip 10456
8	4/8/10	Print: Paul Vega Sign:		52 & 10th, NY Zip 10456
9	4/8/10	Print: Maria Ortiz Sign: Ruth Allen		NY, NY Zip 10456
	4/8/10	Print: Cynthia Strahal Sign: Cynthia Strahal		NY, NY Zip 10035

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	Date	Name	Street Address	Borough / Zip
1	4/5/10	Print: Jameelah Hawkins Sign: Jameelah Hawkins	[redacted]	New York, NY Zip 10029
2	4/5/10	Print: Fanta Sylla Sign: Fanta Sylla	[redacted]	New York, NY Zip 10036
3	4/5/10	Print: HAMIDOU HAIDARA Sign: Hamidou Haidara	[redacted]	Bronx, NY Zip 10452
4	4/5/10	Print: AWA DIALLO Sign: Awa Diallo	[redacted]	New York, NY Zip 10026
5	4/5/10	Print: Thiong Sall Sign: Thiong Sall	[redacted]	NY, NY Zip 10026
6	4/5/10	Print: Robert Floyd Sign: Robert Floyd	[redacted]	NY, NY Zip 10026
7	4/5/10	Print: JAMAL Fields Sign: Jamal Fields	[redacted]	NY, NY Zip 10031
8	4/5/10	Print: Omarah Mayo Sign: Omarah Mayo	[redacted]	NY, NY Zip 10031
9	4/5/10	Print: Natinnindje Cisse Sign: natinnindje cisse	[redacted]	NY, NY Zip 10027
10	4/5/10	Print: Ophelia Thomas Sign: Ophelia Thomas	[redacted]	NY, NY Zip 10030

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	Date	Name	Street Address	Borough / Zip
1	4/5/10	Print: Dominique Tillery Sign: Dominique Tillery	[redacted]	MN ,NY Zip 10027
2	4/5/10	Print: Tyrese Burrowes Sign: Tyrese Burrowes		MN ,NY Zip 10027
3	4/5/10	Print: Miguel Provott Sign: Miguel Provott		N.Y ,NY Zip 10031
4	4/5/10	Print: Maribel Sabian Sign:		NY ,NY Zip 10026
5	4/5/10	Print: Lydia Butler Sign: Lydia Butler		NY ,NY Zip 10035
6	4/5/10	Print: Philomena Fo Tean Sign: P. Fo Tean		N.Y. ,NY Zip 10026
7	4/5/10	Print: Cynthia Rosario Sign: Cynthia Rosario		NY ,NY Zip 10026
8	4/5/10	Print: Shanille Bonilla Sign: Shanille Bonilla		NY ,NY Zip 10039
9	4/5/10	Print: J. Johnson-Thomas Sign:		NY ,NY Zip 10037
10	4/5/10	Print: Allan Toppin Sign:		NY ,NY Zip 10035

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	Date	Name	Street Address	Borough / Zip
1	4/5/10	Print: Stephanie Smith Sign: Stephanie Smith	[redacted]	Bronx, NY Zip 10457
2	4/5/10	Print: G. J. CAMPBELL Sign:		New York, NY Zip 10029
3	4/5/10	Print: Marsha H. Miller Sign:		NY, NY Zip 10026
4	4/5/10	Print: Beverly Oliver Sign: Beverly Oliver		N, NY Zip 10026
5	4/5/10	Print: ALBERTA CHARLES Sign:		W.Y., NY Zip 10026
6	4/5/10	Print: Eric Mingo Sign: Eric Mingo		NY, NY Zip 10026
7	4/5/10	Print: Rashmeen Gray Sign:		NY, NY Zip 11213
8	4/5/10	Print: Stacey Halley Sign:		NY, NY Zip 10026
9	4/5/10	Print: Parris Daniels Sign: Parris C. Daniels		NY, NY Zip 10026
10	4/5/10	Print: Sign:		NY, NY Zip 10026

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	Date	Name	Street Address	Borough / Zip
1	4/5/10	Print: A. Radosavljevic Sign:	[redacted]	Manhattan, NY Zip 10026
2	4/5/10	Print: Mo Diarra Sign:		NY, NY Zip 10026
3	4/5/10	Print: Hecta Rios Sign: Hector Rios		N.Y., NY Zip 10025
4	4/5/10	Print: Kendall Mack Sign:		NY, NY Zip 10035
5	4/5/10	Print: Jason Acosta Sign:		NY, NY Zip 10029
6	4/5/10	Print: Ann Avery Sign:		NY, NY Zip 10037
7	4/5/10	Print: Jerilyn Morris Sign:		N Y, NY Zip 10467
8	4/5/10	Print: Elizabeth Oldham Sign:		N.Y., NY Zip 10026
9	4/5/10	Print: Denise Miller Sign:		N.Y.C., NY Zip 10026
10	4/5/10	Print: Daje Ukell Sign:		NY, NY Zip 10026

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	Date	Name	Street Address	Borough / Zip
1	4/5/10	Print: Tonia Hays Sign: Tonia Hays	[redacted]	N.Y. ,NY Zip 10026
2	4/5/10	Print: J. Pratt Sign: J. Pratt		NY ,NY Zip 10031
3	4/5/10	Print: OT. Brinson Sign: ~~Ana Burgos~~		NY ,NY Zip 10029
4	4/5/10	Print: Ana Burgos Sign:		NY ,NY Zip 10026
5	4/5/10	Print: Jamie-Lee Kelley Sign: Jamie-Lee Kelley		NY ,NY Zip 10024
6	4/5/10	Print: SAHLE W. Semesse Sign: KAREN CRAWFORD		NY ,NY Zip 10039
7	4/5/10	Print: Karen Crawford Sign:		NY ,NY Zip 10026
8	4/5/10	Print: BARBARA BROWN Sign: Barbara Brown		NY ,NY Zip 10028
9	4/5/10	Print: Chay Johnson Sign: Chay Johnson		NY ,NY Zip 10026
10	4/5/10	Print: Jennifer Johnson Sign:		NY ,NY Zip 10035

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	Date	Name	Street Address	Borough / Zip
1	04/05/10	Print: Shamear Gainey Sign: Shamear Gainey	[redacted]	Manhattan NY Zip 10029
2	4/5/10	Print: Samson Hines Sign: Samson Hines		Bronx NY Zip 10469
3	4/5/10	Print: Patricia Isaacs Sign:		Manhattan NY Zip 10031
4	4/5/10	Print: Shaquira Thomas Sign:		Manhattan NY Zip 10025
5	4/5/10	Print: Morgan Clifton Sign:		Manhattan NY Zip 10033
6	4/5/10	Print: Shreese Lopez Sign:		Manhattan NY Zip 10026
7	4/5/10	Print: Annette Deense Sign:		NY NY Zip 10026
8	4/5/10	Print: JOHN ELLIS Sign: John Ellis		NY NY Zip 10030
9	4/5/10	Print: Michael Gardner Sign:		NY NY Zip 10026
10	4/5/10	Print: Lashanda Cabbagestalk Sign:		[illegible] NY Zip 11233

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	Date	Name	Street Address	Borough / Zip
1	4/05/10	Print: Bomba BA Sign: Bomba	[redacted]	NY ,NY Zip 1002
2	4/5/10	Print: B. Tuckett Sign:		NY ,NY Zip 10030
3	4/5/10	Print: T. Hooks Sign: T Hooks		BX ,NY Zip 10454
4	4/5/10	Print: Esther V. Rubio Sign:		NY ,NY Zip 10037
5	4/5/10	Print: Billie Holiday JR. Sign: Billie Hutchinson		NY ,NY Zip 10035
6	4/5/10	Print: T. Nickelson Sign: T. Nickelson		NY ,NY Zip 10037
7	4/5/10	Print: Lateffa Brown Sign: Lateffa Brown		10026 ,NY Zip
8	4/5/10	Print: Vanessa Bragg Sign: Vanessa Bragg		BX ,NY Zip 10451
9	4/5/10	Print: Michael Thomas Sign:		New York ,NY Zip 10035
10	4/5/10	Print: LINDA TAYLOR Sign:		New York ,NY Zip 10026

LH

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	Date	Name	Street Address	Borough / Zip
1	4/5/10	Print: Cheila Morales Sign: Cmorales	[redacted]	NY, NY Zip 10035
2	4/5/10	Print: Christopher Sign:		NY, NY Zip 10037
3	4/5/10	Print: Asia Graves Sign: Asia Graves		NY, NY Zip 10026
4	4/5/10	Print: ALLISON ANTHONY Sign: Allison Anthony		NY, NY Zip 10030
5	4/5/10	Print: DAVE BANKS Sign: Dave Banks		NY, NY Zip 10027
6	4/5/10	Print: Mika Terrell Sign:		NY, NY Zip 10035
7	4/5/10	Print: REGINA ASABA Sign:		NY, NY Zip 10026
8	4/5/10	Print: Tracey Bess Sign: Tracey Bess		NY, NY Zip 10026
9	4/5/10	Print: Misty Heaney Sign:		NY, NY Zip 10025
10	4/5/10	Print: Alicia Johnson Sign:		NY, NY Zip 10026

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	Date	Name	Street Address	Borough / Zip
1	04/05/10	Print: Kaneshea Tate Sign: Kaneshea Tate	[redacted]	Manhattan, NY Zip 10029
2	4/05/10	Print: Bryant Weems Sign: Bryant Weems	[redacted]	Bronx, NY Zip 0460
3	4/05/10	Print: [illegible] Sign: [illegible]	[redacted]	NY, NY Zip 10026
4	4/05/10	Print: Shatekwa Cunningham Sign:	[redacted]	BX, NY Zip 10453
5	4/05/10	Print: Ingrid De La Rosa Sign: Ingrid De La Rosa	[redacted]	NY, NY Zip 10030
6	4/5/10	Print: Hanson Hicks Sign: Hanson Hicks	[redacted]	BX, NY Zip 10452
7	4/5/10	Print: Anthony Montgomery Sign: Anthony Montgomery	[redacted]	NY, NY Zip 10026
8	4/5/10	Print: Rawlins Johnson Sign: Rawlins Johnson	[redacted]	N.Y., NY Zip 10026
9	4/5/10	Print: Kafeel Kamal Sign: Kafeel Kamal	[redacted]	N.Y., NY Zip 10025
10	4/5/10	Print: N. Williams Sign: N. Williams	[redacted]	N.Y., NY Zip 10029

UH

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	Date	Name	Street Address	Borough / Zip
1	4/5/10	Print: Kathleen Torres Sign: K. Torres	[redacted]	NY, NY Zip 10026
2	4/5/10	Print: Samantha Nelson Sign: S Nelson		N.Y, NY Zip 10026
3	4/5/10	Print: Renard Glover Sign: R Glover		NY, NY Zip 10026
4	4/5/10	Print: Samara Marshall Sign: Samara Marshall		Manhattan, NY Zip 10026
5	04/05/10	Print: DAWN ANDRADE Sign: Dawn Andrade		BRONX, NY Zip 10459
6	4/5/10	Print: Joyce Wilson Sign:		BX, NY Zip 10467
7	4/5/10	Print: Sherrell Sumter Sign: Sherrell Sumter		NY, NY Zip 10026
8	4/5/10	Print: YUSUF Shaheed Sign:		BX, NY Zip 10468
9	4/5/10	Print: Maat Jakuta Sign: M. Jakuta		N.Y., NY Zip 10039
10	4/5/10	Print: L. Cloud Sign:		NY, NY Zip 10026

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	Date	Name	Street Address	Borough / Zip
1	4 / 5 / 10	Print: R. Torres Sign:	[redacted]	M, NY Zip 10026
2	4 / 5 / 10	Print: Gilbert Brown Sign: Gilbert Brown		M.Y NY Zip 10026
3	4 / 5 / 10	Print: Cary Jimenez Sign: Cary Jimenez		NY NY Zip 10026
4	4 / 5 / 10	Print: Evelyn Young Sign: Evelyn Young		NY NY Zip 10026
5	4 / 5 / 10	Print: Jamie Brick Sign:		NY NY Zip 10026
6	4 / 5 / 10	Print: Kelvin G Sign:		BK NY Zip 10473
7	4 / 5 / 10	Print: Bobby King Sign:		NYC NY Zip 10026
8	4 / 5 / 10	Print: Marie McNeil Sign: Marie McNeil		NY NY Zip 10026
9	4 / 5 / 10	Print: Alexandra Mun Sign: Alexandra		NY NY Zip 10026
10	4 / 5 / 10	Print: ANGELA GRAHAM Sign:		NY NY Zip 10026

HARLEM SUCCESS ACADEMY
Charter School

Community Petition

Spring 2010

"It's amazing performance...
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- Mayor Bloomberg

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	Date	Name Ingrid Silva	Street Address	Borough / Zip 10025
1	4/5/10	Print: Ingrid Pereira da Silva Sign:	[redacted]	NY, NY Zip 10025
2	4/5/10	Print: DANA Dowdell Sign:		10026, NY Zip
3	4/5/10	Print: Rosseen Glenn Sign:		NY, NY Zip 10026
4	4/5/10	Print: Tatiana Tacoronte Sign:		10026, NY Zip
5	4/5/10	Print: Lisa Davis Sign:		10035, NY Zip
6	4/5/10	Print: Eugene Woodson Sign:		NY, NY Zip 10027
7	4/5/10	Print: CARMEN RIVERA Sign:		NY, NY Zip 10035
8	4/5/10	Print: ADRIAN CRUCHAGA Sign:		NY, NY Zip 10035
9	4/5/10	Print: Dorian Robinson Sign:		NY, NY Zip 10026
10	4/5/10	Print: Chanh Phang Sign:		NY, NY Zip 10027

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	Date	Name	Street Address	Borough / Zip
1	4/5/10	Print: Christine Blechyne Sign: Christine Blechyne	[redacted]	NY, NY Zip 12031
2	4/5/10	Print: Audrey Sutton Sign: A. i Sutton		Ny, NY Zip 10035
3	4/5/10	Print: Lyane Barnes Jackson Sign: Lyane Barnes Jackson		New York, NY Zip 10019
4	4/5/10	Print: Kiana Jackson Sign: Kjackson		NCW/or, NY Zip 10019
5	4/5/10	Print: Mark Bailey Sign:		Bronx, NY Zip 10462
6	4/5/10	Print: Washington Sign:		NY, NY Zip 10027
7	4/5/10	Print: Jay Clarke Sign:		Bx, NY Zip 10475
8	4/5/10	Print: A. Skinner Sign: A. Skinner		NY, NY Zip 10024
9	4/5/10	Print: Larry Hampton Sign: Larry Hampton		Bx, NY Zip 10467
10	4/5/10	Print: Jada Corprew Sign: Jada Corprew		Bronx, NY Zip 10459

LDH

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	Date	Name	Street Address	Borough / Zip
		N/A Gilmore	[redacted]	
1	4/5/10	Print: Nia Gilmore Sign: Nia Gilmore		NY, NY Zip 10026
2	4/5/10	Print: Shanisha Kennedy Sign: Shanisha Kennedy		NY, NY Zip 10026
3	4/5/10	Print: Jaslyn Saunders Sign: Jazzlyn Saunders		N.Y, NY Zip 10026
4	4/5/10	Print: Shenequa Evans Sign: Shenequa Evans		N.Y., NY Zip 10037
5	4/5/10	Print: Jonathan Durán Sign: Jonathan Durán		NY, NY Zip 10026
6	4/5/10	Print: Jonathan Durán Sign:		NY, NY Zip 10026
7	4/5/10	Print: Janice Diaz Sign:		NY, NY Zip 10029
8	4/5/10	Print: S Davis Sign: S DAVIS		BX, NY Zip 10456
9	4/5/10	Print: Andrea Anderson-Hamilton Sign:		NY, NY Zip 10027
10	4/5/10	Print: Ella J. Yates Sign:		NY, NY Zip 10030

DH

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	Date	Name	Street Address	Borough / Zip
1	4/5/10	Print: Chiffon Han Sign: Chiffon Han	[redacted]	N.Y ,NY Zip 10039
2	4/5/10	Print: Dorhasha Hawkins Sign: Dorhasha Hawkins		N.Y ,NY Zip 10027
3	4/5/10	Print: Gloria Harbrady Sign: Gloria Harbrady		N.Y ,NY Zip 10026
4	4/5/10	Print: Bertha Gault Sign: Bertha Gault		BK ,NY Zip 11216
5	4/5/10	Print: William Chester Sign: William Chester		NY ,NY Zip 10026
6	4/5/10	Print: Shmaynah Hailey Sign:		NY ,NY Zip 10035
7	4/5/10	Print: Karmenise Paulino Sign: Karmenise Paulino		NY ,NY Zip 10026
8	4/5/10	Print: Jennica V Thompson Sign: Jennica V Thompson		NY ,NY Zip 10031
9	4/5/10	Print: SHANAE HOGAN Sign:		NY ,NY Zip 10026
10	4/5/10	Print: Jackie Stevenson Sign: Jackie Stevenson		NY ,NY Zip 10029

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	Date	Name	Street Address	Borough / Zip
1	4/5/10	Print: Lisa Sutton Sign: Lisa Sutton	[redacted]	NY, NY Zip 10026
2	4/5/10	Print: Shani Moore Sign: Shani Moore		, NY Zip
3	4/5/10	Print: Mike Nduka Sign: Walid		NY, NY Zip 1026
4	4/5/10	Print: Deborah Moore Sign: Deborah Moore		NY, NY Zip 1006
5	4/5/10	Print: Amber Hayne Sign:		NY, NY Zip 1007
6	4/5/10	Print: Donna Williams Sign:		NY, NY Zip 10026
7	4/5/10	Print: MARIAN KING Sign:		N.Y., NY Zip 10026
8	4/5/10	Print: Latasha Davis Sign:		NY, NY Zip 10026
9	4/5/10	Print: Tyrone stevens Sign:		BX, NY Zip 10472
10	4/5/10	Print: Deborah Todd Sign:		BKLN, NY Zip 11207

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	Date	Name	Street Address	Borough / Zip
1	4/6/10	Print: Juanita Perkins Sign: Juanita Perkins	[redacted]	Man 10026 ,NY Zip
2	4/6/10	Print: Maurica Moye Sign: Maurica Moye		Man ,NY Zip 10027
3	4/6/10	Print: LISA JONES Sign: Lisa Jones		Man ,NY Zip 10027
4	4/6/10	Print: Tara Gonzales Sign: Tara Gonzales		MAN ,NY Zip 10013
5	4/6/10	Print: Tiana Brown Sign: Tiana Brown		Queens ,NY Zip 11433
6	4/6/10	Print: Σ LANDON Sign: Σ LANDON		[redacted] ,NY Zip 10031
7	4/6/10	Print: Ana Alvarez Sign: Ana Alvarez		N.Y. ,NY Zip 10029
8	4/6/10	Print: Jazmin Allen Sign: Jazmin Allen		NY ,NY Zip 10035
9	4/6/10	Print: Amin A. Mounta Sign:		NY ,NY Zip 10029
10	4/6/10	Print: Jamel Smith Sign:		BN ,NY Zip 11226

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	Date	Name	Street Address	Borough / Zip
1	4/6/10	Print: Olivia Carter Sign:	[redacted]	NY, NY Zip 10001
2	4/6/10	Print: Jessica Chandler Sign: J. Chandler		NY, NY Zip 11139
3	4/6/10	Print: DARRELL ATTERBURY Sign: Darrell Atterbury		NY, NY Zip 10036
4	4/6/10	Print: Nilya Haoda Sign:		NY, NY Zip 10027
5	4/6/10	Print: Empoli Lauderdale Sign:		NJ, NY Zip 07087
6	4/6/10	Print: Jacqueline Williams Sign:		NY, NY Zip 10025
7	4/6/10	Print: Sunshine Bracey Sign:		Brklyn, NY Zip 11238
8	4/6/10	Print: [illegible] Sign:		NY, NY Zip 10026
9	4/6/10	Print: [illegible] Sign:		New York, NY Zip 10027
10	4/6/10	Print: [illegible] Sign:		Bronx, NY Zip 10468

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	Date	Name	Street Address	Borough / Zip
1	4/6/10	Print: SHERIL NEAT Sign: Sheril Neat	[redacted]	10458 NY Zip
2	4/6/10	Print: Gail Jones Sign: Gail Jones	[redacted]	10027 NY Zip
3	4/6/10	Print: Kaurah Land Sign: Kaurah Land	[redacted]	NYC NY Zip 10027
4	4/6/10	Print: Jaquelin Richard Sign: Jaquelin Richard	[redacted]	N.Y. NY Zip 11212
5	4/6/10	Print: Tammy Thompson Sign:	[redacted]	N.Y. NY Zip 10453
6	4/6/10	Print: Keisha Rocks Sign: Keisha Rocks	[redacted]	N.Y. NY Zip 10027
7	4/6/10	Print: Christina D. Taylor Sign: Christina D. Taylor	[redacted]	NY NY Zip 10027
8	4/6/10	Print: Indra Brown Sign: IB	[redacted]	NY NY Zip 10031
9	4/6/10	Print: Sign:	[redacted]	NY NY Zip 10026
10	4/6/10	Print: Sign:	[redacted]	NY NY Zip 10030

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	Date	Name	Street Address	Borough / Zip
1	4/6/10	Print: Sandra Ward Sign: Sandra Ward	[redacted]	~~NY Zip~~ 10037
2	4/6/10	Print: Kedith Lovett Sign: Kedith Lovett	[redacted]	NY, NY Zip 10031
3	4/6/10	Print: Yvette A Bowen Sign: Yvette A Bowen	[redacted]	NY, NY Zip 10031
4	4/6/10	Print: Harold Lovett Sign: Harold Lovett	[redacted]	NY, NY Zip 10031
5	4/6/10	Print: David A. Moody Sign:	[redacted]	Middletown, NY Zip 10940
6	4/6/10	Print: Marsha Stuctor Sign: Marsha Stuctor	[redacted]	NY, NY Zip 10039
7	4/6/10	Print: LaTonia Anderson Sign: LaTonia Anderson	[redacted]	NY, NY Zip 10027
8	4/6/10	Print: SANMI AMOSU Sign:	[redacted]	NYC, NY Zip 10453
9	4/6/10	Print: Ellisha Blanding Sign: Ellisha Blanding	[redacted]	NY, NY Zip 10453
10	4/6/10	Print: Kevin R. Carter Sign:	[redacted]	10458, NY Zip

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	Date	Name	Street Address	Borough / Zip
1	4/6/10	Print: Roshida Garner Sign: Roshida Garner	[redacted]	Bx, NY Zip 10458
2	4/6/10	Print: Chrishon Z. Glover Sign: Chrishon Z. Glover		Bx, NY Zip 10458
3	4/6/10	Print: Javon Wade Sign: Javon Wade		Bx, NY Zip 10458
4	4/6/10	Print: Javon Wade Sign: Simone Allen		Bx, NY Zip 10458
5	4/6/10	Print: Amina Garner Sign: Amina Garner		Bx, NY Zip 10472
6	4/6/10	Print: Rahiem Cook Sign: Rahiem Cook		NY, NY Zip 10026
7	4/6/10	Print: Joanna Vargas Sign: Joanna Vargas		Bx, NY Zip 10473
8	4/6/10	Print: Steven Pillard Sign: Steven Pillard		Bx, NY Zip 10451
9	4/6/10	Print: Chris Chambers Sign: Kay Ward		Bx, NY Zip 10458
10	4/6/10	Print: Kay Ward Sign:		NY, NY Zip 10037

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	Date	Name	Street Address	Borough / Zip
1	4/6/10	Print: Nioka Jackson Sign: Nioka Jackson	[redacted]	Bronx, NY Zip 10467
2	4/6/10	Print: TIAPA Green Sign: Tiapa Green		Harlem, NY Zip 10039
3	4/6/10	Print: Roki Bagayoko Sign: Rokiatou Bagayoko		Harlem, NY Zip 10027
4	4/4/10	Print: A K Taylor Sign: AKIM TAYLOR		HARLEM, NY Zip 10025
5	04/06/10	Print: Randee T. McDaniel Sign: Randee T McDaniel		Yonkers, NY Zip 10704
6	4/06/10	Print: Tawanda Brown Sign: Tawanda Brown		Harlem, NY Zip 10027
7	4/06/10	Print: Amina Gilmore Sign: Amina Gilmore		Harlem, NY Zip 10031
8	4/06/10	Print: Sheila McCain Sign: Sheila		Brooklyn, NY Zip 11238
9	4/6/10	Print: Nicole Fletcher Sign:		NY, NY Zip 10026
10	4/6/10	Print: Marcia de la cruz Sign:		NY, NY Zip 10030

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	Date	Name	Street Address	Borough / Zip
1	4/6/10	Print: Tara Hamid Sign: Tara Hamid	[redacted]	10027 ,NY Zip
2	4/6/10	Print: Tanya Morales Sign: Tanya Morales		NY ,NY Zip 10027
3	4/6/10	Print: Shanese Morales Sign: Shanese Morales		NY ,NY Zip 10027
4	4/6/10	Print: Stephanie Crosby Sign: Stephanie Crosby		NY ,NY Zip 10026
5	4/6/10	Print: Charles Holmes Sign:		NY ,NY Zip 10029
6	4/6/10	Print: Nora Gordon Sign:		NY ,NY Zip 11238
7	4/6/10	Print: Kristen Pruitt Sign:		NY ,NY Zip 10027
8	4/6/10	Print: Alyssa Spooner Sign:		NY ,NY Zip 10025
9	4/6/10	Print: Shelia Bracey Sign:		NY NY ,NY Zip 10031
10	4/6/10	Print: Liza Kempton Sign:		Bx ,NY Zip 10471

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	Date	Name	Street Address	Borough / Zip
1	4/6/10	Print: Jesse Edmonds Sign: Jesse Edmonds	[redacted]	10027, NY Zip Main
2	4/6/10	Print: Albert Edwen Sign: Albert Edwen		Bx N.Y., NY Zip 1462
3	4/6/10	Print: Jermaine Sheppard Sign: Jermaine Sheppard		NY N/Y, NY Zip 10027
4	4/6/10	Print: Marjorie Michail Sign: Marjorie Michail		NY, NY Zip 10027
5	4/6/10	Print: Sam Alston Sign: Sam Alston		ny, NY Zip 10027
6	4/6/10	Print: Larry Johnson Sign: Larry Johnson		NY, NY Zip 10027
7	4/6/10	Print: Trudy Stallings Sign: Trudy Stallings		NY, NY Zip 10027
8	4/6/10	Print: Benjamin Sueberg Sign: Benjamin Sueberg		NY, NY Zip 10027
9	4/6/10	Print: Brianonga Sign:		NY, NY Zip 10032
10	4/6/10	Print: Jennifer Fahr Sign:		NY, NY Zip 10026

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	Date	Name Necole Whyte	Street Address	Borough / Zip
1	4/6/10	Print: chrisleen Anagnos Sign:	[redacted]	NY, NY Zip 11419
2	4/6/10	Print: Peter Smith Sign:		NY, NY Zip 10037
3	4/6/10	Print: HAMPTON WATKINS Sign: Hampton Watkins		NY, NY Zip 10026
4	4/6/10	Print: Susan Price Sign: Susan Price		NY, NY Zip 10026
5	4/6/10	Print: Caleb Hawley Sign: Caleb Hawley		NY, NY Zip 10026
6	4/6/10	Print: Tina Lico Sign: Tina Lico		NY, NY Zip 10027
7	4/6/10	Print: Julya Taylor Sign:		NY, NY Zip 10027
8	4/6/10	Print: Sign:		NY, NY Zip 10026
9	4/6/10	Print: Elizabeth Pabai Sign:		NY, NY Zip 10026
10	4/6/10	Print: Tanya Smith Sign:		Bx, NY Zip 10453

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	Date	Name	Street Address	Borough / Zip
1	4/6/10	Print: Martha Slater Sign: Martha Slater	[redacted]	Man ,NY Zip 10026
2	4/6/10	Print: TODD MURRAY Sign: Todd Murray		Man ,NY Zip 10026
3	4/6/10	Print: Roland Greend Sign: R Greend		BRonx ,NY Zip 10473
4	4/6/10	Print: RACHEL CARSON Sign: Rachel Carson		MAN ,NY Zip 10029
5	4/6/10	Print: David Masdeu Sign: David Masdeu		BX ,NY Zip 10475
6	4/6/10	Print: NARCISO CRUZ Sign: Narciso Cruz		MHT ,NY Zip 10025
7	4/6/10	Print: MARY WRIGHT Sign: Mary Wright		MAN ,NY Zip 10039
8	4/6/10	Print: Shawneyta Hamer Sign: Shawneyta Hamer		MAN ,NY Zip 10029
9	4/6/10	Print: Kimberlee Eyre Sign: Rebecca		MAN ,NY Zip 10039
10	4/6/10	Print: Rebecca Swinton Sign:		Man ,NY Zip 10039

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	Date	Name	Street Address	Borough / Zip
1	4/6/10	Print: QUENTIN DANIELS Sign:	[redacted]	N.Y ,NY Zip 10039
2	4/6/10	Print: Khadijah Patrick Sign:		NY ,NY Zip 10032
3	4/6/10	Print: Mike Jones Sign:		ve N.Y ,NY Zip 10030
4	4/6/10	Print: Raquel Garcia Sign:		NY ,NY Zip 10027
5	4/6/10	Print: Lauren Pettus Sign:		N.Y ,NY Zip 10035
6	4/6/10	Print: SARAH JUBINSKI Sign:		NY ,NY Zip 10027
7	4/6/10	Print: Quanisha Liebert Sign:		NY ,NY Zip 10027
8	4/6/10	Print: Daniel Evelyn Sign:		NY ,NY Zip 10027
9	4/6/10	Print: Tashica Goode Sign: Tesha Goode		NY ,NY Zip 10027
10	4/6/10	Print: DANIELLE BERNARD Sign:		NY ,NY Zip 10027

HARLEM SUCCESS ACADEMY
Charter School

Community Petition

Spring 2010

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	Date	Name	Street Address	Borough / Zip
1	4/6/10	Print: EDWARD Summers Sign: Ed	[redacted]	NY, NY Zip 10027
2	4/6/10	Print: Grover Cotton Sign:		NY, NY Zip 10035
3	4/6/10	Print: CHARLIE CAPERS Sign: Charlie Capers		NY, NY Zip 10035
4	4/6/10	Print: Nina Weber Sign: Nina Weber		NY, NY Zip 10027
5	4/6/10	Print: KENRICK ALEXI Sign: Kenrick Alexi		NY, NY Zip 10027
6	4/6/10	Print: Shawane Key Sign: Shawane Key		NY, NY Zip 10031
7	4/6/10	Print: Shaneeka Smalls Sign: Shaneeka Smalls		NY, NY Zip 10027
8	4/6/10	Print: Tanya Pena Sign: Tanya Peña		NY, NY Zip 10027
9	4/6/10	Print: Celeste Joseph Jennings Sign:		NY, NY Zip 10027
10	4/6/10	Print: Janelle Rollins Sign:		NY, NY Zip 11411

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	Date	Name	Street Address	Borough / Zip
1	4/6/10	Print: Marcelle Sign:	[redacted]	NY ,NY Zip 10026
2	4/6/10	Print: N Salaam Sign:		NY ,NY Zip 10027
3	4/6/10	Print: CHERRY ALLISON Sign:		NY ,NY Zip 10035
4	4/6/10	Print: Cynthia Alfaro Sign:		NY ,NY Zip 10037
5	4/6/10	Print: Daishania Meeks Sign: Daishania Meeks		BK ,NY Zip 11206
6	4/6/10	Print: Shaterra Kearney Sign:		NY ,NY Zip 10037
7	4/6/10	Print: Gwendolyn Lienert Sign:		N.Y ,NY Zip 10027
8	4/6/10	Print: James G. Jones Sign:		NY ,NY Zip 10
9	4/6/10	Print: Wesley Lobo Sign:		NY ,NY Zip 10027
10	4/6/10	Print: Sign:		NY ,NY Zip 10027

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	Date	Name	Street Address	Borough / Zip
1	4/6/10	Print: WANDA DAVIS Sign: Wanda Davis	[redacted]	NY, NY Zip 10037
2	4/6/10	Print: Cornell Gill Sign: cornell Gill		NY, NY Zip 10030
3	4/6/10	Print: DIANNE PERKINS Sign: Diane Perkins		NY, NY Zip 10026
4	4/6/10	Print: [illegible] Sign: [illegible]		NY, NY Zip 10039
5	4/6/10	Print: Kusim Quatherman Sign: K. Quatherman		NY, NY Zip 10039
6	4/6/10	Print: Danielle Mazone Sign: Danielle Mazone		BX, NY Zip 10455
7	4/6/10	Print: Monique Daley Sign: MONIQUE Daley		BX, NY Zip 10455
8	4/6/10	Print: Denise Pearson Sign: Denise Pearson		NY, NY Zip 10027
9	4/6/10	Print: KARATOKO YACOUBA Sign: [illegible]		NY, NY Zip 10030
10	4/6/10	Print: Kristel McNab Sign: Kristel McNab		NY, NY Zip 10030

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	Date	Name	Street Address	Borough / Zip
1	4/6/10	Print: TANYA SAUNDERS Sign:	[redacted]	NY, NY Zip 10027
2	4/6/10	Print: Ryanna Butts Sign: Ryanna Butts		NY, NY Zip 11226
3	4/6/10	Print: L Walker Sign:		NY, NY Zip 11212
4	4/6/10	Print: Joann Somers Sign:		NY, NY Zip 10039
5	4/6/10	Print: Belinda White Sign: Belinda White		N.Y, NY Zip 10027
6	4/6/10	Print: Yisha Kelly Sign: Yisha Kelly		Bx, NY Zip 10459
7	4/6/10	Print: Tatiana Greer Sign: Sashie Hargett		NY, NY Zip 10039
8	4/6/10	Print: Sashie Hargett Sign: Hargett		NY, NY Zip 10026
9	4/6/10	Print: Aubrey Jackson Sign:		NY, NY Zip 10456
10	4/6/10	Print: Tori LD Sign: Tori D		NY, NY Zip 10025

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	Date	Name	Street Address	Borough / Zip
1	4/06/10	Print: William C. Altham Sign: William C. Altham	[redacted]	NY ,NY Zip 10025
2	04/06/10	Print: RETKA DIELEWICZ Sign: Retka Dielewicz		NY ,NY Zip 10025
3	4/06/10	Print: Andrea Abel Bey Sign: Andrea Abel Bey		NY ,NY Zip 10026
4	4/06/10	Print: Nichole Clayman Sign: Nichole Clayman		NY ,NY Zip 10035
5	4/6/10	Print: Tara Donnelly Sign:		NY ,NY Zip 10026
6	4/6/10	Print: James Bennett Sign: James Bennett		NY ,NY Zip 10036
7	4/6/10	Print: APA RIVERS Sign:		NY ,NY Zip 10026
8	4/6/10	Print: Jessica Conley Sign:		NY ,NY Zip 10026
9	4/6/10	Print: Kason Lemieux Sign:		NY ,NY Zip 10026
10	4/6/10	Print: Samantha Hayley Sign:		NY ,NY Zip 10026

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	Date	Name	Street Address	Borough / Zip
1	04/06/10	Print: Stella Neuman Sign: Stella Neuman	[redacted]	Bronx Bx ,NY Zip 10469
2	4/6/10	Print: Evelyn Melissen Sign: Evelyn Melissen		My ,NY Zip 10009
3	4/6/10	Print: Betty Ramos Sign: Betty Ramos		NY ,NY Zip 10026
4	4/6/10	Print: Myrtle Prendergast Sign:		NY ,NY Zip 10026
5	4/6/10	Print: Larry Burnett Sign: Larry Burnett		10029 ,NY Zip 10027
6	4/6/10	Print: Antoinette Ros Sign: Antoinette Ros		Ave New York ,NY Zip 10026
7	4/6/10	Print: John Sign: John Brown		Bx ,NY Zip 10475
8	4/6/10	Print: Andy Meyer Sign: AJM		NY ,NY Zip 10026
9	4/6/10	Print: James OBrien Sign: JMO		NY ,NY Zip 10027
10	4/6/10	Print: Sign: Carol Tom		NY ,NY Zip 10026

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	Date	Name	Street Address	Borough / Zip
1	4/6/10	Print: HENRY WYNN Sign: Henry Wynn	[redacted]	NY, NY Zip 10030
2	4/6/10	Print: Gloria Jones Sign: Gloria Jones		NY, NY Zip 10032
3	4/6/10	Print: Miliai Stewart Sign: miliai Stewart		NY, NY Zip 10032
4	4/6/10	Print: Chaucer Harris Sign: Chaucer Harris		NY, NY Zip 10030
5	4/6/10	Print: DENNIS HECTOR Sign: Dennis Hector		NY, NY Zip 10030
6	4/6/10	Print: Vereda Martin Sign: Vereda Martin		NY, NY Zip 10030
7	4/6/10	Print: Lorise Smalls-Davis Sign:		NY, NY Zip 10037
8	4/6/10	Print: Jamesa Cooke Sign: Jamesa Cooke		NY, NY Zip 10039
9	4/6/10	Print: STANLEY GERMAN Sign: Stanley German		Bronx, NY Zip 10454
10	4/6/10	Print: Danielle Singleton Sign:		Bronx, NY Zip 10455

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	Date	Name	Street Address	Borough / Zip
1	4/6/10	Print: Holland Chinkeetaff Sign: Holland Chinkeetaff	[redacted]	Bronx, NY Zip 10455
2	4/6/10	Print: Che Stephens Sign: Che		NY, NY Zip 10467
3	4/6/10	Print: Antone Sanabria Sign:		NY, NY Zip 10039
4	4/6/10	Print: Ramon Cuello Sign:		NY, NY Zip 10030
5	4/6/10	Print: Jenn Rivera Sign: Jenn Rivera		NY, NY Zip 10026
6	4/6/10	Print: Zalia Adams Sign:		NY, NY Zip 10039
7	4/6/10	Print: Pamela Watson Sign:		NY, NY Zip 10039
8	4/6/10	Print: Olga Richards Sign: Olga Richards		NY, NY Zip 10037
9	4/6/10	Print: DENISE JOHNSON Sign:		NY, NY Zip 10026
10	4/6/10	Print: Rosalind Williams Sign:		NY, NY Zip 10026

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	Date	Name	Street Address	Borough / Zip
1	4/6/10	Print: [illegible] Sign: [illegible]	[redacted]	BX, NY Zip [illegible]
2	4/6/10	Print: Bebacar CISSE Sign: [illegible]		NY, NY Zip 10039
3	4/6/10	Print: Dexter Lowman Sign: [illegible]		NY, NY Zip [illegible]
4	4/6/10	Print: Nikai ALI Sign: [illegible]		NY, NY Zip 10030
5	4/6/10	Print: Aaricia Sign: [illegible]		NY, NY Zip 10030
6	4/6/10	Print: Shea Robinson Sign: [illegible]		NY, NY Zip 10027
7	4/6/10	Print: Azuca Santiago Sign: [illegible]		NY, NY Zip 10030
8	4/6/10	Print: MARIAN DIAN Sign: [illegible]		NY, NY Zip 10030
9	4/6/10	Print: BARBARA BERRIEN Sign: [illegible]		NY, NY Zip 1830
10	4/6/10	Print: Tanya Williams Sign: [illegible]		NY, NY Zip 10027

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	Date	Name	Street Address	Borough / Zip
1	4/6/10	Print: Doris Guillette Sign:	[redacted]	NY, NY Zip 10035
2	4/6/10	Print: Renee Morgan-Sutes Sign: Renee M-S		NY, NY Zip 10030
3	4/6/10	Print: Ramon Vasquez Sign: Ramon Vasquez		NY, NY Zip 10456
4	4/6/10	Print: Erica Weaver Sign: Erica Weaver		NY, NY Zip 10027
5	4/6/10	Print: Janice Allanby Sign: Janice Allanby		NY, NY Zip 10035
6	4/6/10	Print: Doris Brown Sign: Doris Brown		NY, NY Zip 10027
7	4/6/10	Print: Charles Beck Sign: Charles Beck		NY, NY Zip 10027
8	4/6/10	Print: Yasmine Carr Sign: Yasmine Carr		NY, NY Zip 10026
9	4/6/10	Print: Kaluanda Gregg Sign:		NY, NY Zip 10035
10	4/6/10	Print: Tricia Baird Sign: TB		NY, NY Zip 10026

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	Date	Name	Street Address	Borough / Zip
1	4/6/10	Print: Malik Noble Sign: Malik Noble	[redacted]	New York, NY Zip 10027
2	4/6/10	Print: Helen [illegible] Sign: [illegible]		NY, NY Zip 10026
3	4/6/10	Print: Adrian Kerr Sign: Adrian N Kerr		NY, NY Zip 10027
4	4/6/10	Print: NEVILLE FALLER Sign: [illegible]		NY, NY Zip 10027
5	4/6/10	Print: K. Mchum Sign: KA		NY, NY Zip 10029
6	4/6/10	Print: C. Mchum Sign: [illegible]		NY, NY Zip 10029
7	4/6/10	Print: Joseph CARLos Sign: [illegible]		NY, NY Zip 10027
8	4/6/10	Print: CARLA WEATHER Sign: [illegible]		NY, NY Zip 10035
9	4/6/10	Print: Jasmyn Lawrence Sign: [illegible]		NY, NY Zip 10112
10	4/6/10	Print: FRASER OWEN-SMITH Sign: [illegible]		N.Y., NY Zip 10027

(15)

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	Date	Name	Street Address	Borough / Zip
1	4/6/10	Print: Javery Germany Sign: Javery Germany	[redacted]	NY, NY Zip 10039
2	4/6/10	Print: Heaven Dunnaway Sr Sign:		Queens, NY Zip 11429
3	4/6/10	Print: Nathaniel Delbridge Sign: Nathaniel Delbridge		10453, NY Zip
4	4/6/10	Print: Maurice Graham Sign: Maurice V Graham		New York, NY Zip 10027
5	4/6/10	Print: M Cordnell Sign: meander cordnell		new york, NY Zip 10462
6	4/6/10	Print: Mary McQueen Sign: Mary McQueen		New York, NY Zip 10031
7	4/6/10	Print: Tona Daniels Sign: Tona Daniels		Bronx 10030, NY Zip 10030
8	4/6/10	Print: Monica Nieves Sign: Monica Nieves		NY, NY Zip 10027
9	4/6/10	Print: Evan Medina Sign:		NY, NY Zip 10027
10	4/6/10	Print: Ruth E Reyes Sign: Ruth E. Reyes		NY, NY Zip 10027

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	Date	Name	Street Address	Borough / Zip
1	4/6/10	Print: LATOYA WILLIAMS Sign:	[redacted]	NEW YORK, NY Zip 10032
2	4/6/10	Print: Kesha Holman Sign: Kesha Holman		Manhattan, NY Zip 10032
3	4/6/10	Print: MAMI CISSE Sign:		Manhatan, NY Zip 10030
4	4/6/10	Print: Khary Shabazz Sign:		NY, NY Zip 10029
5	4/6/10	Print: Candido B. Sign:		Manhatta, NY Zip 10032
6	4/6/10	Print: Chimene Johnson Sign: Chimene Johnson		NY, NY Zip 10039
7	4/6/10	Print: Veronica Powell Sign: Veronica Powell		NY, NY Zip 10037
8	4/6/10	Print: Kiki Flynn Sign:		NY, NY Zip 10027
9	4/6/10	Print: Deja Hayes Sign:		NY, NY Zip 10128
10	4/6/10	Print: Janae Rosell Sign: Rosell		New York, NY Zip 10029

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	Date	Name	Street Address	Borough / Zip
1	4/6/10	Print: Aaron Allegre Sign: Aaron Allegre	[redacted]	New York, NY Zip 10025
2	4/6/10	Print: Wendy DuPree Sign: Wendy DuPree	[redacted]	Bx, NY Zip 10457
3	4/6/10	Print: James T Brown Sign:	[redacted]	Bx, NY Zip 10456
4	4/6/10	Print: Raunyelle Manning Sign: Raunyelle Manning	[redacted]	NY, NY Zip 10039
5	4/6/10	Print: Timothy Manning Sign:	[redacted]	NY, NY Zip 10039
6	4/6/10	Print: Jay Frederick Sign:	[redacted]	NY, NY Zip 10037
7	4/6/10	Print: B. Coleman Sign:	[redacted]	NY, NY Zip 10037
8	4/6/10	Print: [illegible] Sign:	[redacted]	NY, NY Zip 1122[illegible]
9	4/6/10	Print: Ashley Reed Sign: Ashley Reed	[redacted]	N.Y, NY Zip 10453
10	4/6/10	Print: Joseph Cornish Sign:	[redacted]	NY, NY Zip 10027

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	Date	Name	Street Address	Borough / Zip
		Jenna Anderson		
1	4/6/10	Print: Sign:	[redacted]	NY, NY Zip 10030
2	4/6/10	Print: Petrona White Sign:		Bronx, NY Zip 10455
3	4/6/10	Print: Adrienne T. Person Sign:		NY, NY Zip 10031
4	4/6/10	Print: Willie McKinleyson Sign:		MAN, NY Zip 10030
5	4/6/10	Print: Aminah Peterson Sign:		NY, NY Zip 10030
6	4/6/10	Print: MECCA BROWN Sign:		NY, NY Zip 10039
7	4/6/10	Print: Sign:		NY, NY Zip 100
8	4/6/10	Print: Andrea Ramsey Sign: Andrea Ramsey		Bony, NY Zip 10465
9	4/6/10	Print: Beverly Brown Sign:		NY, NY Zip 10037
10	4/6/10	Print: Melodye Campbell Sign:		NY, NY Zip 10039

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	Date	Name	Street Address	Borough / Zip
		Tanela Bumpson	[redacted]	
1	04/06/10	Print: Sign: Tanela Bumpson		NY, NY Zip 10030
2	4/6/10	Print: Yolanda Johnson Sign: Yolanda Johnson		Bronx, NY Zip 10454
3	4/6/10	Print: Glenda Martinez Sign: Glenda Martinez		NY, NY Zip 10455
4	4/6/10	Print: Aysha Winslow Sign: Aysha Winslow		BX, NY Zip 10455
5	4/6/10	Print: Luciana Banks Sign: L Banks		NY, NY Zip 10455
6	4/6/10	Print: Octavia Kennedy Sign: Octavia Kennedy		NY, NY Zip 10026
7	4/6/10	Print: Renell Eaglen Sign: Renell Eaglen		NY, NY Zip 10027
8	4/6/10	Print: Audra Eaglen Sign: Audra Eaglen		NY, NY Zip 10027
9	4/6/10	Print: Georgy Michaud Sign: Georgy Michaud		NY, NY Zip 10456
10	/ /	Print: ANDREA TATER Sign: Andrea Tater		NY, NY Zip 10039

HARLEM SUCCESS ACADEMY
Charter School

Community Petition

Spring 2010

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	Date	Name	Street Address	Borough / Zip
1	4/6/10	Print: Nicole Byer Sign: Nicole Byer	[redacted]	NY, NY Zip 10027
2	4/6/10	Print: Jeff Jackson Sign: Jeff Jackson		N.Y., NY Zip 10038
3	4/6/10	Print: BJ Alton Sign: ~~Duron WADE~~		NY, NY Zip 10005
4	4/6/10	Print: Duron WADE Sign:		NY, NY Zip 11221
5	4/6/10	Print: Amy L Gonzalez Sign:		NY, NY Zip 10033
6	4/6/10	Print: Nora Devale Sign:		NY, NY Zip 10463
7	4/6/10	Print: ~~[illegible]~~ Khadijah Sign:		NY, NY Zip 10029
8	4/6/10	Print: April Brown Sign:		NY, NY Zip 10030
9	4/6/10	Print: Clintonia Anderson Sign:		W/NY, NY Zip 10030
10	4/6/10	Print: Francine Graham Sign:		NY, NY Zip 10027

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	Date	Name Rudolph Robinson	Street Address	Borough / Zip
1	4/6/10	Print: Sign: Rudolph Robinson	[redacted]	Queens, NY Zip 11690
2	4/6/10	Print: Denisha Warren Sign: Denisha Warren		NY, NY Zip 10039
3	4/6/10	Print: Latisha Stores Sign: Latisha Stores		NY, NY Zip 10556
4	4/6/10	Print: Laymon Chesley Sign:		NY, NY Zip 10029
5	4/6/10	Print: Tamar-Mone Roya Sign: T. Royal		New York, NY Zip 10035
6	4/6/10	Print: Anniha Williams Sign: Anitta Williams		New York, NY Zip 10027
7	4/6/10	Print: Tresicia Heath Sign: Tresicia Heath		New York, NY Zip 10027
8	4/6/10	Print: Sharon B-Patterson Sign: SBPatterson		Brooklyn, NY Zip 11205
9	4/6/10	Print: Rudolph Forbes Sign:		Bklyn, NY Zip 11221
10	4/6/10	Print: Jennifer Denscher Sign:		NY, NY Zip 10027

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	Date	Name	Street Address	Borough / Zip
1	4/06/10	Print: Jenny Arias Sign:	[redacted]	NY, NY Zip 10032
2	4/6/10	Print: Melisse Correa Sign:		NY, NY Zip 10030
3	4/6/10	Print: Alexis Porter Sign:		NY, NY Zip 10029
4	4/6/10	Print: Bonita Beaufort Sign:		Brooklyn, NY Zip 11238
5	4/6/10	Print: Sandra Rivera Sign:		Bx, NY Zip 10460
6	4/6/10	Print: Yenisel Garcia Sign:		Bx, NY Zip 10456
7	4/6/10	Print: T. Gholston Sign:		Bx, NY Zip 10456
8	4/6/10	Print: Ibrahim Abdur-Rahman Sign:		N.Y., NY Zip 10035
9	4/6/10	Print: Andrea Jones Sign:		Bx, NY, NY Zip 10462
10	4/6/10	Print: Brenda Rudell Sign:		Mt Vernon, NY Zip 10553

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	Date	Name	Street Address	Borough / Zip
1	4/6/10	Print: Karen Roberts Sign:	[redacted]	Manhattan, NY Zip 10027
2	4/6/10	Print: RACHAEL SALES Sign:		NY, NY Zip 10027
3	4/6/10	Print: TSEHAYE TESFAYE Sign:		NY, NY Zip 10027
4	4/6/10	Print: Rosenie Morel Sign:		Blvd NY, NY Zip 11368
5	4/6/10	Print: Stella Padnos Sign:		Bklyn, NY Zip 11230
6	4/6/10	Print: Myra Kuey Sign:		Bronx, NY Zip 10458
7	4/6/10	Print: Kimbaly Jones Sign:		NY, NY Zip 10027
8	4/6/10	Print: NIKKI Brown Sign:		NY, NY Zip 10027
9	4/6/10	Print: W. Thompson Sign:		NY, NY Zip 10030
10	4/6/10	Print: Miosha Randolph-Johnson Sign:		Harlem, NY Zip 10030

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	Date	Name	Street Address	Borough / Zip
1	4/6/10	Print: Malika Brown-Ha Sign: Malika Brown-H	[redacted]	NYC NY, NY Zip 11201
2	4/6/10	Print: SYED AFAMIN Sign: Syed Afamin		NY, NY Zip 10026
3	4/6/10	Print: Bianca Adames Sign: Bianca Adames		NY, NY Zip 10027
4	4/6/10	Print: Shawn Rhea Sign: S. E.		NY, NY Zip 0030
5	4/6/10	Print: Simone Omaghomi Sign: Simone Omaghomi		NY, NY Zip 10027
6	4/6/10	Print: Sherry Joseph Sign:		NY, NY Zip 10452
7	4/6/10	Print: Brittany Whatley Sign:		NY, NY Zip 10462
8	4/6/10	Print: Ernestina E. Williams Sign:		NY, NY Zip 10029
9	4/6/10	Print: JOHANNA FATEMAN Sign:		NY, NY Zip 10027
10	4/6/10	Print: Kelley Jones Sign:		NY, NY Zip 1133

