Charter Schools Institute
State University of New York

TAPESTRY CHARTER SCHOOL

FINAL CHARTERED AGREEMENT

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Across the Curriculum

The *Reading, Thinking & Caring* teacher's guides all present activities that integrate students' reading, oral language, and writing experiences with several other areas—notably poetry, art, drama, and social studies. Vocabulary development is treated as a natural extension of reading, but in some instances it is also treated as a separate language skill.

Vocabulary

Because this program is designed to promote the natural development of children's vocabulary as they see and hear words used in meaningful contexts, our activities rarely single out an author's use of language. In some instances, however, one or more of the explicit vocabulary learning strategies below are introduced to help students recognize the mental processes that go into learning the meaning of words.

Word lists. When text contains words that are likely to be difficult for beginning readers to figure out, these are identified in the guide. Often these words are part of children's everyday vocabularies but are difficult for beginning readers to decode; in other instances the words themselves may be unfamiliar, such as those concerning bullfighting in *The Story of Ferdinand.*

It is usually sufficient to write such words on the board and pronounce them a few times with the students. When students are reading text with a partner, encourage them to figure out words they cannot read by using their repertoire of language strategies—decoding skills, context, illustrations, and memory of the earlier reading by the teacher.

Vocabulary guesswork. The best way for students to deal with unknown vocabulary is to have them figure out a word's meaning from its context. Working from context is especially effective for young children because it allows them to use familiar words as clues for understanding unfamiliar ones. Research on language development shows that parents of children with extensive vocabularies use a similar strategy in everyday conversation, embedding novel words in a familiar context. Cognitively and linguistically, primary-grade children are just beginning to appreciate that

- words have multiple meanings and uses;
- word meanings change depending on their placement in a sentence; and
- relationships between words are important.

Vocabulary guesswork is a strategy in which students work in pairs or small groups to practice unlocking context. In this activity, students identify the contextual clues that led them to a "guess" or hypothesis about a word's meaning in a given situation. The teacher then helps them to explore the meaning of the word and evaluate their hypothesis.

For example, partners reading and discussing *Ramona the Pest* will use context to figure out the meaning of *infuriated*:

> *Nothing infuriated Ramona more than having a grownup say, as if she could not hear, that she was worn out. "I'm* not *worn out!" she shrieked.*

Vocabulary charting. The sophisticated derivation of meaning from words in context is closely allied to students' ability to see relationships between words and assign them to categories based on these relationships. A particular system, which we call *vocabulary charting*, can be taught to students to help them see how to place new vocabulary in a familiar context and then discriminate between items in that context.

Vocabulary charting should be taught and practiced through direct instruction. Introduce a word, present it in a framework, and "talk through" the framework (see below). Such a framework enables students to arrive at a clear understanding of an unfamiliar word, even if they are working from a dictionary definition. With repeated practice, students should automatically begin to organize vocabulary both in terms of general category and more particular definition.

Word	Big Category	Description/Uniqueness
GARDEN	is a piece of land	on which plants are grown and which is usually small.
CEMETERY	is a piece of land	in which bodies are buried.

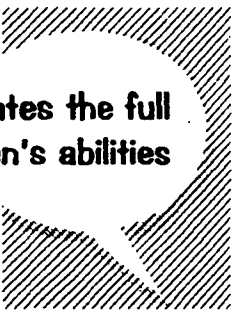
Personal dictionaries. Creating a dictionary allows children to literally "construct" their understanding of unfamiliar vocabulary and provides students with a concrete and personal connection to new words. Dictionaries can be referred back to, expanded, modified, and refined as students' knowledge of vocabulary grows. Picture dictionaries are a natural transition between pictures and print for beginning readers and writers and allow children to use their own ideas and drawings as scaffolding for constructing an understanding of print.

If someone were . . . The activity "If someone were . . ." is a way to introduce words and their synonyms in a dramatic context. For example, before reading *Amos & Boris* to the class a teacher might recite sentences that introduce key words, such as "If something were *luminous,* it would be glowing with light," or "If someone's friendliness were *abounding,* it would be plentiful and overflowing."

Word detectives. Encourage students to become word detectives by teaching them to act on their own curiosity about words: a simple, direct, and unusually powerful way of enriching students' vocabulary is to have them raise questions about word meanings. After you finish reading a book or book section, invite students to ask questions about words that provoked their curiosity (they could make notes about words during the reading if they wish). Talk informally about the meaning of the "detected" word. Also provide synonyms and antonyms to help students fix on the meaning.

Poetry

Poetry is an integral part of RTC. Primary-grade students can appreciate poetry on a number of levels—physical, emotional, and intellectual. Some children will enjoy the rhythms and sounds of words; others will appreciate the emotional impact of and personal identification with poetry. The poetry activities below accommodate the full range of children's abilities, from concrete to abstract.



Reading poetry. Every RTC guide includes activities that expose students to poetry—and in order for them to develop an appreciation of poetry, it is essential that they hear it recited by a skillful reader (you!). This requires that you become very familiar with a poem before reading it aloud to students. Likewise, students need an opportunity to ponder and rehearse a poem before being asked to read it aloud.

Interpreting poetry. Of all literary forms, poetry is perhaps the most subjective. Individuals vary dramatically in their enjoyment and interpretation of a particular poem, and the developmental variability among primary-grade children will magnify this variation in individual responses to poetry. In order to promote and maintain students' engagement with poetry, it's best to keep the poetry-related activities open-ended and accept the wide range of student responses that arise.

The discussion questions that accompany poems in the guides typically ask students how the poem makes them feel, what the poem reminds them of, what they like or dislike about the poem, or how a story character might relate to the poem; students are also often invited to respond to poems through dramatic interpretations and drawings.

Writing poetry. Writing poetry allows students to explore a unique form of self-expression. Poetry writing gives students greater license to experiment with language and its potential—both sound and meaning—than is permitted by any other literary form. Several methods for encouraging poetry writing are found in the teacher's guides, and some examples of these are described below. Keep in mind, however, that the single most important

element in promoting poetry writing is to provide students with frequent opportunities to read, hear, and enjoy poetry.

Provide patterns. Have students write their own poems after hearing a poem that serves as a structural model or pattern. The badger Frances, for example, invents songs and ditties that provide simple patterns for student rhymes.

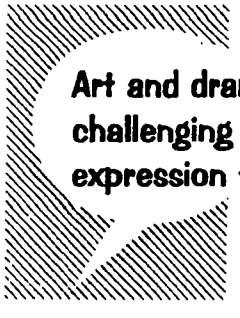
Pose a set of questions. Have students write a poem in which each line is a response to a question.
How do I feel?
Why do I feel this way?
How long will it last?

Open an issue. Have students write a poem exploring a specific situation, event, or issue in the book.

For all the methods above, poems may be written from the student's own perspective or from the perspective of a character in the story.

Art and Drama

The diversity of students' interests and abilities requires that teachers provide a range of opportunities for student response. Because art and drama offer a challenging means of self-expression for students, regardless of their academic ability, the program includes a wide variety of art and drama activities. The goals of these activities are the same as for other activities in RTC: they are designed to increase students' enjoyment of literature, spark their excitement about the important ideas in a book, and deepen their understanding of themselves and others.



Art and drama provide a challenging means of self-expression for students

Using art for learning and communicating. Art activities should pose problems that require students to rely on their *own* cognitive and affective abilities for a solution, albeit an aesthetic one. So, for example, you will not find any pattern art in this program since, like questions with a single "right" answer, pattern art discourages problem solving and encourages dependence on an outside authority—the pattern.

RTC art activities engage students' skills of processing and applying data. For example, an activity in the *Chicken Sunday* guide asks students to draw a two-paneled picture illustrating how their feelings about someone changed after they got to know him or her. In order to do this, students must compare their feelings before and after knowing the person and consider how to represent the feelings pictorially.

The same skills of processing and applying data are employed whether students use art or writing to respond to a story in their writing notebooks; you may find that students enjoy having the choice at times between drawing or writing about evocative situations or events.

Using drama for perspective taking and fun. Because drama requires students literally to take the perspective of another person, it provides a powerful tool for enhancing students' understanding of literature and contributes both to students' empathic and literary understanding. More than any other kind of activity in RTC, drama forces students to grapple with the interior lives of characters: student actors and directors must study the motives and behavior of their characters, attend to the way these affect and are affected by other characters, and note the ways characters change over time. Drama has the added value of getting students out of their chairs and active.

Drama activities found in the program range from mime to improvisation to writing and performing a polished play, and they are embedded in every component of the materials—from introductions and vocabulary work to connection activities. Drama activities are designed to involve either individual students, partners or small groups, or the whole class. Use the specific activities provided in the units, or try the strategies described below:

Vocabulary charades. Have students pantomime vocabulary words in a game of vocabulary charades.

Poem dramatization. Have students dramatize a poem individually, with a partner, or as a class.

Character extensions. Have students assume the identity of a character and interact informally with other student-characters in a defined situation (the characters may be from one book or from two or more books).

Tableaux. Have students act out a scene from the book, then on your cue freeze and describe their characters' unspoken thoughts or feelings at that moment.

Scripting a scene. Have students use principles of writing plays to script and dramatize an episode from a story.

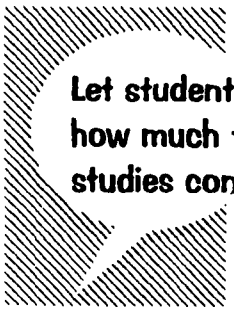
Speech writing and debating. Have students write and deliver a speech from a character's perspective or carry on a scripted debate between two characters.

Students should be given the opportunity to share both artwork and dramatizations with their classmates—on a voluntary basis. Feedback by you and by fellow students should embrace the same spirit of encouragement and gentle challenge that characterizes your response to ideas expressed orally or in writing.

Social Studies

Although these read-aloud and partner units are inherently rich with social studies concepts and content, please remember that they are literature units, not social studies units. It would be a shame to overload students with all the social studies data and background that *might* be introduced with a given book. Let students' interest dictate how much to focus on related social studies content.

Showcasing ethical beliefs and community values. Literature is a graceful way for students to encounter the ethical beliefs and values of a civilization—and to connect those beliefs and values to their own. Whether or not a selected book deals explicitly with historical, geographical, or cultural themes, all units focus on issues of community values, interpersonal respect, and personal responsibility. Because much of the focus of social studies is on children's own communities, RTC units offer a unique opportunity to integrate literature and social studies. The Home Activities in the units also provide an opportunity for parents and their children to share information about ethics and values through interviews, opinion surveys, and family stories.



Let students' interest dictate how much to focus on social studies content

Making concrete historical, cultural, scientific, and geographical connections. The units that accompany books of expository text, historical fiction, or biography, as well as books that take place in unfamiliar cultures or locales, include introductory activities designed to (1) activate students' relevant prior knowledge, (2) teach background that students "need to know" to understand the story, or (3) introduce background that could contribute to their appreciation of the story.

Many post-reading connection activities serve the same purpose. From a concrete understanding of a story setting, students are led to a broader understanding of the depicted time, topic, or place.

Assessment

How is the class doing? How is a particular student doing? These are the questions that teachers ask themselves all the time. A powerful way to think about both questions is in relation to a set of performance standards that describe what is important for students to know and to be able to do. Such standards allow us to design instruction toward goals for all students; assessment is the ongoing process of keeping track of each student's progress toward those goals.

Assessing Language Development

Children enter the primary grades with a wide range of literacy skills and experiences, and assessing individual children's literacy skills and progress in reading, writing, speaking, and listening is a central focus of primary-grade teaching. Careful observation is the most valuable way to assess this development: as a classroom teacher, you have access to a wealth of information about children's language abilities—and assessing most children's reading and language development requires few resources beyond day-to-day interactions, activities, and materials.

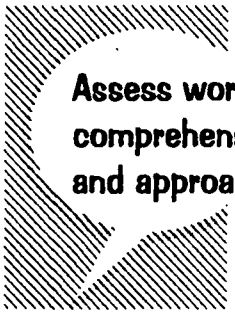
Assessment is only useful, however, when it helps you identify where students need to go and how to get them there. While language records, running records, and portfolios can be useful for structuring observations and documenting children's abilities, the real challenge is in interpreting the data. Thoughtful observation, analysis, and interpretation must be grounded in an understanding of written and spoken language and its development. (The Literacy Resources on page 70 provide helpful information about literacy development and instruction.)

Of the language processes, reading can be particularly challenging to assess because it involves the integration of several skills and abilities. However, the two central components of reading comprehension—word recognition and listening comprehension*—can provide a framework for organizing the assessment of reading. These two components develop independently of each other: many children with extensive literacy experience—who enjoy listening to and discussing stories well beyond their grade level,

* Again, keep in mind that "listening comprehension" refers to a reader's knowledge of the world, of syntax, and of vocabulary—all of which enable readers to understand the meaning of words they have decoded.

for example—struggle with deciphering the code of written language; others are competent *beginning* readers—until they encounter reading materials that require vocabulary and background knowledge they don't have.

An accurate picture of reading ability, therefore, requires assessing both word recognition and listening comprehension with the differing materials and approaches appropriate to each. For example, word recognition skills are measured by having students read aloud word lists, easy reading materials, and even pseudo-words—hardly the content for assessing vocabulary, syntax, and world knowledge! On the other hand, because students generally can comprehend material beyond their independent reading level, an accurate picture of listening comprehension is best gained by having them respond to challenging text that is read *to* them—hardly an appropriate way to assess their word recognition skills!



Assess word recognition and listening comprehension with the differing materials and approaches appropriate to each

Assessing Word Recognition

A few tools are both quick and easy to use when you want to go beyond the regular day-to-day observation of a child's reading development and more closely assess his or her accuracy, fluency, and encoding skills.

Accuracy. If a student is experiencing difficulty managing classroom reading materials, periodically calculate the child's accuracy in reading aloud unfamiliar grade-level text. (A minute or so—privately—during a real reading task is enough for periodic screening.) If accuracy is below 90%, you will want to follow up with a more careful oral reading analysis using tools such as a graded word list, list of frequently used irregular words, phonics skills test, and informal reading inventory (IRI).

It is important to pinpoint the nature of a child's word recognition problems—for example, whether the child has problems with consonant blends, does not know vowel digraphs, or lacks syllabication strategies—since the solution to many decoding problems is simply to teach the child the information or strategies he or she lacks and then support this by giving the child lots of practice reading correlated text.

Fluency. It is also important to check for reading fluency, or words read per minute, since reading comprehension depends on getting to the end of a phrase before the beginning is forgotten! Because poor fluency can result from poor word recognition strategies, only assess fluency with materials that are very easy to read. Reading rates should increase with each grade level, as shown in the chart below.

GRADE 1	60 words per minute
GRADE 2	70 words per minute
GRADE 3	80 words per minute
GRADE 4+	90 words per minute

If poor fluency is due to lack of automaticity (as opposed to poor decoding skills), the remedy is practice—reading massive amounts of easy reading materials for at least thirty minutes a day. Even if fluency is not a problem, thirty minutes a day reading instructional-level text (readable with 90% accuracy) or reading independent-level text (readable with 95% accuracy) provides a measure of prevention—and a lot of reading pleasure.

Encoding. While the relationship between reading and spelling is a complex one, it is clear that children's spelling offers important insights into their understanding of written English. In addition to using samples of authentic student writing, administering a spelling test that includes common spelling patterns allows you to assess children's knowledge more systematically; meaningful spelling assessment, however, depends on an understanding of the developmental stages of spelling (see especially *Spelling: Development, Disability, and Instruction* in the Literacy Resources list on page 70).

Assessing Listening Comprehension

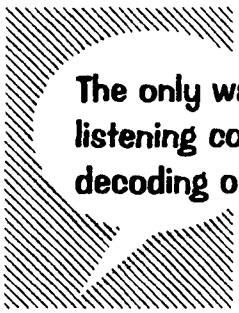
While assessing word recognition skills is a key concern for teachers of beginning readers, assessing listening comprehension—children's understanding of the language of books—is at least equally important and becomes increasingly important with each grade. Books have a language of their own, and the disparity between spoken language and the language of books increases as children move up the grades, making it increasingly important that instruction builds children's listening comprehension.

Assessing listening comprehension is even more challenging than assessing word recognition skills, but there are two aspects of it that provide a framework for organizing assessment. As mentioned earlier, listening comprehension relies on children's knowledge of the world, vocabulary, and syntax; this category of knowledge is often labeled *academic language,* or the language of books. To put that knowledge to use, however, children also use *comprehension strategies* to help them master meaning—for example, using context cues, focusing on main ideas instead of details, and integrating information across words, sentences, and paragraphs. Children's listening comprehension can be assessed by gauging their level of academic language *and* comprehension strategies.

Finally, since listening comprehension concerns children's understanding of connected prose—not their decoding of the words that comprise it—the only way to accurately assess listening comprehension is to leave decoding out of the mix and read aloud to them.

Assessing academic language. Although many approaches to reading instruction focus on teaching comprehension strategies, reading problems are more often due to inadequate academic language—the background knowledge of vocabulary, syntax, facts, and concepts that readers bring to a text.

In *Reading, Thinking & Caring,* read-alouds and accompanying discussions are key strategies for fostering listening comprehension; not surprisingly, perhaps, these same activities are key for assessing it. In fact, much of your assessment of children's listening comprehension can occur in the context of class discussions of books you have read aloud.



The only way to accurately assess listening comprehension is to leave decoding out of the mix

This informal assessment of children's academic language depends largely on your ability to anticipate what may be confusing for children, ask questions, listen carefully, and thoughtfully analyze what you hear. For example, in *Amos & Boris,* a mouse and a whale are referred to as "unlikely friends"; if you were to find out that a student thinks this means these two do not *like* each other, you will have gained important information about the child's understanding of the story—and about a specific vocabulary need or missing concept.

There are times when you will want to obtain a more comprehensive view of the degree to which vocabulary and background knowledge are causing a child's listening comprehension problems. One approach is to read a passage to a child, ask questions to assess overall understanding, and select a few key vocabulary words or phrases and probe the child's understanding of them. Finally, of course, it will be important to consider the implications of your findings for instruction—to make decisions about the level of material the child should read and the type of instructional support he or she requires. If, on the other hand, you find that vocabulary and background knowledge are not the source of the child's comprehension problems, it is time to look more closely at the child's use of comprehension strategies.

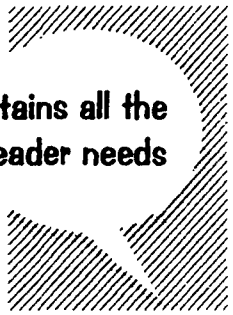
Assessing comprehension strategies. Text never contains all the information a reader needs—even relatively simple stories require the reader to make connections that fill in missing information. For example, when we read that

> Niki's parents farmed a small piece of land just outside the village. There they had a field of vegetables and a stable for their two donkeys. Every day they pulled up the weeds between the plants and harvested tomatoes, peppers, cucumbers, and melons. Once a week everything had to be packed up in crates to be taken to the big market in town. (*Niki's Little Donkey* by Coby Hol, North/South Books: New York.)

we must understand that it was Niki's parents, not the donkeys, who pulled the weeds; that the tomatoes, peppers, cucumbers, and melons were the *plants* and *vegetables* referred to in the previous sentence; and that *everything* that had to be packed up in crates and brought to town was limited to

tomatoes, peppers, cucumbers, and melons—and did not include the field, stables, donkeys, or weeds! All these most basic connections must occur before the reader can make the more complex inference that growing vegetables and taking them to market was the family's livelihood.

Most of us have trouble occasionally integrating information across a text—if we are tired or inattentive, for example, or if the text is unclear, or if its content or syntax is unfamiliar. However, students with poor listening comprehension often have trouble at the level simply of connecting concrete information within and across sentences. If you notice during discussions about a book or in other observations that a child regularly has problems integrating information across a text, you will want to do some additional assessment—having the student retell the story or use a think-aloud procedure, for example.



Comprehension strategies also include those that deepen children's understanding of characters and events and help them see connections between books and their own lives—and are a particular emphasis of this program. Activities that ask children to weigh benefits and burdens, make comparisons, consider multiple points of view, and explore cause and effect—and to do so in a collaborative manner that enables them to learn from and contribute to the learning of their classmates—are opportunities to assess children's use of these comprehension strategies.

In assessing the ability of each student to comprehend at this deeper level, consider his or her ability to

- listen to the ideas of classmates;
- judge the appropriateness of classmates' ideas;
- use his or her own prior knowledge;
- come up with a variety of ideas;
- recognize different points of view;
- modify or change an idea when new evidence is presented;
- hold firm to an unpopular idea when no evidence is present to warrant changing it;
- relate in a civil manner to people whose ideas differ from his or hers;
- see connections between ideas;
- generate sensible but unusual ideas;
- generate internal reasons for wanting to know;
- ask thoughtful questions;
- recognize subtlety; and
- develop a "sense of wonder."

When listening comprehension is assessed orally, as suggested above, it eliminates the problem of confounding comprehension with word recognition skills—but it introduces the possibility of confounding listening comprehension with children's oral language abilities or performance. In

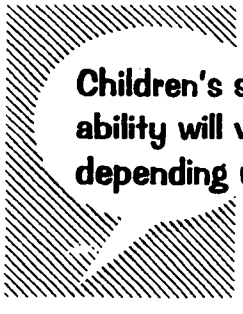
analyzing children's listening comprehension, keep in mind that children often understand more than they have the words—or willingness—to express. Your ability to create a classroom climate in which students are comfortable and eager to participate, as well as your skill in surfacing knowledge and thinking when students are not forthcoming, will be key factors in your ability to assess students' listening comprehension.

Finally, it is important to keep in mind that poor performance is not conclusive evidence of poor listening comprehension. There are numerous reasons why children choose not to listen—and they are all part of the challenge of teaching.

Assessing Speaking and Listening

Oral language is the foundation for written language, and children's ability to express themselves and understand others orally has important implications for their development as readers and writers. Your assessment of children's listening comprehension will yield valuable information about their speaking and listening ability; however, there are other aspects of and contexts for speaking and listening that you will also want to assess.

In contrast to reading and writing, speaking and listening are inherently social, and children's speaking and listening ability will vary considerably depending upon the social context; for example, a student who rarely participates during whole-class discussions may feel quite comfortable speaking with one other classmate. Also be aware of children's informal conversations; these can help you assess children's language development (vocabulary, syntax, home language, standard English, and so forth) as well as what captures their interest and enthusiasm—which also bear on instruction.



Finally, keep in mind that instructional conversations about literature and other academic subjects are a new kind of discourse for many children, who may be perfectly competent at the level of everyday conversation. Formal instruction in speaking and listening is rare in schools today; many children whose spoken language seems poorly developed simply need more explicit instruction in the skills and behaviors that contribute to successful "discussions."

In assessing speaking and listening, some things to look for are a student's ability to

- speak audibly;
- enunciate;
- use language expressively;
- adjust language to different audiences and purposes;
- use language that communicates what he or she wants to say;
- ask questions to gain clarification, learn more, and invite response;
- paraphrase and summarize as appropriate;

- get the gist of what others are saying;
- respond to others' questions;
- take turns; and
- appreciate the value and pleasure of discourse.

Assessing Writing

In this program, students write for a variety of purposes—to capture information, learn and reflect, and communicate; this writing deepens their understanding of a story's characters, events, and ideas and helps them connect their reading to other texts, situations, and their own lives.

In the early grades, children's ability to express themselves in writing is largely constrained by their ability to spell. Even when invented spelling is encouraged, it is students' ability to hear the sequence of sounds in words and to associate those with letters and spelling patterns that make writing feasible. As children's spelling becomes more automatic, their ability to generate interesting ideas and to express them in engaging ways becomes increasingly possible—and important. Their writing about thoughts and feelings becomes more sophisticated, and their writing of expository text becomes more informed. Not surprisingly, the quality and amount of language children encounter in books has a major influence on the content and complexity of the written language they are able to produce.

In assessing student writing, separate the contributions of ideation, language, and spelling.

In assessing students' writing, it is helpful to separate the contributions of ideation (the forming of ideas), language, and spelling. Spelling assessment is addressed in the section on encoding on page 63; ideation and language, especially for emergent writers, can be assessed from dictated stories. In both dictated and independently generated writing samples, look first of all for interesting and complex thinking; also look for evidence that students recognize differences between spoken and written language and can use, for example, elements of story grammar, vocabulary beyond everyday conversation, and a coherent voice.

You'll also want to be sure assessment and instruction address both narrative and expository writing, since these have very different text structures. Children have many opportunities to practice narrative writing in this program, but samples of their expository writing are more likely to come from instruction in other content areas.

Finally, writing standards can be a valuable tool in evaluating a writer's ability to communicate effectively for a specific purpose and audience.

Standards can help keep long-term goals in sight—and in the curriculum. They begin by identifying what is important for students to know and to be able to do, then make those goals concrete by specifying the criteria for measuring progress. At their best, standards help keep the significant goals of language arts instruction in the forefront while providing specific benchmarks that keep teaching and learning on track. For example, one elementary school writing standard from the New Standards™ initiative asks that students be able to produce a response to literature that

- engages the reader by establishing a context, creating a persona, and otherwise developing reader interest;
- advances a judgment that is interpretive, analytic, evaluative, or reflective;
- supports judgment through references to the text, references to other works, authors, or non-print media, or references to personal knowledge;
- demonstrates an understanding of the literary work;
- provides a sense of closure to the writing.*

Using standards helps ensure that the same high academic goals apply to all students, and they guarantee that the same criteria are used to evaluate each student. In addition to standards developed through independent initiatives, most states have their own standards; districts sometimes also have even more detailed, grade-level benchmarks.

Portfolios

Standards can also make portfolio assessment more meaningful. Portfolios have become a popular form of assessment, but too often the selection of materials, the analysis of them, and their place in designing instruction have been haphazard. When used in conjunction with standards, however, portfolios can transcend the concrete objects they contain, prompting teachers and students to be more purposeful about teaching and learning.

Portfolios can include specified categories of reading, writing, speaking, and listening, as well as works students feel best reflect their effort and understanding. For example, New Standards™ asks students in grade four to select writing in five different categories—Response to Literature, Report, Account, Procedure, and Free Choice—and to identify a subsample of these pieces as evidence of their knowledge and skill in the areas of Writing Craft and Conventions. When students choose works for

* *Performance Standards: Volume 1, Elementary School* (1997). New Standards™, National Center on Education and the Economy and the University of Pittsburgh, p. 214.

their portfolios, it is also very powerful to have them write or dictate the reasons why they have selected each piece.

One thing to keep in mind with the use of portfolios is that they contain products alone. It's important to let students know that, as interesting as it may be to review a series of products, the portfolios do not represent a total picture of student progress. This limitation is mitigated when portfolios are used in conjunction with literacy conferences and when their contents are viewed as a springboard for reflection, for discussion, and for designing curriculum and instruction.

Grading

While grading is always controversial, the use of grades to *rank* students undermines standards-based instruction. On the other hand, if grades are used in conjunction with standards and portfolios—to mark where students are in relation to the standards that have been set for everyone—they can serve as a shorthand signal of progress.

Neighbors, Doctors, Senators, and Friends

In designing RTC, our hope was to help you promote children's *full* development as the kind of people anyone would want for a neighbor, doctor, senator, or friend. At the same time that our goals for primary-grade children include short-term goals (for example, name all upper- and lower-case letters or describe the central idea of simple expository text); we also really *do* have those other, loftier goals of promoting children's development as capable, healthy, compassionate, and ethical people.

The disparity between what children learn on a day-to-day basis and what we want them to know and be able to do in the long run presents perhaps the greatest challenge to literacy assessment and instruction. How do we help children develop the discrete knowledge and skills they need without losing sight of the broader goals of language arts instruction—helping children use the language processes to increase their knowledge of the world, deepen their thinking about important ideas and issues, and enhance their understanding of themselves, their classmates, and people in diverse communities beyond the classroom? How do we measure progress toward these broader goals in a curriculum driven by immediate instructional needs?

To the degree that your classroom feels like a safe, fair place where children respect and help each other, take learning risks, and contribute, and to the extent that you and your students know each other as people as well as learners, you are building the kind of classroom community that prepares those ideal neighbors, doctors, senators, and friends we all need and hope for.

Literacy Resources

Adams, M. J. (1990)
Beginning to Read: Thinking and Learning about Print
Cambridge, MA: The MIT Press

This landmark review of reading research offers an exhaustive examination of the reading process and accompanying instructional implications and issues. The concerns surfaced by Adams in this book have played a major role in shaping reading reform in the United States. (Also available in an abridged version.)

Adams, M. J., Treiman, R., & Pressley, M. (1996)
Reading, writing, and literacy. In W. Damon, I. Sigel and A. Renninger (Eds.), *Handbook of Child Psychology, Volume 4: Child Psychology in Practice*
New York, NY: Wiley

This chapter reviews the most up-to-date research on literacy development, with an eye toward implications for instruction. A section titled "The Basics" extends Adams's previous work on decoding and encoding. The section "Comprehension and Composing: Higher Level Reading and Writing" describes and critiques major approaches to comprehension strategies instruction and concludes with suggestions for enhancing the effectiveness of instruction aimed at teaching reading and writing strategies.

Barr, R., Blachowicz, C., & Wogman-Sadow, M. (1995)
Reading Diagnosis for Teachers: An Instructional Approach
White Plains, NY: Longman Publishers USA

This excellent resource balances sensitivity to practical constraints on classroom teaching with a coherent and thorough framework for classroom reading assessment and instruction. While the primary focus is on reading, the book also looks at writing assessment as "A Window on Reading." If you only have time for one book, this is the resource to read.

Developmental Studies Center (1997)
Blueprints for a Collaborative Classroom
Oakland, CA: Developmental Studies Center

This book contains basic guidelines for designing a collaborative classroom. Among its twenty-five formats (and more than 250 concrete activity suggestions), designed to make partner and group work easy and feasible, are many that foster speaking, listening, reading, and writing—and the collaborative spirit that enhances knowledge and understanding of these language processes.

Juel, C. (1994)
Learning to Read and Write in One Elementary School
New York, NY: Springer-Verlag

This longitudinal study of reading acquisition provides empirical support for the "simple view," in which reading is the product of decoding and listening comprehension. By following students from grades one through four, Juel sheds light on the relationship between decoding and listening comprehension—and the importance of developing them simultaneously from the beginning.

Moats, L. C. (1995)
Spelling: Development, Disability, and Instruction
Baltimore, MD: York Press

This thorough look at spelling covers relevant knowledge about written and spoken language, spelling development, and spelling instruction—informed by the author's extensive experience working with poor spellers.

McCracken, M. J., & McCracken, R.A. (1996)
Spelling through Phonics: Second Edition
Winnipeg, Manitoba: Peguis Publishers

For use in kindergarten through grade three, this classic approach to systematic spelling instruction includes sequenced spelling dictati lists as well as suggestions for handwriting and writing instruction.

National Writing Project
Graduate School of Education
University of California
Berkeley, CA

This teacher-driven organization offers workshops and publications through its regional affiliates. Having popularized the concept of writing as a process, the Project offers practical, hands-on suggestions to guide instruction in the craft and the conventions of writing.

Performance Standards
New Standards™
National Center on Education and the Economy
and the University of Pittsburgh

This major effort to describe what children should know and be able to do at grades four, eight, and ten covers English language arts, mathematics, science, and applied learning. The performance standards for each grade level include specific standards and student work samples with commentary that links the samples to the standards. The English language arts standards cover reading; writing; speaking, listening, and viewing; conventions, grammar, and usage; and literature.

Appendix:

Components of a Balanced, Comprehensive English-Language Arts Program

Word Recognition Skills

Phonemic Awareness

Letter Knowledge

Print Concepts

Decoding

Encoding/Spelling

Comprehension Skills

Knowledge of the World

Vocabulary

Syntax

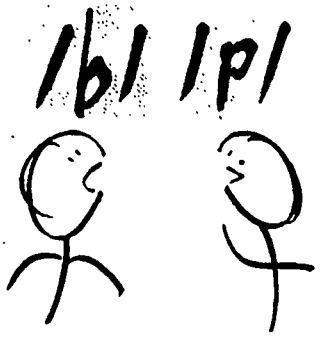
Thinking Critically about Important Ideas

Understanding Self and Others

Comprehension & Communication Skills

Oral Language

Writing



Phonemic Awareness

Definition

Conscious awareness of the individual sounds in spoken words (phonemic awareness activities are oral)

Purpose/Rationale

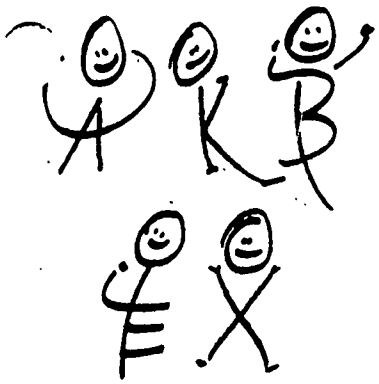
- to help students perceive phonemes—the small units of speech that correspond roughly to individual letters—and develop the awareness that they exist as abstractable and manipulable components of language
- in using language to communicate, children focus on what they want to say, rather than on the sounds in words; readers, however, must understand that words are composed of sequences of individual sounds
- phonemic awareness is a necessary condition for learning spelling/sound relationships; however, phonemic awareness develops in tandem with and is augmented by phonics instruction

Key Features of Instruction

- focus on oral language
- activities are playful, gamelike
- gradually builds from linguistic awareness to more subtle and complex phoneme blending, segmentation, and substitution activities
- emergent readers use invented spelling to enhance phonemic awareness

Sample Activities

- students are immersed in nursery rhymes, songs, poems, and other rhyming and alliterative texts
- students clap out syllables of names, rhymes, etc.
- students sort picture cards by beginning, middle, or ending sound
- students generate rhyming words and couplets
- students do oral blending (/k/–/a/–/t/ → *cat*) and segmentation (*cat* → /k/–/a/–/t/) activities
- students play phoneme substitution games and songs (e.g., "Anna, Anna fo-fan-a" and "apples and bananas/eeples and beeneenees")



Letter Knowledge

Definition

Knowing letter names and recognizing and forming letters quickly and accurately

Purpose/Rationale

- knowing the letters is an important step toward learning spelling/sound relationships
- knowing letter names gives teachers and students a way of talking about letters and provides a conceptual label that supports and hastens recognition of a letter in its various forms

Key Features of Instruction

- numerous guided and playful activities
- students learn letter names before letter shapes
- activities encourage conscious attention to letter shapes (e.g., tracing is minimized)
- students write from the first day of school; writing does not wait on reading instruction

Sample Activities

- students sing ABC songs
- students read numerous and diverse ABC books
- students' names used in teaching ABCs
- students write/form letters using different media (sand, clay, chalk, pens, their bodies, etc.)
- students match and sort magnetic letters
- students locate individual letters in running text

Print Concepts

Definition

Basic concepts of written language (letter, word, space); their relationship to one another (letters make up words, words make up sentences, etc.) and to oral language (matching spoken words with written words); and their organization on the page (left to right, top to bottom)

Purpose/Rationale

- reading requires knowledge of basic print concepts; print concepts are generally acquired gracefully and effortlessly in the context of book sharing between children and adults

Key Features of Instruction

- taught in the context of shared reading and writing
- students are immersed in print-rich environment
- classroom print includes students' own work
- classroom print is varied and significant to students

Sample Activities

- teacher models and highlights print concepts during shared reading, language experience, and shared writing
- teacher and students create labels, lists, captions, and signs about class members, objects, and events
- students "read the room"
- emergent readers track print with finger or pointer

Decoding

Definition

Turning spelling into spoken language; requires both knowledge of spelling/sound rules and word-specific knowledge (for irregularly spelled words and words with equivocal letter sequences)

Purpose/Rationale

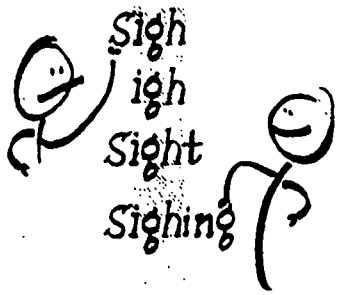
- to help students grasp the alphabetic principle and enough of its particulars to read independently and fluently
- reading comprehension in the early grades depends almost exclusively on decoding ability; it is only when decoding becomes automatic that readers can devote their full attention to the ideas in the text
- learning high-frequency words is important for initially allowing a child to read connected text, but is not likely to promote understanding of how the alphabetic system works
- reading and writing are best learned simultaneously, not sequentially; the learning of one enhances the learning of the other

Key Features of Instruction

- builds on phonemic awareness, letter recognition, and concepts of print
- instruction is explicit and systematic
- beginning instruction emphasizes the alphabetic principal and regularity of letter/sound correspondences and blending
- instruction distinguishes between sound-out and spell-out words
- beginning readers are taught high-frequency words
- students simultaneously hear sound(s) and see print
- pace of lessons is geared to students' learning
- gradually builds from letter/sound associations to more subtle and complex spelling patterns and from monosyllabic to polysyllabic words
- activities encourage attention to the sequence of letters in words
- students develop fluency by reading massive amounts of correlated decodable texts
- students are taught to use semantic and syntactic cues for cross-checking

Sample Activities

- brief daily direct instruction teaches blending/sounding out
- brief daily direct instruction introduces new sight words
- students use high-frequency words in their own writing
- students read decodable texts that conform to phonics/sight words they have been taught
- students read their own writing
- each student has a handy box of decodable texts for independent reading



Encoding/ Spelling

Definition

Turning spoken language into written words (covers both common spelling patterns and word-specific knowledge)