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	Date	Name	Street Address	Borough / Zip
1	4/6/10	Print: Jewel Hamilton Sign: Jewel Hamilton	[redacted]	NY, NY Zip 10027
2	4/6/10	Print: Anthony Gumbs Sign: Anthony		NY, NY Zip 10026
3	4/6/10	Print: Regina Blandon Sign: RB		NY, NY Zip 10027
4	4/6/10	Print: Freva Shaw Sign: Freva Shaw		NY, NY Zip 10037
5	4/6/10	Print: Saadia Levine Sign: S. Levine		NY, NY Zip 10032
6	4/6/10	Print: Phyllis Cook Sign: Phyllis Cook		NY, NY Zip 10458
7	4/6/10	Print: Christina Johnson Sign: Christina Johnson		NY, NY Zip 10458
8	4/6/10	Print: Chantel Dames Sign: Chantel Dames		NY, NY Zip 10026
9	4/6/10	Print: Joseph Russell Sign: Joseph Russell		NY, NY Zip 10027
10	4/6/10	Print: Sylvania Watson Sign: Sylvania Watson		NY, NY Zip 10027

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	Date	Name	Street Address	Borough / Zip
1	06/04/10	Print: Fatima Sign:	[redacted]	NY, NY Zip 10027
2	4/6/10	Print: Janeth Rosario Sign:		NY, NY Zip 10471
3	4/6/10	Print: Pamela Cruz Sign:		NY, NY Zip 10031
4	4/6/10	Print: Erick Rosario Sign:		NY, NY Zip 10002
5	4/6/10	Print: Shana McCray Sign:		NY, NY Zip 10035
6	4/6/10	Print: Christopher Cuddy Sign:		NY, NY Zip 10027
7	4/6/10	Print: DeBorah Jennings Sign:		NY, NY Zip 10035
8	4/6/10	Print: Da'Dina Perrotte Sign:		NY, NY Zip 10027
9	4/6/10	Print: JAMES JENNINGS Sign:		NY, NY Zip 10035
10	4/6/10	Print: Tyeasha Ward Sign:		NY, NY Zip 10029

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	Date	Name Lourdes Golden	Street Address	Borough / Zip
1	4/6/10	Print: L Golden Sign:	[redacted]	NY, NY Zip 10026
2	4/6/10	Print: JESSICA DeFrigo Sign:		NY, NY Zip 11362
3	4/6/10	Print: [illegible] Sign:		NY, NY Zip 10030
4	4/6/10	Print: LANITA Hollimon Sign: Lanita Hollimon		NY, NY Zip 11230
5	4/6/10	Print: Sade Callington Sign: Jade		NY, NY Zip 10039
6	4/6/10	Print: Nene Toure Sign:		NY, NY Zip 10027
7	4/6/10	Print: BAKedia S Sign: BAKedia S		NY, NY Zip 10030
8	4/6/10	Print: JAMELAH PRESSLEY Sign:		NY, NY Zip 10029
9	4/6/10	Print: Shaneca Dean Sign:		Bx, NY Zip 10460
10	4/6/10	Print: Denise Ramos Sign:		Bronx, NY Zip NY

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	Date	Name	Street Address	Borough / Zip
1	4/6/10	Print: Angela Montañez Sign:	[redacted]	NY, NY Zip 10039
2	4/6/10	Print: Rita Joyner Sign: Rita Joyner		N.Y., NY Zip 10039
3	4/6/10	Print: Nat McPherson Sign:		NY, NY Zip [illegible]
4	4/6/10	Print: Nadege Nicola Sign:		e/y, NY Zip 1003[illegible]
5	4/6/10	Print: Mercy Aribisesi Sign:		NY, NY Zip 10039
6	4/6/10	Print: Stephanie Perez Sign:		NY, NY Zip 10039
7	4/6/10	Print: Alexandra Sutan Sign:		NY, NY Zip 10039
8	4/6/10	Print: Luis Garcia Sign:		NY, NY Zip 10030
9	4/6/10	Print: Abiola Ogunwuyi Sign:		NY, NY Zip 10039
10	4/6/10	Print: Sofiya Bahan Sign:		NY, NY Zip 10027

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	Date	Name	Street Address	Borough / Zip
1	4/6/10	Print: Susan Allegra Sign: Susan Allegra	[redacted]	NY, NY Zip 10027
2	4/6/10	Print: Lisa Manners Sign: Lisa Manners		N.Y., NY Zip 10027
3	4/6/10	Print: Valeri Cole Sign: Valeri Cole		N.Y., NY Zip 10026
4	4/6/10	Print: Teasha watson Sign: Teasha watson		NY, NY Zip 1128
5	4/6/10	Print: Sherry Jenkins Sign: Sherry Jenkins		NY, NY Zip 10027
6	4/6/10	Print: SONIA DIA Sign:		NY, NY Zip 10027
7	4/6/10	Print: Yolanda Royal Sign: Yolanda Royal		N.Y., NY Zip 10027
8	4/6/10	Print: Sheila Frederick Sign: Sheila Frederick		NY, NY Zip 10031
9	4/6/10	Print: Berdi Megales Sign: Sade McGhee		NY, NY Zip 10030
10	4/6/10	Print: ANIA FALL Sign:		NY, NY Zip 10027

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	Date	Name	Street Address	Borough / Zip
1	4/6/10	Print: Madeline Mai Sign:	[redacted]	NY ,NY Zip 10039
2	4/6/10	Print: Aleesha Howard Sign:		NY ,NY Zip 10032
3	4/6/10	Print: Maroon Mitcham Sign:		NY ,NY Zip
4	4/6/10	Print: Soledad Torres Sign:		NY ,NY Zip 10029
5	4/6/10	Print: Nesha Bandalari Sign:		NY ,NY Zip 10030
6	4/6/10	Print: Roshaun Hemingway Sign:		NY ,NY Zip 10026
7	4/6/10	Print: Sign:		NYC ,NY Zip 10027
8	4/6/10	Print: Donna Jones Sign:		NYC ,NY Zip 10027
9	4/6/10	Print: Shaneika Owens Sign:		NY ,NY Zip 10027
10	4/6/10	Print: Sign:		NY ,NY Zip 10026

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	Date	Name E.	Street Address	Borough / Zip 10027
1	4/6/10	Print: Evelina Cuello Sign: Evelina Cuello	[redacted]	New York, NY Zip 10029
2	4/6/10	Print: Carmen Callazo Sign:		New York, NY Zip 10456
3	4/6/10	Print: Swivelle Herring Sign: Swivelle Herring		NY, NY Zip 10037
4	4/6/10	Print: Claressa Elliott Sign: Clar Elliott		N.Y., NY Zip 10027
5	4/6/10	Print: Cheryl Belgrave Sign: Cheryl Belgrave		Bx, NY Zip 10468
6	4/6/10	Print: Gloria Betancourt Sign: Gloria Betancourt		new, NY Zip 10029
7	4/6/10	Print: Jean Young Sign: Jean Young		NY, NY Zip 10032
8	4/6/10	Print: Suzanne duheter Mobley Sign:		NY, NY Zip 10031
9	4/6/10	Print: Joann otley Sign:		NY, NY Zip 11236
10	4/6/10	Print: Joraney Quinton Sign: Joraney Quinton		Bx, NY Zip 10458

HARLEM SUCCESS ACADEMY
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	Date	Name	Street Address	Borough / Zip
1	4/6/10	Print: DiARRABA Sign:	[redacted]	N Y ,NY Zip 10026
2	4/6/10	Print: Edwidge Duclair Sign: Edwidge Duclair		,NY Zip
3	4/6/10	Print: YAHYA SABREE Sign:		NY ,NY Zip 10027
4	4/6/10	Print: Lamin Kawsu Sign:		NY ,NY Zip 10468
5	4/6/10	Print: Gonzalo Gutnaru Sign:		NY ,NY Zip 10026
6	4/6/10	Print: Oswaldo Rabanal Sign: Oswaldo Rabanal		NY ,NY Zip 10033
7	4/6/10	Print: Jessie Ua Sign:		NY ,NY Zip 10027
8	4/6/10	Print: Sign:		BK ,NY Zip 11213
9	4/6/10	Print: K J Bennett Sign: K Bennett		NY ,NY Zip 10026
10	4/6/10	Print: Emmanuele Miraili Sign:		NY ,NY Zip 11218

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	Date	Name	Street Address	Borough / Zip
1	4/6/10	Print: Helen Sylvain Sign: Shaday Baldwin	[redacted]	Bronx, NY Zip 10462
2	4/6/10	Print: Shaday Baldwin Sign:		NY, NY Zip 10462
3	4/6/10	Print: Alma Taylor Sign:		NY, NY Zip 10037
4	4/6/10	Print: Tasha Bellot Sign: Mrs Tasha Bellot		NY, NY Zip 10027
5	4/6/10	Print: Sonia Sanchez Sign: Sonia Sanchez		NY, NY Zip 10030
6	4/6/10	Print: Natalie Stevens Sign: Natalie Stevens		NY, NY Zip 10027
7	4/6/10	Print: Terry Roberts Sign: Terry Roberts		Queens, NY Zip 11420
8	4/6/10	Print: Anael A Sayyid Sign:		BX, NY Zip 10452
9	4/6/10	Print: Carlton Gambrell Sign: Carlton Gambrell		NY, NY Zip 10027
10	4/6/10	Print: George A. Brown Sign: George A. Brown		NY, NY Zip 10027

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	Date	Name	Street Address	Borough / Zip
1	4/7/10	Print: Cinthia E Flores Sign:	[redacted]	Bklyn, NY Zip 11212
2	4/7/10	Print: Shenetea Ivis Sign:		NY, NY Zip 10280
3	4/7/10	Print: Janette Corbett Sign:		NY, NY Zip 10027
4	4/7/10	Print: Lamour young Sign:		NY, NY Zip 10032
5	4/7/10	Print: Amber Amos Sign:		NY, NY Zip 10027
6	4/7/10	Print: Lauren Amos Sign:		BK, NY Zip 11215
7	4/7/10	Print: [illegible] Sign:		NY, NY Zip [illegible]
8	4/7/10	Print: Shakiara Bowen Sign:		NY, NY Zip 10027
9	4/7/10	Print: Alicia Atkinson Sign:		NY, NY Zip 10031
10	4/7/10	Print: Sherly Saint Clair Sign:		N.Y., NY Zip 10027

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	Date	Name	Street Address	Borough / Zip
1	4/7/10	Print: Diane Gantt Sign: Diane Gantt	[redacted]	New York, NY Zip 10026
2	4/7/10	Print: Nadine Mayberry Sign: Nadine Mayberry		New York, NY Zip 10039
3	4/7/10	Print: C Boyce Sign: C Boyce		Bx, NY Zip 10462
4	4/7/10	Print: Janae Porteau Sign: J Porteau		BX, NY Zip 10469
5	4/7/10	Print: Sharae Bracy Sign: Sharae Bracy		BX, NY Zip 10473
6	4/7/10	Print: BRIAN TWUMASI Sign: Brian Twumasi		Mount Vernon, NY Zip 6556
7	4/7/10	Print: Joshua Morgan Sign: Joshua Morgan		NY, NY Zip 10025
8	4/7/10	Print: Andrea Tilney Sign:		NY, NY Zip 10027
9	4/7/10	Print: Luis Tejada Sign: Luis Tejada		NY, NY Zip 10029
10	4/7/10	Print: Mary Keller Sign:		BK, NY Zip 11221

HARLEM SUCCESS ACADEMY
Charter School

Community Petition

Spring 2010

"It's amazing performance...
No wonder parents are beating down the doors."
- Mayor Bloomberg

Harlem Success Academy plans to open a free, public charter school in Harlem that will serve students in kindergarten through fifth grade. Harlem Success will operate seven high-performing schools in Harlem for the 2010-11 school year*. Parent demand for these schools is so high that there were over 6,000 applicants for just 1,000 spots this year. Harlem Success Academy recruits dedicated and talented teachers and teaches students to work hard and go to college. The school has a safe learning environment, a longer school day, a high level of parental involvement, and a proven track record. Please sign below if you would be interested in sending your child to this school or would support this school opening in your neighborhood. **subject to government approval*

	Date	Name	Street Address	Borough / Zip
1	4/7/10	Print: Harlem Lyon Sign:	[redacted]	BX, NY Zip 10451
2	4/7/10	Print: Sadie Davis Sign:		BX, NY Zip 10469
3	4/7/10	Print: Raynell Pridgen Sign:		BX, NY Zip 10453
4	4/7/10	Print: Sara Patterson Sign:		NY, NY Zip 10027
5	4/7/10	Print: Monique Green Sign:		NY, NY Zip 10039
6	4/7/10	Print: Almond Santos Sign:		ny, NY Zip 10027
7	4/7/10	Print: Marsid Lorenzo Sign:		New York, NY Zip 10027
8	4/7/10	Print: Erika Warden Sign:		New York, NY Zip 10027
9	4/7/10	Print: Valentino Hernandez Sign:		10027, NY Zip Brooklyn, NY
10	4/10/10	Print: Juliet Nunez Sign:		11235, NY Zip

HARLEM SUCCESS ACADEMY
Charter School

Community Petition

Spring 2010

"It's amazing performance...
No wonder parents are beating down the doors."
- Mayor Bloomberg

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	Date	Name	Street Address	Borough / Zip
1	4/7/10	Print: Tiffany Jones Sign:	[redacted]	NY, NY Zip 10027
2	4/7/10	Print: Jamie Lee Akers Sign:		NY, NY Zip 10025
3	4/7/10	Print: ANGEL RIVERA Sign:		Bronx, NY Zip 10456
4	4/7/10	Print: Dawn Warren Sign:		NY, NY Zip 10039
5	4/7/10	Print: Quane I Ingram Sign:		Bronx, NY Zip 10457
6	4/7/10	Print: Renee Matthias Sign:		BX, NY Zip 10467
7	4/7/10	Print: Laurel Kellenbeck Sign:		BX, NY Zip 10459
8	4/7/10	Print: Darcy Brown Sign:		10035, NY Zip
9	4/7/10	Print: [illegible] Sign:		NY, NY Zip
10	4/7/10	Print: [illegible] Sign:		NY, NY Zip 10032

OFFICE OF THE SUPERINTENDENT OF SCHOOLS
ARCHDIOCESE OF NEW YORK

1011 First Avenue, New York, New York 10022 Phone: (212) 371-1000 Fax: (212) 317-9236

April 19, 2010

Charter Schools Institute
The State University of New York
41 State Street, Suite 700
Albany, NY 12207

Dear Charter Schools Institute:

I am writing to express my strong support of Success Charter Network's applications for additional charters for the 2010-2011 school year.

As Superintendent of Schools for the Archdiocese of New York, I firmly believe that every child deserves a quality education. Our Catholic elementary and secondary schools in the Archdiocese provide this education through rigorous academic programs, infused with moral formation and committed to the idea that all children can and should fulfill their God-given potential.

Since assuming my position, I have met with Eva Moskowitz and the leadership of Harlem Success Academy many times, and value their shared enthusiasm and commitment to educating New York's children. In fact, I recognize that we have much to learn from one another, and have sent several groups to learn more about how they recruit and train teachers, develop curriculum, and operate schools.

Harlem Success Academy's commitment to improving student outcomes both in and outside the classroom is remarkable, and I look forward to working closely with its leadership to improve the educational opportunities available to New York's children for many years to come.

Sincerely,

Timothy J. McNiff, Ed.D.
Superintendent of Schools

April 13, 2010

Charter Schools Institute
The State University of New York
41 State Street, Suite 700
Albany, NY 12207

Dear Charter Schools Institute:

I am writing on behalf of the Children's Aid Society in support of additional charter applications submitted by Eva Moskowitz and Harlem Success Academy. The Harlem Success Academy moved next door to our center in August 2006, bringing positive change to the community. I wholly support the school's expansion to other parts of Harlem, where I am sure it will continue to have a positive impact.

Though opening additional schools is an ambitious project, I am confident that Harlem Success Academy is capable of this undertaking. I say this especially due to the successful opening of three additional charter schools in August 2008. It is evident that the teachers are extremely dedicated and the students love to learn. The sobering truth is that low-income children receive a worse education than their middle class peers and even children from developing countries. Thankfully, Harlem Success is working to close this gap, and it is a joy to see that they are getting it right from the start.

The outstanding mission of the Harlem Success Academy should not stop at its four current school locations. I know there are hundreds of children in the Children's Aid Society programs alone that would benefit from more schools like these. I fully support the opening of additional schools by the leadership of Harlem Success Academy.

Sincerely,

Casper R. Lassiter M.S.W
Director, Children's Aid Society

CUP
THE COUNCIL OF URBAN PROFESSIONALS

BOARD OF DIRECTORS

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Joanne Yoo

EXECUTIVE DIRECTOR

Chloe L. Drew

Wednesday, April 14, 2010

Charter Schools Institute
The State University of New York
41 State Street, Suite 700
Albany, NY 12207

Dear Charter Schools Institute,

I am writing to show support for Harlem Success Academy and the application for additional charters submitted by founder, Eva Moskowitz.

As Executive Director of the Council of Urban Professionals (CUP), I believe strongly in improving educational options for urban youth. At CUP, we strive to improve urban communities, and one of our major goals is innovative education reform.

We believe in strengthening communities by improving education and empowering today's youth to become next generation leaders. Our REACH program supports schools' efforts to increase AP exam pass rates and expand AP course enrollment, resulting in more low-income students competing for admission at more selective colleges and preparing more students to succeed and graduate from college.

Harlem Success Academy has an excellent program and fulfills its challenging mission to provide quality education to at-risk youth. Harlem Success Academy also emphasizes college graduation by naming each incoming class by its year of college graduation and by naming each classroom by its teacher's alma mater. I admire Harlem Success Academy for its emphasis on college graduation and its long-term focus.

I strongly support the approval of additional charters for Harlem Success Academy. I am confident that Harlem Success will continue to improve the Harlem community by providing superior education through its charter schools.

Sincerely yours,



Chloë Drew
Executive Director

The Council of Urban Professionals *is a non-partisan, nonprofit organization representing and advocating for the social, political and economic interests of urban professionals. The mission of CUP is to develop diverse business and civic leaders, empowering them to exert influence, achieve their individual goals, and create collective impact.*



Charter Schools Institute
The State University of New York
41 State Street, Suite 700
Albany, NY 12207

April 8, 2010

Dear Charter Schools Institute:

I am writing to show my support for Harlem Success Academy and its application for additional charters for the 2010-2011 school year.

As a leader of the Tech Saturdays in Harlem, I have first-hand experience with the incredible challenges facing Harlem residents, including the lack of quality educational options in Harlem neighborhoods. At Tech Saturdays, we believe that every child deserves the opportunity for an excellent education. We work in partnership with our families and community members to prepare children academically, socially and emotionally for further education, empowering each child to reach his or her potential.

Harlem Success Academy shares this important mission of providing an excellent education for all of its students and sets high academic standards. Harlem Success Academy also understands the importance of partnering with parents and families to encourage a love of learning and a community of respect. I admire the Harlem Success curriculum because it values creativity, imagination, and joy as important aspects of children's emotional and mental development.

As a school leader in the Harlem community, I believe in creating more opportunities for first-rate education. I support Harlem Success Academy in its growth and hope that they will be allowed to expand their program to serve more children in need.

Sincerely,

Steve Bergen

Steve Bergen [redacted]
Tech Saturdays (www.techsaturdays.org) and CIO (The Children's Storefront)
[redacted], New York NY 10035

SUCCESS
CHARTER NETWORK

34 West 118th Street, 2nd Floor, New York, NY 10026 – Phone: (646) 277-7170 – Fax: (212) 457-5659

Assemblyman Herman D. Farrell, Jr.
[redacted]
New York, NY 10039

July 27, 2010

Dear Assemblyman Farrell,

I am writing to inform you that Success Charter Network has applied to open a new public charter school in District 3. If approved, this new Success Academy would open in August 2011.

As you know, Success Academies are high performing public charter schools that are free from the bureaucracy of Tweed and are therefore able to run schools organized exclusively around teaching and learning. Applicants are accepted via a random lottery and preferences are given to students attending failing zone schools and to students who have been designated as English Language Learners.

Our scholars learn literacy, math, science (every day), chess, social studies, writing, geography, visual arts, dance/movement, and physical education, giving them the skills and experiences they require to enter and graduate from college.

If you would like to learn more information about Success Academies please visit our website at www.harlemsuccess.org. We will also hold a public meeting on Tuesday August 10, 2010 at 4pm where you can learn more about our schools. The meeting will be held at Harlem Success Academy 1, our flagship school, which is located at 34 West 118th Street, 2nd Floor, at the corner of Lenox Ave. Please RSVP to Alexa Birnbaum at Alexa.Birnbaum@successcharters.org by Friday August 6th if you plan to attend.

Sincerely,

Jenny Sedlis
Director of External Affairs

34 West 118th Street, 2nd Floor, New York, NY 10026 – Phone: (646) 277-7170 – Fax: (212) 457-5659

Assemblymember Daniel O'Donnell
[redacted]
New York, NY 10025

July 27, 2010

Dear Assemblymember O'Donnell,

I am writing to inform you that Success Charter Network has applied to open a new public charter school in District 3. If approved, this new Success Academy would open in August 2011.

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Sincerely,

Jenny Sedlis
Director of External Affairs

SUCCESS
CHARTER NETWORK

34 West 118th Street, 2nd Floor, New York, NY 10026 – Phone: (646) 277-7170 – Fax: (212) 457-5659

Assemblymember Linda Rosenthal
[redacted]
New York, NY 10023

July 27, 2010

Dear Assemblymember Rosenthal,

I am writing to inform you that Success Charter Network has applied to open a new public charter school in District 3. If approved, this new Success Academy would open in August 2011.

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Sincerely,

Jenny Sedlis
Director of External Affairs

SUCCESS
CHARTER NETWORK

34 West 118th Street, 2nd Floor, New York, NY 10026 – Phone: (646) 277-7170 – Fax: (212) 457-5659

Manhattan Borough President Scott Stringer
[redacted]
New York, NY 10007

July 27, 2010

Dear Borough President Stringer,

I am writing to inform you that Success Charter Network has applied to open a new public charter school in District 3. If approved, this new Success Academy would open in August 2011.

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Sincerely,

Jenny Sedlis
Director of External Affairs

Success Charter Network
Invites you to attend a

COMMUNITY MEETING

Success Charter Network is planning to open a new public elementary charter school in District 7 in the fall of 2011. Please join us to learn more about our schools.

Date:

Wednesday, August 11th

Time:

4:00 PM

Location:

Bronx Success Academy 1
510 East 141st Street

Please RSVP to Alexa Birnbaum at Alexa.Birnbaum@successcharters.org

SUCCESS
CHARTER NETWORK

34 West 118th Street, 2nd Floor, New York, NY 10026 – Phone: (646) 277-7170 – Fax: (212) 457-5659

President Noah E. Gotbaum
Community District Education Council 3
[redacted]

July 27, 2010

Dear President Gotbaum,

I am writing to inform you that Success Charter Network has applied to open a new public charter school in District 3. If approved, this new Success Academy would open in August 2011.

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Sincerely,

Jenny Sedlis
Director of External Affairs

SUCCESS
CHARTER NETWORK

34 West 118th Street, 2nd Floor, New York, NY 10026 – Phone: (646) 277-7170 – Fax: (212) 457-5659

Council Member Gale Brewer
[redacted]

July 27, 2010

Dear Council Member Brewer,

I am writing to inform you that Success Charter Network has applied to open a new public charter school in District 3. If approved, this new Success Academy would open in August 2011.

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Sincerely,

Jenny Sedlis
Director of External Affairs

Community Meeting

Success Charter Network is planning to open a new public elementary school in District 3 in the fall of 2011. SCN invites you to attend a public meeting to learn more on Tuesday August 10, 2010 at 4pm.

SUCCESS
CHARTER NETWORK

Tuesday August 10, 2010
4pm - 5pm

at

Harlem Success Academy 1

School Auditorium

34 West 118th Street, at the corner of Lenox Ave

Please RSVP to Alexa Birnbaum at Alexa.Birnbaum@successcharters.org by Friday August 6, 2010

SUCCESS
CHARTER NETWORK

34 West 118th Street, 2nd Floor, New York, NY 10026 – Phone: (646) 277-7170 – Fax: (212) 457-5659

Larry English, Esq.
Chairperson of the Board
Community Board 9
[redacted]

July 27, 2010

Dear Chairperson English,

I am writing to inform you that Success Charter Network has applied to open a new public charter school in District 3. If approved, this new Success Academy would open in August 2011.

As you know, Success Academies are high performing public charter schools that are free from the bureaucracy of Tweed and are therefore able to run schools organized exclusively around teaching and learning. Applicants are accepted via a random lottery and preferences are given to students attending failing zone schools and to students who have been designated as English Language Learners.

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Sincerely,

Jenny Sedlis
Director of External Affairs

SUCCESS
CHARTER NETWORK

34 West 118th Street, 2nd Floor, New York, NY 10026 – Phone: (646) 277-7170 – Fax: (212) 457-5659

Mel Wymore, Chair
Community Board 7
[redacted]

July 27, 2010

Dear Chairperson Wymore,

I am writing to inform you that Success Charter Network has applied to open a new public charter school in District 3. If approved, this new Success Academy would open in August 2011.

As you know, Success Academies are high performing public charter schools that are free from the bureaucracy of Tweed and are therefore able to run schools organized exclusively around teaching and learning. Applicants are accepted via a random lottery and preferences are given to students attending failing zone schools and to students who have been designated as English Language Learners.

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Sincerely,

Jenny Sedlis
Director of External Affairs



34 West 118th Street, 2nd Floor, New York, NY 10026 – Phone: (646) 277-7170 – Fax: (212) 457-5659

Education Today

Civil rights coalition talks to White House about education reform

Creating equal opportunities for education was at the forefront of the agenda Monday, as several civil rights groups met with Education Secretary Arne Duncan, as well as with Melody Barnes, White House domestic policy advisor, in the nation's capital.

The National Action Network, the NAACP and the National Urban League brought forth issues they deemed critical to the public crisis in hopes of getting a response from the Obama administration. Issues on the table include: the current achievement gap, the equal opportunities for education in all communities.

The coalition included: the Lawyers Committee for Civil Rights under Law; NAACP Legal Defense and Educational Fund, Inc.; the National Council for Educating Black Children; and the Rainbow

these various organizations said the meeting clarified and broadened their understanding on several issues with the Obama administration and among the parties themselves. While talks will continue, the civil rights groups seemed pleased with the outcome of new president, too.

"The college has some issues with the Center for NuLeadership," said Ellis. "Those issues are much larger than just our Center. What those issues are, I think, is that the new leaders at the college—the new president, the new vice president, the new provost—see the college as a kind of elitist institution that is separate, apart and divorced from the Black community and activities that were previously taking place in the college that involved the Black community."

The Center has been at Medgar Evers for six years.

He added that the new administration claimed the influx of ex-offenders would create a security problem at Medgar Evers College and would be a possible insurance liability. He said there had been no incident

President Obama and Secretary Duncan are both expected to present at the National Urban League's Centennial conference this week in Washington. Duncan will speak Wednesday, while Obama will deliver his outlook on educational reform that the Center for NuLeadership on Urban Solutions does with people coming out of prison who want to obtain a college degree, and even said so in a meeting held over funding for a rehabilitation project for nonviolent criminal offenders that the center wants to implement.

In a phone interview, Ellis explained that the new

(Continued on Page

Community Meeting

Success Charter Network is planning to open a new public elementary school in District 3 in the fall of 2011. SCN invites you to attend a public meeting to learn more on Tuesday August 10, 2010 at 4pm.

SUCCESS CHARTER NETWORK

Tuesday August 10, 2010
4pm - 5pm
at
Harlem Success Academy 1
School Auditorium
34 West 118th Street, at the corner of Lenox Ave

Please RSVP to Alexa Birnbaum at Alexa.Birnbaum@successcharters.org by Friday August 6, 2010



34 West 118th Street, 2nd Floor, New York, NY 10026 – Phone: (646) 277-7170 – Fax: (212) 457-5659

Robert M. Gottheim
Director Of District Relations
Office of Congressman Jerrold Nadler
[redacted]

July 27, 2010

Dear Mr. Gottheim,

I am writing to inform you that Success Charter Network has applied to open a new public charter school in District 3. If approved, this new Success Academy would open in August 2011.

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Sincerely,

Jenny Sedlis
Director of External Affairs

SUCCESS CHARTER NETWORK COMMUNITY MEETING
8/10/2010

	NAME	EMAIL ADDRESS	AFFILIATION
★	Rachel Louiserin	[redacted]	P587/D3 parent
	Patrick Walk		teacher
	Jimmie Brown		CEC3
★	Olariya Deen		CEC 3
	Carmen DeLaRosa		Assembly Member Daniel O'Donnell
★	Jaye Bea Smalley		CCSE / CEC3
	Ellen McHugh		CCSE
★	Ny Whitaker		Parent, Educator

SUCCESS CHARTER NETWORK COMMUNITY MEETING
8/10/2010

NAME	EMAIL ADDRESS	AFFILIATION
Mark Dill	[redacted]	
Cedric McClester		
Mashairi McClester		

SUCCESS CHARTER NETWORK COMMUNITY MEETING
8/10/2010

NAME	EMAIL ADDRESS	AFFILIATION
D. J. Sheppard	[redacted]	DOE
☆ Khadijah Patrick-Pickel		parent

Community Outreach Implementation

The applicants of Success Academy Charter School held a community meeting to solicit input from members of the community, local elected officials, and members of the local Community Education Council regarding the proposed charter school. The meeting was held in Community School District 3 on Tuesday, August 10, 2010 at 4:00pm.

Copies of invitations sent to local elected officials, CEC members, and advertisements placed in two local newspapers, *West Side Spirit* and *Amsterdam News*, are included with this submission, as is a copy of a flyer posted at local community centers and elementary schools, including the Children's Aid Society and YMCA locations.

Facilitating the meeting was Jenny Sedlis, Director of External Affairs for the Success Charter Network (SCN), the proposed school's management organization. Oral comments were recorded by Erica Hunt, Asst. Director of External Affairs for SCN. A copy of the sign-in sheet provided to attendees is also included. An opportunity to submit written comments was provided by allowing them to be submitted in person or via email, one comment was received and is included following the oral comments.

The comments submitted by community members were reviewed by a committee that included Jenny Sedlis, Erica Hunt, Jonathan Winstone, Operations Associate at SCN, and Eva Moskowitz, the lead applicant for the proposed charter school.

A summary of the comments submitted at the community meeting and responses from the reviewing committee follows here.

The meeting commenced at 4:06pm. Jenny Sedlis introduced the proposed charter school, gave an overview of its instructional program and basic policies, the reasons behind the proposal to open the school, and explained the purpose of the meeting.

Oral Comment Received:
Commenter understands that SCN schools are in high demand but is concerned about space. Commenter cited NYC DOE School Construction Authority projections that in Harlem-portion of District 3, there is inadequate space available to open a new school. The commenter requested the specific location of the school and inquired as to whether a school would have to close or move to accommodate the proposed school, and noted that without knowing the actual location, it is difficult to know who will be affected.
Ms. Sedlis responded that the applicants are required to submit the charter proposal before the DOE has assigned the school a space and is therefore unable to provide a specific location for the school.
Reviewers' Response:
The reviewers believe that space is an important consideration in opening a new school. While certain schools within District 3 are overcrowded, there are also over 4,600 empty seats in the District, a number clearly sufficient to accommodate the proposed school. Please refer to Attachment 39 of the charter proposal for more information.

Oral Comment Received:
Commenter inquired as to whether the school would accept students from other districts in Harlem.
Ms. Sedlis explained that the school would be open to all students regardless of their CSD of residence; however, the school would give a preference to students residing in the District. She continued to explain the preferences that are used in the lottery admissions process.
Reviewers' Response:
The proposed school will adhere to the provisions of the Charter Schools Act that require the school to offer district residents a preference while remaining open to all students.

Oral Comment Received:
Commenter expressed concern about the school engaging the community, saying that there should have been more advance notice of the meeting.
Ms. Sedlis explained to the commenter that the applicants provided as much notice as possible, given that the requirements of the Community Outreach process had only been made public in the most recent RFP.
Reviewers' Response:
The proposed school will work to continue to improve on SCN schools' already strong relationships with their co-located schools and the community. Other SCN schools have contributed to their community by undertaking "common good" projects such as the installation of turf-surfaced athletic fields over black-top play yards, refurbishing common spaces, and others. More information on the collaboration with other public schools is included in the charter proposal in Attachment 28. While the applicants would have preferred to give greater notice of the meeting, the Request for Proposals was not issued until August 2, and the meeting was called for August 10.

Oral Comment Received:
Commenter has two children with special needs; feels that HSA should be inclusive of students with disabilities.
Ms. Sedlis explained that SCN schools welcome students with disabilities or special needs. She further provided information about the services provided, including speech, occupational therapy, and others, similar to zone schools in the area.
Reviewers' Response:
The proposed school will comply with the terms of its charter and provide necessary services to students with disabilities. SCN schools pride themselves on the inclusion and high-performance of students with disabilities. For the 2009-2010 school year, SCN schools had approximately 13.2% students receiving special education services through IEPs, the same proportion as the district of the proposed school's location.

Oral Comment Received:
Why do the schools not take ELL students?
Ms. Sedlis explained that the school's admissions policy does, in fact, give preference to students who are English Language Learners.
Reviewers' Response:

The SCN schools gave an admissions lottery preference to ELL students in the lottery for the 2010-2011 school year and, based on previous year's data, the percentage of ELL students enrolled at SCN schools is higher than some of the co-located schools. SCN and the applicants are confident that SCN's robust student recruitment plan, combined with the admissions preference, will enable the proposed charter school to enroll an equal or greater percentage of English Language Learners than its district.

Oral Comment Received:
Commenter's child was accepted to HSA3 as part of a random lottery; she is unsure of why some present think that HSA "cherry picks" students. She commented that at HSA3, the soccer field installed by HSA3 has provided extensive benefit to all children at the facility, including students of the co-located school. Commenter continued that her child was picked from the waiting list of HSA3 after an application that required her to provide nothing more than her name, address, and child's birthday.

Oral Comment Received:
Commenter is parent of two children at HSA2, one of whom has special needs. Commenter's daughter is mildly autistic and while her neighborhood [zone] school would not accept her, commenter is very pleased with the education her child is receiving from Harlem Success and finds that her child is doing well.

Oral Comment Received:
Commenter is a member of Community Board 7. Commenter noted that space and capacity is subjective; while a space may accommodate 25 children, some programs require more space for special services. Commenter noted that DOE's method of counting space is imperfect.
Reviewers' Response:
While one room can be used for many different purposes, the Enrollment, Capacity, and Utilization Report published by the School Construction Authority of the NYC DOE controls for the varying uses of space in a number of ways, tending to undercount available space. There is clearly a sufficient number of seats available in the district to accommodate the proposed school at scale in the district as discussed in the charter proposal in Attachment 39.

Oral Comment Received:
Commenter is grandfather of child enrolled at HSA3. His granddaughter is excelling in the school and he credits the school's rigorous instructional program and school culture.

Written Comment Received:
In a district with crowding and co-location problems like we have in D3, I do not believe that it is responsible, ethical or sensible to grant a charter for a co-located school at this time. In addition, I cannot see how it is even possible to consider the charter without a specific, stated location that has been evaluated and consulted.
The 2012 school capacity numbers calculated by the School Construction Authority do not show that there is the kind of available space in any D3 school that you would need for a Success branch of the size initially proposed. And the squeezing of existing

populations for Success' accommodation is not acceptable (particularly as the Success co-locations of which I am aware started out, and continue to be, rocky, with the existing public schools suffering every time).
District 3 does not need the burden of any more co-located schools now or in the near future. We just can't sustain them. Nor do we need the addition or subtraction of any more programs without appropriate public evaluation and comment.
For the above reasons, I cannot support Success receiving another charter in D3.
Beth Servetar
D3 public school parent
Reviewers' Response:
The reviewers believe that space is an important consideration in opening a new school. While certain schools within District 3 are overcrowded, there are also over 4,600 empty seats in the District, a number clearly sufficient to accommodate the proposed school. Please refer to Attachment 39 of the charter proposal for more information. Further, the applicant is unable to provide a specific location for the proposed charter school because the NYC Dept. of Education does not provide specific location information prior to the approval of the charter proposal.

SUCCESS
CHARTER NETWORK

34 West 118th Street, 2nd Floor, New York, NY 10026 – Phone: (646) 277-7170 – Fax: (212) 457-5659

W. Franc Perry III
Chair of the Board
Community Board 10
[redacted]

July 27, 2010

Dear Chairperson Perry,

I am writing to inform you that Success Charter Network has applied to open a new public charter school in District 3. If approved, this new Success Academy would open in August 2011.

As you know, Success Academies are high performing public charter schools that are free from the bureaucracy of Tweed and are therefore able to run schools organized exclusively around teaching and learning. Applicants are accepted via a random lottery and preferences are given to students attending failing zone schools and to students who have been designated as English Language Learners.

Our scholars learn literacy, math, science (every day), chess, social studies, writing, geography, visual arts, dance/movement, and physical education, giving them the skills and experiences they require to enter and graduate from college.

If you would like to learn more information about Success Academies please visit our website at www.harlemsuccess.org. We will also hold a public meeting on Tuesday August 10, 2010 at 4pm where you can learn more about our schools. The meeting will be held at Harlem Success Academy 1, our flagship school, which is located at 34 West 118th Street, 2nd Floor, at the corner of Lenox Ave. Please RSVP to Alexa Birnbaum at Alexa.Birnbaum@successcharters.org by Friday August 6th if you plan to attend.

Sincerely,

Jenny Sedlis
Director of External Affairs

WEST SIDE SPIRIT
25 ANNIVERSARY
July 29, 2010

SETH MILLER
ASSOCIATE PUBLISHER
[redacted]

NEWS



EXPRESS

SATURDAY, JULY 31

THEATER

Manhattan in 1900—Playwright Martin Zuckerman and Turtle Shell Production have taken a famous John Dos Passos

The Museum of Arts and Design explores the art of building bikes with *Bespoke: The Handbuilt Bicycle*. The exhibit displays the models of six renowned designers, who manipulate steel, aluminum and titanium to create their vehicles. The Museum of Arts and Design, 2 Columbus Circle, 212-299-7777; 11:00 a.m.-9:00 p.m., $12-$15.

Artistic Life from Death—Thirty international artists use organic materials to create their art at *Dead or Alive*, a unique exhibit at the Museum of Arts and Design. Everything from bird feathers to animal bones are employed to creatively make a

FOR ANIMALS, INC & NORTH SHORE ANIMAL LEAGUE AMERICA
ADOPTION EVENT!
Visit the Mobile Adoption Unit
WHISKERS
235 E 9th St (at 2nd ave) New York NY
SAT JULY 31 12PM - 6PM
www.AnimalLeague.org
north shore animal league america
1.877.4.SAVEPET

Community Meeting
Success Charter Network is planning to open a new public elementary school in District 3 in the fall of 2011. SCN invites you to attend a public meeting to learn more on Tuesday August 10, 2010 at 4pm.
SUCCESS CHARTER NETWORK
Tuesday August 10, 2010
4pm - 5pm
at
Harlem Success Academy 1
School Auditorium
34 West 118th Street, at the corner of Lenox Ave
Please RSVP to Alexa Birnbaum at Alexa.Birnbaum@successcharters.org by Friday August 6, 2010

A Promise of a never-ending paycheck for all your retirement days.
For more than 160 years, New York Life has brought peace of mind to millions of Americans. We would like to do the same

31. For the 2009-10 school year, the list of school districts where student enrollment in charter schools represents more than 5% (in a base year) included the following districts: Albany, Buffalo, Lackawanna, Roosevelt, and Troy. (Prior to submitting a proposal, applicants should check the Institute's website for an updated list at: www.newyorkcharters.org/openAppRes.htm)

- **If the proposed charter school will be located in one of these districts, please either provide evidence that the school district of location approves of the establishment of the proposed charter school, or explain how the establishment of the proposed charter school will have a "significant educational benefit" to the students who attend the school.**
- **If the proposed charter school will not be located in one of the above districts, please indicate such in your response and proceed to Request No. 31.**

The proposed charter school will not be located in one of the above districts.

32. Please indicate whether the charter school you propose would:

- **Have the same or substantially the same board of trustees and/or officers as an existing private school;**
- **Draw from an existing private school a substantial portion of the employees of the charter school;**
- **Would receive from an existing private school a substantial portion of such private school's assets or property; or**
- **Would be located at the same site as an existing private school.**

The school will not:

- Have the same or substantially the same board of trustees and/or officers as an existing private school;
- Draw from an existing private school a substantial portion of the employees of the charter school
- Receive from an existing private school a substantial portion of such private school's assets or property; or
- Be located at the same site as an existing private school.

33. If the charter school would enroll more than 250 students at any point during the first two years of operation, indicate whether you are requesting a waiver from the requirement that all employees must be members of existing collective bargaining organizations in the school district where the charter school would be located.

The school will not enroll more than 250 students at any point during its first two years of operation. Therefore, this request is not applicable to this application.

Charter Schools Institute
The State University of New York

General Instructions and Notes for New Application Budgets and Cash Flows

- Complete ALL SIX tabs in BLUE
- Enter information into the GRAY cells
- Cells labeled in ORANGE contained guidance pertaining to that tab
- Cells containing RED triangles in the upper right corner in columns B thru G contain guidance on that particular line item
- Funding by School District information for all NYS school districts is located on the GREEN tab

* Please note that these budget templates are the same as the ones used to submit the school's yearly and renewal budgets, as well as quarterly reports.

Charter Schools Institute
The State University of New York

New Applicaton Budget(s) & Cash Flow(s) Template

for SUNY Authorized Charter Schools

Success Academy Charter School

Contact Name:	Chuck Klein
Contact Email:	[redacted]
Contact Phone:	
	Examples
Start-Up Budget Period	January 1, 2011 to June 30, 2011
Planning Year	July 1, 2011 to June 30, 2012
Operational Year ONE	July 1, 2011 to June 30, 2012

Success Academy Charter School
PROJECTED BUDGET / OPERATING PLAN FOR START-UP
January 1, 2011 to June 30, 2011

Total Revenue	460,000
Total Expenses	390,881
Net Income	69,119
Actual Student Enrollment	188
Total Paid Student Enrollment	188

DESCRIPTION OF ASSUMPTIONS

	CY Per Pupil Rate	START-UP PERIOD
REVENUE		
REVENUES FROM STATE SOURCES		
Per Pupil Revenue		
School District 1 (Enter Name)	12,443	-
School District 2 (Enter Name)	-	-
School District 3 (Enter Name)	-	-
School District 4 (Enter Name)	-	-
School District 5 (Enter Name)	-	-
School District 6 (Enter Name)	-	-
School District 7 (Enter Name)	-	-
School District 8 (Enter Name)	-	-
School District 9 (Enter Name)	-	-
School District 10 (Enter Name)	-	-
School District 11 (Enter Name)	-	-
School District 12 (Enter Name)	-	-
School District 13 (Enter Name)	-	-
School District 14 (Enter Name)	-	-
School District 15 (Enter Name)	-	-
School District - ALL OTHER	-	-
TOTAL Per Pupil Revenue (Average Districts Per Pupil Funding)	12,443	-
Special Education Revenue		-
Grants		
Stimulus		-
DYCD (Department of Youth and Community Developmt.)		-
Other		-
Other		-
TOTAL REVENUE FROM STATE SOURCES		-
REVENUE FROM FEDERAL FUNDING		
IDEA Special Needs		-
Title I		-
Title Funding - Other		-
School Food Service (Free Lunch)		-
Grants		
Charter School Program (CSP) Planning & Implementation		
Other		-
Other		-
TOTAL REVENUE FROM FEDERAL SOURCES		-
LOCAL and OTHER REVENUE		
Contributions and Donations		460,000
Fundraising		-
Erate Reimbursement		-
Earnings on Investments		-
Interest Income		-
Food Service (Income from meals)		-
Text Book		-
OTHER		-
TOTAL REVENUE FROM LOCAL and OTHER SOURCES		460,000
TOTAL REVENUE		460,000

Success Academy Charter School
PROJECTED BUDGET / OPERATING PLAN FOR START-UP
January 1, 2011 to June 30, 2011

Total Revenue	460,000
Total Expenses	390,881
Net Income	69,119
Actual Student Enrollment	188
Total Paid Student Enrollment	188

DESCRIPTION OF ASSUMPTIONS

	No. of Positions	START-UP PERIOD
EXPENSES		
ADMINISTRATIVE STAFF PERSONNEL COSTS		
Executive Management	-	-
Instructional Management	1.00	23,347
Deans, Directors & Coordinators	-	-
CFO / Director of Finance	-	-
Operation / Business Manager	3.00	40,452
Administrative Staff	-	
TOTAL ADMINISTRATIVE STAFF	4.00	63,799
INSTRUCTIONAL PERSONNEL COSTS		
Teachers - Regular	-	-
Teachers - SPED	-	-
Substitute Teachers	-	-
Teaching Assistants	-	-
Specialty Teachers	-	-
Aides	-	-
Therapists & Counselors	-	-
Other	-	-
TOTAL INSTRUCTIONAL	-	-
NON-INSTRUCTIONAL PERSONNEL COSTS		
Nurse	-	-
Librarian	-	-
Custodian	-	-
Security	-	-
Other	-	-
TOTAL NON-INSTRUCTIONAL	-	-
SUBTOTAL PERSONNEL SERVICE COSTS	4.00	63,799
PAYROLL TAXES AND BENEFITS		
Payroll Taxes		7,481
Fringe / Employee Benefits		7,263
Retirement / Pension		-
TOTAL PAYROLL TAXES AND BENEFITS		14,743
TOTAL PERSONNEL SERVICE COSTS	4.00	78,542
CONTRACTED SERVICES		
Accounting / Audit		-
Legal		-
Management Company Fee		-
Nurse Services		-
Food Service / School Lunch		-
Payroll Services		679
Special Ed Services		-
Titlement Services (i.e. Title I)		-
Other Purchased / Professional / Consulting		14,225
TOTAL CONTRACTED SERVICES		14,905
SCHOOL OPERATIONS		
Board Expenses		
Classroom / Teaching Supplies & Materials		
Special Ed Supplies & Materials		
Textbooks / Workbooks		
Supplies & Materials other		
Equipment / Furniture		
Telephone		
Technology		
Student Testing & Assessment		-
Field Trips		-
Transportation (student)		-
Student Services - other		-
Office Expense		-
Staff Development		-
Staff Recruitment		23,045
Student Recruitment / Marketing		53,772
School Meals / Lunch		-
Travel (Staff)		455
Fundraising		-
Other		6,385
TOTAL SCHOOL OPERATIONS		83,657
FACILITY OPERATION & MAINTENANCE		
Insurance		45,451
Janitorial		-
Building and Land Rent / Lease		4,245
Repairs & Maintenance		-
Equipment / Furniture		164,082
Security		-
Utilities		-
TOTAL FACILITY OPERATION & MAINTENANCE		213,778
DEPRECIATION & AMORTIZATION		-
DISSOLUTION ESCROW & RESERVES / CONTIGENCY		-
TOTAL EXPENSES		390,881
NET INCOME		69,119

Note: This amount is largely comprised of fixed asset expenditures, which will be capitalized on the Balance Sheet.

Success Academy Charter School
PROJECTED BUDGET / OPERATING PLAN FOR START-UP
January 1, 2011 to June 30, 2011

Total Revenue	460,000
Total Expenses	390,881
Net Income	69,119
Actual Student Enrollment	188
Total Paid Student Enrollment	188

DESCRIPTION OF ASSUMPTIONS

	START-UP PERIOD
ENROLLMENT - *School Districts Are Linked To Above Entries*	
School District 1 (Enter Name)	188
School District 2 (Enter Name)	-
School District 3 (Enter Name)	-
School District 4 (Enter Name)	-
School District 5 (Enter Name)	-
School District 6 (Enter Name)	-
School District 7 (Enter Name)	-
School District 8 (Enter Name)	-
School District 9 (Enter Name)	-
School District 10 (Enter Name)	-
School District 11 (Enter Name)	-
School District 12 (Enter Name)	-
School District 13 (Enter Name)	-
School District 14 (Enter Name)	-
School District 15 (Enter Name)	-
School District - ALL OTHER	-
TOTAL ENROLLMENT	188
REVENUE PER PUPIL	2,447
EXPENSES PER PUPIL	2,079

Success Academy Charter School
PROJECTED CASH FLOW FOR START-UP
January 1, 2011 to June 30, 2011

Total Revenue	-	130,000	-	110,000	-	220,000	460,000
Total Expenses	12,803	12,803	12,803	166,953	47,722	137,797	390,881
Net Income	(12,803)	117,197	(12,803)	(56,953)	(47,722)	82,203	69,119
Cash Flow Adjustments	-	-	-	-	-	-	-
Beginning Cash Balance	-	(12,803)	104,394	91,591	34,638	(13,084)	-
Net Income	(12,803)	104,394	91,591	34,638	(13,084)	69,119	69,119

	January	February	March	April	May	June	TOTAL
REVENUE							
REVENUES FROM STATE SOURCES							
Per Pupil Revenue							
New York City	-	-	-	-	-	-	-
School District 2 (Enter Name)	-	-	-	-	-	-	-
School District 3 (Enter Name)	-	-	-	-	-	-	-
School District 4 (Enter Name)	-	-	-	-	-	-	-
School District 5 (Enter Name)	-	-	-	-	-	-	-
School District 6 (Enter Name)	-	-	-	-	-	-	-
School District 7 (Enter Name)	-	-	-	-	-	-	-
School District 8 (Enter Name)	-	-	-	-	-	-	-
School District 9 (Enter Name)	-	-	-	-	-	-	-
School District 10 (Enter Name)	-	-	-	-	-	-	-
School District 11 (Enter Name)	-	-	-	-	-	-	-
School District 12 (Enter Name)	-	-	-	-	-	-	-
School District 13 (Enter Name)	-	-	-	-	-	-	-
School District 14 (Enter Name)	-	-	-	-	-	-	-
School District 15 (Enter Name)	-	-	-	-	-	-	-
School District - ALL OTHER	-	-	-	-	-	-	-
TOTAL Per Pupil Revenue (Average Districts Per Pupil Funding)	-	-	-	-	-	-	-
Special Education Revenue	-	-	-	-	-	-	-
Grants							
Stimulus	-	-	-	-	-	-	-
DYCD (Department of Youth and Community Developmt.)	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-
TOTAL REVENUE FROM STATE SOURCES	-	-	-	-	-	-	-
REVENUE FROM FEDERAL FUNDING							
IDEA Special Needs	-	-	-	-	-	-	-
Title I	-	-	-	-	-	-	-
Title Funding - Other	-	-	-	-	-	-	-
School Food Service (Free Lunch)	-	-	-	-	-	-	-
Grants							
Charter School Program (CSP) Planning & Implementation	-	-	-				-
Other	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-
TOTAL REVENUE FROM FEDERAL SOURCES	-	-	-	-	-	-	-
LOCAL and OTHER REVENUE							
Contributions and Donations	-	130,000	-	110,000	-	220,000	460,000
Fundraising	-	-	-	-	-	-	-
Erate Reimbursement	-	-	-	-	-	-	-
Earnings on Investments	-	-	-	-	-	-	-
Interest Income	-	-	-	-	-	-	-
Food Service (Income from meals)	-	-	-	-	-	-	-
Text Book	-	-	-	-	-	-	-
OTHER	-	-	-	-	-	-	-
TOTAL REVENUE FROM LOCAL and OTHER SOURCES	-	130,000	-	110,000	-	220,000	460,000
TOTAL REVENUE	-	130,000	-	110,000	-	220,000	460,000

Success Academy Charter School
PROJECTED CASH FLOW FOR START-UP
January 1, 2011 to June 30, 2011

Total Revenue		-	130,000	-	110,000	-	220,000	460,000
Total Expenses		12,803	12,803	12,803	166,953	47,722	137,797	390,881
Net Income		(12,803)	117,197	(12,803)	(56,953)	(47,722)	82,203	69,119
Cash Flow Adjustments		-	-	-	-	-	-	-
Beginning Cash Balance		-	(12,803)	104,394	91,591	34,638	(13,084)	-
Net Income		(12,803)	104,394	91,591	34,638	(13,084)	69,119	69,119
		January	February	March	April	May	June	TOTAL
EXPENSES								
ADMINISTRATIVE STAFF PERSONNEL COSTS	No. of Positions							
Executive Management	-	-	-	-	-	-	-	-
Instructional Management	1.00	-	-	-	7,782	7,782	7,782	23,347
Deans, Directors & Coordinators	-	-	-	-	-	-	-	-
CFO / Director of Finance	-	-	-	-	-	-	-	-
Operation / Business Manager	3.00	-	-	-	13,484	13,484	13,484	40,452
Administrative Staff	-	-	-	-				-
TOTAL ADMINISTRATIVE STAFF	4.00	-	-	-	21,266	21,266	21,266	63,799
INSTRUCTIONAL PERSONNEL COSTS								
Teachers - Regular	8.00	-	-	-	-	-	-	-
Teachers - SPED	-	-	-	-	-	-	-	-
Substitute Teachers	-	-	-	-	-	-	-	-
Teaching Assistants	4.00	-	-	-	-	-	-	-
Specialty Teachers	4.00	-	-	-	-	-	-	-
Aides	2.00	-	-	-	-	-	-	-
Therapists & Counselors	3.00	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-
TOTAL INSTRUCTIONAL	21.00	-	-	-	-	-	-	-
NON-INSTRUCTIONAL PERSONNEL COSTS								
Nurse	-	-	-	-	-	-	-	-
Librarian	-	-	-	-	-	-	-	-
Custodian	-	-	-	-	-	-	-	-
Security	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-
TOTAL NON-INSTRUCTIONAL	-	-	-	-	-	-	-	-
SUBTOTAL PERSONNEL SERVICE COSTS	25.00	-	-	-	21,266	21,266	21,266	63,799
PAYROLL TAXES AND BENEFITS								
Payroll Taxes		-	-	-	2,494	2,494	2,494	7,481
Fringe / Employee Benefits		-	-	-	2,421	2,421	2,421	7,263
Retirement / Pension		-	-	-	-	-	-	-
TOTAL PAYROLL TAXES AND BENEFITS		-	-	-	4,914	4,914	4,914	14,743
TOTAL PERSONNEL SERVICE COSTS	25.00	-	-	-	26,181	26,181	26,181	78,542
CONTRACTED SERVICES								
Accounting / Audit		-	-	-	-	-	-	-
Legal		-	-	-	-	-	-	-
Management Company Fee		-	-	-	-	-	-	-
Nurse Services		-	-	-	-	-	-	-
Food Service / School Lunch		-	-	-	-	-	-	-
Payroll Services		-	-	-	226	226	226	679
Special Ed Services		-	-	-	-	-	-	-
Titlement Services (i.e. Title I)		-	-	-	-	-	-	-
Other Purchased / Professional / Consulting		-	-	-	4,742	4,742	4,742	14,225
TOTAL CONTRACTED SERVICES		-	-	-	4,968	4,968	4,968	14,905
SCHOOL OPERATIONS								
Board Expenses		-	-	-	-	-	-	-
Classroom / Teaching Supplies & Materials		-	-	-	-	-		-
Special Ed Supplies & Materials		-	-	-	-	-		-
Textbooks / Workbooks		-	-	-	-	-		-
Supplies & Materials other		-	-	-	-	-		-
Equipment / Furniture		-	-	-	-	-		-
Telephone		-	-	-	-	-		-
Technology		-	-	-	-	-		-
Student Testing & Assessment		-	-	-	-	-		-
Field Trips		-	-	-	-	-		-
Transportation (student)		-	-	-	-	-	-	-
Student Services - other		-	-	-	-	-	-	-
Office Expense		-	-	-	-	-	-	-
Staff Development		-	-	-	-	-	-	-
Staff Recruitment		3,841	3,841	3,841	3,841	3,841	3,841	23,045
Student Recruitment / Marketing		8,962	8,962	8,962	8,962	8,962	8,962	53,772
School Meals / Lunch		-	-	-	-	-	-	-
Travel (Staff)		-	-	-	-	227	227	455
Fundraising		-	-	-	-	-	-	-
Other		-			2,128	2,128	2,128	6,385
TOTAL SCHOOL OPERATIONS		12,803	12,803	12,803	14,931	15,158	15,158	83,657
FACILITY OPERATION & MAINTENANCE								
Insurance		-	-	-	33,406	-	12,044	45,451
Janitorial		-	-	-	-	-	-	-
Building and Land Rent / Lease		-	-	-	1,415	1,415	1,415	4,245
Repairs & Maintenance		-	-	-	-	-	-	-
Equipment / Furniture		-	-	-	86,052	-	78,030	164,082
Security		-	-	-	-	-	-	-
Utilities		-	-	-	-	-	-	-
TOTAL FACILITY OPERATION & MAINTENANCE		-	-	-	120,873	1,415	91,489	213,778
DEPRECIATION & AMORTIZATION		-	-	-	-	-	-	-
DISSOLUTION ESCROW & RESERVES / CONTIGENCY		-	-	-	-	-	-	-
TOTAL EXPENSES		12,803	12,803	12,803	166,953	47,722	137,797	390,881
NET INCOME		(12,803)	117,197	(12,803)	(56,953)	(47,722)	82,203	69,119

Success Academy Charter School
PROJECTED CASH FLOW FOR START-UP
January 1, 2011 to June 30, 2011

Total Revenue	-	130,000	-	110,000	-	220,000	460,000
Total Expenses	12,803	12,803	12,803	166,953	47,722	137,797	390,881
Net Income	(12,803)	117,197	(12,803)	(56,953)	(47,722)	82,203	69,119
Cash Flow Adjustments	-	-	-	-	-	-	-
Beginning Cash Balance	-	(12,803)	104,394	91,591	34,638	(13,084)	-
Net Income	(12,803)	104,394	91,591	34,638	(13,084)	69,119	69,119

	January	February	March	April	May	June	TOTAL
CASH FLOW ADJUSTMENTS							
OPERATING ACTIVITIES							
Example - Add Back Depreciation	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-
Total Operating Activities	-	-	-	-	-	-	-
INVESTMENT ACTIVITIES							
Example - Subtract Property and Equipment Expenditures	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-
Total Investment Activities	-	-	-	-	-	-	-
FINANCING ACTIVITIES							
Example - Add Expected Proceeds from a Loan or Line of Credit	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-
Total Financing Activities	-	-	-	-	-	-	-
Total Cash Flow Adjustments	-	-	-	-	-	-	-
NET INCOME	(12,803)	117,197	(12,803)	(56,953)	(47,722)	82,203	69,119
Beginning Cash Balance	-	(12,803)	104,394	91,591	34,638	(13,084)	-
ENDING CASH BALANCE	(12,803)	104,394	91,591	34,638	(13,084)	69,119	69,119

Success Academy Charter School
PROJECTED CASH FLOW FOR PLANNING PERIOD
July 1, 2011 to June 30, 2012
* IF taking a planning year, include a cash projection for the entire period

Total Revenue	406,321	-	457,321	50,000	406,321	15,040	749,829	30,080	406,321	285,040	406,321	15,040	3,227,635
Total Expenses	317,435	322,413	279,799	223,056	262,034	223,056	262,034	223,056	262,034	223,056	262,034	301,196	3,161,202
Net Income	88,886	(322,413)	177,522	(173,056)	144,287	(208,016)	487,795	(192,976)	144,287	61,984	144,287	(286,156)	66,433
Cash Flow Adjustments	-	-	-	-	-	-	-	-	-	-	-	-	-
Beginning Cash Balance	69,119	158,005	(164,408)	13,114	(159,941)	(15,654)	(223,670)	264,125	71,149	215,436	277,420	421,707	69,119
Net Income	158,005	(164,408)	13,114	(159,941)	(15,654)	(223,670)	264,125	71,149	215,436	277,420	421,707	135,552	135,552

	July	August	September	October	November	December	January	February	March	April	May	June	TOTAL
REVENUE													
REVENUES FROM STATE SOURCES													
Per Pupil Revenue													
New York City	389,881		389,881		389,881		389,881		389,881		389,881		2,339,284
School District 2 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 3 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 4 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 5 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 6 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 7 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 8 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 9 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 10 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 11 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 12 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 13 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 14 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 15 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School District - ALL OTHER	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL Per Pupil Revenue (Average Districts Per Pupil Funding)	389,881	-	389,881	-	389,881	-	389,881	-	389,881	-	389,881	-	2,339,284
Special Education Revenue	16,440	-	16,440		16,440		16,440		16,440		16,440		98,643
Grants													
Stimulus	-	-	-	-	-	-	-	-	-	-	-	-	-
DYCD (Department of Youth and Community Developmt.)	-	-	51,000	-	-	-	73,508	-	-	-	-	-	124,508
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE FROM STATE SOURCES	406,321	-	457,321	-	406,321	-	479,829	-	406,321	-	406,321	-	2,562,435
REVENUE FROM FEDERAL FUNDING													
IDEA Special Needs	-	-	-	-	-	-	-	-	-	-	-	-	-
Title I	-	-	-	-	-	15,040	-	30,080	-	15,040	-	15,040	75,200
Title Funding - Other	-	-	-	-	-	-	-	-	-	-	-	-	-
School Food Service (Free Lunch)	-	-	-	-	-	-	-	-	-	-	-	-	-
Grants													
Charter School Program (CSP) Planning & Implementation	-												-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE FROM FEDERAL SOURCES	-	-	-	-	-	15,040	-	30,080	-	15,040	-	15,040	75,200
LOCAL and OTHER REVENUE													
Contributions and Donations	-	-	-	50,000	-	-	270,000	-	-	270,000	-	-	590,000
Fundraising	-	-	-	-	-	-	-	-	-	-	-	-	-
Erate Reimbursement	-	-	-	-	-	-	-	-	-	-	-	-	-
Earnings on Investments	-	-	-	-	-	-	-	-	-	-	-	-	-
Interest Income	-	-	-	-	-	-	-	-	-	-	-	-	-
Food Service (Income from meals)	-	-	-	-	-	-	-	-	-	-	-	-	-
Text Book	-	-	-	-	-	-	-	-	-	-	-	-	-
OTHER	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE FROM LOCAL and OTHER SOURCES	-	-	-	50,000	-	-	270,000	-	-	270,000	-	-	590,000
TOTAL REVENUE	406,321	-	457,321	50,000	406,321	15,040	749,829	30,080	406,321	285,040	406,321	15,040	3,227,635

Success Academy Charter School
PROJECTED CASH FLOW FOR PLANNING PERIOD
July 1, 2011 to June 30, 2012
* IF taking a planning year, include a cash projection for the entire period

		July	August	September	October	November	December	January	February	March	April	May	June	TOTAL
Total Revenue		406,321	-	457,321	50,000	406,321	15,040	749,829	30,080	406,321	285,040	406,321	15,040	3,227,635
Total Expenses		317,435	322,413	279,799	223,056	262,034	223,056	262,034	223,056	262,034	223,056	262,034	301,196	3,161,202
Net Income		88,886	(322,413)	177,522	(173,056)	144,287	(208,016)	487,795	(192,976)	144,287	61,984	144,287	(286,156)	66,433
Cash Flow Adjustments		-	-	-	-	-	-	-	-	-	-	-	-	-
Beginning Cash Balance		69,119	158,005	(164,408)	13,114	(159,941)	(15,654)	(223,670)	264,125	71,149	215,436	277,420	421,707	69,119
Net Income		158,005	(164,408)	13,114	(159,941)	(15,654)	(223,670)	264,125	71,149	215,436	277,420	421,707	135,552	135,552
EXPENSES														
ADMINISTRATIVE STAFF PERSONNEL COSTS	No. of Positions													
Executive Management	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Instructional Management	1.00	7,782	7,782	7,782	7,782	7,782	7,782	7,782	7,782	7,782	7,782	7,782	7,782	93,386
Deans, Directors & Coordinators	-	-	-	-	-	-	-	-	-	-	-	-	-	-
CFO / Director of Finance	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Operation / Business Manager	3.00	13,484	13,484	13,484	13,484	13,484	13,484	13,484	13,484	13,484	13,484	13,484	13,484	161,809
Administrative Staff	-													-
TOTAL ADMINISTRATIVE STAFF	4.00	21,266	21,266	21,266	21,266	21,266	21,266	21,266	21,266	21,266	21,266	21,266	21,266	255,195
INSTRUCTIONAL PERSONNEL COSTS														
Teachers - Regular	8.00	43,156	43,156	43,156	43,156	43,156	43,156	43,156	43,156	43,156	43,156	43,156	43,156	517,869
Teachers - SPED	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Substitute Teachers	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Teaching Assistants	4.00	17,687	17,687	17,687	17,687	17,687	17,687	17,687	17,687	17,687	17,687	17,687	17,687	212,242
Specialty Teachers	4.00	21,578	21,578	21,578	21,578	21,578	21,578	21,578	21,578	21,578	21,578	21,578	21,578	258,935
Aides	2.00	4,422	4,422	4,422	4,422	4,422	4,422	4,422	4,422	4,422	4,422	4,422	4,422	53,060
Therapists & Counselors	3.00	7,075	7,075	7,075	7,075	7,075	7,075	7,075	7,075	7,075	7,075	7,075	7,075	84,897
Other	-	3,292	3,292	3,292	3,292	3,292	3,292	3,292	3,292	3,292	3,292	3,292	3,292	39,499
TOTAL INSTRUCTIONAL	21.00	97,209	97,209	97,209	97,209	97,209	97,209	97,209	97,209	97,209	97,209	97,209	97,209	1,166,502
NON-INSTRUCTIONAL PERSONNEL COSTS														
Nurse	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Librarian	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Custodian	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Security	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL NON-INSTRUCTIONAL	-	-	-	-	-	-	-	-	-	-	-	-	-	-
SUBTOTAL PERSONNEL SERVICE COSTS	25.00	118,475	118,475	118,475	118,475	118,475	118,475	118,475	118,475	118,475	118,475	118,475	118,475	1,421,697
PAYROLL TAXES AND BENEFITS														
Payroll Taxes		13,891	13,891	13,891	13,891	13,891	13,891	13,891	13,891	13,891	13,891	13,891	13,891	166,697
Fringe / Employee Benefits		13,487	13,487	13,487	13,487	13,487	13,487	13,487	13,487	13,487	13,487	13,487	13,487	161,843
Retirement / Pension		-	-	-	-	-	-	-	-	-	-	-	39,344	39,344
TOTAL PAYROLL TAXES AND BENEFITS		27,378	27,378	27,378	27,378	27,378	27,378	27,378	27,378	27,378	27,378	27,378	66,722	367,884
TOTAL PERSONNEL SERVICE COSTS	25.00	145,853	145,853	145,853	145,853	145,853	145,853	145,853	145,853	145,853	145,853	145,853	185,197	1,789,581
CONTRACTED SERVICES														
Accounting / Audit			-	-	-	-	-	-	-	-	-	-	13,796	13,796
Legal		-	-	-	-	-	-	-	-	-	-	-	-	-
Management Company Fee		38,978		38,978		38,978		38,978		38,978		38,978	-	233,870
Nurse Services		-	-	-	-	-	-	-	-	-	-	-	-	-
Food Service / School Lunch		-	-	-	-	-	-	-	-	-	-	-	-	-
Payroll Services		226	226	226	226	226	226	226	226	226	226	226	226	2,717
Special Ed Services		-	-	-	-	-	-	-	-	-	-	-	-	-
Titlement Services (i.e. Title I)		-	-	-	-	-	-	-	-	-	-	-	-	-
Other Purchased / Professional / Consulting		4,742	4,742	4,742	4,742	4,742	4,742	4,742	4,742	4,742	4,742	4,742	4,742	56,901
TOTAL CONTRACTED SERVICES		43,946	4,968	43,946	4,968	43,946	4,968	43,946	4,968	43,946	4,968	43,946	18,764	307,284
SCHOOL OPERATIONS														
Board Expenses		-	-	-	-	-	-	-	-	-	-	-	-	-
Classroom / Teaching Supplies & Materials		10,557	10,557	10,557	10,557	10,557	10,557	10,557	10,557	10,557	10,557	10,557	10,557	126,687
Special Ed Supplies & Materials		-	-	-	-	-	-	-	-	-	-	-	-	-
Textbooks / Workbooks		9,975	9,975	9,975	9,975	9,975	9,975	9,975	9,975	9,975	9,975	9,975	9,975	119,704
Supplies & Materials other		2,328	2,328	2,328	2,328	2,328	2,328	2,328	2,328	2,328	2,328	2,328	2,328	27,931
Equipment / Furniture		-	-	-	-	-	-	-	-	-	-	-	-	-
Telephone		-	-	-	-	-	-	-	-	-	-	-	-	-
Technology		6,289	6,289	6,289	6,289	6,289	6,289	6,289	6,289	6,289	6,289	6,289	6,289	75,474
Student Testing & Assessment		1,621	1,621	1,621	1,621	1,621	1,621	1,621	1,621	1,621	1,621	1,621	1,621	19,449
Field Trips		1,363	1,363	1,363	1,363	1,363	1,363	1,363	1,363	1,363	1,363	1,363	1,363	16,360
Transportation (student)		-	-	-	-	-	-	-	-	-	-	-	-	-
Student Services - other		-	-	-	-	-	-	-	-	-	-	-	-	-
Office Expense		-	-	-	-	-	-	-	-	-	-	-	-	-
Staff Development		7,535	7,535	7,535	7,535	7,535	7,535	7,535	7,535	7,535	7,535	7,535	7,535	90,415
Staff Recruitment		3,841	3,841	3,841	3,841	3,841	3,841	3,841	3,841	3,841	3,841	3,841	3,841	46,090
Student Recruitment / Marketing		8,962	8,962	8,962	8,962	8,962	8,962	8,962	8,962	8,962	8,962	8,962	8,962	107,544
School Meals / Lunch		4,156	4,156	4,156	4,156	4,156	4,156	4,156	4,156	4,156	4,156	4,156	4,156	49,877
Travel (Staff)		227	227	227	227	227	227	227	227	227	227	227	227	2,729
Fundraising		-	-	-	-	-	-	-	-	-	-	-	-	-
Other		2,128	2,128	2,128	2,128	2,128	2,128	2,128	2,128	2,128	2,128	2,128	2,128	25,538
TOTAL SCHOOL OPERATIONS		58,983	58,983	58,983	58,983	58,983	58,983	58,983	58,983	58,983	58,983	58,983	58,983	707,798
FACILITY OPERATION & MAINTENANCE														
Insurance		-	-	-	-	-	-	-	-	-	-	-	-	-
Janitorial		-	-	-	-	-	-	-	-	-	-	-	-	-
Building and Land Rent / Lease		1,415	1,415	1,415	1,415	1,415	1,415	1,415	1,415	1,415	1,415	1,415	1,415	16,979
Repairs & Maintenance		955	955	955	955	955	955	955	955	955	955	955	955	11,461
Equipment / Furniture		66,282	110,239	28,646	10,881	10,881	10,881	10,881	10,881	10,881	10,881	10,881	10,881	303,099
Security		-	-	-	-	-	-	-	-	-	-	-	-	-
Utilities		-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL FACILITY OPERATION & MAINTENANCE		68,652	112,609	31,016	13,251	13,251	13,251	13,251	13,251	13,251	13,251	13,251	13,251	331,540
DEPRECIATION & AMORTIZATION		-	-	-	-	-	-	-	-	-	-	-	-	-
DISSOLUTION ESCROW & RESERVES / CONTIGENCY		-	-	-	-	-	-	-	-	-	-	-	25,000	25,000
TOTAL EXPENSES		317,435	322,413	279,799	223,056	262,034	223,056	262,034	223,056	262,034	223,056	262,034	301,196	3,161,202
NET INCOME		88,886	(322,413)	177,522	(173,056)	144,287	(208,016)	487,795	(192,976)	144,287	61,984	144,287	(286,156)	66,433

Success Academy Charter School
PROJECTED CASH FLOW FOR PLANNING PERIOD
July 1, 2011 to June 30, 2012
* IF taking a planning year, include a cash projection for the entire period

Total Revenue	406,321	-	457,321	50,000	406,321	15,040	749,829	30,080	406,321	285,040	406,321	15,040	3,227,635
Total Expenses	317,435	322,413	279,799	223,056	262,034	223,056	262,034	223,056	262,034	223,056	262,034	301,196	3,161,202
Net Income	88,886	(322,413)	177,522	(173,056)	144,287	(208,016)	487,795	(192,976)	144,287	61,984	144,287	(286,156)	66,433
Cash Flow Adjustments	-	-	-	-	-	-	-	-	-	-	-	-	-
Beginning Cash Balance	69,119	158,005	(164,408)	13,114	(159,941)	(15,654)	(223,670)	264,125	71,149	215,436	277,420	421,707	69,119
Net Income	158,005	(164,408)	13,114	(159,941)	(15,654)	(223,670)	264,125	71,149	215,436	277,420	421,707	135,552	135,552

	July	August	September	October	November	December	January	February	March	April	May	June	TOTAL
CASH FLOW ADJUSTMENTS													
OPERATING ACTIVITIES													
Example - Add Back Depreciation	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Operating Activities	-	-	-	-	-	-	-	-	-	-	-	-	-
INVESTMENT ACTIVITIES													
Example - Subtract Property and Equipment Expenditures	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Investment Activities	-	-	-	-	-	-	-	-	-	-	-	-	-
FINANCING ACTIVITIES													
Example - Add Expected Proceeds from a Loan or Line of Credit	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Financing Activities	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Cash Flow Adjustments	-	-	-	-	-	-	-	-	-	-	-	-	-
NET INCOME	88,886	(322,413)	177,522	(173,056)	144,287	(208,016)	487,795	(192,976)	144,287	61,984	144,287	(286,156)	66,433
Beginning Cash Balance	69,119	158,005	(164,408)	13,114	(159,941)	(15,654)	(223,670)	264,125	71,149	215,436	277,420	421,707	69,119
ENDING CASH BALANCE	158,005	(164,408)	13,114	(159,941)	(15,654)	(223,670)	264,125	71,149	215,436	277,420	421,707	135,552	135,552

Success Academy Charter School
PROJECTED BUDGET / OPERATING PLAN FOR FIRST YEAR
July 1, 2011 to June 30, 2012

DESCRIPTION OF ASSUMPTIONS

Total Revenue		3,128,992	98,643	-	-	-	3,227,635
Total Expenses		2,378,446	229,676	-	-	553,080	3,161,202
Net Income		750,546	(131,033)	-	-	(553,080)	66,433
Actual Student Enrollment		174	14				188
Total Paid Student Enrollment		174	14				188
		PROGRAM SERVICES			SUPPORT SERVICES		
		REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL
REVENUE							
REVENUES FROM STATE SOURCES							
Per Pupil Revenue	CY Per Pupil Rate						
School District 1 (Enter Name)	12,443	2,339,284		-	-	-	2,339,284
School District 2 (Enter Name)	-	-	-	-	-	-	-
School District 3 (Enter Name)	-	-	-	-	-	-	-
School District 4 (Enter Name)	-	-	-	-	-	-	-
School District 5 (Enter Name)	-	-	-	-	-	-	-
School District 6 (Enter Name)	-	-	-	-	-	-	-
School District 7 (Enter Name)	-	-	-	-	-	-	-
School District 8 (Enter Name)	-	-	-	-	-	-	-
School District 9 (Enter Name)	-	-	-	-	-	-	-
School District 10 (Enter Name)	-	-	-	-	-	-	-
School District 11 (Enter Name)	-	-	-	-	-	-	-
School District 12 (Enter Name)	-	-	-	-	-	-	-
School District 13 (Enter Name)	-	-	-	-	-	-	-
School District 14 (Enter Name)	-	-	-	-	-	-	-
School District 15 (Enter Name)	-	-	-	-	-	-	-
School District - ALL OTHER	-	-	-	-	-	-	-
TOTAL Per Pupil Revenue (Average Districts Per Pupil Funding)	12,443	2,339,284	-	-	-	-	2,339,284
Special Education Revenue		-	98,643	-	-	-	98,643
Grants							
Stimulus		-	-	-	-	-	-
DYCD (Department of Youth and Community Developmt.)		124,508	-	-	-	-	124,508
Other		-	-	-	-	-	-
Other		-	-	-	-	-	-
TOTAL REVENUE FROM STATE SOURCES		2,463,792	98,643	-	-	-	2,562,435
REVENUE FROM FEDERAL FUNDING							
IDEA Special Needs		-	-	-	-	-	-
Title I		75,200	-	-	-	-	75,200
Title Funding - Other		-	-	-	-	-	-
School Food Service (Free Lunch)		-	-	-	-	-	-
Grants							
Charter School Program (CSP) Planning & Implementation			-	-	-	-	-
Other		-	-	-	-	-	-
Other		-	-	-	-	-	-
TOTAL REVENUE FROM FEDERAL SOURCES		75,200	-	-	-	-	75,200
LOCAL and OTHER REVENUE							
Contributions and Donations		590,000	-	-	-	-	590,000
Fundraising		-	-	-	-	-	-
Erate Reimbursement		-	-	-	-	-	-
Earnings on Investments		-	-	-	-	-	-
Interest Income		-	-	-	-	-	-
Food Service (Income from meals)		-	-	-	-	-	-
Text Book		-	-	-	-	-	-
OTHER		-	-	-	-	-	-
TOTAL REVENUE FROM LOCAL and OTHER SOURCES		590,000	-	-	-	-	590,000
TOTAL REVENUE		3,128,992	98,643	-	-	-	3,227,635

Success Academy Charter School
PROJECTED BUDGET / OPERATING PLAN FOR FIRST YEAR
July 1, 2011 to June 30, 2012

DESCRIPTION OF ASSUMPTIONS

Total Revenue		3,128,992	98,643	-	-	-	3,227,635
Total Expenses		2,378,446	229,676	-	-	553,080	3,161,202
Net Income		750,546	(131,033)	-	-	(553,080)	66,433
Actual Student Enrollment		174	14				188
Total Paid Student Enrollment		174	14				188
		PROGRAM SERVICES			SUPPORT SERVICES		
		REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL
EXPENSES							
ADMINISTRATIVE STAFF PERSONNEL COSTS	No. of Positions						
Executive Management	-	-	-	-	-	-	-
Instructional Management	1.00	93,386		-	-		93,386
Deans, Directors & Coordinators	-	-	-	-	-	-	-
CFO / Director of Finance	-	-	-	-	-	-	-
Operation / Business Manager	-	-	-	-	-	-	-
Administrative Staff	3.00					161,809	161,809
TOTAL ADMINISTRATIVE STAFF	4.00	93,386	-	-	-	161,809	255,195
INSTRUCTIONAL PERSONNEL COSTS							
Teachers - Regular	8.00	469,190	48,680				517,870
Teachers - SPED	-						-
Substitute Teachers	-						-
Teaching Assistants	4.00	192,291	19,951				212,242
Specialty Teachers	4.00	234,595	24,340				258,935
Aides	2.00	48,073	4,988				53,060
Therapists & Counselors	3.00	76,916	7,980				84,897
Other	-	35,786	3,713				39,499
TOTAL INSTRUCTIONAL	21.00	1,056,851	109,651	-	-	-	1,166,502
NON-INSTRUCTIONAL PERSONNEL COSTS							
Nurse	-	-	-	-	-	-	-
Librarian	-	-	-	-	-	-	-
Custodian	-	-	-	-	-	-	-
Security	-	-	-	-	-	-	-
Other	-						-
TOTAL NON-INSTRUCTIONAL	-	-	-	-	-	-	-
SUBTOTAL PERSONNEL SERVICE COSTS	25.00	1,150,237	109,651	-	-	161,809	1,421,697
PAYROLL TAXES AND BENEFITS							
Payroll Taxes		134,946	12,819			18,931	166,697
Fringe / Employee Benefits		131,017	12,446			18,380	161,843
Retirement / Pension		31,850	3,026			4,468	39,344
TOTAL PAYROLL TAXES AND BENEFITS		297,814	28,290	-	-	41,780	367,884
TOTAL PERSONNEL SERVICE COSTS	25.00	1,448,051	137,942	-	-	203,589	1,789,581
CONTRACTED SERVICES							
Accounting / Audit		-	-			13,796	13,796
Legal		-	-	-	-	-	-
Management Company Fee		-	-			233,870	233,870
Nurse Services		-	-	-	-	-	-
Food Service / School Lunch		-	-	-	-	-	-
Payroll Services		2,199	209			309	2,717
Special Ed Services		-	-	-	-	-	-
Titlement Services (i.e. Title I)		-	-	-	-	-	-
Other Purchased / Professional / Consulting		46,063	4,376			6,462	56,901
TOTAL CONTRACTED SERVICES		48,263	4,585	-	-	254,437	307,284
SCHOOL OPERATIONS							
Board Expenses		-	-	-	-	-	-
Classroom / Teaching Supplies & Materials		114,778	11,909				126,687
Special Ed Supplies & Materials		-	-				-
Textbooks / Workbooks		108,452	11,252				119,704
Supplies & Materials other		22,611	2,148			3,172	27,931
Equipment / Furniture		-	-				-
Telephone		-	-				-
Technology		61,098	5,804			8,571	75,474
Student Testing & Assessment		17,621	1,828				19,449
Field Trips		14,822	1,538				16,360
Transportation (student)		-	-	-	-	-	-
Student Services - other		-	-	-	-	-	-
Office Expense		-	-	-	-	-	-
Staff Development		81,916	8,499				90,415
Staff Recruitment		37,311	3,544			5,234	46,090
Student Recruitment / Marketing		87,060	8,270			12,214	107,544
School Meals / Lunch		45,188	4,688				49,877
Travel (Staff)		2,209	210			310	2,729
Fundraising		-	-				-
Other		20,674	1,964			2,900	25,538
TOTAL SCHOOL OPERATIONS		613,741	61,654	-	-	32,402	707,797
FACILITY OPERATION & MAINTENANCE							
Insurance		-	-	-	-	-	-
Janitorial		-	-	-	-	-	-
Building and Land Rent / Lease		13,745	1,306			1,928	16,979
Repairs & Maintenance		9,278	881			1,302	11,461
Equipment / Furniture		245,368	23,308			34,422	303,099
Security		-	-	-	-	-	-
Utilities		-	-	-	-	-	-
TOTAL FACILITY OPERATION & MAINTENANCE		268,392	25,496	-	-	37,652	331,540
DEPRECIATION & AMORTIZATION		-	-	-	-	-	-
DISSOLUTION ESCROW & RESERVES / CONTIGENCY						25,000	25,000
TOTAL EXPENSES		2,378,446	229,676	-	-	553,080	3,161,202
NET INCOME		750,546	(131,033)	-	-	(553,080)	66,433

Bal Sheet.

Success Academy Charter School
PROJECTED BUDGET / OPERATING PLAN FOR FIRST YEAR
July 1, 2011 to June 30, 2012

Total Revenue	3,128,992	98,643	-	-	-	3,227,635
Total Expenses	2,378,446	229,676	-	-	553,080	3,161,202
Net Income	750,546	(131,033)	-	-	(553,080)	66,433
Actual Student Enrollment	174	14				188
Total Paid Student Enrollment	174	14				188

	PROGRAM SERVICES			SUPPORT SERVICES		
	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL
ENROLLMENT - *School Districts Are Linked To Above Entries*						
School District 1 (Enter Name)	174	14	-			188
School District 2 (Enter Name)	-	-	-			-
School District 3 (Enter Name)	-	-	-			-
School District 4 (Enter Name)	-	-	-			-
School District 5 (Enter Name)	-	-	-			-
School District 6 (Enter Name)	-	-	-			-
School District 7 (Enter Name)	-	-	-			-
School District 8 (Enter Name)	-	-	-			-
School District 9 (Enter Name)	-	-	-			-
School District 10 (Enter Name)	-	-	-			-
School District 11 (Enter Name)	-	-	-			-
School District 12 (Enter Name)	-	-	-			-
School District 13 (Enter Name)	-	-	-			-
School District 14 (Enter Name)	-	-	-			-
School District 15 (Enter Name)	-	-	-			-
School District - ALL OTHER	-	-	-			-
TOTAL ENROLLMENT	174	14	-			188
REVENUE PER PUPIL	17,983	7,046	-			17,168
EXPENSES PER PUPIL	13,669	16,405	-			16,815

DESCRIPTION OF ASSUMPTIONS

Success Academy Charter School
PROJECTED CASH FLOW FOR PLANNING PERIOD
July 1, 2011 to June 30, 2012

		July	August	September	October	November	December	January	February	March	April	May	June	TOTAL
Total Revenue		406,321	-	457,321	50,000	406,321	15,040	749,829	30,080	406,321	285,040	406,321	15,040	3,227,635
Total Expenses		317,435	322,413	279,799	223,056	262,034	223,056	262,034	223,056	262,034	223,056	262,034	301,196	3,161,202
Net Income		88,886	(322,413)	177,522	(173,056)	144,287	(208,016)	487,795	(192,976)	144,287	61,984	144,287	(286,156)	66,433
Cash Flow Adjustments		-	-	-	-	-	-	-	-	-	-	-	-	-
Beginning Cash Balance		69,119	158,005	(164,408)	13,114	(159,941)	(15,654)	(223,670)	264,125	71,149	215,436	277,420	421,707	69,119
Net Income		158,005	(164,408)	13,114	(159,941)	(15,654)	(223,670)	264,125	71,149	215,436	277,420	421,707	135,552	135,552
REVENUE		* Total Column (Column U) for all lines other than Cash Flow Adjustments should equal the Total Column (Column N) on tab '4.) Year Budget & Assumptions'.												
REVENUES FROM STATE SOURCES														
Per Pupil Revenue	CY Per Pupil Rate													
School District 1 (Enter Name)	12,443	389,881		389,881		389,881		389,881		389,881		389,881	-	2,339,284
School District 2 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 3 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 4 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 5 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 6 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 7 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 8 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 9 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 10 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 11 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 12 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 13 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 14 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 15 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-	-
School District - ALL OTHER	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL Per Pupil Revenue (Average Districts Per Pupil Funding)	12,443	389,881	-	389,881	-	389,881	-	389,881	-	389,881	-	389,881	-	2,339,284
Special Education Revenue		16,440	-	16,440		16,440		16,440		16,440		16,440	-	98,643
Grants														
Stimulus		-	-	-	-	-	-	-	-	-	-	-	-	-
DYCD (Department of Youth and Community Developmt.)		-	-	51,000	-	-	-	73,508	-	-	-	-	-	124,508
Other		-	-	-	-	-	-	-	-	-	-	-	-	-
Other		-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE FROM STATE SOURCES		406,321	-	457,321	-	406,321	-	479,829	-	406,321	-	406,321	-	2,562,435
REVENUE FROM FEDERAL FUNDING														
IDEA Special Needs		-	-	-	-	-	-	-	-	-	-	-	-	-
Title I		-	-	-	-	-	15,040	-	30,080	-	15,040	-	15,040	75,200
Title Funding - Other		-	-	-	-	-	-	-	-	-	-	-	-	-
School Food Service (Free Lunch)		-	-	-	-	-	-	-	-	-	-	-	-	-
Grants														
Charter School Program (CSP) Planning & Implementation		-												-
Other		-	-	-	-	-	-	-	-	-	-	-	-	-
Other		-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE FROM FEDERAL SOURCES		-	-	-	-	-	15,040	-	30,080	-	15,040	-	15,040	75,200
LOCAL and OTHER REVENUE														
Contributions and Donations		-	-	-	50,000	-	-	270,000	-	-	270,000	-	-	590,000
Fundraising		-	-	-	-	-	-	-	-	-	-	-	-	-
Erate Reimbursement		-	-	-	-	-	-	-	-	-	-	-	-	-
Earnings on Investments		-	-	-	-	-	-	-	-	-	-	-	-	-
Interest Income		-	-	-	-	-	-	-	-	-	-	-	-	-
Food Service (Income from meals)		-	-	-	-	-	-	-	-	-	-	-	-	-
Text Book		-	-	-	-	-	-	-	-	-	-	-	-	-
OTHER		-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE FROM LOCAL and OTHER SOURCES		-	-	-	50,000	-	-	270,000	-	-	270,000	-	-	590,000
TOTAL REVENUE		406,321	-	457,321	50,000	406,321	15,040	749,829	30,080	406,321	285,040	406,321	15,040	3,227,635

Success Academy Charter School
PROJECTED CASH FLOW FOR PLANNING PERIOD
July 1, 2011 to June 30, 2012

	July	August	September	October	November	December	January	February	March	April	May	June	TOTAL
Total Revenue	406,321	-	457,321	50,000	406,321	15,040	749,829	30,080	406,321	285,040	406,321	15,040	3,227,635
Total Expenses	317,435	322,413	279,799	223,056	262,034	223,056	262,034	223,056	262,034	223,056	262,034	301,196	3,161,202
Net Income	88,886	(322,413)	177,522	(173,056)	144,287	(208,016)	487,795	(192,976)	144,287	61,984	144,287	(286,156)	66,433
Cash Flow Adjustments	-	-	-	-	-	-	-	-	-	-	-	-	-
Beginning Cash Balance	69,119	158,005	(164,408)	13,114	(159,941)	(15,654)	(223,670)	264,125	71,149	215,436	277,420	421,707	69,119
Net Income	158,005	(164,408)	13,114	(159,941)	(15,654)	(223,670)	264,125	71,149	215,436	277,420	421,707	135,552	135,552

	No. of Positions	July	August	September	October	November	December	January	February	March	April	May	June	TOTAL
EXPENSES														
ADMINISTRATIVE STAFF PERSONNEL COSTS														
Executive Management	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Instructional Management	1.00	7,782	7,782	7,782	7,782	7,782	7,782	7,782	7,782	7,782	7,782	7,782	7,782	93,386
Deans, Directors & Coordinators	-	-	-	-	-	-	-	-	-	-	-	-	-	-
CFO / Director of Finance	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Operation / Business Manager	-	13,484	13,484	13,484	13,484	13,484	13,484	13,484	13,484	13,484	13,484	13,484	13,484	161,809
Administrative Staff	3.00													-
TOTAL ADMINISTRATIVE STAFF	4.00	21,266	21,266	21,266	21,266	21,266	21,266	21,266	21,266	21,266	21,266	21,266	21,266	255,195
INSTRUCTIONAL PERSONNEL COSTS														
Teachers - Regular	8.00	43,156	43,156	43,156	43,156	43,156	43,156	43,156	43,156	43,156	43,156	43,156	43,156	517,869
Teachers - SPED	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Substitute Teachers	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Teaching Assistants	4.00	17,687	17,687	17,687	17,687	17,687	17,687	17,687	17,687	17,687	17,687	17,687	17,687	212,242
Specialty Teachers	4.00	21,578	21,578	21,578	21,578	21,578	21,578	21,578	21,578	21,578	21,578	21,578	21,578	258,935
Aides	2.00	4,422	4,422	4,422	4,422	4,422	4,422	4,422	4,422	4,422	4,422	4,422	4,422	53,060
Therapists & Counselors	3.00	7,075	7,075	7,075	7,075	7,075	7,075	7,075	7,075	7,075	7,075	7,075	7,075	84,897
Other	-	3,292	3,292	3,292	3,292	3,292	3,292	3,292	3,292	3,292	3,292	3,292	3,292	39,499
TOTAL INSTRUCTIONAL	21.00	97,209	97,209	97,209	97,209	97,209	97,209	97,209	97,209	97,209	97,209	97,209	97,209	1,166,502
NON-INSTRUCTIONAL PERSONNEL COSTS														
Nurse	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Librarian	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Custodian	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Security	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL NON-INSTRUCTIONAL	-	-	-	-	-	-	-	-	-	-	-	-	-	-
SUBTOTAL PERSONNEL SERVICE COSTS	25.00	118,475	118,475	118,475	118,475	118,475	118,475	118,475	118,475	118,475	118,475	118,475	118,475	1,421,697
PAYROLL TAXES AND BENEFITS														
Payroll Taxes		13,891	13,891	13,891	13,891	13,891	13,891	13,891	13,891	13,891	13,891	13,891	13,891	166,697
Fringe / Employee Benefits		13,487	13,487	13,487	13,487	13,487	13,487	13,487	13,487	13,487	13,487	13,487	13,487	161,843
Retirement / Pension		-	-	-	-	-	-	-	-	-	-	-	39,344	39,344
TOTAL PAYROLL TAXES AND BENEFITS		27,378	27,378	27,378	27,378	27,378	27,378	27,378	27,378	27,378	27,378	27,378	66,722	367,884
TOTAL PERSONNEL SERVICE COSTS	25.00	145,853	145,853	145,853	145,853	145,853	145,853	145,853	145,853	145,853	145,853	145,853	185,197	1,789,581
CONTRACTED SERVICES														
Accounting / Audit		-	-	-	-	-	-	-	-	-	-	-	13,796	13,796
Legal		-	-	-	-	-	-	-	-	-	-	-	-	-
Management Company Fee		38,978	-	38,978	-	38,978	-	38,978	-	38,978	-	38,978	-	233,870
Nurse Services		-	-	-	-	-	-	-	-	-	-	-	-	-
Food Service / School Lunch		-	-	-	-	-	-	-	-	-	-	-	-	-
Payroll Services		226	226	226	226	226	226	226	226	226	226	226	226	2,717
Special Ed Services		-	-	-	-	-	-	-	-	-	-	-	-	-
Titlement Services (i.e. Title I)		-	-	-	-	-	-	-	-	-	-	-	-	-
Other Purchased / Professional / Consulting		4,742	4,742	4,742	4,742	4,742	4,742	4,742	4,742	4,742	4,742	4,742	4,742	56,901
TOTAL CONTRACTED SERVICES		43,946	4,968	43,946	4,968	43,946	4,968	43,946	4,968	43,946	4,968	43,946	18,764	307,284
SCHOOL OPERATIONS														
Board Expenses		-	-	-	-	-	-	-	-	-	-	-	-	-
Classroom / Teaching Supplies & Materials		10,557	10,557	10,557	10,557	10,557	10,557	10,557	10,557	10,557	10,557	10,557	10,557	126,687
Special Ed Supplies & Materials		-	-	-	-	-	-	-	-	-	-	-	-	-
Textbooks / Workbooks		9,975	9,975	9,975	9,975	9,975	9,975	9,975	9,975	9,975	9,975	9,975	9,975	119,704
Supplies & Materials other		2,328	2,328	2,328	2,328	2,328	2,328	2,328	2,328	2,328	2,328	2,328	2,328	27,931
Equipment / Furniture		-	-	-	-	-	-	-	-	-	-	-	-	-
Telephone		-	-	-	-	-	-	-	-	-	-	-	-	-
Technology		6,289	6,289	6,289	6,289	6,289	6,289	6,289	6,289	6,289	6,289	6,289	6,289	75,474
Student Testing & Assessment		1,621	1,621	1,621	1,621	1,621	1,621	1,621	1,621	1,621	1,621	1,621	1,621	19,449
Field Trips		1,363	1,363	1,363	1,363	1,363	1,363	1,363	1,363	1,363	1,363	1,363	1,363	16,360
Transportation (student)		-	-	-	-	-	-	-	-	-	-	-	-	-
Student Services - other		-	-	-	-	-	-	-	-	-	-	-	-	-
Office Expense		-	-	-	-	-	-	-	-	-	-	-	-	-
Staff Development		7,535	7,535	7,535	7,535	7,535	7,535	7,535	7,535	7,535	7,535	7,535	7,535	90,415
Staff Recruitment		3,841	3,841	3,841	3,841	3,841	3,841	3,841	3,841	3,841	3,841	3,841	3,841	46,090
Student Recruitment / Marketing		8,962	8,962	8,962	8,962	8,962	8,962	8,962	8,962	8,962	8,962	8,962	8,962	107,544
School Meals / Lunch		4,156	4,156	4,156	4,156	4,156	4,156	4,156	4,156	4,156	4,156	4,156	4,156	49,877
Travel (Staff)		227	227	227	227	227	227	227	227	227	227	227	227	2,729
Fundraising		-	-	-	-	-	-	-	-	-	-	-	-	-
Other		2,128	2,128	2,128	2,128	2,128	2,128	2,128	2,128	2,128	2,128	2,128	2,128	25,538
TOTAL SCHOOL OPERATIONS		58,983	58,983	58,983	58,983	58,983	58,983	58,983	58,983	58,983	58,983	58,983	58,983	707,798
FACILITY OPERATION & MAINTENANCE														
Insurance		-	-	-	-	-	-	-	-	-	-	-	-	-
Janitorial		-	-	-	-	-	-	-	-	-	-	-	-	-
Building and Land Rent / Lease		1,415	1,415	1,415	1,415	1,415	1,415	1,415	1,415	1,415	1,415	1,415	1,415	16,979
Repairs & Maintenance		955	955	955	955	955	955	955	955	955	955	955	955	11,461
Equipment / Furniture		66,282	110,239	28,646	10,881	10,881	10,881	10,881	10,881	10,881	10,881	10,881	10,881	303,099
Security		-	-	-	-	-	-	-	-	-	-	-	-	-
Utilities		-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL FACILITY OPERATION & MAINTENANCE		68,652	112,609	31,016	13,251	13,251	13,251	13,251	13,251	13,251	13,251	13,251	13,251	331,540
DEPRECIATION & AMORTIZATION		-	-	-	-	-	-	-	-	-	-	-	-	-
DISSOLUTION ESCROW & RESERVES / CONTIGENCY		-	-	-	-	-	-	-	-	-	-	-	25,000	25,000
TOTAL EXPENSES		317,435	322,413	279,799	223,056	262,034	223,056	262,034	223,056	262,034	223,056	262,034	301,196	3,161,202
NET INCOME		88,886	(322,413)	177,522	(173,056)	144,287	(208,016)	487,795	(192,976)	144,287	61,984	144,287	(286,156)	66,433

Success Academy Charter School
PROJECTED CASH FLOW FOR PLANNING PERIOD
July 1, 2011 to June 30, 2012

Total Revenue	406,321	-	457,321	50,000	406,321	15,040	749,829	30,080	406,321	285,040	406,321	15,040	3,227,635
Total Expenses	317,435	322,413	279,799	223,056	262,034	223,056	262,034	223,056	262,034	223,056	262,034	301,196	3,161,202
Net Income	88,886	(322,413)	177,522	(173,056)	144,287	(208,016)	487,795	(192,976)	144,287	61,984	144,287	(286,156)	66,433
Cash Flow Adjustments	-	-	-	-	-	-	-	-	-	-	-	-	-
Beginning Cash Balance	69,119	158,005	(164,408)	13,114	(159,941)	(15,654)	(223,670)	264,125	71,149	215,436	277,420	421,707	69,119
Net Income	158,005	(164,408)	13,114	(159,941)	(15,654)	(223,670)	264,125	71,149	215,436	277,420	421,707	135,552	135,552

	July	August	September	October	November	December	January	February	March	April	May	June	TOTAL
CASH FLOW ADJUSTMENTS													
OPERATING ACTIVITIES													
Example - Add Back Depreciation	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Operating Activities	-	-	-	-	-	-	-	-	-	-	-	-	-
INVESTMENT ACTIVITIES													
Example - Subtract Property and Equipment Expenditures													-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Investment Activities	-	-	-	-	-	-	-	-	-	-	-	-	-
FINANCING ACTIVITIES													
Example - Add Expected Proceeds from a Loan or Line of Credit	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Financing Activities	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Cash Flow Adjustments	-	-	-	-	-	-	-	-	-	-	-	-	-
NET INCOME	88,886	(322,413)	177,522	(173,056)	144,287	(208,016)	487,795	(192,976)	144,287	61,984	144,287	(286,156)	66,433
Beginning Cash Balance	69,119	158,005	(164,408)	13,114	(159,941)	(15,654)	(223,670)	264,125	71,149	215,436	277,420	421,707	69,119
ENDING CASH BALANCE	158,005	(164,408)	13,114	(159,941)	(15,654)	(223,670)	264,125	71,149	215,436	277,420	421,707	135,552	135,552

Success Academy Charter School

PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD

*NOTE: If a Planning Year is Taken in the Beginning of the Charter, the Charter Will Be Extended to Encompass Five Years of Operation. Projected Five Year Budget on this Tab Should Be For the First Five Years of Actual Operations.

DESCRIPTION OF ASSUMPTIONS

Total Revenue		3,687,635	3,794,468	5,819,569	8,635,712	10,759,655
Total Expenses		3,552,082	4,114,238	6,065,616	7,819,635	8,873,574
Net Income (Before Cash Flow Adjustments)		135,552	(319,770)	(246,047)	816,077	1,886,081
Actual Student Enrollment		188	249	401	574	689
Total Paid Student Enrollment		188	249	440	536	623

Year 3 enrollment is wrong - DJH

		Year 1	Year 2	Year 3	Year 4	Year 5
		2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
		*Year 1 should tie to Totals for Year 1 on Tabs 3 and 4				
REVENUE		Per Pupil Revenue Percentage Increase				
REVENUES FROM STATE SOURCES		0.0%	4.0%	4.0%	4.0%	4.0%
Per Pupil Revenue	CY Per Pupil Rate					
School District 1 (Enter Name)	12,443	2,339,284	3,222,239	5,396,798	8,034,096	10,029,463
School District 2 (Enter Name)	-	-	-	-	-	-
School District 3 (Enter Name)	-	-	-	-	-	-
School District 4 (Enter Name)	-	-	-	-	-	-
School District 5 (Enter Name)	-	-	-	-	-	-
School District 6 (Enter Name)	-	-	-	-	-	-
School District 7 (Enter Name)	-	-	-	-	-	-
School District 8 (Enter Name)	-	-	-	-	-	-
School District 9 (Enter Name)	-	-	-	-	-	-
School District 10 (Enter Name)	-	-	-	-	-	-
School District 11 (Enter Name)	-	-	-	-	-	-
School District 12 (Enter Name)	-	-	-	-	-	-
School District 13 (Enter Name)	-	-	-	-	-	-
School District 14 (Enter Name)	-	-	-	-	-	-
School District 15 (Enter Name)	-	-	-	-	-	-
School District - ALL OTHER	-	-	-	-	-	-
TOTAL Per Pupil Revenue (Average Districts Per Pupil Funding)	12,443	2,339,284	3,222,239	5,396,798	8,034,096	10,029,463
Special Education Revenue		98,643	135,875	227,572	338,781	422,921
Grants						
Stimulus		-	-	-	-	-
DYCD (Department of Youth and Community Developmt.)		124,508	36,754	34,799	33,235	31,671
Other		-	-	-	-	-
Other		-	-	-	-	-
TOTAL REVENUE FROM STATE SOURCES		2,562,435	3,394,868	5,659,169	8,406,112	10,484,055
REVENUE FROM FEDERAL FUNDING						
IDEA Special Needs		-	-	-	-	-
Title I		75,200	99,600	160,400	229,600	275,600
Title Funding - Other		-	-	-	-	-
School Food Service (Free Lunch)		-	-	-	-	-
Grants						
Charter School Program (CSP) Planning & Implementation				-	-	-
Other		-	-	-	-	-
Other		-	-	-	-	-
TOTAL REVENUE FROM FEDERAL SOURCES		75,200	99,600	160,400	229,600	275,600
LOCAL and OTHER REVENUE						
Contributions and Donations		1,050,000	300,000	-	-	-
Fundraising		-	-	-	-	-
Erate Reimbursement		-	-	-	-	-
Earnings on Investments		-	-	-	-	-
Interest Income		-	-	-	-	-
Food Service (Income from meals)		-	-	-	-	-
Text Book		-	-	-	-	-
OTHER		-	-	-	-	-
TOTAL REVENUE FROM LOCAL and OTHER SOURCES		1,050,000	300,000	-	-	-
TOTAL REVENUE		3,687,635	3,794,468	5,819,569	8,635,712	10,759,655

Success Academy Charter School

PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD

*NOTE: If a Planning Year is Taken in the Beginning of the Charter, the Charter Will Be Extended to Encompass Five Years of Operation. Projected Five Year Budget on this Tab Should Be For the First Five Years of Actual Operations.