Purpose/Rationale

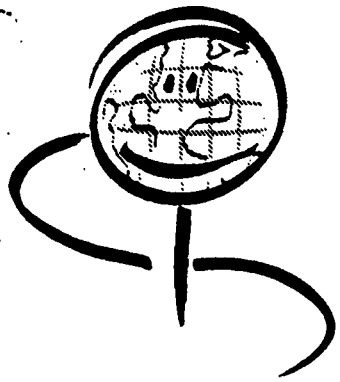
- to learn the logic and regularity of spelling/sound relationships and knowledge of individual words
- directs students' attention to spelling/sound relationships and morphemic structure, and therefore contributes to reading and oral language as well as writing

Key Features of Instruction

- instruction builds gradually from letter/sound associations to more subtle and complex spelling patterns
- pace of lessons is geared to students' learning
- students construct, analyze, and categorize spelling words/patterns

Sample Activities

- students take dictation
- students add difficult words to personal spelling journals
- students use spelling words in their own writing
- students practice writing words in myriad meaningful writing activities



Knowledge of the World

Definition

Background information and concepts necessary for students to comprehend challenging texts

Information, conceptual knowledge, and ideas students gain from reading challenging texts

Purpose/Rationale

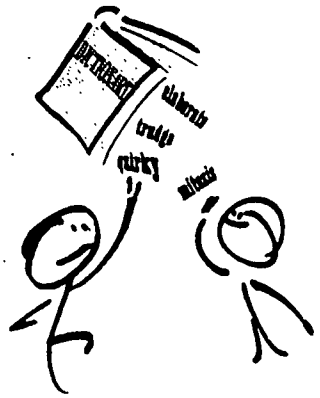
- to develop a rich background of world knowledge
- reading comprehension is the product of decoding and listening comprehension—the same knowledge of the world, of syntax, semantics, etc., that is necessary to comprehend spoken language
- knowledge of the world becomes increasingly important as decoding ability increases and students encounter more difficult material; however, reading is the primary means for increasing knowledge, so world knowledge and reading become increasingly interdependent

Key Features of Instruction

- students encounter rich and varied information and concepts in meaningful contexts
- students are read to from challenging texts
- students read widely and deeply
- information flows between the classroom and the outside world
- students learn from printed material, viewing, other people, and from their own experience
- emphasis on seeing relationships, making inferences, understanding different perspectives and meanings (data recall activities are minimized)

Sample Activities

- teacher reads aloud from fiction, informational material, and public discourse that is beyond students' independent reading ability
- students make their own reading selections and are given class time to read them
- teacher (and students) highlight interesting topics with library, bulletin board, and artifact displays
- students host guest experts
- students take field trips
- prereading activities develop or activate students' prior knowledge
- postreading activities use language processes and the arts to help students make connections between texts, ideas, and their own lives
- students use strategies such as the KWL framework, Venn diagrams, lists, and matrices to organize their learning about the world



Vocabulary

Definition

Knowledge of words and their meanings

Purpose/Rationale

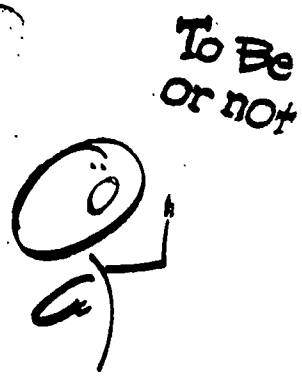
- to encourage thoughtful attention to the beauty, power, and meaning of words and language
- vocabulary knowledge makes a significant contribution to reading comprehension beginning in grade two, and its contribution increases through each grade
- few of the 3,000 new words a schoolchild acquires each year are learned through direct instruction; the goal of vocabulary instruction is to increase students' thoughtfulness about words as well as their skill in using context cues and word roots and parts to garner the meaning of unfamiliar words encountered in reading meaningful text

Key Features of Instruction

- students encounter and use words in rich and diverse meaningful contexts
- students read (or are read to) widely and deeply
- students are taught strategic use of context cues for defining new words
- vocabulary studies are organized topically or structurally
- students gain morphological knowledge
- explicit information about words' definitions is complemented by attention to usage and shades of meaning across contexts (drill and practice on word definitions is minimized)
- instruction is individualized
- students are encouraged to use new and interesting words in their own speech and writing

Sample Activities

- teacher embeds novel words in everyday conversation
- teacher reads aloud texts that are beyond students' independent reading ability
- students read at home
- "vocabulary guesswork" hones students' ability to thoughtfully identify, analyze, and interpret context cues
- students and teachers ask questions and discuss words meanings
- graphic organizers (e.g., vocabulary mapping, vocabulary charting) help students think about words and relationships between words
- drama (e.g., pantomime, vocabulary charades, "If someone were . . .") used to explore usage and shades of meaning
- students create picture dictionaries/glossaries of new words encountered in reading, viewing, and discussion



Syntax

Definition

Knowledge of the grammatical structure of language

Purpose/Rationale

- to foster knowledge of the grammatical structure of spoken and written language
- syntactic knowledge allows readers to group individual words in meaningful chunks and thus contributes significantly to reading comprehension
- students incorporate the syntactic structure from literature into their own writing

Key Features of Instruction

- students hear rich and diverse syntax in literature and oral language
- students read widely and deeply
- students encounter and produce a variety of literary forms (e.g., songs, drama, poetry, narratives, informational text, magazine articles, etc.)
- mini-lessons highlight punctuation, word endings, pronouns, sentence structure, and other grammar concepts
- written and oral language assignments encourage thoughtfulness, exploration, and playfulness with syntax (e.g., writing or speaking from a story/historical character's perspective)

Sample Activities

- teacher reads aloud syntactically complex text
- students reread syntactically complex text
- choral readings, reader's theater, and other drama activities allow students to experiment thoughtfully with phrasing
- students create "innovations" on familiar sentence/story patterns by substituting nouns, verbs, adjectives, and adverbs to fit new contexts
- students do playful oral and written Cloze activities, discussing their various responses
- students play noun-, verb-, adjective-, and adverb-substitution games (e.g., THE *enormous* DOG / THE *minuscule* DOG)
- teacher and students compare and discuss different dialects and their social meanings (e.g., students "translate" home dialects into "standard English")
- students write in character's voice

Thinking Critically about Important Ideas

Definition

Seeing relationships, making inferences, understanding different perspectives and meanings of ideas, texts, and own experiences

Purpose/Rationale

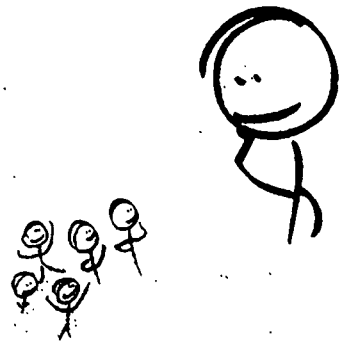
- to motivate students to become lifelong readers who approach ideas with curiosity and confidence
- to prepare students to think critically in all aspects of their lives

Key Features of Instruction

- teacher reads aloud so that all students, regardless of reading ability, encounter literature with ideas worth thinking about
- question and response strategies encourage deliberate reflection on the meaning of texts
- teachers are truly interested in students' thinking
- instruction invites students' personal construction of meaning
- instruction encourages students' exchange of ideas
- questions and activities are open-ended
- instruction helps students make inferences
- instruction helps students compare and weigh information
- instruction helps students make connections and see relationships
- students read widely and deeply
- students have many and varied opportunities to think about important ideas in a text (e.g., through discussion, writing, art, drama, music, etc.)
- activities allow for student choice and peer interaction
- activities value diversity of interests, experiences, and abilities
- students make their own independent reading selections and are given regular class time to read, reflect on, and share them

Sample Activities

- teacher facilitates whole-class discussion of literature
- partners and small groups use literature for guided practice in developing reading and discussion skills
- students create art that captures important ideas in literature
- students keep response journals
- students participate in formal and informal book talks
- students use Venn diagrams to compare characters, situations, and events
- students write from a character's perspective
- students role-play an interaction between characters
- students list benefits and burdens of decision for one or more characters
- students compare and contrast the impact of an event on different characters



Understanding Self and Others

Definition

Examining key values of an ethical, democratic society—friendship, trust, helpfulness, concern for others, respect for self and others, cooperation, responsibility, and participation—as they relate to literature and life

Purpose/Rationale

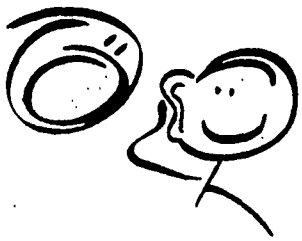
- to help students develop empathy
- to help students align ethical values and behavior
- to create a caring community of learners

Key Features of Instruction

- teacher is truly interested in students as people (and vice-versa)
- social and ethical dimensions of learning receive explicit instructional attention
- there is coherence between what students learn and how they learn it
- the classroom is a collaborative place for both students and teacher
- students encounter books that lend themselves to the discussion of ideas, feelings, values, and motives—the meaning of what it is to be human
- students read widely and deeply
- question and response strategies encourage students to listen, learn, and respond to one another (teacher does not praise or criticize students' contributions)
- oral, written language, and art activities ask students to see things from multiple points of view
- drama is used to encourage students' perspective taking

Sample Activities

- teacher reads aloud so that all students, regardless of reading ability, encounter literature that illuminates how we all develop as human beings
- teacher facilitates whole-class discussion of literature, both highlighting and modeling careful listening and thoughtful, respectful, honest participation
- partners use literature for guided practice in developing skills learned in class read-aloud sessions
- benefits and burdens charts assess how a decision affects several characters
- students deliver speech in character's voice
- students make their own independent reading selections and are given regular class time to read, reflect on, and share them
- students keep response journals
- students participate in formal and informal book talks
- partners create dialogues between two characters
- students create dialogue for wordless books



Oral Language

Definition

Speaking and listening

Purpose/Rationale

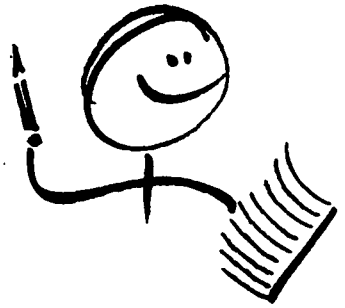
- oral language is the foundation for literacy development
- talking about text—both meaning and print—is essential for reading development
- reading exposes students to world knowledge, vocabulary, and syntax that enriches oral language—and to ideas worth talking about

Key Features of Instruction

- teachers believe children are worth listening to
- teachers use interesting and complex vocabulary, syntax, and phrasing in their conversations with students (they do not talk down to children)
- students have many opportunities to talk with the teacher, other adults, and each other
- teachers explicitly and implicitly help students listen and respond to one another
- instructional activities are designed to promote conversation
- discussion questions are open-ended to encourage complex thinking and language
- the teacher uses wait time to increase the number of responses, number of students responding, and depth of student responses
- the teacher values and encourages students' home language
- the teacher helps students see connections between oral language and literacy skills
- discussion is seen as "real work" and a worthwhile "product" in its own right

Sample Activities

- students are immersed in story, song, poetry, fingerplays, and other oral language activities
- the teacher facilitates whole-class discussions of literature and other topics
- prior to partner, group, and whole-class discussions, the teacher helps students understand the importance of listening respectfully to others
- students hear stories with rich and complex language
- frequent partner chats give all students a chance to speak and listen to others' opinions, experiences, and ideas on a wide range of topics
- beginning writers dictate stories and other "texts"
- in discussions, students practice a sentence starter that forces them to consider what their classmates say (e.g., "I agree with Marty's idea that . . . because . . ." or "I disagree with Marty's idea . . .")
- students retell stories in their own words
- students create monologues or "conversations" between characters from history or literature
- students are exposed to diverse oral language traditions (e.g., storytelling, theater, music, speeches, etc.)



Writing

Definition

Capturing, organizing, cementing, and communicating information, ideas, and feelings in print

Purpose/Rationale

- writing helps students "see" what they know
- writing helps students recognize what they do and don't understand
- writing allows students to communicate with others in a permanent way
- students practice with their own writing what they are learning from texts written by expert others—e.g., vocabulary, syntax, voice, literary devices

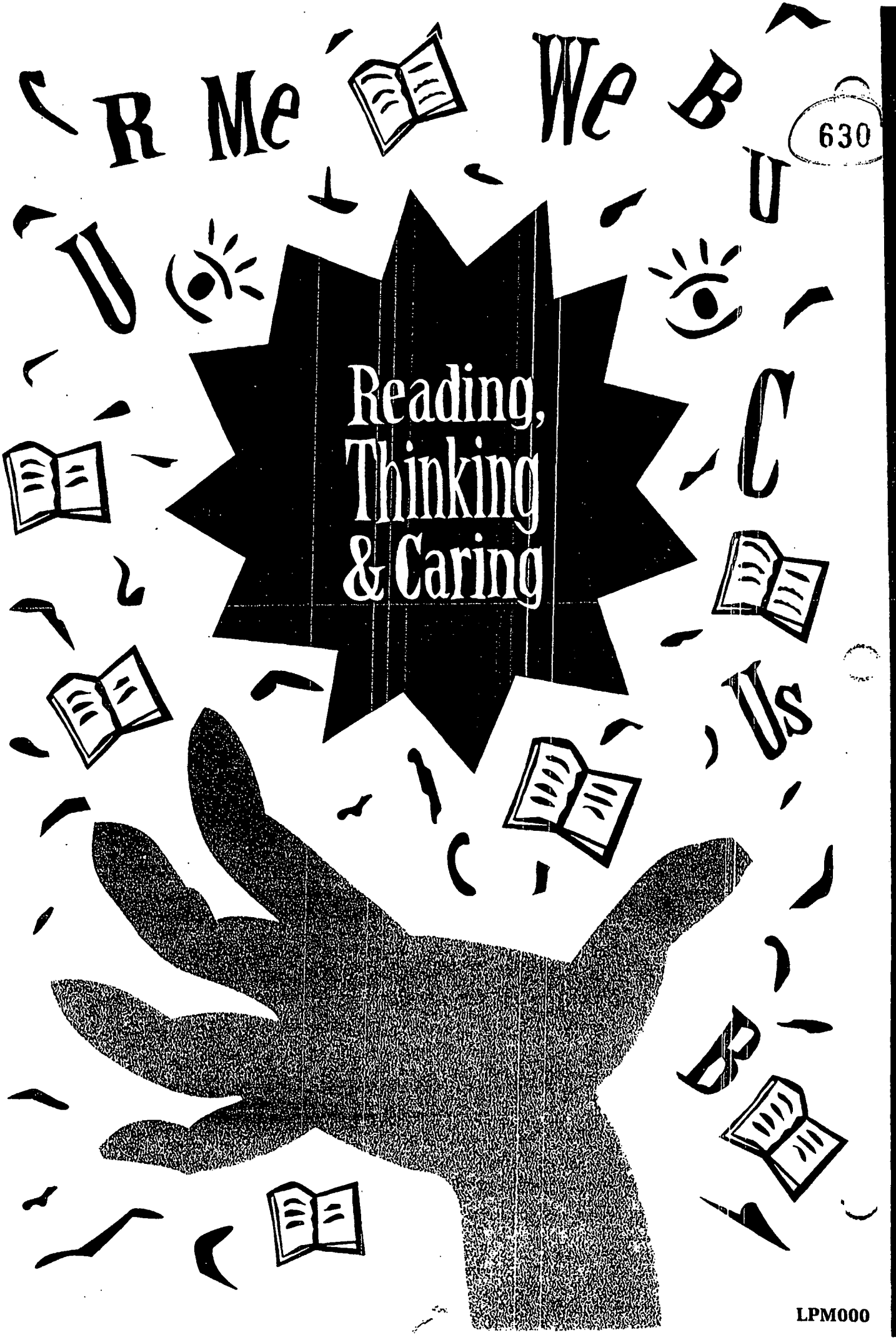
Key Features of Instruction

- students are immersed in literature
- students write for a variety of purposes and audiences
- students write from different perspectives
- collaboration is encouraged
- instructional periods are long enough to allow students to focus, deal with setbacks, and reflect
- assignments are significant and interesting to students
- assignments are open-ended
- students share their writing with others through author's chair, bulletin boards, newsletters, and other "publications"
- revision is a natural part of writing for publication
- conventions and craft are taught through mini-lessons

Sample Activities

- students do quick-writes to reflect
- students use writing notebooks
- students write from a character's perspective
- students connect text with their own experiences and lives
- students compare themes, ideas, and characters within and between texts
- students write a personal response to literature
- students write an essay supporting an opinion
- students write a letter to a government official or newspaper
- students write a letter to an author
- students write to consolidate learning in a content area
- students evaluate their writing and make selections for a portfolio

Reading, Thinking & Caring



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CSI | Charter Schools Institute
State University of New York

631

Charter Schools Unit
JAN 30 2001

CHARTER SCHOOL APPLICATION TRANSMITTAL FORM AND COVER SHEET

Working Name of Charter School
Tapestry Charter School

Charter School Lead Applicant:
Joy Stanli Pepper
Print or type

Joy Stanli Pepper
Signature

CONTACT INFORMATION

Mailing Address: 94 St. James Place, Buffalo, New York 14222

Telephone: 716-883-5158

Facsimile: 716-883-4773

E-mail: JoyPepper@aol.com

Partner Organization *(if any)*: None

Contact *(name/phone #)*: N/A

Date of Application Submittal: August 1, 2000
Month/Date/Year

SCHOOL SUMMARY

First year grade levels to be served: K - 4

First year targeted enrollment: 100

Location *(municipality/school district)*: City of Buffalo/City of Buffalo

COMPLETED APPLICATIONS MUST BE SUBMITTED TO:

VOLUME I

FOR OFFICE USE ONLY:

Received By _____ Date Received _____

TAPESTRY CHARTER SCHOOL

1. **Provide the name of the charter school [Attachment 1].**

Tapestry Charter School

2. a) **Provide the name of the Lead Applicant. Include the address, telephone number(s), facsimile number, and e-mail [Attachment 2-a].**

Joy Stanli Pepper
94 St. James Place
Buffalo, New York 14222
PHONE: (716) 883-5158; cell: (716) 440-4045
FAX: (716) 883-4773
E-MAIL: joypepper@aol.com

b) Provide the names of the of any additional Applicants [Attachment 2-b].

Candace L. Caprow has been a School Psychologist with the Niagara Falls Public Schools since 1989. She has a Bachelor of Science degree in Special Education from Ohio University, a Master of Education degree in Counselor Education from Arizona State University and a Master of Arts degree in School Psychology from the State University of New York at Buffalo. She holds a NYS Permanent Teaching Certificate in Special Education and a NYS Permanent School Psychologist Certificate. Prior to becoming a School Psychologist in Niagara Falls she taught at the Bostrom Alternative Center for Education in Phoenix, Arizona, at the Grand Island High School and in the Buffalo Public School System. She is the mother of three children and is currently a member of the National Association of School Psychologists and The Western New York Association of School Psychologists.

Amy H. Friedman is the mother of three children and a community activist. In 1999 she was the recipient of the "Pathfinder Award" given by representatives of the Buffalo Business Community for her work in public education. She was a member of the City of Buffalo Charter Revision Commission from 1997 to 1999which was charged with revising the City of Buffalo's governing charter where she served as the Chairperson of the Task Forces on Budget and on Education. She has a Bachelor of

Arts degree in History from Allegheny College and has served in leadership positions in the Olmsted Home School Association, the "Friends of the Crane Library" and the Junior Group of the Albright-Knox Art Gallery. In 1997 she was appointed by the Superintendent of the Buffalo Public Schools to be a member of the special task force charged with reopening school libraries.

Joy Stanli Pepper is a Founder and Partner, Director and Teacher of The Right Place for K.I.D.S., a preschool and kindergarten program for children three to five years of age established in 1991. She also is currently a Student Teacher Supervisor for Erie Community College, leads a program of workshops on Art and Literature for the ECC Education Departments Curriculum Class and leads a series of Art Workshops for children. She has a Bachelor of Science degree in Art Education with a Minor in Textile Design from the State University College at Buffalo and a Master of Education degree in Early Childhood Education from the State University of New York at Buffalo. Prior to opening her own school she taught at the Calasanctius School and at various day-care and preschools in the Buffalo area including the Jewish Center of Greater Buffalo and the Campus Child-Care Center at SUNY Buffalo. She is the mother of one child and has been active in several community projects including Forever Elmwood where she served as the Co-chairperson of the Beautification and Garden Committee. In 2000 she was the recipient of the "Pathfinder Award" given by representatives of the Buffalo Business Community for her work in public education.

Steven H. Polowitz, esq. is a partner in the law firm of Gradl Polowitz & Schwach, LLP. where he specializes in Mortgage Banking, Real Estate and Community Development. He is admitted to the practice of law in both New York State and Florida. He has a Bachelor of Arts degree in Political Science from the State University of New York at Buffalo and a Juris Doctor degree from SUNY Buffalo School of Law. He is currently is a member of the Erie County Bar Association where he is active on the Real Estate Committee, Phi Beta Kappa Society and is President of the Board of Directors of the Buffalo Neighborhood Housing Services Inc. He previously served on the Board of Directors of the West Side Neighborhood Housing services and the Kadimah School of Buffalo and is a past member of the City of Buffalo Housing Court Advisory Council. He will be a member of the **Tapestry Charter School**'s Board of Trustees. He is the father of three children.

Hannah Raiken-Schulman has been a Dance Teacher for the Buffalo Public Schools at the Buffalo Academy for Visual and Performing Arts since 1978. She attended the Julliard School of Music and has a Bachelor of Arts in Dance from the State University of New York at Buffalo and a Masters of Arts in Humanities with a focus on Dance Education from SUNY at Buffalo. She is the mother of one child and has participated in numerous local dance productions both as a performer as well as a choreographer. She wrote and produced a video documentary "A Chance to Dance" which was aired on WKBW-TV, was a member of the Buffalo Public Schools Curriculum Committee and has appeared as a panelist, guest speaker and/or presenter at many workshops and conferences sponsored by institutions such as the New York State Education Department, Hampshire College and DaCi (Dance and the Child International, a division of UNESCO) at the University of Utah.

RESUMÉS FOR APPLICANTS FOLLOW

Joy Stanli Pepper
94 St. James Place
Buffalo, New York, 14222
(716) 883-5158

EDUCATION:

Ed.M. — Early Childhood Education, State University of New York at Buffalo, Department of Learning and Instruction, 1981.

B.S. — Art Education, Minor in Textile Design, State University College at Buffalo, Department of Art Education, 1975.

EXPERIENCE:

September 1991 to Present — **Founder and Co-owner, Director and Teacher** of The Right Place for K.I.D.S. A Preschool and Kindergarten Program for children three to five years of age. The K.I.D.S. Program stands for Knowledge, Independence, Diversity and Strength which are assets that every child must develop to become a mature, responsible adult. The program is independently operated and specially designed for inquisitive children. The stimulating environment for learning integrates Reading, Science, Art, Music, Mathematics, Social Studies, Foreign Language and Physical and Outdoor Activities using a thematic approach.

1995 to Present — **Student Teacher Supervisor**, Erie Community College. Supervise four student teachers per year under classroom conditions.

1995 to Present — **Workshop Instructor in Art and Literature**, Erie Community College. Lead workshops each semester for the Curriculum Class in the Education Department.

September 1987 to June 1991 — **Teacher**, Calasanctius School, Buffalo, NY. (A Preparatory School for the Gifted and Talented, grades pre-K through twelve.) Teacher in the Early Childhood Program, Group B, students aged three to four years. Worked with the reading and mathematics specialist, other program teachers and the Kindergarten teacher to plan and coordinate the curriculum. A Stimulating environment was presented to the children with many field trips and hands-on experimentation. The goal of the program was to provide all students with the tools to become independent thinkers and self-modivated learners.

1988 to 1991 — **Teacher**, Calasanctius School, Art in grades K - 1.

July 1986 to December 1986 — **Director**, Worksite Day Care Center, Pomona Health Complex, Pomona, NY. Hired to reorganize and implement program changes including renovation of existing space. Responsible for major fund-raising activities. Supervised

three teachers and teacher assistants, four aides and thirty-five children.

August 1985 to June 1986 — **Director/Teacher**, Day-Care at Delaware, Jewish Center of Greater Buffalo, Buffalo, NY. Developed a new day-care/nursery school program for the downtown branch of the Jewish Center. Was responsible for purchasing equipment and supplies, hiring and supervising staff, and interviewing children and parents. The pilot project grew from seventeen students to forty-five students within the first five months. New York State Day-Care licensing was begun.

1985 — **Toddler Teacher**, Campus Child-Care Center, State University of New York at Buffalo. Teacher, implemented the Toddler Program of the new child-care program on the University Main Street Campus.

1979 to 1984 — **Gallery Director/Curator**, The Artists Gallery, Buffalo, NY. An alternative space artist-run gallery. Responsibilities included daily management and staffing of the gallery; coordination of advertising and public relations; selection and scheduling of all exhibitions, performances and special events; installation and removal of all exhibitions; maintenance of gallery files and assistance with fund-raising activities.

COMMUNITY PROGRAMS:

1999 — **Art Workshop For Kids.** Five Saturday classes for children aged 6 to 11 years. Program explores different art materials and techniques i.e. drawing still lives, watercolor and acrylic painting; including gallery visits.

1998 to 1999 — **Forever Elmwood.** Co-chairperson of the Beautification and Garden Committee.

1998 — **Fiber Arts Workshop For Kids.** Saturday morning art experiences for children aged 6 to 11 years. Presented three 3 hour classes in different fiber art techniques; batik, fabric painting and applique'.

1998 — **Workshop Presenter** for the Child Care Association of Greater Buffalo. Presented a workshop "Using Literature To Inspire Young Artists" at the 1998 annual spring conference.

1998 — **Workshop Presenter** for YMCA Teacher Training Day. Presented a workshop "Using Literature To Inspire Young Artists."

1997, 1998 — **Workshop Presenter** for Maple-West Elementary School "Arts Night". Presented a "hands-on" batik workshop.

1997 — **Childrens Program Coordinator** for the Northeast National Havurah annual regional conference.

1997	**Artist-In-Residence**, Camp Centerland, Jewish Community Center of Greater Buffalo. In a one week workshop created batik banners with the student-campers for the several different areas of the campground.
1996	**A Community Play Space.** Was awarded funding through the City of Buffalo Common Council Community Block Grant Program and The New York State Division of Youth for a grant to design and build a community play ground at the corner of Elmwood Ave. and St. James Pl.
1995 to 1996	**Workshop Coordinator** for the Northeast National Havurah annual regional conference.

Awards:

2000	**Pathfinders Award 2000.** Sponsered by the Niagara Frontier Industry Education Council, Business First, Independent Health, Junior Achievement and the Buffalo Alliance for Education. An award given to those individuals who have had an impact on students beyond their regular job description.

References: Available upon request.

CANDACE L. CAPROW

120 Fordham Drive, Buffalo, New York 14216
(716) 873-0477

EDUCATION:

Master of Arts, School Psychology - State University of New York at Buffalo; February, 1990.

Master of Education, Counselor Education - Arizona State University; 1980.

Bachelor of Science, Special Education - Ohio University; 1974.

CERTIFICATES:

New York State Permanent School Psychologist Certificate; September, 1994

New York State Permanent Teaching Certificate, Special Education; September, 1980

EXPERIENCE:

Niagara Falls Public Schools: *1989 - Present*
School Psychologist

School based participant on Pupil Service Team and Chairperson of Committee on Special Education providing psychoeducational assessment, individual and small group counseling, therapeutic intervention, agency referral and consultation of mandated and non-mandated services to children (high school and elementary), teachers, support staff and parents.

Buffalo Public Schools: *1987 - 1989*
Resource Room Teacher

Houghton Academy, grades 3-8.

Grand Island High School: *1986 - 1987*
Self-contained, Academic Special Education Teacher;

Grade 9, (half-time position).

Buffalo Public Schools: *1981 - 1986*
Learning Disabilities teacher, grades K-12

Resource and self-contained at Waterfront Elementary School and Buffalo Academy for Visual and Performing Arts.

State University College at Buffalo: *1981 - 1983*
Counselor Teacher (part time)

New York State Department of Motor Vehicles Drinking Driver Program. Taught alcohol awareness, facilitated group discussion, conducted screening and referral to substance abuse agencies.

Bostrom Alternative Center for Education (Phoenix, Arizona): *1979 - 1981*
Resource Room Teacher

Emotionally Handicapped and Learning Disabled high school students; Program for juvenile offenders and potential dropouts.

Tempe Girls' Club (Tempe, Arizona): *1978 - 1979*
Program Director

Devised programs, led activities, interviewed, hired and trained staff, counseled children ages 7-17, made agency referrals.

Arizona Boys' Community: (Phoenix, Arizona): *1976 - 1978*
Special Education Teacher

Emotionally Handicapped and Learning Disabled, ages 15-17; Residential treatment facility for male juvenile offenders.

Buffalo Public Schools: *1975 - 1976*
Special Education Teacher

Self-contained Primary Learning Adjustment class for Emotionally Handicapped and Learning Disabled; School #60, grades 1-3.

PROFESSIONAL ORGANIZATIONS:

National Association of School Psychologists (NASP)
Western New York Association of School Psychologists (WNYSPA)

AMY H. FRIEDMAN
69 St. James Place
Buffalo, NY 14222

ACHIEVEMENTS

1999- Recipient 1999 "Pathfinder Award" given by representatives of Business community for work in public education.

1998- Appointed by Mayor Anthony Masiello of the City of Buffalo to the 15 member Charter Revision Commission charged with revising the City of Buffalo's governing charter. Chairman of Task Forces on Budget and Education.

1997- Appointed by Dr. James Harris, Superintendent of the City of Buffalo Public Schools, to a special task force charged with opening the Buffalo Public Schools' libraries which closed due to labor and related issues.

COMMUNITY INVOLVEMENT

1998-99 Vice-President for Academic Affairs, Olmsted Home School Association

1997-98 "Friends of Crane Library" volunteer, instrumental in developing community support for library renovation

1996-98 Vice President for Fundraising, Olmsted Home School Association

1994-96 Membership Chairman, Olmsted Home School Association

1994-95 Chairman of the Junior Group, Albright-Knox Art Gallery and Chairman of the Children's Extravaganza, member of Gallery's New Group

Member of neighborhood Block Club Association

EMPLOYMENT

1981-86 Merchandise Coordinator/Buyer, Ways & Means, Pittsburgh, PA

EDUCATION

1981- Allegheny College, B.A. History

PERSONAL

Married, three children

STEVEN H. POLOWITZ, ESQ.

120 Fordham Drive, Buffalo, New York 14216
(716) 852-0600 (office) / (716) 873-0477 (home)
Email: ianraewolf@aol.com

EXPERIENCE SUMMARY

Admitted to Practice of Law: New York - 1980; Florida - 1981

6/80 to Present: Private Practice of Law - Buffalo, New York

6/95 to Present: Partner - Gradl Polowitz & Schwach, LLP
518 Statler Towers - 107 Delaware Avenue
Buffalo, New York 14202
716-852-0600 / fax: 716-852-3259

Concentrating in MORTGAGE BANKING; REAL ESTATE and COMMUNITY DEVELOPMENT. Extensive experience in areas of residential lending, commercial and residential real estate transactions; real estate related litigation; low/moderate income housing development and not for profit community development organizations.

1/80 to 12/80: Bryant and Stratton Business Institute
Buffalo, New York

Taught courses in Business Law and Management Organization.

EDUCATION

J.D. State University of New York at Buffalo School of Law, 1978
Concentration in real property, municipal and commercial law.

B.A. Political Science - State University of New York at Buffalo, 1973
Concentration in urban and regional planning and statistics; including semester as research intern at U.S. Department of Housing and Urban Development, Washington, D.C.

MEMBERSHIPS

Erie County Bar Association - active with Real Estate Committee
Florida Bar
Kadimah School of Buffalo - Board of Directors 1988-1990
City of Buffalo Housing Court Advisory Council (past member)
West Side Neighborhood Housing Services - Board of Directors 1981 -1997
Buffalo Neighborhood Housing Services - President, Board of Directors
Phi Beta Kappa

HANNAH RAIKEN-SCHULMAN
132 St. James Place
Buffalo, New York 14222
(716) 882-0247

TEACHING EXPERIENCE

September, 1978—present:

Dance Teacher (Full-Time, Tenured; Buffalo Public Schools Certification)—Buffalo Academy for Visual and Performing Arts; Buffalo, New York (Grades 5-12 public magnet school)

- Teacher in ballet, pointe, modern, dance history, introduction to dance, creative movement
- Choreographer for annual dance concerts, lecture-demonstrations, and musicals
- Curriculum development
- Student advisement
- Departmental administrative duties

Spring, 1996—Winter, 1998

Dance Teacher—Northern Lights Children's Performing Arts Center; Buffalo, New York

- Teacher in creative movement(ages 3-8) for multicultural arts program
- Helped develop thematic units which were integrated into the various arts disciplines
- Helped organize culminated parent night demonstration/performances

ADDITIONAL RELATED EXPERIENCE

Fall, 1989-Spring, 1990—*Light from a Dark Canvas: A Ballet of the Holocaust*—Artistic Director and Choreographer

- Conceived and developed the interdisciplinary, multi-grade/ schoolwide project,
  culminating in the world première of original ballet, performed by the students and faculty of the Buffalo Academy for Visual and Performing Arts
- Recognized by the Buffalo Board of Education and the Holocaust Resource Center of Buffalo for the development of this production
- As the result of this project, a Holocaust Learning Center was established for the BAVPA Library Media Center, and is available to students throughout western New York

Summer, 1991—*The Dance and The Child International Conference* (DACI) (a division of UNESCO)—University of Utah; Salt Lake City, Utah
Panelist and Presenter—International Keynote Panel concerning critical issues in children's dance

February, 1989—*Hampshire College; Amherst, Massachusetts*—
Guest Speaker/Co-presenter—Presentation to college dance students on teaching dance in a public magnet school setting

Spring, 1986—*New York State Education Department Conference on THE HUMANIZING EXPERIENCE: EXCELLENCE IN EDUCATION*—Guest Speaker/Co-presenter—Presented workshop "Dance in Education: Magnet School Approach"

September, 1981 and 1982—*Buffalo Public Schools Curriculum Department*—Curriculum Committee Member—Developed ballet curriculum submitted to New York State Education Department

Spring, 1984—"*A Chance to Dance*"—Writer and Producer
Developed, wrote and produced video documentary, aired on WKBW-TV, Channel 7, Buffalo, New York; used by BAVPA's dance department to recruit students for their dance program

PERFORMANCE and CHOREOGRAPHIC EXPERIENCE

May, 1985—*Theatre of Youth (T.O.Y.) Company; Buffalo, New York*—Choreographer for *Peter Pan*

1981; 1985-86—*FLOORPLAY Contemporary Dance Theatre*; Buffalo, New York—Company member

July, 1980 and 1981—*Shakespeare in Delaware Park*—SUNY at Buffalo, Department of Theatre; Buffalo, New York—Choreographer and dancer in *A Midsummer Night's Dream*, and *Macbeth*

1977-1978—*Zodiaque Dance Company*—SUNY at Buffalo Department of Theatre—Company member

EDUCATION

SUNY at Buffalo; Buffalo, New York—Masters of Arts in Humanities, 1984 (Focus: Dance Education)

SUNY at Buffalo; Buffalo, New York—Bachelor of Arts, Magna Cum Laude, 1978 (Major: Dance)

Julliard School of Music; New York, New York—1973-1974 (Major: Dance)

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

September, 2001 644

4. **Provide the requested initial term of the charter, not to exceed 5 years [Attachment 4].**

The **Tapestry Charter School** is requesting a charter for a term of 5 years, beginning September, 2001.

5. **Provide the proposed grade levels and ages of students to be served by the charter school [Attachment 5].**

The **Tapestry Charter School** will serve Kindergarten through Grade 6, including children ages 5-11.

6. **Detail the charter school's expected initial and future enrollment within the requested term of the charter (and beyond, if known), in total and by grade [Attachment 6].**

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Maximum total enrollment for Year One will be 100 students
Each classroom will have a maximum of 20 students—
Three K-1-2 classrooms of 20 students each
Two grade 3-4 classrooms of 20 students each = 100 students

Future enrollment is anticipated as follows:

Maximum enrollment for Year 2 will be 120 students
Up to 20 new kindergarten students—
Three K-1-2 classrooms of 20 students each
Two grade 3-4 classrooms of 20 students each
Addition of a grade 5 classroom for up to 20 children
(drawn from 10-year old students from the previous year's 3-4 group) = 120 students

Maximum enrollment for Year 3 will be 140 students
Up to 20 new kindergarten students—
Three K-1-2 classrooms of 20 students each
Two grade 3-4 classrooms of 20 students each
Addition of two grade 5-6 classrooms for up to 20 children each
(drawn from 10-year students from the previous year's 3 -4 group
and 11-year olds from the previous year's 5th grade group) = 140 students

Maximum enrollment for Year 4 will be 160 students
Up to 40 new K-1-2 students with an additional K-2 classroom—
Four K-1-2 classrooms of 20 students each
Two grade 3-4 classrooms of 20 students each
Two grade 5-6 classrooms for up to 20 children each = 160 students

Maximum enrollment for Year 5 will be 180 students
Up to 20 new kindergarten students and up to 20 new 4th graders
with an additional 3-4 classroom —
Four K-1-2 classrooms of 20 students each
Three grade 3-4 classrooms of 20 students each
Two grade 5-6 classrooms for up to 20 children each = 180 students

7. **Provide I.R.S. not-for-profit status, including whether the proposed charter school has applied for non-profit status. If not-for-profit status has been approved, provide ID number [Attachment 7].**

501 (c 3) status has not been applied for. We will apply upon issuance of a charter.

8. a) **Indicate whether you have applied to any other charter entity simultaneous with this application submission to the Charter Schools Institute [Attachment 8-a].**

We are applying *only* to the Charter Schools Institute, State University of New York.

b)N/A

9. **Indicate whether you are filing the application in conjunction with a partner such as a college, university, museum, educational institution, not-for-profit corporation, or for-profit business or corporation [Attachment 9].**

We are not filing this application in conjunction with a partner.

10 a) **If the charter school would be established in conjunction with a for-profit business or corporate entity, or non-profit management company, provide the name of such entity and specify the extent of the entity's participation in the management and operation of the school [Attachment 10-a].**

N/A

b) N/A

c) N/A

11. Attach the mission statement for the proposed charter school [Attachment 11].

The **Tapestry Charter School** is a learning center providing challenging educational opportunities in a multi-age setting. It provides an environment where students are encouraged to become self-directed, independent learners. Progressive, interdisciplinary teaching techniques are utilized, along with the best resources available to fit the individual learning style of each student. The academic program will blend age groups, with student movement in different subject areas, according to ability and interest. Parent involvement will be a significant component in the success of the **Tapestry Charter School.**

Tapestry Charter School students will develop:

- reading and writing skills *
- foundations and expertise in mathematical and scientific thought *
- beginning skills in foreign language *
- creative expression in the visual and performing arts *
- respect for others, responsibility (both personal and global), and self-discipline
- skills in conflict resolution and violence prevention

* *meeting or exceeding the New York State Education Department's Standards*

Field trips will provide first hand learning to complement the curriculum. Visiting literary, visual and performing artists and scholars will be an integral part of the **Tapestry Charter School** program.

The program will strive to engender the security and self-confidence that are essential for lifelong critical and creative learning. Teachers will help students take responsibility for their own education, enabling them to cope effectively with a changing world. As a reflection of our society, The **Tapestry Charter School** will enroll students from families of diverse cultural, racial, socio-economic backgrounds.

12. **Attach an executive summary for the charter school. Include a discussion of why the proposed charter school is necessary at this time and in the proposed area of location [Attachment 12]. Include in the Executive Summary a discussion of how the education program of the proposed charter school is likely to implement one or more of the following purposes:**

a. **improve student learning and achievement;**
b. **increase learning opportunities for all students, and if applicable, with a special emphasis on expanded learning opportunities for children "at-risk" of academic failure;**
c. **encourage use of different and innovative teaching methods;**
d. **create professional opportunities for teachers, school administrators and other personnel;**
e. **provide parents and students with expanded choices in the types of educational opportunities that are available within the public school system; and/or**
f. **institute a change from rule based to performance based accountability systems for meeting measurable student achievement results.**

The mission of The **Tapestry Charter School** is to be a learning center committed to providing challenging educational opportunities in a multi-age setting. The school provides an environment where students are encouraged to become self-directed, independent learners. Progressive interdisciplinary teaching techniques are utilized, along with the best resources available to fit the individual learning style of each student. The academic program will blend age groups, with student movement in different subject areas according to ability and interest. Parent involvement will be a significant component in the success of the **Tapestry Charter School**.

Buffalo is a city that is failing to meet the educational needs of a vast majority of its community's children. In the city of Buffalo, 70% (32,500 children) live below the poverty level (based on City Census data). We believe that all Buffalo children are at risk of academic failure for the following reasons:

- ✓ In the 1999/2000 academic year, only 33% of Buffalo's fourth graders scored at the "proficient" level on the English test.
- ✓ 17 Buffalo Public Schools registered lower scores on standardized tests in 2000 than in 1999.
- ✓ Buffalo ranked lower than Rochester, Syracuse and Yonkers on standardized tests.

✓ Buffalo ranked lower than New York City on the fourth grade English test. (taken from *The Buffalo News*)

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The result is that people are leaving the city for suburbs with more consistent educational services. It is incumbent upon us as educators, parents and community activists to develop programs to help retain and even attract people to city living. New York State's charter school program offers us an opportunity to make a difference.

The **Tapestry Charter School** provides parents and students an exciting alternative educational model because it weaves together the humanities, sciences, arts and social responsibility in a multi-age classroom setting. The academic program blends age groups and works to engender each student with the security and self-confidence essential for lifelong critical thinking and creative learning. The curriculum within a multi-age program allows children to advance as fast as they master content, or to repeat content in different ways to gain better mastery or depth of knowledge. The children are encouraged to learn at different rates and levels. This reduces pressure on learners and makes academic failure less likely. Discipline problems and negative attitudes are less prevalent because students are accepted and supported at their current stage of development. The school's multi-age groupings are K-1-2, 3-4, 5-6. The **Tapestry Charter School's** goal is to make learning a lifelong habit by offering children and families an enriched educational experience.

The **Tapestry Charter School** encourages the use of different and innovative teaching methods. The Language Arts and Mathematics curricula created by the Developmental Studies Center (DSC) in Oakland, California will be used. The DSC created the Child Development Project (CDP), a challenging and effective Language Arts and Mathematics curricula that integrates children's intellectual, ethical and social development. The CDP's academic program goes beyond basic skills and content. It emphasizes higher-order comprehension and skills such as critical thinking and reasoning necessary for finding solutions to complex problems. The program's mission is to deepen children's commitment to values such as kindness, helpfulness, personal responsibility and respect for others, and to help children think deeply and critically so that they may continue learning throughout their lives. Their approach is to encourage a "Caring Community of Learners."

There are six key areas addressed by the CDP:

- ✓ Literature based reading and language arts, integrating social and ethical lessons into academic curriculum.
- ✓ Mathematics, focusing on building students' "number sense" and collaboration skills.
- ✓ Collaborative classroom learning, helping children work with others in a fair, caring and responsible way.
- ✓ Classroom management and discipline, emphasizing problem solving and responsibility rather than rewards and punishments.
- ✓ Parent/family involvement, engaging families in learning activities at home and at school.
- ✓ School wide activities for adults and children, promoting inclusion, non-competitiveness and helpfulness.

While the DSC and the CDP set the framework for the curriculum, the **Tapestry Charter School**'s philosophy is based on Howard Gardner's Theory of Multiple Intelligences. Gardner believes that human beings have different intellectual strengths. Intelligence must not be limited to academic achievement alone; it must instill the ability to function effectively in life. The **Tapestry Charter School** will identify, nurture and support the unique capabilities of each student and show that each student has something valuable to offer society. Gardner identified the following intelligences:

- ✓ Linguistic - the ability to use language, verbally and/or written to convey meaning.
- ✓ Musical/Rhythmic – the ability to read, write and understand music.
- ✓ Logical/Mathematical - the ability to think logically.
- ✓ Visual/Spatial – the ability to view things in multiple dimensions.
- ✓ Kinesthetic – the ability to control both the body and the mind.
- ✓ Interpersonal – the ability to understand other people.
- ✓ Intrapersonal – the ability to understand oneself.
- ✓ Naturalist – the ability to understand appreciate and enjoy the natural world

Teachers, administrators and staff must understand and incorporate the educational theories that define the program. They will be trained in Gardner's Theory of Multiple Intelligences. They will receive training to implement the curricula

components from the Child Development Project. Specialists will work with students and teachers to enrich the curriculum. There will be field trips, community service projects, and visiting artists and scholars, all designed to connect school to real life. For example, parents, teachers and students will develop a community garden; the produce will be distributed to local food pantries.

We firmly believe in performance-based accountability to measure student achievement. To annually measure student achievement we will use the following assessment tools:

- ✓ Each spring students in grades 1 and higher will take the Terra Nova Achievement Test. The Multiple Assessment component will assess mathematics, language arts/reading, social studies and science.
- ✓ Kindergarten students will be given the Comprehensive Test of Basic Skills (CTBS Basic Battery.)
- ✓ The Work Sampling System will allow us to assess student's portfolios and work samples.

The State University of New York will monitor the overall progress of the school through continual oversight and we will submit annual reports to the NYS Board of Regents.

The **Tapestry Charter School** will be open to all children living in the city of Buffalo. In the first year, we will enroll 100 students entering kindergarten through fourth grade. Ultimately we will have 180 students in kindergarten through sixth grade. The **Tapestry Charter School** will use the following admission process:

- ✓ In January of the academic year prior to opening, we will distribute brochures and flyers to city schools, area nursery schools, day care centers, and community centers.
- ✓ In January of the academic year prior to opening, we will hold community outreach meetings to explain the program to families.
- ✓ In February of the academic year prior to opening, we will create Public Service Announcements (PSA's) for local print and electronic media.
- ✓ For one month, from January through February of the academic year prior to opening, we will accept applications to meet enrollment (20 per grade level).

After the initial enrollment period, all applications will be placed into a lottery (separate lottery for each grade level depending on the number of slots available—limited to 20 per grade level).

To improve student learning and achievement, classes will be no larger than 20 students with one teacher per classroom, a part-time to full-time aid and parent volunteers. We will offer a longer day (8:00 a.m. to 3:30 p.m.) to accommodate the enriched curriculum. There will be daily opportunities for socialization and recreation.

The founders of The **Tapestry Charter School** believe that schools and families are partners in learning. The relationship with the school must be collaborative, open, flexible and cooperative. The outcome of our approach to education will create children who:

- ✓ Are academically and socially prepared to meet the challenges of further education
- ✓ Develop a life-long appreciation for the arts
- ✓ Treat others with respect
- ✓ Stand up for what they believe
- ✓ Show sensitivity to others
- ✓ Are problem solvers
- ✓ Take responsibility for their behaviors
- ✓ Take responsibility for their learning
- ✓ Will grow to be productive, caring, nurturing adults.

Buffalo Census Data
Attachment #12

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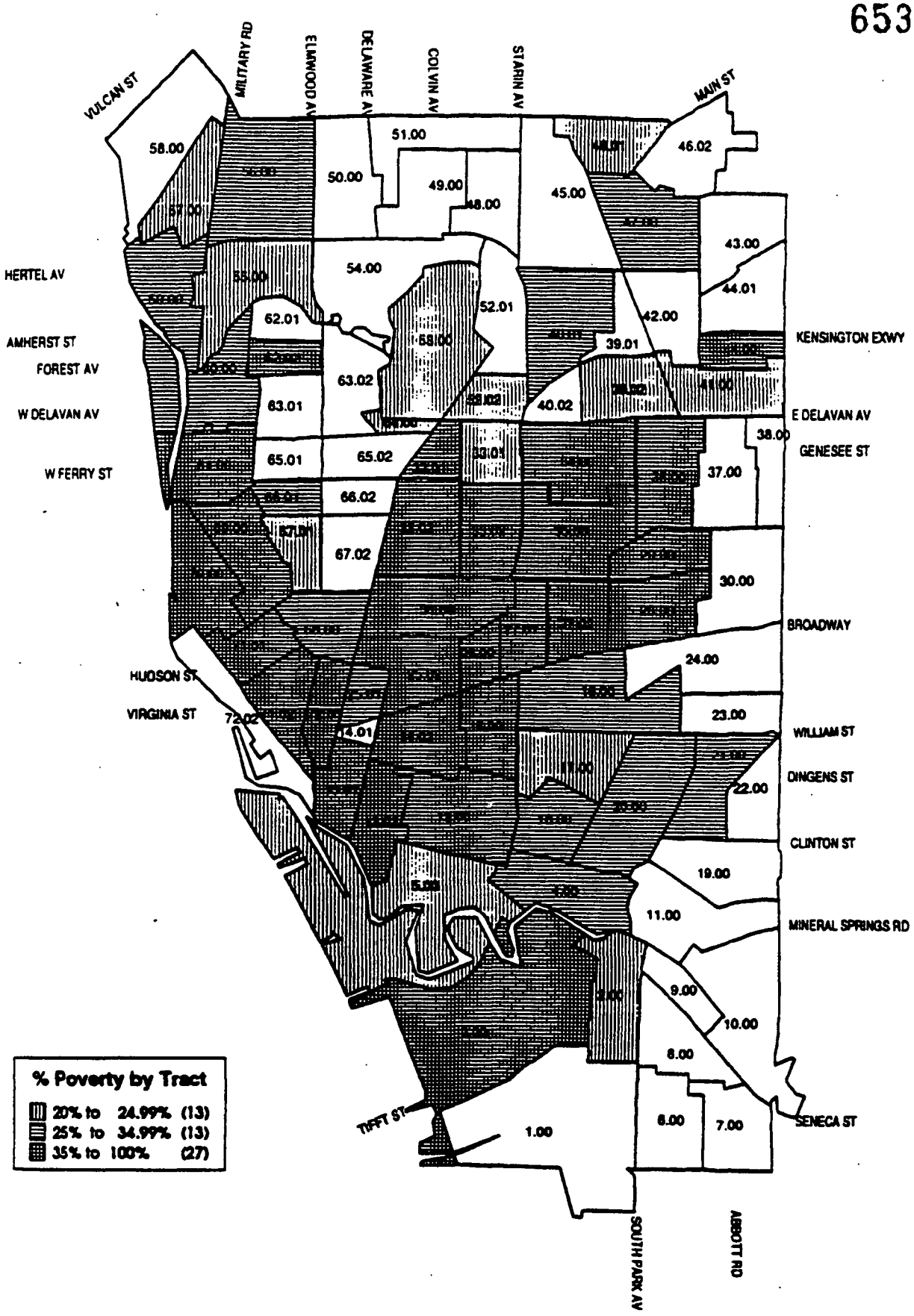

City of Buffalo, NY

Tract Number	P1210001 (<.50	P1210002 .50 - .74	P1210003 .75 - .99	P1210004 1.0 - 1.24	P1210005 1.25 - 1.49	P1210006 1.50 - 1.74	P1210007 1.75 - 1.84	P1210008 1.85 - 1.99	P1210009 2.0 or >	Persons Less Than Poverty	Persons in Poverty Determination	Percent Poverty
Tract 62.01	0	0	0	0	0	0	0	0	0	0	0	ERR
Tract 120.01	0	0	0	0	0	0	0	0	0	0	0	ERR
Tract 114	0	0	0	0	0	0	0	0	0	0	0	ERR
Tract 13.02	217	27	193	79	4	14	0	16	121	437	671	65.13%
Tract 72.01	77	76	202	23	42	25	0	13	151	355	609	58.29%
Tract 71.01	1,612	851	774	695	228	154	85	124	1,322	3,237	5,845	55.38%
Tract 44.02	809	440	347	263	77	138	55	44	1,031	1,596	3,204	49.81%
Tract 62.02	61	67	32	31	69	15	19	9	20	160	323	49.54%
Tract 14.02	651	440	504	264	275	153	36	162	744	1,595	3,230	49.38%
Tract 31	950	491	403	251	354	299	71	111	812	1,844	3,742	49.28%
Tract 15	640	441	231	279	165	194	42	75	660	1,312	2,727	48.11%
Tract 32.02	1,033	637	371	105	143	351	212	113	1,283	2,041	4,249	48.03%
Tract 27.02	1,425	779	561	519	243	250	38	250	1,873	2,765	5,930	46.56%
Tract 32.01	215	205	193	38	116	29	0	14	511	613	1,321	46.40%
Tract 71.02	673	472	259	258	137	159	20	160	901	1,404	3,039	46.20%
Tract 35	1,436	911	469	512	674	302	74	197	1,698	2,814	6,271	44.87%
Tract 25.02	451	443	199	273	260	55	7	80	679	1,093	2,447	44.67%
Tract 13.01	11	19	0	0	0	0	0	5	33	30	68	44.12%
Tract 26	337	128	105	148	37	53	44	37	418	570	1,307	43.61%
Tract 3	80	232	70	0	76	11	0	0	410	382	879	43.46%
Tract 12	684	447	314	325	150	139	10	86	1,281	1,445	3,436	42.05%
Tract 29	918	814	348	272	493	138	143	159	1,842	2,080	5,127	40.57%
Tract 36	1,214	470	422	567	458	226	87	177	1,623	2,106	5,244	40.16%
Tract 27.01	833	330	264	380	259	309	45	151	1,017	1,427	3,588	39.77%
Tract 70	709	358	448	204	243	165	101	64	1,665	1,515	3,957	38.29%
Tract 69	1,489	1,222	999	581	873	304	193	428	3,701	3,710	9,790	37.90%
Tract 33.02	697	639	495	382	477	252	203	147	1,574	1,831	4,866	37.63%
Tract 28	1,237	633	315	344	317	320	196	312	2,149	2,185	5,823	37.52%
Tract 38	975	244	491	160	204	316	95	134	1,987	1,710	4,606	37.13%
Tract 61	737	701	537	448	310	174	140	78	2,418	1,975	5,543	35.63%
Tract 40.01	1,392	427	319	219	320	430	146	128	2,798	2,138	6,179	34.60%
Tract 60	835	541	325	369	397	378	19	272	1,877	1,701	5,013	33.93%
Tract 4	99	84	8	59	78	6	47	7	191	191	579	32.99%
Tract 16	866	513	456	468	277	433	83	181	2,397	1,835	5,674	32.34%
Tract 20	153	226	117	90	132	120	30	0	785	496	1,653	30.01%
Tract 18	184	72	102	70	95	50	0	107	590	358	1,270	28.19%
Tract 56	443	350	382	355	109	334	39	189	2,006	1,175	4,207	27.93%
Tract 68	362	359	280	240	92	219	21	150	1,901	1,001	3,624	27.62%
Tract 59	606	236	298	221	203	206	160	198	2,015	1,140	4,143	27.52%
Tract 21	72	93	56	14	12	45	7	78	437	221	814	27.15%
Tract 47	1,070	473	262	296	244	496	296	136	3,653	1,813	6,934	26.15%
Tract 25.01	14	25	10	29	0	8	0	0	106	49	192	25.52%
Tract 66.01	257	276	191	247	203	126	28	20	1,532	724	2,880	25.14%
Tract 39.02	457	252	178	154	271	188	32	45	1,999	887	3,576	24.80%
Tract 2	389	353	452	194	170	197	220	238	2,699	1,194	4,912	24.31%
Tract 67.01	247	175	430	222	205	170	36	170	1,967	852	3,622	23.52%
Tract 55	311	409	202	281	335	310	34	191	1,870	922	3,943	23.38%
Tract 33.01	408	161	374	204	236	246	102	80	2,326	943	4,137	22.79%

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City of Buffalo, NY

Tract Number	P1210001 (=.50	P1210002 .50 - .74	P1210003 .75 - .99	P1210004 1.0 - 1.24	P1210005 1.25 - 1.49	P1210006 1.50 - 1.74	P1210007 1.75 - 1.84	P1210008 1.85 - 1.99	P1210009 2.0 or >	Persons Less Than Poverty	Persons in Poverty Determination	Percent Poverty
Tract 46.01	446	196	144	98	74	136	49	88	2,243	786	3,474	22.63%
Tract 64	69	38	50	57	0	24	0	54	404	157	696	22.56%
Tract 52.02	254	137	165	192	104	105	19	27	1,488	556	2,491	22.32%
Tract 5	304	140	158	98	178	329	82	130	1,363	602	2,782	21.64%
Tract 17	194	98	262	193	154	180	121	74	1,304	554	2,580	21.47%
Tract 57	302	97	206	260	120	59	83	164	1,662	605	2,953	20.49%
Tract 41	492	171	464	211	165	326	62	140	3,481	1,127	5,512	20.45%
Tract 53	85	13	113	107	22	5	6	9	687	211	1,047	20.15%
Tract 43	814	303	157	252	255	340	151	136	4,153	1,274	6,561	19.42%
Tract 42	340	262	221	152	238	415	97	199	2,323	823	4,247	19.38%
Tract 37	378	308	322	384	489	286	171	319	2,669	1,008	5,326	18.93%
Tract 30	160	218	175	218	150	123	59	64	1,785	553	2,952	18.73%
Tract 24	279	298	523	274	288	327	175	258	3,554	1,100	5,976	18.41%
Tract 63.01	510	148	234	391	280	381	60	210	2,989	892	5,203	17.14%
Tract 65.01	188	178	183	170	164	133	54	149	2,066	549	3,285	16.71%
Tract 23	236	187	163	171	200	191	59	128	2,314	586	3,649	16.06%
Tract 67.02	138	69	290	197	150	139	36	87	2,087	497	3,193	15.57%
Tract 19	195	121	195	117	130	252	101	62	2,228	511	3,401	15.02%
Tract 50	145	90	161	183	143	197	47	14	1,747	396	2,727	14.52%
Tract 58	367	270	498	352	394	577	190	407	5,105	1,135	8,160	13.91%
Tract 66.02	108	62	117	145	68	92	18	39	1,479	287	2,128	13.49%
Tract 65.02	143	124	132	75	148	167	25	50	2,097	399	2,961	13.48%
Tract 11	161	257	78	257	80	335	193	55	2,416	496	3,832	12.94%
Tract 1	80	94	128	275	122	229	28	72	1,426	302	2,454	12.31%
Tract 22	124	52	84	79	36	213	53	161	1,345	260	2,147	12.11%
Tract 10	318	198	279	409	377	401	116	306	4,175	795	6,579	12.08%
Tract 66.01	293	143	110	229	424	221	10	364	2,829	546	4,623	11.81%
Tract 49	358	134	253	306	301	566	157	249	4,635	745	6,959	10.71%
Tract 8	166	206	232	217	253	488	91	124	3,906	604	5,680	10.63%
Tract 45	204	173	235	69	270	81	52	129	4,709	612	5,922	10.33%
Tract 51	145	181	133	236	259	255	19	151	3,329	459	4,708	9.75%
Tract 63.02	72	136	61	81	52	54	41	14	2,288	269	2,799	9.61%
Tract 72.02	47	23	32	79	78	52	64	28	726	102	1,129	9.03%
Tract 38	102	84	95	251	126	210	176	123	1,950	281	3,127	8.99%
Tract 39.01	79	8	28	109	31	65	74	14	928	115	1,336	8.61%
Tract 9	111	36	85	30	82	150	60	121	2,070	232	2,745	8.45%
Tract 48	107	132	97	91	118	249	62	86	3,417	336	4,359	7.71%
Tract 54	116	31	94	59	138	194	145	62	3,277	241	4,117	5.85%
Tract 6	116	162	45	259	169	149	60	160	4,481	323	5,601	5.77%
Tract 7	112	31	85	123	60	102	29	129	3,559	228	4,230	5.39%
Tract 52.01	118	26	31	188	72	151	42	46	2,701	175	3,375	5.19%
Tract 14.01	0	0	0	17	0	0	0	0	22	0	39	0.00%
Tract 46.02	0	0	0	0	32	0	0	0	0	0	32	0.00%
Tract 40.02	0	0	0	0	0	17	13	0	143	0	173	0.00%

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The user should note that these data are based on a sample, subject to samp variability, and that there are limitations to many of these data. Please refer to technical documentation for Summary Tape File 3 for a further explanation of samp variability and limitations of the data.

INCOME IN 1989	
Households	135,595
Less than $5,000	16,439
$5,000 to $9,999	24,505
$10,000 to $14,999	16,799
$15,000 to $24,999	26,289
$25,000 to $34,999	19,975
$35,000 to $49,999	17,065
$50,000 to $74,999	10,053
$75,000 to $99,999	2,637
$100,000 to $149,999	1,183
$150,000 or more	650
Median household income (dollars)	18,482
Families	78,865
Less than $5,000	7,552
$5,000 to $9,999	9,158
$10,000 to $14,999	8,608
$15,000 to $24,999	15,701
$25,000 to $34,999	13,291
$35,000 to $49,999	13,085
$50,000 to $74,999	7,910
$75,000 to $99,999	2,182
$100,000 to $149,999	903
$150,000 or more	475
Median family income (dollars)	23,887
Nonfamily households	56,730
Less than $5,000	9,526
$5,000 to $9,999	15,751
$10,000 to $14,999	8,408
$15,000 to $24,999	10,440
$25,000 to $34,999	6,359
$35,000 to $49,999	3,743
$50,000 to $74,999	1,724
$75,000 to $99,999	385
$100,000 to $149,999	235
$150,000 or more	159
Median nonfamily household income (dollars)	11,542
Per capita income (dollars)	10,445
INCOME TYPE IN 1989	
Households	135,595
With wage and salary income	90,167
Mean wage and salary income (dollars)	26,739
With nonfarm self-employment income	7,823
Mean nonfarm self-employment income (dollars)	15,286
With farm self-employment income	604
Mean farm self-employment income (dollars)	5,652
With Social Security income	42,012
Mean Social Security income (dollars)	7,451
With public assistance income	25,340
Mean public assistance income (dollars)	4,175
With retirement income	23,479
Mean retirement income (dollars)	6,172

POVERTY STATUS IN 1989	
All persons for whom poverty status is determined	318
Below poverty level	81
Persons 18 years and over	240
Below poverty level	51
Persons 65 years and over	46
Below poverty level	7
Related children under 18 years	78
Below poverty level	30
Related children under 5 years	25
Below poverty level	10
Related children 5 to 17 years	53
Below poverty level	19
Unrelated individuals	75
Below poverty level	25
All families	78
Below poverty level	17
With related children under 18 years	41
Below poverty level	14
With related children under 5 years	19
Below poverty level	7
Female householder families	27
Below poverty level	12
With related children under 18 years	18
Below poverty level	11
With related children under 5 years	8
Below poverty level	6
Percent below poverty level:	
All persons	
Persons 18 years and over	
Persons 65 years and over	
Related children under 18 years	
Related children under 5 years	
Related children 5 to 17 years	
Unrelated individuals	
All families	
With related children under 18 years	
With related children under 5 years	
Female householder families	
With related children under 18 years	
With related children under 5 years	

Table 1. Selected Population and Housing Characteristics: 1990
Buffalo city, Erie County, New York

The population counts set forth herein are subject to possible correction for undercount or overcount. The United States Department of Commerce is considering whether to correct these counts and will publish corrected counts, if any, not later than July 15, 1991. The user should note that there are limitations to many of these data. Please refer to the technical documentation provided with Summary Tape File 1A for a further explanation on the limitations of the data.

Total population	328,123
SEX	
Male	153,050
Female	175,073
AGE	
Under 5 years	25,541
5 to 17 years	53,996
18 to 20 years	16,907
21 to 24 years	24,764
25 to 44 years	102,979
45 to 54 years	26,997
55 to 59 years	13,285
60 to 64 years	14,951
65 to 74 years	27,463
75 to 84 years	16,157
85 years and over	5,083
Median age	32.0
Under 18 years	79,537
Percent of total population	24.2
65 years and over	48,703
Percent of total population	14.8
HOUSEHOLDS BY TYPE	
Total households	136,436
Family households (families)	78,245
Married-couple families	45,287
Percent of total households	33.2
Other family, male householder	5,367
Other family, female householder	27,591
Nonfamily households	58,191
Percent of total households	42.7
Householder living alone	48,610
Householder 65 years and over	18,072
Persons living in households	318,203
Persons per household	2.33
GROUP QUARTERS	
Persons living in group quarters	9,920
Institutionalized persons	4,431
Other persons in group quarters	5,489
RACE AND HISPANIC ORIGIN	
White	212,449
Black	100,579
Percent of total population	30.7
American Indian, Eskimo, or Aleut	2,547
Percent of total population	0.8
Asian or Pacific Islander	3,261
Percent of total population	1.0
Other race	9,287
Hispanic origin (of any race)	16,129
Percent of total population	4.9

Total housing units	151,971
OCCUPANCY AND TENURE	
Occupied housing units	136,436
Owner occupied	58,858
Percent owner occupied	43.1
Renter occupied	77,578
Vacant housing units	15,535
For seasonal, recreational, or occasional use	91
Homeowner vacancy rate (percent)	1.0
Rental vacancy rate (percent)	7.8
Persons per owner-occupied unit	2.57
Persons per renter-occupied unit	2.15
Units with over 1 person per room	2,917
UNITS IN STRUCTURE	
1-unit, detached	42,237
1-unit, attached	5,250
2 to 4 units	80,622
5 to 9 units	6,682
10 or more units	14,424
Mobile home, trailer, other	2,756
VALUE	
Specified owner-occupied units	33,347
Less than $50,000	18,356
$50,000 to $99,999	11,922
$100,000 to $149,999	1,638
$150,000 to $199,999	594
$200,000 to $299,999	528
$300,000 or more	309
Median (dollars)	46,700
CONTRACT RENT	
Specified renter-occupied units paying cash rent	75,274
Less than $250	36,017
$250 to $499	37,027
$500 to $749	1,928
$750 to $999	238
$1,000 or more	64
Median (dollars)	255
RACE AND HISPANIC ORIGIN OF HOUSEHOLDER	
Occupied housing units	136,436
White	91,852
Black	39,796
Percent of occupied units	29.2
American Indian, Eskimo, or Aleut	925
Percent of occupied units	0.7
Asian or Pacific Islander	956
Percent of occupied units	0.7
Other race	2,907
Hispanic origin (of any race)	5,144
Percent of occupied units	3.8

1990 CPH-L-83. Selected Social Characteristics: 1990 (Corrected)
Table 1. Buffalo city, Erie County, New York

The user should note that these data are based on a sample, subject to samplir variability, and that there are limitations to many of these data. Please refer to th technical documentation for Summary Tape File 3 for a further explanation of samplir variability and limitations of the data.

URBAN AND RURAL RESIDENCE	
Total population	328,123
Urban population	328,123
Percent of total population	100.0
Rural population	-
Percent of total population	-
Farm population	-
SCHOOL ENROLLMENT	
Persons 3 years and over enrolled in school	89,027
Preprimary school	6,453
Elementary or high school	52,626
Percent in private school	16.0
College	29,948
EDUCATIONAL ATTAINMENT	
Persons 25 years and over	207,397
Less than 9th grade	25,755
9th to 12th grade, no diploma	42,091
High school graduate	60,535
Some college, no degree	32,698
Associate degree	13,039
Bachelor's degree	19,664
Graduate or professional degree	13,615
Percent high school graduate or higher	67.3
Percent bachelor's degree or higher	16.0
RESIDENCE IN 1985	
Persons 5 years and over	302,579
Lived in same house	169,019
Lived in different house in U.S.	128,203
Same State	116,406
Same county	102,821
Different county	13,585
Different State	11,797
Lived abroad	5,357
DISABILITY OF CIVILIAN NONINSTITUTIONALIZED PERSONS	
Persons 16 to 64 years	205,413
With a mobility or self-care limitation	15,553
With a mobility limitation	7,306
With a self-care limitation	11,904
With a work disability	24,098
In labor force	7,041
Prevented from working	14,632
Persons 65 years and over	46,248
With a mobility or self-care limitation	12,054
With a mobility limitation	9,127
With a self-care limitation	7,597
CHILDREN EVER BORN PER 1,000 WOMEN	
Women 15 to 24 years	391
Women 25 to 34 years	1,289
Women 35 to 44 years	1,909

VETERAN STATUS	
Civilian veterans 16 years and over	34,09
65 years and over	9,47
NATIVITY AND PLACE OF BIRTH	
Native population	313,38
Percent born in State of residence	79.
Foreign-born population	14,74
Entered the U.S. 1980 to 1990	4,14
LANGUAGE SPOKEN AT HOME	
Persons 5 years and over	302,57
Speak a language other than English	37,41
Do not speak English "very well"	13,79
Speak Spanish	12,80
Do not speak English "very well"	5,59
Speak Asian or Pacific Island language	2,13
Do not speak English "very well"	1,13
ANCESTRY	
Total ancestries reported	381,40
Arab	1,67
Austrian	1,04
Belgian	4
Canadian	1,20
Czech	50
Danish	29
Dutch	2,63
English	16,93
Finnish	18
French (except Basque)	7,25
French Canadian	1,68
German	62,97
Greek	1,10
Hungarian	3,09
Irish	49,20
Italian	44,46
Lithuanian	61
Norwegian	58
Polish	51,18
Portuguese	19
Romanian	26
Russian	2,34
Scotch-Irish	2,24
Scottish	3,65
Slovak	1,37
Subsaharan African	85
Swedish	1,90
Swiss	33
Ukrainian	2,33
United States or American	4,62
Welsh	1,16
West Indian (excluding Hispanic origin groups)	1,37
Yugoslavian	33
Other ancestries	111,71

1990 CPH-L-83. Selected Labor Force and Commuting Characteristics: 1990
Table 2. Buffalo city, Erie County, New York

The user should note that these data are based on a sample, subject to samplin variability, and that there are limitations to many of these data. Please refer to th technical documentation for Summary Tape File 3 for a further explanation of samplin variability and limitations of the data.

LABOR FORCE STATUS	
Persons 16 years and over	256,214
In labor force	148,583
Percent in labor force	58.0
Civilian labor force	148,207
Employed	131,001
Unemployed	17,206
Percent unemployed	11.6
Armed Forces	376
Not in labor force	107,631
Males 16 years and over	116,026
In labor force	76,154
Percent in labor force	65.6
Civilian labor force	75,868
Employed	65,984
Unemployed	9,884
Percent unemployed	13.0
Armed Forces	286
Not in labor force	39,872
Females 16 years and over	140,188
In labor force	72,429
Percent in labor force	51.7
Civilian labor force	72,339
Employed	65,017
Unemployed	7,322
Percent unemployed	10.1
Armed Forces	90
Not in labor force	67,759
Females 16 years and over	140,188
With own children under 6 years	20,257
Percent in labor force	51.3
With own children 6 to 17 years only	18,595
Percent in labor force	69.8
Own children under 6 years in families and subfamilies	29,666
All parents present in household in labor force	14,142
Own children 6 to 17 years in families and subfamilies	46,618
All parents present in household in labor force	28,374
Persons 16 to 19 years	18,386
Not enrolled in school and not high school graduate	2,125
Employed or in Armed Forces	482
Unemployed	483
Not in labor force	1,160
COMMUTING TO WORK	
Workers 16 years and over	127,790
Percent drove alone	61.6
Percent in carpools	13.7
Percent using public transportation	13.4
Percent using other means	1.2
Percent walked or worked at home	10.1
Mean travel time to work (minutes)	19.1

OCCUPATION	
Employed persons 16 years and over	131,00
Executive, administrative, and managerial occupations	11,67
Professional specialty occupations	18,96
Technicians and related support occupations	4,94
Sales occupations	13,46
Administrative support occupations, including clerical	22,54
Private household occupations	38
Protective service occupations	3,51
Service occupations, except protective and household	21,45
Farming, forestry, and fishing occupations	83
Precision production, craft, and repair occupations	11,08
Machine operators, assemblers, and inspectors	10,72
Transportation and material moving occupations	5,13
Handlers, equipment cleaners, helpers, and laborers	6,27
INDUSTRY	
Employed persons 16 years and over	131,00
Agriculture, forestry, and fisheries	72
Mining	3
Construction	4,85
Manufacturing, nondurable goods	9,60
Manufacturing, durable goods	11,59
Transportation	5,82
Communications and other public utilities	2,52
Wholesale trade	4,89
Retail trade	22,41
Finance, insurance, and real estate	9,28
Business and repair services	5,93
Personal services	3,86
Entertainment and recreation services	1,46
Health services	17,61
Educational services	13,28
Other professional and related services	10,19
Public administration	6,90
CLASS OF WORKER	
Employed persons 16 years and over	131,00
Private wage and salary workers	99,98
Government workers	26,12
Local government workers	14,36
State government workers	8,35
Federal government workers	3,39
Self-employed workers	4,51
Unpaid family workers	38

1990 CPH-L-83. Selected Housing Characteristics: 1990
Table 4. Buffalo city, Erie County, New York

The user should note that these data are based on a sample, subject to sampling variability, and that there are limitations to many of these data. Please refer to the technical documentation for Summary Tape File 3 for a further explanation of sampling variability and limitations of the data.

Total housing units	151,971
YEAR STRUCTURE BUILT	
1989 to March 1990	383
1985 to 1988	791
1980 to 1984	1,567
1970 to 1979	5,559
1960 to 1969	5,727
1950 to 1959	15,531
1940 to 1949	18,972
1939 or earlier	103,441
BEDROOMS	
No bedroom	2,821
1 bedroom	19,309
2 bedrooms	46,457
3 bedrooms	61,749
4 bedrooms	15,945
5 or more bedrooms	5,690
SELECTED CHARACTERISTICS	
Lacking complete plumbing facilities	792
Lacking complete kitchen facilities	1,897
Condominium housing units	1,167
SOURCE OF WATER	
Public system or private company	151,916
Individual drilled well	46
Individual dug well	-
Some other source	9
SEWAGE DISPOSAL	
Public sewer	151,118
Septic tank or cesspool	392
Other means	461
Occupied housing units	136,436
HOUSE HEATING FUEL	
Utility gas	124,111
Bottled, tank, or LP gas	1,607
Electricity	6,631
Fuel oil, kerosene, etc.	2,886
Coal or coke	35
Wood	169
Solar energy	10
Other fuel	718
No fuel used	269
YEAR HOUSEHOLDER MOVED INTO UNIT	
1989 to March 1990	28,048
1985 to 1988	36,640
1980 to 1984	19,227
1970 to 1979	21,952
1960 to 1969	12,023
1959 or earlier	18,546
TELEPHONE	
No telephone in unit	12,392
VEHICLES AVAILABLE	
Occupied housing units	136,436
None	46,352
1	55,574
2	27,289
3 or more	7,221
MORTGAGE STATUS AND SELECTED MONTHLY OWNER COSTS	
Specified owner-occupied housing units	33,713
With a mortgage	17,576
Less than $300	1,040
$300 to $499	6,402
$500 to $699	5,451
$700 to $999	3,140
$1,000 to $1,499	1,000
$1,500 to $1,999	224
$2,000 or more	319
Median (dollars)	544
Not mortgaged	16,137
Less than $100	130
$100 to $199	5,053
$200 to $299	7,819
$300 to $399	2,122
$400 or more	1,013
Median (dollars)	230
SELECTED MONTHLY OWNER COSTS AS A PERCENTAGE OF HOUSEHOLD INCOME IN 1989	
Specified owner-occupied housing units	33,713
Less than 20 percent	21,027
20 to 24 percent	3,854
25 to 29 percent	2,920
30 to 34 percent	1,584
35 percent or more	4,093
Not computed	235
GROSS RENT	
Specified renter-occupied housing units	77,207
Less than $200	7,766
$200 to $299	16,513
$300 to $499	42,426
$500 to $749	7,944
$750 to $999	837
$1,000 or more	187
No cash rent	1,534
Median (dollars)	352
GROSS RENT AS A PERCENTAGE OF HOUSEHOLD INCOME IN 1989	
Specified renter-occupied housing units	77,207
Less than 20 percent	19,984
20 to 24 percent	7,859
25 to 29 percent	7,030
30 to 34 percent	5,447
35 percent or more	33,400
Not computed	3,487

13. a) Provide a description of the charter school calendar, including the number of days of instruction [Attachment 13-a].