Total Revenue		3,687,635	3,794,468	5,819,569	8,635,712	10,759,655	
Total Expenses		3,552,082	4,114,238	6,065,616	7,819,635	8,873,574	
Net Income (Before Cash Flow Adjustments)		135,552	(319,770)	(246,047)	816,077	1,886,081	
Actual Student Enrollment		188	249	401	574	689	
Total Paid Student Enrollment		188	249	440	536	623	Year 3 enrollment is wrong - DJH
		Year 1	Year 2	Year 3	Year 4	Year 5	
		2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	
EXPENSES							
ADMINISTRATIVE STAFF PERSONNEL COSTS	No. of Positions						
Executive Management	-	-	-	-	-	-	
Instructional Management	1.00	116,733	200,201	282,130	291,534	301,252	respectively
Deans, Directors & Coordinators	-	-	-	-	-	-	
CFO / Director of Finance	-	-	-	-	-	-	
Operation / Business Manager	3.00	202,261	238,754	249,896	261,557	273,763	
Administrative Staff	-						
TOTAL ADMINISTRATIVE STAFF	4.00	318,994	438,955	532,026	553,092	575,016	
INSTRUCTIONAL PERSONNEL COSTS							
Teachers - Regular	8.00	517,870	869,589	1,244,181	1,785,631	2,214,182	
Teachers - SPED	-						
Substitute Teachers	-						
Teaching Assistants	4.00	212,242	328,974	623,224	819,634	1,028,445	
Specialty Teachers	4.00	258,935	258,935	258,935	258,935	258,935	
Aides	2.00	53,060	54,829	56,657	87,818	90,745	
Therapists & Counselors	3.00	84,897	80,050	90,651	105,381	120,994	
Other	-	39,499	55,555	71,003	79,309	86,502	
TOTAL INSTRUCTIONAL	21.00	1,166,502	1,647,932	2,344,650	3,136,708	3,799,802	
NON-INSTRUCTIONAL PERSONNEL COSTS							
Nurse	-	-	-	-	-	-	
Librarian	-	-	-	-	-	-	
Custodian	-	-	-	-	-	-	
Security	-	-	-	-	-	-	
Other	-						
TOTAL NON-INSTRUCTIONAL	-	-	-	-	-	-	
SUBTOTAL PERSONNEL SERVICE COSTS	25.00	1,485,496	2,086,887	2,876,676	3,689,800	4,374,818	
PAYROLL TAXES AND BENEFITS							
Payroll Taxes		174,177	214,421	307,275	402,968	483,486	
Fringe / Employee Benefits		169,106	232,374	347,118	447,239	527,655	
Retirement / Pension		39,344	57,436	81,182	105,629	126,233	
TOTAL PAYROLL TAXES AND BENEFITS		382,627	504,231	735,575	955,836	1,137,374	
TOTAL PERSONNEL SERVICE COSTS	25.00	1,868,123	2,591,118	3,612,251	4,645,636	5,512,192	
CONTRACTED SERVICES							
Accounting / Audit		13,796	14,072	14,353	14,640	14,933	Assumes a 3% inflation rate
Legal							
Management Company Fee		233,870	322,143	539,545	803,209	1,002,696	9.9975% of Per Pupil Funding
Nurse Services		-					
Food Service / School Lunch		-					
Payroll Services		3,396	3,464	3,533	3,604	3,676	Assumes a 3% inflation rate
Special Ed Services							
Titlement Services (i.e. Title I)							
Other Purchased / Professional / Consulting		71,127	80,492	105,615	133,760	153,738	
TOTAL CONTRACTED SERVICES		322,188	420,171	663,046	955,213	1,175,043	
SCHOOL OPERATIONS							
Board Expenses		-	-	-	-	-	
Classroom / Teaching Supplies & Materials		126,687	150,799	253,646	365,316	436,633	Increases based on enrollment
Special Ed Supplies & Materials							
Textbooks / Workbooks		119,704	90,491	169,421	229,793	244,096	Increases based on enrollment
Supplies & Materials other		27,931	37,734	61,983	90,498	110,802	Increases based on enrollment
Equipment / Furniture		-					
Telephone		-					
Technology		75,474	80,101	88,841	97,761	106,211	
Student Testing & Assessment		19,449	26,156	42,773	62,177	75,798	Increases based on enrollment
Field Trips		16,360	22,101	36,304	53,006	64,898	Increases based on enrollment
Transportation (student)		-	-	-	-	-	
Student Services - other		-	-	-	-	-	
Office Expense		-	-	-	-	-	
Staff Development		90,415	94,020	99,146	104,057	108,206	
Staff Recruitment		69,136	41,918	51,898	53,024	54,176	
Student Recruitment / Marketing		161,316	97,810	121,095	123,723	126,410	
School Meals / Lunch		49,877	67,381	110,684	161,604	197,861	Increases based on enrollment
Travel (Staff)		3,184	5,537	8,336	9,235	9,936	Assumes a 3% Increase
Fundraising							
Other		31,923	35,729	57,256	79,385	93,248	
TOTAL SCHOOL OPERATIONS		791,454	749,777	1,101,384	1,429,580	1,628,274	
FACILITY OPERATION & MAINTENANCE							
Insurance		45,451	48,612	56,316	65,362	71,829	
Janitorial		-	-	-	-	-	
Building and Land Rent / Lease		21,224	21,649	22,082	22,523	22,974	Assumes a 3% Increase
Repairs & Maintenance		11,461	15,246	23,848	32,940	39,285	
Equipment / Furniture		467,181	242,665	561,690	668,382	423,978	This amt is largely comprised of fixed assets, to be capitalized on the Bal Sheet.
Security		-	-	-	-	-	
Utilities		-	-	-	-	-	
TOTAL FACILITY OPERATION & MAINTENANCE		545,317	328,172	663,935	789,207	558,065	
DEPRECIATION & AMORTIZATION		-	-	-	-	-	
DISSOLUTION ESCROW & RESERVES / CONTIGENCY		25,000	25,000	25,000	-	-	
TOTAL EXPENSES		3,552,082	4,114,238	6,065,616	7,819,635	8,873,574	
NET INCOME		135,552	(319,770)	(246,047)	816,077	1,886,081	

DESCRIPTION OF ASSUMPTIONS

Success Academy Charter School
PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD

*NOTE: If a Planning Year is Taken in the Beginning of the Charter, the Charter Will Be Extended to Encompass Five Years of Operation. Projected Five Year Budget on this Tab Should Be For the First Five Years of Actual Operations.

						DESCRIPTION OF ASSUMPTIONS
Total Revenue	3,687,635	3,794,468	5,819,569	8,635,712	10,759,655	
Total Expenses	3,552,082	4,114,238	6,065,616	7,819,635	8,873,574	
Net Income (Before Cash Flow Adjustments)	135,552	(319,770)	(246,047)	816,077	1,886,081	
Actual Student Enrollment	188	249	401	574	689	
Total Paid Student Enrollment	188	249	440	536	623	Year 3 enrollment is wrong - DJH
	Year 1 2011-2012	Year 2 2012-2013	Year 3 2013-2014	Year 4 2014-2015	Year 5 2015-2016	
ENROLLMENT - *School Districts Are Linked To Above Entries*						
School District 1 (Enter Name)	188	249	401	574	689	
School District 2 (Enter Name)	-	-	-	-	-	
School District 3 (Enter Name)	-	-	-	-	-	
School District 4 (Enter Name)	-	-	-	-	-	
School District 5 (Enter Name)	-	-	-	-	-	
School District 6 (Enter Name)	-	-	-	-	-	
School District 7 (Enter Name)	-	-	-	-	-	
School District 8 (Enter Name)	-	-	-	-	-	
School District 9 (Enter Name)	-	-	-	-	-	
School District 10 (Enter Name)	-	-	-	-	-	
School District 11 (Enter Name)	-	-	-	-	-	
School District 12 (Enter Name)	-	-	-	-	-	
School District 13 (Enter Name)	-	-	-	-	-	
School District 14 (Enter Name)	-	-	-	-	-	
School District 15 (Enter Name)	-	-	-	-	-	
School District - ALL OTHER	-	-	-	-	-	
TOTAL ENROLLMENT	188	249	401	574	689	
REVENUE PER PUPIL	19,615	15,239	14,513	15,045	15,616	
EXPENSES PER PUPIL	18,894	16,523	15,126	13,623	12,879	
CASH FLOW ADJUSTMENTS						
OPERATING ACTIVITIES						
Example - Add Back Depreciation	-	-	-	-	-	
Other	-	-	-	-	-	
Total Operating Activities	-	-	-	-	-	
INVESTMENT ACTIVITIES						
Example - Subtract Property and Equipment Expenditures						
Other	-	-	-	-	-	
Total Investment Activities	-	-	-	-	-	
FINANCING ACTIVITIES						
Example - Add Expected Proceeds from a Loan or Line of Credit	-	-	-	-	-	
Other	-	-	-	-	-	
Total Financing Activities	-	-	-	-	-	
Total Cash Flow Adjustments	-	-	-	-	-	
NET INCOME	135,552	(319,770)	(246,047)	816,077	1,886,081	
Beginning Cash Balance	-	135,552	(184,218)	(430,264)	385,812	
ENDING CASH BALANCE	135,552	(184,218)	(430,264)	385,812	2,271,893	

35. Provide supporting evidence in the form of a narrative that the start-up budget plan, the first-year operational budget and cash flow, and the five-year budget plans are fiscally sound and that the proposed school would have sufficient start-up funds available to it.

Revenue

A large portion of the start-up funding will come from private donors. The school already has verbal commitments from numerous philanthropists as well as written commitments that have been enclosed in our. In addition, the Success Charter Network (SCN) has significant philanthropic backing. SCN will be able to advance the new school funds. This will cover any and all shortfalls that the new school may have.

As far as public funding, the revenue assumptions are conservative. This model does not count on investment income or general donations from the public—both of which have provided considerable income to the four Harlem Success Academy Charter Schools (HSA) already in operation. In every instance numbers have been budgeted as conservatively as possible. The values are either based in historical values from HSA's negotiated contracts or are based on specific rationales.

For example, New York City Department of Education (DOE) per pupil funding will most likely not rise significantly in the coming years; therefore, the numbers in the budgets were arrived at through a historical mapping of the value over the last twenty years as well as consideration of the current economic environment. The figure assumes that the per pupil figure of $12,443 predicted from the New York City Department of Education for 2009-2010 will increase by 4% each year.

The Special Education money that schools receive has been calculated in a similar fashion. Since this school will serve a population similar to the existing Harlem Success Academies, the number of children that are assumed to be eligible for this money is based on the proportion of students enrolled at SCN's current schools currently receiving SETSS funds. This proportion is then applied to the expected number of students enrolled.

SCN schools receive Title funding, and since this school will serve a very similar population, it is reasonable to assume that it would receive similar funds, pending its authorization.

DYCD funding is a New York City grant given as a lump sum in the first year ($51,000) of operations and then on a per child basis for each new child ($391) in subsequent years. These numbers have not been scaled as they seem to be constant year-to-year.

The Walton Foundation has funded the Harlem Success Academy schools in the past. We will work closely with them to ensure that our continued growth within Harlem aligns with their grant-making goals.

Expenses
The expense line items are based on SCN's experience in opening and running four schools and are generously funded to allow for any increase in need. This overly generous allocation has been performed with each line item in order to increase the conservatism of the budget.



Financial Policies and Procedures Manual

2009 - 2010

Attachment 35-3

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ESTABLISHING A SYSTEM FOR PROPER ACCOUNTING

I System of Internal Control

The objectives of a system of Internal Controls are to provide the Board of Directors with reasonable, but not absolute, assurance that assets are safeguarded against loss from unauthorized use or disposition, and that transactions are executed in accordance with management's authorizations and recorded properly to permit the preparation of *financial statements* in accordance with generally accepted accounting principles. It is understood that Success Charter Network will not always be able to have complete separation of duties. A certain amount of reliance must be placed on the hiring of honest and competent staff.

II. Overview of Internal Controls

The accounting function significantly depends on the senior manager's ability to receive timely, competent and complete accounting information. For this reason, internal control is the first and primary element of the accounting system. The importance of internal control cannot be overemphasized. An analysis of internal control helps quantify the extent to which the accounting records of the Network can be relied upon.
Internal control is designed to provide reasonable, cost-effective assurance of safeguards against unauthorized access to or use of the enterprise's assets, that the financial records and accounts are sufficiently reliable for reporting and management purposes, and of compliance with applicable laws and regulations. Management of the Network is responsible for the design and operation of the accounting, reporting and internal control systems of the Network. Internal control can only provide reasonable assurance of achieving the Network's internal control objectives--internal control can be breached by unintentional noncompliance or neglect, management override, intentional noncompliance, or collusion.

III. Control Environment

Control environment primarily relates to the Network's politics, management philosophy, and structure, method of assigning authority and responsibility, and operating style. From an accounting point of view, the optimum enterprise environment is one in which management and employees are knowledgeable and exhibit honesty and integrity; there is a regular flow of information both up and down the corporate structure; teamwork is emphasized at all levels; employees receive regular evaluation, education and training, have access to and consult with necessary resources, use good judgment, are properly supervised, complimented, or rewarded when appropriate and warranted and commensurately compensated; voluntary recognition of mistakes is encouraged and considered part of the solution process; employees are fairly reprimanded in confidence;

there is a commitment to competence, integrity and ethical values; and the board of directors actively and objectively performs its duties.
Those policies will substantially increase the integrity of the accounting system. In the alternative atmosphere, the likelihood of error, misinformation, and cover-up in the accounting system is substantially increased. Of course, it is possible, given a particular circumstance, that any one of the above-listed policies may not be the best course of action from the Network's viewpoint and should not be followed at a particular time; nevertheless, those policies should remain in overall practice to maintain the integrity of the accounting system.

IV. Risk Assessment

Risk assessment includes the identification, analysis, and management of risks relevant to the preparation of proper financial statements that are fairly presented in conformity with Generally Accepted Accounting Principles. Possible risks might include internal or external factors that may adversely affect the Network's ability to appropriately record, process, summarize, and report all financial occurrences and data. Management must consider the significance or magnitude of identified risks, the likelihood that the risk will occur, and how the possibility of risk should be managed, or whether to accept certain risk levels because of cost or other considerations.

Risk can arise from an unlimited number of possible circumstances, and, in fact, it is impossible to eliminate all internal control risks, let alone attempting to eliminate all risks cost effectively. Statement on Auditing Standards 78, amending SAS 55, identifies the following circumstances as possibly causing an increase or change in internal control risk: changes in regulatory or operating environment; new personnel with different focus on internal control; changes in information systems; rapid business expansion; new lines, products, activities or technologies; corporate restructuring (including changes in management or staff reductions); expansion or acquisition of foreign operations; and new or changes in accounting principles. Several of these circumstances are very relevant to the Success Charter Network.

V. Control Activities

Control activities are the policies and procedures that help ensure that management directives are carried out, such as financial performance reviews, information processing (to check the accuracy, completeness, and authorization of transactions), physical controls (primarily to safeguard assets from theft or loss), and segregation of duties (such as between persons who are responsible for authorizing and recording transactions, and maintaining custody of assets). For example, broad policies and procedures may include:
1. Adoption of a documented hierarchical structure of authority and responsibility within the enterprise and the accounting/financial function.
2. Required receipt of informed authorization for specific transactions and activities.
3. Segregation of duties and responsibilities within the transactional process.

4. Design and use of adequate transaction documents and records.
5. Maintenance of secured and limited access facilities.
6. Periodic independent verification, testing, or investigation of the operations of the accounting records and internal control system.

7. Controls safeguarding the activities between SCN and its managed schools are detailed in the following sections. Board of Trustees, School Leader, and SCN Department head signatures with document trails (primarily by email) are the key ways in which the finance team will ensure that only authorized transactions are taking place, and providing necessary backup for all inter-entity activity that is overseen by the SCN finance team. In these cases the finance team is acting in the best interest of schools as well as network to ensure that all procedures are being duly carried out.

VI. Information and Communication

Information and communication refers to the methods and records established to accurately, completely, and timely identify, classify, value (or revalue), record (including in the proper period), process, summarize, and report all entity transactions, events and conditions, and to maintain accountability for the assets, liabilities, and equity.

VII. Monitoring

Monitoring refers to the long-term assessment of the design and operation of internal control performance on a regular and timely basis, and taking corrective actions.

Title: **REVENUE & CASH RECEIPTS**

Policy: **Accurate internal control of cash/grants receipts and deposits will be maintained at all times.**

Purpose: **To establish the procedures to be followed for receiving, applying and depositing cash receipts.**

Scope: **This procedure applies to all funds received by Success Charter Network and the Success Academies 1-7 (SCN and SA)**

Procedure:

I. CHECKS

1.0 SCN: A spreadsheet Receipt Schedule tracking all cash and check receipts is to be kept and updated by the Office Manager, the External Affairs Assistant, and the Director of Finance. The Office Manager enters all cash receipts on the Schedule, while the External Affairs Assistant enters all checks. The Office Manager forwards and received checks to External Affairs Assistant. The External Affairs Assistant then stamps any checks with a "For Deposit Only" stamp and records these checks in the Schedule before forwarding them to Finance Assistant.

1.5 SCHOOLS: If office manager at school receives check, they remove contents, scan copy to forward to EA and Finance associate alerting them to the check's arrival. The original check will then be sent by inter-office mail to director of finance so that steps 1.0, 2.0 and onwards can be completed.

2.0 EA emails the relevant parties when a check comes into the development team and enters it into their schedule. Any restrictions associated with the revenue should be noted. Then they bring the checks to the finance department to be entered. Finance Assistant copies checks and prepares a bank deposit slip for the relevant entity and presents the slip to the Director of Finance to compare to the development Schedule.

2.5 In the case of government grants, the grants manager will review and clarify the name of grant, then will pass it on by email or paper to EA and step 2.0 will take place moving onto 3.0.

3.0 Finance Assistant deposits checks in Bank and saves counter deposit receipt. Upon return to the office, Finance Assistant presents deposit receipt to Director of Finance for review and reconciliation with the Schedule.

4.0 Counter deposit receipt, deposit slip carbon copy, and check copies are scanned and filed in the Accounts Receivable folders, and the hard copies are filed together in the Operating Account binder. The operating account binder will

contain all checks received, wire transfers in and out, and bank statements. In addition these will be saved in the Direct Disbursements and Receipts Folder in Finance folders.

5.0 Finance Assistant makes Deposit Entry in accounting software. Any restrictions associated with the revenue will be entered. In the case of a grant, new funding source will be set up with budget requirements and pertinent milestones of funding listed.

6.0 Acknowledgement letter prepared by development team, and any email confirmation of funding will CC the director of finance and relevant parties.

II. WIRE TRANSFER RECEIPTS

1.0 SCN and SCHOOLS: At least once per week or as often as wire transfers occur, Finance Assistant accesses entity's bank account information online to monitor account balances and activity.

2.0 When a wire transfer is requested, Finance Assistant provides requisite bank information to the wire source.

3.0 Finance Assistant will email all relevant parties when wire transfers as revenue come into the bank account.

4.0 Finance Assistant gathers relevant documentation (e-mails, promises of donations, grant letters etc.) to prepare for wire entry in accounting software.

5.0 When wire transfer posts to bank account, Finance Assistant prints out online documentation of the transaction and files with information previously gathered. All documentation is then scanned with all backup documentation and filed in the Accounting folder under Bank Deposits and Transfers, in the bank account where the wire is entering.

6.0 Wire transfer is entered into accounting software by Finance Assistant, using gathered documents for information on wire source and credit for donation. All wire transfer confirmations from bank and supporting documents are then filed in the Operating Account binder.

III. CASH

1.0 Cash received for any reason shall be counted by the receiver and given to the Office Manager, who will record the total in the Receipt Schedule. All monies are to be stored by the financial staff in a secure locked place, separated by the account to which it is to be deposited. All checks received shall be filed with the cash in the locked box until being deposited.

2.0 On a periodic basis, the financial staff will count all of the money for each account and fill out deposit slips to include cash and checks to be deposited into each account, following the procedure detailed above (**I. CHECKS**).

IV. REVENUE RECOGNITION

1.0 The Finance Assistant may create receivables in accounting software for standard network funding, unrestricted and restricted philanthropic contributions, restricted grants and donated services.

2.0 Standard network funding: funding that is reasonably predictable and related to expenditures throughout the year shall be considered earned and collectible evenly throughout the year.

3.0 Revenues from unrestricted philanthropic contributions will be considered earned and collectible once a pledge has been made in writing and the CEO is confident that the cash will be received.

4.0 Revenues from restricted grants or restricted philanthropic contributions will be considered earned evenly throughout the related fiscal year(s) or grant period once a pledge has been made in writing (or grant award letter) and the CEO is confident that the cash will be received. Restricted revenues shall only be recognized to the extent that there is a reasonable expectation that the Network will spend the funds in accordance with the restrictions.

5.0 Donated services are recorded only in cases where they relate to specialized skills that would have to be purchased if not donated and be provided by someone having those skills.

V. IN KIND GOODS AND SERVICES

0.0 In the case of In-Kind donations we will assess the fair market value of the donation and book it in the system.

1.0 Finance Assistant will work with other departments to gather receipts associated with In-Kind donations when applicable. This backup will be saved with the tax letter in an AR folder.

Title: **TRANSFERS BETWEEN SCN AND SA ACCOUNTS**

Policy: **Proper internal control will be followed to ensure that only valid and authorized transfers are made. Systems of alerts, approval and storing back-up will ensure the proper tracking of moneys transferred between accounts. *(For incoming electronic funds transfers see revenues-wire transfers)***

Purpose: **To explain the procedures for preparing, documenting and making transfers.**

Scope: **This procedure applies to all transfers made into and between the Accounts held under SCN; The Success Academies 1-7, Friends of Gotham, and SCN.**

I. TRANSFERS BETWEEN ENTITIES

1.0 SCN AND SCHOOLS: To record transfers between accounts, the finance assistant will provide the back-up documentation for transfer to director, and receive confirmation that funds should indeed be moved. The assistant/associate will move the funds and print transfer confirmation to scan and save with the backup documentation.

2.0 The folder entitled "Bank Deposits and Transfers" lists all the bank accounts by entity. Each transfer should be saved with the date, initials of person making transfer, and the backup documentation. The records should be kept in the account where the transfer originated.

II. MANAGEMENT FEES

1.0 For management fees of schools given to Network on a bi-monthly schedule, the invoices with signatures of principals must be presented by email to principal for approval and the transfer made for same amount into the SCN operating or school fees account. Then the transfer confirmation page will be printed out and scanned in with the initials of the person who did the transfer, any comments they have, and the backup documentation. As noted above, the records of transfer will be saved in the shared drive under the folder of the account which money left from, and the finance assistant should enter the transfers into the accounting system.

III. DUE FROM INVOICES

1.0 When the Network makes payments on behalf of the schools, the invoices and payments are processed with the additional step of creating invoices for each school. On a monthly basis, the Finance Associate will generate the invoices for

each school and email to the Principals for their approval before transfers are made.

4.0 The due to/due from transfers should be done in a similar fashion to the management fees. Transfers should happen monthly and be entered in accounting system.

5.0 Transfers made out of the grant accounts of any entity must be accompanied by a report detailing the expenses and the total of restricted funds being moved into general operating. The backup invoices are preferable for documentation in addition to the general ledger report showing that expenditures were in fact made *(See grants management for more details).* The SCN grants account will either put the funds into the operating if general expenditures, or the school fees account if salary related.

Title: **PURCHASING & ACCOUNTS PAYABLE**

Policy: **Proper internal control will be followed to ensure that only valid and authorized payables are recorded and paid. Accounting procedures will be implemented to ensure the accuracy of amounts and general ledger coding, and the appropriate timing of payments.**

Purpose: **To explain the procedures for documenting, recording and issuing payments for accounts payable transactions.**

Scope: **This procedure applies to all purchases and invoices for SCN and SCHOOLS**

Procedure:

I. PURCHASES

1.0 All purchases are requested by employees to the Operations Associate. The Operations Associate seeks best price, quality and prepares purchase order for significant expenditures. The Operations Associate or other SCN or School staff must entertain a minimum of three bids for all items > $10,000 and choose what s/he esteems to be the best deal, taking into consideration both quality and cost. All bids must be submitted in writing.

1.5 Contracts made with vendors must be signed by the relevant department director, and CEO/COO. These serve as reference for invoices made on a regular basis.

2.0 SCN and SCHOOLS: The Operations Manager or Associate presents the purchase orders to the CEO/COO/CFO or Principal, who approves the items for purchase. All invoices and contracts greater than $25,000 must be approved by the Board Treasurer or Chairman in writing, electronically, or via fax.

2.5 SCHOOLS: The Principal and board treasurer of each school must authorize within the purchase order system or by physical signature any expenditure over $25,000 by their school at the point of the purchase order.

3.0 The Finance Assistant then makes a copy of the Purchase Order for files.

4.0 The Operations Associate, and all those dealing with outside vendors, shall inform the vendor of the Network's tax-exempt status and provide the vendor with a tax-exempt letter.

5.0 SCN and SCHOOLS: The Operations Associate or Operations Manager shall receive and sign for all goods shipped to the site, verifying that the shipped goods match the packing slip, invoice and purchase order.

6.0 The Finance Associate will determine whether the Vendor is eligible for a 1099 and if so will enter relevant details and track the expenses to send out forms based on a calendar year.

II. PAYMENTS

1.0 Invoices/bills are received by the Office Manager in the mail and distributed to the Finance Assistant for approval.

1.5 SCHOOLS: Operations managers review with principals the PO's and get approval for them weekly. They will also get any invoices signed when the amount was over 20% of originally approved amount.

2.0 SCN: Finance Assistant separates invoices that have no approved PO and those that deviate from their approved PO by more than 20%; these will require additional approval from CFO/Director of Finance.

3.0 SCN and SCHOOLS: Finance Assistant distributes invoices electronically (or physically) to Operations Associate and Department Heads for signatures/confirmation of receipt and approval as needed. Invoices for any product or service not ordered by the Operations Associate should be signed by the head of the department that placed the order. No invoices are processed without the proper approval signature. Finance Assistant prints out approved Purchase Orders corresponding to invoices, and any pertinent correspondence.

4.0 In cases where payments for a good or service are required on a regular basis (e.g. equipment lease payments, insurance payments, etc.), a one-time, blanket Purchase Order may be submitted, allowing for a fixed amount of money to be spent on a particular good or service over a set time-frame once approved. The Finance Assistant will enter a new line item into the blanket Purchase Order whenever an invoice for the good or service is to be paid, deducting the current amount due from the total remaining amount allowed to be spent. Invoices for blanket POs require signed approval of the director of finance/CFO.

5.0 Invoices that have the proper approval are entered into accounting software and checks are processed for these invoices.

6.0 Finance Assistant submits invoices requiring additional approval —where the actual amount is 20% greater than PO amount---to the CFO/Director of Finance.

7.0 When all invoices have received approval, Finance Assistant generates checks for all invoices and submits these checks to the Director of Finance for signature. Dual signature is required by the CFO/COO for all purchases > $10,000. The CEO will need to be one of the 2 signatures on checks > $15,000. E-mail approval from the Board Treasurer is required for all checks > $25,000 that do not already have an approved blanket PO.

8.0 SCN for SCHOOLS: Principal of the schools will be made aware of and authorize by email, fax or signature the management fees and due to/due from payments which take place on a bi-monthly and monthly basis and give approval by email. (See also the transfers policies).

9.0 The Finance Assistant scans the check, the invoice, and all of the supporting documentation into appropriate electronic file and files paper back-up into the Check Binders.

10.0 Finance Assistant mails checks with appropriate back-up documentation, e.g., a copy of the invoice.

11.0 Any checks that need to be voided should be stamped “Void” and scanned and filed to the appropriate electronic file. The physical checks should be filed into the Check Binder.

Title: **EMPLOYEE-INCURRED EXPENSE REIMBURSEMENTS***

Policy: **Proper internal control will be followed to ensure that only valid and authorized travel and entertainment expenses are recorded and paid. Accounting procedures will be implemented to ensure that expenses are properly approved and documented, and charged to the appropriate program or grant where applicable.**

Purpose: **To explain the procedures for documenting, recording and issuing payments for employee-incurred expenses.**

Scope: **All employee-incurred expenses.**

Procedure: ***Note that reimbursements which do not include alcohol or other purchases which cannot be paid for with government funds will be part of employee direct deposit.**

I. EXPENSE REIMBURSEMENTS

1.0 SCN and SCHOOLS: Expense reimbursement forms are completed by each employee and submitted to the Principal or CEO/COO for approval. The Principal/CEO/COO submits the reimbursement form to the Finance Assistant for payment.

2.0 Receipts must be included for all expenditures. This supporting documentation is required for all expenses regardless of payment method. Documentation of expenses incurred should comply with IRS requirements and clearly show the following:

- Date
- Names of employees for whom expense was incurred, or in the case of business meetings, names of those attending business meeting
- Location
- Subject discussed/Purpose of travel
- Amount

3.0 The Finance Assistant presents all of the expense reports and supporting receipts to the Director of Finance once a week for review and approval.

3.1 For expenses incurred by the Director of Finance and Principals, approval of the CEO is required for reimbursement.

3.2 For expenses incurred by the CEO, approval of the Board Treasurer in writing, electronically or via fax is required for reimbursement, as well as the signature of the Director of Finance/CFO.

4.0 When the reimbursement report has been approved, the Finance Assistant generates a check. The Director of Finance signs the checks. Finance Assistant scans the check and supporting expense report and receipts and issues the check to the employee. Finance Assistant then files all of the supporting documentation electronically with hard copies in the Check Binder.

5.0 Employees are eligible for reimbursement on all meals purchased while traveling for business purposes up to the following limits: $10 per person per breakfast per day, $15 per person per lunch per day, $25 per person per dinner per day. If others are being paid for as well (in case of a lunch meeting) their names must be listed. An exception may be made on a case-by -case basis by the CEO. When an exception is sought by the CEO, approval shall be required by the Director of Finance and the Board Treasurer via signature, fax, or e-mail.

6.0 Employees will be fully reimbursed for travel and lodging expenses on the understanding that the employee has sought the most economical and practical lodging and travel arrangements, with due consideration given to available public transportation and proximity of the site of lodging to the local business site. If an employee uses his or her own vehicle for travel, reimbursement for mileage will be at current federal rates. Gas receipts should be submitted for reimbursement.

7.0 Per Employee handbook, cabs may be taken after 9pm and expensed to the Network. Travel between the 7 schools we will reimburse up to $7. Please note these trips on the expense report.

Title: **CORPORATE CARD EXPENSES**

Policy: **Proper internal control will be followed to ensure that only valid and authorized corporate card expenses are recorded and paid. Accounting procedures will be implemented to ensure that expenses are properly approved and documented, and charged to the appropriate program or grant where applicable.**

Purpose: **To explain the procedures for documenting, recording and making payments on corporate credit cards.**

Scope: **All company expenses not payable by check.**

Procedure:

I. CORPORATE CARD EXPENSES

1.0 SCN and SCHOOLS: Non-travel related purchases on corporate credit cards should only take place when a vendor refuses to invoice the Success Charter Network/Success Academies at a later date.

2.0 When an employee completes a credit card purchase he or she returns credit card with the original receipt. The department director records receipt of the card on the Credit Card Sign Out Sheet and records the purchase on the Credit Card Report. Should an employee not provide the director with an original receipt, he or she risks being held personally liable for charges made to the card.

3.0 When an employee completes a credit card purchase he or she returns credit card with the original receipt. The department director records receipt of the card on the Credit Card Sign Out Sheet and records the purchase on the Credit Card Report. Should an employee not provide the director with an original receipt, he or she risks being held personally liable for charges made to the card.

4.0 SCN and SCHOOLS: With the approval of the department director/principal and the Director of Finance, an employee may request possession of a corporate card while traveling on business. Upon return to the office, the employee must present the department director or ops manager with receipts for ALL purchases. Should the employee not supply receipts or should the employee not follow the travel expenditures guidelines, he or she risks being held personally liable for charges made to the card during the time of travel.

5.0 SCN and SCHOOLS: Monthly, upon receipt of the credit card statement, the financial department will provide a copy of the statement to each department director and school operations manager. The department director should reconcile the credit card statement to the Credit Card Report and Sign Out Sheet. At this time the department director should highlight any unauthorized charges. Once reconciled, the Credit Card Sign Out Sheet, the Credit Card Report, approved Purchase Orders, and original receipts should be returned to the Finance Department.

5.5 SCN: Purchases made by SCN departments with school credit cards on behalf of the schools should be made on the operations director's card for each school and timesheet should be filled out accordingly. The employees listed on this sheet will be responsible for gathering the receipts each month under the supervision of the operations associate and submitted to the finance department to reconcile. Then proceed to steps 5.0 and 6.0 and following.

6.0 After approval is received the Finance department will pay the credit cards online and print out the payment receipt. This should be scanned along with the Credit Card Report, Credit Card Sign Out Sheet, the statement and relevant receipts, and filed electronically. The hard copies should be filed in the Credit Card Binder.

7.0 The Finance department will enter the credit card charges and payment into the accounting software. Adjustments will be made when necessary if a charge was made on behalf of one of the schools. Each school will be invoiced monthly. After principal approval, the network will be reimbursed for purchases made on behalf of the school.

8.0 Should a Success Charter Network employee recognize that a credit card is lost or stolen, he or she should immediately notify the Finance Department.

Title: **PETTY CASH EXPENSE RECONCILIATION**

Policy: **Proper internal control will be followed to ensure that petty cash is only distributed for valid and authorized purchases. Accounting procedures will be implemented to ensure that expenses are properly approved and documented, and charged to the appropriate program or grant where applicable.**

Purpose: **To explain the procedures for documenting, recording and distributing petty cash.**

Scope: **All company expenses not payable by check or credit card (eg. Gratuity on Services and Deliveries).**

Procedure:

I. PETTY CASH EXPENSES

1.0 SCN and SCHOOLS: Directors, Principals and Teachers should front money for most day to day expenditures. Reimbursements come with payroll as direct deposit (where applicable) and the receipts allow us to track our spending more accurately. Petty cash will be primarily used for specific projects that have been approved, such as Student Recruitment cabs. Employee will alert finance team of the amount needed over specific time period (2 days or 4 weeks). S/he may then distribute the approved amount. An employee may take no more than $200 in a 24-hour period from the petty cash funds. The employee responsible for petty cash fund should track the expended petty cash and submit the record when the project has been completed.

2.0 SCHOOLS and SCN: Finance Assistant records date, amount of petty cash distributed and the name of the employee to whom it was distributed in the Petty

Cash Receipts and Disbursements Schedule. Also should include the project/event for which money is used.

2.5 SCHOOLS: A log of petty cash received for miscellaneous purchases must be kept. SAC will enter in the schedule of when money was received and for what reason. Operations Manager will store the petty cash in the safe at the school site, but will not give it out unless directed to by the finance team. When amount of petty cash received reaches $200, the Operations manager will contact the Network finance staff so that it can be collected and deposited.

3.0 SCN: (At least) Once a month or when alerted by the operations manager, an SCN finance team member will travel to each school, take any petty cash over $200 and deposit in the bank account with the schedules from schools as back up.

3.0 SCN and SCHOOLS: Any employee who receives petty cash must return a receipt as well as any change for the purchase. Any employee who returns without a receipt may be held personally liable for the entire amount of the purchase. Finance Assistant records amount of change received in the PC Reimbursement Form and verifies the change received corresponds to the purchase amount shown on the receipt.

4.0 SCN: Regularly the Finance Assistant will submit the Petty Cash Logs collected from schools and specific project leaders to the Director of Finance who will reconcile the account via a journal entry.

Title: **CASH MANAGEMENT**

Policy: **The cash flow model must be created on an annual basis as part of the annual budget process and updated on a monthly basis given all the information available at that time. Bank accounts must be reconciled on a monthly basis.**

Purpose: **To outline the policies and procedures employed in the Network's management of cash for developing and updating the cash flow model and handling the bank reconciliations.**

Scope: **This policy statement applies to all bank accounts maintained by the Network.**

Procedure:

I. BANK RECONCILIATIONS

1.0 The Director of Finance receives and reviews the bank statement before forwarding it to the Finance Assistant. Finance Assistant reconciles all transactions with the accounting software bank account register and prints and files the reconciliation report. This procedure takes place on a monthly basis.

2.0 The Finance Assistant keeps a copy of this bank reconciliation and a copy of the bank statement electronically in the Bank Rec. Binder arranged by month.

II. INVESTMENT POLICIES

1.0 If, upon review of Director of Finance, it is determined that the funds in the Network Operating Accounts are consistently in excess of those necessary to run the Network, these excess funds may be invested in separate interest-bearing checking or money market accounts as a means of developing capital for future expenses. Long-term investments shall be administered by the Director of Finance with approval from the Board of Trustees.

III. OPENING AND CLOSING BANK ACCOUNTS

1.0 Board Resolutions are required to open or close bank checking accounts. The resolution shall describe the purpose of the account, signatories and signatories' authority. The Director of Finance shall secure any necessary board resolutions to open or close a Network bank checking account.

2.0 The board shall approve the opening of new accounts within the SCN umbrella account for the management of revenue that comes in before the schools can officially open their own bank accounts. The boards of these schools will thus write checks to the Network and have the money clearly marked as restricted until it can be moved into the schools' operating accounts. (See also the transfer section in regards to policies about tracking the moving of funds between accounts.)

IV. CASH FLOW MODEL

1.0 On an annual basis, as part of the budget process, the Director of Finance prepares an annual cash flow worksheet where the expenditures for the network are first plotted on a monthly basis, flowing into a twelve-month model. Once the expenditures are plotted on this timeline, in conjunction with the CEO, the projected revenue flows are also plotted on a timeline. This cash flow model indicates, at an early point, the months during which the network will face difficult cash flow issues.

2.0 On a monthly basis, once the accounting close has been completed, the Director of Finance updates the cash flow model given all information available to him/her as of that time and forwards the model to the CEO for comments and/or additions. In the event of a critical situation, the cash flow model will be discussed with the Board Treasurer immediately, and remedies will be made. Such circumstances will be addressed at the next scheduled Board meeting.

3.0 In conjunction with the Board of Trustees, HSACS will address these difficult cash flow issues and contact banking institutions and current funders, as deemed appropriate.

Title: **BUDGETING PROCESS**

Policy: **The Board of Trustees shall approve an annual operating budget for the Network. Any significant adjustments to the budget during the year shall be approved on a quarterly basis. The Network shall manage its budget throughout the year and make adjustments as needed.**

Purpose: **To outline the procedure for development and management of an annual budget.**

Scope: **All budgets for the Network.**

Procedure:

I. DEVELOPMENT OF BUDGET

1.0 The Director of Finance, CEO and SCN department heads shall develop the Network's annual operating budgets. Revenues shall be budgeted based on information provided by the relevant entity providing the monies, such as board donors. Budgeted expenses shall be allocated in accordance with the Network's chart of accounts. Personnel expenses shall be budgeted in detail, including, to the extent known, individuals' names, positions and estimated salaries. Other, non-personnel expenses shall be budgeted based on the best available information including prior agreements and historical information, as well as projected changes to the program.

2.0 SCHOOLS: Director of Finance in conjunction with the SCN department heads will prepare budgets that include the expenses projected for each school in conjunction with their services. The Finance associate/team will review, give feedback and present to principals of schools for their approval and to the board of trustees. Feedback from these groups will be taken into accounts when finalizing the budgets for the year.

3.0 Finance Associates will enter the budgets into the accounting software and evaluate whether changes to chart of accounts are needed. When applicable, budgets will contain contingencies agreed upon by relevant parties.

II. MANAGMENT OF BUDGET

1.0 The Director of Finance and/or CEO shall periodically review the Network's budget vs. actual spending. This review shall be based on reports generated by the finance group that give summary level information. In addition, the finance group shall provide more detailed information, as requested by any of the above

individuals, including specific invoice information. During the periodic meetings, changes shall be made to the Network's full year forecast to account for any unplanned revenue changes, any unplanned new hires, terminations, or other personnel changes, as well as any changes in line-item other than personnel spending, based on both year-to-date historical information and projected spending for the remainder of the year. The updated forecast shall be provided to the Board at least quarterly for their review and questions.

Title: **GRANT MANAGEMENT**

Policy: **All costs reported to funders are reconciled to the books and records prior to submission.**

Purpose: **To outline the procedure for management of government grants as well as tracking the use of private grants and donations**

Scope: **The and7Success Academies**

Procedure:

1.0 SCN and SCHOOLS: Some government grants provide specific contract compliance guidelines to which the Network is held accountable. Federal funding guidelines are based on the stipulations provided by certain circulars issued by the United States Office of Management and Budget. These circulars outline the basic principles that indicate the permissibility of costs and hence form an integral part of the Network's knowledge base when carrying out programs funded by federal agencies. The finance group will track and document spending related to restricted grants, including summary or detail information for both personnel and other than personnel costs.

2.0 In the case of all foundation grants, the funding sources will be tracked in the accounting system according to the restrictions listed in the grant agreement, or the relevant correspondence. The backup for these revenues sources—correspondence, compliance forms, payments and other items—will be kept in the accounts receivable folder and clear beginning and end dates should be listed.

3.0 The Finance associates and assistants will collaborate to ensure that the grants listings are readily available to those entering invoices into accounts payable. These funding sources will be marked whenever possible, and the addition of new funding sources; especially with restrictions associated with them, will be approved by the director of finance.

4.0 When applicable, the External Affairs department and those who communicate directly with the grant-makers will review the report and make suggestions.

Title: **CLOSING OF BOOKS AND RECORDS**

Policy: **Records for all bank accounts must be reconciled and closed on a monthly basis.**

Purpose: **To ensure accuracy of bank statements and provide up-to-date information on bank balances.**

Scope: **All bank accounts managed by SCN**

Procedure:

I. MONTHLY ACCOUNTING CLOSE

1.0 SCN must complete its preliminary monthly accounting close on the 20th of the month for the previous month. On this date, all bank reconciliations are completed, and appropriate month-end adjustments are recorded. This preliminary process generates the following reports:

- Statement of Financial Position ("Balance Sheet")
- Statement of Activities for the month-to-date and year-to-date
- Statement of Revenues and Expenses
- Budget Comparison Report for the month-to-date and year-to-date
- Budget Comparison Report for each Restricted Fund/Grant

These reports provide the basis for the Director of Finance to perform certain account analysis in areas where variances seem inappropriate or where additional information is needed. Upon completion of these account analyses and recording of additional adjustments as deemed necessary, the final month-end closing package is prepared and circulated as follows:

- CEO reviews all reports listed above, after revisions.
- Program Directors receive the budget comparison reports, accompanied by detailed general ledgers detailing all transactions for the month, for each grant under their control.
- Treasurer receives the same reports as the CEO, with a cover memo highlighting the significant activity for the month.

II. FINANCIAL PACKAGE FOR BOARD OF DIRECTORS MEETING

1.0 On a quarterly basis, after discussion with the Treasurer, the Director of Finance will circulate the following information to the Board of Trustees:

- Statement of Financial Position
- Statement of Activities for the month-to-date and year-to-date.
- Budget Comparison Report for the month-to-date and year-to-date, incorporating a variance analysis explaining variances in excess of 10% from the actual to the originally approved budget.
- Updated cash flow model (Statement of Operations) for the coming eighteen months, highlighting any periods of difficult cash flows.

2.0 In addition to this package, the CEO provides a fundraising status update indicating the status of the Network's fundraising efforts, open proposals, etc

Title: **CAPITAL ASSETS**

Policy: **Asset acquisitions with a useful life expectancy of greater than one year and with a cost of $1,000 or greater will be capitalized by HSACS and depreciated.**

Purpose: **The purpose of this procedure is to delineate the capitalization and depreciation methods for various asset groups.**

Scope: **All acquisitions of capital assets.**

Procedure:

I. FIXED ASSET INVENTORY

1.0 At the time of acquisition, all assets are identified, tagged and entered into the detailed fixed asset ledger. This database is managed in conjunction with the technology department. The tags are placed in a visible area and provide a clear method of tracing the asset on the floor to the fixed asset ledger. On an annual basis, SCN takes a physical inventory of all capital assets to ensure the completeness and accuracy of the Network's records. Management employees who are not responsible for the custody or record keeping of the assets oversee the inventory process. All assets are examined to determine that they are currently being used. Any assets that are deemed no longer useful and cannot be redeemed for cash will be donated to a non-profit organization.

II. CAPITALIZATION

1.0 All assets with a useful life of greater than one year and costing more than $1,000 will be considered additions to fixed assets and will be capitalized and amortized over their useful lives. Any asset that does not meet the above criteria will be expensed.

2.0 The cost basis of furniture and equipment assets will include all charges relating to the acquisition of the asset including freight charges and installation if applicable.

3.0 Building improvements are to be capitalized if they are major expenses and extend the life of the building. Expenditures incurred in connection with maintaining the building in good working order should be expensed as repairs.

4.0 Assets purchased with government funds are tracked and monitored in the manner outlined above and in accordance with grant guidelines. Certain acquisitions will be expensed if title remains with the funder until the expiration of the grant, at which time the assets revert to SCN unless the funder assigns the asset to another organization.

III. DEPRECIATION

1.0 In general, the depreciation methods/lives for assets should be selected for consistent financial reporting.

2.0 The following depreciation methods and useful lives should be used for the following asset classifications for financial reporting purposes:

Asset Class	*Useful Life*	*Method*
Building Improvements	15 years	Straight Line
Furniture and Fixtures	7 years	Straight Line
Computer Equipment	5 years	Straight Line
Office Equipment	7 years	Straight Line

3.0 **Expenditures such as those for materials, labor, engineering, supervision, salaries and expenses, legal expenses, insurance, overhead, and interest are capitalized as "construction in progress" until the project is completed and placed in service**. No depreciation is taken on construction in progress. Upon completion of construction and placement in service, the asset is removed from construction in progress and entered into the detailed fixed asset ledger under the appropriate classification. Depreciation on the asset begins on the date the asset is placed in service.

***We should track in system accordingly and then adjust when project is complete.**

IV. DISPOSAL

1.0 Disposal of capital assets occurs only after proper authorization has been given by the Director of Finance and the Operations Associate, and the government funding agency, if applicable.

2.0 Control over the disposition of property is maintained not only to preserve the accuracy of the records but also to ensure that assets are safeguarded, improper disposal is prevented, and the best possible terms are received for disposal.

3.0 A disposal form is completed for all disposals. This disposal form is reviewed and approved by a responsible employee who is knowledgeable and not directly responsible for the asset, with ultimate approval by the Director of Finance. No item of property, plant and equipment is removed from the premises without a properly approved disposal form.

4.0 At the time the property is retired, the cost is removed from the appropriate asset account, the related accumulated depreciation, including depreciation to date of disposal, is removed from the allowance for depreciation account, and the profit or loss, adjusted for the cost of removal, is recorded as an income (gain) or expense (loss) item.

5.0 When the disposal is via a trade-in of a similar asset, the acquired asset is recorded at the book value of the trade-in asset plus any additional cash paid. In no instance should such cost exceed the fair market value for the new asset.

Title: **PERSONNEL AND PAYROLL**

Policy: **Proper internal controls will be followed to ensure that employees are qualified and have undergone sufficient background investigations. Further that payroll is executed in a timely and accurate matter**

Purpose: **To outline the procedures for the assembly and keeping of personnel files and recording of payroll.**

Scope: **This policy statement applies to all employees of the Network and Schools.**

I. PERSONNEL FILES AND PAYROLL

1.0 SCN and SCHOOL: An investigation, including checking employee's background, former employers, and references will be made for new hires. All employee fingerprints will be forwarded to the State Education Department and certification of clearance will be kept in personnel file. Employee information will include teacher certification, Form W-4, I-9, employee agreement letter, offer sheet and highly qualified documentation where applicable.

2.0 The CEO's and School Principals salaries and any bonuses must be approved by the Board of Directors and included in the minutes.

3.0 Salaries and bonuses of all other employees will be set by the CEO, with consultation of department directors if applicable. Letters confirming any changes will be kept in personnel files.

4.0 SCN: Payroll for SCN employees will come out of the school fees account unless otherwise noted.

5.0 Once every two weeks, payroll will be processed. Payroll reports will be checked and signed by the Director of Finance and the Director of Human Resources.

6.0 Consultants and contractors who are not employees must complete a contract setting out terms of services, duties, responsibilities and rates. A W-9 will be kept on file for each of these contractors.

7.0 On a quarterly and annual basis, SCN's Director of Finance performs a reconciliation of all salary accounts in the general ledger, as compared to the salary reported by the payroll processing company on the Form 941 and/or other Quarterly Payroll Return. Any variances are researched and cleared within the month following quarter end.

8.0 Employees who are registered for matching 403B will have contribution totals reviewed put into their accounts on a monthly basis.

9.0 All personnel files are kept under lock and key by the Director of Human Resources. All paychecks are kept under lock and key by the Operations Associate. Paystubs are distributed to employees by the Finance Assistant and to Operations Managers through inter-office mail to be distributed on fridays bi-monthly. Live checks will be noted for proper distribution.

Title: **COMPUTER DISASTER RECOVERY**

Policy: **Major and minor computer system malfunction can cause loss or damage to financial and accounting records keep by the Network. Therefore it is necessary to have appropriate and frequent back-up procedures.**

Purpose: **To outline the procedures for backing up electronic data.**

Scope: **This policy is relevant to all electronic files kept by the Network.**

1.0 The accounting system is hosted. All information saved under it is and protected under contract with Blackbaud. The accounting system is divided into different access levels based upon job function and clearance.

Title: **RECORD RETENTION**

Policy: **For consistent record-keeping and internal control and in order that government agencies have access to financial records for auditing purpose, a comprehensive archiving procedure is necessary.**

Purpose: **To ensure that all financial documents are stored properly.**

Scope: **This policy is relevant to all financial documents used by the Network.**

1.0 All folders and binders used for filing financial documents will be stored for seven fiscal years. Documents for the current and previous fiscal year will be stored under lock and key by the Finance Assistant in the Finance office. All previous fiscal year documents will be placed in on-site, long-term storage under lock and key, by the Finance Assistant and Operations Associate.