TAPESTRY CHARTER SCHOOL
Calendar
2001-2002

August 1—31	Professional Development for Teachers
August 29 (Wednesday)	Open House for Students and Parents 6:00—7:30
September 4 (Tuesday)	First Day of School
September 18 (Tuesday)	Rosh Hashanah—NO SCHOOL
September 27 (Thursday)	Yom Kippur—NO SCHOOL
October 8 (Monday)	Columbus Day—NO SCHOOL
October 19 (Friday)	Teacher Development Day—Early Dismissal
November 15 (Thursday Evening) November 16 (Friday Afternoon)	Parent/Teacher Conferences Parent/Teacher Conferences—Early Dismissal
November 22/23 (Thursday, Friday)	Thanksgiving Recess—NO SCHOOL
December 17 (Monday)—January 1 (Tuesday)	Winter Break—NO SCHOOL
January 14 (Monday)	Martin Luther King, Jr. Birthday—No School
February 15— 18 (Friday-Monday)	President's Weekend—NO SCHOOL
March 22 (Friday)	Teacher Development Day—Early Dismissal
March 25 (Monday) — April 5 (Friday)	Spring Break—NO SCHOOL
May 9 (Thursday Evening) May 10 (Friday Afternoon)	Parent Teacher Conferences Parent/Teacher Conferences—Early Dismissal
May 27 (Monday)	Memorial Day—NO SCHOOL
June 26 (Wednesday)	Last Day of School

There will also be monthly Parent/Staff meetings which will include speakers and presentations. Every Friday, last period, there will be a Staff meeting.

The total number of calendar days is 180.

The length of the school day is from 8:00 AM to 3:30 PM.

13. b) Provide a schedule of the periods of instruction (e.g., classroom times, recess or recreational times, study periods) and length of the school day, including start time and dismissal time [Attachment 13-b].

Introduction and Explanation of Schedules

The Tapestry Charter School's school day is 7 ½ hours. The typical public school day is 6 ½ hours. This accumulates an additional five hours per week which allows for more teaching time in all subjects.

Independent Learning Opportunities (8:00 - 8:15 AM)

Students will arrive at school, read the morning message, participate in activities based upon the message, follow directions and work independently, will be involved in creative problem-solving.

Morning Meeting (8:15 - 8:45 AM)

Morning meeting is essential to the daily routine because:

- it sets the tone for respectful learning and establishes a climate of trust
- it motivates by addressing two human needs: the need to feel a sense of significance and belonging, and the need to have fun
- it allows for integration and practice of curriculum content
- it encourages habits of inquiry, important for cognitive growth
- it strengthens vocabulary development , reading success, good oral communication SKILLS THROUGH SPEAKING IN A GROUP IN A STRONG AND INDIVIDUAL VOICE, presentation skills and listening skills.
- it gives practice in considering others' perspectives, developing empathy and social consciousness.

Morning Meeting is broken into four activities:

Students begin by gathering in a circle and by greeting each other.

Students participate in a sharing piece.

Students participate in a group activity

Students end with a news and announcement piece

Rotating Schedule

Our schedules are presented in a two week rotating cycle. The amount of time spent in each subject are in each week of the two week rotation is as follows:

Week 1	Language Arts:	6 hours
	Math:	5 hours
	Social Studies:	3 hours
	Science:	2 ½ hours
	Foreign Language, Music, Phys. Ed., Art/Art History, Dance:	2 hours
Week 2	Language Arts:	6 ½ hours
	Math:	5 hours
	Social Studies:	2 ½ hours
	Science:	2 ¾ hours
	Foreign Language, Music, Phys. Ed., Art/Art History, Dance:	2 hours

Class Meetings

In the book *Ways We Want Our Class To Be,* published by the Developmental Studies Center, Class meetings are defined and outlined as: times to talk - a forum for students and teacher to gather as a class to reflect, discuss issues, or make decisions about ways they want their class to be. The students' role in these meetings is to participate as valuable and valued contributors to the classroom community. Both academic and social issues are appropriate topics for considerations. Class meetings are a valuable classroom management tool - one that helps students actively contribute to their academic and social learning. Some of the benefits of class meetings are:

- Class Meetings help students establish and enjoy their own developing competence by encouraging them to set goals together and reflect upon their progress in achieving those goals.
- Class meetings enhance students' sense of belonging and responsibility to the classroom by providing opportunities for them to express opinions and contribute to class decisions.

- Class meetings help students gain an understanding of the meaning and importance or norms of fairness, kindness, and responsibility.
- Class meetings help students gain greater understanding of themselves and others by providing a supportive environment in which the feel "safe" discussing personal interests, concerns, plans, and feelings.
- Class meetings help students build a commitment to their role as learners by providing them with time to reflect on their learning and ways to contribute to decisions about it.

SEE FOLLOWING PAGES
for CLASS SCHEDULES

PROPOSED CLASS SCHEDULE: K thru 2

MULTI-AGE CLASSROOM NO. 1
TWO WEEK ROTATING SCHEDULE

Time Block Week 1	Monday	Tuesday	Wednesday	Thursday	Friday
8:00 to 8:15	.....Students Arrive: Independent Learning Opportunities.....				
8:15 to 8:45	.....Morning Meeting.....				
8:45 to 10:30	Language Arts	Math	Language Arts	Math	Language Arts
10:30 to 11:30	Art & Art History	Music	Foreign Language	Dance	Gym
11:30 to 12:30	Foreign Language	Art & Art History	Dance	Gym	Music
12:30 to 1:30	Lunch & Recreation	Lunch & Recreation	Lunch & Recreation	Lunch & Recreation	Lunch & Recreation
1:30 to 2:30	Math & Science	Social Studies (1:30 - 2:45)	Science	Social Studies	Math & Science
2:30 to 3:30	Science	Class Meeting (2:45 - 3:30)	Creative Writing	Social Studies	Clubs
3:30 to 5:30	After School Care	After School Care	After School Care	After School Care	After School Care

Time Block Week 2	Monday	Tuesday	Wednesday	Thursday	Friday
8:00 to 8:15	.....Students Arrive: Independent Learning Opportunities.....				
8:15 to 8:45	.....Morning Meeting.....				
8:45 to 10:30	Language Arts	Math	Language Arts	Math/Lang. Arts	Math
10:30 to 11:30	Art & Art History	Music	Foreign Language	Dance	Gym
11:30 to 12:30	Foreign Language	Art & Art History	Dance	Gym	Music
12:30 to 1:30	Lunch & Recreation	Lunch & Recreation	Lunch & Recreation	Lunch & Recreation	Lunch & Recreation
1:30 to 2:15	Math	Science (1:30 - 2:45)	Social Studies	Science	Language Arts: Group & Indep. Reading
2:15 to 3:30	Social Studies	Class Meeting (2:45 - 3:30)	Creative Writing	Science	Clubs
3:30 to 5:30	After School Care	After School Care	After School Care	After School Care	After School Care

PROPOSED CLASS SCHEDULE: K thru 2

MULTI-AGE CLASSROOM NO. 2
TWO WEEK ROTATING SCHEDULE

Time Block Week 1	Monday	Tuesday	Wednesday	Thursday	Friday
8:00 to 8:15	.....Students Arrive: Independent Learning Opportunities.....				
8:15 to 8:45	.....Morning Meeting.....				
8:45 to 10:30	Language Arts	Math	Language Arts	Math	Language Arts
10:30 to 11:30	Foreign Language	Dance	Music	Art & Art History	Dance
11:30 to 12:30	Gym	Music	Gym	Foreign Language	Art & Art History
12:30 to 1:30	Lunch & Recreation	Lunch & Recreation	Lunch & Recreation	Lunch & Recreation	Lunch & Recreation
1:30 to 2:30	Math & Science (1:30 - 2:45)	Social Studies	Science	Social Studies	Math & Science
2:30 to 3:30	Class Meeting (2:45 - 3:30)	Creative Writing	Science	Social Studies	Clubs
3:30 to 5:30	After School Care	After School Care	After School Care	After School Care	After School Care

Time Block Week 2	Monday	Tuesday	Wednesday	Thursday	Friday
8:00 to 8:15	.....Students Arrive: Independent Learning Opportunities.....				
8:15 to 8:45	.....Morning Meeting.....				
8:45 to 10:30	Language Arts	Math	Language Arts	Math/Lang. Arts	Math
10:30 to 11:30	Foreign Language	Dance	Music	Art & Art History	Dance
11:30 to 12:30	Gym	Music	Gym	Foreign Language	Art & Art History
12:30 to 1:30	Lunch & Recreation	Lunch & Recreation	Lunch & Recreation	Lunch & Recreation	Lunch & Recreation
1:30 to 2:15	Social Studies (1:30 - 2:45)	Science	Math	Science	Language Arts: Group & Indep. Reading
2:15 to 3:30	Class Meeting (2:45 - 3:30)	Creative Writing	Social Studies	Science	Clubs
3:30 to 5:30	After School Care	After School Care	After School Care	After School Care	After School Care

PROPOSED CLASS SCHEDULE: K thru 2

MULTI-AGE CLASSROOM NO. 3
TWO WEEK ROTATING SCHEDULE

Time Block Week 1	Monday	Tuesday	Wednesday	Thursday	Friday
8:00 to 8:15	.....Students Arrive: Independent Learning Opportunities.....				
8:15 to 8:45	.....Morning Meeting.....				
8:45 to 10:30	Language Arts	Math	Language Arts	Math	Language Arts
10:30 to 11:30	Music	Gym	Dance	Gym	Foreign Language
11:30 to 12:30	Dance	Foreign Language	Art & Art history	Music	Art & Art History
12:30 to 1:30	Lunch & Recreation	Lunch & Recreation	Lunch & Recreation	Lunch & Recreation	Lunch & Recreation
1:30 to 2:30	Math & Science	Social Studies (1:30 - 2:45)	Science	Social Studies	Math & Science
2:30 to 3:30	Science	Class Meeting (2:45 - 3:30)	Creative Writing	Social Studies	Clubs
3:30 to 5:30	After School Care	After School Care	After School Care	After School Care	After School Care

Time Block Week 2	Monday	Tuesday	Wednesday	Thursday	Friday
8:00 to 8:15	.....Students Arrive: Independent Learning Opportunities.....				
8:15 to 8:45	.....Morning Meeting.....				
8:45 to 10:30	Language Arts	Math	Language Arts	Math/Lang. Arts	Math
10:30 to 11:30	Music	Gym	Dance	Gym	Foreign Language
11:30 to 12:30	Dance	Foreign Language	Art & Art History	Music	Gym
12:30 to 1:30	Lunch & Recreation	Lunch & Recreation	Lunch & Recreation	Lunch & Recreation	Lunch & Recreation
1:30 to 2:15	Social Studies	Science (1:30 - 2:45)	Math	Science	Language Arts: Group & Indep. Reading
2:15 to 3:30	Creative Writing	Class Meeting (2:45 - 3:30)	Social Studies	Science	Clubs
3:30 to 5:30	After School Care	After School Care	After School Care	After School Care	After School Care

PROPOSED CLASS SCHEDULE: 3 & 4

MULTI-AGE CLASSROOM NO. 1
TWO WEEK ROTATING SCHEDULE

Time Block Week 1	Monday	Tuesday	Wednesday	Thursday	Friday
8:00 to 8:15	.....Students Arrive: Independent Learning Opportunities.....				
8:15 to 8:45	.....Morning Meeting.....				
8:45 to 10:30	Language Arts	Math	Language Arts	Math	Language Arts
10:30 to 11:30	Gym	Art & Art History	Gym	Music	Music
11:30 to 12:30	Art & Art History	Dance	Foreign Language	Dance	Foreign Language
12:30 to 1:30	Lunch & Recreation	Lunch & Recreation	Lunch & Recreation	Lunch & Recreation	Lunch & Recreation
1:30 to 2:30	Math & Science	Social Studies	Science (1:30 - 2:45)	Social Studies	Math & Science
2:30 to 3:30	Science	Creative Writing	Class Meeting (2:45 - 3:30)	Social Studies	Clubs
3:30 to 5:30	After School Care	After School Care	After School Care	After School Care	After School Care

Time Block Week 2	Monday	Tuesday	Wednesday	Thursday	Friday
8:00 to 8:15	.....Students Arrive: Independent Learning Opportunities.....				
8:15 to 8:45	.....Morning Meeting.....				
8:45 to 10:30	Language Arts	Math	Language Arts	Math/Lang. Arts	Math
10:30 to 11:30	Gym	Art & Art History	Gym	Music	Music
11:30 to 12:30	Art & Art History	Dance	Foreign Language	Dance	Foreign Language
12:30 to 1:30	Lunch & Recreation	Lunch & Recreation	Lunch & Recreation	Lunch & Recreation	Lunch & Recreation
1:30 to 2:15	Math	Science	Social Studies (1:30 - 2:45)	Science	Language Arts: Group & Indep. Reading
2:15 to 3:30	Social Studies	Creative Writing	Class Meeting (2:45 - 3:30)	Science	Clubs
3:30 to 5:30	After School Care	After School Care	After School Care	After School Care	After School Care

PROPOSED CLASS SCHEDULE: 3 & 4

MULTI-AGE CLASSROOM NO. 2
TWO WEEK ROTATING SCHEDULE

Time Block Week 1	Monday	Tuesday	Wednesday	Thursday	Friday
8:00 to 8:15	.....Students Arrive: Independent Learning Opportunities.....				
8:15 to 8:45	.....Morning Meeting.....				
8:45 to 10:30	Language Arts	Math	Language Arts	Math	Language Arts
10:30 to 11:30	Math (10:30-11:15)	Social Studies	Science	Social Studies	Math/Science
11:30 to 12:30	Class Meeting (11:15-12:30)	Social Studies	Science	Language Arts	Creative Writing
12:30 to 1:30	Lunch & Recreation	Lunch & Recreation	Lunch & Recreation	Lunch & Recreation	Lunch & Recreation
1:30 to 2:30	Foreign Language	Dance	Foreign Language	Art & Art History	Dance
2:30 to 3:30	Art & Art History	Gym	Music	Music	Clubs
3:30 to 5:30	After School Care	After School Care	After School Care	After School Care	After School Care

Time Block Week 2	Monday	Tuesday	Wednesday	Thursday	Friday
8:00 to 8:15	.....Students Arrive: Independent Learning Opportunities.....				
8:15 to 8:45	.....Morning Meeting.....				
8:45 to 10:30	Language Arts	Math	Language Arts	Math	Math
10:30 to 11:30	Math (10:15-11:15)	Social Studies	Science	Social Studies	Science
11:30 to 12:30	Class Meeting (11:15-12:30)	Social Studies	Science	Language Arts	Creative Writing
12:30 to 1:30	Lunch & Recreation	Lunch & Recreation	Lunch & Recreation	Lunch & Recreation	Lunch & Recreation
1:30 to 2:15	Foreign Language	Dance	Foreign Language	Art & Art History	Language Arts: Group & Indep. Reading
2:15 to 3:30	Art & Art History	Gym	Music	Music	Clubs
3:30 to 5:30	After School Care	After School Care	After School Care	After School Care	After School Care

PROPOSED CLASS SCHEDULE: 5 & 6

MULTI-AGE CLASSROOM
TWO WEEK ROTATING SCHEDULE

Time Block Week 1	Monday	Tuesday	Wednesday	Thursday	Friday
8:00 to 8:15	.....Students Arrive: Independent Learning Opportunities.....				
8:15 to 8:45	.....Morning Meeting.....				
8:45 to 10:30	Language Arts	Math	Language Arts	Math	Language Arts
10:30 to 11:30	Class Meeting (10:30-11:15)	Social Studies	Science	Language Arts	Creative Writing
11:30 to 12:30	Math (11:15-12:30)	Social Studies	Science	Social Studies	Math/Science
12:30 to 1:30	Lunch & Recreation	Lunch & Recreation	Lunch & Recreation	Lunch & Recreation	Lunch & Recreation
1:30 to 2:30	Art & Art History	Gym	Music	Music	Gym
2:30 to 3:30	Foreign Language	Dance	Foreign Language	Art & Art History	Clubs
3:30 to 5:30	After School Care	After School Care	After School Care	After School Care	After School Care

Time Block Week 2	Monday	Tuesday	Wednesday	Thursday	Friday
8:00 to 8:15	.....Students Arrive: Independent Learning Opportunities.....				
8:15 to 8:45	.....Morning Meeting.....				
8:45 to 10:30	Language Arts	Math	Language Arts	Math	Math
10:30 to 11:30	Class Meeting (10:30-11:15)	Social Studies	Science	Language Arts	Creative Writing
11:30 to 12:30	Math (11:15-12:30)	Social Studies	Science	Social Studies	Science
12:30 to 1:30	Lunch & Recreation	Lunch & Recreation	Lunch & Recreation	Lunch & Recreation	Lunch & Recreation
1:30 to 2:15	Art & Art History	Gym	Music	Music	Language Arts: Group & Indep. Reading
2:15 to 3:30	Foreign Language	Dance	Foreign Language	Art & Art History	Clubs
3:30 to 5:30	After School Care	After School Care	After School Care	After School Care	After School Care

14. Attach the proposed student learning standards for the charter school. Include a discussion of how the school's standards relate to the 28 learning standards established by the New York State Board of Regents for existing public schools [Attachment 14].

The **Tapestry Charter School** will adopt the New York State Learning Standards (see following pages). In addition, our curriculum (Attachment 15) is an integration of New York State's Learning Standards with Virginia's State Learning Standards in the areas of English Language Arts, Math/Science/Technology, and Social Studies. Our curriculum also integrates the New York State Learning Standards for the Arts with Minnesota's Arts Standards for Dance, Visual Arts, and Music. These standards/performance indicators encompass and elaborate upon New York's Standards, going beyond them in terms of accessibility, clarity, and ease of implementation. Therefore, the **Tapestry Charter School's** learning standards both meet and exceed the New York State Standards for all curriculum areas. New or beginning teachers, as well experienced classroom instructors, will benefit from these precise planning outlines.

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

As listeners and readers, students will collect data, facts, and ideas; discover relationships, concepts, and generalizations; and use knowledge generated from oral, written, and electronically produced texts. As speakers and writers they will use oral and written language to acquire, interpret, apply, and transmit information.

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

Students will read and listen to oral, written, and electronically produced texts and performances, relate texts and performances to their own lives, and develop an understanding of the diverse social, historical, and cultural dimensions the texts and performances represent. As speakers and writers, students will use oral and written language for self-expression and artistic creation.

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

As listeners and readers, students will analyze experiences, ideas, information, and issues presented by others using a variety of established criteria. As speakers and writers, they will present, in oral and written language and from a variety of perspectives, their opinions and judgments on experiences, ideas, information and issues.

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

Students will use oral and written language for effective social communication with a wide variety of people. As readers and listeners, they will use the social communications of others to enrich their understanding of people and their views.

STANDARD 1: Students will use mathematical analysis, scientific inquiry, and engineering design, as appropriate, to pose questions, seek answers, and design solutions.

STANDARD 2: Students will use a full range of information systems, including computers to process information and to network with different school and community resources, such as libraries, people, museums, business, industry, and government agencies.

STANDARD 3: Students will demonstrate understanding of scientific concepts, principles, and theories pertaining to the physical setting and living environment and recognize the historical development of these ideas.

STANDARD 4: Students will apply technological knowledge and skills to design, construct, use, and evaluate products and systems compatible with human and environmental needs.

STANDARD 5: Students will understand and use basic mathematical ideas, including logic, number sense and numeration concepts, operations on numbers, geometry, measurement, probability and statistics, algebra, and trigonometry; and be familiar with their uses and application in the real world through problem solving, experimentation, validation, and other activities.

STANDARD 6: Students will understand the relationships among mathematics, science, and technology, recognize the recurring themes that connect them, and apply those themes to other areas of learning and performance.

STANDARD 7: Students will apply the knowledge and thinking skills of mathematics, science, and technology to address real-life problems and make informed decisions.

STANDARD 1: Understanding the history of the United States and New York.

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.

STANDARD 2: Understanding World History.

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.

STANDARD 3: Understanding the Geography of the World.

Students will use a variety of intellectual skills to demonstrate their understanding of the geography of the independent worlds—local, national, and global—in which we live including the spatial distribution of people, places, and environments over the Earth's surface.

STANDARD 4: Understanding Economic Systems.

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 U.S. and other national economies, and how an economy solves the scarcity problem through market and non-market mechanisms.

STANDARD 5: Understanding Government, Citizenship, and Civics

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 civil values of American Constitutional democracy, and the roles, rights and responsibilities of citizenship including avenues of participation.

STANDARD 1: Students will acquire the necessary knowledge and skills to establish and maintain physical fitness, participate in physical activity, and maintain personal health.

STANDARD 2: Students will acquire the knowledge and ability necessary to create and maintain a safe and healthy environment.

STANDARD 3: Students will understand and be able to manage their personal and community resources.

Language Other Than English (LOTE)

STANDARD 1: Communicating in a Language Other than English.

Students will be able to use a language other than English for communication.

STANDARD 2: Attaining Cross-Cultural Understanding.

Students will develop cross-cultural skills and understanding.

STANDARD 1: Creating, Performing, and Participating in the Arts.

Students will actively engage in the processes that constitute creation and performance in the arts (dance, music, theater, and visual arts) and participate in famous roles in the arts.

STANDARD 2: Knowing and Using Arts Materials and Resources.

Students will be knowledgeable about and make use of the materials and resources available for participation in the arts in various roles.

STANDARD 3: Responding to and Analyzing Works of Art.

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.

STANDARD 4: Understanding the Cultural Dimensions and Contributions of the Arts.

Students will develop an understanding of the personal and cultural forces that shape artistic communication and how the arts in turn shape the diverse cultures of past and present society.

15. Detail by grade the proposed charter school's curriculum, and include a description of how the curriculum would facilitate achievement of the charter school's learning standards [Attachment 15].

The charter school provides a healthy, creative environment in which to nurture children's potential. The **Tapestry Charter School**'s choice for a multi-age program of studies was predicated on the belief that this concept best actualizes our mission. The multi-age classroom provides a favorable environment to address learning styles via multiple intelligences.

The curriculum within a multi-age program allows children to advance as fast as they master content, or to repeat content in different ways to gain better mastery or depth of knowledge. The children are encouraged to learn at different rates and levels. This reduces pressure on learners and makes academic failure less likely. Discipline problems and negative attitudes are less prevalent because students are accepted and supported at their current stage of development.

THE MULTI-AGE CLASSROOM:

- maximizes a safe and nurturing environment, promoting the physical, social, emotional, and cognitive development of children
- helps students take responsibility for their behavior and learning
- is based on flexible grouping of children to accommodate their unique timetables for learning
- helps build self-confidence
- fosters positive peer relationships
- de-emphasizes age differences and competitiveness
- encourages student leadership
- is built on continuous student progress
- involves an integrated curricular approach to instruction
- is child centered—unlocks graded curriculum boundaries, enhances opportunities for acceleration
- provides peer tutoring opportunities, expanding the learning experience for all
- provides opportunity for children to challenge themselves and others to higher level skills
- expands teacher contact time with individual students
- enables children to work at a variety of developmental levels without remediation
- reduces the need for grade level retention
- provides for the basic needs of gifted and talented children
- offers opportunities for older children to model newly acquired skills for younger students—the younger students benefit from the modeling, while the older students strengthen their own understanding of these skills.
- has a large age span, and is more reflective of a child's society out of school (e.g. baseball, dance class, neighborhoods, family, etc.)
- children are enriched and exposed to a wider range of experience because of the age range of their classmates
- reduces the risk of children "falling through the cracks" because the teacher gets to know them better, because he or she has them for more than one year

Research tells us that we retain.

. . . 10% of what we read
. . . 20% of what we hear
. . . 30% of what we see
. . . 50% of what we see AND hear
. . . 70% of what we discuss
. . . 80% of what we experience, and
. . . 95% of <u>what we teach others</u>! *

from Grant, Jim; Johnson, Bob; and Richardson, Irv. *Our Best Advice: The Multiage Problem Solving Handbook.* Peterborough, NH: Crystal Springs Books,1996.

Teachers will receive training in Howard Gardner's theory of multiple intelligences. on which the **Tapestry Charter School's** philosophy is based. He defined the different intellectual strengths displayed by human beings. Intelligence must not be limited to academic achievement alone, it must instill the ability to function effectively in life. The **Tapestry Charter School** will identify, nurture and support the unique capabilities of each student and show that each student has something valuable to offer society. Gardner identified the following intelligences:

- ✓ Linguistic - the ability to use language, verbally and/or written to convey meaning.
- ✓ Musical/Rhythmic – the ability to read, write and understand music.
- ✓ Logical/Mathematical - the ability to think logically.
- ✓ Visual/Spatial – the ability to view things in multiple dimensions.
- ✓ Kinesthetic – the ability to control both the body and the mind.
- ✓ Interpersonal – the ability to understand other people.
- ✓ Intrapersonal – the ability to understand oneself.
- ✓ Naturalist - natural environment intelligence

The teachers must be able to recognize that each student has a unique cognitive profile and should be able to provide instruction in a variety of different modes so that children have opportunities for learning through their strengths. The **Tapestry Charter School** wants to identify, nurture and support the unique capabilities of each student and to show that each student offers valuable contributions to the community. Intelligence must not be limited to the academic application alone, it must instill the ability to function effectively in life. The **Tapestry Charter School** wants its students to be well educated, caring people, who appreciate the diversity around them.

Interdisciplinary curricula will integrate the multiple intelligences. Specialists will work with students to enrich the curricular offerings. Community service, school trips, and visiting artists and specialists will involve students in projects that connect schooling with real life. Through parent/guardian involvement the **Tapestry Charter School** will be able to offer students the opportunity to work with adults who regularly practice disciplines or crafts.

Resources:

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The Tapestry Charter School curriculum by subject area and grade follows:

TAPESTRY CHARTER SCHOOL
CURRICULUM FOR A MULTI-AGE PROGRAM

LANGUAGE ARTS AND LITERATURE

The goals of English education are to teach students to read and to prepare students to participate in society as literate citizens, equipped with the ability to communicate effectively in their communities, in the work place, and in post secondary education. As students progress through their school years, they will become active and involved listeners and will develop a full command of the English language, evidenced by their use of standard English and their rich speaking and writing vocabularies.

The **Tapestry Charter School**'s curriculum for Language Arts and Literature uses The Developmental Studies Center literature-based reading and language arts program (see Attachment #16). The multicultural titles and constructivist approach to learning is an approach to the language arts that accommodates diversity in experience, ability and achievement and gives all students access to high-quality literature. The program provides opportunities to engage each other's thinking about important social, cultural and ethical issues that are relevant to their lives, e.g. through reading of books such as *The Land I Lost* by Hyunh Quang Nhoung, *I Speak English for My Mom* by Muriel Stark, and *Chang's Paper Pony* by Eleanor Coerr. (See *Interdisciplinary Links—Social Studies* for further suggestions). Some of the books are read aloud, so that both good and poor readers have the benefit of thinking about and discussing the stories. In addition to building reading fluency and comprehension, the books and ensuing discussions help to enhance students' understanding of themselves and others, and how such values as responsibility, fairness and concern for others apply in complex human situations. Language arts will be taught at the same time throughout the school. This will enable students to be placed in homogeneous groups according to ability. Students will be able to move vertically into new groups regardless of grade. The time schedule will also allow for peer partnering and mentoring between class groups.

Proficient use of the English language will enable students to explore and articulate the complex issues and ideas encountered in public and personal life. Students will acquire the ability to make full and effective use of the written language in their future educational, occupational and personal endeavors. Performance indicators

for each grade level are organized in four related strands: oral language, reading/literature, writing, and research. Each grade level is preceded by an overview that describes the major concepts and skills that each student will be expected to understand and demonstrate. The performance indicators reflect a balanced instructional program and document a progression of expected achievement in each of the four strands. Performance indicators are organized by grade level because schools are typically organized by grade levels. This organization of standards also reflects the gradual progression in the development of skills.

Oral language includes speaking and listening. In the early grades, students will learn to participate in classroom discussion and class meetings. Over the course of several grade levels, students will learn to prepare and to deliver presentations and to critique them in order to improve delivery. Students' homes and cultural languages are the starting point for all language learning; however, competency in the use of standard English is the goal for all students. Therefore, daily speaking opportunities, both formal and informal, should be a part of every English program.

Our experience as educators has shown that a variety of methods, for visual as well as auditory learners, is important. A combination of phonics, whole language and literature based programs will be utilized. Student learning will be enhanced by computer technology.

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

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

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

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

MULTIPLE INTELLIGENCE: Linguistic

Kindergarten Curriculum:

• printing and recognizing letters, numbers and beginning words • vowel sounds • consonants • punctuation • spelling • penmanship • library skills • letter writing • vocabulary • beginning grammar • reading and writing stories (fables, fairy tales, poems, nursery rhymes, etc.) • multi-cultural literature • contemporary fiction and picture books • journal entries • role playing.

First Grade Curriculum:

• printing and recognizing letters, numbers and beginning words • vowel sounds • consonants • punctuation • spelling • penmanship • library skills • letter writing • vocabulary • beginning grammar • reading and writing stories: fables, fairy tales, poems, nursery rhymes, etc. • multi-cultural literature • contemporary fiction and picture books • journal entries • role playing • reviews • basic story telling • extemporaneous speaking.

Second Grade Curriculum:

• grammar • penmanship • cursive writing • spelling • vocabulary • contractions • prefixes and endings • synonyms • editing • reading • dictionary and reference skills • writing: stories, poems, letters, reports and journal entries • story telling • multicultural literature • folk tales.

Third Grade Curriculum:

• grammar • penmanship • cursive writing • spelling • vocabulary • contractions • prefixes and endings • synonyms • editing • reading • dictionary and reference skills • library skills • public speaking • story telling

• writing: stories, poems, letters, reports and journal entries • writing analysis and discussion of readings • history of speaking and language • different forms of communication • distinguishing fact from fiction • multi-cultural literature • folk tales • biographies and autobiographies • visual displays.

Fourth Grade Curriculum

• grammar • vocabulary • sentence patterns • spelling • critical reading • classical literature • structure of stories and reports • summarizing • personal ancestral reports • journals • autobiographic sketches • study skills • multi-cultural literature • fantasy • historical fiction • contemporary fiction • synthesizing ideas • conclusions and generalizing.

Fifth Grade Curriculum:

• spelling • vocabulary • grammatical diagramming • etymology • critical reading: biographies, short novels, essays, biographies and autobiographies, short stories, fantasy, poetry, historical fiction and nonfiction, multi-cultural literature • literary elements • research skills • speaking exercises • writing: journal entries, observations and descriptions, letters, newsletters.

Sixth Grade Curriculum

• parts of speech • sentence structure • word use • composition • vocabulary • spelling • classical mythology • poetry • historical fiction and nonfiction • biographies and autobiographies • multi-cultural literature • writing: well developed paragraphs, journal entries, poetry, essays, reviews and letters • speaking exercises • research reports.

The performance indicators in the English Language Arts are adapted from Virginia's State Learning Standards, going beyond them in terms of accessibility, clarity, and ease of implementation. New or beginning teachers, as well experienced classroom instructors, will benefit from these precise planning outlines.

English Performance Indicators—Kindergarten

The kindergarten student will be immersed in a literature-rich environment to develop oral language skills and an appreciation for literature. Number words and descriptive vocabulary will be used in math and science activities which require counting, sorting and observing the physical properties of people, places and things. The use of time lines and development of concepts of past and present in history and social science will provide the kindergarten student with opportunities to use words that describe people, places, events and time relationships. The student will recognize and print letters of the alphabet, use basic phonetic principles, identify story elements and communicate ideas through pictures and writing.

Oral Language

1. The student will demonstrate growth in the use of oral language; listen to a variety of literary forms, including stories and poems; participate in choral speaking and recite short poems, rhymes, songs and stories with repeated patterns and participate in creative dramatics The student will begin to discriminate between spoken words and sentences and will substitute words in rhyming patterns.
2. The student will use listening and speaking vocabularies; use number words; use words to describe/name people, places, and things; use words to describe location, size, color and shape; use words to describe actions; ask about words not understood and follow one-step and two-step directions.
3. The student will build oral communication skills; begin to follow implicit rules for conversation (e.g., taking turns and staying on topic); begin to use voice level, phrasing, sentence structure and intonation appropriate for language situation; listen and speak in informal conversations with peers and adults and begin to initiate conversations. The student will participate in discussions about learning.
4. The student will hear, say, and manipulate phonemes (small units of sound) of spoken language; identify orally words which rhyme; sort words orally according

to shared beginning, ending, or medial sounds; blend sounds orally to make words or syllables and divide syllables orally into sounds.

Reading/Literature

5. The student will understand how print is organized and read; how to hold print materials in the correct position and identify the front cover, back cover and title page of a book. The student will follow words from left to right and top to bottom on a printed page; match voice with print, associating oral phonemes and match syllables, words, and phrases with their written forms.
6. The student will demonstrate an understanding that print makes sense, explain that printed materials provide information, identify common signs and logos and read and explain their own writing and drawings.
7. The student will develop an understanding of basic phonetic principles and understand that letters represent sounds. The student will identify beginning consonants in single-syllable words and recognize rhyming words.
8. The student will demonstrate comprehension of stories; use pictures to make predictions about story content; retell familiar stories using beginning, middle, and end; talk about characters, setting and events; use story language in discussions and retellings and identify what an author does and what an illustrator does.
9. The student will identify both uppercase and lowercase letters of the alphabet.
10. The student will print his/her name.
11. The student will draw pictures and/or use letters and phonetically spelled words to write about experiences, stories, people, objects, or events.
12. The student will explore the uses of available technology for reading and writing.

Research

13. The student will begin to ask how and why questions.

The first-grade student will be immersed in a literature-rich environment to develop an awareness of print materials as sources of information and enjoyment. The student will use listening and speaking skills to participate in classroom discussions. The student will use a variety of strategies to read new words and will read familiar selections aloud with fluency and expression. The student will continue to develop an understanding of character, setting, theme, and story sequence in a variety of classic and contemporary storybooks. Understanding the main idea and sequence of events in a story are important comprehension skills that will be applied in math, science history and social science. Students will complete number patterns to follow directions for simple experiments and will study people, cultures, and important traditions of our country and other countries. The student will demonstrate comprehension of fiction and nonfiction through classroom discussion and will begin to communicate ideas in writing.

Oral Language

1. The student will continue to demonstrate growth in the use of oral language; listen and respond to a variety of media, including books, audiotapes, videos, and other age-appropriate publications; tell and retell stories and events in logical order; participate in a variety of oral language activities and be able to express ideas orally in complete sentences.
2. The student will continue to expand and use listening and speaking vocabularies, increase oral descriptive vocabulary, begin to ask for clarification and explanation of words and ideas, give and follow simple two-step oral directions, use singular and plural nouns and begin to use compound words in oral communication.
3. The student will adapt or change oral language to fit the situation, initiate conversation with peers and adults, follow rules for conversation, use appropriate voice level in small-group settings and ask and respond to questions in small-group settings.
4. The student will orally identify and manipulate phonemes (small units of sound) in syllables and multi-syllable words, count phonemes (sounds) in syllables or words with a minimum of three syllables and add or delete phonemes (sounds) orally to change syllables or words. The student will create rhyming words orally and blend sounds to make word parts and words with one to three syllables.

Reading/Literature

5. The student will apply knowledge of how print is organized and read, read from left to right and top to bottom, match spoken words with print and identify letters, words, and sentences.
6. The student will apply phonetic principles to reading. The student will use beginning and ending consonants in decoding single-syllable words, use vowel sounds in decoding single-syllable words, blend beginning, middle, and ending sounds to recognize and read words and will use word patterns.
7. The student will use meaning clues when reading. The student will use pictures as well as knowledge of the story and topic to read words. The student will reread and self-correct.
8. The student will use language structure when reading. The student will use knowledge of sentence structure to read words. The student will reread and self-correct.
9. The student will integrate phonetic strategies, meaning clues, and language structure when reading; preview the selection; set a purpose for reading and read with accuracy and self-correct when necessary.
10. The student will read familiar stories, poems, or passages with fluency and expression.
11. The student will read and comprehend a variety of fiction and nonfiction selections, relate previous experiences to what is read, make predictions about content, ask and answer questions about what is read, identify characters and setting and retell stories and events using beginning, middle, and end. The student will identify the theme or main ideas and will write about what is read.