2.0 Documents which are to be stored permanently shall be scanned and securely filed electronically. Hard copies will be kept under lock and key in long-term storage, in an area separate from the documents not designated for permanent storage. Documents which are to be stored permanently include, but are not limited to, corporate papers such as bylaws, incorporation papers, charters, other contracts and agreements, audit reports, payments for taxes and legal and tax correspondence

Title: INSURANCE

Policy: To operate, the Network must have necessary insurance coverage.

Purpose: To ensure that the Network retains all necessary coverage.

Scope: This policy is relevant to all policies held by the Network.

1.0 At a minimum, the following insurance shall be maintained: a) Commercial Package; b) Directors and Officers Liability; c) Mandated Short-term Disability; and d) Mandated Worker's Compensation. The Network also shall contribute to the state Unemployment Insurance Fund according to applicable law. In addition to the above the Network will maintain any and all insurance required by law.

Title: ADDITIONAL BOARD OVERSIGHT

Policy: The Board of Directors shall have authority to oversee, approve, and modify all budgets and financial policies developed by the Finance Department.

Purpose: To codify a system of dialogue between the Finance Department and the Board of Directors to ensure that the Board has is actively aware of all budgets and financial policies.

Scope: This policy is relevant to all policies held by the Network.

I. BOARD MEETINGS

1.0 The Director of Finance will attend meetings of the Board of Directors to present Budget Variance Reports, Quarterly Reports, and other relevant financial information.

2.0 The Board of Directors will approve the Network's budget and financial control policies at least once per year in advance of the start of the new fiscal year. Budget modifications may be approved if needed at board meetings during the fiscal year.

3.0 Financial Committee of the Board will review the 990 before submitted

4.0 Every 5 years Finance Director will reach out to auditors requesting new auditors for schools and Network, they will present to Finance team and the Finance committee of board.

Manhattan CSD 3

Operational Year (A)	Enrollment (# of Students) (B)	Per Pupil Allocation (C)	Projected Per Pupil Charter Cost (B x C = D)	Other Projected District Revenue (SPED Funding, Food, Service, Grants, etc.) (E)	Total Projected Funding to Charter School from District (D + E = F)	Total Budget for District (G)	Projected Impact (i.e. % of District's Overall Funding) (F / G = H)
2011 – 2012	184	$ 12,443	$ 2,289,512	$ 249,556	$ 2,539,068	$ 3,357,013,116	0.08%
2012 – 2013	249	$ 12,941	$ 3,222,309	$ 150,283	$ 3,372,592	$ 3,491,293,641	0.10%
2013 – 2014	402	$ 13,462	$ 5,411,724	$ 231,364	$ 5,643,088	$ 3,630,945,387	0.16%
2014 – 2015	486	$ 13,994	$ 6,801,084	$ 282,098	$ 7,083,182	$ 3,776,183,202	0.19%
2015 – 2016	561	$ 14,564	$ 8,170,404	$ 332,328	$ 8,502,732	$ 3,927,230,530	0.22%

37. Detail the charter school's requirements for the performance of programmatic and fiscal audits.

The school shall undertake programmatic and fiscal audits on an annual basis in accordance with Education Law § 2851(2)(f). Information gathered for and provided in these documents will inform both classroom instruction and school-wide decision-making, including financial planning, and personnel decisions.

The school will submit an Annual Report to the SUNY Charter Schools Institute. This Report will include the state-mandated *School Report Card*, which is required of every New York public school. This Report Card will show the comparative academic and fiscal performance of the school and will also list: the school's federal and state revenue sources, expenditures for salaries, capital expenses, student services, drop-out rates, student suspensions, standardized test performance, student enrollment, students with limited English proficiency (LEP) data, and other relevant information. The Annual Report will further include a discussion of the progress made toward the school's achievement goals as found in Attachment 16.

The school will contract with an independent certified public accountant (CPA) to conduct an annual fiscal audit of all financial reports including statement of financial position, statement of cash flows, statement of activities, and schedule of functional expenses. All financial transactions recorded in accordance with generally accepted accounting principles (GAAP). This will be completed through two methods. All transactions will be archived on a share drive both according to check number and vendor number. Additionally, hard copies will be maintained. These controls will constantly be maintained and approved with the consultation of the contracted auditor, but all controls will be modeled on Harlem Success Academy Charter School.

This method of recording transactions will allow the school to conduct audits through completely digital means. All audits will be conducted in accordance with the *Government Auditing Standards* issued by the Comptroller General of the United States, and shall be included in the School's Annual Report, by giving Success Charter Network's contracted auditor a complete copy of all financial transactions and documentation via digital drive.

38. Describe the insurance coverage to be carried by the charter school including the name of the insured and amounts of insurance for liability, property loss, and student personal injury.

The school will obtain at least the following insurance coverage:

- General Aggregate: $2 million aggregate and $1 million for each occurrence
- Umbrella Liability: $5 million limit of coverage
- School Leaders Errors & Omissions: $1 million in coverage
- Student Accident: $500,000 aggregate per accident
- Student Accident Medical: $25,000 per accident
- Student Catastrophic Accident: $1 million limit
- Auto: for non-owned vehicles used in school business
- Property: $250,000 in coverage for school furnishings, equipment, and leased spaced betterments
- Workers' Compensation: rate determined by state of New York

39(a). Indicate where the charter school plans to be located, including complete street address (if known), municipality and school district. If the school would be located within New York City, provide the proposed borough and community school district (CSD) of location, if known.

The Board of Trustees intends to open the school within New York City Community School District 3. It is clear that there is tremendous need for increased educational options in CSD 3, and the DOE data show that there are approximately 5,000[1] empty seats in the district that could be put to productive use. The Board has not yet identified a specific location but the Success Charter Network has maintained an ongoing dialogue with the New York City Department of Education. The chart on the following page shows the thousands of available seats in CSD 3 and across New York City that are available and good be utilized to provide greater educational options for children.

[1] Data from New York City Department of Education *2008-2009 Enrollment, Capacity, and Utilization Report*; accessed at http://source.nycsca.org/pdf/capitalplan/2009/BlueBook08-09.pdf

NYC Elementary and Middle Schools
Enrollment, Capacity, and Utilization Report
2008-2009 School Year

Elementary and Middle School Total # of Empty Seats:	*164,646*
Elementary and Middle School Total % of Underutilized Seats:	*20.20%*

School District	*Total # Elementary and Middle Schools Seats*	*Total Elementary and Middle School Enrollment*	*Total # Elementary and Middle School Empty Seats*	*Elementary and Middle School % Unused Seats*
1	12,637	9,057	3,580	28.3%
2	25,105	21,746	3,359	13.4%
3	18,318	13,687	4,631	25.3%
4	16,642	11,235	5,407	32.5%
5	16,794	11,389	5,405	32.2%
6	25,483	19,402	6,081	23.9%
7	19,244	13,072	6,172	32.1%
8	28,066	21,948	6,118	21.8%
9	33,444	25,950	7,494	22.4%
10	37,812	35,135	2,677	7.1%
11	32,257	28,240	4,017	12.5%
12	22,111	16,653	5,46[illegible]	24.7%
13	18,985	11,172	7,813	41.2%
14	21,437	13,621	7,816	36.5%
15	24,618	19,871	4,747	19.3%
16	14,960	7,518	7,442	49.7%
17	28,253	18,174	10,079	35.7%
18	22,081	14,673	7,408	33.5%
19	17,094	9,731	7,363	24.[illegible]%
20	29,[illegible]	28,885	514	1.[illegible]%
21	26,554	20,663	5,891	22.4%
22	30,027	25,543	4,484	14.9%
23	16,379	11,078	5,301	32.4%
24	37,381	36,251	1,130	3.0%
25	25,604	21,096	4,508	17.6%
26	20,744	17,400	3,344	16.1%
27	36,228	32,400	3,829	10.6%
28	22,798	20,138	2,660	11.7%
29	26,838	22,417	4,421	16.5%
30	31,772	28,279	3,493	11.0%
31	47,352	41,399	5,953	12.6%
32	18,560	12,573	5,987	32.3%
TOTAL	**815,040**	**650,394**	**164,646**	**20.2%**

4,631 EMPTY ELEMENTARY AND MIDDLE SCHOOL SEATS IN DISTRICT 3

* There are 13,662 total available seats in Harlem, which includes schools in districts 3,4,5, but excludes schools in sections of Upper West Side in district 3, where there are a total of 1,781 available seats.

Source: Enrollment, Capacity, Utilization Report - Organizational Edition, 2008 – 2009 School Year
http://schools.nyc.gov/Offices/SCA/Reports/CapPlan/ECURpt08-09OrgEdSchoolDistrict.htm

39(b). Provide information regarding why a charter school is needed in this area including current educational alternatives (or a lack thereof) and why access to the proposed charter school would provide a new alternative within the local public education system that would offer a greater educational benefit to students than the current options.

The proposed school is located in New York City's Community School District 3. This district is comprised of a wide range of residents of different racial, educational, and socioeconomic backgrounds. It includes Central- and West Harlem, a community in which 67% of residents are African American and 20% of residents are Hispanic with a median household income is $21,508.[1] It also includes the much more affluent Upper West Side, in which, conversely, 66% of residents are white, only 9% are African American,[2] and the median income is $64,134.

While there is a wide range of demographic indicators in this community school district, it is clear there are thousands of children who *all* need access to a high quality education, and there are inadequate choices available to their families. The applicants want to open a school that will increase access to an exceptional free public education for all. There is great demand for additional high quality educational choices in this area. This was evidenced not only by the 7,000 students who applied for just 1,100 spaces at Success Academies during the admissions season for the 2010-2011 school year, but also by the oversubscription to the gifted and talented programs of the New York City Department of Education (DOE). For the 2010-2011 program, 12,454 preschoolers took exams to apply for only 300 seats in citywide gifted and talented programs, and less than 17% of those who qualify will gain admission.[3] This shows that there is a citywide demand for high quality education that is simply not being met. The table below illustrates the wide range of student achievement demonstrated by the scores of third graders on the 2010 ELA exam at public schools in District 3:

District 3 School	**3 or 4**	**Proficient (3)**	**Advanced (4)**
The Anderson School (Gifted and Talented)	100.0%	32.1%	67.9%
Harlem Success Academy Charter School 1	**88.7%**	**58.1%**	**30.6%**
PS 333 Manhattan School for Children	87.8%	43.2%	44.6%
PS 199 Jesse Isador Straus	86.5%	48.3%	38.2%
PS 87 William Sherman	81.6%	47.8%	33.8%
PS 9 Sarah Anderson	79.4%	34.8%	44.6%
PS 84 Lilian Weber	66.2%	32.2%	34.0%
PS 166 Rogers School of the Arts & Science	57.8%	30.0%	27.8%
PS 180 Hugo Newman	52.7%	31.9%	20.8%
PS 75 Emily Dickinson	52.6%	40.6%	12.0%
PS 163 Alfred Smith	47.9%	26.0%	21.9%
PS 76 A Phillip Randolph	46.0%	25.0%	21.0%
PS 191 Amsterdam	42.2%	31.1%	11.1%
PS 242 Gwendolyn Powell Brown Computer School	32.3%	23.5%	8.8%

[1] Demographic data taken from the 2000 U.S. Census.
[2] U.S. Census Bureau, 2000 Census PL File and SF1
[3] "More Pre-K Pupils Qualify for Gifted Programs," *New York Times*, 20 April 2010, sec. A, p. 13

PS 165 Robert E Simon	31.5%	22.5%	9.0%
PS 145 The Bloomingdale School	28.1%	22.5%	5.6%
PS 208 Alaine L Locke	26.3%	25.0%	1.3%
PS 149 Sojourner Truth	19.0%	19.0%	0.0%
PS 241 Family Academy	12.6%	6.3%	6.3%

The ultimate goal of the school is to give students the academic and character skills they will need to graduate from college and succeed in life. In order to do this effectively, the school plans to expand one grade level per year and become a K-5 school by the fifth year of the school's charter.

Success Charter Network has developed a strong and robust instructional program, described in further detail below. The assessment results of the first SCN school demonstrate the efficacy of the SCN approach. Third and fourth graders at Harlem Success Academy Charter School scored impressively, ranking HSA1 the number one charter school in New York City. 97% of third graders and 93% of fourth graders scored at least Proficient on the 2009-2010 state math test. 89% of third graders and 86% of fourth graders passed the ELA test, despite the State of New York raising test evaluation standards by 20-30 points. This means that HSA1 was more than 66 percentage points ahead of its co-located zone school and 34 percentage points ahead of its CSD of location.

In addition to implementing the rich curriculum of New York State, the proposed school will augment it with a comprehensive education program that includes THINK literacy, components of the Success for All educational program, and a rigorous math curriculum, all of which fully align with state standards. The Success Charter Network, with the help of the Instructional Development staff, Director of Literacy, and other instructional experts, has created a program that combines many of the best practices identified by curriculum designers and pedagogical researchers. First and foremost, these program design elements will provide students with the literacy skills they will need to succeed throughout their lives.

SFA provides the phonics portion of the THINK literacy program. Specifically, the SFA program includes KinderCorner, Stepping Stones and Kinder Roots (the literacy components of the kindergarten program) and Reading Roots. In addition, social skills and conflict resolution are taught through Getting Along Together in addition to whole class conversations based on themes of community and conflict resolution and parental and community involvement are addressed through Student Support Teams. By incorporating the SFA and THINK literacy programs into the State curriculum, the proposed charter school will be offering children an enriched, well-rounded educational choice.

THINK Literacy

THINK Literacy is a framework designed to help all students learn to read and write effectively. The program stands firmly on the premise that all students can learn to read and write. This balance between reading and writing allows students to receive the

teaching needed in order to reach grade level status, while allowing students to work at a level that is not frustrating for them. Teachers use an integrated approach to teaching literacy that creates many opportunities for reading and writing on a daily basis. The THINK literacy program involves multiple components:

1. **Reading Workshop:** Reading Workshop consists of a Mini-Lesson with a clear teaching point followed by students reading independently with a purpose; teachers instructing with individual students or in small groups and assessing student progress; students are reading at least 30 of the 50 minutes; students discuss texts in leveled partnerships or book clubs
    - To give scholars an opportunity to read and comprehend books at their independent level
    - To build reading stamina
    - To develop and strengthen comprehension skills, fluency, and decoding strategies

2. **Interactive Read Aloud:** Planned read aloud focusing on specific reading skills; includes teacher demonstration and student participation/discussion
    - To develop and deepen reading comprehension strategies
    - To model fluent reading and other proficient reading behaviors
    - To develop accountable talk
    - To build vocabulary
    - To support the writing workshop

3. **Shared Reading:** Teacher reads with scholars and all eyes are on the same text (poster, individual student copies, big book)
    - One text is used throughout the week with a different focus each day
    - Includes reading comprehension, word work, fluency, vocabulary

4. **Independent Reading**: Students read independently with a purpose (scholars are reading at their own independent levels); teachers instruct students and assessing student progress.
    - To give scholars an opportunity to read and comprehend books at their independent level
    - To build reading stamina
    - To develop and strengthen comprehension skills, fluency, and decoding strategies

5. **Guided Reading (small group):** Scholars are grouped fluidly according to independent and instructional reading levels; teacher gives a book introduction and then coaches and assesses scholars as they read; teacher teaches one strategy to the group; may extend with word work
    - To support scholars as they progress to the next independent reading level
    - Can also be used to support scholars at their current independent reading level

6. **Word Study:** Scholars will focus on spelling, phonics, vocabulary, and grammar

- To teach conventions of written and oral language
- To focus on vocabulary development

7. **Writing Workshop:** Mini-Lesson with a clear teaching point followed by students writing independently; teachers instructing individual students or small groups and assessing student progress; students should be writing at least 25 of the 45 minutes
   - To provide uninterrupted time for students to write about topics they have chosen
   - To learn and practice correct usage of conventions
   - To learn writing craft and transfer across genre
   - Exposure to different genres

8. **Interactive Writing/Grammar:** Students and teacher compose writing together; Students have individual whiteboards; Students come up and write on class copy at their level; teacher writes everything that is too easy or too difficult for scholars
   - To strengthen conventions and mechanics of writing

KinderCorner

The SFA component of the THINK literacy program at the school will begin at the earliest levels with KinderCorner, a research-based and research-proven full-day kindergarten program that provides children with experiences that prepare them for success in the primary grades. KinderCorner supplemented with SCN's in-house curriculum fosters the development of children's language, literacy, math, interpersonal and self-help skills, science, and social studies concepts. SCN's Kindergarten program supplements SFA KinderCorner for an enriched Kindergarten program, including Writer's Workshop, Guided Reading, Independent Reading, and TERC Investigations math.

Stepping Stones exposes children to phonics through letter-sound connections, blending, and segmenting. The KinderRoots Shared Stories provide a meaningful context to practice beginning reading skills. This literacy strand includes 19 colorful stories with decodable text. Children's consumable versions help them build a library at home as they master reading. Classroom DVD's linked to the reading program create memorable images of vocabulary, sound/letter correspondences, sound blending, and reading strategies. Story Tree time engages children with authentic, age-appropriate literature as they make predictions, recall events, and learn new, theme-related vocabulary. Stories and Rhymes on CD's provide the children with additional opportunities to listen to some of the stories that they have heard during Story Tree. During Let's Daydream, children listen to poetry or beautiful prose filled with imagery as they rest. The writing curriculum is now based on Success Charter Networks Writing and Reading Units that focuses on strong oral language skills, a love of reading, phonemic awareness, phonics, and listening comprehension, and writing, creates a solid foundation for reading and learning.

KinderCorner, including the reading components, Stepping Stones and KinderRoots, fosters the development of children's language, literacy, math, interpersonal and self-help skills, science, and social studies concepts. The focus on strong oral language skills, a love of reading, phonemic awareness, phonics, and listening comprehension creates a solid foundation for reading, writing, listening, viewing, and critical thinking.

Reading Roots

Starting in 1st grade the school will use Reading Roots, a comprehensive program that targets the needs of beginning readers. Reading Roots is a research-based beginning reading program that has proven its effectiveness in randomized experimental research. It provides a strong base for successful reading by providing systematic phonics instruction supported by decodable stories, as well as instruction in fluency and comprehension. Reading Roots also fosters students' love of reading by providing rich literature experiences, extensive oral language development, and thematically focused writing instruction. These objectives are embedded in a fast-paced, engaging, and highly effective instructional process. Students are assessed and regrouped according to their reading level every eight weeks to ensure they are receiving the most focused instruction possible.

Investigations TERC Math

The Investigations TERC program is based on extensive classroom-based field-testing on how children learn mathematics. Each curriculum unit is divided into Investigations. An Investigation focuses on a set of related mathematical ideas, coordinating students' work in hands-on activities, class discussions, and written activities over a period of several days. Teachers are provided with Teacher Notes to provide practical information about the mathematics content and how students learn. Investigations math is a conceptual math program that is NY State Standards aligned. The Investigations TERC program offers students a chance to solve real world, contextualized mathematical programs using conceptual understanding and procedural and computational fluency.

Getting Along Together and other components of SCN's academic program

The Getting Along Together program is a social problem-solving curriculum designed to teach children to think critically, solve problems non-violently, and work in teams effectively and cooperatively. The Getting Along Together program sets in place school-wide processes for preventing and resolving problems among students as well as between students and teachers. Ten interactive, literature-based lessons introduce skills and strategies. Teachers are provided with structures for coaching individual students to resolve specific conflicts, and for conducting class-level meetings, setting positive expectations, rewarding positive peer interaction, and addressing class-selected issues as a group throughout the school year. All school staff members, including the principal, teachers, cafeteria staff, and office staff, will be trained and involved in the Getting Along Together process to provide an effective, consistent structure for the school. Conflict resolution is built into many aspects of the day, including recess, math, learning labs, and morning meeting.

Student Support Team The Student Support Team coordinates community, family, and school resources to ensure motivated, healthy, well-cared for students who enthusiastically focus all of their energy on learning. The Student Support Team's school-based members (teachers, administrators, and staff) work hand-in-hand with other school staff, families, and community members to increase attendance, deepen family involvement, and add resources to prevent and solve problems leading to poor achievement. The Student Support Team is designed to focus on those children who are not succeeding despite program interventions—those children who are falling through the cracks. Their problems may be due to academic, behavioral, social, health, or attendance issues. The Student Support Team will work to ensure success for every child. It will accomplish this through positive, solution-focused collaboration between educators, families, and community members.

This broad-based programming focuses on four major target areas:

- Attendance
- School-Based Intervention
- Family Involvement
- Service Integration

The Student Support Team helps to meet the requirements of No Child Left Behind. In meeting the requirements of NCLB, the Student Support Team will help the school address important targeted areas:

- Developing targeted prevention and intervention plans for special populations.
- Establishing clear mechanisms to achieve high attendance rates.
- Demonstrating clear procedures for building successful plans for students before they reach the special education referral stage.
- Building positive and productive partnerships with families and community members.

One of the tools that will be use to promote parental collaboration and interactions will be a Commitment Contract. Parents and students will be encouraged to pledge their commitment by attending school, being on time, doing their schoolwork and supporting one another.

Improve Student Learning and Achievement

The educational program will improve student learning and achievement by using a rigorous and comprehensive academic program; making effective and additional use of time on a daily and annual basis; and holding School leadership and faculty accountable for student academic performance. Teachers will also be coached on how to use data for instructional decisions that will improve student achievement.

The students that will be served by the school require a broad range of services to improve their learning. The academic program created by the Instructional Development Team, Director of Literacy, and other instructional experts will address many of these needs. This program will engage students in learning, encourage the formation of a supportive and collaborative educational community; and support the development of the

School with research-based instruction to raise student academic achievement. Additional academic services are often needed to remedy learning deficits that have accumulated over time. The SCN curriculum is designed to overcome academic barriers, make curriculum and instruction relevant, and to raise expectations for children who are not performing at grade level.

For example, in the beginning of each school year the school leadership team, Success Charter Network, with the help of an SFA coach or other instructional coach will set an achievement plan with rigorous academic goals. Each quarter, the coach will develop an assessment report that will assist teachers and administrators assess student progress. The plan will not be static and will be revised during the course of the year as teachers and administrators track student achievement. Monitoring student progress will be an ongoing activity in all classrooms. A variety of tools will be used to monitor student progress, some formal and others more informal. Informal measures will include daily classroom observations by teachers, and classroom observations by school leaders. Data will be used to guide teachers as they make instructional decisions and school leaders as they plan for interventions for groups and individual children each day. Effective and meaningful monitoring will involve:

- Identifying the starting point
- Tracking growth throughout the quarter
- Assessing end-of-quarter growth
- Using data to inform instruction and to motivate staff and students

Success Charter Network, the school leadership team and instructional development staff will guide leaders and teachers in setting goals for progress and in identifying students for targeted interventions.

In addition, the school will work to ensure that the students, staff and administrators, know and understand their community. Through the Student Support Team, the school will create connections with the community. The school will also implement high learning and behavioral expectations of students that will create a positive school culture of discipline and achievement, which in turn will lead to higher student academic performance.

Student Support Team

The Student Support Team coordinates community, family, and school resources to ensure motivated, healthy, well-cared for students who enthusiastically focus all of their energy on learning. The Student Support Team school-based members (teachers, administrators, and staff) work hand-in-hand with other school staff, families, and community members to increase attendance, deepen family involvement, and add resources to prevent and solve problems leading to poor achievement. The Student Support Team is designed to focus on those children who are not succeeding despite program interventions—those children who are falling through the cracks. Their problems may be due to academic, behavioral, social, health, or attendance issues. The Student Support Team will work to ensure success for every child. It will accomplish

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- Demonstrating clear procedures for building successful plans for students before they reach the special education referral stage.
- Building positive and productive partnerships with families and community members.

One of the tools that will be used to promote parental collaboration and interactions will be a Commitment Contract. Parents and students will be encouraged to pledge their commitment to the school by attending on time, doing their school work and supporting one another.

The school will hire school leaders and faculty who are willing to act not only as curricular and subject-area specialists but also as caring adult mentors and facilitators of students' understanding. School leadership and faculty will be held accountable for students' performance on standards-based examinations while ensuring the means and training to enable them to lead students to higher academic achievement. Finally, the school intends to establish partnerships with organizations to offer students programming used in other public schools as a means to enhance learning and achievement.

Method of Change

The school's commitment to performance-based accountability is inherent in its emphasis on the New York State learning standards and curriculum and its incorporation of balanced literacy, the Success for All program, and a rigorous math program into its curriculum.
The school will:

- use the SCN designed THINK Literacy program to engage student learning;
- administer standardized examinations at each grade level to track cohort performance in relation to the New York State standards;
- base employment on teacher merit;
- be subject to direct oversight by the Charter Schools Institute

Expanded Choice

Other than the other SCN schools, the school will be one of only two schools in New York City to use an augmented version of the Success for All program. Thus, the school will offer a valuable alternative to the currently available options within New York City by emphasizing:

- reading and writing across the curriculum;
- interdisciplinary programming;
- technology integration;
- outreach to community resources; and
- a longer school day and school year.

Innovative Teaching Methods

By implementing a curriculum that combines balanced literacy, an augmented version of the SFA program, and a rigorous math program, the school will use innovative teaching methods that go beyond what is currently done in New York City schools. Within the curriculum of the Success Charter Network, active pedagogy is measured by the following benchmarks:

- Teaching reading and writing across the curriculum.
    - THINK literacy and SFA integrate reading and writing across the curriculum, requiring students to read and write both formally and informally to express their understanding in a variety of disciplines, not just in English Language Arts classrooms.
- Use of Assessment
    - Regular and frequent use of assessment data from multiple measures will be used for instructional decision making so that preventative measures can be implemented when needed.
- Flexible regrouping and acceleration of students for reading class according to instructional levels.
    - Every 8 weeks, students will be assessed and moved to the next instructional reading level if they are ready, thus placing children according to reading performance, not grade or age.
- Slavin cooperative learning model
    - There will be group goals with individual accountability, i.e. students work in teams who are rewarded for their members' success. At the same time, each member of the team is individually accountable for learning the material at hand. No matter what the academic level of the student, each child is challenged to do his or her best, and the contributions of all team members are equally valued. Cooperative learning is one of the most powerful tools teachers have in providing the level of engagement and academic and social support their students need to be successful. In the cooperative learning classroom, all students benefit from the constant coaching, encouragement, and feedback of their peers. And since more of the responsibility for learning rests on students and teams, teachers are

able to spend more time working with individuals and small groups of learners, doing the kind of teaching that originally drew them to the field.

- Balanced approach to literacy
    - Including explicit instruction in reading skills and strategies in the context of authentic literature.
- Using effective assessment practices
    - Students will not be assessed solely through high-stakes standardized testing. Assessments of student progress are holistic and frequent, include multiple measures, ranging from reflection on and critique of student work, fluency checks, the quality of discussion, to standardized test performance.

40(a). If you have already identified a charter school facility, describe the facility, including whether it is new construction, part of an existing public or private school building, or must be renovated for use.

The Board and the Success Charter Network are working with the New York City Department of Education to determine which existing public school building in Community School District 3 would be most effective for the opening of this new charter school. The chart on the following page shows that significant numbers of empty seats exist in both elementary and intermediate schools across New York City. There are over 164,000 empty seats in elementary and intermediate schools system-wide, of which over 4,600 are located in District 3.

41. If the charter school or its applicants or partners would own or lease its facility, provide a description of the ownership or lease arrangement of the facility, including indicating specifically any potential conflicts of interest and arrangements by which such conflicts will be managed or avoided.

Neither the charter school nor its applicants nor partners plan to own or lease the school's facility. If the charter school or its applicants or partners ever enter into an ownership or lease agreement, such arrangement will be governed by the school's code of ethics and conflict of interest policy.

Attachment 41-1

42. Provide a description of the food services to be provided by the charter school.

The school will offer a hot/cold breakfast, snack, and lunch program to all its students. Additionally, the school will participate in the federal School Breakfast Program and the National School Lunch Program, administered by the United States Department of Agriculture (USDA). Both programs offer free or reduced meals to all students that meet eligibility requirements. Typically, students from households with incomes at or below 130% of the poverty level are eligible for free meals, while students from households with incomes between 130% and 185% of the poverty level are eligible for reduced-price meals.

The school will likely contract for food services through the New York City Department of Education. All meals will meet USDA minimum nutrition requirements, including dietary guidelines and recommended daily allowances of protein, Vitamin A, Vitamin C, iron, calcium, and calories.

43. Describe plans for health services to be provided by the charter school.

The school will comply with all health services requirements applicable to public schools, including Education Law §901-914 and §136.2(d)(2) of the Commissioner's Regulations. To the extent possible, the school will provide on-site health care services similar to those services available to children attending area public schools, including automated external defibrillator (AED) equipment to ensure ready and appropriate access for use during emergencies. At least two staff members will be trained in the operation and use of such equipment for use in the school and at any on-site school-sponsored event. The school will also work with the nurse at the host school furnished by the New York City Department of Health and Mental Hygiene to provide necessary health services. Health services offered by the school will include, as offered by DOHMH:

- Annual vision screening.
- Maintenance of cumulative health records.
- Emergency care of ill or injured students.
- Compliance with and enforcement of mandatory immunization requirements.

The school will store all health records for enrolled students in a secure location to which only authorized personnel have access. The school will mandate that students entering kindergarten or a new school district in grades k-12 will follow New York State requirements for immunization. The requirements include:

- Diphtheria [Toxoid Containing Vaccine (DTP, DtaP) 3 doses];
- Polio [(IPV) OPV3 OPV or 4 IPV];
- Measles/Mumps/Rubella [(MMR) 2 doses of measles containing vaccine and 1 dose each of mumps and rubella (preferably as MMR)];
- Hepatitis B [3 doses]
- Varicella [1 dose]

Before a child can be permitted to enter and attend the school, parents or guardians must present documentation that their child has received all required doses of vaccines or at least one dose of each of the required vaccines and is waiting to receive the subsequent doses at the appropriate time intervals. Parents may waive immunization in accordance with Public Health Law and exemptions to immunizations shall be granted if a licensed physician or nurse practitioner certifies such immunization may be detrimental to the student's health, or if the student's parent or guardian holds genuine and sincere beliefs, which may include religious beliefs, contrary to such immunizations.

44. Attach a description of the transportation arrangements made for charter school students including arrangements made for students who would not qualify for public school transportation under Education Law Section 3635, and any supplemental transportation arrangements planned with the school district.

Since the school will be in session on days when the New York City public schools are not in session and in hours outside of the NYC DOE normal hours of operation, it is impractical for students to use yellow bus service provided by the New York City School District to students attending nonpublic schools who would qualify under §2853(4)(b) and §3635 of the Education Law. However, families of students may arrange district transportation for themselves.

Families will be responsible for arranging and providing transportation for students to and from the school. The school will help ease this burden by working with New York City Transit Authority to obtain student transportation passes as available.

45. Please provide procedures for conducting monthly school board meetings. Also provide procedures for publicizing school board meetings at the charter school.

The Board of Trustees will follow the New York State Open Meetings Law, which allows members of the public to attend charter school board meetings and restricts what actions a charter school may take without a meeting or in private. The Board will hold regular meetings as required by law; at least three of these meetings, annually, will be held at the school site. The Board of Trustees will give public notice of the date, time, and location of any board or board committee meeting scheduled at least a week in advance and no less than 72 hours before the meeting. The public notice will be accomplished by posting notice of the meeting in the school and providing at least one media notice or advisory, including notice to the New York Times or other area publication. For those circumstances which require the school's board or a board committee to meet with less than one week's notice, the board will notify both the public and the news media to the extent practicable at a reasonable time prior to the meeting.

Please see the attached sample of a media advisory that was used for the Harlem Success Academy Charter School. A similar notice will be used as a meeting notice to publicize Board of Trustee meetings for this school and other Success Charter Network schools in accordance with the New York State Open Meetings Law.

Harlem Success Academy
34 West 118th Street, 3rd fl
New York, NY 10026
P: 646-277-7170
F: 212-457-5659

MEDIA ADVISORY

Contact: ***Christopher Hines***
(646) 277-7170

For Immediate Release:
April 23, 2007

Harlem Success Academy Charter School to Hold Board Meeting

The Harlem Success Academy Charter School will conduct a board meeting at 9:30 a.m. on Wednesday, May 2, 2007. The meeting will be held in the offices of the Harlem Success Academy Charter School. Members of the general public are welcome to attend.

WHERE: ***HARLEM SUCCESS ACADEMY CHARTER SCHOOL***
34 WEST 118th STREET, 3rd FLOOR
WHEN: ***WEDNESDAY, MAY 2, 2007***
9:30 a.m.

46. Please provide a set of by-laws for the proposed school, which includes the charter school's method for appointment/election of trustees and the length of the terms established for each trustee position. Note that recent amendments to the Act require that the by-laws be in compliance with provisions of the New York General Municipal Law regarding conflicts of interest, which generally do not allow teachers or administrators to serve on charter school boards.

Please see the attached by-laws.

Attachment 46-1

CHARTER SCHOOL BY-LAWS

ARTICLE I: NAME

The name of the Corporation is the Success Academy Charter School (hereinafter "the Corporation").

ARTICLE II: MEMBERSHIP

The Corporation has no members. The rights which would otherwise vest in the members vest in the Directors of the Corporation (hereinafter the "Trustees") of the Charter School. Actions which would otherwise require approval by a majority of all members or approval by the members require only approval of a majority of all Trustees or approval by the Board of Trustees (hereinafter the "Board").

ARTICLE III: BOARD OF TRUSTEES

A. Powers. The Board shall conduct or direct the affairs of the Corporation and exercise its powers, subject to applicable Education Law, Not-for-Profit Corporation Law, the Corporation's Charter and these Bylaws. The Board may delegate the management of the activities of the Corporation to others, so long as the affairs of the Corporation are managed, and its powers are exercised, under the Board's ultimate jurisdiction.

Without limiting the generality of the powers hereby granted to the Board, but subject to the same limitations, the Board shall have all the powers enumerated in these Bylaws, and the following specific powers:

1. To elect and remove Trustees;
2. To select and remove Officers, agents and employees of the Corporation; to prescribe powers and duties for them; and to fix their compensation;
3. To conduct, manage and control the affairs and activities of the Corporation, and to make rules and regulations;
4. To enter into contracts, leases and other agreements which are, in the Board's judgment, necessary or desirable in obtaining the purposes of promoting the interests of the Corporation;
5. To carry on the business of operating the Charter School and apply any surplus that results from the business activity to any activity in which the Corporation may engage;
6. To act as trustee under any trust incidental to the Corporation's purposes, and to receive, hold, administer, exchange and expend funds and property subject to such a trust;

7. To acquire real or personal property, by purchase, exchange, lease, gift, devise, bequest, or otherwise, and to hold, improve, lease, sublease, mortgage, transfer in trust, encumber, convey or otherwise dispose of such property;

8. To borrow money, incur debt, and to execute and deliver promissory notes, bonds, debentures, deeds of trust, mortgages, pledges, hypothecations and other evidences of debt and securities;

9. To lend money received only from private sources and to accept conditional or unconditional promissory notes therefore, whether interest or non-interest bearing, or secured or unsecured; and

10. To indemnify and maintain insurance on behalf of any of its Trustees, Officers, employees or agents for liability asserted against or incurred by such person in such capacity or arising out of such person's status as such, subject to the provisions of the New York Not-for-Profit Corporation Law and the limitations noted in these Bylaws.

B. Number of Trustees. The number of Trustees of the Corporation shall be nine (9). The Board may adjust the number of Trustees by Board resolution or amendment of the Bylaws.

C. Election of Trustees.

1. Election. The Board shall elect the Trustees by the vote of a majority of the Trustees then in office, whether or not the number of Trustees in office is sufficient to constitute a quorum, or by the sole remaining Trustee. Trustees-elect assume office subject to approval by the Charter Entity.

2. Eligibility. The Board may elect any person who in its discretion it believes will serve the interests of the Corporation faithfully and effectively, provided that no person who has a material financial interest in any contract with the Corporation may be eligible to serve on the Board.

3. Interested Persons. Not more than 49% of the persons serving on the Board may be interested persons. An "interested person" is: (1) any person currently being compensated by the Corporation for services rendered to it within the previous 12 months, whether as a full-time or part-time employee, independent contractor or otherwise; or (2) any sister, brother, ancestor, descendant, spouse, sister-in-law, brother-in-law, daughter-in-law, son-in-law, mother-in-law or father-in-law of any such person.

3-a. Organizational Affiliation. Not more than 40 percent of the persons serving on the Board may be a trustee or employee of a single organization.

3-b. Ex-Officio Members. There shall be one seat on the Board reserved for a parent of a child matriculating in the School. Such parent is a nonvoting member of the Board.

4. Term of Office.

a. The Trustees elected shall be divided into three classes for the purpose of staggering their terms of office. All classes shall be as nearly equal in number as possible.

b. The terms of office of the Trustees initially classified shall be as follows: that of the first class shall expire at the next annual meeting of the Trustees, the second class at the second succeeding annual meeting and the third class at the third succeeding annual meeting. Following the expiration of these designated terms, the term of each

Trustee shall continue for three (3) years, except the term of any Trustee who is a parent of a child enrolled in the charter school or the designated representative of any partner organization shall be one (1) year.

c. The term of office of a Trustee elected to fill a vacancy in these Bylaws begins on the date of the Trustee's election, and continues: (1) for the balance of the unexpired term in the case of a vacancy created because of the resignation, removal, or death of a Trustee, or (2) for the term specified by the Board in the case of a vacancy resulting from the increase of the number of Trustees authorized.

d. A Trustee's term of office shall not be shortened by any reduction in the number of Trustees resulting from amendment to the Charter, the Bylaws, or other Board action.

e. A Trustee's term of office shall not be extended beyond that for which the Trustee was elected by amendment of the school's charter or the Bylaws or other Board action.

5. Time of Elections. The Board shall elect Trustees whose terms begin on July 1st of a given year at the Annual Meeting for that year, or at a Regular Meeting designated for that purpose, or at a Special Meeting called for that purpose.

D. Removal of Trustees. The Board may remove a Trustee in accordance with the applicable provisions of the Education Law and the Not-for-Profit Corporation Law.

E. Resignation by Trustee. A Trustee may resign by giving written notice to the Board Chairman or Secretary. The resignation is effective upon receipt of such notice, or at any later date specified in the notice. The acceptance of a resignation by the Board Chairman or Secretary shall not be necessary to make it effective, but no resignation shall discharge any accrued obligation or duty of a Trustee.

F. Vacancies. A vacancy is deemed to occur on the effective date of the resignation of a Trustee, upon the removal of a Trustee, upon declaration of vacancy pursuant to these Bylaws, or upon a Trustee's death. A vacancy is also deemed to exist upon the increase by the Board of the authorized number of Trustees.

G. Compensation of Trustees. Trustees shall serve without compensation. However, the Board may approve reimbursement of a Trustee's actual and necessary expenses while conducting Corporation business.

ARTICLE IV: PRINCIPAL OFFICE

The Corporation's principal office shall be at the address of the charter school; or at such other place as the Board may select by resolution or amendment of the Bylaws. The Secretary shall note any change in office on the copy of the Bylaws maintained by the Secretary.

ARTICLE V: MEETINGS OF THE BOARD

A. Place of Meetings. Board Meetings shall be held at the Corporation's principal office or at any other reasonably convenient place as the Board may designate.

B. Annual Meetings. An Annual Meeting shall be held in the month of June of each year for the purpose of electing Trustees, making and receiving reports on corporate affairs, and transacting such other business as comes before the meeting.

C. Regular Meetings. Regular Meetings shall be held each year on dates determined by the Board. Board meetings shall be held at a minimum frequency as required by law.

D. Special Meetings. A Special Meeting shall be held at any time called by the Chairman, or in his absence by the Senior Trustee upon written demand of not less than one-half of the entire Board. Seniority shall be according to the order in which the Trustees are named in the charter or subsequently elected.

E. Adjournment. A majority of the Trustees present at a meeting, whether or not a quorum, may adjourn the meeting to another time and place.

F. Notices. Notices to Trustees of Board Meetings shall be given as follows:

1. Unless waived according to the provisions of section G of this Article V, notices of the time and place of all Board meetings shall be mailed not less than five (5) nor more than ten (10) days before the meeting to the usual address of each trustee.
2. Public notices of Board Meetings shall be made in accordance with the New York Open Meetings Law.

G. Waiver of Notice. Notice of a meeting need not be given to a Trustee who signs a waiver of notice or written consent to holding the meeting or an approval of the minutes of the meeting, whether before or after the meeting, or attends the meeting without protest prior to the meeting or at its commencement, of the lack of notice. The Secretary shall incorporate all such waivers, consents and approvals into the minutes of the meeting.

ARTICLE VI: ACTION BY THE BOARD

A. Quorum. Unless a greater proportion is required by law, half of the entire Board of Trustees shall constitute a quorum for the transaction of any business or of any specified item of business.

B. Action by the Board.

1. Actions Taken at Board Meetings . Except as otherwise provided by statute or by these Bylaws, the vote of a majority of the Board present at the time of the vote, if a quorum is present at such time, shall be the act of the Board. If at any meeting of the

Board there shall be less than a quorum present, the Trustees present may adjourn the meeting until a quorum is obtained.

2. Board Participation by Other Means. In all events, a quorum of Trustees must be present to lawfully conduct a Board Meeting of the Charter School. To the extent permitted by Article 7 of the Public Officers Law, trustees participating by means of video-conferencing may be counted toward achieving a quorum. Trustees participating by means of videoconferencing shall do so from a site at which the public may attend, listen, and observe. Once a quorum is present, additional Trustees may participate in a Board meeting through conference telephone or similar communication equipment, provided that all Trustees participating in such meeting can hear one another and there is no objection from any Trustee or any person in the public audience. Trustees other than those in-person or participating by live video-conferencing shall not vote.

C. Committees.

1. Appointment of Committees. The Board may create committees for any purpose. The Board will elect committee members. A Board Committee will consist of not fewer than three Trustees, who shall serve at the pleasure of the Board, except that any executive committee of the Board shall comprise not fewer than five trustees. The entire Board may vote, at any time, to disband the Executive Committee.

2. Standing Committee. The Board may have a standing Finance Committee of at least three Trustees, chaired by the Treasurer. Additional members of the Finance Committee will be appointed by the Chairman of the Board, subject to the approval of a majority vote of the entire Board

3. Authority of Board Committees. The Chairman of the Board may delegate to a Board committee any of the authority of the Board, except with respect to:

a. The election of Trustees;

b. Filling vacancies on the Board or any committee which has the authority of the Board;

c. The fixing of Trustee compensation for serving on the Board or on any committee;

d. The amendment or repeal of Bylaws or the adoption of new Bylaws; and

e. The appointment of other committees of the Board, or the members of the committees.

f. The amendment or repeal of any board resolution, which by its terms shall not be so amenable or repealable.

4. Procedures of Committees. The Board may prescribe the manner in which the proceedings of any Board Committee are to be conducted. In the absence of such prescription, a Board Committee may prescribe the manner of conducting its proceedings, except that the regular and special meetings of the Committee are governed by the provisions of these Bylaws and the Open Meetings Law with respect to the calling of meetings.

D. Standard of Care.

1. Performance of Duties. Each Trustee shall perform all duties of a Trustee, including duties on any Board Committee, in good faith and with that degree of diligence,

care and skill, including reasonable inquiry, as an ordinary prudent person in a like position would use under similar circumstances.

2. Reliance on Others. In performing the duties of a Trustee, a Trustee shall be entitled to rely on information, opinions, reports or statements, including financial statements and other financial data, presented or prepared by:

a. One or more Officers or employees of the Corporation whom the Trustee believes to be reliable and competent in the matters presented;

b. Legal counsel, public accountants or other persons as to matters that the Trustee believes are within that person's professional or expert competence; or

c. A Board Committee on which the Trustee does not serve, duly designated in accordance with a provision of the Corporation's Charter or Bylaws, as to matters within its designated authority, provided the Trustee believes the Committee merits confidence and the Trustee acts in good faith, and with that degree of care specified in Paragraph D.1., and after reasonable inquiry when the need is indicated by the circumstances, and without knowledge that would cause such reliance to be unwarranted.

3. Investments. In investing and dealing with all assets held by the Corporation for investment, the Board shall exercise the standard of care described above in Paragraph D.1. and shall consider among other relevant considerations the long and short term needs of the Corporation in carrying out its purposes, including its present and anticipated financial requirements. The Board may delegate its investment powers to others, provided that those powers are exercised within the ultimate direction of the Board.

E. Rights of Inspection. Every Trustee has the right to inspect and copy all books, records and documents of every kind and to inspect the physical properties of the Corporation, provided that such inspection is conducted at a reasonable time after reasonable notice, and provided that such right of inspection and copying is subject to the obligation to maintain the confidentiality of the reviewed information, in addition to any obligations imposed by any applicable federal, state or local law.

F. Participation in Discussions and Voting. Every Trustee has the right to participate in the discussion and vote on all issues before the Board or any Board Committee, except that any Trustee shall be excused from the discussion and vote on any matter involving such Trustee relating to: (a) a self-dealing transaction; (b) a conflict of interest; (c) indemnification of that Trustee uniquely; or (d) any other matter at the discretion of a majority of the Trustees then present.

G. Duty to Maintain Board Confidences. Every Trustee has a duty to maintain the confidentiality of all Board actions which are not required by law to be open to the public, including discussions and votes which take place at any Executive Sessions of the Board. Any Trustee violating this confidence may be removed from the Board.

ARTICLE VII: OFFICERS

A. Officers. The Officers of the Corporation consist of a Chairman (hereinafter "Chairman"), Vice Chairman (hereinafter "Vice Chairman"), a Secretary and a Chief Financial Officer (hereinafter "Treasurer"). The Corporation also may have such other officers as the Board deems advisable.

1. Chairman . Subject to Board control, the Chairman has general supervision, direction and control of the affairs of the Corporation, and such other powers and duties as the Board may prescribe. If present, the Chairman shall preside at Board meetings.

2. Vice Chairman . If the Chairman is absent or disabled, the Vice Chairman shall perform all the Chairman's duties and, when so acting, shall have all the Chairman's powers and be subject to the same restrictions. The Vice Chairman shall have other such powers and perform such other duties as the Board may prescribe.

3. Secretary . The Secretary shall: (a) keep or cause to be kept, at the Corporation's principal office, or such other place as the Board may direct, a book of minutes of all meetings of the Board and Board Committees, noting the time and place of the meeting, whether it was regular or special (and if special, how authorized), the notice given, the names of those present, and the proceedings; (b) keep or cause to be kept a copy of the Corporation's Charter and Bylaws, with amendments; (c) give or cause to be given notice of the Board and Committee meetings as required by the Bylaws; and (d) have such other powers and perform such other duties as the Board may prescribe.

4. Treasurer . The Treasurer shall: (a) keep or cause to be kept adequate and correct accounts of the Corporation's properties, receipts and disbursements; (b) make the books of account available at all times for inspection by any Trustee; (c) deposit or cause to be deposited the Corporation's monies and other valuables in the Corporation's name and to its credit, with the depositories the Board designates; (d) disburse or cause to be disbursed the Corporation's funds as the Board directs; (e) render or cause to be rendered to the Chairman and the Board, as requested but no less frequently than once every fiscal year, an account of the Corporation's financial transactions and financial condition; (f) prepare or cause to be prepared any reports on financial issues required by an agreement on loans; (g) serve as Chairperson of the Finance Committee; and (h) have such other powers and perform such other duties as the Board may prescribe.

B. Election, Eligibility and Term of Office.

1. Election. The Board shall elect the Officers annually at the Annual Meeting or a Regular Meeting designated for that purpose or at a Special Meeting called for that purpose, except that Officers appointed to fill vacancies shall be elected as vacancies occur.

2. Eligibility. A Trustee may hold any number of offices, except that neither the Secretary nor Treasurer may serve concurrently as the Chairman.

3. Term of Office. Each Officer serves at the pleasure of the Board, holding office until resignation, removal or disqualification from service, or until his or her successor is elected.

C. Removal and Resignation. By vote of a majority, the Board may remove any Officer, on examination and due proof of the truth of a written complaint by any trustee, of misconduct incapacity or neglect of duty. At least one week's previous notice of the proposed action shall be given to the Officer subject to the action and to each

trustee. Such removal shall not prejudice the Officer's rights, if any, under an employment contract. Any Officer may resign at any time by giving written notice to the Corporation, the resignation taking effect upon receipt of the notice or at a later date specified in the notice.

ARTICLE VIII: NON-LIABILITY OF TRUSTEES

The Trustees shall not be personally liable for the Corporation's debts, liabilities or other obligations.

ARTICLE IX: INDEMNIFICATION OF CORPORATE AGENTS

The Charter School may, to the fullest extent now or hereafter permitted by and in accordance with standards and procedures provided by § 721 through § 726 of the Not-for-Profit Corporation Law and any amendments thereto, indemnify any person made, or threatened to be made, a party to any action or proceeding by reason of the fact that he, his testate or intestate was a Director, Officer, employee or agent of the Corporation, against judgments, fines, amounts paid in settlement and reasonable expenses, including attorneys' fees.

ARTICLE X: SELF-DEALING TRANSACTIONS

The Corporation shall not engage in any self-dealing transactions. "Self-dealing transaction" means a transaction to which the Corporation is a party and in which one or more of the Trustees has a material financial interest ("interested Trustee(s)"). Notwithstanding this definition, the following transaction is not a self-dealing transaction, and is subject to the Board's general standard of care:

A transaction which is part of a public or charitable program of the Corporation, if the transaction (a) is approved or authorized by the Board in good faith and without unjustified favoritism; and (b) results in a benefit to one or more Trustees or their families because they are in a class of persons intended to be benefited by the program.

ARTICLE XI: OTHER PROVISIONS

A. Fiscal Year. The fiscal year of the Corporation begins on July 1 of each year and ends June 30.

B. Execution of Instruments. Except as otherwise provided in these Bylaws, the Board may adopt a resolution authorizing any Officer or agent of the Corporation to enter into any contract or execute and deliver any instrument in the name of or on behalf of the Corporation. Such authority may be general or confined to specific instances. Unless so authorized, no Officer, agent or employee shall have any power to bind the

Corporation by any contract or engagement, to pledge the Corporation's credit, or to render it liable monetarily for any purpose or any amount.

C. Checks and Notes. Except as otherwise specifically provided by Board resolution, checks, drafts, promissory notes, orders for the payment of money, and other evidence of indebtedness of the Corporation may be signed by the Chairman of the Board, the Head of School, or Treasurer. In addition, the Board may appoint additional employees of the Corporation as its designees to sign checks, drafts, promissory notes, orders for the payment of money, and other evidence of indebtedness, within the limits of specific financial policies and procedures to be approved by the Board of Trustees.

D. Construction and Definitions . Unless the context otherwise requires, the general provisions, rules of construction, and definitions contained in the Not-for-Profit Corporation Law and the Education Law shall govern the construction of these Bylaws. Without limiting the generality of the foregoing, words in these Bylaws shall be read as the masculine or feminine gender, and as the singular or plural, as the context requires, and the word "person" includes both a corporation and a natural person. The captions and headings in these Bylaws are for reference and convenience only and are not intended to limit or define the scope or effect of any provisions.