Writing

12. The student will write to communicate and generate ideas; use descriptive words when writing about people, places, things, and events; use complete sentences in final copies; begin each sentence with a capital letter and use ending punctuation in final copies and use correct spelling for frequently used words and phonetically regular words in final copies. Students will share writing with others and will use available technology.
13. The student will print legibly, form letters and space words and sentences.

Research

14. The student will alphabetize words according to the first letter, use a picture dictionary to find meanings of unfamiliar words and make a personal dictionary or word list to use in writing.

English Performance Indicators—Grade Two

Reading continues to be a priority in second grade. The student will be immersed in a literature-rich environment, filled with classical and contemporary fiction and, to the extent feasible, nonfiction selections which relate to all areas of learning and interest. The student will be able to speak and listen effectively in classroom discussions, use a combination of strategies when reading, and read with comprehension. Comprehension strategies will be applied in all subjects, as students are asked to identify main ideas, to make and confirm predictions, and to formulate questions about learning. In history and social science, students will use oral and written communication skills to describe the geography and government of their communities and to explain notable contributions of historic individuals and groups of people throughout the world by retelling stories and myths of heroes. The student will write stories, letters, and simple explanations, apply simple grammatical principles to writing and locate information in reference materials.

Oral Language

1. The student will demonstrate an understanding of oral language structure. Students will create oral stories to share with others, create and participate in oral dramatic activities, use correct verb tenses in oral communication and use increasingly complex sentence structures in oral communication.
2. The student will continue to expand listening and speaking vocabularies by using words that reflect a growing range of interests and knowledge. The student will clarify and explain words and ideas orally, give and follow oral directions with three or four steps and identify and use synonyms and antonyms in oral communication.
3. The student will use oral communication skills. Oral language will be used for different purposes: to inform, to persuade, and to entertain. Students will share stories or information orally with an audience, participate as a contributor and leader in a group and paraphrase information shared orally by others.

Reading/Literature

4. The student will use phonetic strategies when reading and writing, use knowledge of consonants and consonant blends in words and use knowledge of common vowel patterns.
5. The student will use meaning clues when reading including pictures, diagrams and information in the story to read words. Titles and headings will be used.
6. When reading, the student will use language structure, knowledge of prefixes and suffixes, knowledge of contractions and singular possessives, knowledge of simple abbreviations and knowledge of story structure and sequence.
7. The student will read fiction, nonfiction, and poetry using a variety of strategies independently. The student will preview the selection, set purpose for reading and use pictures, phonics, meaning clues, and language structure. Students will reread and self-correct when necessary.
8. The student will demonstrate comprehension of fiction and nonfiction selections. The student will relate previous experiences to the topic, read to confirm predictions and locate information to answer questions. Students will paraphrase information found in nonfiction materials, describe characters and setting in fiction selections and poetry, explain the problem, solution, or central idea and write about what is read.

Writing

9. The student will write stories, letters, and simple explanations; generate ideas before writing; organize writing to include a beginning, middle, and end and revise writing for clarity. Available technology will be used.
10. The student will edit final copies for grammar, capitalization, punctuation, and spelling; use declarative, interrogative, and exclamatory sentences; capitalize all proper nouns and words at the beginning of sentences and use correct spelling for frequently used words.

Research

11. The student will locate information in reference materials, use a table of contents, examine pictures and charts and use dictionaries and indices. Available technology will be used.

English Performance Indicators—Grade Three

Reading continues to be a priority in third grade. Students will read a variety of literature, with an emphasis on classical as well as contemporary works. The student will use effective communication skills in group activities and will present brief oral reports. Comprehension strategies will be applied in all subjects, such as reading and solving word problems in math, investigating a broad array of scientific concepts, and comparing important people and events from the time of earliest civilizations to settlement of the New World. The student will plan, draft, revise, and edit stories, simple explanations, and short reports. In addition, the student will gather and use information from print and non-print sources. The student also will write legibly in cursive.

Oral Language

1. The student will use effective communication skills in group activities, listen attentively by making eye contact facing the speaker, asking questions and paraphrasing what is said. Students will ask and respond to questions from teachers and other group members and explain what has been learned.
2. The student will present brief oral reports speaking clearly, using appropriate volume and pitch and speaking at an understandable rate. Ideas will be organized sequentially or around major points of information with the use of clear and specific vocabulary to communicate ideas.

Reading/Literature

3. The student will apply word-analysis skills when reading and writing, and will use knowledge of less common vowel patterns and homophones.
4. The student will use strategies to read a variety of printed materials (nonfiction, fiction, poetry). The student will preview and use text formats, set a purpose for reading and apply meaning clues, language structure and phonetic strategies. Students will reread and self-correct when necessary.
5. The student will demonstrate comprehension of a variety of printed materials, set a purpose for reading, make connections between previous experiences and reading selections, make, confirm, or revise predictions, ask and answer questions. Students will compare and contrast settings, characters, and events, organize information or events logically and use information to learn about new topics.
6. The student will continue to read a variety of fiction and nonfiction selections. Students will identify the characteristics of folk tales, identify the characteristics of biographies and autobiographies, compare and contrast the characters described in two folk tales and compare and contrast the lives of two persons as described in biographies and/or autobiographies.

Writing

7. The student will write descriptive paragraphs. Students will develop a plan for writing, focus on a central idea, group related ideas and include descriptive details that elaborate the central idea. The student will revise writing for clarity and edit final copies for grammar, capitalization, punctuation and spelling.
8. The student will write stories, letters, simple explanations, and short reports across all content areas. The student will use a variety of planning strategies, organize information according to the type of writing, revise writing for specific vocabulary and information and edit final copies for grammar, capitalization, punctuation, and spelling. Available technology will be used.
9. The student will write legibly in cursive.

Research

10. The student will record information from print and nonprint resources. The student will use dictionaries, encyclopedias, and other reference books as well as videos, interviews, and cassette recordings. Available technology will be used.

English Performance Indicators—Grade Four

Students will read classics and contemporary literature by a variety of authors. A significant percentage of reading material will relate to the study of math, science, history and social science. The student will use text organizers, summarize information, and draw conclusions to demonstrate reading comprehension. Reading, writing, and reporting skills support an increased emphasis on content-area learning and on utilizing the resources of the media center, especially to locate and read primary sources of information (speeches and other historical documents) related to the study of U.S. history. Students will plan, write, revise, and edit narratives and explanations. The student will routinely use information resources and word references while writing.

Oral Language

1. The student will use effective oral communication skills in a variety of settings. Students will present accurate directions to individuals and small groups, contribute to group discussions, seek the ideas and opinions of others and begin to use evidence to support opinions.
2. The student will make and listen to oral presentations and reports. The student will use subject-related information and vocabulary, listen to and record information and organize information for clarity.

Reading/Literature

3. The student will read and learn the meanings of unfamiliar words through use and knowledge of word origins; synonyms, antonyms, and homonyms; and multiple meanings of words. The student will use word-reference materials including the glossary, dictionary, and thesaurus.
4. The student will read fiction and nonfiction, including biographies and historical fiction; explain the author's purpose; describe how the choice of language, setting, and information contributes to the author's purpose and compare the use of fact and fantasy in historical fiction with other forms of literature. The student will explain how knowledge of the lives and experiences of individuals in history can relate to individuals who have similar goals or face similar challenges.
5. The student will demonstrate comprehension of a variety of literary forms. Students will use text organizers such as type, headings, and graphics to predict and categorize information; formulate questions that might be answered in the selection; make inferences using information from texts. The student will paraphrase content of selection, identifying important ideas and providing details for each important idea and will describe the relationship between content and previously learned concepts or skills.

Write about what is read

6. The student will read a variety of poetry, describe the rhyme scheme (approximate, end, and internal), identify the sensory words used and their effect on the reader and write rhymed, unrhymed, and patterned poetry.

Writing

7. The student will write effective narratives and explanations focusing on one aspect of a topic. The student will develop a plan for writing, organize writing to convey a central idea, write several related paragraphs on the same topic and utilize elements of style including word choice, tone, voice and sentence variation. Students will edit final copies for grammar, capitalization, punctuation, and spelling using available technology.
8. The student will edit final copies of writings paying particular attention to use of subject-verb agreement, avoiding double negatives, use of pronoun "I" correctly in compound subjects, along with use of commas in series, dates and addresses.

Research

9. The student will use information resources to research a topic. The student will construct questions about a topic, collect information using the resources of the media center and evaluate and synthesize information for use in writing. Available technology will be used.

English Performance Indicators—Grade Five

The fifth-grade student will continue to increase communication skills in learning activities and will use a variety of resources to prepare presentations. The student will plan, write, revise and edit writings to describe, to entertain, and to explain. The student will continue to develop an appreciation for literature and build a storehouse of literary experiences and images through careful reading of selections from fiction, nonfiction, and poetry. Students will be introduced to documents and speeches that are important in the study of American history. The student will read texts in all subjects and will derive information to answer questions, generate hypotheses, make inferences, support opinions, confirm predications and formulate conclusions.

Oral Language

1. The student will listen, draw conclusions, and share responses in subject-related group learning activities. The student will participate in and contribute to discussions across content areas, organize information to present reports of group activities and summarize information gathered in group activities.
2. The student will use effective nonverbal communication skills. The student will maintain eye contact with listeners; use gestures to support, accentuate, or dramatize verbal message; use facial expressions to support or dramatize verbal message and use posture appropriate for communication setting.
3. Students will make planned oral presentations. The student will determine appropriate content for audience, organize content sequentially or around major ideas, summarize main points before or after presentation and incorporate visual aids to support the presentation.

Reading/Literature

4. The student will read and learn the meanings of unfamiliar words using knowledge of both root words, prefixes, and suffixes as well as a dictionary, glossary, thesaurus, and other word-reference materials
5. The student will read a variety of literary forms, including fiction, nonfiction, and poetry. Students will describe character development in fiction and poetry selections, describe the development of plot and explain how conflicts are resolved, describe the characteristics of free verse, rhymed and patterned poetry and describe how the author's choice of vocabulary and style contribute to the quality and enjoyment of selections.
6. The student will demonstrate comprehension of a variety of literary forms. The student will use text organizers such as type, headings and graphics to predict and categorize information in informational texts; locate information to support opinions, predictions, and conclusions; identify cause-and-effect relationships; prioritize information according to purpose of reading and write about what is read.

Writing

7. The student will write for a variety of purposes to describe, to inform, to entertain, and to explain. The student will choose planning strategies for various writing

purposes, organize information, use vocabulary effectively, vary sentence structure, revise writing for clarity. The student will edit final copies for grammar, capitalization, spelling, and punctuation, and especially for the use of possessives and quotation marks.

Research

8. The student will synthesize information from a variety of resources. Students will skim materials to develop a general overview of content or to locate specific information; develop notes that include important concepts, paraphrases, summaries, and identification of information sources and organize and record information on charts, maps, and graphs. The student will use available electronic databases to access information and will credit secondary reference sources.

English Performance Indicators—Grade Six

The sixth-grade student will be a reflective participant in classroom discussions. The student will present personal opinions and understand differing points of view, distinguish between fact and opinion and analyze the effectiveness of group communication skills. The student will read a variety of fiction and nonfiction independently for appreciation and comprehension, including a significant number of classic works. Analysis of scientific explanations and comparison of math data sets will require application of critical reading and reasoning skills. Students will read and review primary and secondary source informational texts in the study of American history. The student also will plan, draft, revise and edit narratives, descriptions, and explanations with attention to composition and style, as well as sentence formation, usage, and mechanics. In addition, writing will be used as a tool for learning academic concepts and available technology will be used as appropriate.

Oral Language

1. The student will analyze oral participation in small-group activities, communicate as leader and contributor, evaluate his/her own contributions to discussions, summarize and evaluate group activities and analyze the effectiveness of participant interactions.
2. The student will listen critically and express opinions in oral presentations. The

student will distinguish between facts and opinions, compare and contrast points of view and present a convincing argument.

Reading/Literature

3. The student will read and learn the meanings of unfamiliar words using knowledge of word origins and derivations and word-reference materials.
4. The student will read a variety of fiction (realistic, fantasy, historical, and biographical) and nonfiction (expository and argumentative). The student will use his/her knowledge of literary forms to aid comprehension and predict outcomes. Students will describe how authors' styles elicit emotional responses from the reader, distinguish between first-and third-person point of view, compare and contrast authors' styles and explain how character and plot development are used in a selection to support a central conflict or story line.
5. The student will demonstrate comprehension of a variety of selections. The student will identify questions to be answered, make, confirm or revise predictions as needed, use context clues to read unfamiliar words and draw conclusions and make inferences based on explicit and implied information. Students will organize information for use in written and oral presentations and compare and contrast information about one topic contained in different selections.
6. The student will read and write a variety of poetry. The student will describe the visual images created by language, describe how word choice, speaker and imagery elicit a response from the reader and compare and contrast plot and character development in narrative poems, short stories and longer fiction selections.

Writing

7. The student will write narratives, descriptions, and explanations using a variety of planning strategies to generate and organize ideas. The student will establish central idea, organization, elaboration, and unity; select vocabulary and information to enhance the central idea, tone, and voice; expand and embed ideas by using modifiers, standard coordination, and subordination in complete sentences. The student will revise writing or clarity, edit final copies for correct use of language (i.e. subject-verb and pronoun-antecedent agreement,

consistent tense inflections, and adverb and adjective usage) and edit final copies for writing mechanics (i.e. format, capitalization, punctuation, and spelling).

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8. The student will use writing as a tool for learning in all subjects. Students will make lists, paraphrase what is heard or read, summarize what is heard or read, hypothesize, connect knowledge within and across disciplines and synthesize information to construct new concepts.

Research

9. The student will select the best sources for a given purpose including atlases, dictionaries, globes, interviews, telephone directories, encyclopedias, electronic databases, and the Reader's Guide.

In other classes, Language Arts an be used in the following ways:

Science and Technology:

- Students use multi media sources such a CD-ROM to report on animals, minerals, the environment and other science topics. They should also use reference books from the library.

Mathematics and Social Studies:

- In early grades, number-related picture books can be read aloud to students.
- Read books about other mathematical systems, for example Egyptian or Roman numerals. • Students should read an write extensively about historical figures and events, creating original theses and supporting arguments.

Health & Home Economics:

- Students can write about their feelings on issues such as conflict resolution, anger and adolescence.

Physical Education:

- Learn and play games from other cultures. • Students will create work-out plans and explain what their nutritional needs are in relation to the plans. they will also outlie their reasoning behind the plans they create.

The Arts:

- Students write and illustrate their own books. • Read biographies of famous artists
- Study of poetry, plays and theater in language Arts class to delineate the use of literary mechanisms in the writing and reading styles of the works. Students should understand the power of words and their artistic applications in both formal and informal settings. • Keep journals on a daily basis. • Take field trips to local theatre performances.

The Tapestry Charter School will encourage the parents/guardians and families of our students to contribute their knowledge, talents and cultural heritage through workshops and informal presentations. This is an important part of creating **Community Connections** within our own school community.

Students will receive instruction from local writers and poets through the **Just Buffalo Literary Society**, which offers workshops to public school students.

Writers from the **Buffalo News** will provide classroom instruction to students on the elements of a newspaper, including creating a classroom/school newspaper.

Students will visit the **Buffalo and Erie County Library** and will each have his or her own library card.

The Developmental Studies Center offers **Homeside Activities** for families as a way of enhancing classroom instruction.

Through the **Chamber of Commerce** students will have the opportunity to be pen pals with children in Buffalo's sister cities Kanazawa, Japan and Dortmund, Germany.

Students will attend performances at a variety of locally run theatre companies in the heart of Buffalo and learn about the art of theatre: **African-American Cultural Center/Paul Robeson Theatre, Alleyway Theatre, Irish Classical Theatre, Kavinoky Theatre, Pfeifer Theatre, Studio Arena Theatre, Theatre of Youth(TOY), Ujima Company.** Study guides relating to various productions will be shared with teachers and students when available.

Tapestry Charter School will develop artists in residence programs and workshops through **Young Audiences of Western New York, Inc.** The mission of this organization is to make the arts a part of young people's education. (see attached catalog for comprehensive, description of available programs). **Young Audiences of Western New York** artists have incorporated many of the New York State Standards' goals into their performances and workshops.

Sample Programs include:

Mr. Tisdale uses stories and poems from many lands to help children accept and feel comfortable with others whose ethnic backgrounds are different from their own (Pre-K - 12)

Susan Dix-Hannen

Writer and visual artist Susan Dix-Hannen has been teaching creative writing and journal making in Western New York for nearly twenty years. Her workshops encourage students to express themselves with both words and images. Using photographs, drawings, found objects, family stories, poems and personal memorabilia, students create a portrait of themselves and their place in the world. Using a variety of bookmaking techniques, students can make scrapbooks, nature journals, storybooks and albums from simple materials and found objects.(K-12)

Please see attached catalogs for complete listings.

MATHEMATICS

Throughout a student's mathematics schooling from kindergarten through sixth grade, specific content strands or topics are included. These content strands are **Number and Number Sense; Computation and Estimation; Measurement; Geometry; Probability and Statistics; and Patterns, Functions, and Algebra**. The performance indicators for each strand progress in complexity at each grade level. The performance indicators are not intended to encompass the entire curriculum for a given grade level or course or to prescribe how the content should be taught.

Teachers are encouraged to go beyond the standards and to select instructional strategies and assessment methods appropriate for their students' goals. Students today require stronger mathematical knowledge and skills to pursue higher education, to compete in a technologically oriented workforce, and to be informed citizens. Students must gain an understanding of fundamental ideas in arithmetic, measurement, geometry, probability, data analysis and statistics, and algebra and functions, and develop proficiency in mathematical skills.

In addition, students must learn to use a variety of methods and tools to compute, including paper and pencil, mental arithmetic, estimation, and calculators. Graphing utilities, spreadsheets calculators, computers, and other forms of electronic information technology are now standard tools for mathematical problem solving in science, engineering, business and industry, government, and practical affairs. Hence, the use of technology must be an integral part of teaching and learning. However, facility in the use of technology shall not be regarded as a substitute for a student's understanding of quantitative concepts and relationships or for proficiency in basic computations.

Please note the computer/technology performance indicators following the grade five standards. The teaching of these skills should be the shared responsibility of teachers of all disciplines.

The content of the mathematics performance indicators is intended to support the following four goals for students:

(1) becoming mathematical problem solvers,

(2) communicating mathematically,

(3) reasoning mathematically, and

(4) making mathematical connections.

Problem solving students will apply mathematical concepts and skills and the relationships among them to solve problem situations of varying complexities. Students also will recognize and create problems from real-life data and situations within and outside mathematics and then apply appropriate strategies to find an acceptable solution. To accomplish this goal, students will need to develop a repertoire of skills and strategies for solving a variety of problem types. A major goal of the mathematics program is to help students become competent mathematical problem solvers.

The **Tapestry Charter School**'s mathematics curriculum will also utilizes a cooperative approach to mathematics and social development, incorporating the Developmental Studies Center's Number Power Program. The curriculum will employ hands-on materials and teaching techniques and develop appropriate cooperative skills through paired and group activities. Mathematics shall be scheduled for all grades concurrently to allow students to be grouped according to ability and interest.

NEW YORK STATE STANDARDS: Mathematics, Sciences, and Technology (M/S/T)

STANDARD 1: Students will use mathematical analysis, scientific inquiry, and engineering design, as appropriate, to pose questions, seek answers, and design solutions.

STANDARD 2: Students will use a full range of information systems, including computers to process information and to network with different school and community resources, such as libraries, people, museums, business, industry, and government agencies.

STANDARD 3: Students will demonstrate understanding of scientific concepts, principles, and theories pertaining to the physical setting and living environment and recognize the historical development of these ideas.

STANDARD 4: Students will apply technological knowledge and skills to design, construct, use, and evaluate products and systems compatible with human and environmental needs.

STANDARD 5: Students will understand and use basic mathematical ideas, including logic, number sense and numeration concepts, operations on numbers, geometry, measurement, probability and statistics, algebra, and trigonometry; and be familiar with

their uses and application in the real world through problem solving, experimentation, validation, and other activities.

STANDARD 6: Students will understand the relationships among mathematics, science, and technology, recognize the recurring themes that connect them, and apply those themes to other areas of learning and performance.

STANDARD 7: Students will apply the knowledge and thinking skills of mathematics, science, and technology to address real-life problems and make informed decisions.

MULTIPLE INTELLIGENCE: Logical-Mathematical & Spatial

Kindergarten Curriculum:

• Counting • sorting • ordinals • comparisons • puzzles • following recipes
• halving • size and classifications • sets • beginning addition and subtraction
• geometric shapes • geometric solids • measurements • symmetry • money
• patterns • time • dates • story problems • beginning fractions
• introduction to computers.

First Grade Curriculum:

• Counting • sorting • ordinals • comparisons • puzzles • following recipes
• halving • size and classifications • sets • beginning addition and subtraction
• beginning multiplication and division • geometric shapes • sides and angles
• geometric solids • measurements • symmetry • creating graphs and charts
• data collection • money • patterns • time • dates • story problems
• estimating • beginning fractions • introduction to computers.

Second Grade Curriculum:

• Time • data and charts • rates • fractions • addition • subtraction
• multiplication • division • decimals • percent • measurement • negative numbers • parallels and perpendiculars • rounding • story problems
• word problems • brain teasers • geometry • scales • metric system

• weights and liquids • estimates • 3D shapes • planes • angles • polygons
• circles • spreadsheets • relationships • computer.

Third Grade Curriculum:

• Time • data and charts • rates • fractions • addition • subtraction • multiplication • division • decimals • percent • measurement • worth • predictions • writing checks and making change • negative numbers • parallels and perpendiculars • rounding • story problems • word problems • brain teasers • geometry • scales • metric system • weights and liquids • estimates • 3D shapes • planes • angles • polygons • circles • spreadsheets • relationships • computer.

Fourth Grade Curriculum:

• Algorithms • story problems • angles • area • polygons • fraction and decimal arithmetic • common factors • division • rounding • finding information to solve a problem • estimating • graphs and charts • basic statistics • lines and angles • probability • computer theory • basic technology • keyboard skills.

Fifth Grade Curriculum:

• Scales and graphs • perimeters • multiplication • division • volume • ratio • square roots • geometric formulae • primes • factors • infinity • probability experimentation • angles • 3D shapes • computer graphics • simple databases and spreadsheets.

Sixth Grade Curriculum:

• Statistical terms • circumference and pi • probability • formulas • series • exponents • story problems • variables • geometry formulae and theories • exploring basic operation and their properties • developing problem solving techniques • strengthen basic skills • fractions • decimals • ratios • proportions • data analysis • number theory • graph and charting projects.

The performance indicators in Math/Science/Technology are adapted from Virginia's State Learning Standards, going beyond them in terms of accessibility, clarity, and ease of implementation. New or beginning teachers, as well experienced classroom instructors, will benefit from these precise planning outlines.

Mathematics Performance Indicators—Kindergarten

The kindergarten performance indicators place emphasis on counting; combining, sorting, and comparing sets of objects; recognizing and describing simple patterns; and recognizing shapes and sizes of figures and objects. While learning mathematics, students will be actively engaged, using concrete materials and appropriate technologies such as calculators and computers. However, facility in the use of technology shall not be regarded as a substitute for a student's understanding of quantitative concepts and relationships or for proficiency in basic computations. Mathematics has its own language, and the acquisition of specialized vocabulary and language patterns is crucial to a student's understanding and appreciation of the subject. Instruction in the process of problem solving will be integrated early and continuously into each student's mathematics education. Students must be helped to develop a wide range of skills and strategies for solving a variety of problem types.

Number and Concept Operation

1. The student, given two sets containing 10 or fewer concrete items, will identify and describe one set as having more, fewer, or the same number of members as the other set, using the concept of 1 to 1 correspondence.
2. The student, given a set containing nine or fewer concrete items, will tell how many are in the set by counting the number of items orally; select the corresponding numeral from a given set; and trace over the numeral using tactile materials (e.g., sand, sandpaper, carpeting, or finger paint). The student will investigate and recognize patterns from counting by fives and tens, using concrete objects.
3. The student will count forward to 20 and backward from 10.
4. The student will determine the value of a collection of pennies, using pennies or models.

Approach to Mathematical Thinking

5. The student will add and subtract whole numbers using up to 10 concrete items.
6. The student, given a familiar problem situation involving magnitude, will select a reasonable magnitude from three given quantities: a one-digit numeral, a two-digit numeral, and a three-digit numeral (e.g., 5, 50, and 500); and explain the reasonableness of his/her choice.

Measurement

7. The student will recognize a penny, nickel, dime, and quarter. The student will identify the instruments used to measure length (ruler), weight (scale), time (clock: digital and analog; calendar: day, month, and season), and temperature (thermometer).
8. The student will tell time by the hour using an analog or digital clock.
9. The student will compare two objects or events, using direct comparisons or nonstandard units of measure, according to one or more of the following attributes: length (shorter, longer), height (taller, shorter), weight (heavier, lighter), temperature (hotter, colder). Examples of nonstandard units include foot length, hand span, new pencil, paper clip, block, etc.

Geometry and Spatial Relations

10. The student will identify, describe, and make plane geometric figures (circle, triangle, square and rectangle).
11. The student will identify representations of plane geometric figures (circle, triangle, square and rectangle), regardless of their position and orientation in space.
12. The student will compare the size (larger/smaller) and shape of plane geometric figures (circle, triangle, square, and rectangle).

Probability and Statistics

13. The student will gather data relating to familiar experiences by counting and tallying.
14. The student will display objects and information, using object and pictorial graphs and tables.
15. The student will investigate and describe the results of dropping a two-colored counter or using a multicolored spinner.

Patterns and Relationships

16. The student will sort and classify objects according to similar attributes (size, shape, and color).
17. The student will identify, describe, and extend a repeating relationship (pattern) found in common objects, sounds, and movements.

Mathematics Performance Indicators—Grade One

The first-grade performance indicators introduce the idea of fractions and continue the development of sorting and patterning skills. In first grade, students will learn the basic addition facts through the fives table and the corresponding subtraction facts. Students also will draw and describe certain two-dimensional figures and use nonstandard units to measure length and weight. While learning mathematics, students will be actively engaged, using concrete materials and appropriate technologies such as calculators and computers. Mathematics has its own language, and the acquisition of specialized vocabulary and language patterns is crucial to a student's understanding and appreciation of the subject. Students will be encouraged to use correctly the concepts, skills, symbols, and vocabulary identified in the following set of performance indicators.

Concept and Operation

1. The student will count objects in a given set containing between 10 and 100 objects and write the corresponding numeral.
2. The student will group concrete objects by ones and tens to develop an understanding of place value.
3. The student will count by twos, fives, and tens to 100.
4. The student will recognize and write numerals 0 through 100.
5. The student will identify the ordinal positions first through tenth, using an ordered set of objects.
6. The student will identify and represent the concepts of one-half and one-fourth, using appropriate materials or a drawing.
7. The student will count a collection of pennies, a collection of nickels, and a collection of dimes whose total value is 100 cents or less.

Approach to Mathematical Thinking

8. The student will recall basic addition facts, sums to 10 or less, and the corresponding subtraction facts.
9. The student will solve story and picture problems involving one-step solutions, using basic addition and subtraction facts.

Measurement

10. The student will identify the number of pennies equivalent to a nickel, a dime, and a quarter.
11. The student will tell time to the half-hour, using an analog or digital clock.
12. The student will use nonstandard units to measure length and weight.
13. The student will compare the volumes of two given containers by using concrete materials (e.g., jelly beans, sand, water, and rice).
14. The student will compare the weight of two objects using a balance scale

Geometry and Spatial Relations

15. The student will describe the proximity of objects in space (near, far, close by, below, up, down, beside, and next to).
16. The student will draw and describe triangles, squares, rectangles, and circles according to number of sides, corners, and square corners.
17. The student will identify and describe objects in his/her environment that depict geometric figures: triangle, rectangle, square and circle.

Probability and Statistics

18. The student will investigate, identify, and describe various forms of data collection in his/her world (e.g., recording daily temperature, lunch count, attendance, and favorite ice cream).
19. The student will interpret information displayed in a picture or object graph using the vocabulary: more, less, fewer, greater than, and less than.

Patterns and Relationships

20. The student will sort and classify concrete objects according to one or more attributes, including color, size, shape, and thickness.
21. The student will recognize, describe, extend, and create a wide variety of patterns, including rhythmic, color, shape, and numeric. Patterns will include both growing and repeating patterns. Students will use concrete materials and calculators.

Mathematics Performance Indicators—Grade Two

The second-grade performance indicators extend the study of number and spatial sense to include three-digit numbers and three-dimensional figures. Students will continue to learn and use the basic addition facts through the nines table and the corresponding subtraction facts. Students will also begin to estimate and make measurements. While learning mathematics, students will be actively engaged, using concrete materials and appropriate technologies such as calculators and computers. Students should be encouraged to use correctly the concepts, skills, symbols, and vocabulary identified in the following set of performance indicators.

Concept and Operation

1. The student will identify the place value of each digit in a three-digit numeral, using numeration models.
2. The student will compare two whole numbers between 0 and 999, using symbols and words (>, <, or =, "greater than", "less than" or "equal to").
3. The student will identify the positions first through twentieth, using an ordered set of objects.
4. The student will identify the part of a set and/or region that represents one-half, one- third, one-fourth, one-eighth, and one-tenth and write the corresponding fraction.
5. The student will count by twos and fives to 100 and by threes and fours to 96 using mental mathematics, paper and pencil, hundred chart, calculators, and/or concrete objects.

Approach to Mathematical Thinking

6. The student will recall basic addition facts, sums to 18 or less, and the corresponding subtraction facts.
7. The student, given two whole numbers whose sum is 99 or less, will estimate the sum; and find the sum using various methods of calculation (mental computation, concrete materials, and paper and pencil).
6. The student, given two whole numbers each 99 or less, will estimate the difference; and find the difference using various methods of calculation (mental computation, concrete materials, and paper and pencil).
9. The student will solve addition and subtraction problems using data from simple charts and picture graphs. Problems will require a one-step solution.
10. The student, given a simple addition or subtraction fact, will recognize and describe the related facts which represent and describe the inverse relationship between addition and subtraction (e.g., 3 + = 7, + 3 = 7, 7 - 3 = , and 7 - = 3).
11. The student will count, compare, and make change, using a collection of coins and one-dollar bills; and identify the correct usage of the cent symbol (¢), dollar symbol ($), and decimal point (.).

Measurement

12. The student will estimate and then use a ruler to make linear measurements to the nearest centimeter and inch, including the distance around a polygon (determine perimeter).
13. The student, given grid paper, will estimate and then count the number of square units needed to cover a given surface (determine area).
14. The student will estimate and then count the number of cubes in a rectangular box (determine volume).
15. The student will estimate and then determine weight/mass of familiar objects in pounds and/or kilograms, using a scale.
16. The student will tell and write time to the quarter hour, using analog and digital clocks.
17. The student will use actual measuring devices to compare metric and U.S. Customary units (cups, pints, quarts, gallons, and liters) for measuring liquid volume, using the concepts of more, less, and equivalent.

Geometry and Spatial Relations

18. The student will identify and describe a cube, rectangular solid, sphere, cylinder, and cone, according to the number and shape of faces, edges, bases and corners.
19. The student will identify and create figures, symmetric along a line, using various concrete materials.
20. The student will compare and contrast plane and solid geometric shapes (circle/sphere, square/cube, triangle/pyramid, and rectangle/rectangular solid).

Probability and Statistics

21. The student will read, construct, and interpret a simple picture and bar graph.
22. The student, given a calendar, will determine past and future days of the week and identify specific dates.
23. The student will record data from experiments using spinners and colored tiles/cubes and use the data to predict which of two events is more likely to occur if the experiment is repeated.

Patterns and Relationships

24. The student will complete a sequence of 10 or fewer consecutive whole numbers 0 through 999.
25. The student will identify, create, and extend a wide variety of patterns using symbols and objects.
26. The student will solve problems by completing a numerical sentence involving the basic facts for addition and subtraction. Examples include: 3 + = 7 or 9 - = 2. Students will create story problems using the numerical sentences.

Mathematics Performance Indicators—Grade Three

The third-grade performance indicators place emphasis on using a variety of methods to solve problems involving addition and subtraction of whole numbers. Students also will learn the multiplication and division facts through the nines table. Concrete materials will be used to introduce addition and subtraction with fractions and decimals and the concept of probability as chance. While learning mathematics, students will be actively engaged, using concrete materials and appropriate technologies such as calculators and computers.

Concept and Operation

1. The student will read and write six-digit numerals and identify the place of value for each digit.
2. The student will round a whole number, 999 or less, to the nearest ten and hundred.
3. The student will compare two whole numbers between 0 and 9,999, using symbols (>, <, or =) and words ("greater than," "less than," or "equal to").
4. The student will recognize and use the inverse relationships between addition/subtraction and multiplication/division to complete basic fact sentences. Students will use these relationships to solve problems such as 5 + 3 = 8 and 8 - 3 = .
5. The student will name and write the fractions represented by drawings or concrete materials and represent a given fraction, using concrete materials and symbols.
6. The student will compare the numerical value of two fractions having like and unlike denominators, using concrete materials.
7. The student will read and write decimals expressed as tenths and hundredths, using concrete materials.

Approach to Mathematical Thinking

8. The student will solve problems involving the sum or difference of two whole numbers, each 9,999 or less, with or without regrouping, using various computational methods, including calculators, paper and pencil, mental computation, and estimation.
9. The student will recall the multiplication and division facts through the nines table.
10. The student will create and solve problems that involve multiplication of two whole numbers, one factor 99 or less and the second factor 5 or less.
11. The student will add and subtract with proper fractions having like denominators of 10 or less, using concrete materials.
12. The student will add and subtract with decimals expressed as tenths, using concrete materials and paper and pencil.
13. The student will determine by counting the value of a collection of bills and coins up to $5.00, compare the value of the coins or bills, and make change.

Measurement

14. The student will estimate and then use actual measuring devices with metric and U.S. Customary units to measure length (inches, feet, yards, centimeters and meters); liquid volume (cups, pints, quarts, gallons, and liters); and weight/mass (ounces, pounds, grams, and kilograms).
15. The student will tell time to the nearest five-minute interval and to the nearest minute, using analog and digital clocks.
16. The student will identify equivalent periods of time, including relationships among days, months, and years, as well as minutes and hours.
17. The student will read temperature, to the nearest degree, from a Celsius thermometer and a Fahrenheit thermometer. Real thermometers and physical models of thermometers will be used.

Geometry and Spatial Relations

18. The student will analyze plane and solid geometric figures (square, rectangle, triangle, cube, rectangular solid, and cylinder) and identify relevant properties, including the number of corners, square corners, the shape of faces, and edges.
19 The student will identify and draw representations of line segments and angles, using a ruler or straight edge.
20. The student, given appropriate drawings or models, will identify and describe congruent and symmetrical two-dimensional figures, using tracing procedures.

Probability and Statistics

21. The student, given grid paper, will collect data on a given topic of his/her choice and construct a bar graph showing the results. A title and key will be included.
22. The student will read and interpret data represented in bar and picture graphs.
23. The student will investigate and describe the concept of probability as chance, and list possible results of a given situation.

Patterns and Relationships

24. The student will recognize and describe patterns formed using concrete objects, tables, and pictures and extend the pattern.
25. The student will analyze a given pattern formed using concrete objects and pictures and then create a pattern with the same attributes.

The fourth-grade performance indicators place emphasis on division with whole numbers and solving problems involving addition and subtraction of fractions and decimals. Students will continue to learn and use the basic multiplication facts as they become proficient in multiplying larger numbers. Students also will refine their estimation skills for computations and measurements and investigate the relationships between and among points, lines, segments, and rays. Concrete materials will be used to solve problems involving perimeter, patterns, and probability.

While learning mathematics, students will be actively engaged, using concrete materials and appropriate technologies such as calculators and computers. However, facility in the use of technology shall not be regarded as a substitute for a student's understanding of quantitative concepts and relationships or for proficiency in basic computations. Students also will identify real-life applications of the mathematical principles they are learning that can be applied to science and other disciplines they are studying. Mathematics has its own language, and the acquisition of specialized vocabulary and language patterns is crucial to a student's understanding and appreciation of the subject. Students should be encouraged to use correctly the concepts, skills, symbols, and vocabulary identified in the following set of performance indicators.

Problem solving has been integrated throughout the six content strands. The development of problem-solving skills should be a major goal of the mathematics program at every grade level. Instruction in the process of problem solving will need to be integrated early and continuously into each student's mathematics education. Students must be helped to develop a wide range of skills and strategies for solving a variety of problem types.

Concept and Operation

1. The student will identify, orally and in writing, the place value for each digit in a whole number expressed through millions; compare two whole numbers, expressed through millions, using symbols (>, <, or =); and round whole numbers expressed through millions to the nearest thousand, ten thousand, and hundred thousand.

2. The student will identify and represent equivalent fractions and relate fractions to decimals, using concrete objects.
3. The student will compare the numerical value of fractions having denominators of 12 or less.
4. The student will read, write, represent, and identify decimals expressed through thousandths, and round to the nearest tenth and hundredth, using concrete materials, drawings, calculators, and symbols.

Approach to Mathematical Thinking

5. The student will create and solve problems involving addition and subtraction of money amounts using various computational methods, including calculators, paper and pencil, mental computation, and estimation.
6. The student will estimate whole-number sums and differences and describe the method of estimation. Students will refine estimates, using terms such as closer to, between, and a little more than.
7. The student will add and subtract whole numbers written in vertical and horizontal forms, choosing appropriately between paper and pencil methods and calculators.
8. The student will find the product of two whole numbers when one factor has two digits or less and the other factor has three digits or less, using estimation and paper and pencil. For larger products (a two-digit numeral times a three-digit numeral), estimation and calculators will be used.
9. The student will estimate and find the quotient of two whole numbers given a one- digit divisor.
10. The student will add and subtract with fractions having like and unlike denominators of 12 or less and with decimals through thousandths, using concrete materials and paper and pencil; and solve problems involving addition and subtraction with fractions having like and unlike denominators of 12 or less and decimals expressed through thousandths.

Measurement

11. The student will estimate and measure weight/mass using actual measuring devices and express the results in both metric and U.S. Customary units, including ounces, pounds, grams, and kilograms; and estimate the conversion of

ounces and grams and pounds and kilograms; using approximate comparisons (1 ounce is about 28 grams, or 1 gram is about the weight of a paper clip; 1 kilogram is a little more than 2 pounds). The intent of this standard is for students to make "ballpark" comparisons and not to memorize conversion factors between U.S. and metric units.

12. The student will estimate and measure length using actual measuring devices and describe the results in both metric and U.S. Customary units, including part of an inch (_, 1/4, and 1/8), inches, feet, yards, millimeters, centimeters, and meters; and estimate the conversion of inches and centimeters, yards and meters, and miles and kilometers, using approximate comparisons (1 inch is about 2.5 centimeters, 1 meter is a little longer than 1 yard, 1 mile is slightly farther than 1.5 kilometers, or 1 kilometer is slightly farther than half a mile). The intent of this standard is for students to make "ballpark" comparisons and not to memorize conversion factors between U.S. and metric units.
13. The student will estimate and measure liquid volume using actual measuring devices and using metric and U.S. Customary units, including cups, pints, quarts, gallons, milliliters, and liters; and estimate the conversion of quarts and liters, using approximate comparisons (1 quart is a little less than 1 liter, 1 liter is a little more than 1 quart). The intent of this standard is for students to make "ballpark" comparisons and not to memorize conversion factors between U.S. and metric units.
14. The student will identify and describe situations representing the use of perimeter and will use measuring devices to find perimeter in both standard and nonstandard units of measure.

Geometry and Spatial Relations

15. The student will investigate and describe the relationships between and among points, lines, line segments, and rays.
16. The student will identify and draw representations of points, lines, line segments, rays, and angles, using a straight edge or ruler.
17. The student will identify lines that illustrate intersection, parallelism, and perpendicularity.

Probability and Statistics

18. The student will determine the probability of a given simple event, using concrete materials.
19. The student will collect, organize, and display data in line and bar graphs with scale increments of one or greater than one.

Patterns, Functions, and Algebra

20. The student will identify and locate missing whole numbers on a given number line.
21. The student will extend a given pattern, using concrete materials and tables.
22. The student will solve problems involving pattern identification and completion of patterns.

Mathematics Performance Indicators—Grade Five

The fifth-grade performance indicators place emphasis on developing proficiency in using whole numbers, fractions, and decimals to solve problems. Students will collect, display, and analyze data in a variety of ways and solve probability problems, using a sample space or tree diagram. Students also will solve problems involving area and perimeter, classify triangles, and plot points in the coordinate plane. Variables, expressions, and open sentences will be introduced. While learning mathematics, students will be actively engaged, using concrete materials and appropriate technologies such as calculators and computers.

Students will also identify real-life applications of the mathematical principles they are learning that can be applied to science and other disciplines they are studying. Students should be encouraged to use correctly the concepts, skills, symbols, and vocabulary identified in the following set of performance indicators. Problem solving has been integrated throughout the six content strands. The development of problem-solving skills should be a major goal of the mathematics program at every grade level. Instruction in the process of problem solving will need to be integrated early and continuously into each student's mathematics education. Students must be helped to develop a wide range of skills and strategies for solving a variety of problem types.

Concept and Operation

1. The student will read, write, and identify the place values of decimals through ten- thousandths.
2. The student will compare the value of two decimals through ten-thousandths using the symbols >, <, or =.

Approach to Mathematical Thinking

3. The student will create and solve problems involving addition, subtraction, multiplication, and division of whole numbers, using paper and pencil, estimation, mental computation, and calculators.
4. The student will find the product of two numbers expressed as decimals through thousandths, using an appropriate method of calculation, including paper and pencil, estimation, mental computation, and calculators.
5. The student, given a dividend of four digits or less and a divisor of two digits or less, will find the quotient and remainder.
6. The student, given a dividend expressed as a decimal through ten-thousandths and a single-digit divisor, will find the quotient.
7. The student will add and subtract with fractions and mixed numerals, with and without regrouping, and express answers in simplest form. Problems will include like and unlike denominators, limited to 12 or less.

Measurement

8. The student will describe and determine the perimeter of a polygon and the area of a square, rectangle, and triangle, given the appropriate measures.
9. The student will identify and describe the diameter, radius, chord, and circumference of a circle.
10. The student will differentiate between area and perimeter and identify whether the application of the concept of perimeter or area is appropriate for a given situation.
11. The student will choose an appropriate measuring device and unit of measure to solve problems involving measurement of length: part of an inch (_, 1/4, and 1/8), inches, feet, yards, miles, millimeters, centimeters, meters and kilometers; weight/mass: ounces, pounds, tons, grams, and kilograms; liquid volume: cups, pints, quarts, gallons, milliliters, and liters; area: square units; and temperature:

Celsius and Fahrenheit units. Problems also will include estimating the conversion of Celsius and Fahrenheit units relative to familiar situations (water freezes at 0%C and 32%F, water boils at 100%C and 212%F, normal body temperature is about 37%C and 98.6%F. 721

12. The student will determine an amount of elapsed time in hours and minutes within a 24-hour period.

Geometry and Spatial Relations

13. The student will classify angles and triangles as right, acute, or obtuse.
14. The student will measure and draw right, acute, and obtuse angles and triangles, using appropriate tools.
15. The student will identify the ordered pair for a point and locate the point for an ordered pair in the first quadrant of a coordinate plane.

Probability and Statistics

16. The student will solve problems involving the probability of a single event by using tree diagrams or by constructing a sample space representing all possible results; and create a problem statement involving probability based on information from a given problem situation. Students will not be required to solve the problem created.
17. The student will collect, organize and display a set of numerical data in a variety of forms, given a problem situation, using bar graphs, stem-and-leaf plots, and line graphs.
18. The student will find the mean and mode of a set of data.

Patterns and Relationships

19. The student will investigate, describe, and extend numerical and geometric patterns, including triangular numbers, perfect squares, patterns formed by powers of 10, and arithmetic sequences. Concrete materials and calculators will be used.
20. The student will investigate and describe the concept of variable; use a variable to represent a given verbal quantitative expression, involving one operation; and write an open sentence, using a variable to represent a given mathematical relationship.
21. The student will create a problem situation based on a given open sentence using a single variable.

Computer/Technology Performance indicators by the End of Grade Five

Computer/Technology skills are essential components of every student's education. In order to maximize opportunities for students to acquire necessary skills for academic success, the teaching of these skills should be the shared responsibility of teachers of all disciplines. Minimum skills that students should acquire by the end of Grade 5 include the following:

1. The student will demonstrate a basic understanding of computer theory including bits, bytes, and binary logic.
2. The student will develop basic technology skills and develop a basic technology vocabulary that includes cursor, software, memory, disk drive, hard drive, and CD-ROM. The student will select and use technology appropriate to tasks, develop basic keyboarding skills, operate peripheral devices, and apply technologies to strategies for problem solving and critical thinking.
3. The student will process, store, retrieve, and transmit electronic information; will use search strategies to retrieve electronic information using databases, CD-ROMs, videodiscs, and telecommunications; will use electronic encyclopedias, almanacs, indexes, and catalogs; will use local and wide-area networks and modem-delivered services to access information from electronic databases and will be able to describe advantages and disadvantages of various computer processing, storage, retrieval, and transmission techniques.
4. The student will communicate through application software; create a 1-2 page document using word processing skills, writing process steps, and publishing programs; use simple computer graphics and integrate graphics into word-processed documents; create simple databases and spreadsheets to manage information and create reports and use local and worldwide network communication systems.

Mathematics Performance Indicators—Grade Six

The sixth-grade performance indicators place continued emphasis on the study of whole numbers, decimals, and fractions. Students will use ratios to compare data sets, make conversions within a given measurement system, make geometric constructions and classify three-dimensional figures, and solve linear equations in one variable. While learning mathematics, students will be actively engaged, using concrete

materials and appropriate technologies such as calculators and computers. Students should be encouraged to use correctly the concepts, skills, symbols, and vocabulary identified in the following set of performance indicators. The development of problem-solving skills is a major goal of the mathematics program at every grade level. Instruction in the process of problem solving will need to be integrated early and continuously into each student's mathematics education.

Concept and Operation

1. The student will identify representations of a given percent and describe orally and in writing the equivalence relationship between fractions, decimals, and percents.
2. The student will describe and compare two sets of data using ratios and will use appropriate notations such as a/b, a to b, and a:b.
3. The student will explain orally and in writing the concepts of prime and composite numbers.
4. The student will compare and order whole numbers, fractions, and decimals, using concrete materials, drawings or pictures, and mathematical symbols.
5. The student will identify and represent integers on a number line.

Approach to Mathematical Thinking

6. The student will solve problems that involve addition, subtraction, and/or multiplication with fractions and mixed numbers, with and without regrouping, that include like and unlike denominators of 12 or less and express their answers in simplest form; and find the quotient, given a dividend expressed as a decimal through thousandths and a divisor expressed as a decimal to thousandths with exactly one non-zero digit. For divisors with more than one non-zero digit, estimation and calculators will be used.
7. The student will use estimation strategies to solve multi-step practical problems involving whole numbers, decimals, and fractions.
8. The student will solve multi-step consumer application problems involving fractions and decimals and present data and conclusions in paragraphs, tables, or graphs.

Measurement

9. The student will compare and convert units of measures for length, weight-mass,

and volume within the U.S. Customary system and within the metric system and estimate conversions between units in each system: length: part of an inch (_, 1/4, and 1/8), inches, feet, yards, miles, millimeters, centimeters, meter, and kilometers; weight-mass: ounces, pounds, tons, grams, and kilograms; liquid-volume: cups, pints, quarts, gallons, milliliters, and liters; and area: square units. The intent of this standard is for students to make "ballpark" comparisons and not to memorize conversion factors between U.S. and metric units. 724

10. The student will estimate and then determine length, weight-mass, area, and liquid volume-capacity, using standard and nonstandard units of measure.
11. The student will determine if a problem situation involving polygons of four sides or less represents the application of perimeter or area and apply the appropriate formula.
12. The student will create and solve problems by finding the circumference and/or area of a circle when given the diameter or radius. Using concrete materials or computer models, the student will derive approximations for pi from measurements for circumference and diameter.
13. The student will estimate angle measures using 45 degrees, 90 degrees, and 180 degrees as referents and use the appropriate tools to measure the given angles.

Geometry and Spatial Relations

14. The student will identify, classify, and describe the characteristics of plane figures including similarities and differences.
15. The student will determine congruence of segments, angles, and polygons by direct comparison, given their attributes. Examples of noncongruent and congruent figures will be included.
16. The student will construct the perpendicular bisector of a line segment and an angle bisector, using a compass and straight edge.
17. The student will sketch, construct models, and classify rectangular prisms, cones, cylinders, and pyramids.

Probability and Statistics

18. The student, given a problem situation, will collect, analyze, display, and interpret data in a variety of graphical methods, including line, bar, and circle graphs and stem-and-leaf and box-and-whisker plots. Circle graphs will be limited to halves,

fourths, and eighths.

19. The student will describe the mean, median, and mode as measures of central tendency and determine their meaning for a set of data.

20. The student will determine and interpret the probability of an event occurring from a given sample space.

Patterns and Relationships

21. The student will recognize, describe, and extend a variety of numerical and geometric patterns.

22. The student will investigate and describe concepts of exponents, perfect square, and square roots, using calculators to develop the exponential patterns. Patterns will include zero and negative exponents, which lead to the idea of scientific notation. Investigators will include the binary number system as an application of exponents and patterns.

23. The student will model and solve algebraic equations, using concrete materials; and solve one-step linear equations in one variable, involving whole number coefficients and positive rational solutions.

In Math class, students can incorporate the following other subject areas:

English Language Arts—Reading:

• Solving extended word problems in the form of full paragraphs or stories requires students to read carefully and for meaning. • Look for math problems or real world applications of math in newspapers, magazines.

English Language Arts—Writing:

• Formulate clearly written answers to math problems, describe in complete sentences thought processes in generating solutions. • Keep a math journal to record and describe daily difficulties, successes.

Science:

• Use interesting (and curriculum-related) scientific data to explain mathematical concepts. Example: age of a tree as it relates to circumference, speed of an animal in feet per second and miles per hour, etc.

Social Studies:

• Graphs, chart data can be related to social studies content being studied instead of random or meaningless data. Example: Problems involving line graphs could incorporate U.S. population data through 19th century. • Learn how time was used as measurement by the Greeks, Egyptians, and Mayans.

Health and Home Economics:

• Students will use real-world health and home economics data to construct mathematical problems. Example: Given the calorie and fat data of various foods, create three different daily menus that would meet a minimum calorie level without exceeding a maximum fat level.

Physical Education:

• Evaluate sports-related data as a study of patterns, fractions, or percentages. Examples: compare scoring of two point versus three point scoring strategies in basketball; compare division of different games into halves, periods (thirds), quarters, laps (eighths), innings (ninths); study formulas used for batting average, earned run average.

Languages other than English:

- Counting in other languages

Dance/Music:

- Students study rhythm, patterns in sound.

Art:

- Students learn about and recognize mathematical (especially geometric) patterns as art. • Students understand the basic characteristics of angles and shapes as they do and do not relate to real-world representations, including an understanding of perspective.

<u>In other classes, Math can be used in the following ways</u>:

English Language Arts—Reading:

- Students read biographies of famous mathematicians • Enjoy books about math such as *The Math Curse* • Read books about other mathematical systems, e.g. Egyptian or Roman numerals • In early grades, number-related picture books can be read aloud to students

Science:

- Use mathematical functions and equations to support scientific inquiry. • Use graphs and charts to help record data from experiments and formulate hypotheses • Use measurement skills to record and analyze data • Use knowledge of numbers to discover patterns.

Social Studies:

- Students can create graphs, charts, reflecting social studies content. • Students use knowledge of math to analyze, manipulate data. Example: What percent of total electoral college votes do Texas, California, and New York have?

Health and Home Economics:

- Students will use knowledge of fractions, percentages, and measurement to understand nutritional information, serving sizes, etc. • Students will use knowledge of graphs, charts, and data analysis to understand health-related data.

Physical Education:

• Use data from Physical Education events (scores, race times, etc.) to create and analyze graphs and charts. • Use Pythagorean Theorem, gravity, laws of motion and thermodynamics, and other mathematical concepts to explain real world physical education phenomena.

Art:

• Study of artists and art forms that incorporate mathematical patterns and functions, including M. C. Escher, computer imaging, Islamic architecture, etc.

SCIENCE & TECHNOLOGY

The Science and Technology curriculum will be designed to nurture the excitement which comes with a growing understanding of the world around us. Emphasis will be placed on hands-on experiences, experimentation and field trips. This will help students develop critical thinking, problem solving and teamwork skills. Texts, publications, internet resources, and videos will augment lab work. The **Tapestry Charter School** will utilize the many scientific, technological and medical resources available in our community to spotlight specific areas of study. Students will be encouraged to participate in the various science fairs available.

(See New York State Standards for Mathematics, Science and Technology, above.)

MULTIPLE INTELLIGENCE: Naturalist

Kindergarten Curriculum:

• Color • shape • size • texture • odor • sound comparisons • plant life and growth • animal life • water life• population • endangered species • dinosaurs • stages of life • habitats • observation • sense organs • topography • solar system • air • energy • heat and cold • light and shadow • day and night • color groupings • flotation: metal, rock, wood, and plastic • magnetism • electricity • experimentation and data collection • recycling and conservation • natural resources • field studies.

First Grade Curriculum:

• Plant life and growth • animal life • water life • population • endangered species • dinosaurs • stages of life • habitats • observation • sense organs • topography • solar system • air • energy • heat and cold • light and shadow • day and night • color groupings • flotation: metal, rock, wood, and plastic • comparing and mixing substances • magnetism • electricity • experimentation and data collection • recycling and conservation • natural resources • field studies

Second Grade Curriculum:

• Materials • interactions • gears • levers and pulleys • solar system • organisms • space exploration • life cycles • water cycles • animal birth and growth • animal food chain • plant responses to factors • growth stages • rocks and minerals • weather changes • vertebrates and invertebrates •

habitats • magnetism • motion • machines and motors • famous scientists • data collection • resource renewal and conservation • field studies.

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Third Grade Curriculum:

• Materials • interactions • gears • levers and pulleys • solar system • organisms • space exploration • life cycles • water cycles • animal birth and growth • animal food chain • plant responses to factors • growth stages • rocks and minerals • basic properties of matter • seasons and orbits • tides • weather changes • vertebrates and invertebrates • habitats • magnetism • motion; machines and motors • solutions • separations • electrical circuits • power • famous scientists • data collection • resource renewal and conservation • field studies.

Fourth Grade Curriculum:

• Weather • sound • human body systems • dinosaurs • habitats • ornithology • chemical interactions • glaciers and erosion • fossil fuel • heat • data collection • scientific investigation, reasoning and logic • force, motion and energy • life processes • interrelationships in Earth/space systems • weather • field studies.

Fifth Grade Curriculum:

• Energy sources and receivers • color and pigments • sight • lenses and mirrors • erosion • reproduction • evaporation and condensation • stars • ecosystems • machines and work • explain phenomena • investigations • evolutionary history of earth • spheres • data collection • field studies.

Sixth Grade Curriculum:

• Energy transfer • radiation • circuits • magnetics • make and energy source • ecosystem • chemicals and health • gases • pollution • atomic theory • states of matter • physical relationships • optics • apply science elsewhere • critique non-fact based conclusions • data collection • field studies.

The performance indicators in Math/Science/Technology are adapted from Virginia's State Learning Standards, going beyond them in terms of accessibility, clarity, and ease of implementation New or beginning teachers, as well experienced classroom instructors, will benefit from these precise planning outlines.

Science Performance Indicators—Kindergarten

The kindergarten performance indicators stress the use of basic science skills to explore common materials, objects, and living things. Emphasis is placed on using the senses to gather information. Students are expected to develop skills in posing simple questions, measuring, sorting, classifying, and communicating information about the natural world. The science skills are an important focus as students learn about life processes and properties of familiar materials such as magnets and water. Through phenomena including shadows, patterns of weather, and plant growth, students are introduced to the concept of change. The significance of natural resources and conservation is introduced in the kindergarten performance indicators.

Science Investigation, Reasoning, and Logic

1. The student will conduct investigations in which basic properties of objects are identified by direct observation; observations are made from multiple positions to achieve different perspectives; a set of objects is sequenced according to size; a set of objects is separated into two groups based on a single physical attribute; picture graphs are constructed using 10 or fewer units; nonstandard units are used to measure common objects; an unseen member in a sequence of objects is predicted; a question is developed from one or more observations; objects are described both pictorially and verbally; and unusual or unexpected results in an activity are recognized.
2. The student will investigate and understand that humans have senses including sight, smell, hearing, touch, and taste. Senses allow one to seek, find, take in, and react or respond to information in order to learn about one's surroundings. Key concepts include five senses (taste, touch, smell, hearing, and sight); and sensory descriptors (sweet, sour, bitter, salty, rough, smooth, hard, soft, cold, warm, hot, loud, soft, high, low, bright, dull).

Force, Motion, and Energy

3. The student will investigate and understand that magnets have an effect on some materials, make some things move without touching them, and have useful applications. Key concepts include attraction/non-attraction, push/pull, attract/repel, and metal/nonmetal; and useful applications (refrigerator magnet, can opener, magnetized screwdriver).
4. The student will investigate and understand that objects can be described in terms of their physical properties. Key concepts include the eight basic colors; shapes (circles, triangle, square) and forms (flexible, stiff, straight, curved); textures and feel (rough, smooth, hard, soft); relative size and weight (big, little, large, small, heavy, light, wide, thin, long, short); and position and speed (over, under, in, out, above, below, left, right, fast, slow).
5. The student will investigate and understand that water has properties that can be observed and tested. Key concepts include water occurs in different forms (solid, liquid, gas); the natural flow of water is down hill; and some materials float in water while others sink.

Life Processes

6. The student will investigate and understand basic needs and life processes of plants and animals. Key concepts include living things change as they grow and need food, water, and air to survive; plants and animals live and die (go through a life cycle); dinosaurs and extinction, offspring of plants and animals are similar but not identical to their parents and one another.

Interrelationships in Earth/Space Systems

7. The student will investigate and understand that shadows occur when light is blocked by an object. Key concepts include shadows occur in nature when sunlight is blocked by an object; and shadows can be produced by blocking artificial light sources.

Earth, Patterns, Cycles, and Change

8. The student will investigate and understand simple patterns in his/her daily life. Key concepts include weather observations; the shapes and forms of many common natural objects including seeds, cones, and leaves; animal and plant growth.

Home and School Routines

9. The student will investigate and understand that change occurs over time, and rates may be fast or slow. Key concepts include natural and human-made things may change over time; and changes can be noted and measured.

10. The student will investigate and understand that materials can be reused, recycled, and conserved. Key concepts include identifying materials and objects that can be used over and over again; describing everyday materials that can e recycled; and explaining how to conserve water and energy at home and in school.

Science Performance Indicators—Grade One

The first-grade performance indicators continue to stress basic science skills in understanding familiar objects and events. Students are expected to begin conducting simple experiments and be responsible for some of the planning. Students are introduced to the concept of classifying plants and animals based on simple characteristics. Emphasis is placed on the relationships among objects and their interactions with one another. Students are expected to know the basic relationships between the sun and Earth and between seasonal changes and plant and animal activities. Students also will begin to develop an understanding of moving objects, simple solutions and important natural resources.

Scientific Investigation, Reasoning, and Logic

1. The student will plan and conduct investigations in which differences in physical properties are observed using the senses and simple instruments to enhance observations (magnifying glass); objects or events are classified and arranged according to attributes or properties; observations and data are communicated orally and with simple graphs, pictures, written statements, and numbers; length, mass, and volume are measured using standard and nonstandard units; inferences are made and conclusions are drawn about familiar objects and events; predictions are based on patterns of observations rather than random guesses; and simple experiments are conducted to answer questions.

Force, Motion, and Energy

2. The student will investigate and understand that moving objects exhibit different kinds of motion. Key concepts include objects may have straight, circular, and

back and forth motions; objects vibrate; pushes or pulls can change the movement of an object; and the motion of objects may be observed in toys and in playground activities.

Matter

3. The student will investigate and understand how different common materials interact with water. Key concepts include some common liquids (vinegar) mix with water, others (oil) will not; some everyday solids (baking soda, powdered drink mix, sugar, salt) will dissolve, others (sand, soil, rocks) will not; and that some substances will dissolve more easily in hot water than cold water.

Life Processes

4. The student will investigate and understand that plants have life needs and functional parts and can be classified according to certain characteristics. Key concepts include needs (food, air, water, light, and a place to grow); parts (seeds, roots, stems, leaves blossom, fruit); and characteristics (edible/non-edible, flowering/non-flowering, evergreen/deciduous).
5. The student will investigate and understand that animals, including people, have life needs and specific physical characteristics and can be classified according to certain characteristics. Key concepts include life needs (air, food, water, and a suitable place to live); physical characteristics (body coverings, body shape, appendages, and methods of movement); and characteristics (wild/tame, water homes/land homes).

Interrelationships in Earth/Space Systems

6. The student will investigate and understand the basic relationships between the sun and Earth. Key concepts include the sun is the source of heat and light that warms the land, air, and water; and night and day are caused by the rotation of the earth.

Earth Patterns, Cycles, and Change

7. The student will investigate and understand the relationship of seasonal change and weather to the activities and life processes of plants and animals. Key concepts include how temperature, light, and precipitation bring about changes in plants (growth, budding, falling leaves, wilting); animals (behaviors, hibernation, migration, body covering, habitat); and people (dress, recreation, work).

Resources

8. The student will investigate and understand that natural resources are limited. Key concepts include identification of natural resources (plants and animals, water, air, land, minerals, forests, and soil); factors that affect air and water quality; recycling, reusing, and reducing consumption of natural resources; and use of land as parks and recreational facilities.

Science Performance Indicators—Grade Two

The second-grade focuses on using a broad range of science skills in understanding the natural world. Making detailed observations, drawing conclusions, and recognizing the unusual or unexpected are skills needed to be able to use and validate information. Measurement in both English and metric units is stressed. The idea of living systems is introduced through habitats and the interdependence of living and nonliving things. The concept of change is explored in states of matter, life cycles, weather patterns, and seasonal effects on plants and animals.

Scientific Investigation, Reasoning, and Logic

1. Student will plan and conduct investigations in which observations are repeated to improve accuracy; two or more attributes are used to classify items; pictures and bar graphs are constructed using numbered axes; linear, volume, mass, and temperature measurements are made in metric (centimeters, meters, liters, degrees Celsius, grams, kilograms) and standard English units (inches, feet, yards, pints, quarts, gallons, degrees Fahrenheit, ounces, pounds); observation is differentiated from personal interpretation, and conclusions are drawn based on observations; simple physical models and are constructed; conditions that influence a change are defined; and unexpected or unusual quantitative data are recognized.

Force, Motion, and Energy

2. The student will investigate and understand that natural and artificial magnets have certain characteristics and attract specific types of metals. Key concepts include magnetism, iron, magnetic/nonmagnetic, opposites, poles, attract/repel; and important applications including the magnetic compass.

Matter

3. The student will investigate and understand basic properties of solids, liquids and gases. Key concepts include mass and volume; and processes involved with changes in matter from one state to another (condensation, evaporation, melting, freezing, expanding, and contracting).

Life Processes

4. The student will investigate and understand that plants and animals go through a series of orderly changes in their life cycles. Key concepts include some animals (frogs and butterflies) go through distinct states during their lives while others generally resemble their parents; and flowering plants undergo many changes from the formation of the flower to the development of the fruit.

Living Systems

5. The student will investigate and understand that living things are part of a system. Key concepts include living organisms are interdependent with their living and nonliving surroundings; and habitats change over time due to many influences.

Interrelationships in Earth/Space Systems

6. The student will investigate and understand basic types and patterns of weather. Key concepts include temperature, wind, condensation, precipitation, drought, flood, and storms; and the uses and importance of measuring and recording weather data.

Earth Patterns, Cycles, and Change

7. The student will investigate and understand that weather and seasonal changes affect plants, animals, and their surroundings. Key concepts include effects on growth and behavior of living things (migration, hibernation, camouflage, adaptation, dormancy); and weathering and erosion of the land surface.

Resources

8. The student will investigate and understand that plants produce oxygen and food, are a source of useful products, and provide benefits in nature. Key concepts include important plant products (fiber, cotton, oil, spices, lumber, rubber, medicines, and paper); the availability of plant products affects the development of a geographic area; and plants provide homes and food for many animals and prevent soil from washing away.

Science Performance Indicators—Grade Three

The third-grade level will stress increasing emphasis on conducting investigations. Students are expected to be able to develop questions, formulate simple hypotheses, make predictions, gather data, and use the metric system with greater precision. Using information to make inferences and draw conclusions becomes more important. In the area of physical science, the performance indicators focus on simple machines, energy, and a basic understanding of matter. Behavioral and physical adaptations are examined in relation to the life needs of animals. The notion of living systems is further explored in aquatic and terrestrial food chains and diversity in environments. Patterns in the natural world are demonstrated in terms of the phases of the moon, tides, seasonal changes, the water cycle, and animal life cycles. Geological concepts are introduced through the investigation of the components of soil.

Scientific Investigation, Reasoning, and Logic

1. The student will plan and conduct investigations in which questions are developed to formulate hypotheses; predictions and observations are made; data are gathered, charted, and graphed; objects with similar characteristics are classified into at least two subsets; inferences are made and conclusions are drawn; natural events are sequenced chronologically; length is measured to the nearest centimeter; mass is measured to the nearest gram; volume is measured to the nearest milliliter and liter; temperature is measured to the nearest degree

Celsius; and time is measured to the nearest minute.

Force, Motion, and Energy

2. The student will investigate and understand simple machines and their uses. Key concepts include types of simple machines (lever, screw, pulley, wheel and axle, inclined plane, and wedge); how simple machines function; and examples of simple machines found in the school, home, and work environment.

Matter

3. The student will investigate and understand that objects can be described in terms of the materials they are made of and their physical properties. Key concepts include objects are made of smaller parts; materials are composed of parts that are too small to be seen without magnification; and physical properties remain the same as the material is reduced in size.

Life Processes

4. The student will investigate and understand that behavioral and physical adaptations allow animals to respond to life needs. Key concepts include methods of gathering and storing food, finding shelter, defending themselves, and rearing young; and hibernation, migration, camouflage, mimicry, instinct, and learned behavior.

Living Systems

5. The student will investigate and understand relationships among organisms in aquatic and terrestrial food chains. Key concepts include producer, consumer, decomposer; herbivore, carnivore, omnivore, and predator-prey.
6. The student will investigate and understand that environments support a diversity of plants and animals that share limited resources. Key concepts include water-related environments (pond, marshland, swamp, stream, river, and ocean environments); dry-land environments (desert, grassland, rainforest, and forest environments); and population and community.

7. The student will investigate and understand the major components of soil, its origin, and importance to plants and animals including humans. Key concepts include soil provides the support and nutrients necessary for plant growth; topsoil is a natural product of subsoil and bedrock; rock, clay, silt, sand, and humus are components of soils; and soil is a natural resource and should be conserved.

Earth Patterns, Cycles, and Change

8. The student will investigate and understand basic sequences and cycles occurring in nature. Key concepts include sequences of natural events (day and night, seasonal changes, phases of the moon, and tides); and animal and plant life cycles.
9. The student will investigate and understand the water cycle of its relationship to life on Earth. Key concepts include the origin of energy that drives the water cycle; processes involved in the water cycle (evaporation, condensation, precipitation); and water supply and water conservation.

Resources

10. The student will investigate and understand that natural events and human influences can affect the survival of species. Key concepts include the interdependency of plants and animals; human effects on the quality of air, water, and habitat; the effects of fire, flood, disease, erosion, earthquake, and volcanic eruption on organisms.

Conservation, resource renewal, habitat management, and species monitoring

11. The student will investigate and understand different sources of energy. Key concepts include the sun's ability to produce light and heat energy; natural forms of energy (sunlight, water, wind); fossil fuels (coal, oil, natural gas) and wood; electricity, nuclear power; and renewable and nonrenewable resources.

Science Performance Indicators—Grade Four

The fourth-grade stresses the importance of using information, analyzing data, and validating experimental results. Defining variables in experimentation is

emphasized, and making simple predictions from picture, bar, and line graphs is underscored. Questioning and hypothesizing become more detailed at this level. Students are introduced to basic principles of electricity and to the concept of energy as it relates to work and machines. Relationships are investigated in the interactions among the Earth, moon, and sun and among plants and animals and their environments. In examining weather phenomena and conditions, students identify various factors, make predictions based on data, and evaluate the results. The importance of natural resources in New York is emphasized.

Scientific Investigation, Reasoning, and Logic

1. Students will plan and conduct investigations in which distinctions are made among observations, conclusions (inferences), and predictions; data are classified to create frequency distributions; approximate metric measures are used to collect, record and report data; appropriate instruments are selected to measure linear distance, volume, mass, and temperature; predictions are made based on data from picture graphs, bar graphs, and basic line graphs; hypotheses are formulated based on cause and effect relationships; variables that must be held constant in an experimental situation are defined; and numerical data that are contradictory or unusual in experimental results are recognized.

Force, Motion, and Energy

2. The student will investigate and understand that energy is needed to do work and that machines make work easier. Key concepts include energy forms (electrical, mechanical, and chemical energy); potential and kinetic energy; simple and complex machines.

Efficiency, friction, and inertia

3. The student will investigate and understand the characteristics of electricity. Key concepts include the nature of electricity (voltage, ampere, resistance, conductors, and insulators); circuits (open/closed, parallel/series); magnetism and magnetic fields; static electricity; and historical contributions in understanding electricity.

Life Processes

4. The student will investigate and understand basic plant anatomy and life processes. Key concepts include the structures of typical plants (leaves, stems, roots, and flowers); processes and structures involved with reproduction (pollination, stamen, pistil, sepal, embryo, spore, and seed); photosynthesis (chlorophyll, carbon dioxide); and dormancy.

Living Systems

5. The student will investigate and understand how plants and animals in an ecosystem interact with one another and the nonliving environment. Key concepts include behavioral and structural adaptations; organization of communities; flow of energy through food webs; habitats and niches; life cycles; and influence of human activity on ecosystems.

Interrelationships in Earth/Space

6. The student will investigate and understand how weather conditions and phenomena occur and can be predicted. Key concepts include weather factors (temperature, air pressure, fronts, formation and type of clouds, and storms); and meteorological tools (barometer, hygrometer, anemometer, rain gauge, and thermometer).

Earth Patterns, Cycles and Change

7. The student will investigate and understand the relationships among the Earth, moon, and sun (revolution and rotation); the causes for the Earth's seasons and phases of the moon; the relative size, position, and makeup of the Earth, moon, and sun; unique properties of the Earth as a planet and as part of the solar system; and historical contributions in understanding the Earth-moon-sun system.

Resources

8. The student will investigate and understand important natural resources. Key concepts include watershed and water resources; animals and plants, both domesticated and wild; minerals, rocks, ores, and energy sources; and forests, soil, and land.

The fifth-grade stresses the importance of selecting appropriate instruments for measuring and recording observations. The organization, analysis, and application of data continue to be an important focus of classroom inquiry. Science skills from preceding grades, including questioning, using and validating evidence, and systematic experimentation, are reinforced at this levels. Students are introduced to more detailed concepts of sound and light and the tools used for studying them. Key concepts of matter include atoms, molecules, elements, and compounds, and the properties of matter are defined in greater detail. The cellular makeup of organisms and the distinguishing characteristics of organisms are stressed. Students will learn about the characteristics of the oceans and the Earth's changing surface.

Scientific Investigation, Reasoning and Logic

1. The student will plan and conduct investigations in which appropriate instruments are selected and used for making quantitative observations of length, mass, volume, and elapsed time; rocks, minerals, and organisms are identified using a classification key; data are collected, recorded and reported using the appropriate graphical representation (graphs, charts, diagrams); accurate measurements are made using basic tools (thermometer, meter stick, balance, graduated cylinder); predictions are made using patterns, and simple graphical data are extrapolated; and estimations of length, mass, volume are made.

Force, Motion, and Energy

2. The student will investigate and understand how sound is transmitted and is used as a means of communication. Key concepts include frequency, waves, wavelength, resonance, vibration; the ability of different media (solids, liquids, gases) to transmit sound; and communication tools (voice, Morse code, sonar, animal sounds, musical instruments).
3. The student will investigate and understand basic characteristics of white light. Key concepts include the visible spectrum, light waves, refraction, diffractions, opaque, transparent, translucent; optical tools (eyeglasses, lenses, flashlight, camera, kaleidoscope, binoculars, microscope, light boxes, telescope, prism, spectroscope, mirrors); and historical contributions in understanding light.

Matter

4. The student will investigate and understand that matter is anything that has mass, takes up space and occurs as a solid, liquid or gas. Key concepts include atoms, molecules, elements, and compounds; mixtures and solutions; and effect of temperature on the states of matter.

Living Systems

5. The student will investigate and understand that organisms are made of cells and have distinguishing characteristics. Key concepts include parts of a cell; five kingdoms of living things; vascular and nonvascular plants; and vertebrates and invertebrates.

Interrelationships in Earth/Space Systems

6. The student will investigate and understand characteristics of the ocean environment. Key concepts include geological characteristics (continental shelf, slope, rise); physical characteristics (depth, salinity, major currents); biological characteristics (ecosystems); and public policy decisions related to the ocean environment (assessment of marine organism populations, pollution prevention).

Earth Patterns, Cycles, and Change

7. The student will investigate and understand how the Earth's surface is constantly changing. Key concepts include the rock cycle including the identification of rock types; Earth history and fossil evidence; the basic structure of the Earth's interior; plate tectonics (earthquakes and volcanoes); weathering and erosion; and human impact.