E. Conflict of Interest. Any Trustee, Officer, or Committee member having an interest in a contract, other transaction or program presented to or discussed by the Board or Board Committee for authorization, approval, or ratification shall make a prompt, full and frank disclosure of his or her interest to the Board or Committee prior to its acting on such contract or transaction. Such disclosure shall include all relevant and material facts known to such person about the contract or transaction that may reasonably be construed to be adverse to the Corporation's interest. The body to which such disclosure is made shall thereupon determine, by majority vote, whether the disclosure shows that a conflict of interest exists or can reasonably be construed to exist. If a conflict is deemed to exist, such person shall not vote on, nor use his or her personal influence on, nor be present during the discussion or deliberations with respect to, such contract or transaction (other than to present factual information or to respond to questions prior to the discussion). The minutes of the meeting shall reflect proceedings, including the disclosure made, the vote thereon and, where applicable, the abstention from voting and participation. The Board may adopt formal policies requiring:

1. Regular annual statements from Trustees, Officers and key employees to disclose existing and potential conflicts of interest; and
2. Corrective and disciplinary actions with respect to transgressions of such policies. For the purpose of this section, a person shall be deemed to have an "interest" in a contract or other transaction if he or she is the party (or one of the parties) contracting or dealing with the Corporation, or is a Director, Trustee or Officer of, or has a significant financial or influential interest in the entity contracting or dealing with the Corporation.

F. Interpretation of Charter and Law. Whenever any provision of the Bylaws is in conflict with the provisions of the Charter, the provisions of the Charter shall

control. Whenever any provision of the Bylaws is in conflict with provisions of applicable law, the provisions of applicable law shall govern and control, including Article 7 of New York Public Officers Law.

ARTICLE XII: AMENDMENT

A majority of the Trustees may adopt, amend or repeal these Bylaws subject to approval by the Charter Entity.

CERTIFICATE OF THE SECRETARY

The undersigned does hereby certify that the undersigned is the Secretary of the Charter School, an education Corporation duly organized and existing under the laws of the State of New York; that the foregoing Bylaws of said Corporation were duly and regularly adopted as such by the Board of Trustees of said Corporation; and that the above and foregoing Bylaws are now in full force and effect.

_____, Secretary Dated:_____

47. Attach the code of ethics of the charter school. The code of ethics must include a comprehensive and formal conflict of interest policy with specific procedures for implementing the policy and assuring compliance therewith. The code of ethics and conflict of interest policy must be written to apply not only to trustees, but to officers and employees of the school as well.

The Board of Trustees shall conduct or direct the affairs of the school and exercise its powers subject to the applicable limitations of the Education Law, Not-for-Profit Corporation Law, the school's charter, and its by-laws. The Board may delegate aspects of the management of school activities to others, so long as the affairs of the school are managed, and its powers are exercised, under the Board's ultimate jurisdiction.

Not more than 49 percent of the people serving on the school's Board of Trustees may be comprised of (a) people currently being compensated by the school for services rendered to it within the previous 12 months, whether as a full-time or part-time employee, independent contractor or otherwise; or (b) any sister, brother, ancestor, descendant, spouse, sister-in-law, brother-in-law, daughter-in-law, son-in-law, mother-in-law, or father-in-law of any such person.

Every Trustee has the right to participate in the discussion and vote on all issues before the Board or any Board Committee, except that any Trustee shall be excused from the discussion and vote on any matter involving such Trustee relating to: (a) a "self-dealing transaction: (see below); (b) a conflict of interest, (c) indemnification of that Trustee uniquely; or (d) any other matter at the discretion of a majority of the Trustees.

The Board of Trustees and the officers and employees of the school shall not engage in any "self-dealing transactions," except as approved by the Board. "Self-dealing transactions" means a transaction to which the school is a party and in which one or more of the Trustees has a material financial interest. Notwithstanding this definition, the following transaction is not a self-dealing transaction, and is subject to the Board's general standard of care: a transaction that is part of a public or charitable program of the school, if the transaction (a) is approved or authorized by the Board in good faith and without unjustified favoritism, and (b) results in a benefit to one or more Trustees or their families because they are in a class of persons intended to be benefited by the program.

Any actual or potential conflict of interest occurs when a Trustee, officer, or employee is in a position to influence a decision that may result in a personal gain for said Trustee, officer, or employee or in a gain for a relative of person with whom said Trustee, officer, or employee has a close personal relationship as a result of a business dealing with the school. In the case of an employee, any such conflict of interest must be immediately reported to the school principal. If the party with the potential conflict of interest is the principal, he or she shall report it to the Chairman of the Board of Trustees. In the case of an officer or Trustee, the potential conflict of interest must be reported immediately to the Chairman of the Board. If the party with the potential conflict of interest is the Chairman, he or she shall report it to the Vice Chairman.

Any Trustee, officer, or employee having an interest in a contract, other transaction or program to be discussed by the Board of Trustees for authorization, approval, or ratification shall make a prompt, full, and frank disclosure to the Board of his or her interest prior to its acting on such contract or transaction. Such disclosure to the Board of his or her interest prior to its acting on such contract or transaction. Such disclosure shall include all relevant and material facts known to such person about the contract or transaction, which might reasonably be construed to be adverse to the Board's interest. A person shall be deemed to have an "interest" in a contract or other transaction if he or she is the party (or one of the parties) contracting or dealing with the school, or is a Principal, Trustee, or Officer of or has a significant financial or influential interest in the entity contracting or dealing with the school.

Trustees, officers, or employees representing any not-for-profit corporation proposing to do business with the school shall disclose the nature and extent of such business.

No Trustee, officer, or employee of a for-profit corporation having a business relationship with the school shall serve as a voting member of the Board of Trustees for the duration of such business relationship, provided, however, that this provision shall not apply to the following:

- Individuals associated with a partnership, limited liability corporation, or professional corporation, including but not limited to doctors, accountants, and attorneys.
- Individuals associated with an educational entity (including but not limited to schools of education) some of whose faculty may be providing paid services directly or indirectly to such charter school.
- Individuals associated with a bank, insurance, mutual fund, investment bank, stock brokerage, financial planning, or other financial services organization.

In no instance shall a Trustee officer, or employee of a for-profit educational management organization having a business relationship with the charter school serve as a voting member of the Board of Trustees for the duration of such business relationship.

Trustees, officers, or employees of any external organization shall hold no more than 40 percent of the total seats comprising the Board of Trustees.

Trustees shall make all appropriate financial disclosures whenever a grievance of conflict of interest is lodged against them.

Trustees, officers, and employees shall not use his or her position with the school to acquire any gift or privilege worth $50 or more that is not available to a similarly situation person, unless that gift is for the use of the school.

School Trustees, officers, and employees may never ask a subordinate, a student, or a parent of a student to work on or give to any political campaign.

Trustees, officers, and employees will exercise the highest degree of care not to disclose confidential information including, but not limited to:

- Student records
- Financial information
- Personnel records
- Payroll records

Trustees, officers, and employees will observe rules of behavior and conduct. Unacceptable conduct includes, but is not limited to:

- Theft or inappropriate removal or possession of property
- Falsification of documents
- Possession, distribution, sale, transfer, or use of alcohol of illegal drugs in the workplace or while on duty
- Use of tobacco or tobacco products on school grounds
- Insubordination or other disrespectful conduct
- Violation of safety or health rules
- Sexual or other unlawful or unwelcome harassment
- Excessive absenteeism or any absence without notice

All trustees, officers, and employees of the school will be given a copy of the code of ethics upon their employment of association with the school.

48. Attach the proposed student admission policy and procedures for the charter school. This policy should include, at a minimum, the following information:

- **The required anti-discrimination criteria and allowable admissions preferences, including in New York City, the Community School District (CSD) preference;**
- **Any "at-risk" admission factors, such as students with disabilities (requiring special education programs/services), students who are English language learners or students who are eligible to participate in the federal free or reduced-price lunch program, etc.;**
- **The scheduled application and enrollment periods for the first and subsequent years, including the approximate date each year on which you intend to hold the lottery, if necessary, which must be after April 1st of each year;**
- **An outreach plan including strategies for: (1) publicizing and obtaining feedback regarding the proposed school; (2) recruiting prospective students; and (3) attracting English language learners, students with disabilities and students who qualify for free and reduced-price lunch in sufficient numbers as to meet targets that are comparable to the school district of location (understanding that such targets will be developed in the near future);**
- **The specific targeted student population (if any);**
- **The step-by-step procedures to be implemented in the event timely applications for admission exceed the available seats, including who will conduct the lottery, the precise manner in which the lottery will be conducted, and measures that will be taken to ensure that the process adheres to Education Law subdivision 2854(2);**
- **The procedures for student registration after being admitted through the lottery or otherwise, to include how/whether the school will backfill grades;**
- **The manner in which the waitlist will be maintained;**
- **The procedures for an enrolled student's withdrawal from the school; and**
- **The procedures for currently enrolled students to notify the school of their intent to enroll the following year.**

The school shall not discriminate against any student based on race, ethnicity, national origin, gender, disability, sexual orientation, or for any other basis that would be unlawful for a public school. The school shall be open to any child who is eligible under the laws of New York State for admission to a public school, and the school shall ensure compliance with all applicable anti-discrimination laws governing public schools, including Title VI of the Civil Rights Act and §2854(2) of the New York Education Law, governing admission to a charter school. New students will be admitted each year without regard to prior measures of achievement or aptitude, athletic ability, disability,

ethnicity, race, creed, gender, national origin, religion, ancestry, sexual orientation, or any other grounds that would be unlawful.

Formal recruitment of new potential students begins immediately in January of each year. The school will advertise informational sessions where families can come to meet staff and learn about the school's programs and expectations. Interested families may then begin submitting applications. The application is available at the informational sessions, all SCN schools, and online. It is a simple form requesting basic biographical information and contact information. There are no fees associated with filing the application, and staff members will be available to assist applicants who need help filling it out. The school will accept unsigned applications for the lottery and will not access any educational records for which there is not a corresponding signature.

Additionally, the school will make an effort to attract special education students as well as students without special education needs by directing advertising and other recruitment efforts at a broad range of neighborhoods, pre-school programs, and community centers that serve both special education and non-special education students.

The school will also publicize its lowered admissions age (child must be four years of age by August 1) at its information sessions and on its application so as to attract the younger children that it will admit.

All applications must be received by a deadline that shall fall between April 1 and April 15. Priority will be given in the following order:

- Returning students
- Siblings of currently attending students
- Applicants zoned to attend failing schools and/or applicants who are deemed English Language Learners (ELLs) who reside in the Community School District (CSD) of location of the charter school
- Applicants zoned to attend failing schools and/or applicants who are deemed English Language Learners (ELLs) who do not reside in the CSD of location of the charter school
- Other applicants who reside within the CSD of location of the charter school
- Other applicants who reside outside of the CSD of location of the charter school.

If the number of applicants exceeds the school's capacity, a random selection lottery process will be conducted on or about April 15. The Success Charter Network purchased a digital lottery program for this purpose. The lottery will be conducted at a public meeting by an individual unaffiliated with the school and the Success Charter Network. An independent auditor will be present to verify that the lottery adheres to Education Law subdivision 2854(2). The program assigns each applicant a random number. These applicants are then ranked according to their random numbers and applicants are assigned spaces based on this ranking with priority given as stated above. After all available spaces have been assigned, the remaining applicants are placed on a numbered wait list

according to their randomly generated number. The parents of each applicant will be notified via letter of the lottery results within one week of the lottery. Reasonable and multiple attempts will be made to contact the families of students to confirm whether the student is interested in attending the school. If these reasonable and multiple attempts are unsuccessful, the school may remove the student from the enrollment list and make the space available to the first eligible family on the wait list.

The wait list will expire annually at the lottery drawing for the next school year.

The only exception to the random lottery process (other than for returning students) is for siblings of students who already have been assigned spaces in the school. These siblings will be also be given spaces at the school regardless of their random lottery number.

In order to maintain school culture, the school intends to admit students into kindergarten through second grade each year as space permits.

The school will undertake numerous recruitment activities in recruiting applicants. These activities will be available via translators as necessary to recruit ELL students. Some of the activities that will promote the school and recruit applicants may include:

- Mailings, in multiple languages, to residents of the school district of location.
- Flyers posted in local newspapers, supermarkets, churches, community centers, and apartment complexes.
- Open houses at the school and informational sessions hosted at public and private venues frequented by families of young children, including daycare and nursery schools.
- Neighborhoods canvassing.

Charter schools are public schools of choice, both for application and withdrawal. There may arise circumstances in which a parent or guardian may wish to transfer his or her child to a different school. Such parent or guardian may withdraw his or her child at any time. School personnel will offer to meet with the family and discuss the reasons for the desired withdrawal from the school and seek resolutions to any problems needing to be addresses. If the parent or guardian still wishes to withdraw the child, the school staff will ensure a timely transfer of any necessary school records to the student's new school.

Each year, school personnel will meet with the families of all parents and guardians of currently enrolled students to discuss enrollment plans for the following school year. Parents or guardians must then submit to the school a letter of intent confirming their desire to enroll their child(ren) in the school for the following year.

49. Attach the charter school's student discipline rules and procedures for general education students. If your school is to have a provision for suspension or expulsion, include as well the long term and short term due-process protections for students and parents, and procedures and policies for implementing mandatory alternative instruction.

The Success Charter Network believes a strong school culture is essential for academic success. It believes that without a safe, orderly, and respectful environment, children cannot learn. As such, it has very high expectations for student behavior and a strict discipline policy to make sure students act appropriately at all times and are always within a safe, structured environment. Its schools take a preventive and pro-active approach to discipline to ensure that students behave properly in the first place and that there are no obstacles to learning.

The school uses a warm-strict approach to discipline and believes that good behavior, like academics, must be taught. It also believes that the small stuff matters and, therefore, even minor infractions will not be tolerated. The goal is for students to become self-disciplined and self-directed individuals who respect others, the community around them, and themselves.

All students, teachers, and parents will be aware of the school's high expectations and the school, in turn, expects parents, students, and teachers to strictly adhere to the policies. During the summer faculty training session, teachers are provided with extensive professional training on effective discipline, good behaviors, and productive routines. During student orientation, students are taught effective discipline and good behaviors through clear, consistent, and well-established classroom routines. Teachers and staff continuously model appropriate behaviors for students and use preventive and positive strategies including a rewards system whereby students are honored at monthly ceremonies for perfect attendance, homework completion, and expression of the school's *ACTION* values:

- Agency: Students should have a sense of ownership and personal responsibility. They have the power and the responsibility to control their behavior, their learning, and ultimately their future.
- Curiosity: Students should be curious and explore. They should always ask questions and want to investigate to learn more.
- Try and Try: Students should work hard – even if they do not succeed with their first attempt. They should learn from their mistakes and demonstrate persistence.
- Integrity: Students should always be honest. Personal integrity is of the utmost importance.
- Others: Students should have empathy and respect for others. They learn to put others before oneself.
- No Shortcuts: There are no shortcuts to success. Hard work is mandatory.

To ensure safety and success, the Success Code of Conduct is enforced at all times. Students must adhere to the Code of Conduct, which includes the Uniform and Attendance Policies, when at school, on school grounds, participating in a school-sponsored activity, walking to or from school or a school-sponsored event, walking to or from, waiting for, or riding on public transportation to and from school or a school-sponsored activity. Serious misconduct outside of the school is considered a school disciplinary offense when evidence exists that the student's continued presence at the school would have a significant detrimental effect on the school.

A violation of the Code of Conduct is a punishable offense. When a student fails to adhere to the Code of Conduct or does not meet the school's standards for acceptable behavior despite the positive and preventive strategies, the school must respond and intervene with specific consequences so that it can maintain a safe and productive learning environment for all students.

In all cases of disciplinary consequences minimum due process under federal case law will be afforded to all students. Students will be told of the charges against them and asked for their side of the story. The principal or other school official shall consider this explanation prior to taking the disciplinary action. Parents should be notified before or within a reasonable amount of time after the imposition of such discipline.

Below is a list of possible infractions and potential consequences. Please keep in mind that the list of punishable offenses and punishments is not exhaustive. Teachers and staff can supplement these rules with their own rules for classes and events. In addition, violations of the Code of Conduct and consequences are subject to the discretion of the Principal and may be adjusted accordingly. A student who has committed any of the infractions listed below shall be subject minimally to the disciplinary actions listed below or elsewhere in this document, unless the Principal determines that an exception should be made based upon the individual circumstances of the incident and the student's disciplinary record. Consequences include but are not limited to loss of Success Points, staying after school or coming in on Saturdays to make up missed instruction, in-school suspension, out-of-school suspension, and/or expulsion. Finally, any breaches of state of federal law may be handled in cooperation with New York City Police Department or other authorities.

Level 1 Infractions

- Slouching/failing to be in "Ready to Succeed" position
- Calling out an answer
- Having an un-tucked shirt
- Chewing gum or bringing candy to school
- Rolling eyes or other minor disrespectful behavior
- Wearing jewelry (modest religious jewelry permissible)
- Wearing makeup

Range of School Responses, Interventions, & Consequences for Level 1 Infractions

- Warning/reprimand by school staff
- Student is reminded of appropriate behavior and task at hand
- Student is reminded of what he/she is like at his/her best and of past good behavior
- Student is reminded of past poor decisions and provided with productive alternatives/choice that should be made
- Student is given a non-verbal warning
- Student is given a verbal warning

Level 2 Infractions

- Committing a Level 1 Infraction after intervention
- Being off-task
- Being unprepared for class (which includes but is not limited to failing to bring pencil, not completing homework, etc…)
- Failing to follow directions
- Failing to complete work
- Arriving late to school/class and/or violating school attendance policy
- Failing to be in school uniform and/or violating school uniform policy
- Wearing clothing or other items that are unsafe or disruptive to the educational process
- Failure to obtain signatures for required assignments
- Disrupting class or educational process in any way at any time (which includes but is not limited to making excessive noise in a classroom, failing to participate, refusing to work with partners, etc…)
- Being in an off-limits location without permission
- Failing to be in one's assigned place on school premises
- Getting out of your seat without permission at any point during the school day
- Going to the bathroom without permission or at undesignated times
- Making noise in the hallways, in the auditorium, or library without permission
- Inappropriate noise levels in lunchroom, gym, and during arrival and dismissal
- Leaving the recess area during recess without permission from an authorized adult
- Engaging in unsafe behavior, failing to use recess equipment properly, or failing to follow directions during recess
- Excluding classmates in games/activities during recess
- Using school equipment (i.e. computers, faxes, phones) without permission
- Bringing electronic equipment to school of any kind without school authorization (which includes but is not limited to cell phones, game boys, walkmans, i-pods, headphones, pagers, radios, etc…)
- Littering on school grounds
- Verbally dishonoring a fellow student (which includes but is not limited to teasing, name calling, being rude, mocking, etc…)
- Verbally dishonoring faculty, staff, or other Harlem Success community members

(which includes but is not limited to being rude, disobeying instructions, etc…)

Range of School Responses, Interventions, & Consequences for Level 2 Infractions

- Student is reminded of appropriate behavior and task at hand
- Student is given a verbal warning
- Removal from classroom for "Time Out" outside of the classroom (administrator's office)
- Student-Teacher-Parent conference
- Student-Parent-Administrator Conference
- In-school disciplinary action (which includes but is not limited to exclusion from recess, communal lunch, enrichment activities, sports, school events, trips, or activities)
- Verbal or written apology to community
- Staying after school or coming in on Saturdays
- In-school suspension (possibly immediate)
- Out-of-school suspension (possibly immediate)
- Other consequences/responses deemed appropriate by school (including but not limited to extended suspension for a fixed period or expulsion)

Level 3 Infractions

- Committing a Level 2 Infraction after intervention
- Dishonoring a fellow student using profanity, racial slurs, or any foul or discriminatory language
- Dishonoring a faculty or staff member using profanity, racial slurs, or any foul or discriminatory language
- Disobeying or defying school staff or any school authority/personnel
- Using profane, obscene, lewd, abusive, or discriminatory language or gestures in any context (which includes but is not limited to slurs based upon race, ethnicity, color, national origin, religion, gender, sexual orientation, or disability)
- Posting or distributing inappropriate materials (which includes but is not limited to unauthorized materials, defamatory or libelous materials, or threatening materials)
- Violating the school's internet policy (which includes but is not limited to using the internet for purposes not related to school or non-educational purposes or which result in security/privacy violations. Personal internet use is contingent upon express permission from a school authority)
- Forgery of any kind
- Lying or providing false or misleading information to school personnel
- Engaging in any academic dishonesty (which includes but is not limited to cheating, plagiarizing, copying another's work, or colluding/fraudulent collaboration without expressed permission from a school authority)
- Tampering with school records or school documents/materials by any method
- Falsely activating a fire alarm or other disaster alarm or making false threats of any kind
- Misusing other people's property
- Vandalizing school property or property belonging to staff, students, or others (which

includes but is not limited to writing on desks, writing on school books, damaging property, etc…)
- Stealing or knowingly possessing property belonging to another person without proper authorization
- Smoking
- Gambling
- Throwing any objects
- Engaging in inappropriate or unwanted physical contact
- Fighting or engaging in physically aggressive behavior of any kind (which includes but is not limited to play fighting, horsing around, shoving, pushing, or any unwanted or aggressive physical contact)
- Leaving class, school-related activity, or school premises without school authorization
- Repeatedly failing to show up to class, school, or any school activity or event and/or repeatedly violating school attendance policy

Range of School Responses, Interventions, & Consequences for Level 3 Infractions
- Sent to Principal/Dean of Students
- Loss of classroom/school privileges
- Additional assignments which require student to reflect on behavior in writing or orally (depending on grade)
- Call home to parents
- Removal from classroom or "Time Out" outside of the classroom (administrator's office)
- Student-Parent-Administrator Conference
- In-School disciplinary action (which includes but is not limited to exclusion from recess, communal lunch, enrichment activities, sports, school events, trips, or activities)
- Verbal or Written Apology to Community
- Staying after school or coming in on Saturdays
- In-school suspension (possibly immediate)
- Out-of-school suspension (possibly immediate)
- Other consequences/responses deemed appropriate by school (including but not limited to extended suspension for a fixed period)
- Expulsion

Level 4 Infractions
- Committing a Level 3 Infraction after intervention
- Repeated in-school and/or out-of-school suspensions
- Exhibiting blatant and repeated disrespect for school code, policies, community, or culture
- Engaging in gang-related behavior (which includes but is not limited to wearing gang apparel, making gestures, or signs)
- Destroying or attempting to destroy school property
- Engaging in intimidation, bullying, harassment, coercion, or extortion or threatening violence, injury, or harm to others (empty or real) or stalking or seeking to coerce

- Engaging in behavior which creates a substantial risk of or results in injury/assault against any member of the school community
- Engaging in sexual, racial, or any other type of harassment
- Possessing, transferring, or using drugs, alcohol, or controlled substances
- Participating in an incident of group violence
- Possessing a weapon
- Charged with or convicted of a felony

Range of School Responses, Interventions, & Consequences for Level 4 Infractions

- Sent to Principal/school administrator
- Loss of classroom/school privileges
- Additional assignments which require student to reflect on behavior in writing or orally (depending on grade)
- Call home to parents
- Removal from classroom or "Time Out" outside of the classroom (administrator's office)
- Student-Parent-Administrator Conference
- In-school disciplinary action (which includes but is not limited to exclusion from recess, communal lunch, enrichment activities, sports, school events, trips, or activities)
- Verbal or written apology to community
- Staying after school or coming in on Saturdays
- In-school suspension (possibly immediate)
- Out-of-school suspension (possibly immediate)
- Other consequences/responses deemed appropriate by school (including but not limited to extended suspension for a fixed period)
- Expulsion

A short-term suspension refers to the removal of a student from the school for disciplinary reasons for a period of five days or fewer. It includes any act which school officials reasonably conclude warrants a short-term suspension. If necessary, the student will be immediately removed from the class/school. The Principal will immediately inform the parents or guardian in writing of the charges. Written notice shall be provided by personal delivery, express mail delivery, or equivalent means reasonably calculated to assure receipt of such notice within 24 hours of the suspension at the last known address of the parents/guardians. Where possible, notification also will be given by phone. Notices will provide a description of the incident(s) which led to the suspension and will offer the opportunity for an immediate informal conference with the Principal. Such notice and informal conference shall be in the dominant language or mode of communication used by parents/guardian. The student's family has the right to appeal within 10 business days of the date of suspension/expulsion in accordance with the charter school's complaint process.

A long-term suspension refers to the removal of a student for disciplinary reasons for a period of more than five days. Expulsion refers to the permanent removal of student

from school for disciplinary reasons. Long-term suspension and/or expulsion include any act which school officials reasonably conclude warrants a long-term suspension and/or expulsion. If necessary, the student will be immediately removed from the class/school. A long-term suspension/expulsion may be imposed only after the student has been found guilty at a formal long-term suspension hearing. The Principal will immediately inform the parents or guardian in writing of the charges. A date, time, and place for the hearing and the notice of the right to be represented by counsel will also be communicated. Written notice shall be provided by personal delivery, express mail delivery, or equivalent means reasonably calculated to assure receipt of such notice within 24 hours of the suspension at the last known address of the parents/guardians. Where possible, notification also will be given by phone. Notices will provide a description of the incident(s) which led to the suspension and will offer the opportunity for an immediate informal conference with the Principal. Such notice and informal conference shall be in the dominant language or mode of communication used by parents/guardian.

A long-term suspension/expulsion may be imposed only after the student has been found guilty at a formal long-term suspension hearing. The Principal will call and preside over a formal, long-term suspension hearing. At the hearing, the student shall have the right to be represented by counsel, question witnesses, and present evidence. The Principal and all members of the staff who were involved in witnessing the alleged discipline violation are required to participate in the hearing. A decision by the Principal will stand as the final decision regarding the student's long-term suspension status. Additionally, the Principal may decide that the infraction warrants expulsion. A student may also be subject to any of the disciplinary measures outlined elsewhere in this document including expulsion and/or a referral to the appropriate law enforcement authorities. Additionally, the Principal may decide that the infraction warrants expulsion. If this is the case, the Principal shall forward the recommendation to the Board of Trustees. A student may also be subject to any of the disciplinary measures outlined elsewhere in this document including expulsion and/or a referral to the appropriate law enforcement authorities. The Board of Trustees will be consulted prior to any/all expulsions. The student's family has the right to appeal within 10 business days of the date of suspension/expulsion in accordance with the charter school's complaint process.

Federal and state law require the expulsion from school for a period of not less than one year of a student who is determined to have brought a firearm to the school, or to have possessed a firearm at school, except that the principal may modify such expulsion requirement for a student on a case-by-case basis, if such modification is in writing, in accordance with the Federal Gun-Free Act of 1994 (as amended). "Weapon" as used in this law means a "firearm," as defined by 18 USC§8921, and includes firearms and explosives. The principal shall refer a student under the age of sixteen who has been determined to have brought a weapon or firearm to school to a presentment agency for a juvenile delinquency proceeding consistent with Article 3 of the Family Court Act.

Students who are suspended will be provided with alternative instruction as per EL3202. Arrangements will be made between the school and each individual family on a case-by-case basis. In cases of suspension, alternative instruction by qualified staff will be offered

within 24 hours of any suspension. Such instruction can be at a location and time of the school's choosing, so long as each is reasonable and the student has notice of it. The school can choose to provide tutoring to a suspended student at the school, the student's home or some other reasonably accessible location, either during the school day or before or after school hours. Alternative instruction means actual instruction as opposed to simply giving homework or assigning self-study. The quality of the instruction will be designed to allow the student to keep pace with school work, receive all assignments, tests, quizzes, etc. and generally advance with the curriculum.

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

The school will work closely with the Committee on Special Education to establish clear guidelines for communication and decision-making on disciplinary matters.

Students for whom their IEP includes a Behavior Intervention Plan (BIP) will be disciplined in accordance with the BIP. If the BIP appears not to be effective or if there is a concern for the health and safety of the student or others if the BIP is followed with respect to the infraction, the matter will be immediately referred to the Committee on Special Education (CSE) of the student's district of residence for consideration of a change in the guidelines.

If a student identified as having a disability is suspended during the course of the school year for a total of eight days or more, such student will immediately be referred to the CSE of the student's district of residence for reconsideration of the student's education placement. Such student shall not be suspended for a total of more than ten days during the school year without the specific involvement of the CSE of the student's district of residence prior to the eleventh day of suspension, because such suspensions may be considered to be a change in placement.

In considering the placement of students referred because of disciplinary problems, the CSE of the student's district of residence is expected to follow its ordinary policies with respect to parental notification and involvement.

The school shall work with the district to ensure that the CSE of the student's district of residence meets within seven days of notification of any of the following:

- The commission of an infraction by a student with a disability who has previously been suspended for the maximum allowable number of days.
- The commission of any infraction resulting from the student's disability.
- The commission of any infraction by a disabled student, regardless of whether the student has previously been suspended during the school year if, had such infraction been committed by a non-disabled student, the principal would seek to impose a suspension in excess of five days.

The school shall ensure that when the suspension or removal to a student with a disability will constitute a disciplinary change of placement, the CSE will be immediately notified so that the CSE can meet its required obligations to:

- Convene a CSE meeting within 10 school days to make a manifestation determination.
- Convene a CSE meeting within 10 business days to develop a plan to conduct a functional behavioral assessment or review an existing functional behavioral assessment or behavioral intervention plan.
- Provide the student's parent with a copy of their procedural due process rights.
- Work closely with the CSE of the students' district of residence in determining educational services or the interim alternative educational setting that would

ensure the provision of the requirements of a free and appropriate public education (FAPE).

Those students removed for a period fewer than ten days will receive all classroom assignments and a schedule to complete such assignments during the time of his or her suspension. Provisions will be made to permit a suspended student to make up assignments or tests missed as a result of such suspension. The school also shall provide additional alternative instruction with the reasonable promptness and by appropriate means to assist the student, so that the student is given full opportunity to complete assignments and master curriculum, including additional instructions, phone assistance, computer instruction, and/or home visits and one-on-one tutoring.

During a subsequent removal that, combined with previous removals, equals ten or more school days during the school year, but does not constitute a change in placement, services must be provided to the extent determined necessary to enable the child to appropriately progress in the general curriculum and in achieving the goals of his or her IEP. In these cases, school personnel, in consultation with the child's special education teacher, shall make the service determination.

During any removal for drug or weapon offenses [pursuant to 34 CFR §300.520(a)(2)], services will be provided to the extent necessary to enable the child to appropriately progress in the general curriculum and in achieving the goals of his or her IEP. These service determinations will be made by the CSE of the student's district of residence. The school will place students in interim alternative educational settings as appropriate and mandated by 34 CFR §300.520(a)(2).

During any subsequent removal that constitutes a change in placement, but where the behavior is not a manifestation of the disability, the services must be provided to the extent necessary to enable the student to appropriately progress in the general curriculum and in achieving the goals of his or her IEP. The CSE of the student's district of residence will make the service determination.

Any time the behavior of a student with a disability requires a disciplinary action, a Functional Behavioral Assessment (FBA) is conducted and a decision is made as to the Behavioral Intervention Plan. These procedures are followed each time to ensure that when a behavior incident occurs that a suspension or removal of a student with a disability does not constitute a disciplinary change in placement, and that the student is not suspended or removed for behaviors related to the student's disability as determined by the CSE and other qualified individuals.

If discipline which would constitute a change in placement is contemplated for any student, the following steps shall be taken:

- Not later than the date on which the decision to take such action is made, the parents of the student with a disability shall be notified of that decision and provided the procedural safeguards notice described in 34 CFR §300.504; and

- Immediately, if possible, but in no case later than ten school days after the date on which such decision is made, the CSE of the student's district of residence and other qualified personnel shall meet and review the relationship between the child's disability and behavior subject to the disciplinary action.

If, upon review, it is determined that the child's behavior was not a manifestation of his or her disability, then the child may be disciplined in the same manner as a child without a disability, except as provided in 34 CFR §300.121(d), which relates to the provision of services to students with disabilities during periods of removal.

Parents may request a hearing to challenge the manifestation determination. Except as provided below, the child will remain in his or her current educational placement pending the determination of the hearing.

If a parent requests a hearing or an appeal to challenge the interim alternative education setting or the manifestation determination resulting from a disciplinary action relating to weapons or drugs, the child shall remain in the interim alternative educational setting pending the decision of the hearing officer or until the expiration of the time period provided for in the disciplinary action, whichever occurs first, unless the parent and school agree otherwise.

51. If the charter school would implement a dress code policy, provide such policy including a description of how the cost of any uniform would be subsidized for parents unable to afford them.

Students at the school will wear uniforms for the following reasons:

- Uniforms help maintain a school culture of unity and academic excellence.
- Uniforms allow parents to save money by not having to buy an entire wardrobe of school clothing.
- Uniforms help eliminate indicators of differences in socio-economic status among students.
- Uniforms minimize learning distractions in the school.

Students will be required to wear their uniforms when on campus and on most school-sponsored field trips. The school uniform policy will be made clear to parents at information sessions both before and after the admissions lottery. Students not in full compliance with the uniform policy will be handled in accordance with the school's discipline policy. Such discipline may include verbal admonishment, parent/teacher conferences, and parent conferences with school leadership. Students will not be withheld from class due to uniform infractions.

The school's uniform for boys is:

Kindergarten:

- Navy Pants
- Orange Polo w/ logo
- Navy V-neck Pullover w/ logo
- Black Belt
- Navy Crew Socks

1st—4th Grade:

- Navy Pants
- Blue Oxford Shirt w/ logo
- Navy V-neck Pullover w/ logo
- Orange Tie
- Black Belt
- Navy Crew Socks

5th:

- Navy Pants
- Blue Oxford Shirt
- Navy Blazer w/ logo
- Orange Tie

- Black Belt
- Navy Crew Socks

The school's uniform for girls is:

Kindergarten—3rd grade:

- Navy Plaid Jumper w/ logo
- Orange Polo Shirt
- V-neck Cardigan w/ logo
- Navy Opaque Tights

4th:

- Navy Plaid Kilt
- Orange Polo Shirt w/logo
- V-neck Cardigan w/ logo
- Navy Opaque Tights

5th:

- Navy Plaid Kilt
- Orange Polo Shirt w/ logo
- Girl's Fitted Blazer w/ logo
- Black Lycra Shorts
- Navy Opaque Tights

Additionally, students have a uniform for certain physical education activities, which consists of navy shorts or sweatpants and a t-shirt with the school logo.

The school will also make exceptions to the uniform policy for minor items such as head covers that are worn in conjunction with exercise of a religious practice.

While the school will identify an inexpensive uniform provider, it understands that all families may not be able to afford the uniform. No student will be denied access to the school because of an inability to purchase the school uniform. Rather, the school will keep reserves on hand to assist families who cannot afford the uniform.

52. Attach the policies of the charter school's board of trustees for handling complaints from individuals or groups.

Any individual or group may bring complaints to the Board of Trustees. Complaints will be submitted to the Board of Trustees at least one week prior to the next scheduled board meeting. Complaints submitted later will be addressed at the subsequent meeting of the Board of Trustees. Emergency issues will be dealt with on an as-needed basis, with the board responding at or prior to its next regular board meeting. Every effort will be made to respectfully address each matter to the satisfaction of the individual or group that presented the complaint. The board, as necessary, may delegate the principal or other responsible party to act upon the complaint and report to the Board. The Board will render a determination in writing as appropriate.

In accordance with Education Law §2855(4), if after presentation of a complaint alleging a violation of law or of the school's charter to the Board of Trustees, the individual or group determines that the Board has not adequately addressed the complaint, that individual or group may present the complaint to the school's charter entity, the State University Trustees (through the Charter Schools Institute), which shall investigate and respond. The State University Trustees shall have the power and the duty to issue appropriate remedial orders to the school's Board of Trustees under their jurisdiction to effectuate the provisions applicable under Education Law. If, after presentation of the complaint to the State University Trustees, the individual or group determines that the State University Trustees have not adequately addressed the complaint, they may present that complaint to the Board of Regents, which shall investigate and respond, and issue appropriate remedial orders.

53. In the event of the closure and dissolution of the charter school, attach the procedures that the school would follow for the transfer of students and student records, execution of a closure plan, and for the disposition of school assets. Please indicate the applicant's preference for distributing the assets to either the school district of location, or another charter within that district.

If it is determined that the charter school shall close, the school will follow the most recent closure plan issued by the Charter Schools Institute. The School Board of Trustees shall delegate to the principal the responsibility to manage the day-to-day dissolution process and implement the Closure Plan approved by the School Board under the advisement of the Treasurer of the Board and the oversight of an ad hoc closure committee, who shall also be delegated proper authority from the School Board, it being understood that the principal and Treasurer will not take any final action that would be required by law to be approved by the School Board or make an final reports to the State University Trustees, unless such authority is specifically delegated.

The school will work closely with appropriate representatives of the district of location, the New York City Department of Education (NYC DOE), to develop and implement a dissolution plan that will govern the process of transferring students and student records. Initially, a list of students attending the school will be sent to the NYC DOE. The school will coordinate any planned or voluntary dissolution with the district to facilitate reintegration of its students and their records, and will provide the district with a minimum notice of 120 days for any voluntary dissolution.

Prior to dissolution, the school will conduct a series of meetings for parents to provide information about the dissolution and to support them in making decisions regarding selection of educational programs for their children. School representatives will also meet one-on-one with each enrolled student's family to ensure that all parents are aware of their options regarding educational services for their child in New York City public schools, charter schools, and nonpublic schools.

The dissolution plan will provide that all property, which the school has leased, borrowed, or contracted for use will be returned. The return of such property will conform with contractual prearrangement, where applicable, or will be done with reasonable promptness. All remaining assets of the school shall be transferred to another charter school within the New York City School District.

54. Attach a copy of the proposed school's personnel policies. The attached policies should include at least the following information:

- **the procedures for hiring and dismissing school personnel;**
- **the school's qualifications for hiring teachers, school administrators and other employees;**
- **a description of responsibilities for staff members;**
- **a description of the school's processes and criteria for evaluating teacher performance; and,**
- **a description of how teachers will be held accountable for student achievement.**

While the school principal has final authority to hire and fire staff members, the recruitment team at the Success Charter Network devotes countless hours to attracting, screening, and recommending for hire the strongest candidates for teachers, school leaders, and other school personnel. The application/interview process involves:

- Application submission with resume and cover letter.
- Phone interview.
- In person interview.
- Reference check.
- Demo lesson and/or trial day.
- Interview with school leadership.
- Job offer.

During the course of the application/interview process, the recruitment team is looking for the following qualifications:

- Relentless commitment to academic excellence.
- Dedication to the Success Charter Network's mission, culture, and values.
- Relevant teaching experience, preferably in an urban setting.
- Demonstrated ability to engage students and deliver effective instruction.
- Commitment to data-driven instruction.
- High level of organization and resourcefulness.
- Prior success.
- Excellent oral and written communication skills.
- College degree, advanced degrees, certifications.
- Recommendations from previous employers.

The responsibilities of the principal will include, but not be limited to:

- Providing leadership and direction to all school staff members.
- Hiring, evaluating, and terminating staff members.

- Administering scheduling, enrollment, and curriculum.
- Ensuring the proper use of student data to drive and improve instruction.
- Facilitating parent involvement.
- Making formal reports to the Board of Trustees, the Success Charter Network, and the charter entity.
- Implementing the school policies and procedures as directed by the Board of Trustees.
- Providing a safe learning environment.
- Ensuring proper budgeting.
- Assisting SCN in the training and mentoring of school leadership residents.
- Providing guidance and support to teachers to improve instruction.

The responsibilities of the school leadership resident, who will start in year 2 of the school's operation, will include, but not be limited to:

- Developing lesson plans and providing quality instruction to assigned classes in their area of expertise. This teaching will comprise fifty percent of their time.
- Mastering the SCN curriculum.
- Mastering the proper usage of student data to drive and improve instruction.
- Mastering the successful teacher observation and feedback process.
- Mastering the SCN culture.
- Participating in mentoring activities with SCN staff and SCN school principals.

The responsibilities of the dean of students, who will start in year 2 of the school's operation, will include, but not be limited to:

- Maintaining an environment conducive to learning.
- Implementing the school discipline policy.
- Meeting with teachers, students, and families to address behavioral concerns.
- Supporting and coaching teachers to help create and maintain positive classroom management styles.
- Enforcing the school uniform policy.

The responsibilities of the school operations coordinator/manager shall include, but not be limited to:

- Anticipate and prevent maintenance and cleanliness issues.
- Coordinate school procurement and get needed supplies to staff in a timely fashion.
- Ensure school safety agent is on premises and performing job adequately when needed.
- Ensure fire drills happen when necessary and appropriate.
- Ensure compliance with necessary laws and regulations related to school food.

- Ensure students and staff have access to appropriate food in a timely fashion in a clean cafeteria.
- Manage basic technology needs at school level.
- Ensuring the school operates in compliance with all federal, state, and local laws as well as its charter.
- Creating and maintaining a school emergency response plan.

The responsibilities of the community relations coordinator/manager shall include, but not be limited to:

- Being the first point of contact for all visitors to the school.
- Preparing weekly fliers announcing upcoming events for student families.
- Answering the telephone in the main office and taking messages or forwarding calls as appropriate
- Creating graphs from data of student attendance.
- Maintaining a system for incoming and outgoing mail and facsimiles.
- Ensuring the office is clean, organized, and stocked with necessary supplies.
- Tracking student attendance.
- Maintaining student files.
- Attending to minor student health needs.
- Planning and coordinating student field studies.

Teacher responsibilities will include, but not be limited to:

- Maintaining and enriching their expertise in the subject area(s) they teach.
- Developing lesson plans that ensure the attainment of state learning standards and are aligned with the school's curriculum.
- Coordinating lesson plans with other teachers to reinforce student knowledge on an interdisciplinary basis.
- Providing direct and indirect instruction.
- Creating long-term and short-term plans to address individual student needs.
- Preparing students excellently for all required assessments.
- Evaluating student progress.
- Using data effectively to improve instruction and student learning.
- Providing an inviting, exciting, innovative learning environment.
- Engaging in effective and appropriate classroom management.
- Serving as advisors to students.
- Ensuring students with special education, ELL, or gifted needs are serviced at an extremely high level.
- Performing other duties, as deemed appropriate, by the principal.

Student achievement coordinator/manager responsibilities will include, but not be limited to:

- Managing all student information related to assessments and special education services.
- Distributing, collecting, and insuring that assessment materials have been completed correctly.
- Coordinating schedule for data meetings, tutoring, and special education services.
- Scheduling and managing all student Individualized Education Programs (IEP).
- Managing and synthesizing all data from all meetings, assessments, initial referrals, and IEPs.
- Communicating data results to school leadership and the Director of Data and Accountability at the Success Charter Network.
- Overseeing faculty summer training and professional development operations

Associate teacher responsibilities will include, but not be limited to:

- Supporting and delivering classroom instruction across a grade in small groups and one-on-one.
- Collaborating with lead teachers in weekly meetings dedicated to lesson planning and analysis of student achievement data.
- Creating and implementing behavioral management systems.
- Performing administrative duties as necessary.

All SCN teachers are expected to teach and attain student achievement at an extremely high level. Coupled with the school's extensive support for its teachers is an expectation of high performance and creating a value-added gain for each of their students.

Please see the attached school personnel policy for a more detailed description of personnel policies.

In the pages following the personnel policy beginning on page 54-50, please find copies of the performance management program documents, including goal-setting, self evaluation, leader evaluation, and a performance improvement plan to help teachers improve.

INTRODUCTION

Welcome to the Success Academy Charter School. The School congratulates you on your decision to join our team. We trust that this decision will prove beneficial to you, the Success Academy Charter School, and the families and students we serve. We want you to be informed about the many benefits and services provided to the employees of the Success Academy Charter School.

The information in this manual is important to all staff at the Success Academy Charter School. Read the manual now and keep it in a convenient place. You will want to refer to this document when you have questions about school policies and benefits. However, this document is informational only; it is not an attempt to provide a complete reference to the law, employee rights, or the regulations of the State Education Department. If specific questions arise, we urge you to discuss those inquiries with the appropriate administrative staff.

This manual is not a contract, express or implied, nor is it a legal document or an enforceable promise, nor does it guarantee employment for any specific duration. Employment is at the will of both the employer and employee and may be terminated at any time, for any reason, with or without cause or notice, at the sole discretion of the Success Academy Charter School. No supervisor, manager, or other representative of the School has the authority to make any verbal promises, commitments, or statements of any kind regarding the school's policies, procedures, or any other issues that are legally binding to the School.

This School, as all charter schools in New York State, is subject to the provisions contained in both federal law and certain laws of the State of New York. Charter schools are bound by the same New York State health and safety, civil rights and student testing requirements as other public schools. Additionally, the Success Academy Charter School is subject to the requirements of the compulsory education law and student performance standards adopted by the Board of Regents. From time to time the need will arise for this school to amend, modify, rescind, delete, supplement or add to the provisions of this handbook as law and regulations dictate. In addition, administrative policies may be made by the Board of Trustees of this School. These policies within this School have the force of law, and you are expected to be bound by these policies. Every effort will be made to keep you informed of all changes to law, regulation and policy. The human resources administrator will attempt to provide you with notification of any other changes as they occur.

No policy contained in this manual can be inconsistent with federal or applicable state law. Additionally, this School will be bound by all of the provisions contained in the New York State Charter School Act.

In 1998 New York State joined the majority of states with the adoption of the Charter School Act. New York's legislation is significantly different from that of other states. Within New York State, charter schools were established with the following criteria in mind:

> "Charter schools put children before bureaucracy and innovation ahead of regulation. They strengthen public education, by creating alternatives to the existing system, giving parents real choices and creating a competitive atmosphere so all children can improve."

In New York State charter schools have four distinguishing characteristics that should provide you with guidance regarding the objectives of this school and the State of New York:

- They are public schools, funded with public dollars and fully accountable to public oversight. In fact, accountability is so high that schools that fail to meet its stated goals for academic achievement and fiscal responsibility can be closed.
- They are created by parents, educators, or civic or community groups who can meet qualifications and agree to reach specified pupil achievement goals.
- They operate free from bureaucracy that frequently stifles innovation and cripples learning. Thus, they invite innovation while demanding results.
- They foster competition, which will improve education for all children.

MISSION STATEMENT

Success Academy Charter School is a public charter school founded on a simple premise: every student can succeed. SACS's commitment to success demands that all students at SACS meet and exceed NY State standards in all subjects. In addition, Success scholars are capable and confident, value integrity, respect, and compassion, and work to leave the world better than they found it. SACS's frequent assessments of both students and staff guarantee continual improvement, so that our results can be replicated to deliver success to scholar after scholar, year after year.

Please read the above mission statement. The Board of Trustees believes strongly in the principles and practices identified in this statement. We urge you to consider this in formulating your own teaching philosophies. The objectives of this school may only be realized when our faculty, staff and volunteers share the mission. Our vision of success requires that staff consistently demonstrate excellence in work and character, continual reflection and self-analysis, and commitment to the relentless pursuit of results.

This handbook is a tool to help promote a cooperative, collaborative, and healthy work atmosphere. It sets forth certain policies relative to hours, wages, and conditions of employment.

Further, this manual and the policies and procedures set forth herein are not intended to create or constitute a contract.

EMPLOYMENT

EMPLOYMENT-AT-WILL

As is stated throughout this manual your employment relationship with the Success Academy Charter School is an employment "at will". This employee handbook does not constitute a contract for employment between Success Academy Charter School and its employees. Employees of the School are considered "at-will," and therefore, the employment relationship may be terminated at any time with or without cause or notice.

It is the responsibility of the Board of Trustees to oversee school policies and operations. However, no person other than the Principal has authority to enter into any agreement for employment for any specified period of time and any such agreement must be in writing.

EMPLOYEE PROFESSIONAL CONDUCT

The mission of Success Academy Charter School requires that all involved in the school work and develop relationships of collegiality. It is reasonable to insist on a high degree of mutual, professional, and personal respect and for a high level of mutual support.

We value the active participation of teachers, staff, and volunteers in decision-making that affects them. Diversity in perspectives leads to a deeper understanding of organizational reality and an enriched knowledge base for decision making. The Success Academy Charter School values the resolution of conflict within its community in a healthy way that leads to stronger solutions for complex issues. We value employees reflecting independently and with their colleagues in order to achieve better organizational decisions.

Genuine community requires that openness and collaboration are conducted without compromising respect for individual privacy. Among other things, this means a high degree of attention to confidentiality. As individuals within the community we should share information about one another and our students on a judiciously defined need to know basis. If one needs to know something in order to carry out school responsibilities one should know it; otherwise the information should not be shared.

The Success Academy Charter School emphasizes the extraordinary degree of care that employees (including volunteers) must take in maintaining the confidentiality of all School matters, including information about children and families as well as employees. Personnel/children's records are confidential and may only be accessed when necessary to complete one's work responsibilities, and under no circumstances are they to be taken out of the office. Our obligation to maintain confidentiality requires that information not be released other than to the child's parents without the express written consent of the parent. This handbook will further address the confidentiality demanded of Success Academy Charter School employees in subsequent sections.

PRIMARY GOALS AND RESPONSIBILITIES OF FACULTY/STAFF

As an employee of the Success Academy Charter School, your primary responsibility is for the health and safety of the children in your charge. Always be alert to any safety hazard as to avoid even the appearance of a safety hazard, poor supervision of children, or inattentiveness to their needs.

Your next responsibility is the development of each child's potential (social-emotional, physical, and intellectual) as well as the development of good work habits, positive attitudes, and the values of the Success Academy Charter School.

The Success Academy Charter School encourages communication between parents, teachers, and administrators. Parents/guardians depend on us for the safety, mental health, happiness and development of their children. You must conduct yourself in such a way that parents feel they can trust and depend on us to care for and educate their children.

You are expected to show parents/guardians the respect that they deserve as partners in our students' education. We are privileged to educate their children and should be mindful of and demonstrate gratitude for that privilege at all times.

In addition, we all have a serious responsibility towards the School, its reputation, and its success educationally. When parents send us their children, it is because they have great expectations and a positive impression of our school and mission. We must consider the quality and professionalism in everything we do and say. Our reputation is our future.

Beyond all this we have a responsibility to society as an educational institution by helping young children become caring people with high standards and goals, people who are competent, compassionate, and thoughtful. All employees at the Success Academy Charter School must consistently model the values that we hope to foster in our students.

EQUAL OPPORTUNITY EMPLOYER

Success Academy Charter School is committed to equal employment opportunity. The School does not discriminate in employment opportunities or practices on the basis of race, color, religion, gender, sexual orientation, ethnicity, national origin, age, disability, or any other characteristic protected by law. Employment decisions at Success Academy Charter School will be made in a non-discriminatory manner and are based on qualifications, abilities, and merit. This policy governs all aspects of employment at this School including hiring, assignments, training, promotion, upgrading, demotion, downgrading, transfer, lay-off and termination, compensation, employee benefits, discipline, and other terms and conditions of employment.

If you have any questions or concerns about any type of discrimination, bring these issues to the attention of the Principal. Anyone found to be engaging in any type of discrimination will be subject to disciplinary action, up to and including termination of employment.

RECRUITMENT

The Success Academy Charter School is committed to evaluating each applicant and employee on the basis of personal skill and merit. The Success Academy Charter School selects applicants for employment on the basis of such factors as exceptional demonstrated ability to perform their required duties, experience, character, conformity with the School's mission and vision, and necessary credentials.

The School actively seeks diversity in its student/parent body, faculty, staff, and administration. The School is committed to equal employment opportunity. As previously stated, the School does not discriminate on an individual's race, religion, color, creed, national origin, citizenship, disability, marital status, veteran status, sexual orientation or affection preference, age, sex, or any other classification protected by law. This policy governs all aspects of employment at the School, including hiring, assignments, training, promotion, upgrading, demotion, downgrading, transfer, lay-off and termination, compensation, employee benefits, discipline, and all others terms and conditions of employment.

The Success Academy Charter School will take all appropriate steps to verify the information provided on an employment application. These steps may take place before or after commencement of employment. Any misrepresentation, falsifications, or omissions of any information or date on an employment application may result in your exclusion from further consideration for employment and/or termination of employment.

The Success Academy Charter School as all charter schools, is required to finger print prospective employees for purposes of determining whether or not the prospective employee has a criminal history.

The School uses several sources to generate a diverse pool of qualified applicants once a determination has been made that a vacancy exists. These sources may include job postings, mailings, informal networking, outside job fairs, on-campus recruiting, on-line internet services, etc.

ELIGIBILITY TO TEACH IN A CHARTER SCHOOL

Charter School staff members are employees of the charter school, not the school district in which it is located. However, they may be deemed employees of the school district where the charter school is located for the purpose of providing retirement benefits, including membership in the teacher's retirement and other retirement systems open to employees of the public schools. Except as set forth below you are a public employee and must be certified, in accordance with requirements applicable to other public schools. The Success Academy Charter School may employ non-certified teachers with at least three years elementary, middle, or secondary classroom teaching experience, those having two years of satisfactory teaching experience through the Teach for America program, or individuals who possess exceptional business, professional, artistic, athletic, or military experience.

The School may employ up to five staff members, or no more than 30% of its teaching staff, whichever is less, who are not certified.

NON-CONVERSION SCHOOL EMPLOYEES

Employees of the Success Academy Charter School are not deemed members of any existing collective bargaining unit representing employees of the school district in which the charter school is located and are not subject to any existing collective bargaining agreement between the school district and its employees. The School will afford its employees, not represented by a union, reasonable access to any employee organization.

EMPLOYMENT CATEGORIES
Each employee is categorized as full-time or part-time, and as exempt or non-exempt.

Full-time employees are regularly scheduled to work forty (40) or more hours per week. Part time employees are regularly scheduled to work fewer than 40 hours per week.

You will be informed upon hire whether you are considered a non-exempt or exempt employee. The "exempt" category applies to certain administrative, professional, and executive staff. The "non-exempt" category applies to all other employees. In general, non-exempt employees receive pay for overtime work.

General Definitions

(a) Full-time Employees – Full-time, regular employees work a minimum 40 hours per week.
(b) Part-time Employees – Part-time employees (work 40 hours per week or less) are not eligible for benefits.
(c) Temporary employees – Employees hired for short-term periods are not eligible for benefits.
(d) Consultants – Independent contractors work under a consultancy agreement, have no employee status, and are not eligible for benefits.

PHASING OUT AND ELIMINATION OF POSITIONS
From time-to-time, it may be necessary to phase-out or eliminate certain job classifications or reduce the number of positions in a particular employment category. An orderly process will be established by the Success Academy Charter School to guide such phase-out or reduction in force. Anyone whose employment with the School is terminated because their position is eliminated or phased-out is entitled to compensation for accrued and unused vacation leave as eligible and described in the chapter of this manual entitled "Time and Attendance."

The Board of Trustees of the Success Academy Charter School reserves onto itself the right to reduce the number of employees in any job classification. The Board of Trustees will determine, based upon the needs of the School, the titles and individuals to be terminated.

SEPARATION (RESIGNATION AND TERMINATION)
The Success Academy Charter School believes that a four-week written notice is required in order to achieve appropriate educational transition. Should an employee terminate his or her appointment at the School by voluntarily discontinuing work during the academic year, the School will cease salary and benefit payments as of the date work was discontinued.

Return of School Property
Upon termination or resignation, employees must return all keys, records, files, supplies, computers, cell phones, and any other school property.

Termination
As an employee of the Success Academy Charter School you are an employee at will and therefore you may be terminated at any time with or without cause. The School will exercise this prerogative in the event that there has been a breach of any of the

policies, laws, regulations, or standards that the Success Academy Charter School is held accountable for. Instances requiring immediate termination will include, but not be limited to, corporal punishment, use or sale of narcotics, repeated poor performance, excessive absence, excessive lateness, failure to report child abuse, intoxication, demeaning conduct or attitude towards student, employees, visitors or vendors, theft, fighting, abusive or foul language, insubordination, or any other conduct deemed inappropriate by the Principal.

In those instances where the employee has demonstrated deficiencies associated with pedagogical or administrative skills or performance, the Principal may on at least one occasion advise the employee in writing of the deficiencies. If such advisement is given, the employee will be given an opportunity to cure the Administration's concerns. This policy shall not be interpreted to mean that employees are entitled to such advisement. The Principal may terminate an employee at any time with or without cause, and with or without offering an opportunity to correct deficiencies.

UNAUTHORIZED ABSENCE

An employee is deemed to be on unauthorized leave at such time and on such occasions as the employee may absent himself/herself from required duties. This would cover nonperformance, unauthorized use of sick leave, unauthorized use of other leave benefits, nonattendance at required meetings, and failure to perform supervisory functions at school-sponsored activities.

An employee should notify the Principal in case of any absence. An employee who is absent for a period of at least three days without notifying the Principal will be considered to have resigned without giving the required four-week notice, with such resignation effective on the initial date of absence. The Principal will make the determination of unauthorized absence.

Verification of Absence

The Principal may request a physician's note or other verification as to an employee's claimed reason for absence in any situation if he or she deems necessary. Such verification shall be made within five working days of absence.

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The entire right, title, and interest of any and all writings and other creations that you may prepare, create, write, initiate, or otherwise develop as part of your efforts while employed by Success Academy Charter School, shall be considered the property of Success Academy Charter School and therefore may not be reproduced or distributed in any manner or form without express permission by the school. This includes, but is not limited to, any development of a curriculum. These works will be "works for hire" and shall be the School's sole and exclusive property, copyright, patent, and trademark. For items covered by this paragraph, you hereby assign and transfer all rights, title, and interests in all such items, including without limitation, all patent, trademark, and copyright rights that now exist or may exist in the future. At any reasonable time upon request, and without further compensation or limitation, you may be asked to execute and deliver any and all papers or instruments including assignments, declarations, applications, powers of attorney, and other documents, that in Success Academy Charter School's opinion may be necessary or desirable to secure the School's full enjoyment of all right, title, interest, and properties herein

assigned. The School is not subject to charge for use of your copyrighted, trademarked, and patented materials.

The School and its affiliated organizations have absolute permission and rights to use the videotape, motion picture film, still photographs, and/or sound recordings made of the likeness poses, acts, appearances, and/or voice of yourself in connection with any and all program(s) produced by, or on behalf of, the School and its affiliated organizations.

NEPOTISM

While the Success Academy Charter School may hire and retain relatives of employees, it will not do so if it determines that hiring or retaining a relative may or does create problems of supervision, security, morals, or conflicts of interest. Relatives will not be permitted to work in a direct supervisory or reporting relationship. The School will attempt to provide alternative employment within the School for relatives who are affected by the policy stated in this paragraph, but this attempt creates no legal obligation.

With respect to the employment of a relative, the Success Academy Charter School defines relatives as spouses, parents, children, step-children, siblings, in-laws, step-parents, brothers, sisters, and step-children. Additionally, this policy also relates to individuals who are not legally related but who reside with other employees.

OUTSIDE EMPLOYMENT

In order to properly assess and avoid conflicts of interest, all staff are asked at the time of hire to disclose in writing, any other employment, self-employment, consulting, volunteer, or board membership activities in which they plan to engage in at the time of employment with Success Academy Charter School. Throughout the course of employment, any additional activities of the same nature, not reported at the time of hire, must be reported to the employee's Principal *prior* to entering into those arrangements. Where a conflict of interest exists, the employee will be notified and required to cease such activity, or refrain from initiating the activity.

BACKGROUND CHECKS

New York State Education Law and Regulation of the Commissioner of Education require Charter Schools to fingerprint prospective employees for the purposes of a criminal history background check.

IMMIGRATION LAW COMPLIANCE

Federal law requires all employers to verify each new employee's identity and legal authority to work in the United States via the INS I-9 Form. All offers of employment are conditional upon the receipt of satisfactory evidence of an applicant's authorization to work in the United States. This evidence of the right to work must be provided within three days of your hire date. Failure to provide the appropriate documentation will be grounds for termination.

TIME AND ATTENDANCE

WORK DAYS AND WEEK

The usual work week is Monday through Friday. All employees are expected to work the established work week hours as determined by their supervisor. Additionally, classroom instructional staff are expected to work such hours that ensure the timely start of the school day, an orderly process for ending the school day, and sufficient interaction with other instructional staff and administrators to help support the educational mission of the School.

Employees who need to engage in personal business during the work day must receive prior approval from the Principal or his/her designee.

HOURS

Staff should expect that on some occasions it will be necessary to meet with colleagues and administrators on School matters after the end or before the start of school hours. Additionally, there may be events on weekends or in the evenings after normal school hours that require their attendance.

PAY PERIODS

Pay periods are bi-weekly; pay periods include two weeks and end on alternating Fridays. Non-exempt employees are subject to a lag payroll equal to one pay period.

Paychecks - Eligible Employees have the option to have their pay directly deposited into their checking or savings account:

- Employees must complete the necessary paperwork at the main office in order to use Direct Deposit.
- On payday, employees using Direct Deposit will receive a pay stub/report, instead of a paycheck.
- If you are eligible, you will be offered the option to enroll in Direct Deposit upon hire. Subsequently you should contact the payroll administrator for eligibility requirements.
- If you want someone else to pick up your paycheck or stub, we must have a note on-file from you stating who is authorized to do so.
- In the event of a lost paycheck, the payroll administrator must be notified in writing as soon as possible before a replacement check can be issued. In the event the lost paycheck is recovered and the payroll administrator identifies the endorsement as that of the employee, the employee must remit the amount of the replacement check within 24 hours.

PAID DEDUCTIONS AND GARNISHMENTS

The only deductions from your paycheck are those required by law or authorized in writing by you. Your check stub identifies each deduction and should be kept as a permanent record.

Paid deductions may also be taken by the Success Academy Charter School in response to a garnishment notice received from a court or other legal authority.

TIME RECORDING

Non-exempt employees must keep accurate time records. Specifically, your time record must show:

- Beginning and ending of each work day
- Beginning and ending of each meal period
- Beginning and ending of any split shift
- Time out of building for personal reasons
- Time off for sick/personal leave
- Time off for vacations and holidays

You must submit your time records to your supervisor weekly. Your supervisor will review and approve your time records but you maintain primary responsibility for the accuracy of the records.

Altering, falsifying, tampering with time records, or recording time on another employee's time record may result in disciplinary action, up to and including termination of employment. Such action may also result in charges of civil or even criminal theft or fraud.

OVERTIME

Exempt Employees, as defined by law or other regulation and including all instructional employees, are not eligible to earn "overtime" because of working more than the required minimum work day or minimum work week. Exempt Employees will not be paid for such "overtime."

If you are a non-exempt staff employee, overtime consists of extra hours worked in a given work week with the prior approval of your supervisor, who must pre-approve any overtime work. As a non-exempt employee, you will be compensated at 1.5 times your regular rate of pay for work that is in excess of 40 earned hours in a workweek.

You receive overtime pay only for time in excess of 40 earned hours, defined as hours for which you are paid even if you do not come to work, such as sick leave, holidays or vacation. For example: if you are off for a holiday on Monday and then worked Tuesday through Saturday, 8 hours per day, you will be paid at the regular rate for 40 hours and at 1.5 the normal rate for the additional time worked in excess of 40 hours.

TRAVEL TIME

Travel time is paid when a non-exempt employee is required to travel from one job-related location or site to another during a normally scheduled shift. Travel time is never paid between job related locations or sites and an employee's home, nor is it paid for travel to a non-required/voluntary assignment.

BENEFITS: PAID LEAVE

SCHOOL CALENDAR AND HOLIDAY LEAVE
Each year the School will establish a School Calendar that complies with the New York State Education Law relating to compulsory attendance. The Success Academy Charter School has discretion with regard to the dates of attendance. The School Calendar should be consulted for dates on which the School is closed.

WEATHER DAYS AND OTHER CLOSINGS
The School may be closed due to inclement weather or other situations. An orderly process for notification of public media outlets and, if practical, parents shall be developed and implemented if necessary. The school will be closed on any regular school day when the New York City Department of Education cancels school due to inclement weather. At the discretion of the Principal, any classroom days lost to closure due to inclement weather or other reasons may be made up by adding an equal number of days to what was scheduled to be the end of the school year.

LEAVE
The Success Academy Charter School does not distinguish between Personal Leave, Bereavement Leave, or Sick Leave. All staff members must request of the Principal the use of leave, giving advance notice whenever possible, and all instructional staff should make every reasonable attempt to use leave so as to disrupt classroom instructional time as little as possible. Notice of absence due to illness should be provided to the Principal or his or her designee the night before the absence.

All employees should use their best judgment in determining what constitutes "reasonable" leave-taking. As a general guideline, the school shall consider three days in the case of bereavement, five days for illness, and three personal days annually "reasonable." Additional days may be considered reasonable with sufficient explanation to the Principal.

Misuse or abuse of this leave policy constitutes cause for termination.

MILITARY LEAVE
If you are a member of the United States Army, Navy, Air Force, Marine, Coast Guard, National Guard, Reserves or Public Health Service you will be granted an unpaid leave of absence for military service, training or related obligations in accordance with the Unified Services Employment and Re-employment Act of 1995 (USERRA).

LEAVES WITH OR WITHOUT PAY
The Principal, through the permission for the Board of Trustees, has the authority to provide a Principal's Leave with or without pay providing that it is in the best interest of the Success Academy Charter School.

MATERNITY AND PATERNITY LEAVE

Success Academy Charter School offers maternity and paternity leave to employees who have completed at least six (6) months of continuous employment according to the following parameters:

- SACS will offer twenty (20) days of paid maternity leave in the event of birth/adoption of a child.
- SACS will offer ten (10) days of paid paternity leave in the event of birth/adoption of a child.
- Additional unpaid leave may be arranged with the Principal at his/her discretion.

FAMILY AND MEDICAL LEAVE

Employees who have completed at least six (6) months of continuous employment with the school are eligible for an unpaid Medical Leave of Absence due to illness, injury, or pregnancy-related disability. Employees may request a Medical Leave of Absence by providing the Principal or his or her designee with a written notice of his/her disability, including a doctor's certificate stating the nature of the disability, the date until which the employee will be able to work, and the expected date of return to work.

Medical Leave of Absence may be granted for a period of up to one month, but may be extended with the approval of the Principal on a month-to-month basis for a maximum of three months. An employee wishing an extension of a Medical Leave of Absence must submit to the Principal a written request prior to the beginning of each month with proof of continued disability from an attending health care provider. The School will continue to provide health insurance coverage for any employee on an authorized Medical Leave of Absence through the first full calendar month from the date that the Leave began. After that period, employees may continue health insurance coverage by making arrangements with the school for payment of the appropriate monthly premium.

Employees on Medical Leaves of Absence should provide the school with a least one week's written notice of his/her intent to return to work. Included in this notice should be a doctor's certification stating the ability to return to work. The school reserves the right to require a medical examination by a physician of the school's choosing prior to an employee's resumption of duties.

The School will make a reasonable effort to return an employee on a Medical Leave of Absence to the same or similar job as held prior to the Leave upon his or her return to work, subject to staffing needs and school needs that may exist. An employee's continued absence from work beyond the Leave granted, without other arrangements made and approved by the Principal, will be deemed a voluntary resignation from employment.

<u>Family and Medical Leave Act (FAMILY AND MEDICAL LEAVE ACT) of 1993 – Basic Information</u>

It is the policy of the Success Academy Charter School to encourage employees to balance their work and family life by taking reasonable unpaid leave for certain circumstances that affect the family. These matters are covered by regulations issued by the United States Department of Labor regarding the Family Medical Leave Act (FMLA) of 1993. These regulations are complex. Therefore, you should review this section carefully.

If you have been an employee for a total of at least 12 months (not necessarily consecutive) and you have worked at least 1250 hours over the immediately-preceding 12 months, you may be eligible for FMLA leave. Success Academy Charter School will grant an eligible employee up to a total of 12 workweeks of leave during any 12-month period (measured backward from the date an FMLA leave commences) for one or more qualifying reasons. Success Academy Charter School will require, where applicable, that paid leave be applied towards the FMLA 12-week limit. Paid leave includes Short Term Disability, Success Academy Charter School paid vacation (if any), parenting leave, Annual Leave, and Worker's Compensation leaves. Any paid leave used for an FMLA qualifying reason will be charged against an employee's entitlement to FMLA leave. This includes leave for disability or worker's compensation injury/illness, provided that the leave is for an FMLA qualifying purpose. The substitution of paid leave for unpaid leave will not extend the 12-workweek leave period provided by the FMLA. To the extent you do not have available paid leave, the FMLA leave will be unpaid.

FMLA leave may be taken for any one, or for a combination of, the following reasons:

- The birth of the employee's child or to care for the newborn child;
- The placement of a child with the employee for adoption or foster care or to care for the newly placed child;
- To care for the employee's spouse, child, or parent with a serious health condition**; and/or
- The employee's own serious health condition that makes the employee unable to perform one or more of the essential functions of his or her job.

** A "serious health condition" is an injury, illness, impairment, or physical or mental condition that involves inpatient care or continuing treatment by a health care provider. This includes a serious health condition arising out of pregnancy or the birth of a child. A "health care provider" includes clinical social workers and any other practitioner considered by the Principal to be capable of determining the existence of a serious health condition.

Benefits Continuation While On FMLA Leave

Your current group insurance plan benefits will continue during the FMLA leave on the same basis as if you had been continuously employed during that time, including any applicable employee contribution to the cost of those benefits. To the extent that your FMLA leave is paid, your portion of health insurance premiums, if any, will be deducted from your salary. While on unpaid FMLA leave, if you fall more than 30 days in arrears for required employee contributions (*i.e.* those contributions which would otherwise be deducted from your pay), if any, coverage will be canceled retroactive to the beginning of the month in which the delinquency occurred. Success Academy Charter School will give you notice prior to discontinuing your health insurance coverage.

If you participate in the New Your State Teachers Retirement System (TRS) please consult your TRS administrator regarding accrual of retirement during FMLA Leave.

Return from FMLA Leave
Subject to limitations specified below, upon your return from FMLA leave, Success Academy Charter School will reinstate you in the same position you held before the leave or an equivalent position with equivalent pay, benefits, and other employment terms.

Limitations on Reinstatement
You are entitled to reinstatement following return from FMLA Leave only if you would have continued to be employed had FMLA leave not been taken. Thus, you are not entitled to reinstatement if, because of a layoff, reduction in force or other reason, you would not be employed at the time job restoration is sought.

Success Academy Charter School reserves the right to deny reinstatement to salaried, eligible employees who are among the highest paid 10 percent of Success Academy Charter School's employees employed within 75 miles of the worksite ("key employees") if such denial is necessary to prevent substantial and grievous economic injury to Success Academy Charter School's operations.

Failure To Return To Work Following FMLA Leave
If you do not return to work following the conclusion of FMLA leave, you will be considered to have voluntarily resigned. Success Academy Charter School may recover health insurance premiums that Success Academy Charter School paid on your behalf during any unpaid FMLA leave except that Success Academy Charter School's share of such premiums may not be recovered if you fail to return to work because of your or your family member's serious health condition or because of other circumstances beyond your control. In such cases, Success Academy Charter School may require you to provide medical certification of your or your family member's serious health condition.

Additional Information
For further information or clarification about FMLA leave, please contact the human resources administrator.

Requests for FMLA Leave
To request FMLA leave, you must complete the Employer's Request for Leave form and submit it to the Principal.

When leave is foreseeable for childbirth, placement of a child or planned medical treatment for your or your family member's serious health condition, you must provide Success Academy Charter School with at least 30 days advance notice, or such shorter notice as is possible (i.e., within 1 or 2 business days of learning of the need for the leave). When the timing of the leave is not foreseeable, you must provide Success Academy Charter School with notice of the need for leave as soon as possible (i.e., within 1 or 2 business days of learning of the need for the leave).

Required Documentation
When leave is taken to care for a family member, Success Academy Charter School may require you to provide documentation or statement of family relationship (e.g., birth certificate or court document).

You may be required to submit medical certification from a health care provider to support a request for FMLA leave for your or your family member's serious health condition. Medical certification forms are available from the Human Resources Administrator.

Success Academy Charter School may: (i) with your permission, have a designated health care provider contact your health care provider in an effort to clarify or authenticate the initial certification; and/or (ii) require you to obtain a second opinion by an independent Success Academy Charter School-designated provider at the expense of Success Academy Charter School. If the initial and second certifications differ, Success Academy Charter School may, at its expense, require you to obtain a third, final and binding certification from a jointly selected health care provider.

During FMLA leave, the Success Academy Charter School may request that you provide recertification of a serious health condition at intervals in accordance with the FMLA.

In addition, during FMLA leave, you must provide the Success Academy Charter School with periodic reports regarding your status and intent to return to work. If your anticipated return to work date changes and it becomes necessary for you to take more or less leave than originally anticipated, you must provide Success Academy Charter School with reasonable notice (i.e., within 2 business days) of your changed circumstances and new return to work date. If you give Success Academy Charter School notice of your intent not to return to work, you will be considered to have voluntarily resigned.

Before you return to work from FMLA leave for your own serious health condition, you may be required to submit a fitness for duty certification from your health care provider, with respect to the condition for which the leave was taken, stating that you are able to resume work.

FMLA leave or return to work may be delayed or denied if the appropriate documentation is not provided in a timely manner. Also, a failure to provide requested documentation of the reason for an absence from work may lead to termination of employment.

JURY DUTY AND WITNESS SUBPOENAS

You will be granted jury duty leave when summoned for jury duty. The Success Academy Charter School will pay full-time employees (and reduced-time or part-time employees if their hours cannot be rearranged to avoid loss of work time) for the difference between jury duty pay and normal straight-time pay, up to a maximum of two weeks (10 workdays) for actual time served on jury duty. You are required to report to work whenever the court schedule permits.

You must report your anticipated jury duty to your supervisor immediately upon receipt of the summons. Upon completion of jury duty service, you must provide a copy of your "Completion of Jury Duty" notice to your supervisor who will forward a copy to the human resources administrator for inclusion in your personnel file.

Success Academy Charter School encourages you to fulfill your civic responsibility to serve jury duty, however, Success Academy Charter School may ask you to request an excuse from jury duty if, in Success Academy Charter School's judgment, your absence would create

serious operational difficulties. Note that New York State automatically grants one request for postponement of jury duty. Therefore, if a teacher or member of the administrative staff is called to jury duty for the first time during a school year, he or she is urged to reschedule jury duty for a school vacation or for the summer.

You will continue to earn all benefits during jury duty leave.

If you receive a duly issued subpoena to appear as a witness during work time, immediately notify your supervisor. All subpoenas involving possible testimony about Success Academy Charter School, and your employment at Success Academy Charter School, must also be immediately reported to the Principal.

BENEFITS: INSURANCE/HEALTH

MEDICAL INSURANCE
The Principal or his or her designee will select a medical insurance plan, which may include more than one option of provider or provider networks that the School will provide. Employee co-payment for health care coverage may be required, and will vary depending upon the level of coverage selected by the employee (individual; individual plus spouse; family; etc.). Employee contributions for health care coverage will be automatically withheld from employee paychecks, in an amount in accordance with a schedule maintained by the Principal or his or her designee.

DENTAL INSURANCE
The Principal or his or her designee may select a dental insurance plan that the School will provide to each employee. Employee co-payment for dental coverage may be required.

VISION CARE
The Principal or his or her designee may select or devise a vision care plan that the School will, if developed, provide to each employee, in an amount and of a type determined by the Principal and in accordance with applicable law.

WORKERS' COMPENSATION
The Success Academy Charter School, in accordance with New York State Law will provide Workmen's Compensation to its employees.

DISABILITY INSURANCE
The School carries short-term disability insurance in accordance with New York State Law. Such insurance allows payment in the event of certain injuries, illnesses, or other disabilities occurring outside of the workplace, including pregnancy. Any employee wishing to claim disability pay must file appropriate reports and forms with the Principal or his or her designee. Such employee also is responsible for filing any other necessary forms, applications, or other information as required by applicable government policies.

The Principal will also select long-term disability insurance policies that the School will provide to each employee, in an amount and of a type determined by the Principal and in accordance with applicable law.

DECLINATION OF INSURANCE BENEFITS
Any employee who wishes not to accept any of the insurance benefits offered by the school is required to submit such a request in writing to the Principal or his or her designee.

RESERVATION OF RIGHTS
This School reserves the right to alter the benefits package made available to employees at any time, consistent with all applicable laws. Each employee will be notified of any alternation in the benefits package.

BENEFITS: OTHER

DEFERRED COMPENSATION

The School may, subject to approval by the Principal and the Board of Trustees, offer a deferred compensation (403(b)) program either just to employees who are not eligible to join the Teachers Retirement System or to all employees. Under such program, employees may opt to defer a portion of their current gross pay, having that portion of pay invested in accordance with applicable federal and state guidelines governing deferred compensation programs and with procedures established by the Principal.

Employees may opt out of the program at any time, subject to sufficient notification to the human resources administrator.

In accordance with federal guidelines, employees are subject to a maximum limit per year on deferred compensation. Employees shall take every reasonable precaution to ensure that the per-paycheck amount of income requested to be deferred will not cause such limits to be exceeded in any given year.

UNEMPLOYMENT COMPENSATION

This School contributes to the Unemployment Compensation plan administered by the State of New York.

COBRA

The Consolidated Omnibus Budget Reconciliation Act (COBRA) was passed in 1986. The law amended the Employee Retirement Income Security Act (ERISA), the Internal Revenue Code and the Public Health Service Act to provide continuation of group health coverage that otherwise would be terminated for individuals who fall into one of the following categories who are retirees, spouses or dependent children. The law gives them the right to temporary continuation of health coverage at group rates. This coverage, however, is only available in specific instances. Group health coverage for COBRA participants is usually more expensive than health coverage for active employees, since usually the employer formerly paid a part of the premium. It is ordinarily less expensive, though, than individual health coverage.

EDUCATION AND CONTINUED EDUCATION

The Success Academy Charter School recognizes the importance of continuing the education of its staff members. The School will regularly sponsor professional development activities for its employees during working hours. It will also, at its discretion, reimburse employees for professional development classes, seminars, or workshops that are not sponsored by the School. Employees wishing to have the school pay for a professional development opportunity should seek approval in advance from their supervisor.

FLEXIBLE SPENDING ACCOUNT (FSA)

The Success Academy Charter School health benefits program may include an opportunity for staff to sign up for a Flexible Spending Account (FSA), as part of our benefits package. An FSA allows employees to reduce their federal tax liability each year by having before-tax

money deducted from each paycheck that becomes available for reimbursement for certain eligible expenses, including certain health care and commuting expenses.

VACATION DAYS

INSTRUCTIONAL STAFF

Vacation leave for regular full-time instructional employees – where "instructional employees" includes all classroom teaching staff and aides – shall be provided only when classes are not in session and staff are not required to be in attendance for professional development or other purposes. The Principal will annually prepare the school session calendar, noting which days instructional staff are not expected to report.

NON-INSTRUCTIONAL STAFF

Vacation leave for regular full-time non-instructional employees shall be provided as time off with pay. The School will annually prepare the school session calendar, noting which days non-instructional staff are not expected to report.

PART-TIME STAFF

Part-time non-instructional staff shall be granted vacation days at the discretion of the Principal. These days are granted as time off without pay.

ADMINISTRATIVE VACATION LEAVE

Administrators and administrative staff that are employed by the Success Academy Charter School on a twelve month basis are entitled to four weeks paid vacation after six months of continuous employment. School leaders are entitled to five weeks paid vacation after six months of continuous employment. Staff must schedule Vacation Leave with their supervisor such that their Leave will disrupt their work as little as possible. Unused vacation may be rolled over with a maximum accumulation of 30 days. These four weeks do not include federal holidays, but do include non-federal holidays when the school is closed. Staff will not be paid for any vacation time not used during their employment with the School.

EVALUATION AND PROBLEM SOLVING PROCEDURES

EVALUATIONS

Performance/Job Requirements and Evaluations

Your job performance will be reviewed regularly by your Principal and supervisors. These evaluations provide both you and your supervisor the opportunity to discuss job tasks, identify and correct weaknesses, encourage and recognize strengths, and discuss purposeful approaches for meeting goals.

Your evaluation, together with your written comments, may have a bearing on any personnel decisions involving you.

We work closely with all employees to help them perform to the best of their abilities. The frequency and method of performance evaluation varies, depending on your position. Your supervisor will be able to discuss the means by which your job performance will be evaluated.

The Success Academy Charter School does not recognize the concepts of probationary appointments or tenured appointments. Rather, it views each teacher as a professional and accepts the obligation of assisting each faculty member in maximizing her/his professional potential.

The administration and Board of Trustees of the Success Academy Charter School are committed to maximizing the educational experience of its pedagogical staff. To that end, observations, reviews, and evaluations, will, in the first instance be made with the objective of enhancing the experience and ability of the teacher. Observations will be provided by the administration frequently, both formally and informally, throughout each school year. More frequent observations may occur with less experienced or new pedagogical staff. Observations may be scheduled in advance or be unannounced, and may last for an entire lesson or any fraction thereof.

Every reasonable effort will be made to schedule review meetings for teachers before May 1 of the school year. The Success Academy Charter School, no later than May 31, will advise a teacher whether she/he could anticipate receiving an employment contract for the subsequent school year. Such advisement does not constitute a contract between the Success Academy Charter School and the employee.

The Board of Trustees of the Success Academy Charter School, its administrators, and faculty understand and appreciate that employment is directly associated with the budget process and enrollment. Therefore, while there is no guarantee of employment from one school year to the next, employment advisements will be provided to current faculty members no later than May 31 of the current school year.

Position descriptions will be reviewed annually for accuracy at the time of the performance evaluation and will be updated if necessary. Staff members are required to sign their

performance evaluation in acknowledgement of having seen and reviewed its contents with his/her supervisor.

PROBLEM/CONFLICT RESOLUTIONS

In the event of a problem or dispute with other personnel, students, or parents, an employee may submit a complaint following a process such as the one described below. Careful documentation is key to a successful process. All documentation is to be included in the personnel file. Use the following process for resolving issues:

1. The employee will make a good faith effort to work with the immediate supervisor to resolve the conflict. This effort will consist of problem identification, possible solutions, selection of resolution, process for implementation of resolution, and scheduling a follow-up. In the event that the complaint involves the immediate supervisor, the employee will work with that individual's supervisor.
2. If the issue is not resolved after a good faith attempt as outlined above, the employee may submit the grievance in writing to the Principal.

NO-HARASSMENT POLICY

Success Academy Charter School is committed to providing an environment that is free from harassment and coercion, where all employees can work together comfortably and productively. Harassment is unacceptable under the law and will not be tolerated here. Success Academy Charter School prohibits all types of harassment, including verbal harassment, based on an employee's sex, race, religion, national origin, ethnicity, age, physical or mental disability, sexual orientation, or any other basis prohibited by federal, state, or local law. This prohibition applies in your relationships with all other employees, students, parents and guardians, visitors, and guests. Likewise, Success Academy Charter School will not tolerate retaliation or reprisals of any type against any employee who complains of harassment or provides information in connection with any such complaint.

SEXUAL HARASSMENT

As sexual harassment raises issues about human interaction that are to some extent unique, the subject of sexual harassment is treated separately here. Success Academy Charter School prohibits sexual harassment at any time of any employee, student, parent or guardian, visitor, guest, candidate for employment, or other person visiting the School's premises.

Sexual harassment is a form of sex discrimination in violation of federal, state, and local law. It includes unwelcome sexual advances, requests for sexual favors, sexually motivated physical contact, and other verbal or physical conduct when submission to such conduct is either explicitly or implicitly made a term or condition of employment or submission to or rejection of such conduct is used as the basis for employment decisions or when such conduct has the purpose or effect of unreasonably interfering with an individual's work performance or creating an intimidating, hostile, or offensive work environment. All of the same applies in connection with the educational or commercial relationships within Success Academy Charter School. You cannot be forced to submit to such conduct as a basis for any employment decision and the School will do its best to keep its workplace free of any conduct which creates an intimidating, hostile, or offensive work environment for you.

Sexual harassment applies to the conduct of a supervisor toward a subordinate, an employee toward another employee, a non-employee toward an employee, or an employee toward an applicant for employment, student, parent or guardian, visitor, or guest. Sexual harassment can apply to conduct in any work-related setting outside the work place as well as at work. The acts underlying sexual harassment need not be sexual in nature or take the form of overt sexual advances. Sexual harassment may consist of intimidation and hostility directed to an individual because of sex or sexual orientation, explicit or degrading verbal, written, or electronic comments of a sexual nature or persistent or unwelcome flirtation or requests for dates, especially if the behavior continues after a clear objection has been made. It is not permissible for any Success Academy Charter School employee to engage in any form of sexual harassment. An occasional compliment of a socially acceptable nature is not sexual harassment. Neither is consensual sexual behavior between adults, outside the workplace and welcome by both parties; however, those who engage in such relationships should be aware that questions regarding the actual freedom of choice of one of the parties may be raised later, especially when a superior/subordinate relationship exists between them.

OTHER HARASSMENT

Other prohibited harassment consists of verbal or physical conduct which degrades or shows hostility or aversion toward an individual even partly because of his/her race, color, religion/creed, gender, national origin, age, disability, citizenship, marital status, or other prohibited basis and which interferes with the individual's work performance or creates an intimidating, hostile, or offensive work environment. This type of harassment does not belong in our workplace or in any work-related setting outside the workplace. The same prohibition applies in relationships to students, parents or guardians, visitors, and guests. The Success Academy Charter School will not tolerate such behavior.

COMPLAINT PROCEDURE AND INVESTIGATION

If an employee believes that he or she has been harassed by any School employee, student, vendor, client, or other school contact, the employee should immediately report the incident to the Principal. If the Principal is involved in the reported conduct, or for some reason the employee feels uncomfortable about making a report to the Principal, the employee should report directly to the Chairperson of the Board of Trustees of the Success Academy Charter School.

Any person who sees or hears about conduct that may constitute harassment under this policy should immediately contact the Principal.

INVESTIGATION AND RESPONSE

The School will investigate any such report and will take whatever corrective action is deemed necessary, including disciplining any individual who is believed to have violated these prohibitions against harassment and retaliation.

All employees have a duty to cooperate in the School's investigation of alleged harassment. Failure to cooperate or deliberately providing false information during an investigation shall be grounds for disciplinary action, including termination.

The School will not retaliate, nor will it tolerate retaliation, against employees who complain in good faith about harassment in the School environment.

CONFIDENTIALITY

During investigations, confidentiality will be maintained to the extent practical and appropriate under the circumstances. The School will maintain confidential records of all complaints and how each was investigated and resolved.

SUMMARY OF RESPONSIBILITIES

Employees

- To refrain from all conduct which might be considered discrimination or harassment.
- To report complaints to the Principal, who will treat such information with sensitivity to its confidential nature.
- To cooperate reasonably in any investigation conducted by the School or its agent.

Supervisors

- To maintain a workplace free of discrimination, harassment, and intimidation.
- To inform employees of the School's policy prohibiting discrimination and harassment and of their right to bring complaints of this nature, confidentially, to the Administration.
- To report all complaints of discrimination and harassment to the Administration.
- To investigate promptly each complaint and, where the investigation confirms the allegation, to take appropriate corrective action, up to and including discharge.
- To be sensitive to the confidential nature of these matters and to the privacy of all parties involved in such complaints.
- To not retaliate against any employee for bringing a complaint.

Administration

- Education and training for employees at each level are critical to the success of the School's policy. Accordingly, Administration will ensure that all Supervisors and employees are apprised of the School's policy against discrimination and harassment and of their responsibilities hereunder. Further, it will meet with employees during orientation upon their hire to review the Policy and the types of conduct prohibited.
- Administration shall assist supervisors in their investigation of complaints, including training all investigators on proper investigative procedures and safeguards. Where complaints are lodged directly with Administration, it shall investigate promptly and report findings to the appropriate supervisor or level of management with recommendations concerning corrective action where appropriate.

HR POLICY

PERSONNEL RECORDS AND FILES

Your personnel file may include information such as your job application, resume, offer letters, contracts, benefit forms, work history salaries, vacations, sick days, employee evaluations, and correspondence concerning discipline. In accordance with the Americans with Disabilities Act, the Success Academy Charter School keeps your medical records in a file separate from your personnel file.

The following information may be included in your personnel file:

- employment application and résumé,
- reference checks,
- results of finger printing,
- records regarding certification,
- college transcripts,
- job descriptions,
- records relating to hiring, promotion, demotion, transfer, layoff, rates of pay and other forms of compensation, and education and training records,
- records relating to other employment practices,
- letters of recognition,
- disciplinary notices or documents,
- performance evaluations,
- test documents used by an employer to make an employment decision,
- exit interviews, and
- termination records.

The following information will not be included in your personnel file:

- medical records,
- insurance records,
- EEO/invitation to self-identify disability or veteran status records,
- safety training records,
- child support/garnishments,
- litigation documents,
- workers' compensation claims, and
- requests for employment/payroll verification.

Personnel and medical files are the property of the Success Academy Charter School and access to the information is restricted. In addition to you, the only persons allowed to review your files are supervisors that may have a legitimate reason to do so.

It is your responsibility to immediately notify the human resources administrator, in writing, of any changes in personal data such as:

- home address,

- home telephone number and, if available, cell phone number,
- number of dependents,
- name of individual to notify in case of an emergency,
- change in marital status,
- change in alien status, and
- military status.

Failure to report the correct information may adversely affect the benefits to which you are entitled. Providing false information may result in disciplinary action, including termination of your employment.

Employees are required to notify as soon as possible the human resources administrator of any change in name, family status, address, telephone number, or other information affecting personnel data held or used by this School.

CONFIDENTIALITY

Employees of this School shall not, in any way, release any information about this School, its activities, or the activities of its personnel except as normally required by their duties, unless expressly permitted by the Principal, and in conformity with the requirements of applicable Freedom of Information Laws, the Family Educational Rights and Privacy Act, the Health Insurance Portability and Accountability Act, and any other applicable federal, state, or local law or regulation on school policy.

No employee shall publish, disclose, use, or authorize anyone else to publish, disclose, or use, or in any way cause to be published, disclosed, or used any private or proprietary information which such employee may in any way acquire, learn, develop, or create by reason of employment with this school, unless otherwise provided by the Principal. Any document or other material containing such information is required to be returned to the Principal upon an employee's termination or resignation.

CONFIDENTIAL AND PRIVILEGED INFORMATION

This policy reiterates our need for confidentiality in all aspects of your employment. During your employment at Success Academy Charter School you may learn or work with and be entrusted with confidential and/or privileged information about fellow employees, administrators, school parents, students, or applicants. You must exercise the highest degree of care not to disclose any such information, even inadvertently, to any unauthorized person in or outside of Success Academy Charter School. You may not disclose any confidential or privileged information except to persons specifically designated in advance and in writing by the Principal.

Confidential information includes but is not limited to:

- Student records
- Financial information
- Personnel records
- Payroll records
- Computer programs, codes, processes and passwords

- Personnel information regarding school parents and students

If you believe confidential information must be disclosed to a third party you should consult with the School Administration or Principal prior to the disclosure. There is no excuse for the disclosure of confidential information. Failure to follow this policy will result in disciplinary action including termination.

Your obligations under this policy continue after your termination of employment.

PERSONNEL INQUIRES

No one in this School other than the Board of Trustees, Principal, or a designee is authorized to respond either verbally or in writing to personnel inquiries of any type about any employee of this school.

VISITORS IN THE WORKPLACE

To maintain safety and security, only authorized visitors are allowed in the Success Academy Charter School. We request that no visitors (children, parents, spouse, or friends or employees) come to the School without official prior approval from the Principal. Unless staff has planned visits in their schedules, the presence of visitors may negatively reflect on classroom activities causing unwarranted disruption and the loss of instructional time.

BAN ON ACCEPTANCE OF GIFTS

The Principal and other school employees are not permitted in accordance with the Conflict of Interest Provision contained in this handbook to accept personal gifts of any kind of a value exceeding fifty dollars ($50.00) – including but not limited to money, goods, food, entertainment, or services – directly or indirectly from:

- Individuals, schools, or companies serving as vendors or potential vendors for this school;
- Elected officials or their representatives;
- Candidates for public office or their representatives; or
- Political party officials or their representatives.

The Principal, including in instances where such gifts are intended for and will be used by the School, may make exceptions. Offers of such gifts in excess of $50.00, even when refused, must be communicated immediately by the employee receiving such an offer to the Principal.

PERSONAL APPEARANCE/DRESS CODE

At SACS, we believe school uniforms and other mechanisms for school culture are crucial to exemplary school performance. We ask our students to be in uniform every day and our teachers to abide by a dress code. We believe all members of our school community should be dressed for success and ready to achieve. All faculty and staff are required to be in business casual attire without exception. Male employees are required to wear ties. We expect our staff to look neat and professional at all times.

SOLICITATION AND DISTRIBUTION OF LITERATURE

In the interest of efficiency and security, the Success Academy Charter School's general policy is to restrict solicitations or distributions by employees to non-work areas during non-work time. Employees are prohibited from soliciting or distributing literature in work areas or during work time. Solicitation or distribution of literature of any kind by non-employees is not permitted on premises at any time.

VIOLENCE IN THE WORKPLACE

Success Academy Charter School is committed to preventing workplace violence. Success Academy Charter School has adopted the following guidelines to deal with intimidation, harassment, or other threats of (or actual) violence that may occur during business hours or on its premises.

All employees, including supervisors and temporary employees, should be treated with courtesy and respect at all times. You are expected to refrain from fighting, rowdy behavior, or other conduct that may be dangerous to others. You may not bring firearms, weapons, or other dangerous or hazardous devices or substances onto the premises of Success Academy Charter School.

Success Academy Charter School will not tolerate conduct that threatens, intimidates, or coerces another employee, a Success Academy Charter School student, visitor, guest, or candidate for employment. This prohibition includes all acts of harassment, including harassment that is based on an individual's gender, race, age, or any characteristic protected by federal, state, or local law. (See the Success Academy Charter School No Harassment Policy)

Immediately report violence or threats of violence, both direct and indirect, to a supervisor. This includes threats by employees, students, or visitors. Reports should be as specific and detailed as possible.

Success Academy Charter School will promptly and thoroughly investigate all reports of violence or threats of violence and of suspicious individuals or activities. The identity of the individual making a report will be protected as much as is practical. In order to maintain workplace safety and the integrity of its investigation Success Academy Charter School may suspend employees, either with or without pay, pending investigation.

Anyone determined to be responsible for acts or threats of violence or other conduct in violation of these guidelines will be subject to disciplinary action up to and including termination of employment.

Success Academy Charter School encourages employees to bring their disputes or differences with other employees to the attention of their supervisors or the Principal, before the situation escalates into potential violence. Success Academy Charter School is eager to assist in the resolution of employee disputes, and will not discipline you for raising such concerns.

CODE OF ETHICS AND STANDARDS OF CONDUCT

You are responsible for observing certain rules of behavior and conduct. The purpose of these rules is not to restrict your rights, but rather to be certain that you understand what is expected.

It is not possible to list all the forms of behavior that are considered unacceptable in the workplace. The following are examples of unacceptable conduct that may result in disciplinary action, up to and including termination of employment:

- Theft or inappropriate removal or possession of property
- Falsification of timekeeping records
- Working under the influence of alcohol or illegal drugs
- Possession, distribution, sale, transfer, or use of alcohol or illegal drugs in the workplace, while on duty, or while operating employer-owned vehicles or equipment
- Fighting or threatening violence in the workplace
- Boisterous or disruptive activity in the workplace
- Negligence or improper conduct leading to harm to others or to damage of employer-owned property
- Insubordination or other disrespectful conduct (including refusal to follow your supervisor's lawful directives)
- Violation of safety or health rules
- Smoking in prohibited areas
- Sexual or other unlawful or unwelcome harassment
- Possession of dangerous or unauthorized materials, such as explosives or firearms, in the workplace or while at work outside the workplace
- Excessive absenteeism or any absence without notice
- Unauthorized use of telephones, mail system, Internet access, computers, or other employer-owned equipment
- Unauthorized disclosure of business "secrets" or confidential information
- Violation of personnel policies
- Unsatisfactory performance or conduct

Some of the unacceptable forms of behavior are separately discussed in more detail elsewhere in this handbook. Other misconduct will be evaluated based on the specific facts and circumstances. Therefore, as a Success Academy Charter School employee you are expected to conduct your personal life to avoid unfavorable reflection upon Success Academy Charter School.

DRUG AND ALCOHOL-FREE WORKPLACE DRUG SCREENING

Alcohol and illegal drugs in the workplace are a danger to us all. They impair safety and health, promote crime, lower productivity and quality, and undermine public confidence in the work that we do. Employees who work while under the influence of alcohol or drugs present a safety hazard to themselves, their co-workers, and our students. In addition, employees who work under the influence of alcohol or drugs threaten the reputation and integrity of the school.

It is the policy of the Success Academy Charter School to create a drug-free workplace in keeping with the spirit and intent of the Drug Free Workplace Act of 1988. The unlawful

manufacture, distribution, dispensation, possession, sale, or use of a controlled substance in the workplace or while engaged in business off premises, such as at a parent's home, is strictly prohibited.

To maintain a safe, efficient, and alcohol/drug-free work environment, drug and/or alcohol testing may be required if the School has a reasonable suspicion you are under the influence of alcohol or drugs in violation of this guideline. The results of any test conducted under this guideline will be treated in a confidential manner.

To educate employees on the dangers of drug abuse, employees may be periodically required to attend information and training sessions in the area of alcohol and illegal drug dangers, treatment resources, and workplace policy. Employees convicted of controlled-substance-related violations, including pleas of *nolo contendere* (i.e. no contest), must inform the Success Academy Charter School within five days of such conviction or plea.

Employees who violate any aspect of this policy may be subject to disciplinary action up to and including termination. At its discretion, the School may require employees who violate this policy to successfully complete a drug abuse assistance or rehabilitation program as a condition of continued employment.

USE OF FACILITIES AND EQUIPMENT

Computer, Electronic and Voice Mail

This policy establishes rules governing employee use of the Success Academy Charter School's computer network, and options for electronic mail ("e-mail") and telephone message handling ("voicemail") services and Internet access. The Success Academy Charter School has developed these rules to ensure that everyone understands how these options function and the limits which properly apply.

All the Success Academy Charter School equipment, including desks, computers and computer systems, computer software, diskettes, e-mail, voicemail, and other physical and electronic items are for school use only, provided that you may send and receive necessary and appropriate personal messages on your office voicemail and/or through office e-mail and that such use remains extremely limited. All communications and information transmitted by, received from, or stored in these systems are School records and property of the Success Academy Charter School. You have no right to personal privacy in any matter stored in, created, received, or sent over the Success Academy Charter School computer, e-mail, Internet, or voicemail system.

The Success Academy Charter School at all times retains the right, without notice, to search all directories, indices, diskettes, files, databases, e-mail messages, voicemail messages, internet access logs and any other electronic transmissions contained in or used in conjunction with the Success Academy Charter School's computer, e-mail, voicemail, and Internet access systems and equipment.

Computer, e-mail, and voicemail messages you delete or erase may remain stored in the Success Academy Charter School computer server or telephone system. By placing information on the Success Academy Charter School computer system, you give The

Success Academy Charter School the right to edit, delete, copy, republish, and distribute such information.

The Success Academy Charter School Harassment Prevention Policy and the Success Academy Charter School Policy with respect to Confidential Information apply to all forms of communication including written, e-mail, and voicemail.

All The Success Academy Charter School systems require users to identify themselves with a user ID and password to obtain network access. Unauthorized use of systems without making this identification or by bypassing this process is a violation of Success Academy Charter School policy. You should make every effort to safeguard your password.

Sharing your network access with other users is strictly prohibited.

If Success Academy Charter School provides you access to an internet service such as web-browsing, such access is only for school use. This restriction includes any internet service which is accessed on or from Success Academy Charter School premises using Success Academy Charter School computer equipment or via Success Academy Charter School-paid access methods and/or used in a manner that identifies you with Success Academy Charter School. Very limited or incidental use of Internet services for personal, non-business purposes is acceptable. However, personal use must be infrequent and must not:

- Involve any prohibited activity (see Prohibited Activities);
- Interfere with your productivity or the productivity of your co-workers;
- Consume system resources or storage capacity on an ongoing basis; or
- Involve large file transfers or otherwise deplete system resources available for business purposes

Note: Employees must take the necessary anti-virus precautions before downloading or copying any file. If you become aware of any potential virus, notify your supervisor immediately.

The following guidelines have been established to help ensure responsible and productive internet usage and you are strictly prohibited from using Success Academy Charter School-provided computer, e-mail, voice-mail and internet access services in a manner contrary to the following "Prohibited Activities":

- All Internet data composed, transmitted, or received is subject to disclosure to law enforcement or third parties. Therefore all information must be accurate, appropriate, ethical and lawful.
- Data composed, transmitted, accessed, or received must not contain content that could be considered discriminatory, offensive, pornographic, obscene, threatening, harassing, intimidating, or disruptive to any employee or other person. Examples of unacceptable content may include, but are not limited to, sexual comments or images, racial slurs, gender-specific comments, or any other comments or images that could reasonably offend someone on the basis of race, age, sex, religion or political beliefs, national origin, disability, sexual orientation, or any other

characteristic protected by law. Sending uninvited e-mail of a personal nature is also prohibited.

- The unauthorized use, installation, copying, receipt or distribution of copyrighted, trademarked, or patented material is prohibited.
- The deliberate alteration of system files or accessing any restricted files of Success Academy Charter School is prohibited as is the use of Success Academy Charter School's computer resources to create or propagate computer viruses, cause damage to the Success Academy Charter School computer files or to disrupt computer services.
- Making changes to computer configurations without permission from the technology department is strictly prohibited and is a violation of Success Academy Charter School policy. Prohibited changes to computer configurations include, but are not limited to, installing software, modifying the operating system or installed applications, adding additional hardware or moving computer systems from their assigned locations.

The Success Academy Charter School purchases and licenses the use of various computer software for business purposes only and does not own the copyright to this software or its related documentation and therefore The Success Academy Charter School does not have the right to reproduce such software for use except as expressly provided in the license or purchase agreement. The Success Academy Charter School expressly prohibits the illegal duplication of software and its related documentation.

As an employee, you should not expect privacy with respect to any of your activities using the Success Academy Charter School-provided e-mail, voice-mail or Internet access or services. The Success Academy Charter School reserves the right to review or otherwise monitor any files, messages, or communications sent, received, or stored in the Success Academy Charter School computer or telephone systems.

If you violate this policy, you are subject to discipline, up to and including termination of employment. If you use the Success Academy Charter School computer system for defamatory, illegal, or fraudulent purposes, you may also be subject to civil liability and criminal prosecution.

Use of the Phone and Copiers

The Success Academy Charter School's phones are provided for business use. Personal calls to and from the Success Academy Charter School are to be held to a minimum. You must charge any personal toll calls/long distance to your home phone or to a phone card.

You may not use photocopiers for personal purposes and you may not photocopy copyrighted materials without prior authorization.