Computer/Technology Performance indicators by the End of Grade Five

Computer/Technology skills are essential components of every student's education. In order to maximize opportunities for students to acquire necessary skills for academic success, the teaching of these skills should be the shared responsibility of teachers of all disciplines. Minimum skills that students should acquire by the end of Grade 5 include the following:

1. The student will demonstrate a basic understanding of computer theory including bits, bytes, and binary logic.
2. The student will develop basic technology skills and develop a basic technology

vocabulary that includes cursor, software, memory, disk drive, hard drive, and CD-ROM. The student will select and use technology appropriate to tasks, develop basic keyboarding skills, operate peripheral devices, and apply technologies to strategies for problem solving and critical thinking. 744

3. The student will process, store, retrieve, and transmit electronic information; will use search strategies to retrieve electronic information using databases, CD-ROMs, videodiscs, and telecommunications; will use electronic encyclopedias, almanacs, indexes, and catalogs; will use local and wide-area networks and modem-delivered services to access information from electronic databases and will be able to describe advantages and disadvantages of various computer processing, storage, retrieval, and transmission techniques.
4. The student will communicate through application software; create a 1-2 page document using word processing skills, writing process steps, and publishing programs; use simple computer graphics and integrate graphics into word-processed documents; create simple databases and spreadsheets to manage information and create reports and use local and worldwide network communication systems.

Science Performance Indicators—Grade Six

The sixth-grade performance indicators continue to emphasize data analysis and experimentation. Methods are studied for testing and validity of prediction and conclusions. Scientific methodology, focusing on precision in stating hypotheses and defining dependent and independent variables, is strongly reinforced. The concept of change is explored through the study of transformations of energy and matter, both in living things and in the physical sciences. A more detailed understanding of the solar system becomes a focus of instruction. Natural resource management and its relation to public policy and cost/benefit tradeoffs are introduced.

Scientific Investigation, Reasoning, and Logic

1. The student will plan and conduct investigations in which observations are made involving fine discrimination between similar objects and organisms; a classification system is developed based on multiple attributes; differences in descriptions and working definitions are made; precise and approximate measures are recorded; scale models are used to estimate distance, volume,

and quantity; hypotheses are stated in ways that identify the independent (manipulated) and dependent (responding) variables; a method is devised to test the validity of predictions and inferences; one variable is manipulated over time with many repeated trials; data are collected, recorded, analyzed and reported using appropriate metric measurement; data are organized and communicated through graphical representation (graphs, charts, and diagrams); and models are designed to explain a sequence.

2. The student will demonstrate scientific reasoning and logic. Key concepts include ideas are investigated by asking for and actively seeking information; multiple tests of ideas are performed before accepting or rejecting them; alternative scientific explanations are analyzed; and conclusions are based on scientific evidence obtained from a variety of sources.

Force, Motion, and Energy

3. The student will investigate and understand sources of energy and their transformations. Key concepts include potential and kinetic energy; energy sources (fossil fuels, wood, wind, water, solar, and nuclear power); and energy transformations (mechanical to electrical, electrical to heat/light, chemical to light, and chemical to electrical/light).
4. The student will investigate and understand basic characteristics of electricity. Key concepts include electrical energy can be produced from a variety of energy sources and can be transformed into almost any other form of energy; electricity is related to magnetism; currents are either alternating or direct; circuits can be parallel or series; electrical energy can be described in volts and amps; and electrical energy consumption is measured using common units (kilowatts/kilowatt hours).

Matter

5. The student will investigate and understand that all matter is made up of atoms. Key concepts include atoms are made up of electrons, protons, and neutrons; atoms of any element are alike but are different from atoms of other elements; and historical development and significance of discoveries related to the atom.
6. The student will investigate and understand how to classify materials as elements, compounds, or mixtures. Key concepts include mixtures can be separated by physical processes; compounds can only be separated by chemical

processes; and elements cannot be separated by physical or chemical means.

7. The student will investigate and understand that matter has physical and chemical properties and can undergo change. Key concepts include physical changes and changes in chemical composition, including oxidation reactions (rusting and burning), photosynthesis and acid-based neutralization reactions.

Life Processes

8. The student will investigate and understand that organisms perform life processes that are essential for the survival and perpetuation of the species. Key concepts include energy transformation (from food or photosynthesis); and respiration, movement, waste removal, growth, irritability (response) and reproduction.

Living Systems

9. The student will investigate and understand that organisms depend on other organisms and the nonliving components of the environment. Key concepts include producers, consumers, and decomposers; food webs and food pyramids; and cycles (water, carbon dioxide/oxygen, nitrogen).

Earth/Space Systems

10. The student will investigate and understand the organization of the solar system and the relationships among the various bodies that comprise it. Key concepts include the sun, moon, Earth, other plants and their moons, meteors, asteroids and comets; relative size of and distance between planets ; the role of gravity; revolution and rotation; the mechanics of day and night and phases of the moon; the relationship of the Earth's tilt and seasons; the cause of tides; and the history and technology of space exploration.

Resources

11. The student will investigate and understand public policy decisions relating to the environment. Key concepts include management of renewable resources (water, air, plant life, animal life) management of nonrenewable resources (coal, oil, natural gas, nuclear power); and cost/benefit trade-offs in conservation policies.

In other classes, Science an be used in the following ways:

English Language Arts:

• Students write and research science topics. • Students study the science of language and linguistics.

Mathematics:

• Students understand science to be applied math and recognize mathematical language and functions in their scientific work in areas such as the solar system and constellations.

Social Studies and Technology:

• Students study the affects of scientific discovery and advances in human history from prehistoric times to modernity.

Health and Home Economics:

• Students study biological functions and systems. They see how physical health is affected by nutrition and exercise.

Physical Education:

• Students calculate height and weight. They measure distance and temperature. Students understand physical movement and calories as energy.

The Arts:

• Students study frequency and wavelengths as used in music. • Students study the color spectrum, space and dimensions used in art. • Students understand physical movement and energy in terms of dance.

The Tapestry Charter School will encourage the parents/guardians and families of our students to contribute their knowledge, talents and cultural heritage through workshops and informal presentations. This is an important part of creating **Community Connections** within our own school community.

Students will visit the **Buffalo Museum of Science** and its temporary and permanent exhibits which include and are not limited to planets, animals, insect, birds, reptiles and dinosaurs.

Students will visit **Tifft Nature Preserve**, a nature park within the city limits of Buffalo, to learn about wildlife and plant life, including bird watching. Educators from the nature preserve will visit classrooms with various forms of wildlife for students to view and handle.

Students will visit the **Penn-Dixie Fossil Site** to participate in a fossil dig.

Students will visit the **Schoelkopf Geological Museum** in Niagara Falls to study about the formation of Niagara Falls and its geology. The museum also offers nature programs.

Students will visit **Rock City Park**, known as the world's largest "city of rocks" to study rocks and especially quartz.

Students will visit **Beaver Meadow Audubon Center** to participate in nature hikes and discovery of insects, birds, mammals, ponds and aquatic life.

Each classroom will contain state of the art **science kits** to enhance learning of mammals and insects.

Students will visit the **Ontario Science Center** in Toronto, Ontario to experience the hands-on discovery and investigation of all aspects of science.

Students will visit the **Niagara Falls Aquarium** to discover and study underwater life.

Students will visit the **Buffalo Zoological Gardens** to view and study animals from around the world.

Students will visit the **Kellkenberg and Wilcox Farms** to learn about farm animals and farm life.

Students will experience visits from **SPCA** staff to learn about the humane treatment of animals, responsible pet ownership and careers with animals.

Students will visit the **Buffalo and Erie Country Botanical Gardens** to learn about plant life, gardening, and the historical importance of this park.

Students will visit the **Niagara Power Project Power Vista** for hands-on exhibits on electricity and energy.

Children will **Explore and More . . . A Children's Museum** that encourages children to touch, experiment, discover, play and learn through special thematic exhibits.

SOCIAL STUDIES

In the Social Studies at the **Tapestry Charter School** we strive to develop an understanding as to how humanity has functioned in social groupings, in the past as well as how it continues to function in the present. The school will find texts that speak to these issues, as well as oral and written histories, publications, internet resources and other interactive learning tools. Field trips and local historians will reinforce the students' learning. Weekly class meetings will help our students develop interpersonal and social skills. Friendship, respect, honesty and problem solving will be key issues. The literature program from the Developmental Studies Center addresses many social concerns in its use of multi-cultural themes in literature that will directly relate to an interdisciplinary approach to the teaching of language arts and social studies (see Language Arts curriculum.)

NEW YORK STATE STANDARDS: Social Studies (SS)

STANDARD 1: Understanding the history of the United States and New York.

STANDARD 2: Understanding World History.

STANDARD 3: Understanding the Geography of the World.

STANDARD 4: Understanding Economic Systems.

STANDARD 5: Understanding Government, Citizenship, and Civics

MULTIPLE INTELLIGENCES: Interpersonal & Intrapersonal

Kindergarten Curriculum:

• Prehistoric New York • dinosaurs • ice age • Early Native Americans • explorers • Columbus • state symbols • land forms • oceans and continents • President and White House • Washington • Lincoln • U.S. holidays • globe and maps • climate • regions of the U.S. • colonies and colonial life • current events.

First Grade Curriculum:

• Prehistoric New York • Early Native Americans • explorers • European settlers in New York • statehood • New York role in independence • state symbols • famous New Yorkers • famous Americans • New York and local industry • New York geography • cities • capitals • land forms • oceans and continents • President and White House • New York Presidents • Washington • Lincoln

• U.S. holidays • distance and direction • globe and maps • topography • climate • regions of the U.S. • colonies and colonial life • life in America's past • American customs • culture and religion • Native American tribes • current events.

Second Grade Curriculum:

• Beginning of civilization • ancient Greece and Rome • timelines • mapping exercises • hemispheres • continents • oceans • earth regions • countries • latitude and longitude • boundaries and borders • poles • world explorers • trade routes • ancient beliefs vs. proof • American customs, culture and religion • Native American tribes • US history: colonization • current events.

Third Grade Curriculum:

• US history: colonization • Revolution to the Civil War • Native Americans • Declaration of Independence • Constitutional Convention • presidents • countries in the new • current events.

Fourth Grade Curriculum:

• Geography • mapping exercises • timelines • ancient civilizations and their cultural achievements: Greece: democracy, Rome: Olympics, Egypt: calendar • NY state history • ancestors and homelands • current events and community service.

Fifth Grade Curriculum:

• Geography • explorers • US history: 13 colonies, American Revolution • famous Americans • Constitution • Civil War • Great Depression • reconstruction • urbanization • social changes • land forms • bodies of water • geology of New York • seasons and time zones • mapping: symbols and scales • taxes • unemployment • current events and community service.

Sixth Grade Curriculum:

• US history: WWI to present • cold war • civil rights movement • famous • Americans • Korea, Vietnam • time lines • growth and influence of various religions • achievements of presidents • famous Americans • historical speeches and poems • economy: supply and demand • industrialization and urbanization • global affairs • historical analysis • changing role of the US between 1898-1930 • politics: two party system, local government • charity • current events and community service.

The performance indicators in the Social Studies are adapted from Virginia's State Learning Standards, going beyond them in terms of accessibility, clarity, and ease of implementation. New or beginning teachers, as well experienced classroom instructors, will benefit from these precise planning outlines. 752

Social Studies Performance Indicators

Kindergarten: Introduction to History

The performance indicators for kindergarten students include an introduction to the lives of interesting people in history. During the course of their first year in school, students should learn basic concepts involving historical time sequence, geographic direction, and economic choices. They should use maps and globes to identify and locate some of the places and geographic features that are discussed in rich stories of history. Initial citizenship education should include the importance of following rules and respecting the rights of other people. Students should also have opportunities to learn about national symbols. They should learn how individuals acquire the economic goods and services they need and want. They should learn the concepts of self-control, justice, courage, heroism, and leadership.

History

1. The student will understand that history relates to events and people of other times and places by identifying examples of past events in legends and historical accounts, including Paul Revere's ride and the stories of Johnny Appleseed, Booker T. Washington, and Betsy Ross, identifying examples of interesting Americans through exposure to biographies of important people of the past, including George Washington, Harriet Tubman, Abraham Lincoln, and Davy Crockett, and describing the people and events honored in commemorative holidays, including Columbus Day, Thanksgiving, Independence Day, President's Day, and Martin Luther King Day.

Geography

2 The student will compare and contrast the relative location of people, places, and things by placing objects using near/far, up/down, left/right, behind/in front, and locating land and water on a map using north, east, south, and west. 753

3. The student will use simple maps, globes, and other three-dimensional models to become aware of the physical shape of our state and nation; and locate areas referenced in historically based legends and stories.

4. The student will identify symbols such as community symbols (traffic signs, traffic lights, street and highway markers, etc.); and map symbols (legend references of land, water, roads, and cities).

Economics

5 The student will match simple descriptions of work that people do and the names of those jobs with examples from the local community and historical accounts.

6. The student will identify basic economic concepts, including the difference between basic needs (food, clothing and shelter) and wants (luxuries); the practice of exchanging money for goods and examples of people saving for the future.

Civics

7. The student will demonstrate an understanding that being a good citizen involves important actions by taking turns and sharing; taking responsibility for certain classroom chores; taking care of his/her own things (pencils, clothing, papers, books) and respecting what belongs to others; identifying examples of honesty, courage, patriotism, and other admirable character traits seen in American history; and identifying examples of rules and the consequences of breaking them.

8. The student will identify traditionally patriotic symbols such as those associated with America including the flag, the bald eagle, monuments, etc.

9. The student will learn traditionally patriotic activities, including the Pledge of Allegiance and the Star-Spangled Banner.

10. Class meetings will address civics including the American flag; Pledge of Allegiance; fundamentals of democracy; respect; fable morals; heroes; rules; manners; honesty; fair play; moral problems and solutions; individual responsibility; self-discipline , physical fitness and health including safety; body

control; sports skills; sportsmanship; hygiene; diet and nutrition; and multi-cultural games.

Grade One: Introduction to History and Social Studies

The performance indicators for first grade students include comparisons of everyday life and traditions in different places and times. First grade students should construct simple maps and globes to identify continents and locate places in New York and around the world related to their comparative studies of life and culture. First graders should also construct time lines; study economic concepts of scarcity, productive resources, and consumption; learn the value of rights and responsibilities; and help to make and enforce class rules. The student should be encouraged to develop good character through stories that teach such virtues as honesty, truthfulness, kindness, self-discipline, and responsibility.

History

1. The student will compare everyday life in different places and times and recognize that people, places and things change over time and through such comparisons as current school and community with past school and community; and contemporary American life with American life in previous time periods.
2. The student will understand through biographies and stories the deeds for which our nation honors leaders from the past, including a variety of political, scientific, social, and military leaders, including Benjamin Franklin, George Washington carver, Jane Adams, and John Paul Jones.
3. The student will study the life of people and events associated with major holidays such as Thanksgiving and the Pilgrims, Independence Day, Flag day, Veterans' Day, Memorial Day, etc.
4. The student will construct time lines to show sequence and change and will identify examples of possible cause and effect.

Geography

5. The student will locate the local community, Albany, New York, The United States, the seven continents, and the four oceans on a map and a globe.
6. The student will construct a simple map of a familiar area incorporating cardinal direction, scale, and map symbols.
7. The student will describe how climate, location, and physical surroundings affect

the way people live, including their food, clothing, shelter, transportation, and recreation.

8. The student will use maps, pictures, and stories to compare the geography of the local community with that of other communities in New York, the United States and the world.

Economics

9. The student will describe the difference between human resources (people at work), natural resources (water, soil, wood, coal, etc.), and capital resources (machines, tool, etc.) used to produce different goods or services.
10. The student will explain the difference between goods and services and will describe how people are both buyers (consumers) and sellers (producers) of goods and services
11. The student will explain that limits on resources require people to make choices about producing and consuming goods and services.
12. The student will simulate the exchange of money for goods and services and will identify ways to save money.

Civics

13. The student will describe and compare the making of some class rules by direct democracy (e.g., the entire class votes on the rules) and by representative democracy (e.g., the class elects a smaller group to make the rules.)
14. The student will identify the bodies of elected representatives responsible for making local, New York, and United States laws.
15. The student will name the President of the United States and recognize national symbols and traditions of new York and the United States such as flags, holidays, and the Pledge of Allegiance.
16. Class meetings will address civics including the American flag; Pledge of Allegiance; fundamentals of democracy; respect; fable morals; heroes; rules; manners; honesty; fair play; moral problems and solutions; individual responsibility; and self-discipline and physical fitness and health including safety; body control; sports skills; sportsmanship; hygiene; diet and nutrition; and multicultural games

The performance indicators for second grade introduce students to the heritage and contributions of historic groups of people throughout the world. Second graders should also continue development of map skills and demonstrate enhanced understanding of basic economic concepts. Civics performance indicators include distinguishing the basic functions of government and the officials responsible for each.

History

1. The student will study the contributions of ancient Egypt and China that have had an impact of world history, with emphasis on written language, laws, calendars, and architectural monuments such as the Pyramids and the Great Wall of China.
2. The student will compare rural, urban, and suburban communities and describe how the local community has changed physically and demographically over time.
3. The student will compare the tribes of American Indians in new York with nomadic (e.g., Sioux) and settle, agricultural tribes (e.g. Pueblo) in other regions in America.

Geography

4. The student will describe our nation as composed of states and locate the following on a map of the United States: Washington, D.C.; the states of New York, Ohio, Pennsylvania, New York, Massachusetts, Connecticut, New Jersey, Vermont, and the provinces of Ontario and Quebec.
5. The student will demonstrate map skills by constructing a simple map of the North American continent, which will include the essential map elements of title, scale, key, directional indicator, and date.

Economic

6. The student will explain the interdependence of produces and consumers in a market economy by describing factors that have influenced consumer demand and describing how producers have used natural resources, human resources, and capital resources to produce goods and services in the past and present.
7. The student will identify examples of making economic choices and will explain what is given up when making a choice; distinguish between money and barter economics; and explain the differences between using cash, checks, and credit

to purchase goods and services.

8. The student will compare different ways that money can increase in value through savings and investment (e.g. bank savings accounts, investments in stocks and bonds, and investments in real estate and other valuable goods).

Civics

9. The student will identify examples of the extension of the privileges and responsibilities of citizenship in American history and identify the contributions of individuals and groups, including Abraham Lincoln, Susan B. Anthony, and Dr. Martin Luther King, Jr.
10. The student will explain the difference between making laws, carrying out laws, and determining if laws have been violated and identify the government bodies that perform these functions at the local, state, and national levels.
11. Class meetings will address civics including citizenship; voting and elections; community service; religious tolerance; Declaration of Independence; Constitutional Convention; personal well being; first aid; drug and alcohol abuse; and multicultural games. Field trips will include museums, art galleries, concerts, theatre, and local businesses.

Grade Three: Introduction to History and the Social Sciences

The performance indicators for third grade develop an understanding of the elements of civilizations and their interrelationship by studying several early civilizations. Students also learn about the discovery, exploration, and colonization of America. Third graders should apply concepts of latitude and longitude as they study the geography of New York and the United States. The study of economics continues within the context of the historical study of exploration and colonization, and students are expected to learn about economics specialization, taxation, and the influence of transportation and communication on the distribution of goods and services.

History

1. The student will explain the term "civilization" and describe the ancient civilizations of Greece and Rome, in terms of geographic features, government, agriculture, architecture, music, art, religion, sports, and roles of men, women and children.
2. The student will describe the discovery of the Americans by Columbus and other European explorers and also the first permanent Spanish, French, and English

settlements in North American, with emphasis on the people (explorers and their sponsors), their motivations, the obstacles they encountered, and the successes they achieved.

3. The student will identify historical cause-and-effect relationships such as colonists establishing governments similar to those governed by colonists in Europe.

Geography

4. The student will distinguish between meridians of longitude and parallels of latitude and use the equator and prime meridian to identify the Northern, Southern, Easter and Western hemispheres and the locations of the ancient civilizations, European nations, and American colonies that the student is studying.
5. The student will use map, tables, graphs, and charts to classify regions with common characteristics, such as deserts.

Economics

6. The student will describe the economic specialization and interdependence involved in the production of goods and services in various types of communities in the past.
7. The student will explain in simple terms how opportunity, cost, scarcity, and price influence economic decision-making.
8. The student will explain the relationship between taxation and government services.
9. The student will describe the impact of changing modes of transportation and communication on the distribution of good and services.

Civics

10. The student will explain the fundamental ideals and principles that form the foundation of our republican form of government including inalienable rights ("life, liberty, and the pursuit of happiness"), the rule of law, justice, and equality under the law.
11. The student will explain the interaction between the rights and responsibilities, why we have rules laws and constitutional mandates to protect rights and make sure responsibilities are carried out; consequences for violating them; and the role of citizenship in promoting them.

12. The student will identify examples from history of conflicts over rights, how those conflicts were resolved, and the important people who helped resolve them.
13. Class meetings will address civics including citizenship; voting and elections; community service; religious tolerance; Declaration of Independence; and Constitutional Convention and physical fitness and health team and individual sports; personal well being; first aid; drug and alcohol abuse; and multicultural games. Field trips will include museums, art galleries, concerts, theatre, and local businesses.

Grade Four: Ancient History and State History

The performance indicators for grade four include developing a more in-depth understanding of ancient civilizations and their interrelationships by studying early civilizations, their cultural achievements, and their contributions to the development of modern societies. Family ancestors and homelands, state history and geography, mapping, and timelines will be used to allow the student to make relevant connections to his or her own life. Using the computer will become a more integral part of the student's repertoire of skills.

Geography

1. The student will name his/her continent, country, state, and community.
2. The student will create simple models of his/her state that contain major physical and political features.
3. The student will be introduced to basic geographical terms: earth, geography, place, globe, equator, poles, parallels, meridians, the cardinal directions (north, south, east, west), the intermediate directions (northeast, northwest, southeast, southwest), hemisphere, scale.
4. The student will be introduced to a range of map features, including common symbols for towns, railroads, rivers, lakes, mountains, road, hills, islands, bays, capital cities, etc. and measure straight-line distances using a rule and a bar scale.
5. The student will be introduced to mapping skills using grids, gridlines, latitude, longitude, coordinates, and degrees; and the concepts of location, proximity and routes.
6. The student will locate specific mountains and mountain chains on the earth and plot their coordinates in degrees.

Ancient Egypt

7. The student will be introduced t people, places, and events of ancient Egypt through narratives, biographies, technology (including the making of timelines) and other sources.
8. The student will become familiar with the geography of ancient Egypt, including what it is called today, and the major physical and political features of the area, including the Mediterranean Sea, Nile River, Red Sea, and the Arabian Desert.
9. The student will understand the phrase, "Gift of the Nile" in learning about the rise of ancient Egyptian civilization; the significance of the Nile River in the development of ancient Egyptian civilization, including the annual flooding that left a rich layer of soil that was good for growing crops.
10. The student will recognize and understand the significance of ancient Egyptian cultural achievements, including the Great Pyramids, The Sphinx, hieroglyphics, papyrus, and the calendar.
11. The student will recognize the name and achievements of the following individuals associated with ancient Egypt: the role of the pharaoh, Menes, Ramses II, Tutankhamen, and Hatshepsut.
12. The student will understand the basic cause of the decline of Sumerian civilization.

Ancient India

13. The student will be introduced to people, places and events of ancient India through narratives, biographies, technology (including the making of timelines), and other sources.
14. The student will be familiar with the geography of ancient India, including what places are called today, and the major physical and political features of the area, including the Himalayan Mountains, the Indian Ocean, the Arabian Sea, the Bay of Bengal, and the Indus River Valley.
15. The student will understand the basic precepts in the development of Hinduism, including the Hindu believe in a supreme being known as Brahma ; the idea of reincarnation; and the establishment of a caste system composed of priests, warriors, merchants, peasants, and untouchables.
16. The student will understand the basic precepts in the development of Buddhism: the life of Buddha and his belief that suffering is brought on by people's desires, and that all people should be respected, including Buddhism's rejection of the

caste system promoted by Hinduism.

17. The student will recognize the basic accomplishments of the ancient Indians, including advances in medicine (including the ability to set broken bones), the development of textiles such as cashmere, calico, and chintz, and the development of literature, including the Rig-Veda.

Ancient China

18. The student will be introduced to people, places, and events of ancient China through narratives, biographies, technology (including the making of timelines), and other sources.
19. The student will be familiar with the geography of ancient China, including what places are called today, and the major physical and political features of the area, including the Himalayan Mountains, the Indian Ocean, the Yellow (Huang He) River, and the Great Wall of China.
20. The student will understand the basic teaching of Confucius (551-479 B.C.) including the importance of the relationship between ruler and subject, father and son, husband and wife, older brother and younger brother, and friend and friend; to be sincere, polite, and unselfish; to obey and respect laws and traditions; to work hard and respect learning.
21. The student will be familiar with the ancient Chinese cultural achievements, including the Great Wall of china, the invention of silk, the crossbow, gunpowder, and the significance of the Chinese New Year.

Ancient Greece

22. The student will be introduced to people, places, and events of ancient Greece through narratives, biographies, technology (including the making of timelines), and other sources.
23. The student will be familiar with the geography of ancient Greece, including what places are called today, and the major physical and political features of the area, including the Mediterranean Sea, the Aegean Sea, Crete, Sparta, and Athens.
24. The student will understand the following topics as related to the legacy of ideas from ancient Greece: the Persian Wars, including the Battles of Marathon and Thermoplaye; the idea of a city-state; Athens and the development of democracy; the significant differences between Athens and Sparta; the Peloponnesian War; the Olympic Games; the worship of gods and goddesses;

great thinkers such as Socrates, Plato and Aristotle; great political leaders such as Leonidas, Pericles, and Alexander the Great.

25. The student will understand the basic cause of the decline of Greek civilization as a political entity, and the basic American ideas that have their origins in ancient Greece.

Ancient Rome

26. The student will be introduced to people, places, and events of ancient Rome through narratives, biographies, technology (including the making of timelines), and other sources.
27. The student will be familiar with the geography of ancient Rome, including what places are called today, and the major physical and political features of the area, including the Mediterranean Sea, Sicily, Rome, the Italian Peninsula (including the Italian Alps), Carthage (including North Africa), Spain (the Iberian Peninsula), Egypt, Syria-Palestine, continental Europe, and England.
28. The student will be familiar with the legend of the founding of Rome (Romulus and Remus).
29. The student will be introduced to the following topics in the history of ancient Rome: the early republic (including the role of the patricians, plebeians, and slaves), Julius Caesar and his assassinations, and the destruction of Pompeii.
30. The student will be familiar with facts related to daily life in Rome, including the Coliseum, building of roads, aqueducts and Hadrian's Wall in England (the idea that "all roads lead to Rome:"), gladiator combat and the circuses, Roman baths, and the Roman arch.
31. The student will understand the basic cause of the decline of the Roman Empire as a political entity, and the basic American ideas that have their origins in ancient Rome.

State History

32. The student will be introduced to the following topics concerning New York state and his or her community: the first known inhabitants, exploration, settlement, colonial or territorial period and early statehood.
33. The student will examine the geography of New York and his or her community according to the following topics: major regions and names, the highest and the lowest points, the area of (in square miles), the rank in size among the fifty

states, the population, the three largest cities (including the capital city), major lakes, rivers, mountains or mountain ranges, national parks, and geographic points of interest.

34. The student will know how to acquire information about New York, using such resources as the Chamber of Commerce, state government agencies, the school library, the local library, historical buildings and monuments, members of the community, CD-ROM encyclopaedias, the Internet, and e-mail correspondence with local schools or institutions.

35. The student will report on the following factual information about new York: date of statehood; state flag, seal, bird, flower, song or poem, animal, tree, and motto; local customs; ethnic composition of the population; maps, graphs, or charts about specific areas such as geography, climate, or points of interest; religions; weather; natural resources; famous people; notable indigenous plants and animals; names and locations of bordering states; names of the governor and U.S. Senators and Representatives; and a description of local government, notable universities and colleges.

37. Class meetings will address civics including branches of government and U.S. Constitution and Amendments; character including behavior evaluation, conflict resolution, and individual morality; and physical fitness and health including team and individual sports, and disease prevention. Field trips will include museums, art galleries, concerts, theatre, and local businesses.

Grade Five: U.S. History and Government

The performance indicators for grade five relate to the history of the United States. Fifth graders will continue to learn fundamental concepts in civics, economics, and geography. This course continues in grade six. In these two years, students study United States history in chronological sequence and learn about change and continuity in our history, study documents and speeches that lay the foundation of American ideals and institutions, and examine the everyday life of people at different times in our history through the use of primary and secondary sources. Teachers are encouraged to use simulations, class debates, projects, or other innovative techniques to make the students' learning experiences lively and memorable. Students should have ample instruction devoted to reviewing and strengthening map and globe skills, skills of using and interpreting information, and historical thinking skills.

Geography

1. The student will name his/her continent, country, state, and community.
2. The student will create simple models of his/her state that contain major physical and political features.
3. The student will be introduced to basic geographical terms: earth, geography, place, globe, equator, poles, parallels, meridians, the cardinal directions (north, south, east, west), the intermediate directions (northeast, northwest, southeast, southwest), hemisphere, scale.
4. The student will be introduced to a range of map features, including common symbols for towns, railroads, rivers, lakes, mountains, road, hills, islands, bays, capital cities, etc. and measure straight-line distances using a rule and a bar scale.
5. The student will be introduced to mapping skills using grids, gridlines, latitude, longitude, coordinates, and degrees; and the concepts of location, proximity and routes.
6. The student will locate specific mountains and mountain chains on the earth and plot their coordinates in degrees.

The Era of Exploration

7. The student will recognize that all Americans share a history based on democracy.
8. The students will know the significance of the following concepts: glaciers, the Ice Age, the land bridge connecting Asia and North America, basic geographical feathers of North America and Western Europe.
9. The student will understand the motivations behind why people from Europe would sail westward across the Atlantic Ocean.
10. The student will identify the following people related to the exploration of the New World: Vikings, Christopher Columbus, King Ferdinand, Queen Isabella, Native Americans, Tainos, Francisco Balboa, Ferdinand Magellan, Amerigo Vespucci, Hernando Cortes, Montezuma II (European spelling), Francisco Pizzaro, Atahualpa, Bartolome de Las Casas, Juan Gines de Depulveda, Sir Walter Raleigh, and Virginia Dare.
11. The student will be able to answer the following questions about early explorers: Where did they come from? What were their goals? Where did they go? What challenges did they face? Did they reach their goals?

12. The student will create a list of products that were exchanged from the Old World to the new, and be responsible for knowing two of each.

13. The student will understand the basic political consequences for Spain of the conquest of the Aztec and Inca Empires.
14. The student will learn two reasons why the English became interested in the new World.

The Original 13 Colonies

15. Using a blank map of the northeastern United States, the student will locate and label the colonies of Massachusetts, new Hampshire, Connecticut, and Rhode Island, individually and in groups.
16. The student will become familiar with computers as a way of making timelines.
17. The student will be able to identify the difference between *Royal, Charter,* and *Proprietary* colonies.
18. The student will be able to identify and explain the significance of the journey of the pilgrims to North America and the signing of the Mayflower Compact.
19. The student will be able to identify the following concepts: Anglican Church, Puritans, and Separatists, pilgrimage.
20. The student will recognize the significance of the following phrase: "To enact, constitute and frame such just and equal laws, ordinances, acts, constitutions, offices . . . for the general good of the Colony, unto which, we promise all due submission and obedience.
21. The student will be able to identify the basic motivations behind the Puritans' decision to establish a society in the New World, and focus on the following facets: the Charter of the company of the Massachusetts Bay in New England, their desire to establish a "city upon a hill", and antipathy towards the Quakers.
22. The student will be able to identify the following concepts: Puritans, toleration, charter, and theocracy.
23. The student will recognize the significance of the following quote by John Winthrop: "We must consider that we shall be as a city upon a hill. The eyes of all people are upon us."
24. Upon an examination of the basic facts surrounding the Salem Witchcraft Trials, the student will be able to identify common characteristics of late 17th century Puritan society, including good vs. evil, and the common belief in the existence of witches.

25. Using a blank map of the northeastern United Stades, the student will locate and label the colonies of Pennsylvania, Delaware, new Jersey and new York individually and in groups.

26. Using large wall maps of the Middle Colonies, the student will locate and label the following places: New York, Philadelphia, Appalachian Mountains, Atlantic Ocean, Wilmington, Baltimore, and the Delaware River.

27. The student will be able to identify the following contributions of William Penn to the development of the Middle Colonies: his establishment of a safe haven for Quakers in Pennsylvania and Delaware, the construction of Philadelphia, the concept of upward mobility, and the concept of conscientious objection.

28. The student will be able to identify the following contributions of Benjamin Franklin to the development of the Middle Colonies: his varied inventions, including the almanac, bifocal glasses, and printing press; his early civil service contributions, including the establishment of the first public library, city hospital, and University of Pennsylvania; and his virtuousness as characterized by the following quotes: "Early to bed and early to rise, makes a man healthy, wealthy and wise" and "God helps those who help themselves."

The American Revolution

29. The student will be able to locate: Boston, Lexington, Concord, Bunker Hill, Saratoga, Valley Forge, Philadelphia, New York, Lake Champlain, Yorktown, and Canada.

30. The student will understand political causes and provocations of the American Revolution, including the issue over taxation, the concept of mercantilism, Committees of Correspondence, the Boston Massacre, the Boston Ta party, the Intolerable (Coercive), the First Continental Congress, Thomas Paine's *Common Sense*, and the Battle of Lexington and Concord.

31. The student will recognize the significance of the following events related to the American Revolution: The Battle of Bunker Hill, the signing of the Declaration of Independence, the Battle of Saratoga, George Washington's crossing of the Delaware, Benjamin Franklin's negotiation of an alliance with the French, the Battle of Yorktown, and the Treaty of Paris, 1783.

32. The student will recognize and understand the contributions of the following individuals: Thomas Paine, Paul Revere, George Washington, Thomas

Jefferson, Nathan Hale, John Paul Jones, George III, Benedict Arnold, Generals Burgoyne, Cornwallis, and Lafayette.

The Constitution 767

33. The student will examine some of the basic values and principles of American democracy, in both theory and through the examination of excerpts of primary documents, as defined in the Declaration of Independence, the Articles of Confederation, and the U.S. Constitution. The student will such questions as: Why do societies need government? Why does a society need laws? Who makes the laws in the United States? What were the main ideas behind the Declaration of Independence, and where did they come from? What might happen in the absence of government and laws?
34. The student will examine the Declaration Independence, including the reading of primary excerpts from this document, in order to understand the following main ideas: the proposition that "all men are created equal", the responsibility of the government to protect the "inalienable rights" of the people, the natural rights of "life, liberty, and the pursuit of happiness", the "right of the people . . . to institute new government".
35. The student will recognize and understand the viewpoints of the following early thinkers whom Thomas Jefferson considered in writing the Declaration of Independence: Hobbes, Locke, and Montesquieu.
36. The student will be able to recognize and state at least three shortcomings of the Articles of Confederations.
37. The student will understand the basic differences between confederate and republican forms of government.
38. The student will examine the Constitution of the United States, including reading of primary excerpts from this document, in order to understand the following main ideas: the preamble to the Constitution, the separation and sharing of powers in American government as demonstrated by the three branches of government, the concept of checks and balances, limits on governmental power, veto power, the Bill of Rights, and the Judiciary Act of 1789.
39. The student will examine several early landmark Supreme Court cases and understand their impact on Constitutional government.
40. The student will recognize and understand the levels and functions of national, state and local government.

41. The student will be able to identify the current President and Vice President of the United States and the state Governor.

42. The student will understand the following features of New York state government: branches, how government services are paid for, how young people can participate in government.

The Early Republic

43. Through narratives, textbooks, primary sources, and information gained from the use of technology, the student will learn about the causes, conflicts, and consequences of the American Civil War.
44. The student will be able to define the terms "cabinet" and "administration".
45. The student will learn the following topics: the president and vice president during the first and second presidencies, the establishment of the national capitol in Washington, D. C.
46. The student will be able to articulate the growth of political parties according to the following: arguments between Thomas Jefferson and Alexander Hamilton, on their view of America (as an agricultural of industrial society).
47. The student will examine the presidency of Thomas Jefferson and understand the impact of the Louisiana Purchase.
48. The student will examine the main causes and outcomes of the War of 1812, including the notion of "freedom of the seas".
49. The student will understand the meaning and implications of the Monroe Doctrine, including its short and long-term effects.
50. The student will examine the presidency of Andrew Jackson and be able to define the "spoils system" and the "kitchen cabinet".
51. The student will examine the policy of Indian removal and be able to define "trail of tears" as it relates to the resettlement of the Cherokee Indians.

The American Civil War

52. Through narratives, textbooks, primary sources, and information gained from the use of technology, the student will learn about the causes, conflicts, and consequences of the American Civil War.
53. The student will examine the politics of the U.S. Congress during the period of crisis and compromise in the years leading up to the Civil War, by focusing on these topics: abolitionists (including William Lloyd Garrison, Frederic Douglass,

and John Brown); the political views of the agrarian South versus the industrial North, the controversy over whether to allow slavery in territories and new states as illustrated by the Missouri Compromise, the Kansas-Nebraska Act, and the Dred Scott Supreme Court Decision, the Lincoln-Douglas debates, and Lincoln's statement, "A house divided against itself cannot stand." 769

54. The student will understand the following causes of the American Civil War: slavery, differing ways of life between North and South, free labor versus slave labor, and the issue of states' rights.

55. The student will examine and understand the major political developments of the Civil War, including the First Battle of Bull Run and the Battles of Antietam and Gettysburg; the roles of Ulysses S. Grant, Robert E. Lee, and Jefferson Davis; the Emancipation Proclamation; the Gettysburg Address; the appointment of an African-American regiment under Robert Gould Shaw; Sherman's march to the sea; excerpts from Lincoln's second inaugural address ("With malice toward none, with charity for all"); the surrender at Appomattox Court House; and the assassination of Lincoln by John Wilkes Booth.