WHISTLE BLOWER POLICY

Reporting Responsibility

The Success Academy Charter School's Code of Ethics and Standard of Conduct ("Code") requires all employees to observe high standards of business and personal ethics in the conduct of their duties and responsibilities and to comply with all applicable laws and regulations. As an employee and representative of the School, you must practice honesty

and integrity in fulfilling your responsibilities. Furthermore, it is your responsibility to report violations or suspected violations of the School's Code in accordance with this policy.

No Retaliation

No employee who in good faith reports a violation of the Code shall suffer harassment, retaliation, or adverse employment consequence. An employee who retaliates against someone who has reported a violation in good faith is subject to disciplinary action up to and including termination of employment.

Reporting Violations

The School maintains an open door policy and suggests that employees share their questions, concerns, suggestions, or complaints with someone who can address them properly. In most cases, an employee's supervisor is in the best position to address areas of concern. However, if you are not comfortable bringing a concern to your supervisor, or if you are not satisfied with your supervisor's response, you are encouraged to speak with the Principal of the Chairman or the Board of Trustees.

Handling of Reported Violations

The School will investigate any reported violations and will take whatever corrective action is deemed necessary, including disciplining any individual who is believed to have committed a violation.

All employees have a duty to cooperate in the School's investigation. Failure to cooperate or deliberately providing false information during an investigation shall be grounds for disciplinary action, including termination.

SMOKING

The New York State Education Law, Section 409 prohibits tobacco use on school grounds. "School grounds" means any building, structure, and surroundings outdoor grounds contained within a public or private pre-school, nursery school, elementary or secondary school. In the interest of safety and health the Success Academy Charter School endorses and incorporates this prohibition.

AMERICANS WITH DISABILITIES ACT (ADA)

In 1990, Congress passed a civil rights law prohibiting discrimination on the basis of disability in the private and public sectors. We are obligated to inform you of the Americans with Disabilities Act which gives civil rights protection to individuals with disabilities similar to those provided to individuals on the basis of race, color, sex, national origin, age, and religion. It guarantees equal opportunity for individuals with disabilities in public accommodations, employment, transportation, State and local government services, and telecommunications.

Subject to applicable law, the Success Academy Charter School will comply with the requirement to provide a reasonable accommodation to any qualified employee or applicant with a qualified disability unless it would impose an undue hardship on the Success Academy Charter School. Individuals who believe they need an accommodation to perform their jobs should submit a written request to the Human Resources Administrator with appropriate medical documentation to support their request, describing the activities that can and cannot be performed. Consideration of a request for an accommodation may be delayed or denied if the appropriate documentation is not provided in a timely manner.

OSHA

Safety & Security

Consistent with federal OSHA requirements and to protect the well-being of employees, Success Academy Charter School recognizes a need to limit the potential harmful effects of occupational exposure to blood and other potentially infectious bodily fluids where exposure to these materials (primarily hepatitis B and human immunodeficiency virus (HIV/AIDS)) could result in infection, illness, or death of employees. The Health Safety policy covers all Success Academy Charter School employees but particularly those who may reasonably anticipate coming into contact with these materials as a result of their job duties. If your job duties may put you into this category, Success Academy Charter School will provide you with appropriate information.

RIGHT-TO-KNOW

The New York State Right-to-Know law gives you the right to find out what toxic substances are present in your workplace – in this case the Success Academy Charter School. This law covers New York State public sector employees including former employees who were employed after December 1980.

By law, we are obligated to inform you of all substances known to be present in any compound or mixture, if they comprise 1% or more by weight of the compound or mixture hazardous. Upon written request, we will provide you with any information regarding any substances we use, within a 3-day period.

ETHICS / CONFLICTS OF INTEREST

It is imperative that Success Academy Charter School, both in reality and in perception be deemed to operate solely in the best interests of the students it serves. Any taint to its reputation will significantly impact on the mission of the school. As an employee of Success Academy Charter School you are to be ever mindful of the need to conduct yourself both in and outside of the school in a manner that will not bring criticism to yourself or to the school.

You have an obligation to conduct your affairs within guidelines that prohibit actual or potential conflicts of interest. Any actual or potential conflict of interest occurs when you are in a position to influence a decision that may result in a personal gain for you, for a relative or for anyone else who has a close personal relationship with you as a result of Success Academy Charter School business dealings. For the purpose of this policy, a relative or a person with a close personal relationship is any person who is related by blood or marriage, or whose relationship with you is similar to that of persons who are related by blood or marriage.

No "presumption of guilt" is created by the mere existence of a relationship with an outside firm or vendor. However, if you have any influence in transactions involving purchases, contracts, or supplies it is imperative that you disclose that relationship to the Principal immediately so that safeguards can be established to protect all parties.

Personal gain may result in instances where you or your relative or one with a close personal relationship has a significant ownership in the vendor or firm with which Success Academy Charter School does business. As noted elsewhere, accepting a gift from a vendor or business doing business with Success Academy Charter School is prohibited.

PROCEDURES FOR REPORTING CHILD ABUSE

CHILD ABUSE AND MALTREATMENT

I. Child Abuse or Maltreatment Pursuant to §411 *et. seq.* of the Social Services Law.

Pursuant to §413 of the Social Services Law, school officials are required to report instances of suspected child abuse or maltreatment to the State Central Register of Child Abuse and Maltreatment ("SCR"). A hotline has been established for reporting by mandated reporters, which include school officials. The hotline is 1-800-635-1522.

Child "abuse" occurs when a parent or other person legally responsible for the child inflicts serious physical injury upon the child, creates a substantial risk of serious physical injury, or commits a sex offense against the child. In addition, the definition includes instances where the parent (or personal legally responsible) knowingly allowed another to inflict such harm.

Child "maltreatment" (which includes neglect) occurs when a child's physical, mental, or emotional condition has been impaired, or is in imminent danger of impairment, by the parent's (or other person legally responsible for the child) failure to exercise a minimum degree of care by (1) failing to provide sufficient food, clothing, shelter, or education; (2) failing to provide proper supervision, guardianship, or medical care; or (3) inflicting excessive corporal punishment, abandoning the child, or misusing alcohol or other drugs and, in doing so, causing the child to be placed in imminent danger.

As mandated reporters, school officials are required to report suspected child abuse or maltreatment when they have reasonable cause to suspect either has occurred. "Reasonable cause" to suspect child abuse or maltreatment means that, based on a school official's rational observations, professional training, and experience, the official suspects that the parent or other person legally responsible for the child has harmed the child or placed the child in imminent danger of harm.

The following procedures should be followed in reporting instances of child abuse and maltreatment.

1. If a school employee learns of or suspects a situation of abuse or maltreatment of a student by his or her parent or person legally responsible for the student's care, the employee must report the situation to the building principal immediately.

2. If, based on the employee's report, the principal reasonably believes that abuse or maltreatment has occurred, the principal must immediately call the SCR hotline at **1-800-635-1522** and make a verbal report.
    a. The principal should ask the SCR representative his or her name and the "Call I.D."

b. Within 24 hours of the principal's verbal report to the SCR hotline, he or she must complete and submit to SCR mandated reporter form "LDSS-2221A". Form LDSS-2221A may be obtained from the New York State Office of Children and Family Services website at: www.ocfs.state.ny.us/main/forms or by calling (518) 472-0971.

3. If a school official is uncertain about whether a situation rises to the level of abuse or maltreatment, the official should contact the hotline to discuss the matter with a trained SCR specialist.
4. The principal shall document for his or her confidential file the events, conversations, and facts associated with an allegation of child abuse or neglect, whether or not those circumstances rise to the level of reasonable suspicion that cause him or her to make a report to SCR.
5. All information relating to reports of child abuse or maltreatment shall be strictly confidential.

CHILD ABUSE IN THE EDUCATIONAL SETTING

II. Child Abuse in the Educational Setting Pursuant to Education Law Article 23-B.

Pursuant to New York Education Law §1126, and the regulations of the Commissioner of Education (8 N.Y.C.R.R. 100.2(hh), any oral or written allegation to a teacher, school nurse, guidance counselor, psychologist, social worker, administrator, board member, or other school personnel required to hold a teacher or administrator license or certificate, that a child has been subjected to child abuse by an employee or volunteer in an educational setting, shall promptly make a report, on a form provided by the Commissioner of Education, consisting of the following:

1. The name of the child's parent.
2. The name of the person who reported the abuse and their relationship to the child.
3. The name of the employee or volunteer against whom the allegation is made.
4. A listing of the specific allegations.

The report must be given to the principal immediately. The report and all other written materials, photographs, and/or videos concerning the allegation and report are strictly confidential and may only be disclosed to law enforcement authorities involved in the investigation of the alleged child abuse, or as expressly authorized by law or pursuant to a court-ordered subpoena. Willful disclosure to a confidential record to an unauthorized person is a class A misdemeanor.

The duties of administrators upon receipt of a written report alleging child abuse in an educational setting, where the administrator has a reasonable suspicion that an act of child abuse has occurred, shall be as follows:

1. If the alleged child-victim made the report, promptly notify the parent of the allegation and provide the parent with a written statement pursuant to §100.2(hh) of the Commissioner's Regulations setting forth the duties of

employees and administrators upon receipt of the allegation, additional duties of superintendents, notification by the district attorney pursuant to Education Law §1130, and actions to be taken upon criminal conviction of a licensed or certified school employee pursuant to Education Law §1131.

2. If the parent made the allegation, promptly provide the parent with the above-referenced written statement.
3. If someone other than the child-victim or parent made the report, ascertain from the reporting person the source and basis of the allegation, promptly notify the parent and provide the parent with the requisite written statement.
4. If a public school administrator received the written report alleging abuse, the administrator must promptly provide the superintendent with a copy of the report as well.
5. A report of child abuse in an educational setting must be promptly forwarded to the appropriate law enforcement agencies.
6. The school shall forward the report of child abuse to the Commissioner of Education if the accused employee or volunteer holds a license or certification issued by the New York State Education Department.
7. Any child abuse report that does not, after investigation, result in criminal conviction shall be expunged after five years or at such earlier time that the school determines.

If the alleged abuse was by an employee or volunteer of a school other than one within the school district of the child's attendance, the report must be forwarded promptly to the superintendent of the other district.

Moreover, at least annually, the school shall provide training to all new teachers, school nurses, guidance counselors, psychologists, social workers, administrators, board members, and other school personnel required to hold a teacher or administrator license or certificate regarding requirements of reporting of child abuse in an educational setting.

SUCCESS CHARTER NETWORK ENSURING GREAT SUPPORT AND EXECUTION AT THE NETWORK

WHY ARE WE DOING THIS?

We all want to ensure that our academies continue to be the best schools not only in New York City, but also the state, and the nation. In order to consistently be at the top, we've created performance goals and measurements. Our performance setting and evaluation process consists of setting goals, developing our performance, and evaluating our performance. This isn't a one-time event, rather, it's an on-going conversation. We should continuously push ourselves, our departments, and the overall. management organization on a daily basis.

WHEN ARE WE FORMALLY DOING THIS?

As mentioned above, this isn't a one-time event. While assessment and feedback will be given consistently throughout the year, we've set aside a few times throughout the year for a more formal conversation about your goals for the year and your progress towards those goals. For this year, we're going to have a slightly modified schedule and next year, we'll be on a full schedule.

THIS YEAR:

A. Performance planning and goal setting (February)
B. Self-assessment (June)
C. Performance review (July)

NEXT YEAR:

A. Performance planning and goal setting (August)
B. Mid-year Self-assessment (December)
C. Mid-year Performance Assessment (January)
D. Year-end Self-assessment (June)
E. Year-end performance review (July)

A FEW GUIDELINES

- We want everyone in the management organization to have clear goals.
- All plans are signed by you, your manager, and human resources.
- Copies of the plans are given to the COO, the Director, and to the Human Resources dept.
- Each employee and director sets goals and measures for the School Year. Goals should support the growth and management of our charter schools and ultimately to the success of our scholars.
- This year, we are doing a modified version of a full year-long plan. We'll set goals in January and then self assess ourselves in June and conduct a formal end of year assessment in July. Starting in July 2010, the entire organization will be on a July plan (performance evaluation, raise, and bonus). Ultimately everything should be tied together; your performance is linked to your raise as well as to your bonus amount.

SUCCESS CHARTER NETWORK ENSURING GREAT SUPPORT AND EXECUTION AT THE NETWORK

BEGINNING OF THE YEAR: GOAL SETTING (COMPLETED IN SEPTEMBER)

NAME: _____ DATE:_____

☐ Lead Teacher ☐ Associate Teacher ☐ Tutor ☐ Specials Teacher ☐ SETTs Teacher ☐ Science Teacher

SCHOOL: ☐ HSA1 ☐ HSA2 ☐ HSA3 ☐ HSA4

PRINCIPAL: _____

YOUR GOALS—WHAT ARE THE GOALS FOR 2009-2010 SCHOOL YEAR? (To be filled out in September)

Individual Goals
Individual Goal #1 (specific for each teacher)
Individual Goal #2 (specific for each teacher)
Individual Goal #3 (specific for each teacher)
Academic Goals (outlined at the end of this document)
School Culture Goals (outlined at the end of this document)

ACKNOWLEDGEMENT

Leader:_____ Date:_____

Teacher: _____ Date:_____

Human Resources:_____ Date:_____

SUCCESS CHARTER NETWORK ENSURING GREAT SUPPORT AND EXECUTION AT THE NETWORK

Planning and Preparation for Learning

ALIGNMENT	**Exceeds**: Plans all units backwards, aligned with high standards, state assessments, and all of Bloom's levels. **Meets**: Plans most curriculum units backwards with standards, state tests, and some of Bloom's levels in mind. **Approaching:** Plans lessons with some thought to larger goals and objectives and higher-order thinking skills. **Needs:** Teaches on an *ad hoc* basis with little or no consideration for long-range curriculum goals.
ANTICIPATION	**Exceeds:** Anticipates misconceptions that students are likely to have and plans how to overcome them. **Meets:** Anticipates misconceptions and confusions that students might have. **Approaching:** Has a hunch about one or two ways that students might become confused with the content. **Needs:** Proceeds without considering misconceptions that students might have about the material.
LESSONS	**Exceeds**: Designs lessons with clear, measurable goals closely aligned with standards and unit outcomes. **Meets:** Designs lessons focused on measurable outcomes aligned with unit goals and state standards. **Approaching:** Plans lessons with unit goals in mind. **Needs:** Plans lessons aimed primarily at entertaining students or covering textbook chapter
DIFFERENTIATION	**Exceeds**: Designs lessons that break down complex tasks and address all learning needs, styles, and interests. **Meets:** Designs lessons that target diverse learning Needs, styles, and interests. **Approaching:** Plans lessons with some thought as to how to accommodate special needs students. **Needs:** Plans lessons aimed at the "middle" of the class.

ENGAGEMENT	**Exceeds**: Designs highly relevant lessons that will motivate all students and sweep them up in active learning. **Meets:** Designs lessons that are relevant, motivating, and likely to engage students in active learning. **Approaching:** Plans lessons that will catch some students' interest and perhaps get a discussion going. **Needs:** Plans lessons with very little likelihood of motivating or involving students.
MATERIALS	**Exceeds**: Designs lessons involving an appropriate mix of top-notch, multicultural learning materials. **Meets:** Designs lessons that use an effective, multicultural mix of materials. **Approaching:** Plans lessons that involve a mixture of good and mediocre learning materials. **Needs:** Plans lessons that rely mainly on mediocre and low-quality textbooks, workbooks, or worksheets.
ENVIRONMENT	**Exceeds**: Artfully uses room arrangement, materials, and displays to maximize student learning of all material. **Meets:** Organizes classroom furniture, materials, and displays to support unit and lesson goals. **Approaching:** Organizes furniture and materials to support the lesson, with only a few decorative displays. **Needs:** Has a conventional furniture arrangement, hard-to-access materials, and few wall displays.
KNOWLEDGE	**Exceeds**: Is an expert in the subject area and has a cutting-edge grasp of child development and how students learn. **Meets:** Knows the subject matter well and has a good grasp of child development and how students learn. **Approaching:** Is somewhat familiar with the subject and has a few ideas of ways students develop and learn. **Needs**: Is somewhat familiar with the subject and has a few ideas of ways students develop and learn.
STRATEGY	**Exceeds**: Has a well-honed game plan for the year that is tightly aligned with NY standards and assessments. **Meets:** Plans the year so students will meet state standards and be ready for external assessments. **Approaching:** Has done some thinking about how to cover high standards and test requirements this year. **Needs:** Plans lesson by lesson and has little familiarity with state standards
ASSESSMENTS	**Exceeds**: Prepares diagnostic, on-the-spot, interim, and summative assessments to monitor student learning. **Meets:** Plans on-the-spot and unit assessments to measure student learning. **Approaching:** Drafts unit tests as instruction proceeds. **Needs:** Writes final tests shortly before they are given.

SUCCESS CHARTER NETWORK ENSURING GREAT SUPPORT AND EXECUTION AT THE NETWORK

Classroom Management

EXPECTATIONS	**Exceeds**: Is direct, specific, consistent, and tenacious in communicating and enforcing very high expectations. **Meets:** Clearly communicates and consistently enforces high standards for student behavior **Approaching:** Announces and posts classroom rules and punishments. **Needs:** Comes up with *ad hoc* rules and punishments as events unfold during the year.
ROUTINES	**Exceeds**: Successfully inculcates class routines so that students maintain them throughout the year. **Meets:** Teaches routines and has students maintain them all year. **Approaching:** Tries to train students in class routines but many of the routines are not maintained. **Needs:**Does not teach routines and is constantly nagging, threatening, and punishing students.
REPERTOIRE	**Exceeds**: Has a highly effective discipline repertoire and can capture and hold students' attention any time. **Meets:** Has a repertoire of discipline "moves" and can capture and maintain students' attention. **Approaching:** Has a limited disciplinary repertoire and students are frequently not paying attention. **Needs:** Has few discipline "moves" and constantly struggles to get students' attention.
EFFICIENCY	**Exceeds**: Uses coherence, lesson momentum, and silky-smooth transitions to get the most out of every minute. **Meets:** Maximizes academic learning time through coherence, lesson momentum, and smooth transitions. **Approaching:** Sometimes loses teaching time due to lack of clarity, interruptions, and inefficient transitions. **Needs:** Loses a great deal of instructional time because of confusion, interruptions, and ragged transitions.
INCENTIVES	**Exceeds**: Gets students to buy into a highly effective system of incentives linked to intrinsic rewards. **Meets:** Uses incentives wisely to encourage and reinforce student cooperation. **Approaching:** Uses extrinsic rewards in an attempt to get students to cooperate and comply. **Needs:** Gives away "goodies" (e.g., free time) without using it as a lever to improve behavior.

RELATIONSHIPS	**Exceeds**: Shows warmth, caring, respect, and fairness for all students and builds strong relationships. **Meets:** Is fair and respectful toward students and builds positive relationships. **Approaching:** Is fair and respectful toward most students and builds positive relationships with some. **Needs:** Is sometimes unfair and disrespectful to the class; plays favorites.
RESPECT	**Exceeds**: Wins all students' respect and creates a climate in which disruption of learning is unthinkable. **Meets:** Commands respect and refuses to tolerate disruption. **Approaching:** Wins the respect of some students but there are regular disruptions in the classroom. **Needs:** Is not respected by students and the classroom is frequently chaotic and sometimes dangerous.
SOCIAL-EMOTIONAL	**Exceeds**: Implements a program that successfully develops positive interactions and social-emotional skills. **Meets:** Fosters positive interactions among students and teaches useful social skills. **Approaching:** Often lectures students on the need for good behavior, and makes an example of "bad" students. **Needs:** Publicly berates "bad" students, blaming them for their poor behavior.
RESPONSIBILITIES	**Exceeds**: Successfully develops students' self-discipline, self-confidence, and a sense of responsibility. **Meets:** Develops students' self-discipline and teaches them to take responsibility for their own actions. **Approaching:** Tries to get students to be responsible for their actions, but many lack self- **Needs:** Is unsuccessful in fostering self-discipline in students; they are dependent on the teacher to behave.
PREVENTION	**Exceeds**: Is alert, poised, dynamic, and self-assuNeeds and nips virtually all discipline problems in the bud. **Meets:** Is a confident, dynamic "presence" and nips most discipline problems in the bud. **Approaching:** Tries to prevent discipline problems but sometimes little things escalate into big problems. **Needs:** Is unsuccessful at spotting and preventing discipline problems, and they frequently escalate.

SUCCESS CHARTER NETWORK ENSURING GREAT SUPPORT AND EXECUTION AT THE NETWORK

Delivery of Instruction

EXPECTATIONS	**Exceeds**: Exudes high expectations and determination and convinces all students that they will master the material. **Meets:** Conveys to students: This is important, you can do it, and I'm not going to give up on you. **Approaching:** Tells students that the subject matter is important and they need to work hard. **Needs:** Gives up on some students as hopeless.
GOALS	**Exceeds**: Shows students exactly what's expected by posting essential questions, goals, rubrics, and exemplars. **Meets:** Gives students a clear sense of purpose by posting the unit's essential questions and the lesson's goals. **Approaching:** Tells students the main learning objectives of each lesson. **Needs:** Begins lessons without giving students a sense of where instruction is headed.
CLARITY	**Exceeds**: Always presents material clearly and explicitly, with well-chosen examples and vivid and appropriate language. **Meets:** Uses clear explanations, appropriate language, and good examples to present material. **Approaching:** Sometimes uses language and explanations that are fuzzy, confusing, or inappropriate. **Needs:** Often presents material in a confusing way, using language that is inappropriate.
ENGAGEMENT	**Exceeds**: Gets all students highly involved in focused work in which they are active learners and problem-solvers. **Meets:** Has students actively think about, discuss, and use the ideas and skills being taught. **Approaching:** Attempts to get students actively involved but some students are disengaged. **Needs:** Mostly lectures to passive students or has them plod through textbooks and worksheets.
DIFFERIENTATION	**Exceeds**: Skillfully meets the learning Needs and styles of all students by differentiating and scaffolding. **Meets:** Differentiates and scaffolds instruction to accommodate most students' learning Needs. **Approaching:** Attempts to accommodate students with special Needs, with mixed success. **Needs:** Fails to provide for differentiated instruction for students with special Needs.

EFFORT-BASED	**Exceeds**: Teaches students to be risk-takers, learn from mistakes, and believe that through effective effort, they will get smarter. **Meets:** Tells students it's okay to make mistakes; effective effort, not innate ability, is the key. **Approaching:** Tells students that making mistakes doesn't mean they're stupid; they can learn from errors. **Needs:** Doesn't prevent many students from feeling embarrassed when they make mistakes in school.
CONNECTIONS	**Exceeds**: Always grabs students' interest and makes connections to prior knowledge, experience, and reading. **Meets:** Activates students' prior knowledge and hooks their interest in each unit and lesson. **Approaching:** Tries to make the subject interesting and relate it to things students already know. **Needs:** Rarely hooks students' interest or makes connections to their lives.
REPERTOIRE	**Exceeds**: Orchestrates highly effective strategies, materials, and groupings to involve and motivate students. **Meets:** Orchestrates effective strategies, materials, and classroom groupings to foster student learning. **Approaching:** Uses a limited range of classroom strategies, materials, and groupings with mixed success. **Needs:** Uses only one or two teaching strategies and types of materials and fails to reach most students.
NIMBLENESS	**Exceeds**: Deftly adapts lessons and units to exploit teachable moments and correct misunderstandings. **Meets:** Is flexible about modifying lessons to take advantage of teachable moments. **Approaching:** Is focused on implementing lesson plans and sometimes misses teachable moments. **Needs:** Is rigid and inflexible with lesson plans and rarely takes advantage of teachable moments.
APPLICATION	**Exceeds**: Consistently has students summarize and internalize what they learn and apply it to real-life situations. **Meets:** Has students sum up what they have learned and apply it in a different context. **Approaching:** Asks students to think about real-life applications for what they are studying. **Needs:** Moves on at the end of each lesson and unit without having students summarize.

SUCCESS CHARTER NETWORK ENSURING GREAT SUPPORT AND EXECUTION AT THE NETWORK

MONITORING, ASSESSMENT, and FOLLOW-UP

TENACITY	**Exceeds**: Relentlessly follows up with struggling students with personal attention to reach proficiency. **Meets:** Takes responsibility for students who are not succeeding and gives them extra help. **Approaching:** Offers students who fail tests some additional time to study and do re-takes. **Needs:** Tells students that if they fail a test, that's it; the class has to move on to cover the curriculum.
SUPPORT	**Exceeds**: Makes sure that students who need specialized diagnosis and help receive appropriate services immediately. **Meets:** When necessary, refers students for specialized diagnosis and extra help. **Approaching:** Sometimes doesn't refer students promptly for special help, or refers students who don't need it. **Needs:** Fails to refer students for special services or refers students who do not need them.
CRITERIA	**Exceeds**: Exudes high expectations and determination and convinces all students that they will master the material. **Meets:** Conveys to students: This is important, you can do it, and I'm not going to give up on you. **Approaching:** Tells students that the subject matter is important and they need to work hard. **Needs:** Gives up on some students as hopeless.
REJECTION	**Exceeds**: Works with colleagues to reflect on what worked and what didn't and continuously improves instruction. **Meets:** Reflects on the effectiveness of lessons and units and continuously works to improve them. **Approaching:** At the end of a teaching unit or semester, thinks about what might have been done better. **Needs:** Does not draw lessons for the future when teaching is unsuccessful.

DIAGNOSIS	**Exceeds**: Gives students a well-constructed diagnostic assessment up front, and uses the information to fine-tune instruction. **Meets:** Diagnoses students' knowledge and skills up front and makes small adjustments based on the data. **Approaching:** Does a quick K-W-L (Know,Want to Know, Learned) exercise before beginning a unit. **Needs:** Begins instruction without diagnosing students' skills and knowledge.
ON-THE-SPOT	**Exceeds**: Uses a variety of effective methods to check for understanding; immediately unscrambles confusion and clarifies. **Meets:** Frequently checks for understanding and gives students helpful information if they seem confused. **Approaching:** Uses moderately effective methods (e.g., thumbs up, thumbs down) to check for understanding during instruction. **Needs:** Uses ineffective methods ("Is everyone with me?") to check for understanding.
SELF-ASSESSMENT	**Exceeds**: Has students set ambitious goals, continuously self-assess, and take responsibility for improving performance. **Meets:** Has students set goals, self-assess, and know where they stand academically at all times. **Approaching:** Urges students to look over their work, see where they had trouble, and aim to improve those areas. **Needs:** Allows students to move on without assessing and improving problems in their work.
RECOGNITION	**Exceeds**: Frequently posts students' work with rubrics and commentary and uses it to motivate and direct effort. **Meets:** Regularly posts students' work to make visible and celebrate their progress with respect to standards. **Approaching:** Posts some 'A' student work as an example to others. **Needs:** Posts only a few samples of student work or none at all.
INTERIMS	**Exceeds**: Works with colleagues to use interim assessment data, fine-tune teaching, re-teach, and help struggling students. **Meets:** Uses data from interim assessments to adjust teaching, re-teach, and follow up with failing students. **Approaching:** Looks over students' tests to see if there is anything that Needs to be re-taught. **Needs:** Gives tests and moves on without analyzing them and following up with students.
ANALYSIS	**Exceeds**: Works with colleagues to analyze and chart assessment data, draw action conclusions, and share them with others. **Meets:** Analyzes data from assessments, draws conclusions, and shares them appropriately. **Approaching:** Records students' grades and notes some general patterns for future reference. **Needs:** Records students' grades and moves on with the curriculum.

SUCCESS CHARTER NETWORK ENSURING GREAT SUPPORT AND EXECUTION AT THE NETWORK

FAMILY AND COMMUNITY OUTREACH

RESPECT	**Exceeds**: Shows great sensitivity and respect for family and community culture, values, and beliefs. **Meets:** Communicates respectfully with parents and is sensitive to different families' culture and values. **Approaching:** Tries to be sensitive to the culture and beliefs of students' families but sometimes has a tin ear. **Needs:** Is often insensitive to the culture and beliefs of students' families.
COMMUNICATION	**Exceeds**: Makes sure parents hear positive news their children first, and immediately flags any problems. **Meets:** Promptly informs parents of behavior and learning problems, and also updates parents on good news. **Approaching:** Lets parents know about problems their children are having but rarely mentions positive news. **Needs:** Seldom informs parents of concerns or positive news about their children.
HOMEWORK (Nightly Demands)	**Exceeds**: Assigns highly engaging homework, gets close to a 100% return, and provides rich feedback. **Meets:** Assigns appropriate homework, holds students accountable for turning it in, and gives feedback. **Approaching:** Assigns homework, keeps track of compliance, but rarely follows up. **Needs:** Assigns homework but is resigned to the fact that many students won't turn it in, and doesn't follow up.
RESPONSIVENESS	**Exceeds**: Deals immediately and successfully with parent concerns and makes parents feel welcome any time. **Meets:** Responds promptly to parent concerns and makes parents feel welcome in the school. **Approaching:** Is slow to respond to some parent concerns and gives off an unwelcoming vibe. **Needs:** Does not respond to parent concerns and makes parents feel unwelcome in the classroom.

BELIEF	**Exceeds**: Shows each parent an in-depth knowledge of their child and a strong belief he or she will meet or exceed standards. **Meets:** Shows parents a genuine interest and belief in each child's ability to reach standards. **Approaching:** Tells parents that he or she cares about their children and wants the best for them. **Needs:** Does not communicate to parents knowledge of individual children or concern about their future.
EXPECTATIONS	**Exceeds**: Gives parents clear, user-friendly learning and behavior expectations and exemplars of proficient work. **Meets:** Gives parents clear, succinct expectations for student learning and behavior for the year. **Approaching:** Sends home a list of classroom rules and the syllabus for the year. **Needs:** Does not inform parents about learning and behavior expectations.
INVOLVING	**Exceeds**: Frequently involves parents in supporting and enriching the curriculum as it unfolds. **Meets:** Updates parents on the unfolding curriculum and suggests ways to support learning at home. **Approaching:** Sends home occasional suggestions on how parents can help their children with schoolwork. **Needs:** Rarely if ever communicates with parents on ways to help their children at home
REPORTING	**Exceeds**: In conferences, report cards, and informal talks, gives parents detailed and helpful feedback on children's progress. **Meets:** Uses conferences and report cards to give parents feedback on their children's progress. **Approaching:** Uses report card conferences to tell parents the areas in which their children can improve. **Needs:** Gives out report cards and expects parents to deal with the areas that need improvement.
OUTREACH	**Exceeds**: Is successful in contacting and working with all parents, including those who are hard to reach. **Meets:** Tries to contact all parents and is tenacious in contacting hard-to- reach parents. **Approaching:** Tries to contact all parents, but ends up talking mainly to the parents of high-achieving students. **Needs:** Makes little or no effort to contact parents.
RESOURCES	**Exceeds**: Successfully enlists classroom volunteers and extra resources from homes and the community. **Meets:** Reaches out to families and community agencies to bring in volunteers and additional resources. **Approaching:** Asks parents to volunteer in the classroom and contribute extra resources. **Needs:** Does not reach out for extra support from parents or the community.

ENSURING GREAT SUPPORT AND EXECUTION AT THE NETWORK

Professional Responsibilities

RELIABILITY	**Exceeds**: Carries out assignments conscientiously and punctually, keeps meticulous records, and is never late. **Meets:** Is punctual and reliable with paperwork, duties, and assignments; keeps accurate records. **Approaching:** Occasionally skips assignments, is late, makes errors in records, and misses paperwork deadlines. **Needs:** Frequently skips assignments, is late, makes errors in records, and misses paperwork deadlines.
PROFESSIONALISM	**Exceeds**: Presents as a consummate professional and always observes appropriate boundaries. **Meets:** Demonstrates professional demeanor and maintains appropriate boundaries. **Approaching:** Occasionally acts and/or dresses in an unprofessional manner and violates boundaries. **Needs:** Frequently acts and/or dresses in an unprofessional manner and violates boundaries.
CONTRIBUTIONS	**Exceeds**: Frequently contributes valuable ideas and expertise that further the school's mission. **Meets:** Is a positive team player and contributes ideas, expertise, and time to the overall mission of the school. **Approaching:** Occasionally suggests an idea aimed at improving the school. **Needs:** Rarely if ever contributes ideas that might help improve the school.
OPENNESS	**Exceeds**: Actively seeks out feedback and suggestions and uses them to improve performance. **Meets:** Listens thoughtfully to other viewpoints and responds constructively to suggestions and criticism. **Approaching:** Is somewhat defensive but does listen to feedback and suggestions. **Needs:** Is very defensive about criticism and resistant to changing classroom practice.
SELF-IMPROVEMENT	**Exceeds**: Devours best practices from fellow professionals, workshops, reading, study groups, the Internet, and other sources. **Meets:** Seeks out effective teaching ideas from supervisors, colleagues, workshops, reading, and the Internet. **Approaching:** Keeps an eye out for new ideas for improving teaching and learning. **Needs:** Is not open to ideas for improving teaching and learning.

JUDGEMENT	**Exceeds**: Is invariably ethical, honest, and above-board, uses impeccable judgment, and respects confidentiality. **Meets:** Is ethical and above-board, uses good judgment, and maintains confidentiality with student records. **Approaching:** Sometimes uses questionable judgment, is less than completely honest, and discloses student information. **Needs:** Acts in an ethically questionable manner, uses poor judgment, and/or discloses student information.
TEAMWORK	**Exceeds**: Is an important member of teacher teams and committees and frequently attends afterschool activities. **Meets:** Shares responsibility for grade-level and school-wide activities and volunteers to serve on committees. **Approaching:** When asked, will serve on a committee and attend an afterschool activity. **Needs:** Declines invitations to serve on committees and attend afterschool activities.
COLLABORATION	**Exceeds**: Meets at least weekly with colleagues to plan units, share ideas, and analyze interim assessments. **Meets:** Collaborates with colleagues to plan units, share teaching ideas, and look at student work. **Approaching:** Meets occasionally with colleagues to share ideas about teaching and students. **Needs:** Meets infrequently with colleagues, and conversations lack educational substance.
RESOURCES	**Exceeds**: Successfully enlists classroom volunteers and extra resources from homes and the community. **Meets:** Reaches out to families and community agencies to bring in volunteers and additional resources. **Approaching:** Asks parents to volunteer in the classroom and contribute extra resources. **Needs:** Does not reach out for extra support from parents or the community.
ATTENDANCE	**Exceeds**: Has perfect or near-perfect attendance. **Meets:** Has very good attendance. **Approaching:** Has mediocre attendance. **Needs:** Has poor attendance.

Academic Goals—Jr. Kindergarten:

Subject	Ultimate Year-End Goal
Reading	• 100% Reading F&P Independent level "B." • 100% Master Emergent Story Book Level 7.
Writing	• 100% reach November SCN Kindergarten Writing benchmarks.
Arithmetic	• 90% will master 85% of the 1:1 assessment by June.

Academic Goals—Kindergarten

Subject	Scholar Growth Goals	Ultimate Year-End Goal
Reading	100% of scholars grow 1 grade level or more per year in Reading, Writing, and Arithmetic. 100% of scholars below grade level will grow at least 1.5 years or until they reach grade level proficiency.	• 100% of scholars read at an F&P Independent level "D."
Writing		• 100% of scholars reach June SCN Kindergarten Writing benchmarks.
Arithmetic		• 100% of scholars score an 80% or higher on all interim assessments.

Academic Goals—1st Grade:

Subject	Scholar Growth Goals	Ultimate Year-End Goal
Reading	100% of scholars grow 1 grade level or more per year in Reading, Writing and Arithmetic. Scholars below grade level will grow at least 1.5 years or until they reach grade level proficiency. 50% will show at least one grade level of growth in Reading and 65% will show at least one grade level of growth in Language Arts on the Terra Nova Assessment. 60% will show at least one grade level of growth in Math on the Terra Nova Assessment.	• 100% read at an F&P Independent level "I." • 100% will score an 8 or higher on the SFA Roots Assessment. • 80% score at or above the 60th percentile in Reading and Language Arts on Terra Nova • 100% will score an 80% or higher on all ELA interim assessments.
Writing		• 100% reach June SCN Writing benchmarks.
Arithmetic		• 100% score an 80% or higher on all unit and interim assessments. • 80% will score at or above the 60th percentile in Math on the spring Terra Nova.

Academic Goals—2nd Grade

Subject	Scholar Growth Goals	Ultimate Year-End Goals
Reading	100% of scholars grow 1 grade level or more per year in reading, writing and arithmetic. 100% Scholars below grade level will grow at least 1.5 years or until they reach grade level proficiency.	• 100% read at an F&P Independent level "M." • 70% score a 3 or 4 on 3rd Grade NY State ELA Exam. • 100% will score an 80% or higher on all ELA interim assessments.
Writing		• 100% reach June SCN Writing benchmarks. • 100% at Words Their Way Late Within Word Pattern Spelling Stage.
Arithmetic		• 100% score an 80% or higher on all unit and interim assessments.

Academic Goals—3rdGrade

Subject	Scholar Growth Goals	Ultimate Year-End Goals
Reading	100% of scholars grow 1 grade level or more per year in reading, writing and arithmetic. 100% Scholars below grade level will grow at least 1.5 years or until they reach grade level proficiency.	• 100% read at an F&P Independent level "P." • 100% score a 3 or 4 on the 3rd Grade New York State ELA Exam. 30% will score a 4. • 70% score a 3 or 4 on 4th Grade NY State ELA Exam.
Writing		• 100% reach June SCN Writing benchmarks. • 100% at Words Their Way Early Syllables and Affixes spelling stage.
Arithmetic		• 100% will score a 3 or 4 on the 3rd Grade New York State Math Exam and at least 50% will score a 4. • 100% will score an 80% or higher on all unit and interim assessments.
Science		• 90% score a 3 or 4 on 4th Grade NY States Science Test

Academic Goals—4th Grade

Subject	Scholar Growth Goals	Ultimate Year-End Goals
Reading	100% of scholars grow 1 grade level or more per year in reading, writing and arithmetic. 100% Scholars below grade level will grow at least 1.5 years or until they reach grade level proficiency.	• 100% read at an F&P Independent level "S." • 100% score a 3 or 4 on the 4th Grade NY State ELA Exam and at least 30% will score a 4. • 85% score a 3 or 4 on 5th Grade NY State ELA Exam.
Writing		• 100% reach June SCN Writing benchmarks. • 100% at Words Their Way WTW Middle Syllables and Affixes spelling stage
Arithmetic		• 100% will score a 3 or 4 on the 3rd Grade New York State Math Exam. More than 50% will score a 4. • 100% will score an 80% or higher on all unit and interim assessments.
Science		• 100% score a 3 or 4 on NY State 4th grade Science Test and at least 50% score 4.
Social Studies		• 70% Score a 3 or 4 on Practice NY State 5th grade Social Studies Exam.

School Culture Goals

Culture Area	End of Year Achievement Goal
Scholar Attendance	All HSA schools will have scholar attendance rates of at least 96%.
Teacher Attendance	All HSA schools will have teacher attendance rates of at least 99%.
Scholar Lateness	All HSA schools will have at least 97% of their scholars on time for school.
Family Event Attendance	All HSA schools will have at least 96% family attendance for academic events.
Dress Code	All HSA scholars will be in HSA dress at least 97% of the time. All HSA teachers will be in HSA professional dress 100% of the time. All HSA teachers will track uniform infractions 100% of the time.
Reading Log Completion	All HSA schools will have at least 96% completion on the reading logs.
Homework Completion	All HSA schools will have at least 96% completion on the Homework.
DOE Survey Completion Rates	96% of HSA teacher will complete the DOE Survey. 96% of HSA families will complete the DOE Survey.
Return Parent Phone Calls/Inquiries	100% parent phone calls returned within 24 hours.
PowerSchool Logging	100% Incidents will be logged in PowerSchool by the end of the school day that the issue occurNeeds. Every scholar has at least 10 log entries and at least 25% positive communication.
Administering Assessments	All HSA Teachers will administer accurately and consistently 100% of the time.
Blanks on Assessments	All HSA scholars will leave 0 Blanks on Terra Nova, Interim Assessment and NY High Stakes Tests.
Special Ed Referrals	All scholars identified as struggling will receive effective services (intervention or SPED) within 6 weeks of identification (teacher, StAC, leader, SCN, or parent ID).

SUCCESS CHARTER NETWORK

ENSURING GREAT INSTRUCTION FOR THE 2009-2010 SCHOOL YEAR

Teacher SELF EVALUTATION: To be filled out in before the Mid-Year and End-of-Year Meeting

NAME: _____ DATE:_____

☐ Lead Teacher ☐ Associate Teacher ☐ Tutor ☐ Specials Teacher ☐ SETTs Teacher ☐ Science Teacher

SCHOOL: ☐ HSA1 ☐ HSA2 ☐ HSA3 ☐ HSA4

PRINCIPAL: _____

YOUR GOALS—HOW ARE YOU DOING?

Think back over the past couple of months. How have you done vis a vis your goals? Give some examples that show how you've worked towards your goals? What areas are you still unsure of or need more help?

Your Goals	Comments: How are you doing against this goal?	How would you grade yourself against this goal?
Individual Goal #1		☐ Beyond Z ☐ Green ☐ Yellow ☐ Red
Individual Goal #1		☐ Beyond Z ☐ Green ☐ Yellow ☐ Red
Individual Goal #1		☐ Beyond Z ☐ Green ☐ Yellow ☐ Red
Academic Goals		☐ Beyond Z ☐ Green ☐ Yellow ☐ Red
School Culture Goals		☐ Beyond Z ☐ Green ☐ Yellow ☐ Red

SUCCESS CHARTER NETWORK ENSURING GREAT INSTRUCTION FOR THE 2009-2010 SCHOOL YEAR

WHERE DO YOU WANT TO GROW?

In the space below, please let us know where you'd like to grow within Harlem Success or as a teacher. (This could be skills you want to learn (ie special education), grades you want to teach (ie. I currently teacher kindergarten, but I'd love to teach 3rd grade), where you want to grow professionally (ie. I'm currently a TA, but I really want to be a lead; I'm a lead teacher interested in becoming a Leadership Resident), etc.

How can Harlem Success assist you in this development?

SUCCESS CHARTER NETWORK ENSURING GREAT INSTRUCTION FOR THE 2009-2010 SCHOOL YEAR

MID-YEAR PROGRESS REPORT: (COMPLETED IN DECEMBER/JANUARY)

NAME: _____ DATE:_____

☐ Lead Teacher ☐ Associate Teacher ☐ Tutor ☐ Specials Teacher ☐ SETTs Teacher ☐ Science Teacher

SCHOOL: ☐ HSA1 ☐ HSA2 ☐ HSA3 ☐ HSA4

PRINCIPAL: _____

_____

How is the teacher doing vis a vis the goals?

Individual Goals	Comments:
Individual Goal #1 (specific for each teacher)	
Individual Goal #2 (specific for each teacher)	
Individual Goal #3 (specific for each teacher)	
Academic Goals (outlined at the end of this document)	
School Culture Goals (outlined at the end of this document)	

PERFORMANCE AND CAREER DEVELOPMENT

Key Strengths: (key qualities and strengths of the teacher)
Development Areas: Identify up to 4 areas of development/training needs that would help the teacher perform better in his/her current role. **Knowledge** (Information or subject matter employee needs to learn, e.g. TERC curriculum) **Skills** (Capabilities employee needs to develop, e.g. parent communication)
Development Plan: Plan developmental actions to improve performance; define action items and timelines for completion.

External or Internal Training or on the Job Work Experiences

Resources Needed

Target Completion Date

ACKNOWLEDGEMENT

Leader:_____ Date:_____

Teacher: _____ Date:_____

Human Resources:_____ Date:_____

SUCCESS CHARTER NETWORK ENSURING GREAT INSTRUCTION FOR THE 2009-2010 SCHOOL YEAR

YEAR-END REPORT: (COMPLETED IN MARCH-JUNE)

NAME: _____ DATE:_____

☐ Lead Teacher ☐ Associate Teacher ☐ Tutor ☐ Specials Teacher ☐ SETTs Teacher ☐ Science Teacher

SCHOOL: ☐ HSA1 ☐ HSA2 ☐ HSA3 ☐ HSA4

PRINCIPAL: _____

_____

OVERALL RATING (to be filled out at the end of the year)

Individual Goals	Comments:	OVERALL EVALUATION:
Individual Goal #1 (specific for each teacher)		☐ Beyond Z ☐ Green ☐ Yellow ☐ Red
Individual Goal #2 (specific for each teacher)		☐ Beyond Z ☐ Green ☐ Yellow ☐ Red
Individual Goal #3 (specific for each teacher)		☐ Beyond Z ☐ Green ☐ Yellow ☐ Red
Academic Goals (outlined at the end of this document)		☐ Beyond Z ☐ Green ☐ Yellow ☐ Red
School Culture Goals (outlined at the end of this document)		☐ Beyond Z ☐ Green ☐ Yellow ☐ Red

PERFORMANCE AND CAREER DEVELOPMENT

Key Strengths: (key qualities and strengths of the teacher)
Development Areas: Identify up to 4 areas of development/training needs that would help the

teacher perform better in his/her current role.

Knowledge (Information or subject matter employee needs to learn, e.g. TERC curriculum)

Skills (Capabilities employee needs to develop, e.g. parent communication)

Development Plan: Plan developmental actions to improve performance; define action items and timelines for completion.

External or Internal Training or on the Job Work Experiences

Resources Needed

Target Completion Date

SUCCESS CHARTER NETWORK ENSURING GREAT INSTRUCTION FOR THE 2009-2010 SCHOOL YEAR

LEADER SUMMARY

TEACHER COMMENTS

ACKNOWLEDGEMENT

Leader:_____ Date:_____

Teacher: _____ Date:_____

Human Resources:_____ Date:_____

SUCCESS CHARTER NETWORK

Teacher Performance Improvement Plan

TEACHER'S NAME: _____ DATE: _____

TITLE/GRADE: _____

SCHOOL: _____

LEADER: _____

Based on <employee>'s performance over the past <length of time>, <s/he> is being placed on a performance improvement plan. As we discussed, there are <x> issues that need to be addressed over the next 30 school days by <**date + 30 business days**>.

1. ISSUE #1:
   - Statement of problem *(Employee is not getting to work on time.)*
   - Expectation *(All team members are expected to be at school by 7:15am.)*
   - Example *(Last week, employee showed up to work at 7:22am on XX/XX/XX and 7:25am on XX/XX/XX .)*

2. ISSUE #2
   - Statement of problem
   - Expectation
   - Example

3. ISSUE #3
   - Statement of problem
   - Expectation
   - Example

Goal	Metric	How Supervisor Will Help
ISSUE #1	*(All school based staff are expected to be at work everyday at 7:15am.)*	*(Set up a wake up call.)*
ISSUE #2		
ISSUE #3		

I understand that I am being placed on a performance improvement plan. If I do not meet the goals above over the next 30 school days, it may result in not returning to HSA next school year.

Signature:_____ Date:_____

Signature:_____ Date:_____

55. Please provide, if you wish, any other information that you think would be helpful to the Institute and the SUNY Trustees in their evaluation of your proposal.

The achievement gap in our state, and particularly in the Harlem community in New York City, is astonishing. The families in these communities want, need, and deserve educational equity now. While every charter school that improves education for at-risk students is a step in the right direction to close the achievement gap, aggressive action is needed on a large scale to fully close this gap.

The Success Charter Network (SCN) is poised to take this aggressive action by replicating the Success Academy model throughout the Harlem community. As evidenced in Exhibit B, students at SCN schools have shown tremendous student growth and achievement.

SCN schools also achieved impressive results in the New York City Department of Education 2008-2009 School Survey Report. This report tells what parents, teachers and students said. Below are results from Harlem Success Academy Charter School 2:

- 100% agree or strongly agree "the school has high expectations for my child."
- 100% agree or strongly agree "the school clearly communicates its expectations for my child's learning to me and my child."
- 99% agree or strongly agree "my child's teacher(s) give me helpful comments on homework, class work, and tests."
- 99% agree or strongly agree "my child is learning what he or she needs to know to succeed in later grades or after graduation from high school."
- 98% agree or strongly agree "The school keeps me informed about my child's academic progress."
- 97% agree or strongly agree "The school contacts me when my child breaks school rules."
- 95% said they received information about what their child is studying at least once a week or once a month.
- 100% agree or strongly agree "I feel welcome in my child's school."
- 100% agree or strongly agree "my child is safe at school"
- 100% agree or strongly agree "my child's school is clean"
- 90% say there is never racial or cultural bias by school staff
- 92% say there is never conflict based on race, culture, religion, sexual orientation, gender, or disabilities

The team outlined in Attachment 12 that is responsible for starting and operating SCN schools has put the necessary systems in place that will allow them to open another charter elementary school in the Harlem community in summer of 2011. While many schools focus solely on academic and instructional operations, SCN has been careful to

also focus on and systematize its operational procedures so that the SCN model can be easily replicated many times over. Some of these systems include:

Digital admissions lottery process
SCN has purchased a digital admissions lottery program for use at all of its schools in accordance with the policies described in Attachment 34. Instead of drawing names out of a hat, a computer randomly generates numbers and assigns them to each child who has submitted an application. The computer then assigns applicants to open seats based on the random number generation. This process ensures the fidelity of the lottery process and saves countless hours in the preparation and conduction of the lottery.

Summer enrollment and orientation activities
SCN has created a summer enrollment and orientation process that easily communicates all the school's policies and procedures to parents in small group sessions. Parents have the opportunity to learn about the school's culture and curriculum and ask questions months before the school year begins. This process also keeps parents in touch with the school throughout the summer in order to allow teachers to meet their students and families during the summer and to help ensure families are ready for the first day of school in August.

Family academic events
SCN believes that quality parental involvement is necessary to a child's education. Therefore, it has created templates for hosting valuable family academic events, including family reading nights, family math nights, dance recitals, science fairs, chess tournaments, and soccer tournaments. These templates allow for easy planning and execution of these worthwhile events.

Student assessment data entry and analysis programs
SCN has created data entry templates that allow for easy input and examination of student assessment data. These systems allow teachers to quickly enter assessment results and administrators to quickly see the results broken down by class, students, skills, and subskills. The data entry and analysis programs allow for real-time discussion of results, remedial instruction for students who need it, and instructional modifications.

Detailed and specific report card forms
SCN report cards give more information to parents than just a letter grade for each subject. Teachers provide detailed comments, and each child is scored on a scale of 1-4 on each of the school's *ACTION* values. This report card provides parents a complete picture of not only how their children are progressing with the school's academic curricula, but also how their children are progressing with the school's character education curriculum.

Systems for dealing with attendance and tardiness problems
If students are absent from school, they cannot learn what is being taught. SCN has developed systems to catch potential attendance tardiness issues before they become problems that will adversely affect a child's learning opportunities. Teachers and the school office manager enter attendance and tardiness data into the computer database each morning. The teachers, office manager, and Dean of Students keep track of this

information and contact parents at the first sign of a problem so that solutions can be generated and implemented to make sure each student is at school on time everyday.

Student information and special education databases
SCN has purchased and/or developed student information and special education databases that keep track and provide easy access to necessary student information including parental and emergency contact information, academic performance, attendance information, special services required, and a contact log documenting all contact school personnel have had with the student's parent/guardian. These databases also save every letter ever sent out to students so that all future schools will have all the necessary letters they must send out each year.

As demonstrated throughout this application, the Success Charter Network has the experience, capacity, and resources to carry out replication of the SCN model on a massive scale. Furthermore, it is prepared to carry out this replication rapidly so that educational excellence can be a reality for all of this city's children sooner, rather than later. Every year we delay is another year of students left behind.