Reconstruction

56. Through narratives, textbooks, primary sources, and information gained frp, the use of technology, the student will learn about the era of Reconstruction in America.

57. The student will understand the basic points of Lincoln's Plan of Amnesty and Reconstruction.

58. The student will be able to define the following terms within the context of Reconstruction: Radical Republicans, carpetbaggers and scalawags, Freedmen's Bureau, and "40 acres and a mule".

59. Class meetings will address civics including roots of democracy and democracy and adversaries; character including sexual development and responsibility; and physical fitness and health including team and individual sports. Field trips will include museums, art galleries, concerts, theatre, and local businesses.

Grade Six: U.S. history and Government

The performance indicators for grade six relate to the history of the United States. Sixth graders will continue to learn fundamental concepts in civics, economics, and geography. This course continues from grade five. In these two years, students

study United States history in chronological sequence and learn about change and continuity in our history, study documents and speeches that lay the foundation of American ideals and institutions, and examine the everyday life of people at different times in our history through the use of primary and secondary sources. Teachers are encouraged to use simulations, class debates, projects, or other innovative techniques to make the students' learning experiences lively and memorable. Students should have ample instruction devoted to reviewing and strengthening map and glob skills, skills of using and interpreting information, and historical thinking skills.

The Civil Rights Movement

1. The student will be introduced to the idea that while America is founded upon the proposition that "all men are created equal," equality had not always been granted to all Americans.
2. The student will examine the notable events and individuals associated with the Civil Rights Movement through the landmark political and legal events that began with Amendment 13 (abolition of slavery, 18640 through the Civil Rights Act (1964).
3. The student will use a combination of primary documents, and the Internet to create a timeline of the critical political and legal events associated with the Civil Rights Movement: The Emancipation Proclamation (1863); the 13th Amendment (1853, the abolition of slavery); Lincoln's Plan of Amnesty and Reconstruction (1865), including the establishment and purpose of the Freedmen's Bureau (1865) and the institution of "black codes" by southern states (1865); the 14th Amendment (1868, forbade states to deprive citizens of the rights of life, liberty, and property without due process of law or to deny any citizen the equal protection of the laws); the 15th Amendment (1870, "the right of citizens of the United States to vote shall not be denied or abridge by the United States or any state on account of race, color or previous condition of servitude."); the establishment of poll taxes and literacy test in the late 19th century to prevent African-Americans from voting; the Civil Rights Act of 1875, "All persons...shall be entitled to...equal...accommodations, advantages, facilities, and privileges of inns, public conveyances on land or water, theatres, ...subject only to the conditions and limitations established by law and applicable to citizens of every race and color"; the establishment and consequences of "Jim Crow" laws(1881-late 1890s) by the southern states that required African-Americans and whites to

ride in separate railway cars, schools, parks, playgrounds, and other public facilities; the 1883 Supreme Court decision that the 1875 Civil Rights Act forbade only state, not individuals or corporations (such as railroads) from discrimination against African-American citizens; the 1896 *Plessy v. Ferguson* Supreme Court decision which permitted "separate but equal" facilities for African-Americans; the African-American response to *Plessy v. Ferguson* in the late 19th century and early 20th century: the establishment of the Urban League and the NAACP; the 1954 *Brown v. Board of Education* Supreme Court decision which reversed the 1896 *Plessy v. Ferguson* decision, in stating "separate but equal" is "inherently unequal" and violates the 14th Amendment; the dispatch of federal troops by President Eisenhower to Little Rock, Arkansas, to facilitate integration of an all-white high school; the 1957 Civil Rights Act designed to secure voting rights for African-American citizens; the development of various forms of peaceful demonstration designed to elicit support for Civil Rights: sit-ins, "freedom rides", "freedom marches", and boycotts; the 1964 Civil Rights act which outlawed racial discrimination in employment and in public accommodations; and the 1965 Voting Rights Act which authorized federal supervision of registration in districts with lower voter enrollment.

4. The student will be familiar with the role of the following individuals associated with the history of Civil Rights for African-Americans: Abraham Lincoln, Hiram Revels, W. E. G. DuBois, Rosa parks, George Washington Carver, Dr. Martin Luther King, Jr., Malcolm X, Medgar Evers, Ruby Bridges, Dwight D. Eisenhower, and John F. Kennedy.

Industrialization and Urbanization

5. The student will analyze and explain Americans' responses to industrialization and urbanization, with emphasis on muckraking literature and the rise of the Progressive Movement; women's suffrage and temperance movements, and their impact on society; child labor, working conditions, and the rise of organized labor; political changes at the local, state, and national levels; and improvements in standards of living, life expectancy, and living conditions.
6. The student will describe the ideas and events of the 1920's and 1930's, with the emphasis on literature, music dance, and entertainment; the Harlem Renaissance; impact of the automobile; prohibition, speakeasies, and bootlegging; the impact of women's suffrage; racial tensions and labor strife; and

urban and rural electrification.

7. The student will explain the Great Depression and its effects, with emphasis on weaknesses in the economy, the collapse of financial markets in the late 1920's, and other events that triggered the Great Crash; the extent and depth of business failures, unemployment, and poverty; the New Deal and its impact on the Depression and the future role of government in the economy; and personalities and leaders of the period, including Will Rogers, Eleanor and Franklin Roosevelt, and Charles Lindbergh.

8. The student will describe the economic, social, and political transformation of the United States since World War II, with emphasis on segregation, desegregation, and the Civil Rights Movement; the changing role of women in American; the technology revolution and its impact on communication, transportation, and new industries; the consumer economy and increasing global markets; increases in violent crime and illegal drugs; effects of increased immigration; the impact of governmental social and economic programs and the Cold War on the growth of federal income tax revenues and government spending and the role of the Federal Reserve System; effects of organized religious activism; and political leaders of the period, trends in national elections, and differences between the two major political parties.

Global Affairs

9. The student will describe and analyze the changing role of the United States in world affairs between 1898 and 1930, with emphasis on the Spanish-American War; the Panama Canal; Theodore Roosevelt's "Big Stick Diplomacy"; the United States' role in World War I; the League of Nations; and tariff barriers to world trade.

10. The student will analyze and explain the major causes, events personalities and effects of World War II, with emphasis on the rise of Facism, Nazism, and Communism in the 1930's and 1940's and the response of Europe and the United States; aggression in Europe and the Pacific; failure of the policy of appeasement; the Holocaust; major battles of World War II and the reasons for Allied victory; and major changes in Eastern Europe, China Southeast Asia, and Africa following the war.

11. The student will describe United States foreign policy since World War II, with emphasis on the Cold War and the policy of communist containment;

confrontations with the Soviet Union in Berlin and Cuba; nuclear weapons and the arms race; McCarthyism and the fear of communist influence within the United Sates; NATO and other alliances, an our roles in the United Nations; military conflicts in Korea, Vietnam, and the Middle East; and the collapse of communism in Europe and the rise of new challenges.

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Historical Analysis

12. The student will interpret patriotic slogans and excerpts from notable speeches in United States history since 1877 including "Ask not what your country can do for you,..." "...December 7, 1941, a date which will live in infamy," "I have a dream..., and "Mr. Gorbachev, tear down this wall!"
13. The student will develop skills for historical analysis, including the ability to identify, analyze, and interpret primary sources (artifacts, diaries, letters, photographs, art, documents, and newspapers) and contemporary media (computer information systems) and to make generalization about events and life in United State history since 1877; recognize and explain how different points of view have been influenced by nationalism, race, religion, and ethnicity; distinguish fact from fiction by examining documentary sources; construct various time lines of United Sates history since 1877 including landmark dates, technological and economic changes, social movements, military conflict, and presidential election; and locate on a United States map all 50 states, the original 13 states, the states that formed the Confederacy, and the states which entered the Union since 1877.
14. The student will develop skills in discussion, debate, and persuasive writing by evaluating different assessments of the causes, costs, and benefits or major events in recent American history such as World War I, the New Deal, World War II, the Korean War, the Conservative Movement, the Civil Rights Movement, the War on poverty, and the Vietnam War.
15. Class meetings will address civics including two-part system, politics, and local government; character including charity and community service; and physical fitness and health including team and individual sports. Field trips will include museums, art galleries, concerts, theatre, and local businesses.

Two factors encourage linking history to related studies in the social studies, literature, math, science and the arts in grades K-6

1. History itself is a highly integrative field, engaging children in studies not only of the people and events in the history of their community, state, nation, and world, but opening as well the study of the geographic places in which these events occurred; the ideas, beliefs, and values that influenced how people acted in their daily lives; the rules, laws, and institutions they established and lived by; the oral traditions and literature, music, art, architecture, and dance they created; and the technological and scientific developments they invented, or adopted, in their quest to improve daily life. In short, studies in history necessarily include geographic, economic, political, social, and scientific studies, as well as studies in the arts.

2. Teachers of grades K-6 normally are responsible for the entire curriculum and therefore are uniquely able to schedule activities that cut across subject lines and develop performance indicators from two or more fields in a single lesson. Thus, lessons in literature can include literary selections from historical fiction, biography,, and other readings important to the history curriculum as well as to the language arts. In turn, activities in creating group stories in history (K-2) and individual historical narratives, letters, journals, and so on (grades 3-6) in children's studies of history are important in furthering performance indicators in English as well as in history. So, too can lessons simultaneously develop certain performance indicators in history and in civics, in geography, in economics, in the arts, and—to some degree—in mathematics and science.

Social Studies Links with English Language Arts:

History is a narrative discipline that, especially in the early grades, has much in common with the folktales, fairy tales, and stories of individuals' lives that are part of the English Language Arts curriculum. In many cases literature can offer introductions and insights to other cultures that enrich social studies.

In the high grades, period writings—memoirs, fiction, essays, plays, poems, and speeches—open a window into the thoughts, values, and daily lives of earlier eras and

foreign cultures that cannot be attained through history books alone. The following are examples of literature that could accompany the social studies curriculum:

GRADES K-2:

- Books such as *The Keeping Quilt* by Patricia Polacco, *Chang's Paper Pony* by Eleanor Coerr, *From Me to You* by Paul Rogers, *The Patchwork Quilt* by Valeria Flournoy, and *How My parents Learned* to Eat by Ina R. Friedman compare the cultural similarities and differences in clothes, homes, food, communication, technology, cultural traditions, and other aspects of family life between families now and in the past.
- Draw upon stories about the experiences of immigrants in the recent past in order to retell the stories and discuss the good and bad experiences of the people who have moved to New York. Possible sources are *Angel Child, Dragon Child*, by Michele Maria Surat, *The Land I Lost* by Hyunh Quang Nhoung, *Making a New Home in America* by Maxine Rosenberg, *How Many Days to America?* by Eve Bunting, *I Speak English for My Mom* by Muriel Stark, and *Grandfather's Journal* by Allen Say.

GRADES 3-4

- Draw upon books such as *Dogsong* by G. Paulson, *The Goat in the Rug* by Charles L. Blood and Martin Link, and *The First Strawberries* by Joseph Bruchac to compare the life and culture of Native Americans long ago and today
- Draw upon various sources of folklore to understand various cultures such as: *Dr. Coyote: A Native American, Aesop's Fables* by John Bierhorst, *The Jack Tales* by Richard Chase, *The Pennsylvania Dutch: Craftsmen and Farmers* by Eva Deutsch Costable, *The Tales of Uncle Remus: The Adventures of Brer Rabbit* by Julius Lester, *Where Indians Live: American Indian Houses* by Nashone, *American Tall Tales* by Phyllis Fecrotte, *I'm Going to Sing: Black America—Spirituals*, Volume II by Ashley Bryan; and *From Sea to Shining Sea: A Treasury of American Folklore and Folk Songs* compiled by Amy L. Cohn

GRADES 5-6

- The stories of Mansa Musa and his great pilgrimage to Mecca in 1324 are a source to analyze the great wealth of Mali, its trade in gold and salt, and the importance of its learning center at Timbuktu. • West African proverbs, folk tales, and artifacts help illustrate and explain traditional family living and gender roles. • Historical fiction and biographies such as *The Double Life of Pocahontas* by Jean Fritz; *The Serpent Never*

Sleeps: A Novel of Jamestown and Pocahontas by Scott O'Dell and John Billington; *Friend of Squanto* by Clyde Robert Bulla; and *Sign of the Beaver* by Elizabeth Speare; and *Squanto* by Fennie Ziner examine the interaction of American Indians and early European settlers. • Stories such as *If You Lived in Colonial Times* by Ann McGover, *How the Colonists Lived* by David McKay, and *Colonial Living* by Edwin Tunis help build an understanding and appreciation of life in colonial America.

Social Studies Links to Mathematics:

Economics and geography offer a wide range of links to mathematical principles and practices including statistics, geometry, and algebra. Students will be able to apply their math skills in these fields as well as link the development of mathematical principles to the cultures and historical eras they were developed.

Social Studies Links to the Sciences:

Technological developments, scientific discovers, and natural phenomena are an integral part of our history and often provide key turning points in the development of civilizations. Within the context of U.S. and world history, students can expand their understanding of physics, engineering, medicine, and the environmental sciences by combining science experiments with the study of related events in the past. The environmental sciences are also key to understanding geography and vice versa.

The following are some examples of science projects that could like to the social studies curriculum:

GRADE 3-4:

• Environmental studies of the local area are linked to the economic and social development of Buffalo and the Erie Canal. • The study of earth sciences, water resources, and weather patterns are factors in urban development and continue to play a roles in local government services.

GRADES 5-6

The engineering and technology used in ancient civilizations to construct structures such as the pyramids, the Great Wall of China, and Mayan cities.

Social Studies Links with the Arts:

In the early grades the arts—music, dance, and visual arts (including puppets, masks, and crafts)—can be used to introduce students to Asian, African, Latin American, Native American and Early American cultures and to help place history within a cultural context. The materials used for crafts, musical instruments, and costumes can also be used to explore geographic characteristics. People, events, and actions from songs and dance are often tied to historical pasts or legend and can offer another source of historical information for students to analyze and compare with other sources.

The following are some examples of art projects that could link to the social studies curriculum:

GRADES K-2

- Students learn and discuss music and songs that tell legends and historical events.
- Students learn about and play musical instruments from other cultures including Native American, African, Asian, Middle Eastern, and Latin American. • Students study art forms from other cultures, including pottery, quilting, mask and puppet making.

GRADES 3-4

- Students create and compare masks, puppets and costumes from a wide variety of cultures and time periods. • Students learn music and dance forms from Asia, Africa, Latin America, Middle East, and early America, including Native American music and dance forms.

GRADES 5-6

- Students study early Egyptian, Asian and Latin American arts including sculpture, painting, architecture, and pottery. • Students study early American art and craft styles, materials, and methods of production, including folk arts, such as quilts.

The Tapestry Charter School will encourage the parents/guardians and families of our students to contribute their knowledge, talents and cultural heritage through workshops and informal presentations. This is an important part of creating **Community Connections** within our own school community.

Students will visit the **Buffalo and Erie County Historical Society** to learn about Buffalo and Western New York's past. The historical society offers special programs correlating with curriculum—early Buffalo, Iroquois, Erie Canal, Pan American Exposition, etc. The Historical Society has permanent and traveling exhibitions showcasing WNY's rich history, has a research library, and is a National Historic Landmark.

Students will also visit the **Theodore Roosevelt Inaugural Site** to learn about Buffalo's rich presidential history and the 1903 Pan American Exposition.

Students will visit the **African American Culture Center** to learn about African American culture, history, arts, education and music.

Students will visit the **Genesee Country Village and Museum** in Genesee County, a 19th century village, to learn about American life in the 1800's.

Students will visit **Fort Erie** to learn about the War of 1812 - 1814.

Students will visit **Old Fort Niagara**, the 1726 fortress held by France, Britain and the U.S., featuring 18th century buildings, exhibits, and special events.

Students will visit the **Buffalo and Erie County Public Library** on a regular basis and will each have his or her own library card. A branch of the Buffalo and Erie County Public Library houses remains of the underground railroad.

Students will study the architecture and history of **Frank Lloyd Wright** will be studied which will include visits to his many Buffalo homes.

Students will visit the **Holocaust Resource Center of Western New York** in conjunction with classroom instruction about the Holocaust. Local survivors of the Holocaust trained to speak to students are available to visit schools and share personal,

historical accounts of the Holocaust.

Library Media Center at the **Tapestry Charter School** will have access to the **Holocaust and Human Rights Learning Center at the Buffalo Academy for Visual and Performing Arts (B.A.V.P.A.),** to provide students and teachers with additional resources about the Holocaust and Human Rights issues. B.A.V.P.A. is one of Buffalo's Magnet Schools. The **Holocaust and Human Rights Learning Center** is a traveling learning center

Students will visit the **Erie Canal** in Lockport, NY and travel by boat on the canal and learn about its importance in early American and Western New York commerce.

Students will visit the **Kazoo Museum** to learn about the original American Kazoo Company and Factory.

Students will visit the **Amherst Museum** to experience and learn about 19th century life on the Niagara Frontier.

Students will learn about the rich architectural and historic heritage of Niagara and Erie County by participating in architectural tours and activities provided by: **Buffalo Olmsted Parks Conservancy, Friends of the School of Architecture, Industrial Heritage Committee, Landmark Society of the Niagara Frontier, Preservation Coalition of Erie County, and the Theodore Roosevelt Inaugural National Historic Site.**

Students will visit the **Buffalo & Erie County Naval and Military Park** to learn about the largest inland naval park in the U.S.

Students will visit the **Buffalo Fire Historical Museum** to learn about the history of fire fighting from pre-1850 to the present.

Students will visit the **Buffalo Transportation/Pierce Arrow Museum** and the **Pedaling History Bicycle Museum** to learn about the history of transportation.

Students will visit the **Herschell Carousel Factory Museum** to see demonstrations of animal carving, historic carousels, and have fun.

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Students will visit the **Michigan Street Baptist Church,** when studying the Underground Railroad. This is a National Historic Landmark.

Federal Court, Erie County Court,, City Hall and Elected Officials will provide students with opportunities to learn about the judicial system; the functions of local government; municipal and social services; and the electoral process.

Students will participate in **KIDS VOTING Western new York** to develop awareness and an understanding of the electoral process.

Students will participate in cultural and historical programs in the city, particularly in connection to celebrations related to Black History Month, Women's History Month, etc.

LANGUAGES OTHER THAN ENGLISH

The **Tapestry Charter School** believes that the study and acquisition of language is essential to the understanding and growth of all people in a global community. Studies have shown that young children exposed to a foreign language on a regular basis have the most successful retention rates. All **Tapestry Charter School** students in grades K-6 will have foreign language instruction in their schedule twice each week. The **Tapestry Charter School's** commitment to **Spanish** reflects the need of society to be bilingual. The curriculum will be enriched through the collaboration of foreign language teachers with the arts teachers and with parent volunteers. Opportunities for dramatic presentations, school newspapers and poetry readings will be typical. The teachers will be able to expand the standard curriculum through these collaborations.

NEW YORK STATE STANDARDS: Language Other than English (LOTE)

STANDARD 1: Communicating in a Language Other than English.
Students will be able to use a language other than English for communication.

STANDARD 2: Attaining Cross-Cultural Understanding.
Students will develop cross-cultural skills and understanding.

MULTIPLE INTELLIGENCE: Linguistic

Kindergarten Curriculum

• counting • recognizing primary nouns and simple words • verbs • adjectives
• stories • songs • cultural similarities and differences.

First Grade Curriculum:

• counting • recognizing primary nouns and simple words • verbs • adjectives
• stories • songs • cultural similarities and differences.

Second Grade Curriculum:

• vocabulary for basic topics, such as family, sports, weather and household objects
• basic conversation • interaction and questions • music and other cultural connections.

Third Grade Curriculum:

• vocabulary for basic topics, such as family, sports, weather and household objects • basic conversation • interaction and questions • music and other cultural connections.

Fourth Grade Curriculum:

• reading and writing exercises and simple stories • vocabulary development • language structure • conversation • provide and obtain information • express feelings and emotions • exchange opinions • study of culture.

Fifth Grade Curriculum:

• reading and writing • vocabulary • demonstrate understanding of language through comparisons of Spanish and English • demonstrate understanding of the concept of culture through comparisons of Spanish cultures and their own • oral presentations and comprehension • introduction to Latin combined with studies in Medieval History.

Sixth Grade Curriculum:

• conversational speaking • group presentations • "daily life" exercises • reading and writing for communication and vocabulary development • reinforce and further knowledge of other disciplines through language • acquire information and recognize distinctive viewpoints only available through Spanish and its cultures • utilize information from a variety of sources: technology, print and audiovisual materials, media and data services, and human resources.

The study of a second language affords students many unique opportunities. In addition to learning to communicate with others in a previously unfamiliar language, students broaden their horizons through the study of foreign cultures and customs. Likewise, such a curriculum not only provides students opportunities to study another language and culture, but it assists them considerably in learning about their native language and culture. These valuable skills are important for the student on both the personal professional levels and include, more specifically:

- the ability to communicate well for varied purposes. In other languages, as well as in English, effective communication requires an understanding of both the language and culture being studied as well as one's own. Such communication implies the ability to interact confidently within many arenas, including the workplace and communities where the language is spoken.

- a solid foundation in basic subject matter and skills, including the development of verbal, reasoning, and listening skills, as well as broad-based knowledge of the artistic, literary, political and scientific achievements of human cultures. The study of a second language has been shown to enhance student performance in other academic fields. Likewise, learning from other fields can also be reinforced in the foreign language classroom.

- an understanding and appreciation of the diversity of languages and cultures, including one's own. These tools aid students to function as responsible and informed citizens and enhance their personal development.

The foreign performance indicators state what students need to know about languages and cultures, including their own; what they need to be able to do; and how this knowledge and these abilities relate to the subject matter of other core areas. They state clearly and in measurable terms:

- what students need to know in order to function successfully in their society and in relationship to other languages and cultures;
- what students need to be able to do. Knowing about a language and its culture(s), while essential, is not sufficient; students will develop skills for functioning effectively in varied contexts; and
- the integration of foreign languages into the rest of the curriculum so that the connections are clear and so that learning in all areas is facilitated, including the development of a deeper understanding of one's own language and culture. The five strands under which the standards are organized—Communication, Culture, Connections, Comparisons and Communities—are meant to be interwoven among themselves as well, rather than taught as separate entities. Meeting the standards for each one will contribute to reaching the stands of the others.

These standards for foreign language study are challenging for all students. They assume an extended sequence of learning throughout the students' school career. Meeting these standards will require the study of grammar- the forms and structures of the language- as well as effective learning strategies. Students will also need to use technologies that will bring the language and the culture to them in new ways and enhance their opportunities to learn.

It is expected that a student who completes this curriculum will have an in-depth knowledge of the language and culture studied and will be able to communicate on a basic but effective level with native speakers of the language studied.

READINESS

Students use basic vocabulary related to people, places, things and actions close to their own lives. They express themselves in phrases, short sentences and memorized material. Their language is characterized by an emerging control of the most common basic grammatical forms and structures. Because comprehension of oral and written language normally exceed production, students are able to comprehend simple descriptions, narratives, and authentic materials such as advertisements, on topics studied in class. Pronunciation and fluency are such that students often might not be understood by native speakers. They are able to write accurately what they can say by 2nd grade.

FOUNDATIONS

Students speak and write extemporaneously using short sentences and sentence strings in present tense on topics within their experience with the language. They can describe, ask and answer questions; engage in simple conversations; and carry out simple realistic functions such as ordering a meal, buying something, or introducing themselves or others to a group. Since their knowledge of the forms and structures of the language has grown rapidly but their practice has been limited, their speech is likely to contain numerous linguistic errors. Students are comprehensible to sympathetic listeners who have experience with non-native speakers of their language. Their written language still mirrors their oral language, although they may be able to express more ideas more accurately in writing, given time to reflect, review and revise.

ESSENTIALS

Students speak with somewhat longer utterances and begin to display an ability to connect phrases and sentences to show relations between ideas expressed. Although patterns of errors are still common, students now speak and write extemporaneously in past, present and future time, using vocabulary related to their own lives and interests. Accent and intonation are generally accurate, although pauses and false starts my be common, as students give simple instructions and directions, make comparisons, solve problems together, and engage in conversations on a range of topics including leisure activities, professions and current events. In written work,

students' spelling and punctuation are mostly accurate; and they organize their ideas well.

I. Communication (Understanding)

Students understand and interpret written and spoken communication on a variety of topics in the target language.

II. Communication (Interactions)

Students engage in oral and written exchanges which include providing and obtaining information, expressing feelings and preferences, and exchanging ideas and opinions in the target language.

III. Communication (Presentations)

Students present information and ideas in the target language on a variety of topics to listeners and readers.

IV. Culture

Students know "what to do when" and 'what to say while doing it" in the culture and use this knowledge to interact appropriately. They also understand the relationships between cultural perspectives, products and practices within cultures.

V. Connections

Students use the target language and authentic sources to reinforce and/or learn other content from the other subject areas.

VI. Comparisons

Students develop insights into their own language and their own culture through the study of the target language.

VII. Communities

Students use the target language within and beyond the school setting.

I. Communication (Understanding)

- Respond to simple commands
- Read and understand simple words and expressions
- Comprehend short conversations/stories on familiar topics
- Identify people and objects based on oral and written descriptions
- Interpret gestures, intonation and other visual or auditory cues
- Comprehend the main ideas and identify the principal characters of short stories or children's literature

II. Communication (Interactions)

- Greet people, make small talk and close conversation
- Give and follow simple instructions and ask and answer questions
- Express likes and dislikes
- Describe people, places and things in their daily lives
- Identify occupations in the target language

III. Communication (Presentations)

- Recite short and simple materials (i.e., stories, songs, poems, advertisements and popular sayings) with appropriate expression
- Write or orally present short messages
- Present descriptions of familiar people, places and things to a group
- Read and short poems or stories with appropriate expression

IV. Culture

- Use appropriate gestures and oral expressions for greetings, leave-takings and courtesy phrases
- Participate in age-appropriate cultural activities such as games, songs, celebrations and short dialogues
- Identify and describe a variety of objects from the cultures, e.g., toys, dress, buildings, foods
- Identifying parts of the world where the target language is spoken

V. Connections

- Explore topics related to other school subjects in the target language including weather terms, math facts, measurements, animals or geographical concepts
- Read or listen to and talk about age-appropriate folk tales, short stories, poems and songs that are written for native speakers

VI. Comparisons

- Recognize that words are borrowed from one language by another
- Make basic comparisons between the celebrations of the target culture and their own culture (e.g., Halloween and Dia de los Muertos; Bastille Day and Independence Day)
- Recognize that cultures have artifacts, such as symbols, advertisements and songs, that serve similar purposes

VII. Communities

- Participate in a school or community celebration
- Perform a song or skit in the target language for an audience
- Understand and listen to presentations about occupations and careers

3-4: FOUNDATIONS

I. Communication (Understanding)

- Comprehend and interpret a brief narrative or poem
- Comprehend brief written messages and short personal notes
- Comprehend simple recorded material
- Follow simple written instructions

  Comprehend the main ideas or themes and identify and describe the main characters in selected literary texts
- Call upon repetition, rephrasing, and nonverbal cues to derive or convey meaning from a language other than English

II. Communication (Interactions)

- Express feelings
- Give and follow directions to carry out a specific task and ask questions for clarification
- Exchange information about personal events and memorable experiences

- State opinions about objects, people and events present in their everyday lives
- Acquire goods or information through interaction
- Select vocabulary appropriate to a range of topics, employ simple and complex sentences in present, past, and future time frames, and express details and nuances by using appropriate modifiers

III. Communication (Presentations)

- Perform short plays, poems and songs
- Write or orally present brief messages which provide information
- Present basic (Biographical) information about self or others in front of a group
- Share interpretations, reactions and feelings about a piece of literature
- Use repetition and circumlocution as well as gestures and nonverbal cues to sustain conversation

IV. Culture

- Identify and discuss (in English, if necessary) typical behaviors from the target culture in a variety of specific settings
- Identify on a map the countries where the target language is spoken and the major cities and geographical features
- Use culturally appropriate language and behaviors in basic school and social situations
- Interpret cultural messages expressed in signs, symbols, advertisements, etc. in the target language

V. Connections

- Discuss topics in other school subjects in the target language including geographical terms, historical facts, mathematical terms and problems, and scientific information
- Comprehend articles or short videos in the target language on topics being studied in other classes

VI. Comparisons

- Identify and compare (in English, if necessary) cultural perspectives of people in both their own culture and the culture being studied relating to family, school, work and play
- Recognize (in English, if necessary) the process of word/idea borrowing from one

language by another

- Distinguish between the sound system and the writing system of the target language and the same elements in their own language
- Compare appropriate gesture in the target language and culture studied to their own

VII. Communities

- Use the library to select books, magazines, CDs, etc., in the target language; share their content with others
- Identify people in the community who use the target language in their work; invite them to share information with the class and ask them questions
- Create original materials (e.g., short stories, poems, crafts) to exchange with classes in other communities or countries
- Use some key cultural traits of the societies in which the target language is spoken

5-6: ESSENTIALS

I. Communication (Understanding)

- Comprehend the main idea in authentic oral and written materials on a familiar topic
- Identify emotions and feelings from selected reading material

II. Communication (Interactions)

- Express and react to a variety of feelings
- Develop and propose solutions to issues and problems cooperatively with other students
- Support opinions with factual information
- Use idiomatic expressions in oral and written communication

III. Communication (Presentations)

- Present understandable written reports and summaries
- Perform short, student-created skits and scenes
- Present a brief speech (monologue)
- Prepare tape- (audio) or video-recorded materials
- Retell a story

- Understand the main idea and some details of simple informative materials written informative speakers
- Compose short, informal notes and messages to exchange information with members of the target culture
- Understand the main idea and some discrete information in television, radio or live presentations
- Use cognates and contextual visual cues to derive meaning from texts that contain unfamiliar words, expressions, and structures

IV. Culture

- Investigate and participate in age-appropriate cultural practices related to business, sports and entertainment
- Use and respond appropriately to idiomatic verbal and nonverbal expressions
- Identify, experience or produce expressive products of the culture, e.g., advertisements, stories, poems
- Recognize simple themes, ideas or perspectives of the culture and the relationships to socially acceptable behavior
- Identify the areas in the U.S. where the target language is most commonly spoken, noting the impacts
- Recognize how the target language and its culture add to the richness of our own cultural diversity
- Recognize when to switch between formal and informal language
- Model how spoken language, body language, and social interaction influence communication
- Exhibit spontaneity in their interactions, particularly when the topic is familiar, but often rely on familiar utterances

V. Connections

- Present reports in the target language orally and/or in writing on topics being studied in other classes
- Generate reports for other content areas using information acquired through sources in the target language
- Write multi-paragraphed essays, journals, personal and business letters, and creative text in which their thoughts are unified and presented in an organized fashion: errors may occur, particularly when students are writing about complex

themes or issues requiring the expression of opinions, or when the topic is outside their realm of experience.

VI. Comparisons

- Understand how idiomatic expressions impact communication and reflect culture
- Demonstrate an awareness that there is more than one way to express ideas across languages
- Recognize that there are linguistic and cultural concepts that exist in one language and not in another
- Compare and contrast a variety of art forms (e.g., music, dance, visual arts, drama) with their own culture through oral and/or written descriptions and/or performance.

VII. Communities

- Research and present a topic related to the target language or culture, using resources available outside the classroom
- Write letters or electronic messages to native speakers
- Interview community members who speak the target language on topics of personal or professional interest; report the results orally or in writing
- Write letters to U.S. communities and other countries where the target language is used to request information on topics of interest; report orally or in writing about the information received
- Identify and select written or oral materials of individual interest; report on them to others
- Understand how words, body language, rituals and social interactions influence communication
- Use appropriate registers
- Write in the target language in a manner that articulates similarities and differences in cultural behaviors

In other classes, Languages Other than English can be used in the following ways:

Language Arts and Theater:

- Students will participate in songs and dance that are indigenous to the cultures that speak their language being studied.

Mathematics and Music:

- Students will study codification and symbolism through interdisciplinary comparisons.

Social Studies, Health and Technology:

- Students will study the cultures that speak the language that they are learning including their history, economics, geography, governments and ways of life.
- Students will use the internet, CD-ROMs, and other technological reference sources.
- Students will have e-mail buddies in other countries.

Physical Education:

- Students will learn games that are specific to the target language's cultures.

Art and Dance:

- Students will participate in songs and dance that are indigenous to the cultures that speak the language being learned.

The Tapestry Charter School will encourage the parents/guardians and families of our students to contribute their knowledge, talents and cultural heritage through workshops and informal presentations. This is an important part of creating **Community Connections** within our own school community.

Our proximity to Canada, especially to Toronto, Ontario, allows for many opportunities for cross-cultural language and food experiences.

The study of Languages Other than English will utilize many of the same organizations as the Arts curriculum. Students will attend museums that showcase the heritage and history of countries that speak their languages.

PHYSICAL EDUCATION and HEALTH

The students at the **Tapestry Charter School** will recognize that being physically fit is important for everyone and that it is important to establish the habits of a healthy life style early in life. Students will engage in activities designed to perfect their coordination while encouraging them to become good team players. Students at the **Tapestry Charter School** will have organized physical education classes twice weekly and recreational outdoor play daily, weather permitting.

NEW YORK STATE STANDARDS: Physical Education (PE)

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 maintain personal health.

Standard 2—A Safe and Healthy Environment

Students will acquire the knowledge and ability necessary to create and maintain a safe and healthy environment.

Standard 3—Resource Management

Students will understand and be able to manage their personal and community resources.

MULTIPLE INTELLIGENCE: Body Kinesthetic & Interpersonal and Intrapersonal

Kindergarten and First Grade Curriculum:

- safety • body control • personal space • sports skills • sportsmanship
- hygiene • diet and nutrition • multi-cultural games.

Second through Sixth Grade Curriculum:

- team and individual sports: bowling, soccer, swimming, tennis, etc. • multi-cultural games • personal well-being • first aid • drug and alcohol abuse • behavior evaluation • conflict resolution • individual morality • disease prevention
- sexual development and responsibility.

All Grades:

Field trips, such as trips to baseball and other professional and amateur sporting events will complement the curriculum.

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 maintain personal health.

Health Education—Elementary

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 will demonstrate the practice positive health behaviors.

Students:

- know how basic body systems work and interrelate in normal patterns of growth and development
- possess basic knowledge and skills which support positive health choices and behaviors
- understand how behaviors such as food selection, exercise and rest affect growth and development
- recognize influences which affect health choices and behaviors
- know about some diseases and disorders and how they are prevented and treated
- practice and support others in making healthy choices

Physical Education—Elementary

Students will 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. Students will design personal fitness programs to improve cardio-respiratory endurance, flexibility, muscular strength, endurance, and body composition.

Students:

- participate in physical activities (games, sports, exercises) that provide conditioning for each fitness area
- develop physical fitness skills through 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

Home Economics—Elementary

Students will use an understanding of the elements of good nutrition to plan appropriate diets for themselves and others. They will know and use the appropriate tools and technologies for safe and healthy food preparation.

Students:

- understand the importance of nutritious food and how it contributes to good health, make simple nutritious food choices, and assist with basic food preparation
- use simple household tools safely to perform a variety of everyday tasks
- recognize how a family contributes to personal health

Standard 2—A Safe and Healthy Environment

Students will acquire the knowledge and ability necessary to create and maintain a safe and healthy environment.

Health Education—Elementary

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.

Students:

- understand basic safety rules
- recognize potentially dangerous situations and know how to avoid or reduce their risk
- know some personal and social skills which contribute to individual safety
- recognize characteristics of the environment that contribute to health

Physical Education—Elementary

Students will 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. Students will be able to identify safety hazards and react effectively to ensure a safe and positive experience for all participants.

Students:

- 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.

Home Economics—Elementary

Students will know the basic principles of home and community safety. They can demonstrate the skills necessary to maintain their homes and workplaces in a safe and comfortable condition. They can provide a safe and nurturing environment for themselves and others.

Students:

- understand some basic requirements of nurturing people of various ages, and demonstrate appropriate ways to interact with them
- know some conditions necessary for a safe and healthy home and school environment and recognize the various ways individuals contribute to that environment

Standard 3—Resource Management

Students will understand and be able to manage their personal and community resources.

Health Education - Elementary

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.

Students:

- identify characteristics of valid health information and health promoting products and services and know where to locate them
- understand how culture contributes to individual family and community beliefs and practices affecting health
- know how to access help when illness, injury, or emergency situations occur
- recognize how the media influences health choices

Physical Education—Elementary

Students will be aware of and able to access opportunities available to them within their community to engage in physical activity. They will be informed consumers and be able to evaluate facilities and programs. Students will also be aware of some career options in the field of physical fitness and sports.

Students:

- 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.

Home Economics—Elementary

Students will understand and be able to manage personal resources of talent, time, energy, and money and make effective decisions in order to balance their obligations to work, family, and self. They will nurture and support positive relationships in their homes, workplaces, and communities. They will develop and use their abilities to contribute to society through pursuit of a career and commitment to long-range planning for their personal, professional, and academic futures. They will know and access community resources.

Students:

- understand the kinds of resources available in their community and make informed decisions related to their own use
- understand how people acquire, use, and protect money and recognize some factors that influence spending
- know the different jobs in their communities and the contributions made by individuals performing those jobs.